



ELEMENTS OF THE LOCAL PLAN FOR SPECIAL EDUCATION

SAN FRANCISCO SPECIAL EDUCATION LOCAL PLAN AREA

JUNE 2003

SAN FRANCISCO COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

**ELEMENTS OF THE LOCAL PLAN
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**SAN FRANCISCO COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA
ASSURANCE STATEMENTS**

1. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

It shall be the policy of this Local Education Agency (LEA) that a free appropriate public education is available to all children residing in the LEA between the ages of 3 and 21 inclusive, including children with disabilities who have been suspended or expelled from school. Appropriate education is that combination of educational and related service(s) as determined on an Individualized Education Program (IEP) that meets the unique needs of each individual in order to benefit from his/her access to educational opportunities.

2. FULL EDUCATIONAL OPPORTUNITY

It shall be the policy of this LEA that all pupils with disabilities have access to the variety of educational programs and services available to non-disabled pupils including nonacademic and extra-curricular services and activities.

3. CHILD FIND

It shall be the policy of this LEA that all children with disabilities, including children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located and evaluated.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP)

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program.

5. LEAST RESTRICTIVE ENVIRONMENT (LRE)

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the child is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS

It shall be the policy of this LEA that children with disabilities and their parents shall be provided with safeguards throughout the identification, evaluation, placement process, and provision of a free appropriate public education to the child.

7. ANNUAL/TRIENNIAL REASSESSMENT

It shall be the policy of this LEA that a review will be conducted on at least an annual basis to review the child's progress. This review shall include, but is not limited to, the achievement of annual goals, the appropriateness of placement, and/or to make any necessary revisions.

The LEA shall conduct a reassessment of each child with a disability at least every three years, or more frequently, if conditions warrant a reassessment or if the child's parent or teacher requests a reassessment and a new Individualized Education Program (IEP) to be developed.

8. CONFIDENTIALITY

It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected at collection, storage, disclosure, and destruction.

9. PART C, TRANSITION (Attachment A)

It shall be the policy of this LEA that children participating in Early Intervention Programs (IDEA, Part C) and who will participate in preschool programs (IDEA, Part B) experience a smooth effective transition between these programs.

10. PRIVATE SCHOOLS

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private school shall receive special education and related services in accordance with local procedures. The required proportion of federal funds received will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. COMPLIANCE ASSURANCES

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board of the San Francisco City Unified School District and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

12/13. GOVERNANCE

It shall be the policy of this LEA to support and comply with the provisions of the governance structure and any necessary administrative support to implement the plan.

14. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

It shall be the policy of this LEA that it will support and assist the state's efforts and activities to ensure an adequate supply of qualified special education, general education, and related services personnel.

15. PERSONNEL STANDARDS

It shall be policy of this LEA to make an ongoing, good faith effort to recruit and hire appropriately and adequately trained personnel, as defined by state standards, to provide special education and related services to children with disabilities. Where there is a shortage of such personnel, the most qualified individuals available who are making satisfactory progress toward completing applicable coursework necessary to meet state standards, shall be assigned.

16. PERFORMANCE GOALS AND INDICATORS

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the state and provide data as required by the state.

17. PARTICIPATION IN ASSESSMENTS

It shall be the policy of this LEA that students with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations, where necessary. For those children with disabilities who cannot participate, alternate assessment will be conducted.

18. SUPPLEMENTATION OF STATE/FEDERAL FUNDS

It shall be the policy of this LEA to include this information in the Annual Budget Plan submitted annually to the State.

19. MAINTENANCE OF EFFORT

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local and other Federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

20. PUBLIC PARTICIPATION

It shall be the policy of this LEA that before its adoption of policies and procedures, the LEA shall make the policies and procedures available to the public, hold public hearings and provide an opportunity for comment by the public.

21. SUSPENSION/EXPULSION

It shall be the policy of this LEA that data on suspension and expulsion rates will be provided in the manner prescribed by the State.

22. PART C - Interagency Agreement

It shall be the policy of this LEA to submit the Part C (infant/toddler) Local Interagency Agreement to the State as part of the Annual Service Plan.

In accordance with Federal and State laws and regulations, the San Francisco Unified School District SELPA ensures that policies and procedures covered by this assurance statement are on file at the Local Education Agency and/or SELPA office.

Be it further resolved that the superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

SAN FRANCISCO COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

GOVERNANCE
{56205 (a)(12)(A)}

GOVERNANCE

56195 *Each special education local plan area, as defined in subdivision (d) of Section 56195.1, shall administer local plans submitted pursuant to Chapter 3 (commencing with Section 56200) and shall administer the allocation of funds pursuant to Chapter 7.2 (commencing with Section 56836).*

It shall be the policy of the San Francisco Unified School District SELPA to support and comply with the provisions of the governance structure and any necessary administrative support to implement the plan.

GOVERNING BODY

56195.1 *The governing board of a district shall elect to do one of the following:*
(a) *If of sufficient size and scope, under standards adopted by the board, submit to the superintendent a local plan for the education of all individuals with exceptional needs residing in the district in accordance with Chapter 3 (commencing with Section 56200).*

San Francisco Unified School District meets the criteria of 56195.1 (a) in that its size and scope allows it to be considered its own Special Education Local Plan Agency. The SFUSD SELPA shall submit to the superintendent and to its governing body, a local plan for the education of all individuals with exceptional needs. The governing body of San Francisco Unified School District SELPA (SFUSD SELPA) is the San Francisco Unified School District School Board of Education.

RESPONSIBILITIES OF LOCAL SFUSD BOARD MEMBERS

The San Francisco Unified School District SELPA Board of Education shall:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the SELPA.
2. By approving the Local Plan, enter into an agreement with other agencies participating in the plan, for purpose and delivery of services and programs.
3. Review and approve revisions of the SFUSD SELPA Local Plan for Special Education.
4. Participate in the governance of the SFUSD SELPA through its designated representatives: the Chief Academic Officer, the Executive Director of Special Education and/or the SELPA Director who have the authority to act as the Board designee to approve and amend policies as necessary.

GOVERNANCE, STRUCTURE, AND ADMINISTRATIVE SUPPORT

56205 (a) (12) (A) *A description of the governance and administration of the plan, including identification of the governing body of a multi-district plan or the individual responsible for administration in a single district plan, and of the elected officials to whom the governing body or individual is responsible.*

The SFUSD SELPA, pursuant to section 56195 of the California Education Code, has the responsibility to adopt a plan in accordance with California Education Code 56200 to assure that special education and services for all eligible individuals with disabilities residing in the geographic area served by SFUSD SELPA are delivered.

IMPLEMENTATION OF ADMINISTRATIVE FUNCTIONS

SFUSD is designated as the Administrative Unit (AU) for the SFUSD SELPA. It shall be responsible for functions such as, but not limited to:

1. Receipt and distribution of special education funds to its district's accounts for the operation of special education programs and services.
2. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
3. The employment of staff to support SELPA functions.

The SFUSD Special Education Services, under the direction of the Chief Academic Officer, is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

RESPONSIBILITIES OF LOCAL EDUCATION AGENCY ADMINISTRATORS

Superintendent

The superintendent of the LEA shall be responsible for special education programs operated by the SELPA and for implementing all requirements of the Local Plan.

Executive Director of Special Education

The SFUSD Executive Director of Special Education, under the supervision of the Chief Academic Officer, is responsible for the coordination of special education services and programs within SFUSD and for the implementation of the Local Plan. The Executive Director of Special Education is subject to the Administrative Unit's (AU) policies and procedures for day-to-day operations. The Executive Director of Special Education is given authority to implement policies and procedures.

The Executive Director of Special Education shall serve on behalf of the LEA and implement the Local Plan including the following services and operations:

1. Serves as the Special Education Services liaison to the Board of Education
2. Serves on the Superintendent's Cabinet
3. Provides overall management direction in the planning of the Special Education Services program objectives and implementation of general guidelines for individuals responsible for special education and related psychological services.

4. Administers and implements the SFUSD Local Plan.
5. Provides for the establishment and maintenance of a management information system to collect required data that is appropriate to the needs of school personnel and required by the California Department of Education through the California Special Education Management Information System (CASEMIS).
6. Reviews program, budget, and staffing plans prepared by special education staff to assure conformance with local, state and federal objectives; receive input to the District's Special Education Local Plan.
7. Coordinates assigned activities with District's divisions to develop policies and procedures, which will serve as an integral part of the total educational program.
8. Coordinates, through the Coordinator of Designated Instruction and Services and the Director of the Screening and Assessment Center, the activities related to psychological services and designated instruction and services.
9. Develops policies and procedures, in cooperation with the District's divisions, in matters related to the identification and placement of students with special needs and special projects in Special Education.
10. Establishes and implements uniform standards and procedures for organization, clerical practices and performance of functions of staff assigned to Special Education Services.
11. Represents the District in the area of Special Education in cooperative relations with community members, community agencies, K-12 level District committees, councils and personnel in other organizational units and offices.
12. Collaborates in the continuous evaluation and improvement of access to standards-based instruction and the core curriculum by students with disabilities.
13. Evaluates the performance of personnel.
14. Provides leadership in the development of in-service education programs appropriate to the needs of school personnel.
15. Develops and maintains an effective system of communication with and among all personnel.
16. Encourages parent participation with the special education community.
17. Represents and/or advises the District in mediation/due process hearings, complaints and investigations.
18. Reviews and evaluates expulsion cases involving students with special education needs for due process prior to Board review and action.

Special Education Local Plan Area (SELPA) Director

The SELPA Director, under the supervision of the Chief Academic Officer and Executive Director of Special Education, is responsible for the coordination of special education services and programs within the SFUSD and for the implementation of the Local Plan. The SELPA Director is subject to the Administrative Unit's (AU) policies and procedures for day-to-day operations. The SELPA Director is given authority to implement policies and procedures.

The SELPA Director shall serve on behalf of the LEA and implement the Local Plan including the following services and operations:

1. Administers and implements the SFUSD Local Plan for Special Education.

2. Administers District and County special education programs such as: Early Start, Preschool, Secondary Transition and Court and Community programs.
3. Administers placement decisions and program supervision of Nonpublic Schools that the District contracts with to provide services to SFUSD students with disabilities.
4. Develops an Annual Service and Budget Plan for Special Education SFUSD SELPA operations, including modification and approval by the SFUSD Superintendent and School Board.
5. Reviews program, budget, and staffing plans prepared by special education staff to assure conformance with local, state and federal objectives; receive input to the District's Special Education Local Plan.
6. Develops, implements and evaluates the policies and procedures related to Special Education Services.
7. Assumes statewide liaison with the California Department of Education and professional organizations.
8. Submits grant applications, forms for funding and reimbursements and responds to state and federal surveys and required data compilation reports.
9. Represents the District in the area of Special Education Services in cooperative relations with city and county agencies involved with special education infant and preschool programs, agencies that serve youth and young adults with disabilities and Court and Community schools.
10. Develops and monitors regional interagency agreements.
11. Supervises the Coordinated Compliance Review process related to Special Education.
19. Evaluates the performance of personnel.
20. Provides leadership in the development of in-service education programs appropriate to the needs of school personnel.
21. Collaborates with the Community Advisory Committee activities and provides recommendations for membership.
22. Represents and/or advises the District in mediation/due process hearings, complaints and investigations.

SAN FRANCISCO COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

REGIONALIZED SERVICES
{56205 (a)(12)(B)}

REGIONALIZED OPERATIONS AND PROGRAM SPECIALIST SUPPORT

56205 (a) (12) (B) *A description of the regionalized operations and services listed in Section 56836.23 and the direct instructional support provided in accordance with Section 56368 to be provided through the plan.*

The San Francisco Unified School District and San Francisco County SELPA is the same entity and serves all students with disabilities who are residents of San Francisco County.

Executive Director of Special Education and/or SELPA Director

The SFUSD Executive Director of Special Education and/or SELPA Director, under the supervision of the Chief Academic Officer, is responsible for the coordination of special education services and programs within SFUSD and for the implementation of the Local Plan. The Executive Director of Special Education and/or SELPA are subject to the Administrative Unit's (AU) policies and procedures for day-to-day operations. The Executive Director of Special Education and/or SELPA Director are given authority to implement policies and procedures.

The Executive Director of Special Education and/or SELPA Director shall serve on behalf of the LEA and implement the Local Plan including the following services and operations:

1. Coordinate the system of identification and assessment of individuals with disabilities with the Screening and Assessment Center. The Screening and Assessment Center serves as the point of entry and evaluation for children and youth referred to the district through child find activities and site referrals for special education eligibility. Once eligibility is determined by the Screening and Assessment Center, Special Education Services and the Educational Placement Center coordinate placement and service delivery to identified children and youth. The Screening and Assessment Center also serves as the point of entry and evaluation for children and youth referred to the district for English Language Learner and Gifted and Talented program eligibility.
2. The Executive Director of Special Education and/or SELPA Director, in collaboration with the Information Technology Department, are responsible for coordinating the system of data collection and management related to children and youth receiving special education service.
3. The Executive Director of Special Education and/or SELPA Director and/or Coordinator of Designated and Instructional Services are responsible for development and coordination of interagency agreements that are appropriate and necessary to provide a free, appropriate a public education and a full continuum of program options for identified individuals with exceptional needs who are from birth to twenty-two-years of age.
4. The Executive Director of Special Education and/or SELPA Director and/or Coordinator of Designated and Instructional Services are responsible for coordination of services to individuals with exceptional needs, who are from birth through twenty-two-years-old, in medical facilities that are necessary to provide a free, appropriate a public education and a full continuum of program options.

5. The Executive Director of Special Education and/or SELPA Director are responsible for coordination of services to individuals with exceptional needs, who are from birth through twenty-two-years-old, in licensed children's institutions and foster family homes that are necessary to provide a free, appropriate a public education and a full continuum of program options.

6. The Executive Director of Special Education and/or SELPA Director provide fiscal and logistic support to the Community Advisory Committee. The Executive Director of Special Education and/or SELPA Director attends monthly Community Advisory Committee meetings. The San Francisco Unified School District provides facility space to Support for Families that operate the Family Resource Center where Community Advisory Committee meetings are held, as well as variety of support and resource activities for families of individuals with exceptional needs.

7. The Executive Director of Special Education and/or SELPA Director, in collaboration with the Transportation Department, are responsible for coordinating transportation of individuals with exceptional needs.

8. The Special Education Services Transition unit, under the supervision of the Executive Director of Special Education and/or SELPA Director, coordinate and provide career and vocation education and transition services to individuals with exceptional needs who are between the ages of fourteen and twenty-two.

9. The Executive Director of Special Education and/or SELPA Director, in collaboration with the Instructional Support and Operations Division assure that individuals with exceptional needs are provided full educational opportunity.

10. The Executive Director of Special Education and/or SELPA Director, in collaboration with the Legal Department will plan, coordinate and evaluate mediation, due process and final binding arbitration activities, compliance complaints and dispute resolution processes. In cooperation with the Legal Department, the Executive Director of Special Education and/or SELPA Director or representative of the Special Education Services will:

1. Represent the District in mediation, due process and administrative hearings.
2. Maintain a tracking system of information related to mediation, due process and alternative dispute resolution.
3. Monitor compliance and procedures for identification, referral and assessment related to the IEP process.
4. Advise Administrators of the Chief Academic Office regarding program or policy issues that may need attention because of mediation or due process activity.
5. Investigate compliance complaints and provide documentation to the California Department of Education.
6. Coordinate the implementation of any corrective actions resulting from compliance investigations or Hearing Office findings.
7. Assist site staff to develop procedures that will prevent compliance complaints.
8. Develop and implement policy and procedures for contracted nonpublic schools to ensure compliance with state and federal law and regulations.

56205 (b)(2) *A description of the regionalized operations and services listed in Section 56836.23 and the direct instructional support provided by program specialists in accordance with Section 56368 to be provided through the plan.*

Program Specialists

Program or Content specialists are employed by SFUSD SELPA as pupil service employees and serve under the direction of the Executive Director of Special Education, SELPA Director and Program Administrators.

The SFUSD Board of Education approves the employment of program or content specialists as pupil service employees. Program or Content specialists provide unique and necessary services to pupils in the SFUSD SELPA such as the following services:

1. Observe, consult with, and assist, in accordance with SFUSD procedures, special education teachers, and support staff.
2. Coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities.
3. Assist with SFUSD staff development, program development and innovation of special methods and approaches.
4. Provide coordination, consultation and program development in one or more specialized areas of expertise.
5. Upon request, participate in and/or conduct IEP team meetings where technical assistance is needed.
6. Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education laws and regulations as well as programs and appropriate interventions available throughout the SELPA.
7. Assist in developing training for parents and members of the community.
8. Provide in-service training and technical assistance for general and special education teachers, administrators, support staff and parents.

56205 (b)(5) *A description of a dispute resolution process, including mediation and final arbitration to resolve disputes over the distribution of funding, the responsibilities for service provision, and the other governance activities specified within the plan.*

The San Francisco Unified School District and San Francisco County SELPA is the same entity and serves all students with disabilities who are residents of San Francisco County. Therefore, disputes over the distribution of funding and responsibilities for service provision are nonexistent. However, the San Francisco County SELPA enters into interagency agreements for the provision of services to children and youth with disabilities residing in San Francisco County such as with the Department of Mental Health or the Golden Gate Regional Center. Those interagency agreements contain dispute resolution procedures and assurances that services to children and youth continue during the pendency of a dispute, to ensure that the services listed on the IFSP or IEP currently provided will continue.

SAN FRANCISCO COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

**COMMUNITY ADVISORY COMMITTEE FOR SPECIAL
EDUCATION
{56205 (a)(12)(C)}**

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COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION
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BY-LAWS

Article I: NAME – The name of the organization shall be the San Francisco Unified School District (SFUSD) Community Advisory Committee (CAC) for Special Education.

Article II: PURPOSE – The purpose of the CAC shall be to bring together and support parents, professionals, and community members for discussion of strategies to promote effective special education programs and services.

Article III: DUTIES – The CAC shall have the following duties:

Section 1. To advise the Board of Education and the San Francisco Unified School District’s administration regarding the planning and operation of special education programs in San Francisco.

Section 2. To advise the Board of Education and the San Francisco Unified School District’s administration regarding the development and review of the Local Plan and recommend priorities to be addressed by the Plan.

Section 3. To assist in parent education.

Section 4. To increase public awareness and community acceptance of individuals with exceptional needs and to promote understanding of their educational and vocational needs.

Section 5. Provide at least one representative on any committee organized to assist in the development of the San Francisco Unified School District’s contract for special education transportation.

Section 6. To prepare reports, recommendations, and statements regarding the activities of the CAC and the implementation of special education programs. All such expressions of the CAC shall be presented to the President of the Board of Education at least 48 hours prior to release. An annual status report, above and beyond the monthly minutes, will be submitted to the Board of Education at the end of the school year. Any member may attach a minority report to any such action by the CAC.

Section 7. To appoint representatives from the CAC to meet with other organizations and agencies.

Article IV: MEMBERSHIP

Section 1. The CAC shall be composed of the following:

A majority of parents of children attending public and private school whose education is provided by the San Francisco Unified School District. A majority of these shall be parents of individuals with exceptional needs.

- a. Disabled pupils and adults.
- b. Teachers and other school personnel.

- c. A staff liaison appointed by the Director of Special Education as a non-voting member.
- d. Representatives of other public and private agencies.
- e. Persons concerned with the needs of individuals with exceptional needs.

Section 2. The composition of the membership shall reflect the ethnic, social-economic background and age groups of the pupils, and the types of programs and disabilities.

Section 3. The CAC shall have at least fifteen (15) and not more than thirty-six (36) members.

Section 4. The terms of membership shall be two (2) years or until a successor is appointed.

Section 5. Terms of appointment shall be annually staggered so that half the memberships are appointed or re-appointed each year on September 1.

Section 6. An individual may serve no more than three (3) consecutive terms (six (6) years) but may be re-appointed after an interval of one (1) year. A member appointed to fill a vacancy in a term that will expire in less than a year may be re-appointed for three(3) additional terms.

Section 7. All members shall be voted into membership by the CAC members. They must attend two consecutive meetings prior to applying for membership. All elected members shall then be presented to the Board of Education for appointment the following August.

Section 8. Nominations to the CAC may be made at any time by any member or interested community person. (See Article IV, Section 7.)

Section 9. Requests for a leave of absence must be brought to the membership as a whole for approval.

Section 10. To resign, a member must submit a statement in writing to the Chairperson, or a member may be declared to have resigned. (Article IV, Section 11.)

Section 11. Any member who has two consecutive unexcused absences will be contacted by the recording secretary and may be declared to have resigned unless an appeal is made to the CAC.

Article V: MEETINGS

Section 1. The CAC shall meet at least once a month for eleven (11) out of twelve (12) months a year. The CAC does not have a membership meeting in July. Notice of regular meetings shall go to CAC members and the interested public delivered by U.S. mail posted at least seven (7) days prior to the meeting.

Section 2. All meetings shall be open to the public and held in facilities accessible to disabled persons. The meetings will be held at Open Gate at 300 Seneca Avenue.

Section 3. Special meetings may be called by the Chairperson or by a majority of the CAC. All members must be notified at least 48 hours prior to such meeting.

Section 4. Meeting notices shall include time, date, place and agenda.

Section 5. A quorum shall consist of a majority of CAC members.

Section 6. Every act or decision done or made by a majority of members present at a meeting duly held at which a quorum is present is an act of the CAC unless the Bylaws require a greater number.

Section 7. Persons other than members may be granted the privilege of the floor by the Chair or by a majority vote.

Section 8. Items may be added to the agenda by non-members to be considered at the completion of regular CAC business.

Section 9. No letter or personally presented statement of charges against individuals will be heard by the CAC.

Section 10. The CAC Handbook shall be amended yearly and be completely revised every three years by the CAC membership. Typing, duplication, and mailing services shall be provided by the San Francisco Unified School District.

Section 11. The CAC, after notification of the Board of Education, may organize public meetings on special education issues. Publicity and outreach expenses shall be born by the San Francisco Unified School District subject to prior approval by the Board of Education. Every meeting shall be presided over by the Chair or his/her designee who shall have the authority to control the procedures of the meeting.

Article VI: OFFICERS

Section 1. The officers of the CAC shall be the Chair, 1st Vice Chair, 2nd Vice Chair, Secretary, and Parliamentarian. Those officers and the past Chair shall form the Executive Committee. If two persons wish to share the position of Chair, providing they have previously served on the Board, they may serve as Co-Chairs.

Section 2. The term of the office shall be one year. An officer may not serve more than two consecutive terms in the same office with the exception of the Chairperson, who may serve three consecutive terms. If there is no nominee for a position, the current person in that position may be elected for an additional term.

Section 3. Election of Officers:

- a) Officers shall be elected annually each May.
- b) Nominations for officers will be taken from the floor at the April meeting and those names will be sent out with the April minutes prior to the May meeting. Nominations will also be taken from the floor prior to the election at the May meeting. A nominee must be a member of the CAC and must agree to have their name placed in nomination. (see Article VI, Section 3c.)
- c) Nominations for officers may be made from the floor by members of the CAC. Those eligible to serve on the Board must have previously served on a committee. The Chair must have previously served on the Board.
- d) Elections shall be by ballot, unless there is only one candidate for office, in which case there may be a voice vote.
- e) Vacancies in office shall be filled at the next regular meeting following the resignation of an officer.

- f) Officers elected at the May meeting will assume office as of July 1st.
- g) The June Executive Committee meeting will be a transition and planning meeting to be attended by both the incoming and outgoing officers.

Section 4. The duties of the officers shall be as follows:

a. CHAIRPERSON

- Preside at the monthly CAC General Meeting.
- Preside at monthly Executive Committee meetings.
- Preside at any special meetings called by the Chairperson or by a majority of the CAC.
- Appoint chairpersons of all committees.
- Serve as committee spokesperson to the school district.
- Direct planning for parent education sessions.
- Oversee publication of the newsletter, CAC brochure, and other CAC publications.
- Present annual report to school board/administrative entity (district SELPA or county office)

b. 1st VICE CHAIR

- Assist the Chairperson and in his/her absence serve as Chairperson.
- Preside at alternate meetings, at the Chair's discretion.
- Assume the position of Chairperson in the event the Chairperson leaves the committee.
- Serve as editor-in-chief for the CAC newsletter.
- Supervise yearly mailing of CAC newsletter.
- Serve as Chairperson of membership committee.
- Receive and submit to Board all applications for membership to the committee.

c. 2nd VICE CHAIR

- Support the Chair and serve as Chair in his/her absence and the absence of the 1st Vice Chair.
- Responsible for the internal functioning of the CAC and for monitoring operations of the committees.

d. SECRETARY

- Record minutes of all Executive Committee and General Meetings. (Typing, duplication, and mailing services shall be provided by the San Francisco Unified School District.)
- Make monthly tapes of the meeting minutes to be on file at The Center.
- Receive and transmit committee correspondence and materials designated by members. Maintain and update committee roster, keeping track of balance and distribution of membership as to programs and parent/professional status.
- Maintain notebook of all minutes, agendas, correspondence, and other information pertinent to the CAC.

e. PARLIAMENTARIAN

- Shall assist the Chair in making sure that all meetings are run according to *Robert's Rules of Order – Newly Revised*, and all motions are properly made and passed.

- Will be in charge of reviewing CAC Bylaws and recommending changes to the general membership every October in even number years. And making any written changes necessary.
- Will keep the Bylaws current and have copies available for distribution to anyone who asks for a copy.
- Will make sure all new members get a copy of the Bylaws.
- Obtain, maintain, and display collection of parent information materials at all CAC meetings.
- Coordinate planning of School Board Candidates' Forum (alternate years).
- Participate in agenda planning with the Chair for September goal-setting General Meeting.

Article VII: COMMITTEES

Section 1. The CAC shall have three types of committees: Standing Committees, Ad Hoc Committees, and an Executive Committee.

Section 2. The CAC shall have the following standing committees:

- a. Local Plan Review and Legislative Committee: Identification and Assessment (Local Plan, Legal, Legislative, Compliance)
 - Will continually evaluate SELPA programs, review the Local Plan, and keep the community informed regarding pertinent legislation.
 - Will elicit comments from the community regarding the programs and the Local Plan and will be involved in developing and amending the Local Plan.
 - Will be part of the triennial State Coordinated Compliance Review (CCR) process.
- b. Membership and Publicity Committee:
 - Will be responsible for recruiting membership that reflects the community that the SELPA serves.
 - Will provide CAC orientation packets and application forms to interested persons.
 - Will stay in contact with the CAC Secretary and officers regarding vacancies, members' terms of office, and so forth.
 - Will ensure that the membership stays in accordance with the CAC Bylaws and the California Education Code.
 - Will provide the media with information regarding the CAC and its activities.
- c. Parent and Community Education Committee:
 - Will assist with in-service activities and parent education and will encourage parent awareness.
 - Will assist in educating the community about individuals with disabilities through newspapers, and other media.
 - Will assist with organizing and developing newsletters, CAC parent handbook, CAC needs assessments, and so forth.
- d. Personnel and Evaluation Committee
 - Will collaborate with special education staff and district personnel departments in development and implementation of planning, recruitment, and hiring procedures for special education teachers, DIS staff, etc.

- Will gather information on programs in the community and the needs of students, parents, teachers and school personnel.
 - Will provide input to the SELPA on program and personnel development.
 - Will be involved in setting the SELPA priorities.
- e. Curriculum and Instructional Support Committee
- Will include Autism, ESY, Inclusion, and Gate/LD committees.
 - Regular and special education outreach and interfacing to make sure Inclusion is available to all parents/guardians who want that placement for their child/ren.
 - Regular and special education outreach and interfacing to make sure Gate/LD is available to all parents/guardians whose children qualify and who want that placement for their child/ren.
 - Regular and special education interfacing to endorse, establish and monitor Inclusion and Gate/LD policies, procedures, accountability, and best educational practices.
 - Provide administrators, teachers, and parents with an in-service on the value of Inclusion and Gate/LD for special education and general education students.
 - Will include Integration/Least Restrictive Environment committee.
 - Regular and special education interfacing to endorse integration/mainstreaming policies and procedures.
 - Provide administrators, teachers, and parents with in-service on the value of integration practices for all students, accountability, and best educational practices.
 - Will include Transportation committee.
 - Meet with Transportation on a regular basis, including the CAC Transportation Handbook, and Driver Training.
 - Act as an advocate for special education parents/guardians and students with Transportation, as the need arises.
 - Keep the CAC membership informed of any proposed changes in Transportation services.
 - Arrange and coordinate for Transportation to come and speak at one (1) CAC General Meeting a year.
 - Will include DIS Services (Speech, OT, PT, APE, etc.)
 - Will include field trips, and other activities such as graduation.
- f. Budget and Finance Committee
- Help to insure that the CAC is informed of the Budget process for the upcoming school year.
 - Obtain and maintain current copies of the budget.
 - Help to arrange a presentation on the budget.
 - Inform CAC members on issues in the budget.
- g. Buildings, Grounds and Services Committee
- Accessibility to all schools.
 - Other things, such as parking and elevators.
- h. Nonpublic School (NPS) Committee

- Work with the SELPA to ensure that individuals in nonpublic schools receive information provided by the CAC regarding in-services, parent training, handbooks, etc.
- i. Parent Support Committee:
 - Coordinate referrals and information exchange between various parent support groups.

Section 3. Subcommittees shall be formed whenever a particular issue or need arises.

Section 4. The Executive Committee shall meet at a frequency determined by the Chairperson. All CAC members shall be notified of the time, date, place, and subject of such meeting at least seven (7) days in advance.

Section 5. The Executive Committee shall meet with the Director of Special Education monthly to discuss upcoming monthly CAC meeting agendas, and SFUSD guest speakers.

Section 6. The CAC may establish ad hoc committees to carry out its purpose.

Section 7. The Chairperson, with approval of the CAC, shall appoint the committee chairperson and other members of the committees.

Section 8. Each committee shall appoint a member to keep a written record of its proceedings and report its actions to the next regular meeting of the CAC.

Section 9. Any CAC member or member of the public may participate on all committees, except that voting shall be reserved to members.

Section 10. All CAC members must sit on at least one (1) committee.

Section 11. New members shall receive an orientation within 30 days following Board of Education appointment.

Article VIII: PARLIAMENTARY AUTHORITY – On question or point of order not contained in these Bylaws, the CAC shall be governed by *Robert's Rules of Order-Newly Revised*.

Article IX: AMENDMENTS - These Bylaws may be amended at any regular CAC meeting by a two-thirds vote of those present, provided that written notice has been given to all members at least one week prior to the meeting.

SAN FRANCISCO COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

PUBLIC PARTICIPATION
{56205 (a)(20); 56205 (B)(4)}

PUBLIC PARTICIPATION

56205 (b) (4) *A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the plan, may address questions or concerns to the governing body or individual identified in subparagraph (A) of paragraph (12) of subdivision (a).*

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the SFUSD Board of Education by following the written procedures set forth by Board Policy P120.

DRAFT
SAN FRANCISCO COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

PLAN FOR CHARTER SCHOOLS
{56207.5(a)(b)(c)}

A. Rationale

This policy applies to all Charter Schools that are chartered by educational entities located within the San Francisco County SELPA. Additionally, this policy applies to any charter school petition granted by the State Board of Education (SBE) in which oversight responsibilities have been assigned to the SELPA (Education Code 47605 (k) (1)). As students enrolled in charter schools are entitled to special education services provided by State and Federal funding, the charter schools will follow all requirements of state and federal law regarding provision of special education services (Education Code §56000 et seq., Individuals with Disabilities Education Act 20 U.S.C. Chapter 33).

B. Policy Statement

Special education and related services shall be provided to all eligible individuals within the San Francisco County SELPA in accordance with this Local Plan. Students enrolled in charter schools chartered within the SELPA shall receive services in a manner similar to students enrolled in other schools within the SELPA. Funding for special education services, participation in the governance structure and responsibility for provision of services shall be based on the status of the individual charter school.

For the provision of special education services, charter schools may be categorized as either a separate LEA or a Public Charter School within the district. All approved charter schools will be deemed public schools within the district unless the charter school has been deemed an LEA by the SELPA and approved by the Superintendent of Schools.

1. SELPA Involvement with Approval and Renewal of Charters

Prior to approval of a new charter, or renewal of an existing charter, the superintendent or designee of the chartering entity shall consult with the SELPA Administrator regarding the status of the charter school. The chartering entity will provide assurances that all eligible students, including those students enrolled in the charter school, will receive appropriate special education services.

2. Status of Charter Schools

For the purposes of provision of special education services, charter schools may be deemed either an LEA or a public school within the chartering district.

a. Public School Within a School District

Charter schools that are deemed to be public schools within a district will participate in state and federal funding in the same manner as other schools within the chartering district. The chartering district will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instructional services in a manner that is consistent with all applicable provisions of state and federal law. The district will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students in the regular program.

The chartering district will receive all applicable special education funds. The chartering district will represent the needs of charter schools, like other schools within the district, in the SELPA governance structure. The chartering district will be responsible for ensuring that all eligible students are appropriately served. The district will be responsible for procuring and funding appropriate special education services, even though the student may reside anywhere in the State of California.

The district and the charter school may enter into agreements whereby the charter school is billed for excess costs associated with providing special education services to identified students, including the administration of special education programs. The charter school should also be held fiscally responsible for a fair share of any encroachment on district general funds that is created by the provision of special education services throughout the district.

b. Charter School as an LEA within the SELPA

A charter school may apply to participate *as* an LEA for the provision of special education services. A request to participate as an LEA in the SELPA may not be treated differently from a similar request by a school district. Application must be made to the SELPA by February 1 of the school year preceding the school year in which the charter school anticipates operating as an LEA within the SELPA. The Superintendent will make the final determination whether the charter school has met all *the* requirements of an LEA. These requirements include:

- Provide a current operating budget in order to assure fiscal responsibility in accordance with Education Code §§ 42130 and 42131;
- Provide assurances that students and staff will be instructed in a safe environment;

- Provide a copy of the original petition;
- Be responsible for any legal fees as it relates to the application and assurances process in becoming an LEA;
- Meet the terms of the assurances required in every Local Plan, including those regarding Identification, Screening, Referral, Assessment, Instructional Planning, Implementation and Review;
- Procedural Safeguards; and
- Regionalized_Services.

Once deemed an LEA, the charter school will be responsible for and entitled to the following:

- a. Participate in governance of the SELPA in the same manner as other LEAs of the SELPA.
- b. Participate in state and federal funding for special education and the allocation plan developed in the same manner as other LEAs of the SELPA.
- c. Be responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, transportation, nonpublic school/agency placements, inter/intra SELPA placements, due process proceedings, complaints and attorney fees.

A. Administrative Guidelines

1. The governing board of the District shall not approve a petition for creation of a charter school unless the petition contains adequate assurances that the proposed school will comply with all provisions of federal law and implementing regulations related to the rights of *students* with disabilities and their parents (20 U.S.C. Chapter 33, the Individuals with Disabilities Education Act).
2. The governing board of the District shall require that a petition include the means by which the charter school intends to serve students with disabilities. This will include a specific reference as to whether the charter school intends to be deemed an LEA or public school for the provision of special education services.
3. The governing board of the District shall require that a petition contain assurances that no student will be denied admission to the charter school based on disability or lack of available services.
4. Prior to approving a charter school petition, the superintendent or designee of the chartering entity may consult with the SELPA Administrator regarding the

provision of special education services to students enrolled in the prospective charter school.

5. The charter petition, or an accompanying Memorandum of Understanding or Business Services Agreement may provide for the allocation of excess costs and/or the charter school's fair share of special education encroachment on the district general fund.
6. Once admitted to a charter school, any special education services required by enrolled students will be provided by the chartering district, if the school is deemed a public school of the district, or a charter school, if deemed an LEA.
7. If a charter school IEP team places a student in a special education program provided by another educational entity, i.e., a COE, another district or SELPA, the charter school will be responsible for any excess costs attributable to the placement. Responsibility for excess costs will rest with the placing charter school.
8. A district IEP team may place a student in a charter program only with agreement between responsible educational entities and parental consent. Under such circumstances, the placing district will be responsible for any excess costs in accordance with the Local Plan.
9. The chartering district will be allocated all special education funds that are generated by a charter school that is deemed a public school. The chartering district will represent the needs of charter schools that are deemed public schools in the SELPA governance structure. The charter school will receive SELPA services in the same manner as other schools within the chartering district.
10. If the charter school wishes to be deemed an LEA, the approved charter school will apply to the SELPA for LEA status prior to February 1 of the preceding school year.
11. Charter schools that are deemed an LEA will be allocated special education funds in the same manner as other districts within the SELPA. Charter schools that are deemed LEAs will be included in the SELPA governance structure in the same manner as other districts.
12. If the approval of a charter school requires a change in the SELPA allocation plan, such change shall be adopted pursuant to the policy making process outlined in the SELPA local plan.

Committee:

Approved: _____, 2003.

DRAFT
SAN FRANCISCO COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

**PLAN FOR LITERACY
{STATE BOARD REQUIREMENT}**

A. Rationale

The California Reading Initiative is intended for all students. Reading proficiency is an important goal for virtually all students who receive special education services. It is basic to ongoing school success and essential for successful participation in society. Without reading proficiency, students are excluded from full participation and opportunity to achieve academic success in school.

B. Policy Statement

In order to improve the educational results for students with disabilities, the San Francisco Unified School District will ensure that all students who require special education will participate in the California Reading Initiative, just as do all other students in our districts. In order to facilitate that effort, our districts assure that special education instructional personnel will participate in staff development inservice opportunities in the area of literacy, including:

1. information about current literacy and learning research;
2. state-adopted standards and frameworks; and
3. research-based instructional strategies for teaching reading to a wide range of diverse learners.

The San Francisco Unified School District will include special education staff in their curriculum materials selection process, in order to support alignment with State standards. Each will also include all staff in all staff development on phonemics and phonics, as well as in any additional state or regional training based on new legislation, e.g., the California Reading and Literature Subject Matter Project, the Summer Reading Academy, and the rollouts on the frameworks.

Our goals are to increase the participation of students with disabilities in statewide student assessments, to increase the percentage of children with disabilities who are literate, and to assure that students with disabilities attain higher standards in reading.

In order to reach these goals, we assure that students with disabilities will have full access to all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks; and have full access to instructional materials and support.

DRAFT
SAN FRANCISCO COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

PLAN FOR HUGHES BILL REQUIREMENTS
{5 CCR 3052(j)}

I. Qualifications of a Behavioral Intervention Case Manager

A. “Behavior Intervention Case Manager” means a:

1. Designated certificated school/district/county/nonpublic school or agency staff member or other qualified personnel; i.e., a person who has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which she/he is providing special education or related services.
2. Person who can provide documentation of training in the following areas:
 - a. Behavioral analysis
 - b. Functional assessment
 - c. Data analysis procedures
 - d. Positive behavioral interventionsThe San Francisco SELPA also recommends support training in working with parents, team process/facilitation, communication, and self esteem.

II. Training for Behavioral Intervention Case Managers

A. Behavioral Intervention Case Managers (BICMs) will be provided training by the San Francisco SELPA in:

1. Behavioral analysis and management
2. Positive behavioral interventions
3. Functional assessments
4. Positive programming
5. Data analysis procedures
6. Behavioral emergencies
7. Other relevant areas

This training will be provided annually, and on an as-needed basis. Certification of such training shall be effective for two years. Initial training will be a minimum of 12 hours; and renewals shall be four hours.

- B. The San Francisco SELPA also recognizes the certification from the California Association of School Psychologists (CASP) for BICMs as meeting the standards for BICM training in this SELPA.

- C. Behavioral emergency intervention training (Professional Assault Responsiveness Training (PART) and Non-violent Crisis Intervention Training through the Crisis Prevention Institute) will also be provided by the San Francisco SELPA annually, and on an as-needed basis.
- D. The case manager will supervise the implementation of all behavioral intervention plans, and will train all applicable personnel.

1. Duties

The Special Education Behavioral Intervention Case Manager(s) shall provide, but is not limited to, all of the following:

- a. Screening of referrals for possible behavioral assessment and intervention.
- b. Consultation upon request to staff on possible referrals for behavioral assessment and intervention.
- c. Training or assistance in the training of staff in data collection procedures, functional analysis, and behavioral intervention strategies.
- d. Delegation and oversight of data collection, functional analysis, and implementation of behavioral assessment and intervention.
- e. Monitoring of the time lines established for preparation of the preliminary behavior assessment and intervention team.
- f. Assistance in the development of documentation of the intervention process.
- g. Monitoring of the progress of the plan to ensure success for the student.

III. Qualifications of Personnel Implementing Behavioral Intervention Plans

- A. Any certificated or classified staff employed by an LEA of (or an NPS in) the SELPA, and who receives training in the implementation of behavioral intervention plans may participate in the implementation of behavioral intervention plans.

IV. Training of Personnel to Implement Behavioral Intervention Plans

- A. Training of the implementers of student-specific behavioral intervention plans will be provided by documented Behavioral Intervention Case Managers.
- B. Training shall include positive behavioral interventions, data collection procedures, functional analysis, and behavioral intervention strategies.
- C. Approved behavioral emergency procedures include PART-R and Non-violent Crisis Intervention Training (Crisis Prevention Institute), or other

professionally accepted physical intervention techniques offered by the SELPA.