



ELEMENTS OF THE LOCAL PLAN FOR SPECIAL EDUCATION

SAN FRANCISCO SPECIAL EDUCATION LOCAL PLAN AREA

JUNE 26, 2007

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 (20 USC § 1412 (a)(1))

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

2. FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))

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

3. CHILD FIND (20 USC § 1412 (a)(3))

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) (20 USC § 1412 (a)(4))

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. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. LEAST RESTRICTIVE ENVIRONMENT (20 USC § 1412 (a)(5))

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 class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS (20 USC § 1412 (a)(6))

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

7. EVALUATION (20 USC § 1412 (a)(7))

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. CONFIDENTIALITY (20 USC § 1412 (a)(8))

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 pursuant to the Family Educational Rights and Privacy Act (FERPA).

9. PART C, TRANSITION (20 USC § 1412 (a)(9))

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

10. PRIVATE SCHOOLS (20 USC § 1412 (a)(10))

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. LOCAL COMPLIANCE ASSURANCES (20 USC § 1412 (a)(11))

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

12. INTERAGENCY (20 USC § 1412 (a)(12))

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

13. GOVERNANCE (20 USC § 1412 (a)(13))

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. PERSONNEL QUALIFICATIONS (20 USC § 1412 (a)(14))

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

15. PERFORMANCE GOALS & INDICATORS (20 USC § 1412 (a)(15))

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

16. PARTICIPATION IN ASSESSMENTS (20 USC § 1412 (a)(16))

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC § 1412 (a)(17))

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 and not to supplant state, local and other Federal funds.

18. MAINTENANCE OF EFFORT (20 USC § 1412 (a)(18))

It shall be the policy of this LEA that federal funds 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.

19. PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. RULE OF CONSTRUCTION (20 USC § 1412 (a)(20))
(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL (20 USC § 1412 (a)(21))
(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION (20 USC § 1412 (a)(22))

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

23. ACCESS TO INSTRUCTIONAL MATERIALS (20 USC § 1412 (a)(23))

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC § 1412 (a)(24))

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. PROHIBITION ON MANDATORY MEDICINE (20 USC § 1412 (a)(25))

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. DISTRIBUTION OF FUNDS (20 USC § 1411(e),(f)(1-3))
(Federal requirement for State Education Agency only)

27. DATA (20 USC § 1418 a-d)

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

28. READING LITERACY (State Board requirement, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. CHARTER SCHOOLS (E.C. 56207.5 (a-c))

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

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 Assistant Superintendent of Academics and Professional Development, 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 Assistant Superintendent of Academics and Professional Development 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. Develops, administers, implements and updates 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. Coordinates collection of Special Education data and certifies accuracy for 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.
7. Develops, implements and evaluates the policies and procedures related to Special Education Services.
8. Assumes statewide liaison with the California Department of Education and professional organizations.
9. Submits grant applications, forms for funding and reimbursements and responds to state and federal surveys and required data compilation reports.
10. 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.
11. Develops and monitors regional interagency agreements.
12. Supervises the state and federal compliance reviews related to Special Education.
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. Collaborates with the Community Advisory Committee activities and provides recommendations for membership.
16. Represents and/or advises the District in mediation/due process hearings, complaints and investigations.
17. Collaborates with the Equity Assurance and Charter School office to ensure compliance for Special Education programs in Charter schools.
18. Approves admission, collects data and coordinates billing for special education students attending SFUSD on Inter District transfers.

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 Assistant Superintendent of Academics and Professional Development, 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
MEMBERSHIP ROSTER

JUNE 2007

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CAC 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/guardians, professionals, and community members to advocate for 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. A majority of parents/guardians 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/guardians of individuals with exceptional needs.
- b. Disabled pupils and adults.
- c. Teachers and other school personnel.

- d. A staff liaison appointed by the Director of Special Education.
- e. Representatives of other public and private agencies.
- f. 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. 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 7. Nominations to the CAC may be made at any time by any member or interested community person. (See Article IV, Section 6.)

Section 8. Requests for a leave of absence must be brought to the membership as a whole for approval.

Section 9. 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 10.)

Section 10. 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.

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. Any CAC member may introduce text of a proposed Resolution to the CAC membership for discussion and voting at the next regularly scheduled meeting.

- a. Content of Resolutions:
 - Resolutions must contain statements of fact, supported by at least two pieces of current, valid documentation (such as journal articles, quantitative data from a reputable source, legal citations, letters or other official documents);
 - Actions called for in the Resolution must be in accordance with the By-Laws of the CAC;
 - Resolutions must contain a Background Summary of the facts supporting the Resolution and the actions called for in the Resolution so that the content of the resolution is easily understood by someone new to the issue;
 - Resolutions must contain a bibliography detailing all sources used in the creation of the Resolution;
 - Copies of all supporting documentation must be attached to any proposed Resolution.
- b. Text of proposed Resolutions shall also be provided to the President of the Board of Education in a timely manner, and at least 48 hours ahead of any vote by the full CAC.
- c. In order to be adopted as a Resolution of the full CAC, proposed Resolutions must be passed by a majority of CAC members; Resolutions cannot be passed if a quorum is not present. In the event a quorum of members is not present, voting on any proposed Resolutions shall be postponed until the next regularly scheduled meeting.
- d. Resolutions passed by the CAC shall become part of the public records of the CAC. Adopted CAC Resolutions will be transmitted to the entire Board of Education and reprinted and distributed in their entirety as part of the regular CAC newsletter. They shall also be made available on any CAC web site that exists or may be created in the future.
- e. The Management Committee shall oversee Resolutions in progress and ensure that Resolutions are introduced in a standardized format.

Section 8. Persons other than members may be granted the privilege of the floor by the Chair or by a majority vote.

Section 9. Any CAC member may add an agenda item for an upcoming meeting by submitting said item in writing to the Chair and Vice Chair at least seven (7) days before the regular meeting notice is posted. Only CAC members may submit agenda items ahead of regular meetings. Non-members may bring up non-agenda items during the public comment period of each regularly-scheduled meeting.

Section 10. No letter or personally presented statement of charges against individuals will be heard by the CAC.

Section 11. The CAC Handbook shall be reviewed yearly and be revised as needed by the CAC membership. Typing, duplication, and mailing services shall be provided by the San Francisco Unified School District.

Section 12. 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 elected officers of the CAC shall be the Chair, 1st Vice Chair, 2nd Vice Chair, Secretary, and Parliamentarian. Those officers, the past Chair and the Chairs of the Standing Committees 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 the chair of the Planning, Monitoring and Evaluation Committee.
 - 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, in the Chair's absence.
 - Assume the position of Chairperson in the event the Chairperson leaves the committee.
 - Serve as the chair of the CAC Management Committee.
 - Responsible for management of the CAC website.
- c. 2nd VICE CHAIR
- Support and assist the Chair and 1st Vice Chair and serve as Chair in his/her absence and the absence of the 1st Vice Chair.
- 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.)
 - Receive and transmit committee correspondence and materials designated by members.
 - Maintain and update a record of the attendance of members at monthly meetings, committee roster, and keep track of membership as to committee membership and parent/professional status.
 - Maintain notebook of all minutes, agendas, correspondence, and other information pertinent to the CAC.
 - Update the CAC mailing list and transmit changes or additions to the District on a monthly basis.
- 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, recommending changes to the general membership and making any written changes necessary. Will have copies available for distribution to anyone who asks for a copy and make sure all new members get a copy.
 - Obtain, maintain, and display collection of parent information materials at all CAC meetings.

Article VII: COMMITTEES

Section 1. The CAC shall have three types of committees: Standing Committees, Ad Hoc Committees, and an Executive Committee. The CAC Chairperson shall serve as the Chair of the Planning, Monitoring and Evaluation Committee. The CAC 1st Vice Chair shall serve as the Chair of the CAC Management Committee. The Chairs of the Training and Education Committee, the Leadership Development Committee, and the Disability Awareness Committee shall be appointed by the CAC Chairperson, and these three committee chairs shall also serve on the Executive Committee.

Section 2. The CAC shall have the following Standing Committees, as outlined in the CAC Strategic Plan, adopted 4/27/2006:

1. Planning, Monitoring and Evaluation.
 - Annually review the Local Plan for Special Education.
 - Have an annual community meeting to discuss what is working, what could work better, and what the strategies are, and what groups can assist.

- Produce an annual report to be presented to the Board of Education at the end of the school year.
 - Work with the SFUSD to ensure that there is an effective Alternative Dispute Program.
 - Advocate for information to be provided to families who are not fluent in English.
2. Training and Education.
- Actively work to include families from diverse communities on the SFUSD committees that plan for and allocate resources for training and education.
 - Advocate for sufficient resources and support to ensure that staff have research-based and up-to-date knowledge of best practices, as well as ongoing training.
 - Advocate for ongoing support for general education teachers so they see the student as a whole child, not just as disabled.
 - Encourage the District to publicize trainings to families, so that parents/guardians and teachers have the same information about how to support their children's success.
 - Develop and distribute materials that increase families' knowledge of special education.
3. Leadership Development
- Develop strategies that address the barriers to participation of families in their children's education, and support active involvement of families in groups supporting public education.
 - Identify and publicize model special education programs so that best practices can be replicated.
 - Develop and implement the means to recognize the successes of students receiving special education services.
 - Recruit individuals from San Francisco's diverse communities to maximize their involvement in the CAC and leadership in the community.
 - Maintain ongoing working relationships with other community organizations that represent the range of families in the district.
 - Identify, publicize and collaborate with community resources that provide training that might benefit families.
 - Collect new additions to the mailing list from outreach efforts of all committees and transmit these additions to the Secretary on a regular basis.
4. Disability and Diversity Awareness
- On an ongoing basis search for opportunities to promote awareness of and sensitivity to all abilities, including cultural differences and invisible disabilities.
 - Create educational materials which focus on the positive aspects of why we have special education.
5. CAC Management
- Oversee the annual election of officers to serve as the Executive Committee.
 - Implement a committee structure to ensure that the mission of the CAC gets accomplished and that the workload is fairly and reasonable distributed.
 - Survey members regularly regarding leadership training needs. Provide regular orientation for new members and skills training for all members.
 - Annually evaluate the CAC in terms of impact and how well the organization is effectively functioning.

- Oversee CAC resolutions in progress and ensure that resolutions are introduced in a standardized format.
- Create opportunities and recruit individuals from San Francisco's diverse communities to participate in CAC activities.
- Annual review the Strategic Plan and ensure that the objectives of the Strategic Plan are implemented.
- Create an annual calendar, including the programs for monthly meetings.

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 SELPA Director or the Executive Director of Special Education monthly to discuss upcoming 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, in the absence of any objection of any CAC member, shall appoint the committee chairs 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 serve on at least one (1) committee.

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.

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 a district. Since we are a single district SELPA, all approved charter schools will be deemed public schools within the district.

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 Director 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

In the state of California, for the purposes of provision of special education services, charter schools may be deemed either an LEA or a public school within a 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

In the state of California, 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. Since we are a single district SELPA, all approved charter schools will be deemed public schools within the district. The Superintendent will make the final determination.

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: _____, 2007.

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.

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.