REGIONALIZED SERVICES
PROGRAM SPECIALIST AND ADMINISTRATION OF REGIONALIZED OPERATIONS AND SERVICES

EC 56836.23: Funds for regionalized operations and services and the direct instructional support or program specialists shall be apportioned to the special education local plan area.

RESPONSIBILITIES OF SACRAMENTO CITY UNIFIED 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.

SELPA ADMINISTRATOR
The SCUSD SELPA Administrator, under the supervision of the SCUSD Associate Superintendent of Instruction & Learning, is responsible for the coordination of special education services and programs within SCUSD and for the implementation of the Local Plan. The SELPA Administrator is subject to the Administrative Unit’s (AU) policies and procedures for day-to-day operations. The Associate Superintendent of Instruction & Learning and SELPA Administrator are given authority to implement policies and procedures.

The SELPA Administrator shall serve on behalf of the LEA and implement the Local Plan including the following services and operations:
1. Coordination of the SELPA and the administration of the Local Plan
2. Coordinated system of identification and assessment
3. Coordinated system of procedural safeguards.
4. Coordinated system of staff development and parent education
5. Coordinated system of curriculum development and alignment with the core curriculum
6. Coordinated system of internal program review, evaluation of the effectiveness of the local plan and implementation of a local plan accountability mechanism
7. Coordinated system of data collection and management
8. Coordination of interagency agreements
9. Coordination of services to medical facilities
10. Coordination of services to licensed children’s facilities and foster family homes
11. Preparation and transmission of required SELPA reports
12. Fiscal and logistical support of the Community Advisory Committee
13. Coordination of transportation services for students with disabilities
14. Coordination of career and vocational and transition services
15. Assurance of full educational opportunity
16. Fiscal administration and the allocation of state and federal funds
17. Direct program and instructional support provided by Director, Program Supervisors and Program Specialist
PROGRAM DIRECTOR/ SUPERVISORS/ SPECIALIST
The program director, supervisors and specialists are employed by the SELPA, and serve under the direction of the SELPA administrator.

The SCUSD Board of Education approves the employment of the program director, supervisors and specialists following the procedure outlined above. Program Director, Supervisors and Specialists provide unique and necessary services to pupils in the SCUSD SELPA. Program Director, Supervisors and Specialists shall provide the following services:

1. Observe, consult with, and assist, in accordance with SCUSD procedures, special education teachers and support staff

2. Plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities.

3. Assist with SCUSD 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 law 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 Advisory Committee.

8. Provide in-service training and technical assistance for regular and special education teachers, administrators, support staff and parents.

9. Assist as a liaison to various community agencies such as Department of Mental Health, Department of Health and Human Services, the Alta Regional Center, California Children’s Services, and the Probation Department.

DISTRIBUTION OF FEDERAL AND STATE FUNDS
All federal and state special education funds shall be allocated to the SELPA Administrative Unit for distribution according to an approved Special Education Funding Allocation Plan. The Sacramento City Unified SELPA AU shall make any changes to the allocation of federal and state special education funds.
A. Responsibilities for distribution of federal and state funds
The governing board of Sacramento City Unified School District (SCUSD) agrees that students with disabilities will be provided with appropriate special education services. The SCUSD SELPA shall be responsible for the distribution of the funds according to an approved Special Education Budget Plan. The SELPA Administrator is responsible to ensure that the funds are distributed in accordance with the Budget Plan.

The Annual Budget Plan shall be reviewed by the SCUSD Community Advisory Committee and approved by the SCUSD Board of Education.

B. Monitoring the use of special education funds
Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services.
2. To develop and implement a fully integrated and coordinated services system.

The SELPA Administrator shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process.

C. Preparation of program and fiscal report
The SELPA Administrator, with the assistance of the Administrative Unit, shall be responsible to prepare all program and fiscal reports required of the SELPA by the state.

D. Amendments to the annual service and budget plans
The SCUSD Board of Education agrees to review and approve the SELPA-wide annual service and budget plans and any subsequent modifications.
COMMUNITY ADVISORY COMMITTEE
(CAC)
Community Advisory Committee (CAC)

EC 56190: Each plan submitted under Section 56170 (Local Plan Options) shall establish a community advisory committee. Such Committee shall serve only in an advisory capacity.

The Community Advisory Committee (CAC) has worked closely with the governing board and Special Education Department as an advisory body since 1974. Parents and professionals have shared their insights and expertise at CAC meetings and are in continuous communication regarding programs for all individuals with exceptional needs. The purpose of the Committee shall be to act in support of individuals with exceptional needs and their families by representing broad interests in the community and promoting maximum interaction of parents and community members with Special Education department and the School District, in accordance with state law.

The CAC are responsible for the following activities:
- To review the Local Plan developed in conjunction with the SELPA for submission to the California Department of Education.
- To suggest priorities within the Local Plan and to help set annual goals that can help meet the needs of special education students.
- To assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
- Encouraging community involvement in the development and review of the plan.
- Supporting activities on behalf of individuals with exceptional needs.
- Assisting in parent awareness of the importance of regular school attendance
- To participate in other district committees
- To participate in presentations to schools and other community groups.
- To select CAC members to attend state or local meetings and conferences of interest and importance to parents.
PUBLIC PARTICIPATION
Board Policy

BP 1000
Community Relations

Concepts And Roles

The long-term success of the greater Sacramento community is dependent upon the establishment and maintenance of strong, healthy and vibrant neighborhoods. The City and school districts can foster this endeavor by working together to provide a necessary component of a strong community - a "neighborhood place" or "center" where the goals of children, youth, families, and community can come together. Schools as "neighborhood places" or "centers" can strengthen a community's sense of identity, coherence and consensus.

For the community, schools can provide a much-needed neighborhood place/center for meetings, for the provision and distribution of human, municipal or social services, for continuing education and access to opportunities and resources.

For schools, opening to the community can translate to better relationships and communication with all people, which can lead to a higher level of success for students. More community members on campus translates to safer campuses, reduced incidence of graffiti and vandalism, and increased resources for the school site.

For the city, utilizing the school as a neighborhood place/center reduces the need for additional city-built community centers, supports neighborhood vitalization efforts, and facilitates decentralized access to city and other government services.

Like a new version of the old town square, schools can serve as a community hub, a center for civic infrastructure, a place where students, parents and other members of the community can develop networks, access services and build assets for themselves and their neighborhoods. Working in concert, the city, schools and community can work together to become "neighborhood places" or "centers."

(cf. 0420.5 - School-Based Decision Making)
(cf. 1020 - Youth Services)
(cf. 0510 - School Accountability Report Card)
(cf. 1112 - Media Relations)
(cf. 1160 - Political Processes)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1240 - Volunteer Assistance)
(cf. 1312 - Complaints Concerning the Schools)
(cf. 1330 - Use of School Facilities)
(cf. 1700 - Relations between Private Industry and the Schools)
(cf. 6020 - Parent Involvement)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 9000 - Role of the Board)
(cf. 9323 - Meeting Conduct)

Legal Reference:
EDUCATION CODE
35160 Authority of governing boards
35172 Promotional activities

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
adopted: November 16, 1998 Sacramento, California
revised: November 5, 2001
Board Policy

BP 1100
Community Relations

Communication With The Public

The Governing Board appreciates the importance of community involvement and therefore shall strive to keep the community informed of developments within the school system in timely and understandable ways.

The Superintendent or designee shall use all available means of communication to keep the public aware of the goals, programs, achievements and needs of our schools. Members of the community shall have opportunities to become involved in the schools and to express their interests and concerns.

The district shall seek to communicate in ways that accommodate the needs of all members of the public, and upon request, will make reasonable efforts to assist in providing translation and special communication services.

(cf. 5145.6 - Parental Notifications)
(cf. 9321 - Closed Session Purposes and Agendas)

Mass Mailings or Distributions

The Board recognizes that state law prohibits mass mailings or distributions at public expense which aggrandize elected officers. The name, signature or photograph of an elected district officer may be included in such materials only as permitted by the Code of Regulations, Title 2, 18901.

Legal Reference:
EDUCATION CODE
35172 Promotional activities
GOVERNMENT CODE
82041.5 Mass mailing
89001 Newsletter or mass mailing
CODE OF REGULATIONS, TITLE 2
18901 Mass mailings sent at public expense

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
adopted: November 16, 1998 Sacramento, California
revised: November 5, 2001
Board Policy

BP 1220
Community Relations

Citizen Advisory Committees

The Governing Board recognizes that citizen advisory committees enable the Board to better understand the beliefs, attitudes and opinions held by the community.

The Board shall establish citizen advisory committees to consider school problems and issues as the need arises or when required by law. Such committees shall serve in a strictly advisory capacity; they may make recommendations regarding Board policy, but their actions shall not be binding on the Board. The Board may dissolve any advisory committees not required by law at any time.

Advisory committees should include representation from all affected parties. With Board approval, the Superintendent or designee may appoint committee members.

Within budget allocations, the Superintendent or designee may approve requests for committee travel and may reimburse committee members for expenses at the same rates and under the same conditions as those provided for district employees.

(cf. 3350 - Travel Expenses)

Legal Reference:
EDUCATION CODE
8070 Vocational education advisory committee
11503 Parent involvement program
35147 School site councils and advisory committees
35172 Promotional activities
44032 Travel expense payment
44033 Automobile allowances
52012 School site council
52065 American Indian advisory committee
52176 Advisory committees (LEP program)
52852 Site council, school-based program coordination
54425 Advisory committees; compensatory education
54444.1-54444.2 Services to migrant children; parent advisory councils
54724 Site council, motivation and maintenance program
56190-56194 Community advisory committee, special education
62002.5 Continuing parent advisory committees; schools receiving funds from economic impact aid or bilingual education act
GOVERNMENT CODE
820.9 Members of local public boards not vicariously liable
54950-54963 The Ralph M. Brown Act

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
adopted: November 16, 1998 Sacramento, California
reviewed: November 5, 2001
Administrative Regulation

AR 1220
Community Relations

Citizen Advisory Committees

Committees Subject to Brown Act Requirements

The following citizen advisory committees shall comply with open meeting, notice and public participation requirements of law:

1. Advisory committees created by Board action
   (cf. 9130 - Board Committees)

2. Advisory committees established pursuant to Education Code 56190-56194 related to special education
   (cf. 0430 - Comprehensive Local Plan for Special Education)

3. Advisory committees established pursuant to Education Code 52208 related to gifted and talented education
   (cf. 6172 - Gifted and Talented Student Program)

4. Advisory committees established pursuant to Education Code 8070 related to vocational education
   (cf. 6178 - Vocational Education)
   (cf. 9320 - Meetings and Notices)
   (cf. 9321 - Closed Session Purposes and Agendas)
   (cf. 9321.1 - Closed Session Actions and Reports)
   (cf. 9323 - Meeting Conduct)

Committees Not Subject to Brown Act Requirements

The following councils and advisory committees are exempted from the Brown Act and must conform with procedural meeting requirements established in Education Code 35147:

1. School site councils established pursuant to Education Code 52012, 52852 or 54724
(cf. 0420 - School Plans/Site Councils)

2. Any advisory committee established pursuant to Education Code 52065

3. Any advisory committee established pursuant to Education Code 52176 related to programs for students of limited English proficiency

(cf. 6174 - Education for English Language Learners)

4. Any advisory committee established pursuant to Education Code 54425 related to compensatory education

(cf. 6171 - Title I Programs)

5. Any advisory committee established pursuant to Education Code 54444.2 related to migrant education programs

(cf. 6175 - Migrant Education Program)

6. Parent advisory committees established pursuant to Education Code 62002.5 related to economic impact aid and bilingual education

7. Committees established pursuant to Education Code 11503 related to parent involvement.

(cf. 6020 - Parent Involvement)

Meetings of the above councils or committees shall be open to the public, and any member of the public shall have the opportunity to address the council or committee during the meeting on any item within its jurisdiction. Notice of the meeting shall be posted at the school site or other appropriate accessible location at least 72 hours before the meeting, specifying the date, time and location of the meeting and containing an agenda that describes each item of business to be discussed or acted upon. (Education Code 35147)

The above councils or committees shall not take action on any item not listed on the agenda unless all members present unanimously find that there is a need to take immediate action and that this need came to the group's attention after the agenda was posted. In addition to addressing items on the agenda, members of the council, committee or public may ask questions or make brief statements that do not have a significant effect on district students or employees or that can be resolved solely by providing information. (Education Code 35147)

Councils or committees violating the above procedural requirements must, at the demand of any person, reconsider the item at the next meeting, first allowing for public input on the item. (Education Code 35147)
Any materials provided to a school site council shall be made available to any member of the public upon request. (Education Code 35147)

The Superintendent or designee may create citizen advisory committees to advise the administration; such committees do not report to the Board and are not subject to open meeting laws.

(cf. 2230 - Representative and Deliberative Groups)

Regulation SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
approved: November 16, 1998 Sacramento, California
reviewed: June 11, 2002
EARLY EDUCATION PROGRAM
DESCRIPTION
EARLY EDUCATION PROGRAM DESCRIPTION

Students with exceptional needs, from birth to three years of age, are served by the Sacramento County Office of Education (SCOE) Infant Development Program. The infant program provides comprehensive services to infants and their families including:

- Coordinated referrals to other agencies and service providers,
- Prescriptive planning to stimulate the development of cognitive, language and motor development,
- Consultation and information to parents,
- Identification, assessment, instructional planning, and review.

The full continuum of services described for school aged children served in special day classes is available for all three and four year olds with intensive needs residing in our district. Pre-school age children whose needs are non-intensive are served primarily through the itinerant Resource Specialist Program (RSP) or itinerant speech and language program at the student's home school.
CHARTER SCHOOLS
PROCEDURES for CHARTER SCHOOLS

Introduction

This policy applies to all charter schools that are chartered by the Sacramento city Unified School District SELPA. This policy also applies to any charter school petition granted by the State Board of Education (SBE) in which oversight responsibilities have been assigned to the Sacramento City Unified School District SELPA (EC 47605 (k)(1)). This policy does not apply to charter schools that was chartered by, or assigned to, an entity that is not a member of the SELPA.

As students enrolled in charter schools are entitled to special education services provided in a similar manner to students enrolled in other public schools, the charter schools will comply with all requirements of state and federal law regarding provision of special education services (EC 56000 et seq., Individuals with Disabilities Act (IDEA) [20 U.S.C. Chapter 33] Americans with Disabilities Act). This policy does not apply to a charter school that was chartered by, or assigned to, an entity that is not a member of the SELPA.

As students enrolled in charter schools are entitled to special education services provide in a similar manner to students enrolled in other public schools, charter schools within the SELPA shall not discriminate against any pupil in its admission criteria on the basis of disability.

Charter petitioners must delineate in their petition or in a Memorandum of Understanding (MOU) the entity responsible for providing special education instruction and services. This document must reference any anticipated transfer of special education funds between the granting entity and the charter school and any provisions for sharing deficits in funding. This document must affirm, in writing, that the district where the student resides, if different from the chartering entity, is not responsible for providing special education services to students that are enrolled in the charter school. This written agreement must also state that prior to final approval of a request to be deemed a LEA, the charter school will be deemed a public school within the chartering entity.
Approval and Renewal of Charters

Prior to approval of a new charter, or renewal of an existing charter school, the SELPA Administrator shall consult with the Superintendent and Governing Board of the District, or designee, to ensure that the charter school responds to District and SELPA guidelines and timelines as they relate to special education. The SELPA Administrator shall review all proposed charter petitions, including petitions for renewal, and advise the Superintendent and Governing Board on whether the petition contains reasonable assurances that all eligible students enrolled in charter school will receive appropriate special education services in accordance with state and federal law and the SELPA Local Plan for Special Education (Local Plan).

Required Contents of Charter Petitions

Petitions must provide that no student otherwise eligible to enroll in the charter school will be denied enrollment due to a disability or to the charter’s schools inability to provide necessary services. Each charter petition must also contain a reasonably comprehensive description the charter school’s educational program, as it relates to the provision of special education services, including the following:

1. The specialized instruction and services available at the charter school;
2. The procedures for ensuring that students are referred, assessed, and served in a timely manner;
3. Assurances that staff members providing special education services are appropriately credentialed;
4. Assurances that the facility used by the charter school does not present physical barriers that would limit an eligible student’s full participation in the educational and extracurricular programs and that the school will comply with Section 504 of the Rehabilitation Act of 1973 (34 CFR 104) (hereinafter “504”);
5. Assurances that disenrollment, suspension, and expulsion procedures comply with the protections of federal and state law afforded to special education and 504 eligible students; and
6. Dispute resolution procedures that will apply to any disputes between educational entities, including SELPA, regarding the provision of special education services in the charter school.

Categories of Charter Schools

For the purposes of provision of special education services, charter schools shall be deemed either a public school within the chartering district or a LEA that receives funds and provides services independent of the chartering entity. All approved charter schools will be deemed public schools within the chartering entity until the charter school has been deemed an LEA and accepted into a SELPA.
Public School within the School District

Charter schools that are deemed to be public schools within the chartering entity will participate in state and federal funding in the same manner as other schools or programs within the chartering entity. The chartering entity will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instruction and services in a manner that is consistent with all applicable provisions of state and federal law. The chartering entity 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 manner as students enrolled in other schools or programs administered by the chartering entity.

The chartering entity will:

1. Receive all applicable special education funds as specified in the SELPA Assembly Bill 602 Funding Allocation Plan. The allocation per ADA in the charter school will be the same as that received by the chartering entity;
2. Represent the needs of the charter school in the SELPA governance structure;
3. Be responsible for ensuring that all eligible students enrolled in the charter school are appropriately referred, assessed and served in a timely manner;
4. Be responsible for procuring and funding appropriate special education services, wherever the student may reside; and
5. Provide necessary special education services or contract for these services with public or non-public educational agencies.

When the chartering entity is the District, the charter school must be held fiscally responsible for a fair share of any encroachment on District general funds that is created by provisions of special education services throughout the District. The District and the charter school may enter into agreements whereby the charter school is billed for excess cost associated with providing special education services to identified students, including the administration of special education programs.

Charter Schools as Independent LEAs

If a charter school wishes to be an LEA, they must apply to a district in a multi-district SELPA for authorization of their charter. Should a charter school apply to be an LEA, the SELPA will treat applications by charter schools to be independent LEAs in the same manner that the SELPA treats applications by other districts and LEAs and may refer such applications to neighboring multi-district SELPAs.
LITERACY
California Reading Initiative

In order to improve the educational results for students with disabilities, the Sacramento City Unified School District SELPA ensures that all students who require special education will participate in the California Reading Initiative, just as do all other students in the district. In order to facilitate the effort, the district assures that special education instructional personnel will participate in staff development in-services opportunities in the area of literacy, including: information about current literacy and learning and learning research; state-adopted standards and frameworks; and, research-based instruction strategies for teaching reading to a wide range of diverse learners.

The SELPA’s goal is to increase the participation of students with disabilities in state-wide 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.

The Sacramento City Unified School District SELPA will include special education staff in the AB 2519 materials selection process, in order to support alignment with State standards. The SELPA will also include all staff in 1086 staff development on phonemics and phonics, as well as in any additional state or regional training based on new legislation (e.g., the Summer Reading Academy, and the rollouts on the framework).

In order that the students with disabilities attain higher standards in reading, the SELPA assures that students with disabilities will have full access to: all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks; and, instructional materials and support.