

FINAL DRAFT
JUNE 30, 2003

POWAY UNIFIED SELPA

SPECIAL EDUCATION LOCAL PLAN

(Website Version: The complete Local Plan can be
viewed in the Special Education Office)



December 1, 2002

Submitted by: JoAnn Murphy, SELPA Director
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INTRODUCTION

The Poway Unified SELPA is a single district SELPA that is organized to provide general and special education services and programs within its jurisdiction. This current local plan was developed through a collaborative process with parents, teachers and staff working with students with exceptional needs.

As a single district SELPA, many of our administrative procedures for the SELPA are found in the Board Policy and Administrative Procedures. In those instances, an appendix will follow with copies of the appropriate policies.

CERTIFICATION OF BOARD MINUTES

This is to certify that the Poway Unified School Board, at its regular meeting on June 16, 2003, approved the Elements of the local plan. The agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, Section 504 of Public Law, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title VI of the California Code of Regulations.

MOTION: Andrew Patapow

SECOND: Jeff Mangum

Vote:	Ayes:	5
	Noes:	0
	Absent:	0

I certify that the foregoing statement is true and correct.

June 26, 2003

JoAnn Murphy
SELPA Director



POWAY UNIFIED SCHOOL DISTRICT
13626 Twin Peaks Road
Poway CA 92064-3034

**SPECIAL EDUCATION LOCAL PLAN AREA
ASSURANCE STATEMENT FOR POWAY UNIFIED SCHOOL DISTRICT
AS A SINGLE DISTRICT SELPA**

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

It shall be the policy of this SELPA/District that a free appropriate public education is available to all children residing in the SELPA 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 Plan (IEP) that meets the unique needs of each individual in order to benefit from his/her access to educational opportunities.

FULL EDUCATIONAL OPPORTUNITY

It shall be the policy of this SELPA/District 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.

CHILD FIND

It shall be the policy of this SELPA/District 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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

It shall be the policy of this SELPA/District that an Individualized Educational 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.

LEAST RESTRICTIVE ENVIRONMENT

It shall be the policy of this SELPA/District 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 regular educational environment, occurs only when the nature or severity of the disability of the child is such that education in regular classes with the use of supplemental aids and services cannot be achieved satisfactorily.

PROCEDURAL SAFEGUARDS

PROCEDURAL SAFEGUARDS

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

ANNUAL/TRIENNIAL REASSESSMENT

It shall be the policy of this SELPA/District 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.

This SELPA/District shall conduct a reassessment of each child with a disability at least once 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 Plan (IEP) to be developed.

CONFIDENTIALITY

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

PART C, TRANSITION

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

PRIVATE SCHOOLS

It shall be the policy of this SELPA/District 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.

COMPLIANCE ASSURANCES

It shall be the policy of this SELPA/District that the local plan shall be adopted by the Poway Unified School District 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, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

GOVERNANCE

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

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

It shall be the policy of this SELPA/District 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.

PERSONNEL STANDARDS

It shall be policy of this SELPA/District 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.

PERFORMANCE GOALS AND INDICATORS

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

PARTICIPATION IN ASSESSMENTS

It shall be the policy of this SELPA/District 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.

SUPPLEMENTATION OF STATE/FEDERAL FUNDS

It shall be the policy of this SELPA/District to include this information in the Annual Budget Plan submitted annually to the state.

MAINTENANCE OF EFFORT

It shall be the policy of this SELPA/District 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.

PUBLIC PARTICIPATION

It shall be the policy of this SELPA/District that prior to its adoption of policies and procedures, the SELPA/District shall make the policies and procedures available to the general public, hold public hearings and provide an opportunity for comment by the general public.

SUSPENSION/EXPULSION

It shall be the policy of this SELPA/District that data on suspension and expulsion rates will be provided in a manner prescribed by the state.

PART C

It shall be the policy of this SELPA/District to submit Local Interagency Agreements to the state as part of the Annual Service Plan.



In accordance with federal and state laws and regulations, the Poway Unified SELPA ensures that policies and procedures covered by this assurance statement are on file at the District and SELPA office.

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

Adopted this _____ day of _____, 200__

Yeas: _____ Nays: _____

Signed: _____
President of Board of Education, Poway Unified School District

Signed: _____
Superintendent, Poway Unified School District



Poway Unified Special Education Local Plan Area

December 1, 2002

Description of Governance and Administration of the Local Plan

Legal References

Federal Reference(s): 20 USC 1412 (a), 1413 (a)(1)(5)

State Education Code Reference(s): 56205(a)(b)(5)(12), 56001(f), 56190-4, 56195.1(b)(c), 56195.3, 56195.9, 56205(b)(4), 47640-47647

Purpose:

The Poway Unified SELPA is a single district SELPA that is organized to provide general and special education services and programs within its jurisdiction. The function of the Special Education Local Plan Area and participating agencies is to provide a quality educational program appropriate to the needs of each eligible child with a disability who resides within the Local Plan Area and to those eligible individuals who are residents of other SELPAs who may be in need of services and who, in accordance with the provisions of the InterSELPA Memorandum of Understanding, attend programs in this region.

Governance:

The **Board of Education** is responsible for the provision of special education services and programs within the SELPA.

RESPONSIBILITIES OF THE BOARD OF EDUCATION

The members of the Board of Education are elected officials of the Poway Unified School District (see Appendix A-1) and shall:

1. Approve policies for use in this District/SELPA
2. Grant final approval of the annual budget and service plans
3. Grant final approval for hiring certificated and classified personnel
4. Appoint members of the Community Advisory Committee (CAC)
5. Consider appeals of unresolved complaint issues under the Uniform Complaint Procedures outlined in District Administrative Procedures (see Appendix A-2)
6. Ensure compliance with all elements of the Local Plan.

The **District Superintendent/Designee** has the executive responsibility for the implementation and operation of this Local Plan for Special Education and is directly responsible to the elected officials of the Poway Unified School District Board of Education. The Deputy Superintendent shall serve as the Superintendent's Designee and as such shall fulfill all executive responsibilities.

RESPONSIBILITIES OF THE SUPERINTENDENT/DESIGNEE

The Superintendent/Designee of the Poway Unified School District/SELPA shall:

1. Review proposed policies
2. Review the efficiency and effectiveness of resource allocations such as personnel, facilities, and equipment
3. Ensure compliance with state and federal requirements
4. Review planning documents and annual reports related to present and future services and programs of the Local Plan.

The **Executive Director of Special Education** assumes overall management responsibility for implementation of the Local Plan and reports directly to the Deputy Superintendent. The Executive Director is supervised and evaluated by the Deputy Superintendent. The hiring process of the administrator of this local plan area is consistent with the Poway Unified School District hiring policies and procedures outlined in the administrative policies and procedures of the District (see Appendix A-3).

RESPONSIBILITIES OF THE EXECUTIVE DIRECTOR

1. Serve as the SELPA Director of the Poway Unified SELPA
2. Develop the annual budget and service plan
3. Allocate resources, monitor the use of state, federal and local funds for special education programs
4. Develop policies, procedures and guidelines for state and federal statute requirements for special education
5. Serve as liaison to Community Mental Health, Regional Center and California Children's Services and other public and private agencies
6. Serve as Liaison to the Community Advisory Committee
7. Monitor compliance with state and federal law
8. Assume overall management responsibility for the operation and budget of the special education department
9. Manage formal complaints, due process and mediation procedures
10. Ensure the provision of services of students with disabilities in charter schools
11. Prepare and submit all program and fiscal reports for the SELPA and manage the CASEMIS data system to comply with all state requirements
12. Assume oversight responsibility for the implementation, revisions of all Interagency Agreements, and Memorandums of Understanding operated by the District/SELPA
13. Supervises and evaluates staff employed by the District in support of the Local Plan.

The **Directors of Special Education** are directly responsible for the daily operation of the District/SELPA special education programs and services. The directors report directly to, and are evaluated by, the Executive Director of Special Education.

RESPONSIBILITIES OF THE DIRECTORS OF SPECIAL EDUCATION

1. Recruitment, training and guidance for specialized staff operating programs
2. Develop/maintain a staffing plan within the budget framework
3. Provide instructional leadership in the development of quality programs and services that align with the District's strategic plan
4. Provide technical assistance to school site administrators on compliance and due process issues
5. Provide direct supervision and evaluation to program specialists and itinerant support staff directly assigned to the special education office
6. Assist in the informal resolution of complaints and due process issues.

Regionalized Services

Under the direct supervision of the directors of special education, the program specialists provide leadership, guidance and support to the special education programs within the SELPA. A program specialist is a specialist who holds a Masters Degree and a valid special education credential with a minimum of five years of advanced training and related experience in the education of individuals with disabilities. They have specialized in-depth knowledge in one more disability areas including preschool or career vocational development.

RESPONSIBILITIES OF PROGRAM SPECIALISTS

1. Observe, consult and assist special education teachers in the provision of special education and related services
2. Plan programs, coordinate curriculum and assist in evaluating the effectiveness of special education programs
3. Train and provide technical support to staff and parents
4. Ensure that students are provided a free and appropriate education within the SELPA
5. Serve as administrative designee at Individualized Education Program (IEP) meetings
6. Problem solve with school site staff to ensure that students have full educational opportunity
7. Coordinate services within the IEP process with other agencies
8. Assist with nonpublic, nonsectarian and state school placements
9. Provide leadership in the transition of students from level to level.

The **Community Advisory Committee (CAC)** serves in an advisory only capacity to the Special Education Local Plan Area and the Board of Education. Recommendations incorporate professional, community and parent input. These recommendations are made through the District liaison to the CAC at the regularly scheduled meetings, through position papers, correspondence or work groups. The CAC presents an annual report of activities to the Board of Education.

COMPOSITION OF THE COMMUNITY ADVISORY COMMITTEE

The Community Advisory Committee shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other students enrolled in schools, students and adults with disabilities, general and special education teachers, other school personnel, representatives of public and private agencies and persons concerned with the needs of individuals with exceptional needs. The majority of the committee is composed of parents of students enrolled in schools within the Local Plan Area including charter schools and a majority of parents of students with exceptional needs. The maximum membership for the Community Advisory Committee in Poway Unified is 15. CAC members are appointed by the Board of Education. (See Appendix A-4.)

PROCEDURES FOR APPOINTMENT OF MEMBERS OF THE COMMUNITY ADVISORY COMMITTEE

1. Terms of appointment are for at least two years and are annually staggered to ensure that no more than half of the membership serves the first year of the term in any one year
1. The CAC shall nominate and recommend appointment to the Board of Education
2. The committee solicits nominations to ensure balanced composition from a variety of grade levels, disability areas and ethnic backgrounds
3. The executive committee of the CAC (chair, co chair, and District liaison) screen candidates for suitability and willingness to serve
4. A slate of officers/members is submitted to the CAC for ratification
5. The District liaison submits the ratified list of officers/members to the Board of Education for approval before the beginning of the next school year.

RESPONSIBILITIES OF THE COMMUNITY ADVISORY COMMITTEE

1. Advise the SELPA on the development, amendment and revision of the Local Plan
2. Recommend annual priorities to be addressed in the Local Plan
3. Assist in parent education and in recruiting parents who may contribute to the implementation of the Local Plan
4. Encourage community involvement in the development and review of the Local Plan
5. Support activities on behalf of individuals with exceptional needs
6. Assist in the development of parent awareness of the importance of regular school attendance.

PUBLIC INPUT IN COMMUNITY ADVISORY COMMITTEE MEETINGS

The agenda for each Community Advisory Committee meeting contains a section for public comment. This section provides an opportunity for members of the public to share information or concerns not placed anywhere else on the agenda. Public comment is limited to three minutes per speaker. If a member of the community would like to have an item placed on the regular agenda under the public comment section, so that more time can be provided, this can be done by sending a request in writing to the Executive Director of Special Education ten days prior to the scheduled meeting.

Individuals wishing to discuss concerns regarding District personnel issues should follow District policies and procedures available in the Personnel Office. Individual student issues should be addressed through the administrative remedies available under the Individuals with Disabilities Education Act (IDEA). The committee in this section takes no action.

Monitoring of the Local Plan and Policy Making Process

The Executive Director of Special Education is directly responsible for ensuring the appropriateness of federal, state and local funds allocated for special education programs. The annual budget for the District is developed through a collaborative process in Superintendent's cabinet. The Board of Education grants final approval of the District's budget. Both the annual budget and service plan for the District are reviewed, at least annually, by two stakeholder committees: The Special Education Advisory Committee and the Issues and Policies Committee. Program and fiscal reports required for the Special Education Local Plan Area are completed by the Executive Director of Special Education. Some fiscal reports are completed by the Director of Finance and reviewed by the Executive Director of Special Education.

All policies implemented in this single district SELPA are developed consistent with the Poway Unified School District Administrative Procedures (see Appendix A-5). In addition both the Special Education Advisory Committee and the Issues and Policies Committee provide input on policy and budget development.

Amendments to the Local Plan

Changes or amendments to the permanent portion of the local plan will be considered during the annual service and budget plan process. The Poway Unified Board of Education may adopt amendments to the permanent portion of the local plan on an "interim" basis not to exceed one calendar year. The policy would become permanent subsequent to approval by the State Board of Education. Otherwise, local plans need to be amended only when there is a change in federal or state law or regulation, there is a new interpretation by the courts or there is an official finding of noncompliance with federal or state law or regulation.

The Poway Unified SELPA has developed a process for choosing representatives to participate in the development of the Local Plan. The groups they represent select them for participation in the **Special Education Advisory Committee**. This group is composed of administrators, general and special education teachers, psychologists, program specialists, speech pathologists and members of the Community Advisory Committee. In some instances the CAC may select parents to represent them. The scope of the work of this committee extends beyond the Local Plan development and requires a two-year commitment.

RESPONSIBILITIES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

1. Participate in the development of the Local Plan
2. Participate in the review of the annual budget and service plan
3. Participate in the ongoing review of the Local Plan/future amendments
4. Provide ongoing input into the development of programs and services within the SELPA.

Members of the SEAC Committee are nominated and selected by their peers. Members from the community are nominated and selected by their peers. The committee meets two times per year. The annual service and budget plan are reviewed at both meetings. The committee reviews newly adopted policies and procedures, and participates in program development. The SEAC Committee

participated in a two-day reading and revision workgroup for the Local Plan prior to submission. Members reviewed all sections of the current plan. (See Appendix A-6)

The **Issues and Policies Committee** is a committee composed of school psychologists, program specialists, a speech pathologist, general and special education teachers, school site administrators and parent representatives selected by the Community Advisory Committee. The purpose of this committee is to study current issues in special education and their impact on the programs and services for special education students.

RESPONSIBILITIES OF THE ISSUES AND POLICIES COMMITTEE

1. Study current issues in special education and their impact on the programs and services for special education students
2. Review the statute requirements of state and federal law and propose procedural changes
3. Review the annual budget and service plan
4. Provide input into the development of the Local Plan.

COMMUNITY ADVISORY COMMITTEE BYLAWS

1. NAME AND LOCATION

- 1.1 The name of the organization shall be the Community Advisory Committee for Special Education for the Poway Unified School District (CAC).
- 1.2 The location of the CAC shall include those areas within the boundaries of the Poway Unified School District.

2. PURPOSE

- 2.1 The purpose of the Community Advisory Committee shall be to provide:
 - 2.1.1 Input for the development of the Local Plan for Special Education.
 - 2.1.2 The recommendations of the CAC shall reflect the needs of the Special Education students as perceived by parents, other professionals, and members of the community.

3. DUTIES

- 3.1 The duties of the CAC shall be as follows:
 - 3.1.1 To gather information from persons in the community and to elicit their concerns regarding the needs of exceptional individuals.
 - 3.1.2 To support activities on behalf of individuals with exceptional needs (e.g., through parent newsletter).
 - 3.1.3 To ensure compliance with state and federal guidelines for Special Education.
 - 3.1.4 To set annual goals to be addressed under the Local Plan.
 - 3.1.5 To educate other parents and community members as to the needs of the exceptional children and enlist their support in implementing the Local Plan (e.g., through a schedule of meetings and workshops to be sent out prior to October 15 each year, parent meeting, and staff development).
 - 3.1.6 To receive District input through liaison activities of the Coordinator of Special Education or his/her designee, who will act as an ex-officio member of the committee.
 - 3.1.7 To review the implementation of the Local Plan. Report of such implementation to be presented by the Coordinator of Special Education at the last spring business meeting of the CAC. To review the Local Plan as presented to the state every three years.

- 3.1.8 To promote communication among school administrators, local board of education, parents, and communities through the use of news media, parent/school District meetings, etc.
- 3.1.9 To serve as liaison between District management and Special Education parents (e.g., through a newsletter, meetings, and formal and informal communications).
- 3.1.10 To serve as liaison between the School Board and Special Education parents. A yearly report shall be presented to the School Board in the fall.

4. MEMBERSHIP

- 4.1 The CAC shall be composed of parents of INDIVIDUALS WITH EXCEPTIONAL NEEDS enrolled in public or private schools, parents of other pupils enrolled in the District, special education teachers, handicapped pupils and adults, general classroom teachers and other school personnel, and representatives of other public and private agencies.
- 4.2 The CAC shall be composed of at least eleven members of which at least 50% must be parents or guardians of children with exceptional needs.
- 4.3 The CAC membership shall establish a nominating committee for the purpose of designating candidates for membership on the CAC. The candidates shall be appointed by the District Board of Education. Appointment by the Board of Education from the list of candidates shall be made by the fall of the new school year.
- 4.4 The voting members of the CAC shall be composed of those members whose names were submitted by CAC and approved by the School Board. Nonvoting members shall be designated as exofficio.
- 4.5 The chairperson shall not vote except in the case of a tie.
- 4.6 Terms of membership on the CAC shall be 2 years. Each term shall commence July 1 and end 2 years hence. The membership will be staggered to insure that no more than 49% membership will be new, with a provision for renomination.
- 4.7 The membership of the committee shall approximate the ethnic composition of the District and shall be a representative of a variety of exceptionalities.
- 4.8 Appointments to fill a vacancy shall be for the remainder of the existing term.
- 4.9 Any member who misses two general business meetings in a year, without due cause, shall be automatically removed from the CAC and a request made for a new appointment.

5. OFFICERS

5.1 The officers of the CAC shall be as follows: Chairperson, Vice-Chairperson, and Secretary.

5.2 The CAC shall elect its own officers from within its membership for a 2-year term at the last spring business meeting to begin terms July 1.

5.3 Nomination of Officers:

5.3.1 The CAC shall nominate and appoint new members.

5.3.2 Nominees must state a willingness to serve before election.

5.4 Duties of Officers:

5.4.1 Chairperson: The Chairperson shall:

- Develop the agenda and preside over meetings.
- Vote to break ties when necessary.
- Assign duties and make appointments to subcommittees.
- Represent or appoint representative, to represent CAC at other appropriate meetings.

5.4.2 Vice-Chairperson: The Vice-Chairperson shall assume the duties of the Chairperson in his or her absence. Vice chair will learn duties of Chair and become familiar with District, State, Federal policy.

5.4.3 Secretary: The Secretary shall:

- Keep attendance.
- Take minutes at CAC meetings.
- Perform all written correspondence of the CAC.
- See that all members are provided with an agenda of upcoming meetings.

6. COMMITTEES

6.1 All committees shall be selected by the Chairperson for a purpose or purposes determined by the CAC.

- 6.2 Committees shall function until the purpose for which they were formed has been completed and a report of their activities has been made to the CAC.
- 6.3 A Chairperson shall be selected by each committee to schedule meetings and report to the CAC.
- 6.4 A committee shall take no action without a formal meeting of said committee.
- 6.5 All committee members shall receive at least 7 days notice prior to a meeting. Notices may be made by personal contact, telephone, or in writing. Notice may be waived by mutual consent or ratification of all members on a committee.

7. MEETINGS

- 7.1 The Coordinator of Special Education or his/her designee shall call a meeting of the committee no later than October 15 of each year. The committee shall hold three business meetings during the school year and one more additional inservice meeting during the school year. Additional meetings may be called if deemed necessary. Any additional meetings shall require at least 5 days prior notice.
- 7.2 All meetings shall be open to the public. Public input may be made at the direction of the Chairperson.
- 7.3 The agenda for each meeting shall be prepared by the Chairperson. The agenda shall include a time for additional items recommended by members of the CAC.
- 7.4 A quorum shall consist of a majority of the voting members provided that a majority of those present consists of parents.
- 7.5 The procedures not specified in these Bylaws for the conduct of meeting shall be governed by "Roberts Rules or Order Newly Revised."

8. AMENDMENT OF BYLAWS

- 8.1 Proposed amendment shall be submitted to the membership at least one meeting prior to the time the amendment is to be acted upon.
- 8.2 All changes to the Bylaws shall be consistent with the Local Plan.
- 8.3 Amendments to the Bylaws shall require the vote of the majority of the membership.
- 8.4 These Bylaws and amendments thereto shall become effective immediately upon adoption, unless otherwise specified.

***THESE BYLAWS WERE RATIFIED AT THE JANUARY 20, 1993 MEETING
AND PLACED IN THE APPENDICES OF THE LOCAL PLAN***

POWAY UNIFIED SCHOOL DISTRICT
Special Education

(Revised 1/11/01)

DATE: January 2, 2001
TO: Members of the Special Education Advisory Committee (SEAC)
FROM: JoAnn Murphy, Executive Director, Special Education
SUBJECT: LOCAL PLAN REWRITE MEETINGS

HAPPY NEW YEAR AND WELCOME BACK – hope you had a pleasant holiday.

Final plans are underway for the Local Plan Review and I am pleased to have you on the Committee. We will convene for two days this month to update the Local Plan for Special Education. *Please be on time each day, we have a lot of information to cover.*

Tuesday,
January 16, 2001
8:30 – 3:30 p.m.
Special Education Office
Suite 207
Sabre Springs Business
Center

and

Wednesday,
January 17, 2001
8:30 – 12:30
Special Education Office
Suite 207
Sabre Springs Business
Center

If you will require a substitute, please clear it with your site principal and the special education department will fund the release time necessary. You will need to make your own arrangements – START EARLY so you are assured a substitute.

Should you have any questions, please contact Theresa Kurtz, Ext. 2356, or Janet Barry Ciapponi, Ext. 2370.

dt
ref: 137SEAC
attachment
c: Elaine Cofrancesco, LSS
Theresa Kurtz, Spec. Ed.
Janet Barry Ciapponi, Spec. Ed.

Distribution:

Kris Mallory, AHS
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Jan Tom, MBMS
Liz Chiment, PHS
Sylvia Kellerhouse, PHS
Dena Johnson, CH
Jan Messali, CV
Emily Medico, MBMS

Poway Unified School District
Special Education Advisory Committee
Local Plan Rewrite Meetings

AGENDA

DAY 1 – January 16, 2001 (Begin in Suite 207 then break into groups)

Presenter	8:30-9:45	9:45-11:00	11:00-12:15
Janet Barry Ciapponi Suite 214	Group 1 Section 1	Group 2 Section 1	Group 3 Section 1
JoAnn Murphy Suite 214	Group 2 Section 7 & 10	Group 3 Section 7 & 10	Group 1 Section 7 & 10
Theresa Kurtz Suite 207	Group 3 Section 4	Group 1 Section 4	Group 2 Section 4

12:15 – 1:15 Lunch on your own

Presenter	1:15-2:15	2:15-3:15
Janet Barry Ciapponi Suite 214	Group 1 Section 2 & 3	Group 2 Section 2 & 3
JoAnn Murphy Suite 214	Group 2 Section 12-13	Group 3 Section 12-13
Theresa Kurtz Suite 207	Group 3 Section 14-15, 21	Group 1 Section 14-15, 21

DAY 2 – January 17, 2001

Presenter	8:30-9:30	9:30-10:30	10:30-11:30	11:30-12:30
Janet Barry Ciapponi Suite 214	Group 3 Section 2 & 3	Group 1 Section 9 & 22	Group 2 Section 9 & 22	Group 3 Section 9 & 22
JoAnn Murphy Suite 214	Group 1 Section 12-13	Group 2 Section 16-20	Group 3 Section 16-20	Group 1 Section 16-20
Theresa Kurtz Suite 207	Group 2 Section 14-15, 21	Group 3 Section 5 & 6	Group 1 Section 5 & 6	Group 2 Section 5 & 6

(Revised 1/11/01)

Poway Unified School District
Special Education Advisory Committee
Local Plan Rewrite Meetings
January 16-17, 2001

Group Assignments

GROUP 1	GROUP 2	GROUP 3
Lorraine Carter	Jan Tom	Julie Lowrie
Cyndy Rhamy	Sylvia Kellerhouse	Gail Adams
Dena Johnson	Emily Medico	Jan Messali
Kris Mallory	Jerry Leininger	Liz Chiment
Karen Kaufman	Mary Ann Feichtner	Gina Zanolini
Emily Shieh	Sylvia Thomas	Deidre Harris

(Revised 1/11/01)



Annual Budget Plans

Legal References

State Education Code Reference(s): 56205(b)(1)(A-G), 56195.7(h)

The Superintendent/Designee is responsible to assure the maintenance of fiscal support and further assures that Part B funds will not be used to reduce the level of support beyond the amount permitted under federal law and regulations.

All property taxes for special education purposes are maintained in the single district SELPA and used to support the services for the severely disabled, including those students with low incidence disabilities. An Annual Budget Plan is reviewed annually by the Special Education Advisory and the Issues and Policies Committee and approval by the Board of Education. The Annual Budget Plan will be submitted annually to the California Department of Education (*we are waiting for legislative language to clarify this*).

The Annual Budget Plan is developed with input from District staff and reviewed for input for the Special Education Advisory Committee and the Issues and Policies Committee at least annually. Prior to submission to the Board of Education, the notice of public hearing shall be posted in each school in the Poway Unified SELPA for at least 15 days prior to the hearing.

The first annual budget plan will be due to the California Department of Education one year after the plan is approved.



Annual Service Plan

Legal References

State Education Code Reference(s): 56205(b)(2)

All of the programs and services available in the Poway Unified SELPA are documented on the Annual Service Plan. The school site location for each service and program is also documented on the Annual Service Plan. This plan is reviewed annually by the Special Education Advisory Committee and the Issues and Policies Committee and approved by the Board of Education. The Annual Service Plan will be submitted to the California Department of Education (*we are waiting for legislative language to clarify this*).

In the event that student needs require a specialized placement not available in this SELPA, students can be placed in available regional classes of another SELPA through a Memorandum of Understanding (see Appendix B-1).

Prior to submission to the Board of Education, the notice of public hearing shall be posted in each school in the Poway Unified SELPA for at least 15 days prior to the hearing.

The first Annual Service Plan will be due to the California Department of Education one year after the plan is approved.

ANNUAL SERVICE PLAN
Poway Unified SELPA
 Fiscal Year ____/____

Special Education Services	Service Available at all Schools	School Name				
Regular class with accommodation						
Resource Specialist Program						
Full inclusion services						
Special day class, specialized in a public integrated setting						
Special day class in public integrated facility						
Special day class at school based mental health facility						
Special day class in nonpublic school						
Language and speech						
Home and hospital						
Adapted physical education						
Audiological services						
Individual counseling						
Group counseling						
Guidance services						
Occupational therapy						
Physical therapy						
Orientation and mobility						
Parent counseling						
Social work services						
Vocational education training						
Recreation services, includes therapeutic recreation						
Individual and small group instruction						
Vision services						
Specialized driver training						
Psychological services						
Specialized services for low incidence disabilities						
Health and nursing, specialized physical health care services						
Health and nursing, other services						
Interpreter services						
Education technology services						
Behavior management services						
Assistive services						
Braille transcription						
Reader services						
Note taking services						
Transition services						
Vocational counseling						
Deaf and hard of hearing services						
Respite care services						
Transportation						
Other special education services						

ANNUAL SERVICE PLAN
Poway Unified SELPA
 Fiscal Year ____/____

Special Education Services	Service Available at all Schools	School Name				
Infant DIS service						
Infant RSP service						
Infant SDC service						
Family training, counseling and home visits						
Medical services (for evaluation only)						
Nutrition services						
Service coordination						
Special instruction						
Special education aide in regular development class, child care center or family child care home						
Language and speech						
Audiological services						
Occupational therapy						
Physical therapy						
Orientation and mobility						
Social work services						
Vision services						
Psychological services						
Specialized services for low incidence disabilities						
Health and nursing, specialized physical health care services						
Health and nursing, other services						
Education technology services						
Behavior management services						
Assistive services						
Deaf and hard of hearing services						
Respite care services						
Transportation						
Other special education services						

Note: This is the format we are recommending for our districts, and is based on the current CASEMIS service options.



Early Intervention Program Description, Birth to Five Years

Legal References

State Education Code Reference(s): 56205(b)(3)

The Poway Unified SELPA provides appropriate early intervention services individually designed for infants and toddlers from birth to three years of age who have disabilities or who are at risk for having disabilities through a cooperative agreement with the Hope Infant Program at the San Diego County Office of Education. All federal funds received in this SELPA for Part C of the Individuals with Disabilities Education Act (IDEA) are transferred to the Hope Infant Program. As outlined in the interagency agreement, the San Diego County Office of Education assumes responsibility for the provision of service in compliance with state and federal law.

Early Intervention services are delivered with the family as the center of the service delivery system. Services support and enhance the family's capability to meet the special developmental needs of the infant or toddler with disabilities. Infants and toddlers with disabilities are a part of their communities and efforts to serve them in community based programs and natural environments are embedded in the service delivery system. (See Part C Early Intervention Services)

Following the Individual Family Service Plan (IFSP) meeting at age 2.6, the transition process begins with close communication between the Service Coordinator of the Hope Infant Program and the Program Specialist in the Poway Unified SELPA. A transition conference meeting is scheduled. Upon completion of the transition process, preschool students participate in the preschool programs and services available in the Poway Unified SELPA. The following range of services is available:

1. Home programming with necessary related services
2. Related services in private or state funded preschools
3. Intensive language groups
4. Special day classes.



Charter Schools

Legal References

State Education Code Reference(s): 47600-47616.5, 56145-56146, 56207.5 (a-c)

Government Code: 54950-54962

Public Contract Code: 20110

It is the intent of the Board of Education to fully comply with the Charter Schools Act of 1992 as amended, by providing opportunities for the establishment of independent charter schools. Prior to approving a petition for establishment of a charter school, the Board will carefully review the proposed charter and any supplementary information, consider public and staff input and determine whether the charter petition adequately addresses all the provisions required by law, policy and administrative regulations.

In order to implement state law while providing guidance to petitioners and direction to staff, the Board adopts the following:

1. Criteria for Granting Charter Petitions

Prior to granting or denying a petition to establish a charter school, the District will conduct a comprehensive review of all charter petitions presented. This review will follow the then current guidelines published by California School Boards Association and California Department of Education. A public hearing will be conducted to consider the level of support for the petition by teachers employed by the District, other employees of the District and parents.

As part of the review of a charter petition, the Board may direct staff to complete or procure a detailed analysis of the charter petition and the proposed educational program. Such an analysis would include a review of proposed budgets and the potential impact on the District. Based on the analysis and public input, the Board will determine whether the charter petition adequately addresses all the provisions required by state law and regulations as well as this policy and administrative regulation.

A petition of the establishment of a charter school must minimally include the following:

- A. A completed signature page that includes at least the minimum number of signatures required by Education Code Section 47605. The signature page will include assurances that a copy of the proposed charter was attached to the signature page and that potential signors had an opportunity to review the complete petition prior to signing. The number of signatures required will be based on the anticipated enrollment on which the petitioners have based their first year budgetary figures.

1. If the petitioner provides signatures from potential teachers, the petition must state that teachers are meaningfully interested in teaching in the proposed charter school, hold a valid California teaching credential and are not currently employed by a charter school or charter school management company. The interested teachers must also print their names, addresses, phone numbers and credentials held.
 2. If the petition provides signatures from parents of potential students, the petition must state that the parents are meaningfully interested in enrolling their child(ren) in the proposed charter school. The interested parents must also print their names, addresses, phone numbers, children's names, current grade, school and district of residence.
- B. A detailed operational budget for the first three years of operation. The budget must include realistic estimates of revenues, expenditures and reserves. Petitioners must indicate revenue sources for start-up costs and provisions to cover cash-flow difficulties. The budget must include projected enrollment for the first three years of operation.
 - C. The name, address and qualifications of any consultants and/or management company that the petitioner has engaged or proposes engaging.
 - D. Adequate processes and measures for holding the charter school accountable for fulfilling the terms of its charter and complying with all applicable laws.
 - E. Comprehensive descriptions of those elements outlined in Education Code Sections 47605(b)(5)(A-O). The descriptions should include:
 1. A discussion of how the charter school will meet all statewide standards and assessment requirements, including requiring passage of the High School Exit Examination for graduation.
 2. A discussion of how the charter school intends to meet the needs of individuals with disabilities including compliance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. Description of the means of providing services and ensuring compliance with state and federal law.
 3. A detailed discussion of the proposed governance structure of the charter school, including:
 - a. Whether the school intends to operate as a nonprofit public benefit corporation
 - b. The financial relationship between the charter school and the District
 - c. Assurance of compliance with open-meeting laws and regulations
 - d. Proposed bylaws of the nonprofit corporation (if applicable)
 - e. District representation on the governing board
 - f. Role of parents, students, staff and community in the governance structure
 - g. Means for providing administrative and other non-instructional services
 - h. Measures for limiting conflicts of interest
 - i. Potential civil liabilities effects upon the District

4. Assurances that the charter school will be nonsectarian in its programs, admission policies, employment practices, and all other operations. Assurances that the charter school will not charge tuition or discriminate against any person on the basis of ethnicity, national origin, gender or disability.
5. A description of the proposed school facilities, any intent to utilize District facilities, plans for building maintenance and expansion.
6. A description of any reemployment rights granted to District employees that seek employment with the charter school.
7. Assurances that the school will comply with the Public Records Act and competitive bidding sections of the Public Contract Code.

2. Timely Submission

A complete petition must be submitted by January 31 for consideration to open a charter school on or after July 1 of the next school year. Petitions received on or after February 1 will be considered for a starting date in the subsequent school year. To allow sufficient time for careful analysis, public input and review of charter petitions; no petitions to establish charter schools will be accepted between May 15th and August 1st.

3. Charter Approval

The Board will grant a petition for establishment of a charter school to a petitioner that provides substantial evidence that the proposed school presents a sound educational program and that the petitioners are demonstrably likely to successfully implement the program as set forth in the petition. In granting charter petitions, the Board will give preference to those schools that are operated as nonprofit public benefit corporations and that intend to provide comprehensive learning experiences for academically low-achieving students.

The Board may grant conditional approval, which would grant approval upon verification that all conditions had been met within the required timelines.

4. Charter Term

An initial approval of a charter petition shall be for a term not to exceed five years.

5. Oversight

The District will provide required oversight in exchange for 1% of revenues received by the charter school from all sources.

The District and charter school will enter into a Memorandum of Understanding (MOU) that addresses facilities, administrative, special education, fiscal and legal issues. The term of the MOU will coincide with the term of a charter.

6. Charter Denial

A petition will be denied only if the Board makes written factual findings of one or more of the following:

- A. The petition presents an unsound educational program
- B. The petitioners are demonstrably unlikely to successfully implement the program
- C. The signatures attached to the petition do not meet minimum requirements
- D. The petition does not contain an affirmation of each of the conditions set forth in Education Code Section 46705(d)
- E. The petition does not contain comprehensive descriptions of all the information required by Education Code Section 47605(b)(5)(A-O) and section 1-D above
- F. The petition or proposed program is inconsistent with state law.

7. Charter Renewals

A District approved charter school must apply for renewal by February 1 for renewal effective during the subsequent school year. A petition for renewal must comply with then current Education Code and District policy requirements. Renewal will be based upon the school's proven ability to meet goals established by its charter, student achievement, compliance with legal requirements, fiscal responsibility, community support and the ability of the school's governance structure to provide access and accountability to the public.

8. Revocation

The Board may revoke a charter if deemed necessary in accordance with state law and administrative regulations. Prior to revoking a charter, the Board will give the charter school written notice and at least 30 days to cure the violation; unless the District determines that the violation constitutes a severe and imminent threat to the health and safety of pupils.

9. Provision of Special Education Services to Students Voluntarily Enrolled in Charter Schools

As students enrolled in charter schools are entitled to special education services provided in a similar manner to students enrolled in other public schools, charter schools within the Special Education Local Plan Area (SELPA) shall comply with all requirements of state and federal law regarding provisions of special education services (Education Code section 56000 et seq., Individuals with Disabilities Education Act 20 U.S.C. Chapter 33). A charter school shall not discriminate against any pupil in its admission criteria on the basis of disability. Students enrolled in charter schools chartered by Poway Unified School District shall receive services in a manner similar to students enrolled in other public schools within the District.

Charter schools must delineate in their petition or 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 than the chartering entity, is not responsible for providing special education services to students that are enrolled in the charter school. The written agreement should also state that prior to final approval of a request to be deemed a local education agency (LEA), the charter school would be deemed a public school within the chartering entity.

The petition presented must provide assurances that all eligible students enrolled in the charter school will receive appropriate special education services in accordance with state and federal law. The petition shall provide that no student otherwise eligible to enroll in the charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Each charter petition should contain a reasonably comprehensive description of the charter school's educational program, as it relates to the provision of special education services, including the following:

- The specialized instruction and services available at the charter school
- The procedures for ensuring that students are referred, assessed and served in a timely manner
- Assurances that staff members providing special education services are appropriately credentialed
- 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 program
- Disenrollment, suspension and expulsion policies and procedures must ensure that the protections of federal and state law are afforded to special education and 504 eligible students
- Dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA, regarding the provision of special education services

Categories of Charter Schools

For the purposes of provision of special education services, charter schools shall be deemed either a public school within Poway Unified School District or an LEA that receives funds and provides services independent of chartering entity. All charter schools approved by Poway Unified School District will be deemed public schools within the District until the charter school has been deemed an LEA following this policy.

A. Public School within Poway Unified School District

Charter schools that are deemed to be public schools within the District will participate in state and federal funding in the same manner as other schools or programs within the District. The District 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.

When the charter school is deemed a public school within the District, the District will:

- Receive all applicable special education funds generated by attendance in the charter school
- Be responsible for ensuring that all eligible students enrolled in the charter school are appropriately referred, assessed and served in a timely manner

- Be responsible for procuring and funding appropriate special education services, wherever the student may reside
- Provide necessary special education services or contract for these services with public or private educational agencies.

The District and the charter school may enter into business agreements or contracts whereby the charter school agrees to pay for the excess costs associated with providing special education services to identified students, including the administration of special education programs. Additionally, the charter school should 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 Poway Unified SELPA

A charter school may apply to the Poway Unified SELPA to become an LEA for the provision of special education services. Application must be made to the SELPA on or before February 1 of the school year preceding the school year in which the charter school anticipates operating as an LEA within the SELPA. LEA status will not become effective prior to July 1 of the year in which final approval was granted.

Once granted LEA status, a charter school will participate in the governance structure of the SELPA on a representational basis. The governing board of Poway Unified School District and LEA charter schools shall each designate one representative to the SELPA Governance Council. For purposes of assigning voting rights, each LEA will be entitled to one vote for each 1,000 enrollment, rounded up. No LEA shall have less than one vote.

The applicant charter school will be deemed an LEA if the Governance Council determines that the charter school has met all requirements to be included as a member LEA of the SELPA as specified in this policy and the Local Plan. These requirements include:

- Provide assurances that all individuals with exceptional needs (ages birth to 22) have access to appropriate special education programs and services
- Agree to reimburse the SELPA for any legal fees incurred by the SELPA in the process of reviewing and approving the application to become a member LEA in the SELPA
- Provide assurances that each certificated employee is appropriately credentialed to serve in his/her assignment
- Provide a current and three year operational budget showing adequate fiscal reserves to fund special education start-up costs and potential excess costs
- Provide assurances that special education services will be provided in a safe and appropriate environment
- Agree to accept responsibility to screen, refer, assess, convene IEP teams, implement services and reviewing as specified in Education Code sections 56000 et seq.
- Provide necessary staff, or agree to contract with public and/or private agencies to ensure that the special education programs comply with federal and state requirements
- Follow all SELPA policies and procedures
- Provide transportation as indicated on the student's IEP

- Indemnify and hold Poway Unified School District and the SELPA harmless.

Once deemed an LEA, the charter school shall:

- Participate in representational governance of the SELPA
- Contribute to, participate in, and receive the benefits of SELPA provided services
- Receive state and federal funding for special education in the same manner as other LEAs in the SELPA. This allocation is based on the number of identified students and the type of service(s) they receive
- Be responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, services, transportation, nonpublic school/agency placements, inter/intra SELPA placements, due process proceedings, complaints and attorney fees
- Document that all state and federal special education funds apportioned to the charter school are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities
- Special education apportionment must be used solely for the purpose of providing special education instruction and/or services to identified students with disabilities. Any apportionment not used for provision of special education will be reviewed by the Governance Council and Finance Committee for potential recapture and/or reallocation of funds.

10. Charter School Petitions

Upon receipt of a charter school petition, the District will date stamp the cover page of the submitted application and forward the application to the superintendent or designee.

A. Timelines

1. Within 10 days of submission, the superintendent's designee will review the application for completeness. The petition must minimally include the items listed in section 1 (Criteria for Granting Charter Petitions) of Board Policy 3.41. Any petition that does not include all required elements will be returned to the petitioner with a description of the missing elements, a copy of Board Policy and CSBA criteria for charter petition approval.
2. Within 15 days of receipt of a complete petition, the superintendent's designee will transmit a copy of the petition for review by the business, curriculum/instruction and special education departments. Legal counsel may also be engaged to review the petition.
3. Within 15 days of receipt of a complete petition, the superintendent's designee will transmit a copy of the petition to each bargaining unit representing employees of the District.
4. Within 30 days of receipt of a complete petition, the Board will hold a public hearing on the provisions of the charter. Notice of the public hearing will be provided 5 days in advance to the petitioner and each bargaining unit representing employees of the District. At the public hearing the Board will consider the level of support for the petition addressed by teachers of the District, other employees of the District and parents.

5. Within 55 days of receipt of a complete petition, the District will analyze the petition based on compliance with Board Policy 3.41 and the Charter Schools Act, as amended. District staff will draft a recommendation regarding approval or denial of the petition with specific reasons thereof.
6. During the time in which a petition is being evaluated, District staff and petitioners may draft a conditional Memorandum of Understanding that will address facilities, special education, fiscal and liability issues; including any services that the District will provide to the charter school.
7. Within 60 days of receipt of a complete petition, the Board, in open session, will consider staff recommendation and determine whether to grant the charter petition, grant the petition with conditions or deny the petition. With mutual consent, a 30-day extension may be granted for this decision-making process.

If the petition is granted, the superintendent's designee will notify the State Board of Education of the Board's decision within 5 days. Notification will include copies of Board meeting minutes reporting approval of the charter petition and a copy of the petition.

If the petition is denied, the Board will supply the petitioner with written factual findings within 10 days, outlining the Board's reasons for denying the charter petition.

B. Review Components

1. Verify authenticity of signatures
2. Verify that the petition includes an adequate number of signatures as required by Education Code for the number of students anticipated in the first year budget.
3. Analyze first year budget, start-up funding and cash flow projections.
4. Verify the proposed charter school is not an impermissible conversion of a private school.
5. Analyze each required component of the petition.
6. Verify required assurances.
7. Determine whether the proposed charter school presents a sound educational program for the pupils it intends to educate
8. Determine whether petitioners are demonstrably likely to successfully implement the program set forth in the petition.
9. Determine potential impact on District and compare to District Impact Statement provided by petitioners.
10. Draft written recommendations.

C. Oversight of Approved Charter Schools

The District will monitor compliance with current law and regulations as well as the conditions, standards and procedures entered into under the school's charter. Effective monitoring will require that the charter school provide the following:

1. District access to all records and facilities.
2. Prompt response to District inquiries, including but not limited to, financial, personnel, health and safety, and student assessment records.
3. Verification that all teachers hold appropriate credentials and that documentation is maintained on file at the charter school.
4. Verification that all employees and contractors have complied with criminal background checks.
5. Verification that all facilities meet local zoning and fire-safety requirements.
6. A copy of its annual independent financial audit for the preceding fiscal year by December 15th.
7. A report from the charter school governance structure as to how they intend to remedy any audit exceptions or deficiencies.
8. Evidence of student achievement.



Literacy

State Board Requirement

Rationale

The California Reading Initiative is intended for all students. Reading proficiency is an important goal for all students who receive special education services. Reading is fundamental to school success and essential for successful participation in society. Reading proficiency is required in order for full participation and opportunity to achieve academic success in school.

Policy Statement

In order to improve the education results for students with disabilities, the Poway Unified SELPA ensures that all students who require special education will participate in the California Reading Initiative. All special education personnel will participate in staff development inservice opportunities in the area of literacy to include:

1. Information about current literacy and learning research
2. State adopted standards and frameworks
3. Research-based instructional strategies for teaching reading to a wide range of diverse learners
4. Class Size Reduction training.

Our goal is to increase 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 achieve these goals, we assure that students with disabilities will have full access to:

1. All required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks
2. Instructional materials and support.