

**POWAY UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURE**

Originator: Exec. Dir., Special Education
Issue No: 2
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56195.5, 56195.7(a-i)
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56195.10; 20 USC
1412(a)(13)

ARTICLE: 5.0 STUDENT PERSONNEL
**5.12 SERVICES TO STUDENTS WITH
DISABILITIES**

SECTION 5.12.9 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 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
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 Assistant 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 Assistant Superintendent. The Executive Director is supervised and evaluated by the Assistant 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.

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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 California Special Education Management Information System (CASEMIS) 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
7. Serve as designee to receive and process Behavioral Emergency reports.

Regionalized Services

Under the direct supervision of the director 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 Master's 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 indepth knowledge in one or 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 students have full educational opportunity
7. Coordinate services within the IEP process with other agencies
8. Assist with non-public, non-sectarian, 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 fifteen (15). CAC members are appointed by the Board of Education.

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
2. The CAC shall nominate and recommend appointment to the Board of Education
3. The committee solicits nominations to ensure balanced composition from a variety of grade levels, disability areas, and ethnic backgrounds
4. The executive committee of the CAC (chair, co chair, and District liaison) screens candidates for suitability and willingness to serve
5. A slate of officers/members is submitted to the CAC for ratification
6. 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

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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 takes no action in this section.

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 the Community Advisory Committee, Superintendent's Cabinet, School Board, 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. In addition, the Issues and Policies Committee and Community Advisory 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 Issues and Policies 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 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.

Program Evaluation

Programs are evaluated for compliance on an annual basis using a number of data points readily available in the District. The CASEMIS report submitted each December verifies the number of overdue IEPs and triennial evaluations. Prior to the submission, 30- and 60-day reminder notices are sent to site principals. Service logs are maintained individually by each DIS/RSP provider.

Data on caseloads is reported monthly by providers and audited on a random basis by the special education office. Data on the number of formal suspensions is maintained in the District student information system. Although there is no automatic trigger on the maximum number of days allowed for suspension, the information is readily available on demand for site administrators.

A log of formal compliance complaints is maintained in the special education office and monitored on a weekly basis. When a school site receives a finding of noncompliance, the department staff provides appropriate guidance and inservice training to ensure that corrective actions are in place. In the event that districtwide trends of noncompliance are found through formal complaints, training and support are provided through District and school administrator advisories.

Plans are underway to implement a system to monitor the identification of ethnic subgroups and the relationship to disability. This will be compared to overall District enrollment numbers in ethnic categories. Referral and qualification rates will be tracked. Participation rates in state/district assessments will also be monitored.

IEPs are monitored to ensure that IEP goals are measurable and record progress data. Through the Coordinated Compliance Review process, files are reviewed for compliance and educational benefit. As part of that review process, we will be looking at the level of participation in research-based curriculum and the degree to which general education teachers participate in the IEP process.