CAC
COMMUNITY ADVISORY COMMITTEE GUIDELINES

Fourth Edition
2011

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Points of view and opinions expressed in this publication do not necessarily reflect the positions of the California Department of Education, and no official endorsement is inferred. The guidance in *CAC Guidelines* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, *CAC Guidelines* is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)

Copies of this CAC Handbook are available through CAFEC online at www.cafec.org and through all California SELPAs. All Family Empowerment Centers and SELPAs have the option of posting these on each of their websites.

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INTRODUCTION

Welcome to the fourth edition of the *Community Advisory Committee Guidelines.* Community Advisory Committees (CACs) are at the heart of the Special Education system in California. Under legislative mandate (California Education Code Section 56194), CACs provide the vehicle for active community involvement in the development and review of the Local Plan, in parent training and education, and in bringing about positive changes in the educational system at both the local and state levels. Each CAC is unique; therefore, this resource notebook contains information and suggestions to personalize these Guidelines for your local CAC.

We wish every CAC success with its individual and joint ventures throughout the state of California.

Members of the Fourth Edition Review Committee

FOREWORD

Community Advisory Committees (CACs) are a vital component of effective Special Education programs in California. They are commissioned by law and are a reflection of the community they serve. CACs are composed of parents, educators, pupils and adults with disabilities, representatives of public and private agencies, and persons concerned with the needs of individuals with disabilities. They are appointed by their governing boards in accordance with locally determined selection procedures described in the Local Plan.

Community Advisory Committees have specific and important roles and responsibilities which are reviewed in these *Guidelines*. Every Special Education Local Plan Area (SELPA) is required to establish a CAC. Across California, many CACs are vibrant, creative bodies that assist in advising local governing boards about the Local Plan, annual priorities, parent education, and other specified Special Education related activities.

CACs are designed to be a dynamic collaborative partnership of educators, parents, and community members. This mandated membership exemplifies the need for informed involvement among those who provide Special Education programs and services and those who receive Special Education programs and services. These *Guidelines* provide excellent strategies for building a collaborative partnership where all partners are respected and valued. It is the very clear and strong intent of the *CAC Guidelines* Fourth Edition Committee to provide a framework for an effective CAC.

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SECTION 1:
LEGISLATIVE MANDATE FOR CACS

Parents, school personnel, and community members learning and working together produce healthy, valuable home-school partnerships. Effective school systems must devote energy and resources to informing and educating parents and community members about how to support and contribute to the efforts of their schools. The Community Advisory Committee (CAC) is designed in legislative spirit and intent to establish a local forum for active parent involvement. The California Education Code (Part 30) describes the role and responsibilities of the CAC. The CAC is appointed by and functions in an advisory capacity to the governing board of the local Special Education Local Plan Area (SELPA).

CACs are mandated by state and federal laws and regulations that address parent involvement in Special Education. These provisions are covered briefly in "General Laws Related to Special Education," found in Appendix G. All state laws can be found in *California Special Education Program: A Composite of Laws, Education Code - Part 30, Other Related Laws and California Code of Regulations - Title* 5, published by the California Department of Education. The *Composite of Laws* may be accessed on the CDE website, http://www3.scoe.net/speced/laws_search/searchLaws.cfm. As you read over these laws, keep in mind that *shall* means *must* and that *may* means *might.*

What is a Community Advisory Committee (CAC)?

Community Advisory Committees are vital components of effective Special Education programs in California. CACs have specific roles and responsibilities. Across California, many CACs are active, creative bodies that assist in advising local school districts, the Board of Education and Special Education administration about the Special Education Local Plan, annual priorities, parent education and other Special Education related activities. Every Special Education Local Plan Area (SELPA) is required to establish a CAC. A SELPA is a consortium that is formed to ensure that the full continuum of Special Education services is available to all eligible students within its boundaries. It is comprised of an individual district, a group of districts, or districts and a county office(s) of education. CACs provide an important connection between the community and the SELPA.

Parents comprise a majority of the CAC membership and the majority of these parents are parents of children with special needs. Other members may include Special Education teachers, general education teachers, other school personnel, other parents, representatives from related public and private agencies, and school administrators. CAC members are initially selected by their peers or nominated through their district. Candidates are then approved by their local Board of Education. The general education population should also be represented on the committee.

CAC members should represent not only parents concerned with the quality of Special Education but the entire special education community. As such, the CAC must act

responsibly to ensure fair representation and thorough evaluation of the issues and interests handled in the attainment of its goals. A well-rounded membership that has a sound understanding of Special Education laws, issues, programs, and services that shares this information with the district, the county administration or both, as well as with the community, is the foundation upon which the CAC builds its advice and opinions.

The Community Advisory Committee's responsibilities include advising the policy and administrative entity of the district, SELPA, or county office, regarding the development, amendment, and review of the Local Plan. The Local Plan describes the local policies, procedures and programs that are consistent with state laws, regulations and policies for Special Education. The CAC acts in an advisory capacity and may recommend priorities or changes to be addressed by the plan. Other responsibilities include, but need not be limited to:

- Encouraging community and parental involvement in the development, review and implementation of the Local Plan
- Supporting activities on behalf of individuals with exceptional needs
- Assisting in parent awareness of the importance of regular school attendance
- Providing families an opportunity to share resources and support

How are Parents and Professionals Empowered by the Legislative Mandate for a CAC?

The Individuals with Disabilities Education Act (IDEA) describes the legislative intent to strengthen the role and responsibility of parents by ensuring families have meaningful opportunities to participate in the education of their children at school and at home. The California Education Code describes in detail the Community Advisory Committee's appointments, composition and responsibilities. The Education Code also identifies the service delivery system for providing Special Education in California and strategies to actively involve parents and other community members in the development, amendment, and review of the individual Local Plan for Special Education. (See State Education Code 56190 - 56194, Appendix G)

Who may attend a CAC meeting?

CAC meetings are open meetings, meaning that anyone who is interested may attend the meetings. CAC meetings provide parents with up-to-date information on issues that impact their children, the opportunity to communicate with school administrators, and the chance to connect with other parents.

How are CAC representatives appointed?

The selection process for CAC representatives is defined in each SELPA's Local Plan and will vary between SELPAs. Ideally, CAC members should be recommended by their peers. CAC representatives must then be formally appointed by the local governing board of education (i.e. the School Board). Information about the CAC

application process is available at each local SELPA office.

Why should I become an appointed member of my CAC?

CAC representatives are important advisors to the SELPA and help to shape policies, identify training needs, and provide input on local issues. Parent and community member involvement is a vital component of an effective Special Education program.

Are CACs required for every district?

No, every district is not required to have a CAC. California Education Code requires that each Special Education Local Plan Area (SELPA) have a CAC. CACs may look different depending on if they are a single district SELPA, a multi-district SELPA or a Charter School SELPA. In addition, Charter School SELPAs may differ from other SELPAs in that they may not be localized to any one geographic area but may be comprised of several individual Charter Schools in different areas of the state.

What is a SELPA?

In 1977, all school districts and county school offices were mandated to form consortia in geographical regions of sufficient size and scope to provide for all Special Education service needs of children residing within the region boundaries. Each regional Special Education Local Plan Area (SELPA) developed a Local Plan describing how it would provide Special Education services.

SELPAs are dedicated to the belief that all students can learn and that special needs students must be guaranteed equal opportunity to become contributing members of society. SELPAs facilitate high quality educational programs and services for special needs students and training for parents and educators. The SELPA collaborates with county agencies and school districts to develop and maintain healthy and enriching environments in which special needs students and families can live and succeed.

SELPAs are responsible for assuring:

- All individuals with disabilities receive a free appropriate public education in the least restrictive environment.
- All general education resources are considered/ utilized on a local or regional basis to meet the needs of students with disabilities.
- A system exists at the regional level for identification, assessment, and placement of students with disabilities.
- A viable system for public education is functioning in the community, with participation and interaction involving parents and other agencies.
- A compliance monitoring system is implemented and reviewed to assure that identified non-compliant items are rectified.

Collaborative working relationships between parents, students, school and agency personnel facilitate the obtaining of appropriate services for every child with a disability. A list of SELPAs may be found in Appendix F.

SECTION 2:
CAC RESPONSIBILITIES AND ACTIVITIES

How do SELPAs and CACs work together?

The CAC is a required committee of the SELPA governance structure. The tasks of the CAC are many and varied. The CAC and SELPA work together to develop a yearly CAC plan of activities. Members of the CAC, SELPA, districts, community, and parents may be involved in the development or review of the CAC plan. The planning process may include brainstorming sessions, contacts with other CACs, and soliciting suggestions from the local administrators and staff.

What are the CAC's Responsibilities?

There are six areas for which CACs have leadership responsibility. CACs may choose to become involved in additional projects. A list of suggested activities for each area of responsibility is included in the following pages.

1. Local Plan development, amendment, and review process

The California Education Code states that CACs should "advise the SELPA on the development, amendment and review of the Local Plan". (EC 56194). The CAC's role in the Local Plan process may vary between SELPAs and the status of the Local Plan (for example, if the Plan is being reviewed, amended or developed).The Local Plan is the blueprint of Special Education programs and services offered in a SELPA. It is the central document submitted by a SELPA by which the CAC and Special Education programs exist and function, meeting the requirements of Education Code (Chapter 2.5).

Possible Activities:

- Agendize a Local Plan review, and make recommendations to ensure currency and that the Plan meets the needs of the Special Education community.
- Facilitate organization and recruitment of committee members (parents, community members, and district staff) assigned to review the plan.
- Invite key district staff to CAC meetings to discuss all parts of the Local Plan to provide a more complete understanding of the entire Special Education system.
- Establish annual goals relative to implementation of the Local Plan.

Support Needed:

- Access to administrative staff (secretarial)
- Supplies
- Resources (e.g., photocopying and mailing costs)

If the CAC is to recommend annual priorities to be addressed by the Local Plan, then it must commit the time and energy necessary to evaluate the current Local Plan and perform responsibly. To do this the CAC must be knowledgeable about Special Education programs and services within the SELPA, district(s) or county. This could be accomplished through site visits, parent/teacher surveys, interviews of administrative staff, and discussions and presentations at CAC meetings or CAC-sponsored activities.

The state requires that districts re-evaluate and update their Local Plans when there are significant changes needed. This does not, however, limit the CAC's opportunity to review and recommend changes to the Local Plan each year. The signature of the CAC chairperson on the Local Plan indicates to the state that the CAC was given at least 30 days to review the Local Plan before submitting it to the California Department of Education.

The effectiveness of a CAC lies in the members' understanding of its mandate, good communication skills, and a commitment to promote effective, compliant Special Education programs and services. This commitment and responsible implementation of duties will cultivate respect and empower the CAC as a valuable resource and vehicle for information dissemination in the SELPA.

To achieve optimal results, the SELPA and CAC will collaborate in such a way that:

- CAC members are familiar with the contents of the Local Plan;
- There is parent and community involvement in the writing and reviewing of the Local Plan;
- CACs are knowledgeable about Special Education programs and services within the SELPA, district(s) or county;
- The Local Plan review process is scheduled to allow sufficient time for thoughtful CAC review; and
- Resources are provided to support the Local Plan review process.

2. Recommend a list of program priorities to be addressed by the SELPA

A CAC has the authority to accomplish specific responsibilities. The primary responsibility of the CAC is to advise the governing board(s) and the SELPA administration on Special Education programs and services. In order to be effective representatives, CAC members will need access to the necessary program information, staff, and resources required to develop constructive advice. Leadership training for CAC members should include information on the State Performance Plan (SPP) and the Special Education self-review (SESR) process.

Possible Activities:

- Establish committees to explore issues relevant to annual goals.
- Arrange for speakers on topics of interest
- Collaborate with the district in conducting a compliance and quality review of district programs in Special Education.

- Assign a CAC member or subcommittee to provide updates on legislation affecting Special Education programs.
- Present the program priorities annually or on an ongoing basis

Support Needed:

- Access to administrative staff (secretarial)
- Access to information on legislation
- Connection to local parent support organizations
- Collaborative relationship with local Special Education administrator(s)

3. Parent education and recruitment

The SELPA and local districts are responsible for training the CAC and parents. CACs identify their own education and training needs and request specific trainings from the SELPA. SELPAs and CACs work together to identify and provide parent education (e.g., co-sponsor workshops, task force participation on specific issues and other training activities). In any needs assessment process, CAC representatives have a responsibility to represent all parents; this requires access to parents and an understanding of how to be equal participants/advocates in the education process.

Possible Activities:

- Facilitate parent training on Special Education programs, issues, rights, and responsibilities, leadership development, supporting parent involvement, collaborative decision-making skills, and other topics as identified by the CAC.
- Participate in electronic communication (e.g. cable TV systems, teleconferences, satellite training, Skype, webinar, go to meeting). Develop or access a parent library (e.g., Resources in Special Education).
- Attend, staff a booth or table, or sponsor conferences, back to school nights, film festivals, fairs, special awards, and other outreach events.
- Actively support local Parent Teacher Associations, community agencies, teacher associations and parent groups to broaden the information base regarding CACs and Special Education.
- Share information about conferences, workshops and trainings presented by other organizations.
- Develop and distribute a CAC Handbook.
- Recognize staff, parents and community members with special awards.

Support Needed:

- Access to administrative staff (secretarial)
- Access to parents / parent contact information to assess the parent education needs in the district(s).
- Resources to fund / support the provisions of trainings.

4. Encourage community involvement

CAC representatives provide an important link between the SELPA and other parents. They can be instrumental in encouraging and supporting other parents to become involved in the CAC. When CAC representatives are able to effectively assess parent needs, they can assist the SELPA in the selection and implementation of training, meetings and other forms of communication for the benefit of all.

Possible Activities:

- Contact local media and community agencies about the CAC, current Special Education issues, speakers, and meeting schedules.
- Distribute information about activities and plans to the local board of education at a public meeting.
- Support ability awareness activities such as Special Olympics.
- Assist in recruiting volunteers for classrooms and CAC activities.
- Hold fund-raisers to support activities.

Support Needed:

- Access to administrative staff (secretarial)
- Ability to assess the parent education needs in the district(s).
- Access to SELPA / district calendar of activities
- Ability to post information on SELPA / district website / CAC webpage
- Access to SELPA / district communication methods (auto dialer, email blasts, SELPA, district, and/or school newsletters)
- Establish annual budget with SELPA to achieve goals / activities.

5. Support activities on behalf of individuals with disabilities

Coming together as a collaborative team with the common interest in providing support to and/or activities on behalf of individuals with disabilities can be very powerful. The contributions and different perspectives of a parent of a child with a disability, a teacher, a support provider, and/or a school administrator can enhance opportunities for persons with a disability to be an active member of the community.

Possible Activities:

- Establish a Special Education information network linking all groups in Special Education and publicize all events through the school system and other community agencies or organizations.
- Create a process to gather and share information on Special Education areas of concern and success.
- Sponsor parent / staff recognition events to recognize people who have contributed to making a difference for people with disabilities.
- Participate in disability and advocacy events (ADA Celebration,

Disability History Week, Ability Awareness activities).
- Inform parents about the School Attendance Review Board (SARB) process.
- Provide training to SARB panel members about the impact of disability on school attendance.

Support Needed:
- Access to administrative staff (secretarial)
- Access to information about community, district and statewide disability activities
- Access to information about community, district and statewide disability related award opportunities (Council on Exceptional Children, Interagency Coordinating Council on Early Intervention, Advisory Commission on Special Education (ACSE) GOAL Award, Association of California School Administrators (ACSA) state and regional awards, local SELPA and district recognition events)

6. Increase public awareness of the importance of regular school attendance

Possible Activities:
- Distribute policy statements related to school attendance.
- Assist parents in the development of strategies to improve school attendance.
- Attend to parent concerns about Special Education programs to ensure every child receives educational benefit

Support Needed:
- Access to administrative staff (secretarial)

SECTION 3:
EFFECTIVE CACs

One of the ways the California Department of Education measures student success and progress is in using a process called an "educational benefit" review, which requires Individualized Education Program (IEP) teams to design their programs in such a way that the team plans for the child to receive educational benefit from the plan, as best as they are able with the information available at the time about the child's needs. Additionally, IDEA requires these same IEP teams to develop programs which offer a free appropriate public education in the least restrictive environment (LRE) appropriate to that individual. Defining what the appropriate "least restrictive environment" is for each individual is dependent on the needs of the student, and describes the amount of inclusion in the general education environment that is appropriate for that student.

A CAC unites parents and professionals, general and Special Educators, agency personnel, and other community members in a common effort to ensure that children with disabilities receive an appropriate education in the LRE. Effective CACs require the same collaborative spirit that is necessary between school personnel and families as they partner in the IEP process. CACs can help encourage successful partnerships that will benefit students, parents and the SELPA. CACs are continually evolving and, in turn, need to be aware that legislation will change, Local Plans may be revised, and communities will continue to grow and change. Effective parent professional collaboration will strengthen the CAC.

Benefits of a CAC

- Is a resource for information and ideas to facilitate areas such as personnel development, program planning, parent/professional training, and Local Plan development /revisions.
- Promotes cooperation and participation with community agencies, parent organizations, and advocacy groups. Parents/professionals provide community support to administration, local school boards, and the legislature.
- Provides parents/professionals with ongoing opportunities to build trust, raise questions, express concerns, share common interests, and enhance collaboration.
- Helps parents/professionals develop relationships, find support, and establish connections with others.
- Encourages parents/professionals to work together more effectively.
- Provides parents/professionals with an opportunity for personal growth and leadership development.
- Enables parents/professionals to become more positive, mutually supportive, and aware of constraints on the system.
- Provides parents/professionals with access to students, staff, and administration regarding needs, concerns, and opinions for personnel development, and parent/professional training.

- Disseminates information regarding programs, services, and resources.
- Offers parents/professionals training and skill building opportunities.
- Facilitates parent / professional access to decision makers and input into the decision making process.
- Assists parents/professionals in navigating the Special Education system.
- Provides opportunities for parent/professionals to develop and share creative ideas for the benefit of all children, making a difference in the system.

A checklist for CACs to use at an annual meeting to review progress and set goals for the coming year is provided on pages 30-31.

Suggestions for CAC Parent / Professional Trainings and Projects

Some of the parent trainings and projects that have been successfully completed by CACs are included on the following list. You may wish to contact your SELPA, Regional Center, Family Empowerment Center (www.cafec.org), Parent Training and Information Center, Community Parent Resource Center (www.taalliance.org) or Early Start Family Resource Center (www.frcnca.org) to find out if you might be able to partner with their agency in parent / professional training activities or request assistance in identifying a presenter or other resource.

Parent Trainings

- 504 vs. IEP
- Ability awareness
- Agencies and organizations
- Alternative Dispute Resolution (ADR)
- Assistive technology
- Behavior management strategies for assisting parents
- CAHSEE (California High School Exit Exam)
- Collaboration
- Communication
- Community resources
- Disability specific trainings (parent, student, and teacher perspectives)
- How to use information from evaluations/assessments
- How to write meaningful and effective IEP goals
- Inclusion
- Informed/empowered parents (empowering parents in the IEP process)
- Legislative process
- The impact of diet on educational outcomes
- Local Plan
- Medications in school
- Middle School to High School Transition
- Office of Administrative Hearing – due process
- Parent Portfolio Notebook (contact FRCNCA for info – www.frcnca.org)
- Resilience (the grieving process)
- Responsible children (self-help skills)

- Response to Instruction and Intervention (RtI2)
- Self determination and self advocacy
- Sensory processing disorders
- Siblings
- Social Skills
- Special Education Laws
- Special Education laws/parent roles and responsibilities
- STAR Testing
- Teen Sexuality
- Transition planning (including community partners such as Department of Rehabilitation, SSI [Supplemental Security Income], Workability)
- Transportation
- Universal Design for Learning
- What is a SELPA?

Projects

- Ability awareness (Disability History Week)
- Auto dial / robo call announcement scripts (to share information on conferences, meetings, trainings)
- CAC brochure
- CAC newsletter (electronic or hard copy)
- CAC resource directory
- Information Hotline
- Input on website format and content related to CACs
- Medical Records Binder (www.cafec.org)
- Needs Assessment survey (for training, issues, resources)
- Outreach at fairs and other public events
- Parent Directory to identify areas of expertise and facilitate contacts
- Parent Handbook (parent's rights & responsibilities, IEP forms, contact info)
- Parent information videos on public access channel of local cable system
- Provide info for weekly electronic newsletters
- Resource Directory
- Trained parent mentor programs
- Videotape / Simulcast CAC meetings to outlying locations

SECTION 4:
CAC BEST PRACTICES

This section is the foundation for an effective CAC. The following list introduces each best practice and provides a brief overview. Additional detail follows for some topics.

- **Action Plans:** An action plan becomes a road map for a CAC to follow as it moves from where it is to where it wants to go. A Needs Assessment can be an important part in the development of an Action Plan. See Section 5 for additional information on developing an Action Plan.

- **Adherence to Brown Act:** All organizations that receive public funds must conduct open meetings which mean they may be attended by all interested parties.(See Appendix H)

- **Agendas:** An agenda is a guide for a meeting. It provides for events and activities to happen in a timely manner. It also gives the CAC a chance to limit the length of the meeting. A lengthy meeting is not necessarily a productive meeting. If too many items are listed on the agenda, reschedule those that are low priority. Build time in agendas to address public concerns. SELPA Director and CAC Chair may develop meeting agendas together and identify resources needed to address each agenda item. A sample agenda is included in Section 5. In addition, Microsoft Word includes a variety of meeting agenda templates.

- **Bylaws:** Bylaws are rules an organization agrees to live by. They promote the efficient functioning of the CAC and can be as simple or as complex as your the group chooses. A bylaws checklist is included on page 22 and sample CAC bylaws are included in Appendix D.

- **CAC Membership Recruitment and Retention:** Recruiting new members is an important and ongoing task. To assist in this effort, a sample Membership Application and a sample Member Information Sheet are provided on pages 28. Suggestions for Recruiting and New Member Orientation are included on pages 24 and 25. These forms allow CACs to gather additional information regarding CAC members. One of the benefits of these forms is that they help to identify CAC members' talents and connections throughout the community. CACs should provide orientation for new members.

  Note: Education Code Section 56191 *(CAC Appointments). The members of the CAC shall be appointed by, and responsible to, the governing board of each participating district or county office, or any combination thereof participating in the Local Plan. The Local Plan needs to describe local appointment procedures and where appropriate, selection of representatives by the peers (specified in Education Code Section 56192).*

- **CAC Notebook:** A locally developed CAC Notebook may provide members with information about the operation of the CAC and resources. A list of possible

items for inclusion in a local CAC Notebook is included on page 29.

- **CAC Self Review:** Regular evaluation of the CAC is helpful to ensure a vital, active organization that effectively meets the needs of its constituency and achieves its goals. A sample "Self Review Checklist for an Effective CAC" is included on pages 30-31, but CACs are encouraged to customize the Checklist as needed.

- **Collaboration / Team Building:** The most important thing that CACs do is communicate. They communicate with parents, professionals, administrators, politicians, and anyone else having anything to do with helping them to meet their goals. Effective CACs build skills together as a team in order to effectively meet the needs of their members and better serve children with special needs. Some resources are noted on page 32.

- **Committees/Subcommittees:** Committees help CACs share the work and allow participants to work on their areas of interest and expertise. Committees might address Local Plan review, membership, and parent education. A list of possible committees and subcommittees is included on pages 33 and 34.

- **Decision Making:** While CACs are *advisory* bodies to their governance, it is important to be familiar with various decision making processes to establish advice that will be helpful to the development of items specific to the responsibilities of the SELPA. Successful CACs attend to the needs of the group and utilize effective group process methods such as consensus building, brainstorming, active listening, recording, reviewing, etc. to guide the Committee. See pages 35 and 36 for more information.

- **Duties of CAC Members:** A general list of member duties should be included in the CAC bylaws. A list of suggested duties may be found on page 37. It is important to have a broad knowledge base and the ability to represent *all* children with disabilities.

- **Duties of Officers:** A delineation of duties helps a CAC to run smoothly, avoiding overlapping roles and responsibilities and ensuring that all tasks are completed. Duties should be included in the CAC bylaws. A suggested list of duties may be found on pages 37-38. Be sure to include whatever duties you choose in your bylaws.

- **Individual Issues:** While parents may choose to bring individual issues forward during the public comment portion of a CAC meeting, the purpose of the CAC meeting is not to resolve individual issues. Effective CAC members will listen to all input which may identify issues to inform future agendas. CAC meeting facilitators should be prepared to assist parents with individual concerns to locate the appropriate forum to have their concerns addressed. This may include a referral to the district or SELPA, a Parent Training Information Center, Community Parent Resource Center, Family Empowerment Center or Early Start Family Resource Center. It is important to understand that it is not the role of the

CAC meeting facilitator to solve individual issues. A sample form for noting concerns and actions is available on page 39.

- **Leadership Training:** Having a CAC that is well trained in leadership skills is another way to encourage effective CACs. Sample training agendas are located in Appendix E.

- **Maintaining Confidentiality:** CAC meetings are open to the public so respect for the privacy of individual families and children needs to be maintained.

- **Mission Statement:** A mission statement is a summary of the purpose of a group including what the group expects to accomplish. A mission statement supports the overall purpose of the organization, provides for common direction, criteria for evaluating long- and short-term decisions, and provides direction for setting strategic, operational, and improvement goals.

- **Needs Assessment:** An annual needs assessment will provide direction to the work of the CAC for the year. Issues may be collected in many different ways, including making lists during a meeting, collecting ideas on index cards or using an online survey tool such as surveymonkey.com. SELPAs may be able to help distribute a Needs Assessment via their email lists, allowing for wider distribution and response. For example, some SELPAs use LinkedIn, Connect-Ed or other email distribution options. More sample activities are noted on page 40.

- **Open Forum Policy:** This is a policy that may be adopted by your CAC to provide anyone with an interest in Special Education the opportunity to ask questions, express concerns or opinions, share information, and bring matters to the attention of the members of the CAC. If the CAC adopts this policy, it usually establishes a 'limited timeframe agenda item' with the requirement that this time is to discuss issues of general interest and not to be used to address individual issues. A Sample Open Forum Policy is included on page 41.

- **Timelines:** CACs need to develop timelines such as a yearly calendar of events and activities and housekeeping issues the identifies the persons responsible. All CAC members should have a copy. A sample timeline of CAC events or projects and a blank form available on pages 42 and 43.

- **Transparent Meeting Format:** It is important that meeting participants are informed about and understand how the CAC meetings are run and any expectations, roles and responsibilities of those in attendance. There should be a formal agenda item (open forum) to discuss issues of public concerns. (See Brown Act, Appendix H.)

Using these Best Practices as guidelines will help CAC members fulfill the duties given to them as outlined in the California Education Code.

SECTION 5:
MATERIALS FOR IMPLEMENTING BEST PRACITCES

Agenda

Bylaws

CAC Membership Recruitment and Retention

CAC Notebook

CAC Self Review

Collaboration / Team Building

Committees / Subcommittees

Decision Making

Duties of CAC Members

Duties of Officers

Individual Issues

Mission Statement

Needs Assessment

Open Forum Policy

Timelines

Agenda

SAMPLE CAC AGENDA

West School CAC Meeting Agenda
September 24, 2011
7:00 – 9:00 P.M.

Meeting called by Terry Adams

Board Members	Terry Adams, Co-president; Jenni Merrifield, Co-president; Kim Ralls, Treasurer; Dean McCrae, Secretary; Erik Andersen, Volunteer coordinator; Angela Barbariol, Membership

Time	Item	Presenter
7:00 – 7:05	Welcome and Introductions	Terry and attendees
7:05-7:15	Approval of last meeting's minutes	Jenni
7:15-7:30	Special Presentation	Terry
7:30-7:50	Open Forum – public comments	Erik
7:50-8:00	Transportation Report	Kim
8:00-8:15	Remarks from the Chair / Executive Board Report	Terry
8:15 – 8:45	Committee Reports A. SELPA Advisory Committee B. Department Advisory Committee C. LRE Committee D. Legislation Committee	Various
8:50-9:00	New Business	Jenni
9:00	Adjournment	Jenni

Executive Board Agenda Planning Meeting Date and Time:

Refreshments provided by:

Bylaws

Bylaws are the rules an organization such as a CAC agrees to live by. Bylaws promote smooth and efficient functioning of the committee. These components are standard with most organizations, but are often adapted for individual CACs. The Bylaws Checklist may be used to create, review, revise and amend existing bylaws.

Bylaws Checklist

	We Have This	Need to Revise	Need to Add
ARTICLE:			
NAME of the Organization	☐	☐	☐
PURPOSE of the Organization Keep CAC legislative mandate in mind while writing your purpose.	☐	☐	☐
MEMBERSHIP			
1. Eligibility (who may be a member)	☐	☐	☐
2. Types of membership (voting, nonvoting, active, honorary, student, and so on)	☐	☐	☐
3. Resignation and reinstatement procedures	☐	☐	☐
OFFICERS AND EXECUTIVE COMMITTEE			
1. Composition			
• Officers (president, president-elect, vice-presidents, secretary, treasurer)	☐	☐	☐
• Other members (number, how many elected, and how many appointed, ex-officio)		☐	☐
2. Terms of office (how long officers serve)	☐	☐	☐
3. Nomination and election procedure			
• Nominating committee (method of selection, number of members, when they must present their recommendations)		☐	☐
• Elections (when held, how conducted, filling vacancies, removal)	☐	☐	☐
4. Duties of the individual members serving as officers (see suggested officer's responsibilities pages 37-38).	☐	☐	☐

	We Have This	Need to Revise	Need to Add
COMMITTEES			
1. List standing committees and authorize and add ad hoc committees as deemed necessary by the entire CAC. Usual standing committees are those that must function year round to sustain the organization (e.g., Parent Education, Executive, Local Plan, Communication, Membership, Legislation).	☐	☐	☐
2. Appointment method (state that committee chairs serve at the pleasure of the president or are elected by the committee).	☐	☐	☐
3. Term of office	☐	☐	☐
4. Chairperson	☐	☐	☐
MEMBERSHIP MEETINGS			
1. Regular meetings (number per year, method notification).	☐	☐	☐
2. Voting (state number for quorum).	☐	☐	☐
3. Special meeting (specify when they may be called, by whom, and for what purposes, and manner of notification).	☐	☐	☐
4. Open forum policy	☐	☐	☐
5. Parent issues/concerns	☐	☐	☐

AMENDMENTS

State how bylaws are amended; number of members needed to pass bylaw changes; amount and type of notice of proposed changes; if voting must be at a meeting or can be done by mail.

CAC Membership Recruitment and Retention

Suggestions for Recruiting New CAC Members

- All materials (in-services, trainings, newsletters, parent handbooks / notebooks etc) , should be written and, if possible, presented in the languages of the community. Provide interpreters at your CAC meetings if necessary to encourage participation of non-English-speaking individuals.
- Provide information to service agencies and organizations (e.g., regional center, area board, California Children Services, disability specific organizations) in your area about your CAC. If they have their own newsletter, ask them to include CAC information.
  Provide information about your CAC to the teachers (both general and special education) in your community. Send copies of all your flyers, newsletters, needs surveys, etc to teachers, program specialists, related service providers, and administrators.
- Enlist your community to become involved in a selected project (e.g., Public School's Week, Ability Awareness Programs). Use the media to spread the word.
- Ask for input and assistance from your community with your newsletters, parent handbooks, in service trainings, etc.
- At least once or twice a year, send out your CAC brochure.
- Have at least two meetings a year at a different time from your regular meetings. If you normally hold your meetings in the morning, provide at least two evening meetings or vice versa.
- Have CAC members regularly attend local school board and legislative meetings to inform them of CAC projects and provide them copies of CAC flyers, minutes of meetings, and other items of interest. Request that they share agendas and minutes of all their meetings.
- Sponsor parent in-services/trainings on specific topic areas that are of interest to the parents in the community.
- Provide information regarding CAC meetings to school newsletters within the SELPA.
- Let PTAs and site councils know when CAC has openings.
- Have a response card available to encourage parents to connect with the CAC.

CAC Member Orientation

New member orientation provides the information needed to assume the tasks and responsibilities of membership and an opportunity to meet and establish working relationships with other members. The orientation session provides an opportunity for new and returning CAC members to ask questions, get to know each other and develop the collaborative spirit necessary to ensure an effective CAC. Appendix E describes activities that may be useful in helping members get to know each other. It can be helpful to assign a mentor to new members.

Many CACs find it helpful to hold the orientation in the summer prior to the first CAC meeting of the year. It is also important to provide orientation on an as-needed basis to newly appointed members. After the initial orientation, involve new members in committee work as soon as possible.

Teambuilding resources can be found on page 32.

COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION
SAMPLE APPLICATION FOR MEMBERSHIP

Name:			
Address:			
City, Zip Code:			
Home Phone:			
Work Phone:			
Cell Phone:			
Occupation:			
Please check one	□ Student	□ Parent	□ Staff / Professional
Please check one	□ General education	□ Special Education	□ Other
Area(s) of interest:	□ ADD/ADHD	□ Emotional Disabilities	□ Heath Impairment / Medically Fragile / At Risk
	□ Hearing Impairment / Deafness	□ Intellectual Disabilities	□ Learning Disabilities
	□ Multiple Disabilities	□ Neurological Disabilities	□ Orthopedic Disabilities
	□ Speech / Language Impairment	□ Traumatic Brain Injury	□ Transition
	□ Visual Impairment / Blindness	□ Undiagnosed Disability	□ Other
	□ Autism Spectrum Disorders	□ Fetal Alcohol Syndrome / Disorder	
Do you have a disability? (We actively seek CAC members who have disabilities in order to ensure representation)	□ Yes	□ No	

School District:			
Civic activities or organizations you belong to, if any:			
What do you feel you can contribute to the CAC?			
How did you hear about the CAC?			
Have you attended any CAC meetings?	□ Yes	□ No	When?

Signature: Date:

For CAC use

Sent to director:

Name Date

Number of CAC members from your district to date:

Current membership comprised of:

□ Parents □ Special Education teachers □ Regular education teachers

Additional applications received from:

□ Parents □ Special Education teachers □ Regular education teachers

COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION
SAMPLE MEMBER INFORMATION SHEET

Name:

Address:

Home phone: Work phone:

Cell phone:

Specific Special Education program(s) you represent:

Type of representation (e.g., parent, Special Education classroom teacher, other Special Education personnel, public or private agency):

Term starting date:

Anticipated ending date:

What other organizations do you belong to that are involved in Special Education?

Occupation:

Related community activities:

Additional comments (if any) describing how you became involved in Special Education and the CAC:

CAC Notebook

Examples of possible notebook sections are included below. You may also want to add dividers of your own for local issues. The section topics are presented in alphabetical order. Each CAC will be able to customize the Notebook to meet local needs.

Section Heading	Possible Content
Addressing legislators	• How to share experience of raising a child with a disability
Budget	• Special Education budget information
CAC	• CAC membership addresses, phone numbers • Bylaws • CAC application (see Worksheet 9 in Appendix A) • CAC policies • Open forum policy statement • Annual reports
Facilities	• Maps of district(s) showing school boundaries
General Information	• Board of education membership addresses, phone numbers • School administrative organizational chart • City council members' names and phone numbers • Board of supervisors' addresses, phone numbers • SELPA contact information
Information on transition	• Local program information
Legislation	• California legislators representing area
Local Plan	• Copy of the current Local Plan for Special Education
Minutes	• Minutes from meetings
Miscellaneous	
Programs	• Information on various programs • District/county program philosophies
PTI / FEC /FRCs/ CPRCs	• Contact / referral information for local parent agencies
Transportation	• Public transportation and ADA requirements

CAC Self Review

Checklist for an Effective Community Advisory Committee		
Done	**To Do**	**An Effective CAC Has a Sense of PURPOSE:**
☐	☐	actively reviews the Local Plan for Special Education
☐	☐	provides parent education (about the IEP, parenting skills, agency services, current issues in Special Education)
☐	☐	produces a parent newsletter, handbook, or brochure about Special Education, parents' rights, services available in the SELPA, the CAC)
☐	☐	raises community awareness about special needs (e.g., notifies media service groups, participates in a yearly “Abilities Awareness Day” or program)
☐	☐	acts as a network for parent support groups that focus on specific needs
☐	☐	is a forum for parents who wish to ask questions or express concerns
☐	☐	exchanges information and support with the other CACs in the area or in the state

Done	**To Do**	**An effective CAC has a healthy MEMBERSHIP:**
☐	☐	represents a cross section of the communities in the SELPA (i.e., a variety of special needs, ethnic groups, parents, teachers, professionals, public and nonpublic school personnel)
☐	☐	has representatives from the service agencies and organizations in the SELPA (e.g., member districts, regional centers, disability specific groups, advocacy groups)
☐	☐	avails itself of parent and community education/outreach programs to promote the CAC and to interest new members
☐	☐	encourages current members to recruit new members and makes parents feel welcome to join
☐	☐	solicits representatives to the CAC from individual parent support groups
☐	☐	educates new members about the CAC (gives each member a CAC manual containing important information about the SELP A and the CAC
☐	☐	engages in leadership development, encouraging and assisting newer members as they take on more responsibility

Done	To Do	An effective CAC has STANDARD PROCEDURES:
☐	☐	has regularly scheduled and well-publicized meetings at convenient times
☐	☐	plans and sends out agendas in advance; organizes meetings to take two hours (or less)
☐	☐	conducts an annual needs assessment in the SELPA (to determine topics for parent education programs, issues of concern to parents, and best date times for meetings and to raise awareness about the CAC)
☐	☐	assigns specific duties to subcommittees in carrying out the purposes of the CAC
☐	☐	sets goals for the CAC on a yearly basis and evaluates progress toward the goals the end of the year
☐	☐	has a budget goal and documents it
☐	☐	makes a yearly report to the SELPA director and to the local school board that appointed them, about Special Education in the SELPA

Done	To Do	An effective CAC:
☐	☐	recognizes and commends students, teachers, or other staff members who do outstanding work (gives graduation "gifts," awards, public credit)
☐	☐	collaborates with the person (SELPA Director / staff) acting as liaison between the CAC and the SELPA
☐	☐	makes use of SELPA funds for parent education when drawing up its yearly budget
☐	☐	acknowledges "in kind" services provided by the SELPA (and vice versa)
☐	☐	sends representatives to all appropriate school board or administra-tive meetings in the SELPA
☐	☐	participates with the SELPA in the yearly state Legislative Action Day
☐	☐	participates in the SELPA Special Education Self Review (SESR) Team
☐	☐	keeps local, state, and federal lawmakers informed about issues relating to Special Education

Collaboration / Team Building

One way to motivate a group to work together and improve collaboration is through team building. People approach team building with many different view points and expectations but well thought out activities can serve to help a group move forward. Following are some websites that offer team building information and activities.

Team Building Portal.com

A free resource rich site for organizational and research needs. (www.teambuildingportal.com)

Teampedia.net

The mission of Teampedia is to become the world's largest collection of resources (e.g. warm-ups, icebreakers, and other group facilitation and training activities) to facilitate teamwork, teambuilding, and community. (www.teampedia.net)

Committees/Subcommittees

Following are some examples of committees that CACs might find helpful in the completion of their duties.

Standing Committees

Local Plan Review and Legislative Committee

- Will stay informed about SELPA programs, review the Local Plan, and keep the community informed regarding pertinent legislation.
- Will elicit comments from the community regarding the programs and the Local Plan and will be involved in developing and amending the Local Plan.
- Will be part of the Special Education Self Review (SESR) process.

Membership and Publicity / Outreach Committee

- Will be responsible for recruiting membership that reflects the community that the SELPA serves.
- Will provide CAC orientation packets and application forms to interested persons.
- Will stay in contact with the CAC secretary and directors regarding vacancies, members' terms of office, and so forth.
- Will ensure that membership stays in accordance to the CAC bylaws and the California Education Code. Will provide the media with information regarding the CAC and its activities.
- Will utilize social networking and web based applications to reach families and other interested community members

Parent and Community Education Committee

- Will assist with in service activities and parent education and will encourage parent awareness.
- Will assist in educating the community about individuals with disabilities through newspapers, newsletters, and other media.
- Will assist with organizing and developing newsletters, CAC parent handbook, CAC needs assessments, and so forth.

Personnel Development/Program Needs Committee

Reflecting upon cultural competence and diversity:

- Will collaborate with Special Education staff and district personnel depart-ments to develop and implement efficient planning, recruitment, and hiring procedures for Special Education personnel.

- Will assist the district in gathering information on programs in the community and the needs of students, parents, teachers, and school personnel.
- Will provide input to the local district and SELPA on program and personnel development.
- Will be involved in setting the SELPA priorities.

Subcommittees

Subcommittees may be formed when a particular issue or need arises in the community. Examples of subcommittees and their possible functions include the following:

Least Restrictive Environment Subcommittee

- Regular and Special Education interfacing to endorse inclusion policies and procedures.
- Provide administrators, teachers, and parents with in-service on the value of integration practices for all students, accountability, and best educational practices.

Accessibility Subcommittee

- Monitor and advocate for legislation regarding accessibility and safety in schools at all levels.

Finance Subcommittee

- Monitor, review, and report on budget development process.

Nonpublic School Subcommittee

- Work with the SELPA to ensure that individuals in nonpublic schools receive information provided by the CAC regarding in-services, parent trainings, handbooks, and so forth.

Parent Support Subcommittee

- Coordinate referrals and information exchange between various parent support groups

Decision Making Processes

There are many different ways that groups make decisions. Some of them are discussed below.

Building Consensus and Voting

When decisions are to be made, voting is one method to make them and reaching consensus is another. The principles behind voting and consensus are very different. Both methods of making a decision can be useful, but the differences should be understood.

Voting

In voting, the majority wins while the remainder loses. Thus, voting is a win / lose system. Voting has the potential for creating divisiveness and conflict. It works well when the voters know that they'll get another chance after a time, as they do when there is a set of rules that protect the rights of the minority. However, the group that loses can feel threatened under certain circumstances.

On the other hand, voting is clear in its results and can be done within a limited period. When a decision is required, it can be the most efficient way of arriving at that decision. Furthermore, when a large number of people are involved and want a voice in decision making, voting is perhaps the only workable system.

Consensus

The word consensus implies the voluntary giving of consent. Building consensus requires that all the decision makers discuss the issue until everyone can agree on a solution. The word “agree” does not mean that everyone shares an equal degree of enthusiasm. It simply means that everyone is at least willing in good conscience to go along with the decision and help carry it out. That is, nobody has serious enough reservations to want to stop the decision.

Building consensus is a win/win method. It guarantees that nobody will lose because it requires that the decision not be made until everyone can live with it. It is an extremely useful technique for making sure that everyone feels ownership of the action that is finally taken. This is why it is so valuable as a team-building tool.

Building consensus helps a group to achieve high-quality performance by developing common goals and directions. It enhances both the quality of a decision and its acceptance by all involved. Brainstorming is one way of reaching consensus.

Brainstorming

Brainstorming is a way of using a group of people to quickly generate, clarify, and

evaluate a sizable list of ideas, problems, issues, and so on. The emphasis is on quantity of ideas, not quality. Brainstorming can be an excellent technique for tapping the creative thinking of a team. Brainstorming is a data-gathering technique that is used to identify improvement opportunities and problem areas, suggest possible solutions and identify barriers or aids

Brainstorming Steps:

1. Identify a leader / facilitator and a recorder (they may be the same person).

2. Define the problem or idea to be addressed and make sure everyone is clear on the topic being explored.

3. Set a time (25 minutes, for example) or idea limit (50 ideas, for example)

4. Review the rules for the session.

    - Everyone's responses are welcome and valuable
    - Responses are not discussed or criticized until all ideas are gathered
    - No answer is wrong.

5. Start the brainstorming. The recorder / leader / facilitator writes down all responses so everyone can see them. Ideas are not discussed, criticized or evaluated. Responses may be taken in turn, expressed spontaneously, or the leader may select people to respond.

6. Group like ideas and concepts. Clarify the responses. Make sure everyone understands the ideas.

7. Evaluate and select the top ideas. This may be done using a show of hands, having people vote on the list of ideas using sticky dots or through group discussion.

Duties of CAC Members

General duties of the CAC membership should be included in the CAC bylaws.

One of the important functions of the CAC is to participate in the development, review, amendment, and implementation of the Local Plan for Special Education. This requires a broad knowledge of the programs for the range of students served in the district/county SELPA. California Department of Education does not require that the SELPA Local Plan be revised each year.

Many times new members find out about the CAC during the time of crisis or conflict and are searching for a venue to have their persona issues heard. While CACs can play a supportive role in connecting parents to one another, individual issues are best addressed by assisting family members to locate to appropriate forum or resource for their personal issue.

Although CAC members may be appointed to represent a specific population, program, or district either as a parent or a professional, members of the Committee may wear several hats. For example, a teacher representing speech and language services may also be a parent of children in general or Special Education; several parents on the committee have children in more than one program. CAC members advise the SELPA in creating and maintaining high-quality programs for all children in all settings in Special Education. In order to ensure ongoing, consistent representation, regular meeting attendance is important.

The CAC may have subcommittees and may also send representative(s) to department, district/county, and regional committees. Reports from these representatives are provided at the monthly meeting.

Duties of Officers

Chair

- Work to ensure a collaborative relationship among all CAC members and the SELPA
- Preside at all committee meetings
- Appoint subcommittee chairs
- Serve as committee spokesperson to the school district
- Serve as ex-officio member of all subcommittees
- Participate with SELPA staff to plan parent education sessions
- Oversee publications produced by the CAC
- Present report to school board/administrative entity

Vice-Chair

- Assist the chair and in his or her absence serve as chair
- Serve as an ex-officio member of all subcommittees

- Assume position of chair in the event the chairperson leaves committee
- Serve as chairperson of membership committee

Secretary

- Record minutes of all committee meetings
- Receive and transmit committee correspondence
- Supervise printing of CAC publications
- Maintain and update committee roster
- Send correspondence at direction of committee
- Maintain notebook of all minutes, agendas, correspondence, and other information pertinent to CAC and pass on to next secretary at completion of term
- Maintain web presence / social networking activities

Treasurer (if applicable)

- Receive all committee funds, depositing same in the name of committee in a commercial bank approved by executive committee
- Issue receipts of committee and disburse funds by check upon order of chairperson acting with approval of executive committee
- Keep regular and accurate accounts of all funds and at all times have accounts open for inspection by chairperson and executive committee
- All checks will be co-signed by treasurer and chairperson unless otherwise directed by bylaws
- Cooperate with annual financial audit committee to be appointed by chairperson upon approval of committee
- Serve in absence of secretary, oversee dissemination of nomination forms for excellence awards
- Receive and submit to executive committee all nominations for excellence awards
- Obtain and submit to committee quarterly budget statements from department budget analyst
- Oversee collection of funds for special gifts
- Receive and submit to department budget office all requests for reimbursement from CAC members

Member at Large

- Obtain, maintain, and display collection of parent information materials at all CAC meetings
- Coordinate planning of School Board Candidates' Forum (alternate years)
- Participate in agenda planning for August goal-setting meeting

Individual Issues

SAMPLE PARENT ISSUES/CONCERNS

Name

Address

Phone

District

CAC Member Contacted

ISSUE/CONCERN

INVESTIGATION

CONTACTS

Name

Date

Discussion

Name

Date

Discussion

SUGGESTED ACTIVITIES:

RESOLUTION

Signature Date

Needs Assessment

An annual needs assessment will provide direction to the work of the CAC for the year. Following are some activities that may be used in conducting the annual CAC Needs Assessment.

Understanding Your CAC

Directions: Appoint a group leader and a group recorder. Do only one activity at a time.

1. When directed, each group is to quickly brainstorm ideas.
2. Select the two or three most important ideas. Mark them with asterisks (*).
3. Your leader will share these ideas with the whole group.

Activity One: What are the purposes of the CAC? (small groups)

Activity Two: What is needed to achieve these purposes (e.g., types of membership, access to experts, regular meetings with various levels of district personnel, membership training)? (small groups)

Activity Three: What are the CAC's immediate needs? What are the CAC's long term needs? (small groups)

Activity Four: Review the CAC meeting structure. (whole group)

Objectives for the Coming Year

Activity One: What are the key generic issues facing the CAC for the coming year? (small groups)

Activity Two: Into what common categories can these be grouped? (whole group)

Activity Three: Are there any clear priorities? Mark them with asterisks (*). (whole group)

Activity Four: What strategies might be used to address these objectives? (whole group)

Open Forum Policy

Open Forum Policy Statement

The open forum section of the Community Advisory Committee (CAC) meeting offers anyone with an interest in Special Education in this district an opportunity to ask questions, voice concerns, share information, express opinions, or otherwise bring matters to the attention of the members of the CAC. Matters discussed in this part of the meeting may need further inquiry or verification in order for the committee members to have a more complete understanding of the issues involved. The CAC may direct the speaker to various avenues of recourse, or it may ask a member of the Special Education administration to follow up, or a member(s) of the committee may be assigned to make inquires. In most cases, an update on the issue will take place at the next CAC meeting.

Adopted on this date:

_____

Signed by:

_____

CAC Chairperson

Timelines

An Annual Calendar for a CAC might include some or all of the following:

Sample Timeline of Events or Projects for the CAC

As the start and end dates for individual school districts varies throughout the state, the following activities are primarily stated in general terms (beginning of the school year, monthly, etc) so that each CAC can adapt the plan to match their actual calendar.

Annual Planning Meeting

- Determine goals for the coming year
- Plan trainings for next year
- Revise and reprint CAC brochure
- Draw up budget for coming year, if applicable
- Accept new members; forward names of all CAC members to board for approval
- Prepare CAC notebooks / binders / handbook for CAC members
- Plan for orientation of new CAC members

Beginning of school year:

- Conduct orientation on new CAC members
- Distribute CAC brochure as widely as possible (to parents and teachers) Send brochure with cover letter to board, principals, media community organizations, agencies.
- Post widely to applicable websites (school, district, SELPA, FEC, PTI)
- Utilize electronic options (ConnectEd, listserves, etc) to distribute CAC meeting information as widely as possible.
- Participate in Back to School activities, PTA meetings, School Site Council meetings, etc
- Plan parent education events (School Board Candidates' Forum for example)
- Plan agenda for first CAC meeting (consider Local Plan and policy review)

Annually:

- Discuss extended year (summer school) issues
- Plan and hold excellence awards ceremony (notify winners, principals, specialists)
- Appoint Nominating Committee for CAC officers
- Meet with other CAC chairs in the region
- Develop and vote on slate of officers
- Install new officers
- Develop draft final report and present to CAC for comment
- Present final report of CAC activities to applicable governing council / board

Monthly:

- Plan agenda for next month’s CAC meeting
- Plan parent education event
- Solicit new members for the CAC
- Accept new members; forward names of all CAC members to board for approval

End of School Year

- Solicit suggestions for next year's CAC goals and activities.
- Present certificates/gifts to outgoing CAC members

SECTION 6: ACTION PLANS

Action Plans provide step-by-step directions and activities for CACs to use in planning their activities for each year. Effective planning makes it possible to accomplish the CAC mandate in a way that allows group members to feel productive and successful. An action plan becomes a road map for a CAC to follow as it moves from where it is to where it wants to go. When the entire committee has a clear sense of direction and understands the CAC Responsibilities and Activities in Section 2 it will be ready to embark on developing an action plan. This section is intended to provide a framework for developing the Action Plan.

Steps for Developing Action Plans

- ***Assess Needs***
  The first step in planning for action is to focus the committee's energy. Before developing an action plan, a CAC must explore the following areas:

  - **Internal:** How the individual CAC members work as a unit (i.e., prioritizing needs assessment, filling vacancies on the CAC, annual review to governing board of education, Local Plan).
  - **SELPA:** Through annual or biannual needs assessment (i.e., training CAC sponsors, information/resource, and community awareness/education).

As the CAC members begin to understand the problems they want to solve, the barriers they may face, and the general direction they want to pursue, they develop a needs assessment. Most groups can list more concerns than they have resources to work with, so it is important to limit the group's scope.

- ***Establish Targets and Goals***
  A goal is an end result. Objectives are the steps taken to achieve that end result. Based on the priority list of needs, the committee may next set specific goals that will define an action plan. The goals should be stated clearly and broken into substeps (objectives). The committee must realize that it may not be able to accomplish everything it would like to in the span of one year. A target is a milestone toward the accomplishment of that desired goal.

- ***Develop a Strategy***
  A good action plan grows from the needs assessment process described above. It summarizes concerns, identifies particular interests, and provides a starting point for moving the CAC through the year ahead. To get started, prioritize the needs assessment, assign a CAC member to each task, and set a deadline for each task.

- ***Implement the Strategy***
  After the action plan has been created, the CAC implements the strategy. Members will need to follow through on their assigned responsibilities and delegate

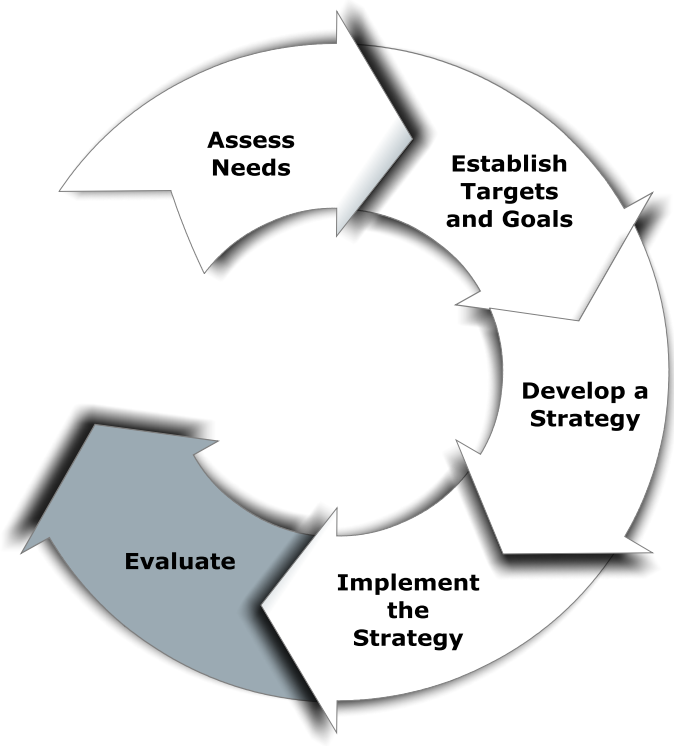
work as appropriate. The committee members will need to meet periodically to update each other on their progress.

- ***Evaluate***
  The process of translating experience into something learned is called evaluation. Moreover, the goal of evaluation is to learn what went right, what went wrong, and how to proceed. Through the process of evaluation, CAC members increase their knowledge. Evaluation provides tremendous advantages and insight for future committee priorities, plans, and successes. Figure 6 illustrates the steps to develop an effective action plan.

Some Guidelines for Planning

The following guidelines may be helpful when preparing an action plan:

- Remember that planning takes time.
- Keep the CAC Responsibilities and legislative mandate in mind.
- Keep plans flexible so that if things don't happen as expected, they can be changed.
- Make simple plans that are attainable.
- Evaluate and revise plans as needed.



Steps for Developing Action Plans

Sample Plan of Action for an Effective CAC

Name of CAC: Date:

Name of SELPA:

Participants in planning:

Goal: A CAC that is in compliance with the law

Steps to Take	When	Person(s) Responsible

Goal: A CAC with (circle one) purpose, healthy membership, standard procedure, collaboration

Steps to Take	When	Person(s) Responsible

Goal: A CAC that is a source of information for parents

Steps to Take	When	Person(s) Responsible

Goal: A CAC that actively uses resources (electronics, technological, print)

Steps to Take	When	Person(s) Responsible

SECTION 7: LOCAL PLAN

Purpose of the Local Plan

California's Master Plan for Special Education created "Special Education Local Plan Areas" (SELPAs) to administer Special Education programs in the State. Local Special Education programs and services are defined in prescribed Local Plans and approved by the local Boards of Education. "This plan for Special Education shall be developed cooperatively with input from the community advisory committee and appropriate representation from special and regular teachers and administrators selected by the groups they represent to ensure effective participation and communications." [California Education Code Section 56001(f)]

The Local Plan is the central document by which SELPAs exist and function, including describing the local Governance and the role of the Community Advisory Committee (CAC). Therefore, CAC members must familiarize themselves on an ongoing basis with the contents of the Local Plan. Ensure that, as a CAC member, you have access to a copy of the local plan.

Key Elements of the Local Plan

The Local Plan is made of federal, state and local requirements per the federal and state law.

Federal requirements are referred to as the Local Plan compliance assurances. The compliance assurance statements are approved by the State Board of Education and cannot be re-written at the local level. Each district board of trustees and the SELPA governing board is to adopt the federal compliance assurances. Each SELPA has the opportunity to write local specific procedures for each of the federal compliance assurance statements. The federal requirements may be revised when the IDEA is reauthorized.

The federal compliance assurances (20 USC 1412(a) (1-27) currently include:

- Free and Appropriate Public Education (FAPE)
- Full Education Opportunity
- Child Find
- IEP
- Least Restrictive Environment (LRE)
- Procedural Safeguards
- Evaluation
- Confidentiality
- Part C Transition
- Private School
- Local Compliance Assurances
- Interagency, Governance*
- Personnel Qualifications

- Performance Goals and Indicators
- Participation in Assessments
- Supplementation of Funds
- Maintenance of Effort (MOE)*
- Public Participation*
- Suspension/Expulsion
- Access to Instructional Materials
- Over-identification and Disproportionally
- Prohibition on Mandatory Medication
- Distribution of Funds
- Data

*Denotes those assurance statements required in California Education Code

The State Board of Education also adopted assurance statements for Charter Schools and Literacy**.**

Other components of the Local Plan include:

- **Regionalized Services:** regionalized services to local programs, such as program specialist services, personnel development training, evaluation, data collection and development of management information systems, and curriculum development. [Section 56220(c)]
- **Dispute Resolution:** is a description of mediation and binding arbitration to resolve disputes within the SELPA and with other agencies.
- **Distribution of Funds:** For multi-District SELPAs only, describes the allocation of AB 602 dollars to member LEAs in the SELPA.
- **Description of Services: the Annual Budget and Service Plans** include a description of services provided by each district and/or county office that demonstrates that all individuals with exceptional needs have access to services and instruction appropriate to meet their needs as specified in their individualized education programs (IEPs), with the corresponding budget to support those services. [Section 56200(b)]
- **Early Childhood Special Education Services (0-5 years of age):** is a description of programs and services for children from birth to age 5.
- **Nonpublic Schools (NPS):** a description of the process utilized to oversee and evaluate NPS placements.
- **CAC Review of Plan:** verification that the plan has been reviewed by the CAC and that the committee had at least 30 days to make the review prior to submitting the plan to the superintendent. [Section 56200(0]
- **Specialized Equipment and Services:** is a description of how the SELPA will distribute equipment and services in order to service students with Low Incidence Disabilities.

Local requirements Ed. Code 56195.7 related to the Local Plan include the following:

- **Joint Powers/Contractual Agreements:** copies of applicable joint powers or contractual agreements with other agencies.
- **Coordinated Identification, Referral, and Placement System:** a coordinated system for identification, referral, and placement of students with special needs, to be included in the written agreements. [Section 56220(a)]
- **Procedural Safeguards:** a process to guarantee parent/student rights. [Section 56220(b)] (see federal assurance statements)
- **Regionalized Services:** regionalized services to local programs, such as program specialist services, personnel development training, evaluation, data collection and development of management information systems, and curriculum development. [Section 56220(c)]
- **Coordination with Local Public Agencies:** the process for coordinating services to individuals with exceptional needs; this could include regional centers and local mental health agencies. [Section 56200(d)]
- **Public/Proprietary Hospitals:** description of the process for coordinating and providing services to individuals with exceptional needs placed in a hospital or residential medical facility. [Section 56220(e)]
- **Adoption of Policies:** each entity providing Special Education under this part shall adopt policies for the programs and services it operates. [Section 56221]
- **Nonpublic Services:** the policies shall include, but not be limited to, nonpublic, nonsectarian services pursuant to Sections 56365 (Nonpublic, Nonsectarian Schools/Agencies) and 56366 (Role of Nonpublic School/Agency). [Section 56221(b)(1)]
- **Review of Class Assignment at Teacher's Request:** provision for a review, at a regular education or Special Education teacher's request, of the assignment of an individual with exceptional needs to his or her class and a mandatory meeting of the IEP team if the review indicates a change in the pupil's placement, instruction, or related services. [Section 56221(b)(2)]
- **Resource Specialists:** description of the duties of resource specialists. [Section 56221(b)(4)]
- **Transportation:** description of how Special Education transportation is coordinated with regular home-to-school transportation. [Section 56221(b) (5)].
- **Local Plan Developed/Updated by Committee:** the plan for Special Education shall be developed and updated cooperatively by a committee of representatives of special and regular teachers and administrators selected by the groups they represent and with input from the CAC to ensure adequate and effective participation and communication. [Section 56222]
- **Licensed Children's Institutions/Foster Family Homes:** a description of the process for providing services to children with exceptional needs placed in these homes. [Section 56220(0]
- **Juvenile Court Schools/County Community Schools:** a description of the process for providing services to children with exceptional needs placed in these schools. [Section 56220(g)]
- **Student Data:** information on the number of individuals with exceptional needs who

are provided Special Education services,
- **Caseloads:** local policies may be developed and must align with Education Code regulations.

Local plans *may* also include policies in the following areas:

- Surrogate Parents
- Infant/Preschool
- Low Incidence
- Cross-Cultural
- Transition
- Behavior Plans & Emergency Procedures
- Section 504 (Rehabilitation Act of 1973) Procedures
- Transition Programs
- Nonpublic School & Nonpublic Agency District Master Contracts & Individual Service Plans
- Other Areas As Locally Determined

Reviewing the Local Plan

Reviewing the Local Plan on an ongoing basis not only fulfills a CAC's mandate but involves CAC members in an important activity. To accomplish a Local Plan review, consider the following:

- Review the CAC legislative mandate in Education Code 56194. Have a discussion as to the Education Code responsibility of advising the governing board on Local Plan policy and procedures. The governing board is to review and consider comment from the CAC. If the SELPA has a Local Plan Committee, have CAC representative(s) on the committee.
- Devote meeting time to the review of Local Plan sections. Begin with one section. Ask members to read it before the meeting and then to relate their thoughts and questions to the CAC.
- Plan time to visit programs described in the Local Plan, as appropriate, in order to provide data to the SELPA and/or governing board.
- Be aware of new legislation that would, if made law, require changes in the Local Plan. Are you informed and updated on amendments?
- Be aware of program delivery, especially when changes are on the horizon and the CAC needs to provide input on future implementation.
- Present any suggestions for change in the Local Plan to your the Special Education administration and school board(s) in an annual report. Work with your SELPA Director.
- Hold public meetings inviting parents and other members of the community to talk about current programs and services.

Sample CAC Checklist for Local Plan Review

- Verify that all CAC members have all the components of the Local Plan.
- Review the entire document by briefly looking at the pages. Review the Table Of Contents page. (Key: What period of time does this Local Plan cover? What officials sign it? Where do the CAC representatives sign it? On what date was it sent to the Department of Education?)
- Record questions the group has regarding the contents. List all questions. (Key: What do we want to learn from this activity? What don't we know? Where do we find it? What information gained will improve the CAC's understanding of programs and services? What information gained will improve the quality of our advice?)
- Assign question-answer research. Who? What pages? By when? (Key: When reading the Local Plan, be open and encourage more questions. Write them down.)
- Discuss what each person has read-record more questions, record answers to the first set of questions, and share the status of the work.
- Middle step: Move to the next stage of review. If the CAC wants to verify what the Local Plan says, ask the Special Education director to arrange the opportunity or suggest how CAC members may visit a specific program and talk with service providers, teachers, aides, bus drivers, therapists, or parents. If more information, direction, or clarification is needed, ask the Special Education director for assistance. This may easily answer any questions.
- Meet to check progress.
- Wrapping it up: Compile the findings, even if some seem unanswered or unverifiable at this point. List what has been learned and what may be uncertain. (Key: Does something need to be changed? Addressed? Considered?)
- Write up the Local Plan review and present it to the Special Education administration and school board of trustees.
- Congratulate the group for the completion of a valuable activity that serves the community.

Sample Format for a Local Plan Review

Local Plan Review by the: _____

name of your CAC

Date: _____

Persons Participating: _____

Our Work: _____

_____

Our Findings_____

Our Advice and Recommendations Based On Our Findings:_____

_____

We respectfully submit this report to our local school board of trustees and Special Education administrative entities, fulfilling the mandate for community involvement in the Local Plan. We request that the board respond quickly to our work and remain available for further discussion regarding the issues that affect the board and our CAC.

Report Prepared by:

_____

APPENDICES

Appendix A. Resources
Appendix B. Glossary of Terms and Abbreviations
Appendix C. Sample Forms and Worksheets
Appendix D. Sample Bylaws
Appendix E. Leadership and Orientation Workshop
Appendix F. SELPA List
Appendix G. General Laws Related to Special Education
Appendix H. Ralph M. Brown Act

APPENDIX A: RESOURCES

ONLINE RESOURCES

Alliance for Technology Access (http://www.atacess.org)

California Association of Family Empowerment Centers (http://www.cafec.org)

California Department of Education (http://cde.ca.gov)

California Department of Education ~ Special Education via Specialized Programs (http://www.cde.ca.gov/sp/)

California Early Start (http://dds.ca.gov/EarlyStart/Home.cfm)

California Services for Technical Training & Assistance (http://specializedtraining.com/)

Center for Positive Behavioral Supports (http://www.pbis.org/)

Center for Special Education Finance (http://csef.air.org/)

Clearinghouse for Specialized Media & Technology (http://www.cde.ca.gov/re/pn/sm/)

Consortium for Appropriate Dispute Resolution in Special Education & Support (CADRE) (http://www.directionservice.org/cadre/)

Council for Exceptional Children (http://www.cec.sped.org)

DB-Link ~ The National Information Clearinghouse on Children who are Deaf-Blind (http://tr.wou.edu/dblink)

Disability Rights & Education Defense Fund (http://dredf.org)

Disability Rights, California – formerly Protection & Advocacy, Inc. *(http://www.disabilityrightsca.org)*

Family Center on Technology & Disabilities (FCTD) (http://fctd.indo)

Information on Assistive Technology & Disability Issues (http://www.fctd.info/)

Learning Disabilities Association of California (http://www.ldaca.org/)

National Center for Learning Disabilities (http://www.ncld.org)

National Center on Response to Intervention Clearinghouse (http://www.rti4success.org)

National Information Center for Children & Youth w/Disabilities (NICHCY) (http://nichcy.org)

Office of Special Education & Rehabilitative Services (http://www.osers.gov/)

Office of Special Education Programs (https://www2.ed.gov/about/offices/list/osers/osep/)

OSEP Center on Positive Behavioral Interventions & Supports (http://pbis.org)

Resources in Special Education (RiSE) (http://www.rise.org)

RTI Tools (Response to Intervention) (http://rtitools.com)

Technical Assistance Alliance for Parent Centers ~ The Alliance (http://www.taaliance.org)

Technical Assistance Center on Social Emotional Intervention (http://www.challengingbehavior.org)

U.S. Department of Education (http://www.ed.gov)

What Works Clearinghouse (http://www.ies.ed.gov)

California Parent Support Centers

Parent Training and Information Centers (PTIs)

Parent Training and Information Centers (PTI) are funded to: (1) provide training and information that meets the training and information needs of parents of children with disabilities in the geographical area served by the PTI, particularly underserved parents and parents of children who may be inappropriately identified as having a disability when the child may not have a disability; (2) assist parents to understand the availability of, and how to effectively use, procedural safeguards under *IDEA*, including encouraging the use and explaining the benefits of alternative methods of dispute resolution, such as the mediation process described in *IDEA*; (3) serve the needs of parents of infants, toddlers, and children with a full range of disabilities; and (4) familiarize center staff with the provision of Special Education and related services in the areas they serve to help ensure that children with disabilities are receiving appropriate services.

Community Parent Resource Centers (CPRC)

Community Parent Resource Centers are funded to support community parent training and information centers in targeted communities that will help ensure that underserved parents of children with disabilities, including low-income parents, parents of children who are English language learners, and parents with disabilities in a community, have the training and information they need to enable them to participate effectively in helping their children with disabilities to: (1) meet established developmental goals and challenging standards that have been established for all children and (2) prepare to lead productive adult lives, as independently as possible.

Family Empowerment Centers

Family Empowerment Centers help children and young people with disabilities grow to be healthy, educated, productive and involved adults by assisting the family in assuring the child a meaningful and appropriate education. There are 14 centers providing outreach to unserved and underserved communities by providing services that are accessible to families regardless of culture, language, finances or disability. Family Empowerment Centers are parent-led organizations that provide quality services based on effective and promising practices.

Early Start Family Resource Centers

Families of infants and toddlers can receive parent-to-parent support from Early Start Family Resource Centers (ESFRC). Family Resource Centers actively work in partnership with local regional centers and education agencies and help many parents, families and children get information about early intervention services and how to navigate the Early Start system.

California's FRC's are staffed by parents who have children with special needs and provide information and parent-to-parent support. Each FRC is unique reflecting the needs of their community. They may operate as independent sites or be based in regional centers, local education agencies, public health facilities, hospitals or homes. Family support services are available in many languages and are culturally responsive to the needs of the individual family.

Family Voices of California

Family Voices of California seeks to improve the lives of children with special health care needs by improving policies and systems of care for children with special health care needs, providing information and education to families and professionals regarding health care for children with special health care needs, promoting family centered, culturally competent, community based coordination, and quality of care for children with special health care needs and developing family and professional partnerships.

CALIFORNIA PARENT SUPPORT CENTERS
OCTOBER 2010

CENTER NAME	EMAIL	ADDRESS	PHONE	COUNTY(IES) SERVED	ESFRC	PTI	FEC	CPRC	FV
Alpha Resource Center	www.alphasb.org	4501 Cathedral Oaks Rd Santa Barbara 93110	805 683-2145	Santa Barbara	X				X
CARE Parent Network	www.careparentnetwork.org	1340 Arnold Drive, #115 Martinez 94553	925 313-0999	Contra Costa	X				
Carolyn Kordich FRC		1135 West 257th Street Harbor City 90710-3506	310 325-7288	Portion of Los Angeles County	X				
Challenged FRC	www.challengedfrc.com	827 W 20th Street Merced 95340	209 385-5314	Merced	X				
Chinese Parents Association for the Disabled	www.cpad.org	P.O. Box 2884 San Gabriel CA 91778-2884	626-307-3837	Los Angeles & Orange				X	
Clovis Unified FRC	www.cusd.com/specialed/	965 N Sunnyside, #24 Clovis 93611	559 327-8455	Fresno	X				
Colusa County FRC		946 Fremont St Colusa 95932	530 458-8891 x 10810	Colusa	X				
Comfort Connection FRC		801 Civic Center Dr Santa Ana 92701	714 558-5400 888-FRC-BABY	Orange	X				
Disability Rights Education & Defense Fund (DREDF)	www.dredf.org	2212 6th Street Berkeley, CA 94710	(510) 644-2555	Alameda, Contra Costa, Yolo		X			
Early Start Connections	www.delnortekids.org	494 Pacific Avenue Crescent City 95531	707-464-5500	Del Norte	X				
Early Start FRN	www.esfrn.org	1425 S Waterman Ave San Bernardino 92408	909 890-4788 800 974-5553	Riverside San Bernardino	X				
Exceptional Family Resource Center	www.efrconline.org	9245 Sky Park Court, #130 San Diego 92123	619 594-7416 800-281-8252	Imperial San Diego	X			X	X

CENTER NAME	EMAIL	ADDRESS	PHONE	COUNTY(IES) SERVED	ESFRC	PTI	FEC	CPRC	FV
Exceptional Parents Unlimited	www.exceptionalparents.org	4440 N. First Street Fresno 93726	559 229-2000	Fresno, King (ESFRC) (FEC) (FV) Central CA (PTI)	X	X		X	X
Extra Special Parents FRC		117 West Dunham Madera 93637	559-674-0915	Madera	X				
Family Focus Resource Center – CSUN	www.csunfamilyfocus.com	CA State University, Northridge College of Education, Rm E109 18111 Nordhoff St. Northridge, CA 91330-8265	San Fernando: 818-677-6854 Santa Clarita: 661-250-3943 Antelope Valley: 661-945-9598	Portion of Los Angeles County	X			X	
Family Resource Center at Community Gatepath	www.communitygatepath.com	1764 Marco Polo Way Burlingame 94010	650 259-0189	San Mateo	X				
Family Resource Library & Assistive Technology Center	www.elafrc.org	1000 S. Fremont Ave, Suite 6050; Unit 35 Alhambra 91803	626 300-9171	Portion of Los Angeles County	X				X
Family Resource Network	www.frcn.org	5250 Claremont Avenue, Suite 239 Stockton 95207	209 472-3674 800 847-3030	Amador Calaveras San Joaquin Stanislaus Tuolumne	X				
Family Resource Network of Alameda County	www.frnoakland.org	5232 Claremont Avenue Oakland 94618	510 547-7322	Alameda	X				X
Family SOUP	www.familysoup.org	1650 Sierra Avenue, Suite 106 Yuba City 95993	530 751-1925	Sutter – ESFRC Sutter, Colusa, Yuba - FEC	X			X	
Fiesta Educativa	www.fiestaeducativa.org	161 S. Avenue 24 Los Angeles CA 90031	323-221-6696	Eastern Los Angeles				X	
Foster Youth Resources for Education (FYRE)	www.dredf.org	2212 Sixth Street Berkeley CA 94710	510-644-2555	Alameda				X	

CENTER NAME	EMAIL	ADDRESS	PHONE	COUNTY(IES) SERVED	ESFRC	PTI	FEC	CPRC	FV
H.E.A.R.T.S. Connection	www.heartsfrc.org	3101 North Sillect Avenue, Suite 115 Bakersfield 93308	661 328-9055 800 210-7633	Kern	X			X	
Harbor Regional Center Resource Center	www.harborrc.org	21231 Hawthorne Boulevard Torrance 90503	310 540-1711 888 540-1711	Portion of Los Angeles County	X				
Heart to Hand FRC		Box 2784 Mammoth Lakes 93546	760 935-4604	Inyo Mono	X				
Kings County FRC	ccc.ccucp.org	606 West Sixth Street Hanford 93230	559 584-1551	Fresno Kings	X				
Koch-Young Resource Center	www.lanterman.org	3303 Wilshire Blvd, Suite 700 Los Angeles 90010	213 383-1300 800 546-3676	Portion of Los Angeles County	X				
Long Beach FRC		Miller Children's Hospital, 2nd floor 2801 Atlantic Ave. Long Beach, Ca. 90806	562.933.8048	Portion of Los Angeles County	X				
Loving Your Disabled Child		PO Box 90633 Los Angeles CA 90009	323-373-0323	Los Angeles				X	
Mariposa FRC -Early Start Connections		PO Box 2117 Mariposa 95338	209 966-6299	Mariposa	X				
Matrix Parent Network	www.matrixparents.org	94 Galli Drive, Suite C Novato 94949	415 884-3535 800 578-2692	Marin, Solano, Sonoma – ESFRC No. CA with PHP of Santa Clara – PTI Napa, Solano, Sonoma - FEC	X	X		X	
Parenting Network, Inc.	www.parentingnetwork.org	1900 N Dinuba, Suite C Visalia 93291	559 625-0384	Tulare	X				
Parents CAN	www.parentscan.org	1909 Jefferson Street Napa, CA 94558	707 253-7444	Napa	X		X		

CENTER NAME	EMAIL	ADDRESS	PHONE	COUNTY(IES) SERVED	ESFRC	PTI	FEC	CPRC	FV
Parents Helping Parents of San Luis Obispo	www.phpslo.org	3450 Broad St, Suite 111; San Luis Obispo 93401	805 543-3277	San Luis Obispo	X				
Parents Helping Parents, Inc.	www.php.com	Sobrato Center for Nonprofits - San Jose 1400 Parkmoor Ave Suite 100 San Jose 95126	408 727-5775 866 747-4040	Santa Clara – ESFRC & FEC No. CA with Matrix - PTI	X	X	X	x	
Parents of Watts		10828 Lou Dillon Avenue Los Angeles 90059	323-566-7556	Los Angeles				X	
Parents' Place FRC	www.parentsplacefrc.com	1500 South Hyacinth Ave, Suite B West Covina 91791-3824	626- 919-1091 800 422-2022	Portion of Los Angeles County	X		X		
Plumas Rural Services				Lassen, Modoc, Plumas, Sierra			X		
RAINBOW Family Support & Resource Network	www.lassencfr.com	336 Alexander Avenue Susanville 96130	530 251-2417 800 537-8255	Lassen, Modoc Plumas, Sierra	X				
Rainbow Connection	www.rainbowconnectionfrc.weebly.com/index.html	2401 E. Gonzalez Road, #100 Oxnard 93936	805 485-9643 800-332-3672	Ventura	X				
Rowell Family Empowerment of Northern CA	EmpowerYourFamily.org	962 Maraglia St Redding 96002	530 226-5129	Butte, Glenn, Shasta, Siskiyou, Tehama, Trinity – ESFRC , FEC, FV No. CA - PTI	X	X	X	X	X
Safe Passage FRC	`	PO Box 1718 Fort Bragg 95437	707-964-3077	Mendocino (Fort Bragg School District)	X				

CENTER NAME	EMAIL	ADDRESS	PHONE	COUNTY(IES) SERVED	ESFRC	PTI	FEC	CPRC	FV
South Central Los Angeles Regional Center	www.sclarc.org	650 West Adams Blvd, Suite200 Los Angeles 90007	213 763-7800	Portion of Los Angeles County	X				
Southeast FRC		16337 Bellflower Blvd. Bellflower 90706	562 461-2986	Portion of Los Angeles County	X				
Southwest SELPA FRC		1401 Inglewood Avenue Redondo Beach 90278	310 798-2731	Portion of Los Angeles County	X				
Special Connections FRC		400 Encinal Street Santa Cruz, CA 95060	831-464-0669	San Benito Santa Cruz	X				
Special Kids Crusade	Specialkidscrusade.org	1900 Garden Rd, Suite 230 Monterey CA 93940	831-372-2730	Portion of Los Angeles County	X				
Special Needs Connection	www.changingtidesfs.org	805 7th Street, Eureka, CA 95501	707-445-1195	Humboldt	X				
Special Parents Information Network (SPIN)				San Benito, Santa Cruz			X		
Support for Families	www.supportforfamilies.org	1663 Mission Street 7th Floor San Francisco, CA 94103	415 282-7494	San Francisco	X	X	X	X	X
Team of Advocates for Special Kids (TASK)	www. taskca.org	100 West Cerritos Avenue Anaheim, California 92805	(714) 533-8275	Southern CA – PTI Orange - FEC		X	X		
Vietnamese Parents of Disabled Children Inc.		7526 Syracuse Avenue Stanton CA 90680	949-724-2359	Los Angeles				X	

CENTER NAME	EMAIL	ADDRESS	PHONE	COUNTY(IES) SERVED	ESFRC	PTI	FEC	CPRC	FV
Warmline FRC	www.warmlinefrc.org	2025 Hurley Way, Suite 100 Sacramento 95825	916 922-9276 800 660-7995	Alpine El Dorado Nevada Placer Sacramento Yolo	X				
Westside Family Resource & Empowerment Center	www.wfrec.org	5901 Green Valley Circle, Suite 320 Culver City 90230-4099	310 258-4099	Portion of Los Angeles County	X		X		X
Yuba County of Office of Ed FRC	www.yuba.net/FRCNetwork/.	1104 E St. Marysville, CA 95901	530 749-4049	Yuba	X				

ESFRC – Early Start Family Resource Centers – frcnca.org

PTI – Parent Training Information Centers - www.taalliance.org

CPRC – Community Parent Resource Centers – www.taalliance.org

FEC – Family Empowerment Center – cafec.org

FV – Family Voices of California – familyvoicesofca.org

Early Start Family Resource Centers, Family Empowerment Centers, Parent Centers, and Family Voices

	Early Start Family Resource Centers (ESFRC) 47 statewide	**Family Empowerment Centers (FEC)** 14 statewide	**Family Voices of California (FVCA)** 8 Statewide	**Parent Training & Information Centers (PTI) and Community Parent Resource Centers (CPRC)**
Contact Information	916-962-0832 www.frcnca.org	916-285-1800 www.cafec.org	415-282-7494 www.familyvoicesofca.org	415-884-3535 www.taalliance.org
Population Served	***Ages 0-3*** *Focus on families of infants and toddlers at risk of or with developmental delays and disabilities*	***Ages 3-22*** *Focus on children with disabilities who require Special Education services*	***No age limit*** *Focus on children with special health care needs*	***Ages 0-26*** *Focus on children with education needs.*
Services Provided	Supports families of children with disabilities, special healthcare needs, and those at risk of developmental delays in every California county. ESFRCs offer parent-to-parent support, information and referral, public awareness, family professional collaborations and transition assistance when the child is approaching age three. In addition, many ESFRCS offer services to families of children over the age of three.	Assists families of children with disabilities in the area of educational needs. FECs provide family education, empowerment and parent-professional activities in order to help children obtain a quality education to ensure that children and adults have the opportunity to discover and use their diverse gifts talents and abilities to achieve self-determination and quality of life. The FECs work collaboratively through the California Association of Family Empowerment Centers to advocate for educational improvement on a statewide level.	Seeks to improve the lives of children with special health care needs by improving policies and systems of care for children with special health care needs, providing information and education to families and professionals regarding health care for children with special health care needs, promoting family centered, culturally competent, community based coordination, and quality of care for children with special health care needs and developing family and professional partnerships.	The eight *Parent Training and Information Centers* (PTIs) and six *Community Parent Resource Centers* (CPRCs) provide training and information to parents of infants, toddlers, children, and youth with disabilities and to professionals who work with children. This assistance helps parents to participate more effectively with professionals in meeting the educational needs of children and youth with disabilities. The Parent Centers work to improve educational outcomes for children and youth with all disabilities (emotional, learning, mental, and physical). CPRCs focus on underserved populations such as the Vietnamese Parents of Disabled Children and Parents of Watts.

APPENDIX B: GLOSSARY OF TERMS AND ACRONYMS

Acronyms

AAC	Augmentative and Alternative Communication
ADA	American with Disabilities Act
ADA	Average Daily Attendance
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ADR	Alternative Dispute Resolution
ALJ	Administrative Law Judge
APE	Adapted Physical Education
APR	Annual Performance Report
ASD	Autism Spectrum Disorder
AT	Assistive Technology
AU	Administrative Unit
BCBA	Board Certified Behavior Analyst
BER	Behavior Emergency Report
BICM	Behavior Intervention Case Manager
BIP	Behavior Intervention Plan
CAC	Community Advisory Committee
CAHSEE	California High School Exit Exam
CalSTAT	California Services for Technical Assistance and Training
CAPA	California Alternate Performance Assessment
CASEMIS	California Special Education Management Information System
CBI	Community Based Instruction
CCR	California Code of Regulations
CCS	California Children Services
CDE	California Department of Education
CFR	Code of Federal Regulations
CMA	California Modified Assessment

CMH	County Mental Health
COE	County Office of Education
COLA	Cost of Living Adjustment
COTA	Certified Occupational Therapist Assistant
CP	Cerebral Palsy
CST	California Standards Test
DD	Developmentally Delayed
DDS	Department of Developmental Services
DHH	Deaf/Hard of Hearing
DIS	Designated Instructional Service
DMH	Department of Mental Health
EC	Education Code
ECE	Early Childhood Education
ECSE	Early Childhood Special Education
ED	Emotional Disturbance
ELL	English Language Learner
EMT	Educational Monitoring Team
ESY	Extended School Year
FAA	Functional Analysis Assessment
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
FEP	Fluent English Proficient
FERPA	Family Education Rights and Privacy Act
FFH	Foster Family Home
FMTA	Focused Monitoring Technical Assistance
FRC	Family Resource Center
FTE	Full-Time Equivalent
IA	Instructional Assistant
IBI	Intensive Behavioral Intervention
ID	Intellectual Disability (replaces mental retardation)
IDEA	Individualized with Disabilities Education Act (Public Law 101-476)
IDEIA	Individualized with Disabilities Education Improvement Act

IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IFSP	Individual Family Service Plan
IHSS	In Home Support Services
IQ	Intelligence Quotient
ISP	Individual Services Plan
ITP	Individual Transition Plan
IWEN	Individual with Exceptional Needs
LCI	Licensed Children's Institution
LD	Learning Disability
LEA	Local Education Agency
LEP	Limited English Proficient
LRE	Least Restrictive Environment
LSH	Language, Speech and Hearing
MH	Multi-handicapped
MIS	Management Information System
MM	Mild/Moderate
MR	Mental Retardation
MTU	Medical Therapy Unit
NPA	Non-Public Agency
NPS	Non-Public School
O&M	Orientation and Mobility
OAH	Office of Administrative Hearings
OCR	Office of Civil Rights
OHI	Other Health Impairment
OI	Orthopedic Impairment
OSEP	Office of Special Education Programs
OT	Occupational Therapy
PBIS	Positive Behavior Intervention Plan
PBSP	Positive Behavior Support Plan
PBIS	Positive Behavior and Intervention Supports
PDD	Pervasive Developmental Disorder

PDD NOS Pervasive Developmental Disorder Not Otherwise Specified
PHN Public Health Nurse
PT Physical Therapy
QAP Quality Assurance Process
RC Regional Center
RLA Responsible Local Agency
RS Related Service
RSP Resource Specialist Program
RTI Response to Intervention
Rtl^2 Response to Instruction and Intervention
SAI Specialized Academic Instruction
SDC Special Day Class
SEA State Educational Agency

SELPA Special Education Local Plan Area
SH Severely Handicapped
SIP School Improvement Program
SLD Specific Learning Disability

SLI Speech/Language Impairment
SLP Speech Language Pathologist
SLPA Speech Language Pathologist Assistant
SOP State Operated Programs
SOP Summary of Performance
SPD Sensory Processing Disorder
SPP State Performance Plan
SPPI State Performance Plan Indicators
SSI Supplemental Security Income
SST Student Study Team
STAR Standardized Testing and Reporting
SWD Students with a Disability
SWPBIS School Wide Positive Behavior Interventions and Supports

TBI Traumatic Brain Injury

TDD Telecommunications Device for the Deaf

VI Visual Impairment

Terms Related to Special Education

ADA Allowances: Average Daily Attendance Allowances: the state of California pays districts based on the total ADA for all students.

ADD/ADHD: Attention Deficit Disorder (ADD) and Attention Deficit/Hyperactivity Disorder (ADHD): diagnoses applied to individuals who consistently display certain common behaviors which fall into three categories: inattention, hyperactivity, impulsivity. If students with such a diagnosis don't qualify for Special Education services, a 504 plan may be appropriate.

Aphasia: a weakening or loss of the ability to send and/or receive verbal and/or written messages; not connected with diseases of the vocal cords, eyes, or ears.

Academic Performance Index (API): measures the academic performance and growth of schools on a variety of academic measures.

Appropriate Placement: a school placement in which the IEP of a student can be implemented.

Aptitude Test: a test which measures someone's capacity to learn something.

Assessment/Evaluation: testing and diagnostic process leading up to a development of an appropriate, individualized educational program and services for a student with exceptional needs.

Assistive Technology: any item, piece of equipment, product or system, whether acquired commercially, modified or customized, that is used to increase, maintain or improve the functional capabilities of students with disabilities.

Audiological Exam: a test of a person's hearing ability.

Auditory Comprehension: the ability to understand what one hears.

Auditory Discrimination: the ability to detect subtle differences between sounds (cap-cup, tap-tup).

Auditory Memory: the ability to remember what is heard (words, numbers, and stories).

Autism: a neuro-developmental disability which significantly affects verbal and nonverbal communication and social interaction.

Behavior Intervention: positive behavior support strategies that do not cause pain or trauma and which respect the student's individual needs and dignity.

Behavioral Objectives: objectives which are written to describe what a child will be able to do as a result of some planned instructions. Behavioral objectives are usually interpreted as objectives that can be measured in some definitive or quantitative way. e.g. "Given a list of ten three letter words, Johnny will orally read eight of the ten words correctly within 90 seconds."

California Alternative Performance Assessment (CAPA): Part of California’s state assessment system designed for students whose curriculum is more functional than academic.

California Children Services: provides OT (occupational therapy), PT (physical therapy), speech, and other services to children meeting eligibility criteria.

Certified Occupational Therapy Assistant (COTA): a person who has completed a program approved by the American Occupational Therapy Association, is certified by the American Occupational Therapy Certification Board and provides occupational therapy (OT) services under the supervision of a registered OT.

Community Based Instruction (CBI): instruction in the skills needed to function in community settings. Instruction takes place both in the community and in the classroom.

Cognitive: the act or process of knowing. Analytical or logical thinking.

Communicatively Handicapped (CH), Communicatively Impaired (CI): includes students who are deaf, hard of hearing (HOH), aphasic, severely language impaired, or who have other speech and/or communication disorders.

Community Advisory Committee (CAC): a group of parents, community members and school staff that advises the local education agency (school district or county) in the development and implementation of the Local Plan for Special Education. It also assists in parent education, review of programs, etc.

Composite of Laws: California Education Code containing Special Education laws

Coordination, Fine Motor: pertains to usage of small muscle groups (writing, cutting, etc.).

Coordination, Gross Motor: pertains to usage of large muscle groups (jumping, running, etc.).

Coordination, Visual Motor: the ability to relate vision with movements of the body or parts of the body.

Clinical Observations: opinions about, or interpretations of behavior, made by the person assessing the student, which are based on professional experience and expertise. The interpretations may relate to behaviors not tested directly during the assessment--such as "fear of failure," or "desire to please."

Culturally Appropriate Assessment: assessment tools and methods which are "fair" to the student in the sense that they are given in his native language; given and interpreted with reference to the child's age, socioeconomic, and cultural background; given by trained persons; and appropriate, even if the child had a physical, mental, speech, or sensory disability.

Deaf: a student with a hearing loss so severe that it inhibits language processing and affects education performance.

Decoding: ability to change sounds or symbols into ideas.

Developmental Delay: difference between a person's development and behavior and the typical development and behavior expected of people of the same age. Developmental delay is a preferable term to "mentally retarded".

Differentiated Instruction: teaching strategy that addresses the needs of individual students rather than “one size fits all”.

Designated Instruction and Services (DIS) (Also known as Related Services): services provided by specialists that are necessary for the student to benefit from Special Education. These services may include, but are not be limited to:

- Language/speech assessment, development, and remediation
- Audiology services
- Aural rehabilitation, including auditory training and speech reading
- Mobility instruction
- Instruction for those with visual impairments
- Instruction in the home or hospital
- Adaptive physical education
- Coordination and/or provision of physical therapy and occupational therapy
- Specialized driver training instruction
- Career preparation, work-study, occupational training
- Counseling and guidance, behavior management
- Parent education
- Transportation

Due Process: the legal procedural safeguards of IDEA assuring parental informed consent regarding Special Education programs offered; provides for mediation and state hearings to resolve major disagreements.

ELL (English Language Learner): limited English proficient students acquiring English and speakers of nonmainstream language forms acquiring mainstream English.

Emotionally Disturbed (ED): describes students who display one or more of the following characteristics over a long period of time, and to a marked degree:

- Inability to learn which cannot be explained by ability, health, vision, or hearing deficits
- Problems in relating to other children and adults
- Inappropriate behaviors or feelings (e.g. extreme anger reactions)
- Severe depression or unhappiness
- Tendency to develop physical symptoms or fears about personal or school problems

Evaluation, Psychological: an assessment to determine the level of functioning through the use of group and/or individual tests. The tests determine the level of functioning in three areas:

- Cognitive -- how much one knows in certain areas, how one thinks
- Affective -- pertains to feelings or emotions
- Perceptual-motor-control -- control, coordination, and appropriate responses from all parts of the body

Expressive Language Skills: skills required to produce language for communicating with other people such as speaking and writing.

FAPE (Free Appropriate Public Education): by federal law, every student with a disability is entitled to an education which meets his/her individual needs, whether in a public school setting or in a private school at public expense, if a public program is not available or appropriate.

Fine Motor Coordination: development and control of small muscles such as those used to cut, hold a pencil, etc.

Goals and Objectives, IEP: step by step plan built into the IEP which sets out specific skills the team believes the student should attain and the strategic steps to attaining those goals.

Grade Equivalent: the score a student obtains on an achievement test, translated into a standard score which allows the individual student's score to be compared to the typical score for students in his grade level. A "grade equivalent" score of 6.0 means the score that the average beginning sixth-grader makes; a "grade equivalent" score of 6.3 means the score that the average student who has been in sixth grade for three months makes.

Gross Motor Coordination: the development and awareness of large muscle activity. Coordination of large muscles in a purposeful manner such as walking or jumping.

Health Impaired: students who have persistent medical or health problems which adversely affect their educational performance.

Hughes Bill: California state legislation regarding management of serious behavior problems of students with disabilities.

IEP (Individualized Educational Program): a written statement, developed by the IEP team (school administrator, child's Special Education teacher, child's general education teacher(s), parent(s), child's DIS professional(s), and child), which provides a practical plan for instruction and delivery of services. The IEP is a written agreement between the parents and the school about what the child needs and what will be done to address those needs. The IEP must be drawn up by the educational team for the child with a disability and must include the following:

- The student's present levels of academic performance,
- Annual goals for the student,
- Short-term instructional objectives related to the annual goals, if appropriate
- The Special Education and related services that will be provided,
- The extent to which the child will **not** participate in regular education programs,
- Plans for starting the services and the anticipated duration of services,
- Plans for evaluating, at least annually, whether the goals and objectives are being achieved,
- Transition planning for older students (16-22 years).

ITP (Individualized Transition Plan): a yearly plan designed for every child receiving Special Education services from age 16 and is centered on the child and his/her desires for the future. Routinely addressed in the IEP, an ITP covers such topics as: vocational interests, educational plans, and cultural and social concerns.

Inclusion: participation by students in a general education classroom for specified amounts of time during the school day; is also known as "mainstreaming" or “integration".

Informal Assessment: assessment procedures such as classroom observations, interviewing, or teacher-made tests.

Integrated Program: See “Inclusion”

Interim Placement: placement of a student in a Special Education program or service comparable to one he/she attended in the last school of residence. If student enrolled from outside the new SELPA, an IEP meeting must be held within 30 days to develop new goals and objectives or recommend a different setting.

Intelligence Test: a standardized series of questions and/or tasks designed to measure mental abilities - how a person thinks, reasons, solves problems, remembers and learns new information. Many intelligence tests rely heavily on the use or understanding of spoken language.

Intelligence Quotient: (IQ): the score obtained on a test of mental ability; it is usually found by relating a person's test score to the age of the student.

Language, Expressive: speaking and writing.

Language, Receptive: listening and reading.

LD (Learning Disability): a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

Least Restrictive Environment (LRE): a learning environment that most closely approximates the learning environment of non-disabled peers (general education classrooms) AND provides for the most appropriate educational opportunities for the student with a disability.

Local Plan: each Special Education Local Plan Area (SELPA) develops a plan for delivery of programs and services to meet the educational needs of all eligible students with exceptional needs in that area.

Low Incidence Disability: includes the diagnoses of hearing impairment, vision impairment, severe orthopedic impairment or a combination thereof.

Mainstreaming: See “Inclusion”

Mental Retardation (MR): based on three criteria: intellectual functioning level (IQ) is below 70-75; significant limitations exist in two or more adaptive skill areas; and the condition is present from childhood (defined as age 18 or less). The term "intellectually disabled" is now memorialized in “Rosa’s Law” as preferable to "MR" or "mental retardation".

Neurological Examination: tests to determine disease of, or damage to, the nervous system.

Norms: information, provided by the test-maker, about "normal" or typical performance on the test. Individual test scores can be compared to the typical score made by other persons in the same age group or grade level.

Objectives and Goals, IEP: refers to the step by step plan built into the IEP which sets out specific skills the team believes the student should attain and the strategic steps to attaining those goals.

Occupational Therapy (OT): provided by a therapist acting on a physician's prescription, trained in helping develop (usually) fine motor skills needed for activities of daily living (ADL). O.T.s also provide therapy to help students who have sensory integration dysfunction.

Operations: processes involved in thinking:

- Cognition -- comprehension or understanding
- Memory -- retention and recall of information
- Convergent thinking -- bringing together of known facts
- Divergent thinking -- use of knowledge in new ways
- Evaluation -- critical thinking

Orthopedically Handicapped (OH) or Orthopedically Impaired (OI): physical impairments resulting from disease, conditions such as cerebral palsy, or from amputations or birth defects which are so severe as to interfere with the student's educational performance.

Perceptual-Motor Test: a test that requires the person to use his/her skill in receiving and interpreting sensory information for tasks that require actions such as drawing a line between two given lines, copying a circle, etc.

Perseveration: difficulty in shifting from one task to another; is frequently used to describe an activity, phrase or word that is repeated over and over.

Positive Behavior Supports, Positive Behavior Support Plan (PBSP): support that is specified in a behavior plan that is developed by the IEP team to help a student who has serious behavior problems to change undesirable behavior that interfere with learning. The PBSP relies on data obtained from a functional analysis assessment.

Physical Therapy: treatment of disorders of bones, joints, muscles under the direction of a physician's orders.

Phonetics: study of all the speech sounds in the language and how these sounds are produced.

Phonics: use of phonetics in the teaching of reading; relates the sound (phoneme) of the language with the equivalent written symbol.

Psychomotor: refers to muscle responses including development of fine-motor small muscles (cutting, etc.) and large muscles (walking, jumping, etc.)

Receptive Language: receiving and understanding spoken or written communication. The receptive language skills are listening and reading.

Re-evaluation: a comprehensive assessment conducted every three years or sooner if a parent or teacher requests, for each student receiving Special Education.

Rehabilitation Act of 1973: Section 504 of the Rehabilitation Act requires that schools make their programs accessible to persons with a disability. Schools that do not comply with 504 can lose federal funds.

Related Services: See "Designated Instructional Services"

Resource Specialist Teacher (RST): a credentialed teacher with advanced training in Special Education. The RST provides educational assessment of students, does individual and small group instruction, develops instructional materials and teaching techniques for the classroom teacher, assesses pupil progress, and coordinates recommendations in the student's IEP with parents and teachers.

Resource Specialist Program (RSP): a Special Education setting including a credentialed teacher (and frequently an instructional aide), who provide instruction and services to Special Education students, consultation and materials to regular education teachers and parents and coordination of Special Education services with regular school programs for Special Education students. Students are placed in a RSP by the IEP team for less than 50% of their day.

Response to Instruction and Intervention (RtI^2): general education process to help students who are struggling using scientific, research based strategies for instruction and intervention.

School Psychologist: a person trained to give psychological tests, interpret results, and suggest appropriate educational approaches to students with learning and/or behavioral problems.

Sensory Processing ("sensory integration" or SI): refers to the way the nervous system receives messages from the senses and turns them into appropriate motor and behavioral responses.

Sensory Processing Disorder (SPD, "sensory integration dysfunction"): exists when sensory signals don't get organized into appropriate responses.

SH (Severely Handicapped): those students who require intensive instruction and training such as those with developmental delays, autism or emotional disturbances.

Short-term Objective: included on some students' IEPs (those taking the CAPA) as a means of measuring progress toward a goal. It includes a series of intermediate steps or training activities designed to take the student from his or her current level of functioning to progress on annual goals.

Special Education Local Plan: a plan, developed by the SELPA members and the community, which describes how the responsible local agency will implement the California Master Plan for Special Education.

Special Day Class (SDC): program for students with disabilities with similar and more intensive educational needs. SDCs most commonly serve students whose needs cannot be met even with accommodations, modifications, and Special Education supports in the general education setting. Students are placed in this program by the IEP team for more than 50% of their day. Also called Self Contained Classroom ~~(SCC)~~.

Special Education: a set of education programs and/or services designed to meet the individual needs of exceptional individuals whose needs cannot be met in the regular classroom without support from Special Education personnel.

Specific Learning Disability (SLD): refers to problems in academic functioning, such as writing, spelling, doing math, or reading, which cannot be explained by ability, vision, hearing, or health impairments. There must be evidence of a processing disorder.

Speech Language Pathologist Assistant (SLPA): Speech-language pathology assistants are support personnel who, following academic and/or on-the-job training, perform tasks prescribed, directed, and supervised by ASHA-certified speech-language pathologists.

Speech Pathologist or Speech Therapist: persons trained to provide analysis, diagnosis, and therapy for speech and language disturbances.

Standardized Achievement Test: a test designed to measure facts and information a student has learned in school. Some achievement tests are given to one person at a time and are called Individual Achievement Tests; others (Group Tests) may be given to several students at once.

SST (Student Study Team): a team of school personnel who assess a child who is experiencing difficulties in school. Referral can be made by any professional at the school, the child's parent, or an outside professional connected to the child. The team will consider and utilize, as appropriate, interventions available prior to making a referral for an evaluation to determine eligibility for Special Education.

Surrogate Parent: a person who is appointed by the LEA or SELPA to act as a child's parent in all matters related to Special Education. A surrogate is appointed when a child is a dependent or ward of the court and the court has limited the rights of the parent/guardian to make educational decisions or when a parent cannot be identified or located.

Test of Auditory Perception: a test that tells how well a student perceives or hears specific sounds.

Test of Visual Acuity: an eye examination which tells how well a child can see and recognize symbols in comparison to other children.

Validity: the extent to which a test really measures what it is intended to measure.

Visual motor: the ability to coordinate vision with body movements.

Visual Perception: the identification, organization, and interpretation of data received through the eye.

Visually Handicapped: students who are blind or who have partial sight and who, as a result, experience lowered educational performance.

Vocational Aptitude (or interest) Test: a test designed to give an indication of a person's potential to succeed in a particular job or career. The test is usually a questionnaire which asks the individual to describe his/her own characteristics and preferences.

Word Attack Skills: the ability to analyze words.

Adapted From WarmLine Family Resource Center's "Understanding Special Education" . Used with permission.

APPENDIX C:
SAMPLE FORMS & WORKSHEETS

Worksheet 1
CAC Timeline Worksheet

Month	Activity/Project	Responsible Person

APPENDIX D: SAMPLE BYLAWS

SAMPLE Multi-District SELPA BYLAWS FOR XXX COUNTY COMMUNITY ADVISORY COMMITTEE

ARTICLE I: Name and Location

Section 1.01-The name of the organization shall be the Community Advisory Committee; hereinafter referred to as the CAC.

Section 1.02-The location shall be within the XXX County Special Education Local Plan Area.

ARTICLE II: Purpose

Section 2.01-The purpose of the CAC shall be to represent broad interests in the community and to promote a maximum degree of interaction with the department of Special Education, school districts, and the parents of students with exceptional needs.

ARTICLE III: Duties

Section 3.01-The CAC shall have the following duties:

1. Advising the policy and administrative entity of the district, Special Education services region, or county office regarding the development, amendment, and review of the Local Plan. Such entity shall review and consider comments from the Community Advisory Committee.
2. Recommending annual priorities to be addressed by the Plan.
3. Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Plan.
4. Encouraging community involvement in the development and review of the Local Plan.
5. Supporting activities on behalf of individuals with exceptional needs.
6. Assisting in parent awareness of the importance of regular school attendance.
7. Preparing an annual report evaluating the effectiveness of the Local Plan which shall be submitted to the SELPA Director for transmittal to the Superintendents' Council

ARTICLE IV: Membership

Section 4.01-Membership shall include parents of students enrolled in the school district, representatives of private or public community agencies, individuals concerned with the interests of exceptional children, and school personnel.

1. Each Local Education Agency provides one representative member for the CAC who has been nominated to and approved by the local governing board.

Membership may be shared by two parent representatives of an LEA. Only one member per LEA may vote at each meeting.

2. Representation is designed so that the majority of the participants are parents and a majority of the parents have students in Special Education.
3. An open invitation for participation will be extended to the following agencies, with each agency retaining one vote: XXX College Disabled Student Services, Developmental Disabilities Area Board XXX, FREED.

Section 4.02-Individuals representing Local Education Agencies will be representatives for two years.

Section 4.03-The SELPA Director will serve as a member of the CAC and act as Secretary to the CAC.

Section 4.04-All members shall be screened by the CAC as a whole for eligibility and presented to the majority of the committee for membership approval.

ARTICLE V: Meetings

Section 5.01-The CAC shall meet as frequently as deemed necessary but not less than five regularly scheduled monthly meetings each year.

Section 5.02-All meetings shall have prior public notice and be open to the public.

Section 5.03-All members shall receive written notification in advance of all regular CAC meetings.

Section 5.04-The last regular meeting before the end of the school year shall be designated the annual meeting.

Section 5.05-A quorum shall exist when a majority of the members are present. A minimum quorum must consist of at least five voting members.

Section 5.06-The SELPA Director or his/her duly authorized delegate shall be in attendance at each and every regular meeting for an official, duly constituted meeting to be conducted.

Section 5.07-The Chairperson shall not commit the CAC or its members to any action without a vote of the CAC. Any member may call for a roll call or ballot vote by motion, if seconded.

Section 5.08-Emergency meetings may be called provided each CAC member is personally contacted forty-eight hours in advance.

ARTICLE VI: Officers

Section 6.01-There shall be the following officers: Chairperson, Vice Chairperson, and Secretary. The Chairperson and Vice Chairperson shall be elected. The SELPA Director shall serve as Secretary.

Section 6.02-The term of office shall be one year. No person shall serve more than two consecutive terms in one office.

Section 6.03-The major duties of the officers are:

1. Chairperson: Preside at CAC meetings. Appoint chairperson for committees. Serve as CAC spokesperson to Local Education Agencies. Serve as ex-officio members of all committees.
2. Vice Chairperson: Assist the Chairperson and, in his/her absence, serve as Chairperson.
3. Secretary: Record minutes of all CAC meetings. Receive and transmit CAC correspondence and materials designated by the members.

ARTICLE VII: Effective Date of Bylaws

Section 7.01-These bylaws shall become effective immediately on their adoption. Amendments to these bylaws shall become effective immediately on their adoption unless the CAC members in adopting them as hereinafter provide that they are to become effective at a later date.

ARTICLE VIII

Section 8.01-These bylaws may be altered, amended, or repealed and new bylaws adopted by the vote of a majority of members present at any special or regular meeting at which a quorum is present, provided that written notice of such meeting and of the intention to change the bylaws is delivered to each member at least ten days prior to the date of such meeting, or by written consent of all members without a meeting. All amendments shall be submitted to the CAC in writing. Adoption of the amendment(s) shall require a 2/3 vote of all CAC members present at the meeting.

Multi District SELPA Bylaws Sample 2

BYLAWS
of the Community Advisory Committee (CAC) for the (Insert name of SELPA)

ARTICLE I

Name

1.1 The name of the organization shall be the Community Advisory Committee (CAC) for the (insert name of SELPA). The CAC is responsible to the (insert name of Board of Education).

1.2 The area served by the CAC shall include the following Local Education Agencies in (list SELPA members)

1.3 The authority of this is set forth as a necessary component of Part 30, Section 56190, Article 7, of the California Education Code.

ARTICLE II

Responsibilities

2.1 The CAC shall serve in an advisory capacity to the administration and policy-making body of the SELPA regarding the development of the comprehensive Local Plan, review of the programs under such plan, and selection of the SELPA Director. The CAC works with the SELPA Director in implementing its responsibilities. Each plan submitted under Section 56195.1 shall establish a community advisory committee. The committee shall serve only in an advisory capacity. (30 EC 56190)

2.2 Make recommendations on annual priorities to be addressed under the plan. The CAC will use information gained from parent and community needs assessments in making recommendations.

2.3 Assist in parent education regarding Special Education laws and responsibilities. Recruit parents and other volunteers who may contribute to the implementation of the plan.

2.4 Encourage public involvement in the development and review of the Local comprehensive Plan.

2.5 Act in support of individuals with exceptional needs.

2.6 Acknowledge receipt of the evaluation report on SELPA program operations.

2.7 No person may advocate for a child as a CAC representative or speak for the CAC without prior written approval of the membership.

2.8 Attend inservice workshops designed to orient committee members, contact parents, community agency representatives, and other interested community members to new federal and state guidelines including PL 105-17 (IDEA ’97), SB 1870, Title V, and the components of (insert name) Local Plan for Special Education.

2.9 The CAC will provide input directly to the Administrative Advisory Council regarding parent and community concerns, interests and annual priorities addressed by the Local Plan.

ARTICLE III

Composition of the Community Advisory Committee

3.1 The CAC shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, other parents of pupils enrolled in school, individuals with exceptional needs enrolled in Special Education programs, or adults with disabilities, general education teachers, Special Education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs.

3.2 The majority of such committee shall be composed of parents of pupils enrolled in schools participating in the local plan, and at least a majority of such parents shall be parents of individuals with exceptional needs. The committee shall have at least six (6) but not more than twenty-four (24) members.

3.3 Members may be recruited from each district. Each district shall have a minimum of two (2) voting members.

3.4 The SELPA will appoint an administrative liaison to the CAC.

3.5 Members are appointed for a minimum of two years and may be annually staggered to ensure that no more than half of the membership serves the first year of the term in any one year.

3.6 Appointment: Voting members will be nominated by the CAC. Nominations will be approved by the XXX County Board of Education.

3.7 Member duties and privileges:

3.8 Each voting member shall be responsible for attendance at all monthly CAC meetings or shall notify an officer prior to the CAC meeting.

3.9 Members shall support the activities of the CAC on behalf of Special Education students and programs.

3.10 Each member shall be entitled to one (1) vote on each matter that is submitted to a vote of the CAC. Members must be present to vote.

3.11 Termination of Membership: Membership shall terminate for any member who is absent, without due cause, from two (2) consecutive or three (3) business meetings in a school year.

3.12 Resignation: Any member may resign by filing a written resignation with the CAC Chairperson or any member of the CAC.

ARTICLE IV

Officers of the CAC

4.1 The Executive Committee shall consist of: Chairperson, 1st Vice-Chairperson, 2nd Vice-Chairperson, Secretary, Treasurer, and Historian / Librarian.

4.2 Officers shall be elected annually and shall serve for a term of one year. An officer may not serve more than two (2) consecutive terms in the same office with the exception of the chairperson, who may serve three (3) consecutive terms. Officers' terms shall be from June to June, with nominations in May and elections in June.

4.3 Elections will be held by secret ballot.

4.4 The 1st Vice-Chairperson will assume responsibilities in the absence of the Chairperson. An election will be held if vacancy exists for all officers.

4.5 Executive Committee members will participate in annual staff development activities and / or conferences provided by XCOE.

ARTICLE V

CAC Meetings

5.1 Frequency: The committee shall meet monthly during the school year, August through June, with a minimum of eight (8) meetings per year. The exact dates and times shall be established at the first yearly meeting.

5.2 A calendar shall be established annually with meeting dates and times. Notice of all regular and special meetings shall be in writing. Notices will state the date, time, and location and shall be mailed to each member not less than five (5) days before said meeting. The notice shall include an agenda of the upcoming meeting and the unapproved minutes of the past meeting.

5.3 Items to be included on the agenda must be submitted to the chairperson at least ten (10**)** days prior to the upcoming business meeting.

5.4 Quorum: A quorum shall be four (4) members with a simple majority for a vote to pass.

5.5 Meeting Records: A copy of the minutes of the CAC meeting shall be sent to the County Board of Education and the District Board of Trustees. The local newspaper will be provided with local meeting notices and news releases will be submitted to local papers.

5.6 Special Meetings: Special meetings may be called by the chairperson or by the majority vote of the CAC.

5.7 Open Meetings: Meetings of the committee and of standing or special committees shall be open to the public.

5.8 Concerns regarding Non-compliance, SELPA and District: All issues of non-compliance must be documented in writing to the CAC outlining the areas in which the SELPA / Districts are out of compliance, according to the CAC Bylaws, Local Plan, Master Plan or PL 94-142.

Non-compliance, Member: No letters or personally presented statements of charges against individuals will be heard by the CAC.

ARTICLE VI

CAC Committees

6.1 Any member of the public may participate on all committees. Voting shall be reserved to CAC members.

ARTICLE VII

Budget

7.1 The CAC will develop an annual budget by the September meeting.

7.2 The CAC monies will be used for CAC meeting expenses such as refreshments and childcare. A majority of CAC members must vote for CAC monies to be used for other purposes.

7.3 XCOE will provide clerical support such as copies and mailings and will provide for CAC and parent development programs and trainings.

7.4 CAC members will have opportunities to participate in on-going staff development programs and trainings pursuant to identified needs.

ARTICLE VIII

Amendments

8.1 These Bylaws may be amended at any regular CAC business meeting. Requires two-thirds (2/3) vote of those present, provided that a written notice has been given to all members at least one (1) week prior to the meeting.

Approved by the (insert name of Education Board) on XXX, 20XX.

Single District SELPA Bylaws Sample 1

(Insert district's name) COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION

BY-LAWS

Article I: NAME – The name of the organization shall be the (Insert name) Community Advisory Committee (CAC) for Special Education.

Article II: PURPOSE – The purpose of the CAC shall be to bring together and support parents/guardians, professionals, and community members to advocate for effective Special Education programs and services.

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

Section 1. To advise the Board of Education and the (insert district's name) administration regarding the planning and operation of Special Education programs in (insert county name).

Section 2. To advise the Board of Education and the (insert district's name) administration regarding the development and review of the Local Plan and recommend priorities to be addressed by the Plan.

Section 3. To assist in parent education.

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

Section 5. Provide at least one representative on any committee organized to assist in the development of the (insert district's name) contract for Special Education transportation.

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

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

Article IV: MEMBERSHIP

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

a. A majority of parents/guardians of children attending public and private school whose education is provided by the (insert district's name). A majority of these shall be parents/guardians of individuals with exceptional needs.

b. Disabled pupils and adults.

c. Teachers and other school personnel.

d. A staff liaison appointed by the Director of Special Education.

e. Representatives of other public and private agencies.

f. Persons concerned with the needs of individuals with exceptional needs.

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

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

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

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

Section 6. All members shall be voted into membership by the CAC members. They must attend two consecutive meetings prior to applying for membership. All elected members shall then be presented to the Board of Education for appointment the following August.

Section 7. Nominations to the CAC may be made at any time by any member or interested community person. (See Article IV, Section 6.)

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

Section 9. To resign, a member must submit a statement in writing to the Chairperson, or a member may be declared to have resigned. (Article IV, Section 10.)

Section 10. Any member who has two consecutive unexcused absences will be contacted by the recording secretary and may be declared to have resigned unless an appeal is made to the CAC.

Article V: MEETINGS

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

Section 2. All meetings shall be open to the public and held in facilities accessible to disabled persons.

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

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

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

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

Section 7. Any CAC member may introduce text of a proposed Resolution to the CAC membership for discussion and voting at the next regularly scheduled meeting.

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

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

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

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

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

Section 12. The CAC, after notification of the Board of Education, may organize public meetings on Special Education issues. Publicity and outreach expenses shall be born by the San Francisco Unified School District subject to prior approval by the Board of Education. Every meeting shall be presided over by the Chair or his/her designee who shall have the authority to control the procedures of the meeting.

Article VI: OFFICERS

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

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

Section 3. Election of Officers:

a. Officers shall be elected annually each May.

b. Nominations for officers will be taken from the floor at the April meeting and those names will be sent out with the April minutes prior to the May meeting. Nominations will also be taken from the floor prior to the election at the May meeting. A nominee must be a member of the CAC and must agree to have their name placed in nomination. (see Article VI, Section 3c.)

c. Nominations for officers may be made from the floor by members of the CAC. Those eligible to serve on the Board must have previously served on a committee. The Chair must have previously served on the Board.

d. Elections shall be by ballot, unless there is only one candidate for office, in which case there may be a voice vote.

e. Vacancies in office shall be filled at the next regular meeting following the resignation of an officer.

f. Officers elected at the May meeting will assume office as of July 1st.

g. The June Executive Committee meeting will be a transition and planning meeting to be attended by both the incoming and outgoing officers.

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

a. CHAIRPERSON
   - Preside at the monthly CAC General Meeting.
   - Preside at monthly Executive Committee meetings.
   - Preside at any special meetings called by the Chairperson or by a majority of the CAC.
   - Appoint chairpersons of all committees.
   - Serve as the chair of the Planning, Monitoring and Evaluation Committee.
   - Serve as committee spokesperson to the school district.

- Direct planning for parent education sessions.
- Oversee publication of the newsletter, CAC brochure, and other CAC publications.
- Present annual report to school board/administrative entity (district SELPA or county office)

b. 1st VICE CHAIR
   - Assist the Chairperson and in his/her absence serve as Chairperson.
   - Preside at alternate meetings, in the Chair's absence.
   - Assume the position of Chairperson in the event the Chairperson leaves the committee.
   - Serve as the chair of the CAC Management Committee.
   - Responsible for management of the CAC website.

c. 2nd VICE CHAIR
   - Support and assist the Chair and 1st Vice Chair and serve as Chair in his/her absence and the absence of the 1st Vice Chair.

d. SECRETARY
   - Record minutes of all Executive Committee and General Meetings. (Typing, duplication, and mailing services shall be provided by the (insert district's name))
   - Receive and transmit committee correspondence and materials designated by members.
   - Maintain and update a record of the attendance of members at monthly meetings, committee roster, and keep track of membership as to committee membership and parent/professional status.
   - Maintain notebook of all minutes, agendas, correspondence, and other information pertinent to the CAC.
   - Update the CAC mailing list and transmit changes or additions to the District on a monthly basis.

e. PARLIAMENTARIAN
   - Shall assist the Chair in making sure that all meetings are run according to *Robert's Rules of Order – Newly Revised,* and all motions are properly made and passed.
   - Will be in charge of reviewing CAC Bylaws, recommending changes to the general membership and making any written changes necessary. Will have copies available for distribution to anyone who asks for a copy and make sure all new members get a copy.
   - Obtain, maintain, and display collection of parent information materials at all CAC meetings.

Article VII: COMMITTEES

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

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

1. Planning, Monitoring and Evaluation.
   - Annually review the Local Plan for Special Education.
   - Have an annual community meeting to discuss what is working, what could work better, and what the strategies are, and what groups can assist.
   - Produce an annual report to be presented to the Board of Education at the end of the school year.
   - Work with the (insert district's name) to ensure that there is an effective Alternative Dispute Program.
   - Advocate for information to be provided to families who are not fluent in English.
2. Training and Education.

   - Actively work to include families from diverse communities on the (insert district's name) committees that plan for and allocate resources for training and education.
   - Advocate for sufficient resources and support to ensure that staff have research-based and up-to-date knowledge of best practices, as well as ongoing training.
   - Advocate for ongoing support for general education teachers so they see the student as a whole child, not just as disabled.
   - Encourage the District to publicize trainings to families, so that parents/guardians and teachers have the same information about how to support their children's success.
   - Develop and distribute materials that increase families' knowledge of Special Education.
3. Leadership Development

   - Develop strategies that address the barriers to participation of families in their children's education, and support active involvement of families in groups supporting public education.
   - Identify and publicize model Special Education programs so that best practices can be replicated.
   - Develop and implement the means to recognize the successes of students receiving Special Education services.
   - Recruit individuals from (insert county name) diverse communities to maximize their involvement in the CAC and leadership in the community.
   - Maintain ongoing working relationships with other community organizations that represent the range of families in the district.
   - Identify, publicize and collaborate with community resources that provide training that might benefit families.
   - Collect new additions to the mailing list from outreach efforts of all committees and transmit these additions to the Secretary on a regular basis.
4. Disability and Diversity Awareness

   - On an ongoing basis search for opportunities to promote awareness of and sensitivity to all abilities, including cultural differences and invisible disabilities.
   - Create educational materials which focus on the positive aspects of why we have Special Education.
5. CAC Management

- Oversee the annual election of officers to serve as the Executive Committee.
- Implement a committee structure to ensure that the mission of the CAC gets accomplished and that the workload is fairly and reasonable distributed.
- Survey members regularly regarding leadership training needs. Provide regular orientation for new members and skills training for all members.
- Annually evaluate the CAC in terms of impact and how well the organization is effectively functioning.
- Oversee CAC resolutions in progress and ensure that resolutions are introduced in a standardized format.
- Create opportunities and recruit individuals from San Francisco's diverse communities to participate in CAC activities.
- Annual review the Strategic Plan and ensure that the objectives of the Strategic Plan are implemented.
- Create an annual calendar, including the programs for monthly meetings.

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

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

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

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

Section 7. The Chairperson, in the absence of any objection of any CAC member, shall appoint the committee chairs and other members of the committees.

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

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

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

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

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

Single District SELPA Bylaws Sample 2

_____SELPA

COMMUNITY ADVISORY COMMITTEE BYLAWS

ARTICLE I

NAME AND AUTHORITY

1. The name of the committee shall be the _____SELPA Community Advisory Committee (CAC).

2. The CAC shall be the community advisory committee for the _____ _____SELPA [Authority: Education Code Sections 56190-56194.]

ARTICLE II

PURPOSE

1. The CAC has an overall advisory responsibility to the District. Ongoing input from the Committee is provided to the SELPA Director, who shares it with the Superintendent's Cabinet and the Board of Education. This procedure assures that Committee concerns and recommendations for annual priorities addressed by the SELPA plan are brought to the attention of the District. Ongoing input to the CAC is provided on topics such as pending legislation, SELPA plan implementation status, and effects of fiscal constraints on provision of services, parent rights and other appropriate subjects. Input is provided to the Superintendent and Board about any concerns or desires from the CAC that are appropriate to their responsibilities. [Authority: Education Code Section 56190]

ARTICLE III

RESPONSIBILITIES

1. The objective and purpose of the CAC shall be to assist the school district to bring about the cooperation and coordination of the community resources which may be of value in the operation of the Local Plan for Special Education. In achieving this purpose, the CAC shall have such authority and fulfill such responsibilities as are defined for it in the Local Plan and appropriate legislation.

2. Responsibilities shall include, but not be limited to, all of the following:
   a. Advising the administration of the (District) regarding the development, amendment, review, and implementation of the Local Plan; the (District) shall review and consider comments from the CAC.
   b. Reviewing of the Special Education programs under the Local Plan.

c. Making recommendations on annual priorities to be addressed under the plan.
d. Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.

e. Encouraging community involvement in the development and review of the Local Plan.

f. Supporting activities on behalf of individuals with disabilities.

g. Facilitating communication between school, parents, and community.

h. Assisting in the collection and dissemination of information to parents of special education students served by the SELPA and related agency and community representatives.

i. Informing and advising District staff regarding community conditions, aspirations, and goals for individuals with disabilities.

j. Participating in the design of staff development programs provided by the school district as they pertain to individuals with exceptional needs.

k. Participating in the design of ongoing awareness and training for CAC members, parents, school district staff and community members on Special Education law, including the importance of a free appropriate public education (FAPE) in the least restrictive environment (LRE.)

l. Advising the Board, at least twice per school year, regarding educational needs of individuals with disabilities related to their access to FAPE and LRE and the opportunities for their participation in all school related activities.

ARTICLE IV

MEMBERSHIP

Section A. Composition of Community Advisory Committee

1. The Community Advisory committee shall be composed of: [Authority: Education Code Sections 56192]

   a. Up to 8 parents of students with disabilities, who are eligible for Special Education services, enrolled in public or private schools in the District/SELPA. Parents shall be chosen to represent preschool, elementary, middle and secondary levels.

   b. One parent of other student(s) enrolled in the District/SELPA

   c. One student and/or adult with disabilities

   d. One general education teacher

   e. Up to two Special Education teachers and/or other personnel

f. One representative of public and/or private agencies concerned with children with exceptional needs

g. One other person concerned with the needs of children with exceptional needs

h. At least the majority of such committee shall be composed of parents of pupils enrolled in schools participating in the Local Plan, and at least a majority of those parents shall be parents of individuals with exceptional needs. [Authority: Education Code Section 56193.]

i. The SELPA Director, Administrators and staff liaisons of (Student Support Services) shall be continuing non voting members.

Section B. Nomination and Selection of Members

a. As vacancies occur, the CAC and the District will seek out qualified nominees. Members whose term of office is expiring may be nominated again.

b. Anyone interested in membership shall attend one meeting before applying for membership.

c. Persons selected by the Community Advisory Committee will be presented to the (District) SELPA Board of Education for appointment as members.

Section C. Appointment of Members

a. The members on the Community Advisory Committee shall be appointed by, and responsible to, the (District) SELPA Board of Education.

Section D. Term of Office

a. Members shall be appointed for a term of two (2) years. A chairperson who serves in the second year of his/her term shall continue as past chairperson for an additional year. A year constitutes any portion of a calendar year.

b. One half of the charter members may continue through a third year, in order to initiate staggered membership tenures, the intention being to have only half of CAC membership appointments annually.

Section E. Voting Rights

a. Each member shall be entitled to one (1) vote on each matter submitted to a vote of the Community Advisory Committee.

b. A quorum will be required for usual business in order to reflect the approval or disapproval of items before the committee.
c. A quorum shall consist of no fewer than eight (8) voting members.

d. No member of the CAC shall commit the CAC or its membership to any action without a vote of the CAC.

e. Voting by proxy: In the event of a member in good standing being absent during the voting of an item on the agenda (including elections), they may vote absentee.

1. Upon receiving the current agenda with an item(s) requiring a vote, each member who expects to be absent during the stated meeting shall submit his/her vote(s) in writing or by email to the membership of the CAC. The Recording Secretary shall be responsible for acknowledging receipt of the absent member's vote.

Section F. Status of Membership

a. A CAC representative who is absent from regular meetings for three (3) consecutive or five (5) meetings in a year will be referred by the chairperson or vice chairperson to the Board of Education for appointment review.

b. A member in good standing is one who has not been referred to the Board of Education for such review.

Section G. Transfer of Membership

Membership on the Community Advisory Committee is not transferable or assignable.

Section F. Resignation

A member may resign by filing a written resignation with the chairperson of the Community Advisory Committee and the Board of Education.

Section G. Rights of Members

All members shall have full rights and obligations as described in these bylaws.

ARTICLE V

OFFICERS OF THE COMMUNITY ADVISORY COMMITTEE

Section A. Officers

a. The officers of the CAC shall be composed of the following positions: chairperson, vice chairperson, and other officers as the committee may deem necessary. All officers shall be members.

b. The officers shall meet annually with the Superintendent and Director of SELPA, no later than the end of June, to discuss the overall focus of CAC for the upcoming year.

c. All officers shall be a parent of an individual with exceptional needs currently being served by the Local Plan, and shall not be a District employee.

d. All officers may request support services from the District.

Section B. Election and Term of Office

a. Officers shall be elected annually and shall serve for a term of one (1) year.

b. The term shall be from July 1 to June 30.

c. Nominations shall be held in April and elections shall be in May. There must be a majority of members present to transact an election.

Section C. Vacancy

a. When a vacancy occurs in any office, other than chairperson, because of death, resignation, removal, or otherwise, a member shall be appointed by the chairperson to fill the vacancy for the unexpired portion of the term.

b. In the event the office of chairperson becomes vacant, the vice chairperson shall succeed as chairperson.

Section D. Chairperson

a. The chairperson shall preside at all meetings of the Community Advisory Committee and shall sign all letters, reports and other communication. The chairperson shall open the meeting by calling the meeting to order. The chairperson shall announce the business to be acted upon, recognize members entitled to the floor, state and put to vote all questions which are regularly moved, and announce the results of the votes. The chairperson is an ex-officio member of all committees, standing and special.

b. The Chairperson and the SELPA Director will work collaboratively to develop and post the agenda no later than seventy-two hours prior to the next meeting. In order to do this, the Chair and the SELPA Director will meet at least 5 school days prior to the meeting. All members of the CAC will be able to offer input into the agenda content.

Section E. Vice Chairperson

a. The vice chairperson must meet the same election requirements as those of the chairperson and shall preside in the absence of the chairperson.

b. The vice chairperson shall be the chairperson of the nomination committee.

Section F. Recording Secretary

The Recording Secretary will be a SELPA staff member and is a non-voting position. Responsibilities include: taking minutes of all committee meetings and arranging prompt transcription and transmittal to members; keeping a register of members and calling roll when required; maintaining records of all committee meetings and bringing those records to each meeting. The district agrees to provide secretarial services such as typing of minutes, typing correspondence, duplication of materials mailing, postage and other related services.

ARTICLE VI

NOMINATION AND ELECTION OF OFFICERS

Section A. Nominations Schedule

a. At the April meeting, nominations will be accepted by the Nominations Committee for next year's officers.

b. At the May meeting, the CAC will elect the officers from the members that were nominated in April.

Section B. Voting for Officers of the CAC

a. A quorum must be present for an election to be held.

b. Voting shall be done by secret ballot.

c. The ballot shall have space designated for write-in candidates for each office.

d. A candidate must receive a majority of the votes cast to be elected.

e. If a quorum is not present, or if a candidate for a position (officer) fails to receive a majority of votes cast, the Chairperson shall call a special election.

Section C. Terms

a. Every elected member whose term has expired may continue to discharge the duties of his/her office until his/her successor has qualified.

b. The term of the office shall be for two (2) years. No person may serve more than four (4) consecutive years in a particular office.

c. Terms shall commence on August 1 of each year.

ARTICLE VII
MEETINGS OF THE COMMITTEE

Section A. Regular Meetings

a. The committee shall meet monthly during the school year August through May inclusive.

b. The SELPA Director will distribute the Agenda and any relative materials via e-mail to the members of the CAC.

Section B. Special Meetings

Special meetings may be called by the chairperson or by a majority vote of the

committee.

Section C. Place and Notice of Meetings

Notice of all regular and special meetings shall be in writing. Notices will state the date, time, and location and shall be e-mailed to each member not less than five (5) days before said meeting. A copy of the agenda shall be posted not less than 72 hours before the meeting at the site of the meeting.

Section D. Conduct of Meetings

All regular and special meetings of the committee shall be conducted using Robert's Rules of Order, subject to these bylaws. Robert's Rules of Order shall be binding on the committee for that meeting.

Section E. Open Meetings

Meetings of the committee and of standing or special committees shall be open to the public.

ARTICLE VIII

SUBCOMMITTEES

Section A. Standing and Special Committees

The committee may establish or abolish standing or special committees. Standing or Special committees may not exceed the responsibility delegated by the Community Advisory Committee.

Section B. Membership

The chairperson shall designate members and community volunteers for the various subcommittees, unless otherwise specified by the committee and bylaws. All subcommittees shall be chaired by a member.

Section C. Term of Office

Each member of the subcommittee shall serve from July 1 to June 30 unless the Subcommittee shall be terminated or abolished.

Section D. Rules

Each subcommittee may adopt rules for conducting its business consistent with the Rules adopted by the committee.

Section E. Vacancy

A vacancy in the membership of any subcommittee may only be filled by the Subcommittee chairperson.

Section F. Nomination Committee

a. The vice chairperson shall be the chairperson of the nomination committee. The nomination committee shall be composed of the vice chairperson and at least two (2) members.

b. For general election of officers, this committee may ask all members if they want to serve. A list of nominees will be presented at the regular committee meeting in May. Nominations may be made from the floor at the May election meeting.

ARTICLE IX

AMENDMENTS

These bylaws may be amended by a majority of the membership.

APPENDIX E: LEADERSHIP AND ORIENTATION WORKSHOP

This section deals with leadership and all the things that good leaders should know. Although some of it may seem repetitious, it is important in the final scheme of things that leaders be knowledgeable. There are two levels of training, an all-day training and a 2- to 4- hour training. There is enough flexibility in each outline that you can adapt it to your needs. Keep in mind that CACs bring on new members each year and that you should plan accordingly. Most of the information referred to here is included elsewhere in this document, but you may need to gather some materials, such as examples of brochures, and handbooks. A good way to do this is to start with the CACs in your region and attend local conferences.

Sample CAC Leadership Training Agenda
CAC Leadership and Orientation Workshop

Basic CAC Training- 2 Hours

I. Introduction/ Ice Breaker(s)
   - A. Law
     1. Federal
     2. State
   - B. Where CAC fits in system
     1. Local Plan
     2. Responsibility

II. Benefits of CAC
   - A. Checklist of effective CAC

IV. Best Practices for a CAC
   - A. Bylaws/ mission statement
   - B. Officers
     1. Duties/ responsibilities
   - C. Committees
   - D. Handbook

V. Needs Assessment
   - A. Three areas of assessment
     1. Internal
     2. External
     3. Regional

VI. Action Planning/ Brainstorming

CAC Training - All Day

I. Leadership
   - A. CAC Basics
     1. Legislative justification
     2. Checklist for an effective CAC

B. CAC Leadership
    1. Officers/ executive board and duties
    2. Bylaws- sample
    3. Agenda planning- sample
        a. Running a meeting/communication skills
    4. Recruiting new members
        a. Application- sample
        b. Letter/duties of a CAC member- sample
    5. Notebooks
        a. Contents list
        b. Acronyms

C. Local Plan
    1. Become familiar with it

D. CAC Publications and Productions
    1. Local Handbook / Guides
    2. Brochure
    3. Letterhead- samples
    4. Local training and workshop information

E. Resources
    1. Composite of Laws- (www.cde.ca.gov/re/pn/rc)
    2. Roster and Government Guide (http://statenet.com/resources/)
    3. Special Edge (www.calstat.org/specialEdge.html)
    4. RiSE Library (www.php.com)
    5. National Information Center for Handicapped Children and Youth (www.nichcy.org)
    6. Local Newsletters / parent groups / websites

F. Networking
    1. Comprehensive System of Personnel Development Advisory Committee
    2. Special Education Advisory Commission

G. Plan of Action- Forms

II. Orientation and Goal Setting for the CAC

A. Planning
    1. Set date and send out notices- sample
    2. Assemble materials/ notebook
    3. Determine moderator/facilitator
    4. Set agenda- sample

B. The Meeting
    1. Objectives and themes for the year (“Understanding your CAC” worksheets)
    2. Go over materials in notebooks
    3. Do checklist for an effective CAC
    4. Progress report on last year’s goals- sample of goals
    5. Summary/ closure: choose three or four goals for coming year
    6. End-of-year report to governing board

APPENDIX F: SELPA LIST

California Special Education Local Plan Areas

County	SELPA	Address	City – Zip Code	Phone
Alameda	Mid-Alameda County	4400 Alma Avenue	Castro Valley 94546	510-537-3000 x 1201
Alameda	Mission Valley	4210 Technology Drive	Fremont 94538	510-659-2569
Alameda	North Region	904 Talbot Avenue	Albany 94706	510-525-9800
Alameda	Oakland USD	2850 West Street	Oakland 94608	510-879-8223
Alameda	Tri-Valley	4665 Bernal Avenue	Pleasanton 94566	925-426-9144
Amador	Amador County	217 Rex Avenue	Jackson 95642	209-257-5330
Butte	Butte County	1859 Bird Street	Oroville 95965	530-532-5621
Calaveras	Calaveras County	P O Box 760	Altaville 95221	209-736-6040
Colusa	Colusa County	946 Fremont Street	Colusa 95932	530-458-8891 x 10806
Contra Costa	Contra Costa County	2520 Stanwell Drive, Suite 270	Concord 94520	925-827-0949 x 14
Contra Costa	Mt Diablo USD	1936 Carlotta Drive	Concord 94520	925-682-8000 x 4047
Contra Costa	San Ramon Valley USD	699 Old Orchard Drive	Danville 94526	925-552-5006 925-820-6815
Contra Costa	W Contra Costa USD	2465 Dolan Way	San Pablo 94806	510-741-2801
El Dorado	El Dorado Charter	6767 Green Valley Road	Placerville 95667-8984	530-295-2236
El Dorado	El Dorado County	6767 Green Valley Road	Placerville 95667-8984	530-295-2228
El Dorado	Tahoe-Alpine	1021 Al Tahoe Blvd	S Lake Tahoe 96150-4502	530-541-2850 x 248
Fresno	Clovis USD	1680 David E Cook Way	Clovis 93611-0599	559-327-9407
Fresno	Fresno County	1111 Van Ness Avenue	Fresno 93721-2000	559-457-3222
Fresno	Fresno USD	1301 M Street	Fresno 93721	559-457-3234

Glenn	Glenn County	311 S Villa Avenue	Willows 95988	530-934-6575 x 3203
Humboldt	Humboldt-Del Norte	2501 Cypress Avenue	Eureka 95503	707-445-7068
Imperial	Imperial County	1398 Sperber Road, Bldg D	El Centro 92243	760-312-6419
Inyo	Inyo County	166 Grannview Drive	Bishop 93514	760-873-3262
Kern	Bakersfield City	714 Williams Street	Bakersfield 93305-5440	661-631-5863
Kern	Kern County	1300 17th Street City Centre	Bakersfield 93301-4533	661-636-4801
Kern	Kern Union High	5801 Sundale Avenue	Bakersfield 93309	661-827-3105
Kern	Sierra Sands	113 West Felspar Avenue	Ridgecrest 93555-3520	760-449-1703
Kings	Kings County	1144 W Lacey Blvd	Hanford 93230	559-589-7097
Lake	Lake County	1152 South Main Street	Lakeport 95453	707-262-4130
Lassen	Lassen County	472-013 Johnstonville Road North	Susanville 96130	530-257-7266
Los Angeles	Antelope Valley	37212 47th Street	Palmdale 93550-4881	661-274-4136
Los Angeles	Downey-Montebello	9625 Van Ruiten Avenue #1	Palmdale 93550	562-461-8702
Los Angeles	E San Gabriel Valley	1400 Ranger Drive	Covina 91722-2055	626-966-1679
Los Angeles	Foothill	1700 E Mountain Street	Glendale 91206	818-246-5378
Los Angeles	LA County Court Schools	9300 Imperial Hwy, Ed Ctr Clark #207	Downey 90242	562-401-5737
Los Angeles	Long Beach USD	1515 Hughes Way	Long Beach 90810-1839	562-997-8067
Los Angeles	Los Angeles USD	333 S Beaudry Avenue, 17th Floor	Los Angeles 90017	213-241-8303
Los Angeles	Mid Cities	14500 S WooDruff Avenue, Room 86	Bellflower 90706	562-461-8795
Los Angeles	Norwalk-La Mirada/ABC	12820 Pioneer Blvd	Norwalk 90650	562-868-0431 x 2086
Los Angeles	Pasadena USD	351 S Hudson Avenue	Pasadena 91109	626-396-3600 x 88600

Los Angeles	Puente Hills Area	1830 Nogales	Rowland Heights 91748	626 964-7458
Los Angeles	Santa Clarita Valley	24930 Avenue Stanford	Santa Clarita 91355	661-294-5398
Los Angeles	Southwest Serv Area	1401 Inglewood Avenue	Redondo Beach 90278	310-798-2731
Los Angeles	Tri-City	4034 Irving Place	Culver City 90232	310-842-4220 x 4310
Los Angeles	W San Gabriel Valley	159 E Live Oak Avenue, #208	Arcadia 91006	626-254-9406
Los Angeles	Whittier Area Co-op	8036 S Ocean View Avenue	Whittier 90602	562-945-6431 x 217
Madera	Madera-Mariposa	28123 Avenue 14	Madera 93638	559-662-4682
Marin	Marin County	1111 Las Gallinas Avenue	San Rafael 94913-4925	415-499-5850
Mendocino	Mendocino County	2240 Old River Road	Ukiah 95482	707-467-5167
Merced	Merced County	632 W 13th Street	Merced 95314	209-381-6711
Modoc	Modoc County	139 Henderson Street	Alturas 96101	530-233-7109
Mono	Mono County	PO Box 130	Mammoth Lakes 93546	760-934-0031
Monterey	Monterey County	PO Box 80851	Salinas 93912-0851	831-755-0342
Napa	Napa County	2121 Imola Avenue	Napa 94559	707-253-6807
Nevada	Nevada County	400 Hoover Lane	Nevada City 95959	530-265-0611 x 205
Orange	Anaheim City	1001 S East Street	Anaheim 92805-5749	714-517-7525 x 4120
Orange	Capistrano USD	33122 Valle Road	San Juan Capistrano 92675	949-234-9273
Orange	Garden Grove USD	10331 Stanford Avenue	Garden Grove 92840	714-663-6233
Orange	Greater Anaheim	5967 Ball Road	Cypress 90630	714-828-1766 x 25
Orange	Irvine USD	5050 Barranca Pkwy	Irvine 92604	949-936-5234
Orange	N Orange County	1021 W Bastanchury Road #161	Fullerton 92833	714-641-5400
Orange	Newport-Mesa USD	2985 Bear Street	Costa Mesa 92626	714-424-7578

Orange	Northeast Orange Cty	1301 E Orangethorpe Avenue	Placentia 92870	714-985-8659
Orange	Orange USD	1401 N Handy	Orange 92867	714-628-4065
Orange	S Orange County	25631 Peter Hartman Way	Mission Viejo 92691	949-580-3394
Orange	Santa Ana USD	1601 E Chestnut Avenue	Santa Ana 92701-6322	714-558-5861
Orange	Tustin USD	300 South C Street	Tustin 92780	714-730-7301 x 336
Orange	W Orange County	5832 Bolsa Avenue	Huntington Beach 92649	714-903-7000 x 4610
Placer	Placer County	360 Nevada Street	Auburn 95603	530-886-5873
Plumas	Plumas County	50 Church Street	Quincy 95971-6009	530-283-6500 x 227
Riverside	Corona-Norco USD	2820 Clark Avenue	Norco 92860	951-736-5091
Riverside	Moreno Valley	25634 Alessandro Blvd	Moreno Valley 92553	951-571-7500 X17282
Riverside	Riverside County	975 W Morgan Street, Bldg G	Perris 92571	951-490-0375
Riverside	Riverside USD	3380 14th Street	Riverside 92501	951-788-7135 x 80501
Sacramento	Elk Grove USD	9510 Elk Grove Florin Road	Elk Grove 95624-1801	916-686-7780 x 7453
Sacramento	Folsom-Cordova USD	10826 Gadsten Way	Rancho Cordova 95670	916-635-2802 x 209
Sacramento	Sacramento City USD	5735 47th Avenue	Sacramento 95824	916-643-9127
Sacramento	Sacramento County	PO Box 269003	Sacramento 95826-9003	916-228-2446
Sacramento	San Juan USD	3738 Walnut Avenue	Carmichael 95608	916-971-7953
San Benito	San Benito County	460 Fifth Street	Hollister 95023	831-637-5393 x 112
San Bernardino	Desert Mountain	Ed Serv Ctr, 17800 Highway 18	Apple Valley 92307-1221	760-242-6333 x 130
San Bernardino	East Valley Consortium	144 W Mountain View	San Bernardino 92408	909-252-4507
San Bernardino	Fontana USD	9680 Citrus Avenue, #33	Fontana 92335-5594	909-357-5000 x 7254
San Bernardino	Morongo USD	5715 Utah Trail	Twentynine Palms 92277	760-367-9191 x 230

San Bernardino	San Bernardino City USD	1535 W Highland Avenue	San Bernardino 92411	909-880-6863
San Bernardino	West End	8265 Aspen Avenue #200	Rancho Cucamonga 91730	909-476-6132
San Diego	East County	924 E Main Street	El Cajon 92021	619-590-3920
San Diego	North Coastal	255 Pico Avenue, Suite 101	San Marcos 92069	760-761-5111
San Diego	North Inland	398 D Street	Ramona 92069	760-788-4671
San Diego	Poway USD	13626 Twin Peaks Road	Poway 92064-3098	858-668-7233
San Diego	San Diego City USD	4100 Normal Street, Annex 2	San Diego 92103-2682	619-725-7700
San Diego	South Bay Service	800 National City Blvd, Suite 202	National City 91950	619-470-5224
San Francisco	San Francisco USD	1098 Harrison Street	San Francisco 94113	415-379-7655
San Joaquin	Lodi Area	1305 E Vine Street	Lodi 95240	209-331-7062
San Joaquin	San Joaquin County	PO Box 213030	Stockton 95213-9030	209-468-4925
San Joaquin	Stockton City USD	445 West Weber Avenue, Suite 128	Stockton 95203	209-933-7120 x 2561
San Luis Obispo	San Luis Obispo County	8005 Morro Road	Atascadero 93422	805-782-7301
San Mateo	San Mateo County	101 Twin Dolphin Drive	Redwood City 94065-1064	650-802-5464
Santa Barbara	Santa Barbara County	401 N Fairview Avenue	Goleta 93117	805-683-1424
Santa Clara	Santa Clara I-IV, VII	1290 Ridder Park Drive - MC 277	San Jose 95131-2398	408-453-6566
Santa Clara	Southeast Consortium	3434 Marten Avenue	San Jose 95148	408-223-3776
Santa Cruz	N Santa Cruz County	620 Monterey Avenue	Capitola 95010-2199	831-464-5631
Santa Cruz	Pajaro Valley Jt USD	294 Green Valley Road	Watsonville 95076	831-786-2100 x 2821
Shasta	Shasta County	1644 Magnolia Avenue	Redding 96001-1599	530-225-0100
Sierra	Sierra County	PO Box 157	Sierraville 96126-0157	530-993-4485

Siskiyou	Siskiyou County	609 South Gold Street	Yreka 96097	530-842-8441
Solano	Solano County	5100 Business Ctr Drive	Fairfield 94585	707-399-4461
Solano	Vallejo City USD	665 Walnut Avenue	Vallejo 94592	707-556-8921 x 50157/50158
Sonoma	Sonoma County	5340 Skylane Blvd	Santa Rosa 95403-1082	707-524-2750
Stanislaus	Modesto City Schs	426 Locust Street	Modesto 95351	209-576-4155
Stanislaus	Stanislaus County	1100 H Street, #841	Modesto 95351	209-541-2944
Sutter	Sutter County	970 Klamath Lane	Yuba City 95993	530-822-2910
Tehama	Tehama County	PO Box 689	Red Bluff 96080	530-528-7348
Trinity	Trinity County	PO Box 1256	Weaverville 96093	530-623-2861 x 234
Tulare	Tulare County	PO Box 5091	Visalia 93278-5091	559-730-2910 x 5120
Tuolomne	Tuolomne County	175 S Fairview Lane	Sonora 95370-4859	209-536-2007
Ventura	Ventura County	5100 Adolfo Road	Camarillo 93012	805-437-1561
Yolo	Yolo County	1280 Santa Anita Court, Ste150	Woodland 95776	530-668-3787
Yuba	Yuba County	935 14th Street	Marysville 95901-4198	530-749-4873

APPENDIX G: GENERAL LAWS RELATED TO SPECIAL EDUCATION

California Education Code, Part 30

Section 56001 (f) (Local Plan Development)

"Education programs are provided under an approved Local Plan for special education that sets forth the elements of the programs in accordance with this part. This plan for Special Education shall be developed cooperatively with input from the community advisory committee and appropriate representation from special and regular teachers and administrators selected by the groups they represent to ensure effective participation and communications."

Section 56190 (Advisory Capacity)

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

Section* 56191 *(CAC Appointments)

"The members of the community advisory committee shall be appointed by, and responsible to, the governing board of each participating district or county office, or any combination thereof participating in the Local Plan. Appointment shall be in accordance with a locally determined selection procedure that is described in the Local Plan. Where appropriate, this procedure shall provide for selection of representatives of groups specified in Section 56192 (see below) by their peers. Such procedure shall provide that terms of appointment are for at least two years and are annually staggered to ensure that no more than one half of the membership serves the first year of the term in anyone year."

Section* 56192 *(CAC Composition)

"The community advisory committee shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs."

Section* 56193 *(Parent Majority)

"At least the majority of such committee shall be composed of parents of pupils enrolled in schools participating in the Local Plan, and at least a majority of such parents shall be parents of individuals with exceptional needs."

Section* 56194 *(CAC Responsibilities)

"The community advisory committee shall have the authority and fulfill the responsibilities that are defined for it in the Local Plan. The responsibilities shall include, but need not be limited to, all the following:

(a) Advising the policy and administrative entity of the district, special education Local Plan area, or county office, regarding the development, amendment, and review of the Local Plan. The entity shall review and consider comments from the community advisory committee.
(b) Recommending annual priorities to be addressed by the plan.
(c) Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
(d) Encouraging community involvement in the development and review of the Local Plan.
(e) Supporting activities on behalf of individuals with exceptional needs.
(f) Assisting in parent awareness of the importance of regular school attendance."

Section 56205(b)6) (CAC Review of Local Plan)
"Verification that the plan has been reviewed by the community advisory committee and that the committee had at least 30 days to conduct this review prior to submission of the plan to the superintendent."

Section 56195.7(c) (2) (Regionalized Services)
"These agreements shall include, but not be limited to, the following:
(c) ...Regionalized services to local programs, including, but not limited to all of the following: ...
(2) ...Personnel development, including training for staff, parents, and members of the community advisory committee pursuant to Article 3 (commencing with Section 56240)."

Section* 56195.9 *(Local Plan Developed/Updated by Committee)
"The plan for special education shall be developed and updated cooperatively by a committee of representatives of special and regular teachers and administrators selected by the groups they represent and with participation by parent members of the community advisory committee, or parents selected by the community advisory committee, to ensure adequate and effective participation and communication."

Section 56240 (Participation in SELPA trainings)
"Staff development programs shall be provided for regular and special education teachers, administrators, certificated and classified employees, volunteers, community advisory committee members and, as appropriate, members of the district and county governing boards. The programs shall be coordinated with other staff development programs in the special education Local Plan area, , including school level staff development programs authorized by state and federal law."

All the laws can be found in *California Special Education Program: A Composite of Laws, Education Code - Part 30, Other Related Laws and California Code of Regulations - Title* 5, published by the California Department of Education. * The Composite of Laws may be accessed on the CDE website, http://www.cde.ca.gov/sp/se/lr/ .

Section 504* (29 *USC Section* 794 *and* 34 *CFR Section 104.4)
Section 504 of the Federal Rehabilitation Act of 1973 provides that no program or activity that receives federal money, including educational programs, may exclude a person with disabilities from participation in the program based solely upon the person's disability.

Public Law 94-142
In 1975 P.L. 94-142, the Education for the Handicapped Act (EHA), was passed. It established a national policy that education, as a fundamental right, must be extended to all children with disabilities. This law mandates that all children with disabilities shall be:

- provided a free appropriate public education
- educated in the least restrictive environment based on individual needs

Public Law 94-142 established federal grants to states to help pay for the excess costs of special education and related services. States that receive these federal monies must comply with federal special education law and its regulations. This law also provides parents of qualified children unprecedented rights to collaborate in developing their child's educational program.

Assembly Bill* 3632 (1984) *(Chapter* 26.5 *of the Government Code)
AB. 3632, passed by the California Legislature in 1984, mandates interagency responsibilities for providing services to children with disabilities. Specifically, the legislation requires that:

- California Children Services shall be responsible for providing medically necessary occupational and physical therapy assessments and services
- the public mental health agencies shall be responsible for providing psychotherapy or other mental health services

Services provided under AB. 3632 are considered to be designated instruction services and, as such, are added to a child's educational program only by the individualized education program (IEP) team.

Public Law 99-457
In 1986 P.L. 99-457 was passed. It amended P.L. 94-142 by authorizing the development of early intervention services for children ages birth to 3 and the expansion of services for handicapped children ages 3-5. Key provisions of P.L. 99-457 are as follows:

- identification and coordination of all available resources within the state from federal, state, local, and private sources
- money to be used to develop currently unavailable services and to expand existing ones

In 1990, P.L. 99-457 became part of the IDEA

Public Law 101-476 (Amendments to EHA, 1990)
In 1990 the Education for the Handicapped Act (EHA) (P.L. 94-142) was amended. Under the amendments contained in P.L. 101-476, the EHA was retitled "Individuals with Disabilities Education Act." The term *handicapped* in the act has been changed to

the current preferred term, *disabled.* Further, in accordance with the trend for using "people first" language, terminology under the Act has been changed. For example, *handicapped children* under the Act are now referred to as *children with disabilities.* Highlights of the 1990 amendments include:

- new classifications pertaining to students with disabilities, including those for "autism" and "traumatic brain injury"
- additional related services that are required to be provided under the Act: social work services and rehabilitation counseling
- service related to "assistive technology devices" and "assistive technology services" that can be considered in conjunction with one another:
  assistive technology device-any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities

  assistive technology service-any service that directly assists an individual with disabilities in the selection, acquisition, or use of an assistive technology, all at no cost to parents of children who need these services
- the requirement that, where appropriate, transition services must be addressed in IEPs.
  Transition services are defined as:

  a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to postschool activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Under the amendment, transition services must be included in an IEP once the child turns age 16 and must be provided in the IEP before the age of 16 when appropriate.

- The U.S. Department of Education must collate and summarize public comment regarding attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD) in the areas of identification, assessment, and educational strategies.

APPENDIX H:
RALPH M. BROWN ACT

Government Code – Sections 54950-54963

Section 54950. Policy Declaration

In enacting this chapter, the Legislature finds and declares that the public commissions, boards and councils and the other public agencies in this State exist to aid in the conduct of the people's business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly.

The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.

54950.5. Title

This chapter shall be known as the Ralph M. Brown Act.

54951. As used in this chapter, "local agency" means a county, city, whether general law or chartered, city and county, town, school district, municipal corporation, district, political subdivision, or any board, commission or agency thereof, or other local public agency.

54952. Definition of Legislative Body

As used in this chapter, "legislative body" means:

(a) The governing body of a local agency or any other local body created by state or federal statute.

(b) A commission, committee, board, or other body of a local agency, whether permanent or temporary, decision making or advisory, created by charter, ordinance, resolution, or formal action of a legislative body. However, advisory committees, composed solely of the members of the legislative body that are less than a quorum of the legislative body are not legislative bodies, except that standing committees of a legislative body, irrespective of their composition, which have a continuing subject matter jurisdiction, or a meeting schedule fixed by charter, ordinance, resolution, or formal action of a legislative body are legislative bodies for purposes of this chapter.

(c) (1) A board, commission, committee, or other multimember body that governs a private corporation, limited liability company, or other entity that either:

(A) Is created by the elected legislative body in order to exercise authority that may lawfully be delegated by the elected governing body to a private corporation, limited liability company, or other entity.

(B) Receives funds from a local agency and the membership of whose governing body includes a member of the legislative body of the local agency appointed to that governing body as a full voting member by the legislative body of the local agency.

(2) Notwithstanding subparagraph (B) of paragraph (1), no board, commission, committee, or other multimember body that governs a private corporation, limited liability company, or other entity that receives funds from a local agency and, as of February 9, 1996, has a member of the legislative body of the local agency as a full voting member of the governing body of that private corporation, limited liability company, or other entity shall be relieved from the public meeting requirements of this chapter by virtue of a change in status of the full voting member to a nonvoting member.

(d) The lessee of any hospital the whole or part of which is first leased pursuant to subdivision (p) of Section 32121 of the Health and Safety Code after January 1, 1994, where the lessee exercises any material authority of a legislative body of a local agency delegated to it by that legislative body whether the lessee is organized and operated by the local agency or by a delegated authority.

54952.1. Conduct of Member

Any person elected to serve as a member of a legislative body who has not yet assumed the duties of office shall conform his or her conduct to the requirements of this chapter and shall be treated for purposes of enforcement of this chapter as if he or she has already assumed office.

54952.2. Bodies with Delegated Authority Included

(a) As used in this chapter, "meeting" means any congregation of a majority of the members of a legislative body at the same time and location, including teleconference location as permitted by Section 54953, to hear, discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the legislative body.

(b) (1) A majority of the members of a legislative body shall not, outside a meeting authorized by this chapter, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business that is within the subject matter jurisdiction of the legislative body.

(2) Paragraph (1) shall not be construed as preventing an employee or official of a local agency, from engaging in separate conversations or communications outside of a meeting authorized by this chapter with members of a legislative body in order to answer questions or provide information regarding a matter that is within the subject matter jurisdiction of the local agency, if that person does not communicate to members of the legislative body the comments or position of any other member or members of the legislative body.

(c) Nothing in this section shall impose the requirements of this chapter upon any of the following:

(1) Individual contacts or conversations between a member of a legislative body and any other person that do not violate subdivision (b).

(2) The attendance of a majority of the members of a legislative body at a conference or similar gathering open to the public that involves a discussion of issues of general interest to the

public or to public agencies of the type represented by the legislative body, provided that a majority of the members do not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the subject matter jurisdiction of the local agency. Nothing in this paragraph is intended to allow members of the public free admission to a conference or similar gathering at which the organizers have required other participants or registrants to pay fees or charges as a condition of attendance.

(3) The attendance of a majority of the members of a legislative body at an open and publicized meeting organized to address a topic of local community concern by a person or organization other than the local agency, provided that a majority of the members do not discuss among themselves, other than as part of the scheduled program, business of a specific nature that is within the subject matter jurisdiction of the legislative body of the local agency.

(4) The attendance of a majority of the members of a legislative body at an open and noticed meeting of another body of the local agency, or at an open and noticed meeting of a legislative body of another local agency, provided that a majority of the members do not discuss among themselves, other than as part of the scheduled meeting, business of a specific nature that is within the subject matter jurisdiction of the legislative body of the local agency.

(5) The attendance of a majority of the members of a legislative body at a purely social or ceremonial occasion, provided that a majority of the members do not discuss among themselves business of a specific nature that is within the subject matter jurisdiction of the legislative body of the local agency.

(6) The attendance of a majority of the members of a legislative body at an open and noticed meeting of a standing committee of that body, provided that the members of the legislative body who are not members of the standing committee attend only as observers.

54952.6. Definition of Action Taken

As used in this chapter, "action taken" means a collective decision made by a majority of the members of a legislative body, a collective commitment or promise by a majority of the members of a legislative body to make a positive or a negative decision, or an actual vote by a majority of the members of a legislative body when sitting as a body or entity, upon a motion, proposal, resolution, order or ordinance.

54952.7. Copy of Law to Legislative Body

A legislative body of a local agency may require that a copy of this chapter be given to each member of the legislative body and any person elected to serve as a member of the legislative body who has not assumed the duties of office. An elected legislative body of a local agency may require that a copy of this chapter be given to each member of each legislative body all or a majority of whose members are appointed by or under the authority of the elected legislative body.

54953. Open Meetings and Video Teleconferencing

(a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during a teleconferenced meeting shall be by rollcall.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivision (d). The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, "teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations.

(c) No legislative body shall take action by secret ballot, whether preliminary or final.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), when a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and that number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.(4) This subdivision shall remain in effect only until January 1, 2009.

54953.1. Right to Testify in Private

The provisions of this chapter shall not be construed to prohibit the members of the legislative body of a local agency from giving testimony in private before a grand jury, either as individuals or as a body.

54953.2. Meeting the Requirements of the Americans with Disabilities Act

All meetings of a legislative body of a local agency that are open and public shall meet the protections and prohibitions contained in Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof.

54953.3. Registration not Mandatory

A member of the public shall not be required, as a condition to attendance at a meeting of a legislative body of a local agency, to register his or her name, to provide other information, to complete a questionnaire, or otherwise to fulfill any condition precedent to his or her attendance. If an attendance list, register, questionnaire, or other similar document is posted at or near the entrance to the room where the meeting is to be held, or is circulated to the persons present during the meeting, it shall state clearly that the signing, registering, or completion of the document is voluntary, and that all persons may attend the meeting regardless of whether a person signs, registers, or completes the document.

54953.5. Tape Recording

(a) Any person attending an open and public meeting of a legislative body of a local agency shall have the right to record the proceedings with an audio or video recorder or a still or motion picture camera in the absence of a reasonable finding by the legislative body of the local agency that the recording cannot continue without noise, illumination, or obstruction of view that constitutes, or would constitute, a persistent disruption of the proceedings.

(b) Any audio or video recording of an open and public meeting made for whatever purpose by or at the direction of the local agency shall be subject to inspection pursuant to the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1), but, notwithstanding Section 34090, may be erased or destroyed 30 days after the recording. Any inspection of an audio or video recording shall be provided without charge on equipment made available by the local agency.

54953.6. Broadcasting Meetings

No legislative body of a local agency shall prohibit or otherwise restrict the broadcast of its open and public meetings in the absence of a reasonable finding that the broadcast cannot be accomplished without noise, illumination, or obstruction of view that would constitute a persistent disruption of the proceedings.

54953.7. Greater Access to Meeting Permitted

Notwithstanding any other provision of law, legislative bodies of local agencies may impose requirements upon themselves which allow greater access to their meetings than prescribed by

the minimal standards set forth in this chapter. In addition thereto, an elected legislative body of a local agency may impose such requirements on those appointed legislative bodies of the local agency of which all or a majority of the members are appointed by or under the authority of the elected legislative body.

54954. Conduct of Business; Time and Place for Regular Meetings

(a) Each legislative body of a local agency, except for advisory committees or standing committees, shall provide, by ordinance, resolution, bylaws, or by whatever other rule is required for the conduct of business by that body, the time and place for holding regular meetings. Meetings of advisory committees or standing committees, for which an agenda is posted at least 72 hours in advance of the meeting pursuant to subdivision (a) of Section 54954.2, shall be considered for purposes of this chapter as regular meetings of the legislative body.

(b) Regular and special meetings of the legislative body shall be held within the boundaries of the territory over which the local agency exercises jurisdiction, except to do any of the following:

(1) Comply with state or federal law or court order, or attend a judicial or administrative proceeding to which the local agency is a party.

(2) Inspect real or personal property which cannot be conveniently brought within the boundaries of the territory over which the local agency exercises jurisdiction provided that the topic of the meeting is limited to items directly related to the real or personal property.

(3) Participate in meetings or discussions of multiagency significance that are outside the boundaries of a local agency's jurisdiction. However, any meeting or discussion held pursuant to this subdivision shall take place within the jurisdiction of one of the participating local agencies and be noticed by all participating agencies as provided for in this chapter.

(4) Meet in the closed meeting facility if the local agency has no meeting facility within the boundaries of the territory over which the local agency exercises jurisdiction, or at the principal office of the local agency if that office is located outside the territory over which the agency exercises jurisdiction.

(5) Meet outside their immediate jurisdiction with elected or appointed officials of the United States or the State of California when a local meeting would be impractical, solely to discuss a legislative or regulatory issue affecting the local agency and over which the federal or state officials have jurisdiction.

(6) Meet outside their immediate jurisdiction if the meeting takes place in or nearby a facility owned by the agency, provided that the topic of the meeting is limited to items directly related to the facility.

(7) Visit the office of the local agency's legal counsel for a closed session on pending litigation held pursuant to Section 54956.9, when to do so would reduce legal fees or costs.

(c) Meetings of the governing board of a school district shall be held within the district, except under the circumstances enumerated in subdivision (b), or to do any of the following:

(1) Attend a conference on non-adversarial collective bargaining techniques.

(2) Interview members of the public residing in another district with reference to the trustees' potential employment of an applicant for the position of the superintendent of the district.

(3) Interview a potential employee from another district.

(d) Meetings of a joint powers authority shall occur within the territory of at least one of its member agencies, or as provided in subdivision (b). However, a joint powers authority which has members throughout the state may meet at any facility in the state which complies with the requirements of Section 54961.

(e) If, by reason of fire, flood, earthquake, or other emergency, it shall be unsafe to meet in the place designated, the meetings shall be held for the duration of the emergency at the place designated by the presiding officer of the legislative body or his or her designee in a notice to the local media that have requested notice pursuant to Section 54956, by the most rapid means of communication available at the time.

54954.1. Notice of Meeting

Any person may request that a copy of the agenda, or a copy of all the documents constituting the agenda packet, of any meeting of a legislative body be mailed to that person. If requested, the agenda and documents in the agenda packet shall be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Upon receipt of the written request, the legislative body or its designee shall cause the requested materials to be mailed at the time the agenda is posted pursuant to Section 54954.2 and 54956 or upon distribution to all, or a majority of all, of the members of a legislative body, whichever occurs first. Any request for mailed copies of agendas or agenda packets shall be valid for the calendar year in which it is filed, and must be renewed following January 1 of each year. The legislative body may establish a fee for mailing the agenda or agenda packet, which fee shall not exceed the cost of providing the service. Failure of the requesting person to receive the agenda or agenda packet pursuant to this section shall not constitute grounds for invalidation of the actions of the legislative body taken at the meeting for which the agenda or agenda packet was not received.

54954.2. Agenda Requirements

(a) (1) At least 72 hours before a regular meeting, the legislative body of the local agency, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. A brief general description of an item generally need not exceed 20 words. The agenda shall specify the time and location of the regular meeting and shall be posted in a location that is freely accessible to members of the public. If requested, the agenda shall be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. The agenda shall include information regarding how, to whom, and when a request for disability related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

(2) No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3. In addition, on their own initiative or in response to questions posed by the public, a member of a legislative body or its staff may ask a question for clarification, make a brief announcement, or make a brief report on his or her own activities. Furthermore, a member of a legislative body, or the body itself, subject to rules or procedures of the legislative body, may provide a reference to staff or other resources for factual information, request staff to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

(b) Notwithstanding subdivision (a), the legislative body may take action on items of business not appearing on the posted agenda under any of the conditions stated below. Prior to discussing any item pursuant to this subdivision, the legislative body shall publicly identify the item.

(1) Upon a determination by a majority vote of the legislative body that an emergency situation exists, as defined in Section 54956.5.

(2) Upon a determination by a two-thirds vote of the members of the legislative body present at the meeting, or, if less than two-thirds of the members are present, a unanimous vote of those members present, that there is a need to take immediate action and that the need for action came to the attention of the local agency subsequent to the agenda being posted as specified in subdivision (a).

(3) The item was posted pursuant to subdivision (a) for a prior meeting of the legislative body occurring not more than five calendar days prior to the date action is taken on the item, and at the prior meeting the item was continued to the meeting at which action is being taken.

(c) This section is necessary to implement and reasonably within the scope of paragraph (1) of subdivision (b) of Section 3 of Article I of the California Constitution.

54954.3. Public Testimony

(a) Every agenda for regular meetings shall provide an opportunity for members of the public to directly address the legislative body on any item of interest to the public, before or during the legislative body's consideration of the item, that is within the subject matter jurisdiction of the legislative body, provided that no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of Section 54954.2. However, the agenda need not provide an opportunity for members of the public to address the legislative body on any item that has already been considered by a committee, composed exclusively of members of the legislative body, at a public meeting wherein all interested members of the public were afforded the opportunity to address the committee on the item, before or during the committee's consideration of the item, unless the item has been substantially changed since the committee heard the item, as determined by the legislative body. Every notice for a special meeting shall provide an opportunity for members of the public to directly address the legislative body concerning any item that has been described in the notice for the meeting before or during consideration of that item.

(b) The legislative body of a local agency may adopt reasonable regulations to ensure that the intent of subdivision (a) is carried out, including, but not limited to, regulations limiting the total

amount of time allocated for public testimony on particular issues and for each individual speaker.

(c) The legislative body of a local agency shall not prohibit public criticism of the policies, procedures, programs, or services of the agency, or of the acts or omissions of the legislative body. Nothing in this subdivision shall confer any privilege or protection for expression beyond that otherwise provided by law.

54954.4. Reimbursement for Mandated Costs

(a) The Legislature hereby finds and declares that Section 12 of Chapter 641 of the Statutes of 1986, authorizing reimbursement to local agencies and school districts for costs mandated by the state pursuant to that act, shall be interpreted strictly. The intent of the Legislature is to provide reimbursement for only those costs which are clearly and unequivocally incurred as the direct and necessary result of compliance with Chapter 641 of the Statutes of 1986.

(b) In this regard, the Legislature directs all state employees and officials involved in reviewing or authorizing claims for reimbursement, or otherwise participating in the reimbursement process, to rigorously review each claim and authorize only those claims, or parts thereof, which represent costs which are clearly and unequivocally incurred as the direct and necessary result of compliance with Chapter 641 of the Statutes of 1986 and for which complete documentation exists. For purposes of Section 54954.2, costs eligible for reimbursement shall only include the actual cost to post a single agenda for any one meeting.

(c) The Legislature hereby finds and declares that complete, faithful, and uninterrupted compliance with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code) is a matter of overriding public importance. Unless specifically stated, no future Budget Act, or related budget enactments, shall, in any manner, be interpreted to suspend, eliminate, or otherwise modify the legal obligation and duty of local agencies to fully comply with Chapter 641 of the Statutes of 1986 in a complete, faithful, and uninterrupted manner.

54954.5. Closed Session

For purposes of describing closed session items pursuant to Section 54954.2, the agenda may describe closed sessions as provided below. No legislative body or elected official shall be in violation of Section 54954.2 or 54956 if the closed session items were described in substantial compliance with this section. Substantial compliance is satisfied by including the information provided below, irrespective of its format.

(a) With respect to a closed session held pursuant to Section 54956.7:

LICENSE/PERMIT DETERMINATION
Applicant(s): (Specify number of applicants)

(b) With respect to every item of business to be discussed in closed session pursuant to Section
54956.8:

CONFERENCE WITH REAL PROPERTY NEGOTIATORS

Property: (Specify street address, or if no street address, the parcel number or other unique reference, of the real property under negotiation)

Agency negotiator: (Specify name of negotiators attending the closed session) (If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator so long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Negotiating parties: (specify name of party (not agent)

Under negotiation: (Specify whether instruction to negotiator will concern price, terms of payment, or both)

(c) With respect to every item of business to be discussed in closed session pursuant to Section 54956.9:

CONFERENCE WITH LEGAL COUNSEL--EXISTING LITIGATION
(Subdivision (a) of Section 54956.9)

Name of case: (Specify by reference to claimant's name, names of parties, case or claim numbers) or Case name unspecified: (Specify whether disclosure would jeopardize service of process or existing settlement negotiations)

CONFERENCE WITH LEGAL COUNSEL--ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9: (Specify number of potential cases) (In addition to the information noticed above, the agency may be required to provide additional information on the agenda or in an oral statement prior to the closed session pursuant to subparagraphs (B) to (E), inclusive, of paragraph (3) of subdivision b) of Section 54956.9.)

Initiation of litigation pursuant to subdivision (c) of Section 54956.9: (Specify number of potential cases)

(d) With respect to every item of business to be discussed in closed session pursuant to Section 54956.95:

LIABILITY CLAIMS
Claimant: (Specify name unless unspecified pursuant to Section 54961) Agency claimed against: (Specify name)

(e) With respect to every item of business to be discussed in closed session pursuant to Section 54957:

THREAT TO PUBLIC SERVICES OR FACILITIES
Consultation with: (Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title)

PUBLIC EMPLOYEE APPOINTMENT
Title: (Specify description of position to be filled)

PUBLIC EMPLOYMENT

Title: (Specify description of position to be filled)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Title: (Specify position title of employee being reviewed)

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
(No additional information is required in connection with a closed session to consider discipline, dismissal, or release of a public employee. Discipline includes potential reduction of compensation.)

(f) With respect to every item of business to be discussed in closed session pursuant to Section 54957.6:

CONFERENCE WITH LABOR NEGOTIATORS
Agency designated representatives: (Specify names of designated representatives attending the closed session) (If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative so long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Employee organization: (Specify name of organization representing employee or employees in question) or

Unrepresented employee: (Specify position title of unrepresented employee who is the subject of the negotiations)

(g) With respect to closed sessions called pursuant to Section 54957.8:

CASE REVIEW/PLANNING
(No additional information is required in connection with a closed session to consider case review or planning.)

(h) With respect to every item of business to be discussed in closed session pursuant to Sections 1461, 32106, and 32155 of the Health and Safety Code or Sections 37606 and 37624.3 of the Government Code:

REPORT INVOLVING TRADE SECRET
Discussion will concern: (Specify whether discussion will concern proposed new service, program, or facility) Estimated date of public disclosure: (Specify month and year)

HEARINGS
Subject matter: (Specify whether testimony/deliberation will concern staff privileges, report of medical audit committee, or report of quality assurance committee)

(i) With respect to every item of business to be discussed in closed session pursuant to Section 54956.86:

CHARGE OR COMPLAINT INVOLVING INFORMATION PROTECTED BY FEDERAL LAW
(No additional information is required in connection with a closed session to discuss a charge or complaint pursuant to Section 54956.86.)

(j) With respect to every item of business to be discussed in closed session pursuant to Section 54956.96:

CONFERENCE INVOLVING A JOINT POWERS AGENCY
(Specify by name) Discussion will concern: (Specify closed session description used by the joint powers agency)

Name of local agency representative on joint powers agency board:
(Specify name) (Additional information listing the names of agencies or titles of representatives attending the closed session as consultants or other representatives.)

(k) With respect to every item of business to be discussed in closed session pursuant to Section 54956.75:

AUDIT BY BUREAU OF STATE AUDITS

54954.6. Conduct of Business, Time and Place for Regular Meetings

(a) (1) Before adopting any new or increased general tax or any new or increased assessment, the legislative body of a local agency shall conduct at least one public meeting at which local officials shall allow public testimony regarding the proposed new or increased general tax or new or increased assessment in addition to the noticed public hearing at which the legislative body proposes to enact or increase the general tax or assessment. For purposes of this section, the term "new or increased assessment" does not include any of the following:

(A) A fee that does not exceed the reasonable cost of providing the services, facilities, or regulatory activity for which the fee is charged.

(B) A service charge, rate, or charge, unless a special district's principal act requires the service charge, rate, or charge to conform to the requirements of this section.

(C) An ongoing annual assessment if it is imposed at the same or lower amount as any previous year.

(D) An assessment that does not exceed an assessment formula or range of assessments previously specified in the notice given to the public pursuant to subparagraph (G) of paragraph (2) of subdivision (c) and that was previously adopted by the agency or approved by the voters in the area where the assessment is imposed.

(E) Standby or immediate availability charges.

(2) The legislative body shall provide at least 45 days' public notice of the public hearing at which the legislative body proposes to enact or increase the general tax or assessment. The legislative body shall provide notice for the public meeting at the same time and in the same document as the notice for the public hearing, but the meeting shall occur prior to the hearing.

(b) (1) The joint notice of both the public meeting and the public hearing required by subdivision (a) with respect to a proposal for a new or increased general tax shall be accomplished by placing a display advertisement of at least one-eighth page in a newspaper of general circulation for three weeks pursuant to Section 6063 and by a first-class mailing to those interested parties who have filed a written request with the local agency for mailed notice of

public meetings or hearings on new or increased general taxes. The public meeting pursuant to subdivision (a) shall take place no earlier than 10 days after the first publication of the joint notice pursuant to this subdivision. The public hearing shall take place no earlier than seven days after the public meeting pursuant to this subdivision. Notwithstanding paragraph (2) of subdivision (a), the joint notice need not include notice of the public meeting after the meeting has taken place. The public hearing pursuant to subdivision (a) shall take place no earlier than 45 days after the first publication of the joint notice pursuant to this subdivision. Any written request for mailed notices shall be effective for one year from the date on which it is filed unless a renewal request is filed. Renewal requests for mailed notices shall be filed on or before April 1 of each year. The legislative body may establish a reasonable annual charge for sending notices based on the estimated cost of providing the service.

(2) The notice required by paragraph (1) of this subdivision shall include, but not be limited to, the following:

(A) The amount or rate of the tax. If the tax is proposed to be increased from any previous year, the joint notice shall separately state both the existing tax rate and the proposed tax rate increase.

(B) The activity to be taxed.

(C) The estimated amount of revenue to be raised by the tax annually.

(D) The method and frequency for collecting the tax.

(E) The dates, times, and locations of the public meeting and hearing described in subdivision (a).

(F) The phone number and address of an individual, office, or organization that interested persons may contact to receive additional information about the tax.

(c) (1) The joint notice of both the public meeting and the public hearing required by subdivision (a) with respect to a proposal for a new or increased assessment on real property shall be accomplished through a mailing, postage prepaid, in the United States mail and shall be deemed given when so deposited. The public meeting pursuant to subdivision (a) shall take place no earlier than 10 days after the joint mailing pursuant to this subdivision. The public hearing shall take place no earlier than seven days after the public meeting pursuant to this subdivision. The envelope or the cover of the mailing shall include the name of the local agency and the return address of the sender. This mailed notice shall be in at least 10-point type and shall be given to all property owners proposed to be subject to the new or increased assessment by a mailing by name to those persons whose names and addresses appear on the last equalized county assessment roll or the State Board of Equalization assessment roll, as the case may be.

(2) The joint notice required by paragraph (1) of this subdivision shall include, but not be limited to, the following:

(A) The estimated amount of the assessment per parcel. If the assessment is proposed to be increased from any previous year, the joint notice shall separately state both the amount of the existing assessment and the proposed assessment increase.

(B) A general description of the purpose or improvements that the assessment will fund.

(C) The address to which property owners may mail a protest against the assessment.

(D) The phone number and address of an individual, office, or organization that interested persons may contact to receive additional information about the assessment.

(E) A statement that a majority protest will cause the assessment to be abandoned if the assessment act used to levy the assessment so provides. Notice shall also state the percentage of protests required to trigger an election, if applicable.

(F) The dates, times, and locations of the public meeting and hearing described in subdivision (a).

(G) A proposed assessment formula or range as described in subparagraph (D) of paragraph (1) of subdivision (a) if applicable and that is noticed pursuant to this section.

(3) Notwithstanding paragraph (1), in the case of an assessment that is proposed exclusively for operation and maintenance expenses imposed throughout the entire local agency, or exclusively for operation and maintenance assessments proposed to be levied on 50,000 parcels or more, notice may be provided pursuant to this subdivision or pursuant to paragraph (1) of subdivision (b) and shall include the estimated amount of the assessment of various types, amounts, or uses of property and the information required by subparagraphs (B) to (G), inclusive, of paragraph (2) of subdivision (c).

(4) Notwithstanding paragraph (1), in the case of an assessment proposed to be levied pursuant to Part 2 (commencing with Section 22500) of Division 2 of the Streets and Highways Code by a regional park district, regional park and open-space district, or regional open-space district formed pursuant to Article 3 (commencing with Section 5500) of Chapter 3 of Division 5 of, or pursuant to Division 26 (commencing with Section 35100) of, the Public Resources Code, notice may be provided pursuant to paragraph (1) of subdivision (b).

(d) The notice requirements imposed by this section shall be construed as additional to, and not to supersede, existing provisions of law, and shall be applied concurrently with the existing provisions so as to not delay or prolong the governmental decision-making process.

(e) This section shall not apply to any new or increased general tax or any new or increased assessment that requires an election of either of the following:

(1) The property owners subject to the assessment.

(2) The voters within the local agency imposing the tax or assessment.

(f) Nothing in this section shall prohibit a local agency from holding a consolidated meeting or hearing at which the legislative body discusses multiple tax or assessment proposals.

(g) The local agency may recover the reasonable costs of public meetings, public hearings, and notice required by this section from the proceeds of the tax or assessment. The costs recovered for these purposes, whether recovered pursuant to this subdivision or any other provision of law, shall not exceed the reasonable costs of the public meetings, public hearings, and notice.

(h) Any new or increased assessment that is subject to the notice and hearing provisions of Article XIII C or XIII D of the California Constitution is not subject to the notice and hearing requirements of this section.

54955. Adjournment

The legislative body of a local agency may adjourn any regular, adjourned regular, special or adjourned special meeting to a time and place specified in the order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular or adjourned regular meeting the clerk or secretary of the legislative body may declare the meeting adjourned to a stated time and place and he shall cause a written notice of the adjournment to be given in the same manner as provided in Section 54956 for special meetings, unless such notice is waived as provided for special meetings. A copy of the order or notice of adjournment shall be conspicuously posted on or near the door of the place where the regular, adjourned regular, special or adjourned special meeting was held within 24 hours after the time of the adjournment. When a regular or adjourned regular meeting is adjourned as provided in this section, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment of any meeting fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by ordinance, resolution, bylaw, or other rule.

54955.1. Continuance

Any hearing being held, or noticed or ordered to be held, by a legislative body of a local agency at any meeting may by order or notice of continuance be continued or recontinued to any subsequent meeting of the legislative body in the same manner and to the same extent set forth in Section 54955 for the adjournment of meetings; provided, that if the hearing is continued to a time less than 24 hours after the time specified in the order or notice of hearing, a copy of the order or notice of continuance of hearing shall be posted immediately following the meeting at which the order or declaration of continuance was adopted or made.

54956. Special Meeting

A special meeting may be called at any time by the presiding officer of the legislative body of a local agency, or by a majority of the members of the legislative body, by delivering written notice to each member of the legislative body and to each local newspaper of general circulation and radio or television station requesting notice in writing. The notice shall be delivered personally or by any other means and shall be received at least 24 hours before the time of the meeting as specified in the notice. The call and notice shall specify the time and place of the special meeting and the business to be transacted or discussed. No other business shall be considered at these meetings by the legislative body. The written notice may be dispensed with as to any member who at or prior to the time the meeting convenes files with the clerk or secretary of the legislative body a written waiver of notice. The waiver may be given by telegram. The written notice may also be dispensed with as to any member who is actually present at the meeting at the time it convenes. The call and notice shall be posted at least 24 hours prior to the special meeting in a location that is freely accessible to members of the public.

54956.5. Emergency Meeting

(a) For purposes of this section, "emergency situation" means both of the following:

(1) An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health, safety, or both, as determined by a majority of the members of the legislative body.

(2) A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring a legislative body to provide one-hour notice before holding an emergency meeting under this section may endanger the public health, safety, or both, as determined by a majority of the members of the legislative body.

(b) (1) Subject to paragraph (2), in the case of an emergency situation involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, a legislative body may hold an emergency meeting without complying with either the 24-hour notice requirement or the 24-hour posting requirement of Section 54956 or both of the notice and posting requirements.

(2) Each local newspaper of general circulation and radio or television station that has requested notice of special meetings pursuant to Section 54956 shall be notified by the presiding officer of the legislative body, or designee thereof, one hour prior to the emergency meeting, or, in the case of a dire emergency, at or near the time that the presiding officer or designee notifies the members of the legislative body of the emergency meeting. This notice shall be given by telephone and all telephone numbers provided in the most recent request of a newspaper or station for notification of special meetings shall be exhausted. In the event that telephone services are not functioning, the notice requirements of this section shall be deemed waived, and the legislative body, or designee of the legislative body, shall notify those newspapers, radio stations, or television stations of the fact of the holding of the emergency meeting, the purpose of the meeting, and any action taken at the meeting as soon after the meeting as possible.

(c) During a meeting held pursuant to this section, the legislative body may meet in closed session pursuant to Section 54957 if agreed to by a two-thirds vote of the members of the legislative body present, or, if less than two-thirds of the members are present, by a unanimous vote of the members present.

(d) All special meeting requirements, as prescribed in Section 54956 shall be applicable to a meeting called pursuant to this section, with the exception of the 24-hour notice requirement.

(e) The minutes of a meeting called pursuant to this section, a list of persons who the presiding officer of the legislative body, or designee of the legislative body, notified or attempted to notify, a copy of the rollcall vote, and any actions taken at the meeting shall be posted for a minimum of 10 days in a public place as soon after the meeting as possible.

54956.6. Fees

No fees may be charged by the legislative body of a local agency for carrying out any provision of this chapter, except as specifically authorized by this chapter.

54956.7. Closed Session: Licensing Matter

Whenever a legislative body of a local agency determines that it is necessary to discuss and determine whether an applicant for a license or license renewal, who has a criminal record, is sufficiently rehabilitated to obtain the license, the legislative body may hold a closed session with the applicant and the applicant's attorney, if any, for the purpose of holding the discussion and making the determination. If the legislative body determines, as a result of the closed session, that the issuance or renewal of the license should be denied, the applicant shall be offered the opportunity to withdraw the application. If the applicant withdraws the application, no record shall be kept of the discussions or decisions made at the closed session and all matters relating to the closed session shall be confidential. If the applicant does not withdraw the application, the legislative body shall take action at the public meeting during which the closed session is held or at its next public meeting denying the application for the license but all matters relating to the closed session are confidential and shall not be disclosed without the consent of the applicant, except in an action by an applicant who has been denied a license challenging the denial of the license.

54956.75. Closed Session: Confidential Audit

(a) Nothing contained in this chapter shall be construed to prevent the legislative body of a local agency that has received a confidential final draft audit report from the Bureau of State Audits from holding closed sessions to discuss its response to that report.

(b) After the public release of an audit report by the Bureau of State Audits, if a legislative body of a local agency meets to discuss the audit report, it shall do so in an open session unless exempted from that requirement by some other provision of law.

54956.8. Closed Session: Negotiation for Purchase or Sale of Real Estate

Notwithstanding any other provision of this chapter, a legislative body of a local agency may hold a closed session with its negotiator prior to the purchase, sale, exchange, or lease of real property by or for the local agency to grant authority to its negotiator regarding the price and terms of payment for the purchase, sale, exchange, or lease.

However, prior to the closed session, the legislative body of the local agency shall hold an open and public session in which it identifies its negotiators, the real property or real properties which the negotiations may concern, and the person or persons with whom its negotiators may negotiate. For purposes of this section, negotiators may be members of the legislative body of the local agency. For purposes of this section, "lease" includes renewal or renegotiation of a lease. Nothing in this section shall preclude a local agency from holding a closed session for discussions regarding eminent domain proceedings pursuant to Section 54956.9.

54956.81. Closed Session: Pension Funds

Notwithstanding any other provision of this chapter, a legislative body of a local agency that invests pension funds may hold a closed session to consider the purchase or sale of particular, specific pension fund investments. All investment transaction decisions made during the closed session shall be made by rollcall vote entered into the minutes of the closed session as provided in subdivision (a) of Section 54957.2.

54956.86. Closed Session: Health Plan Charge or Complaint

Notwithstanding any other provision of this chapter, a legislative body of a local agency which provides services pursuant to Section 14087.3 of the Welfare and Institutions Code may hold a closed session to hear a charge or complaint from a member enrolled in its health plan if the member does not wish to have his or her name, medical status, or other information that is protected by federal law publicly disclosed. Prior to holding a closed session pursuant to this section, the legislative body shall inform the member, in writing, of his or her right to have the charge or complaint heard in an open session rather than a closed session.

54956.87. Closed Session: Knox-Keene Health Care Service Plan

(a) Notwithstanding any other provision of this chapter, the records of a health plan that is licensed pursuant to the Knox-Keene Health Care Service Plan Act of 1975 (Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code) and that is governed by a county board of supervisors, whether paper records, records maintained in the management information system, or records in any other form, that relate to provider rate or payment determinations, allocation or distribution methodologies for provider payments, formulas or calculations for these payments, and contract negotiations with providers of health care for alternative rates are exempt from disclosure for a period of three years after the contract is fully executed. The transmission of the records, or the information contained therein in an alternative form, to the board of supervisors shall not constitute a waiver of exemption from disclosure, and the records and information once transmitted to the board of supervisors shall be subject to this same exemption.

(b) Notwithstanding any other provision of law, the governing board of a health plan that is licensed pursuant to the Knox-Keene Health Care Service Plan Act of 1975 (Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code) and that is governed by a county board of supervisors may order that a meeting held solely for the purpose of discussion or taking action on health plan trade secrets, as defined in subdivision (f), shall be held in closed session. The requirements of making a public report of action taken in closed session, and the vote or abstention of every member present, may be limited to a brief general description without the information constituting the trade secret.

(c) Notwithstanding any other provision of law, the governing board of a health plan may meet in closed session to consider and take action on matters pertaining to contracts and contract negotiations by the health plan with providers of health care services concerning all matters related to rates of payment. The governing board may delete the portion or portions containing trade secrets from any documents that were finally approved in the closed session held pursuant to subdivision (b) that are provided to persons who have made the timely or standing request.

(d) Nothing in this section shall be construed as preventing the governing board from meeting in closed session as otherwise provided by law.

(e) The provisions of this section shall not prevent access to any records by the Joint Legislative Audit Committee in the exercise of its powers pursuant to Article 1 (commencing with Section 10500) of Chapter 4 of Part 2 of Division 2 of Title 2. The provisions of this section also shall not prevent access to any records by the Department of Corporations in the exercise of its powers pursuant to Article 1 (commencing with Section 1340) of Chapter 2.2 of Division 2 of the Health and Safety Code.

(f) For purposes of this section, "health plan trade secret" means a trade secret, as defined in subdivision (d) of Section 3426.1 of the Civil Code, that also meets both of the following criteria:

(1) The secrecy of the information is necessary for the health plan to initiate a new service, program, marketing strategy, business plan, or technology, or to add a benefit or product.

(2) Premature disclosure of the trade secret would create a substantial probability of depriving the health plan of a substantial economic benefit or opportunity.

54956.9. Closed Session: Pending Litigation

Nothing in this chapter shall be construed to prevent a legislative body of a local agency, based on advice of its legal counsel, from holding a closed session to confer with, or receive advice from, its legal counsel regarding pending litigation when discussion in open session concerning those matters would prejudice the position of the local agency in the litigation.

For purposes of this chapter, all expressions of the lawyer-client privilege other than those provided in this section are hereby abrogated. This section is the exclusive expression of the lawyer-client privilege for purposes of conducting closed-session meetings pursuant to this chapter.

For purposes of this section, "litigation" includes any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator.

For purposes of this section, litigation shall be considered pending when any of the following circumstances exist:

(a) Litigation, to which the local agency is a party, has been initiated formally.

(b) (1) A point has been reached where, in the opinion of the legislative body of the local agency on the advice of its legal counsel, based on existing facts and circumstances, there is a significant exposure to litigation against the local agency.

(2) Based on existing facts and circumstances, the legislative body of the local agency is meeting only to decide whether a closed session is authorized pursuant to paragraph (1) of this subdivision.

(3) For purposes of paragraphs (1) and (2), "existing facts and circumstances" shall consist only of one of the following:

(A) Facts and circumstances that might result in litigation against the local agency but which the local agency believes are not yet known to a potential plaintiff or plaintiffs, which facts and circumstances need not be disclosed.

(B) Facts and circumstances, including, but not limited to, an accident, disaster, incident, or transactional occurrence that might result in litigation against the agency and that are known to a potential plaintiff or plaintiffs, which facts or circumstances shall be publicly stated on the agenda or announced.

(C) The receipt of a claim pursuant to the Tort Claims Act or some other written communication from a potential plaintiff threatening litigation, which claim or communication shall be available for public inspection pursuant to Section 54957.5.

(D) A statement made by a person in an open and public meeting threatening litigation on a specific matter within the responsibility of the legislative body.

(E) A statement threatening litigation made by a person outside an open and public meeting on a specific matter within the responsibility of the legislative body so long as the official or employee of the local agency receiving knowledge of the threat makes a contemporaneous or other record of the statement prior to the meeting, which record shall be available for public inspection pursuant to Section 54957.5. The records so created need not identify the alleged victim of unlawful or tortious sexual conduct or anyone making the threat on their behalf, or identify a public employee who is the alleged perpetrator of any unlawful or tortious conduct upon which a threat of litigation is based, unless the identity of the person has been publicly disclosed.

(F) Nothing in this section shall require disclosure of written communications that are privileged and not subject to disclosure pursuant to the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1).

(c) Based on existing facts and circumstances, the legislative body of the local agency has decided to initiate or is deciding whether to initiate litigation. Prior to holding a closed session pursuant to this section, the legislative body of the local agency shall state on the agenda or publicly announce the subdivision of this section that authorizes the closed session. If the session is closed pursuant to subdivision (a), the body shall state the title of or otherwise specifically identify the litigation to be discussed, unless the body states that to do so would jeopardize the agency's ability to effectuate service of process upon one or more unserved parties, or that to do so would jeopardize its ability to conclude existing settlement negotiations to its advantage. A local agency shall be considered to be a "party" or to have a "significant exposure to litigation" if an officer or employee of the local agency is a party or has significant exposure to litigation concerning prior or prospective activities or alleged activities during the course and scope of that office or employment, including litigation in which it is an issue whether an activity is outside the course and scope of the office or employment.

54956.95. Closed Session: Tort Liability

(a) Nothing in this chapter shall be construed to prevent a joint powers agency formed pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1, for purposes of insurance pooling, or a local agency member of the joint powers agency, from holding a closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by the joint powers agency or a local agency member of the joint powers agency.

(b) Nothing in this chapter shall be construed to prevent the Local Agency Self-Insurance Authority formed pursuant to Chapter 5.5 (commencing with Section 6599.01) of Division 7 of Title 1, or a local agency member of the authority, from holding a closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by the authority or a local agency member of the authority.

(c) Nothing in this section shall be construed to affect Section 54956.9 with respect to any other local agency.

54956.96. Closed Session: Obtaining Legal Advice

(a) Nothing in this chapter shall be construed to prevent the legislative body of a joint powers agency formed pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1, from adopting a policy or a bylaw or including in its joint powers agreement provisions that authorize either or both of the following:

(1) All information received by the legislative body of the local agency member in a closed session related to the information presented to the joint powers agency in closed session shall be confidential. However, a member of the legislative body of a member local agency may disclose information obtained in a closed session that has direct financial or liability implications for that local agency to the following individuals:

(A) Legal counsel of that member local agency for purposes of obtaining advice on whether the matter has direct financial or liability implications for that member local agency.

(B) Other members of the legislative body of the local agency present in a closed session of that member local agency.

(2) Any designated alternate member of the legislative body of the joint powers agency who is also a member of the legislative body of a local agency member and who is attending a properly noticed meeting of the joint powers agency in lieu of a local agency member's regularly appointed member to attend closed sessions of the joint powers agency.

(b) If the legislative body of a joint powers agency adopts a policy or a bylaw or includes provisions in its joint powers agreement pursuant to subdivision (a), then the legislative body of the local agency member, upon the advice of its legal counsel, may conduct a closed session in order to receive, discuss, and take action concerning information obtained in a closed session of the joint powers agency pursuant to paragraph (1) of subdivision (a).

54957. Closed Sessions: Threat to National Security

(a) Nothing contained in this chapter shall be construed to prevent the legislative body of a local agency from holding closed sessions with the Attorney General, district attorney, agency counsel, sheriff, or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings, a threat to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service, or a threat to the public's right of access to public services or public facilities.

(b) (1) Subject to paragraph (2), nothing contained in this chapter shall be construed to prevent the legislative body of a local agency from holding closed sessions during a regular or special meeting to consider the appointment, employment, evaluation of performance, discipline, or dismissal of a public employee or to hear complaints or charges brought against the employee by another person or employee unless the employee requests a public session.

(2) As a condition to holding a closed session on specific complaints or charges brought against an employee by another person or employee, the employee shall be given written notice

of his or her right to have the complaints or charges heard in an open session rather than a closed session, which notice shall be delivered to the employee personally or by mail at least 24 hours before the time for holding the session. If notice is not given, any disciplinary or other action taken by the legislative body against the employee based on the specific complaints or charges in the closed session shall be null and void.

(3) The legislative body also may exclude from the public or closed meeting, during the examination of a witness, any or all other witnesses in the matter being investigated by the legislative body.

(4) For the purposes of this subdivision, the term "employee" shall include an officer or an independent contractor who functions as an officer or an employee but shall not include any elected official, member of a legislative body or other independent contractors. Nothing in this subdivision shall limit local officials' ability to hold closed session meetings pursuant to Sections 1461, 32106, and 32155 of the Health and Safety Code or Sections 37606 and 37624.3 of the Government Code. Closed sessions held pursuant to this subdivision shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline.

54957.1. Report Actions Taken in Closed Sessions

(a) The legislative body of any local agency shall publicly report any action taken in closed session and the vote or abstention on that action of every member present, as follows:

(1) Approval of an agreement concluding real estate negotiations pursuant to Section 54956.8 shall be reported after the agreement is final, as follows:

(A) If its own approval renders the agreement final, the body shall report that approval and the substance of the agreement in open session at the public meeting during which the closed session is held.

(B) If final approval rests with the other party to the negotiations, the local agency shall disclose the fact of that approval and the substance of the agreement upon inquiry by any person, as soon as the other party or its agent has informed the local agency of its approval.

(2) Approval given to its legal counsel to defend, or seek or refrain from seeking appellate review or relief, or to enter as an amicus curiae in any form of litigation as the result of a consultation under Section 54956.9 shall be reported in open session at the public meeting during which the closed session is held. The report shall identify, if known, the adverse party or parties and the substance of the litigation. In the case of approval given to initiate or intervene in an action, the announcement need not identify the action, the defendants, or other particulars, but shall specify that the direction to initiate or intervene in an action has been given and that the action, the defendants, and the other particulars shall, once formally commenced, be disclosed to any person upon inquiry, unless to do so would jeopardize the agency's ability to effectuate service of process on one or more unserved parties, or that to do so would jeopardize its ability to conclude existing settlement negotiations to its advantage. (3) Approval given to its legal counsel of a settlement of pending litigation, as defined in Section 54956.9, at any stage prior to or during a judicial or quasi-judicial proceeding shall be reported after the settlement is final, as follows:

(A) If the legislative body accepts a settlement offer signed by the opposing party, the body shall report its acceptance and identify the substance of the agreement in open session at the public meeting during which the closed session is held.

(B) If final approval rests with some other party to the litigation or with the court, then as soon as the settlement becomes final, and upon inquiry by any person, the local agency shall disclose the fact of that approval, and identify the substance of the agreement.

(4) Disposition reached as to claims discussed in closed session pursuant to Section 54956.95 shall be reported as soon as reached in a manner that identifies the name of the claimant, the name of the local agency claimed against, the substance of the claim, and any monetary amount approved for payment and agreed upon by the claimant.

(5) Action taken to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a public employee in closed session pursuant to Section 54957 shall be reported at the public meeting during which the closed session is held. Any report required by this paragraph shall identify the title of the position. The general requirement of this paragraph notwithstanding, the report of a dismissal or of the nonrenewal of an employment contract shall be deferred until the first public meeting following the exhaustion of administrative remedies, if any.

(6) Approval of an agreement concluding labor negotiations with represented employees pursuant to Section 54957.6 shall be reported after the agreement is final and has been accepted or ratified by the other party. The report shall identify the item approved and the other party or parties to the negotiation.

(7) Pension fund investment transaction decisions made pursuant to Section 54956.81 shall be disclosed at the first open meeting of the legislative body held after the earlier of the close of the investment transaction or the transfer of pension fund assets for the investment transaction.

(b) Reports that are required to be made pursuant to this section may be made orally or in writing. The legislative body shall provide to any person who has submitted a written request to the legislative body within 24 hours of the posting of the agenda, or to any person who has made a standing request for all documentation as part of a request for notice of meetings pursuant to Section 54954.1 or 54956, if the requester is present at the time the closed session ends, copies of any contracts, settlement agreements, or other documents that were finally approved or adopted in the closed session. If the action taken results in one or more substantive amendments to the related documents requiring retyping, the documents need not be released until the retyping is completed during normal business hours, provided that the presiding officer of the legislative body or his or her designee orally summarizes the substance of the amendments for the benefit of the document requester or any other person present and requesting the information.

(c) The documentation referred to in subdivision (b) shall be available to any person on the next business day following the meeting in which the action referred to is taken or, in the case of substantial amendments, when any necessary retyping is complete.

(d) Nothing in this section shall be construed to require that the legislative body approve actions not otherwise subject to legislative body approval.

(e) No action for injury to a reputational, liberty, or other personal interest may be commenced by or on behalf of any employee or former employee with respect to whom a disclosure is made by a legislative body in an effort to comply with this section.

(f) This section is necessary to implement, and reasonably within the scope of, paragraph (1) of subdivision (b) of Section 3 of Article I of the California Constitution.

54957.2. Closed Session: Minutes of Meeting

(a) The legislative body of a local agency may, by ordinance or resolution, designate a clerk or other officer or employee of the local agency who shall then attend each closed session of the legislative body and keep and enter in a minute book a record of topics discussed and decisions made at the meeting. The minute book made pursuant to this section is not a public record subject to inspection pursuant to the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1), and shall be kept confidential. The minute book shall be available only to members of the legislative body or, if a violation of this chapter is alleged to have occurred at a closed session, to a court of general jurisdiction wherein the local agency lies. Such minute book may, but need not, consist of a recording of the closed session.

(b) An elected legislative body of a local agency may require that each legislative body all or a majority of whose members are appointed by or under the authority of the elected legislative body keep a minute book as prescribed under subdivision (a).

54957.5. Disclosure of Agenda/Minutes as Public Records

(a) Notwithstanding Section 6255 or any other provisions of law, agendas of public meetings and any other writings, when distributed to all, or a majority of all, of the members of a legislative body of a local agency by any person in connection with a matter subject to discussion or consideration at an open meeting of the body, are disclosable public records under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1), and shall be made available upon request without delay. However, this section shall not include any writing exempt from public disclosure under Section 6253.5, 6254, 6254.3, 6254.7, 6254.15, 6254.16, or 6254.22.

(b) (1) If a writing that is a public record under subdivision (a), and that relates to an agenda item for an open session of a regular meeting of the legislative body of a local agency, is distributed less than 72 hours prior to that meeting, the writing shall be made available for public inspection pursuant to paragraph (2) at the time the writing is distributed to all, or a majority of all, of the members of the body.

(2) A local agency shall make any writing described in paragraph (1) available for public inspection at a public office or location that the agency shall designate for this purpose. Each local agency shall list the address of this office or location on the agendas for all meetings of the legislative body of that agency. The local agency also may post the writing on the local agency's Internet Web site in a position and manner that makes it clear that the writing relates to an agenda item for an upcoming meeting.

(3) This subdivision shall become operative on July 1, 2008.

(c) Writings that are public records under subdivision (a) and that are distributed during a public meeting shall be made available for public inspection at the meeting if prepared by the

local agency or a member of its legislative body, or after the meeting if prepared by some other person. These writings shall be made available in appropriate alternative formats upon request by a person with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof.

(d) Nothing in this chapter shall be construed to prevent the legislative body of a local agency from charging a fee or deposit for a copy of a public record pursuant to Section 6253, except that no surcharge shall be imposed on persons with disabilities in violation of Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof.

(e) This section shall not be construed to limit or delay the public's right to inspect or obtain a copy of any record required to be disclosed under the requirements of the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1). Nothing in this chapter shall be construed to require a legislative body of a local agency to place any paid advertisement or any other paid notice in any publication.

54957.6. Closed Session: Compensation & Wages

(a) Notwithstanding any other provision of law, a legislative body of a local agency may hold closed sessions with the local agency's designated representatives regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, and, for represented employees, any other matter within the statutorily provided scope of representation.

However, prior to the closed session, the legislative body of the local agency shall hold an open and public session in which it identifies its designated representatives. Closed sessions of a legislative body of a local agency, as permitted in this section, shall be for the purpose of reviewing its position and instructing the local agency's designated representatives.

Closed sessions, as permitted in this section, may take place prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees.

Closed sessions with the local agency's designated representative regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits may include discussion of an agency's available funds and funding priorities, but only insofar as these discussions relate to providing instructions to the local agency's designated representative.

Closed sessions held pursuant to this section shall not include final action on the proposed compensation of one or more unrepresented employees.

For the purposes enumerated in this section, a legislative body of a local agency may also meet with a state conciliator who has intervened in the proceedings.

(b) For the purposes of this section, the term "employee" shall include an officer or an independent contractor who functions as an officer or an employee, but shall not include any elected official, member of a legislative body, or other independent contractors.

54957.7. Statement of Reasons and Authority for Closed Sessions

(a) Prior to holding any closed session, the legislative body of the local agency shall disclose, in an open meeting, the item or items to be discussed in the closed session. The disclosure may take the form of a reference to the item or items as they are listed by number or letter on the agenda. In the closed session, the legislative body may consider only those matters covered in its statement. Nothing in this section shall require or authorize a disclosure of information prohibited by state or federal law.

(b) After any closed session, the legislative body shall reconvene into open session prior to adjournment and shall make any disclosures required by Section 54957.1 of action taken in the closed session.

(c) The announcements required to be made in open session pursuant to this section may be made at the location announced in the agenda for the closed session, as long as the public is allowed to be present at that location for the purpose of hearing the announcements.

54957.8. Closed Sessions: Multijurisdictional Drug Enforcement Agency

(a) For purposes of this section, "multijurisdictional law enforcement agency" means a joint powers entity formed pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1 that provides law enforcement services for the parties to the joint powers agreement for the purpose of investigating criminal activity involving drugs; gangs; sex crimes; firearms trafficking or felony possession of a firearm; high technology, computer, or identity theft; human trafficking; or vehicle theft.

(b) Nothing contained in this chapter shall be construed to prevent the legislative body of a multijurisdictional law enforcement agency, or an advisory body of a multijurisdictional law enforcement agency, from holding closed sessions to discuss the case records of any ongoing criminal investigation of the multijurisdictional law enforcement agency or of any party to the joint powers agreement, to hear testimony from persons involved in the investigation, and to discuss courses of action in particular cases.

54957.9. **Disruption of Meeting**

In the event that any meeting is willfully interrupted by a group or groups of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the members of the legislative body conducting the meeting may order the meeting room cleared and continue in session. Only matters appearing on the agenda may be considered in such a session. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this section. Nothing in this section shall prohibit the legislative body from establishing a procedure for readmitting an individual or individuals not responsible for willfully disturbing the orderly conduct of the meeting.

54957.10. Closed Session: Employee Application for Early Withdrawal of Funds

Notwithstanding any other provision of law, a legislative body of a local agency may hold closed sessions to discuss a local agency employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan.

54958. Application of Chapter

The provisions of this chapter shall apply to the legislative body of every local agency notwithstanding the conflicting provisions of any other state law.

54959. Violation of Chapters

Each member of a legislative body who attends a meeting of that legislative body where action is taken in violation of any provision of this chapter, and where the member intends to deprive the public of information to which the member knows or has reason to know the public is entitled under this chapter, is guilty of a misdemeanor.

54960. Civil Action for Violation of Chapter

(a) The district attorney or any interested person may commence an action by mandamus, injunction, or declaratory relief for the purpose of stopping or preventing violations or threatened violations of this chapter by members of the legislative body of a local agency or to determine the applicability of this chapter to actions or threatened future action of the legislative body, or to determine whether any rule or action by the legislative body to penalize or otherwise discourage the expression of one or more of its members is valid or invalid under the laws of this state or of the United States, or to compel the legislative body to audio record its closed sessions as hereinafter provided.

(b) The court in its discretion may, upon a judgment of a violation of Section 54956.7, 54956.8, 54956.9, 54956.95, 54957, or 54957.6, order the legislative body to audio record its closed sessions and preserve the audio recordings for the period and under the terms of security and confidentiality the court deems appropriate.

(c) (1) Each recording so kept shall be immediately labeled with the date of the closed session recorded and the title of the clerk or other officer who shall be custodian of the recording.

(2) The audio recordings shall be subject to the following discovery procedures:

(A) In any case in which discovery or disclosure of the audio recording is sought by either the district attorney or the plaintiff in a civil action pursuant to Section 54959, 54960, or 54960.1 alleging that a violation of this chapter has occurred in a closed session that has been recorded pursuant to this section, the party seeking discovery or disclosure shall file a written notice of motion with the appropriate court with notice to the governmental agency that has custody and control of the audio recording. The notice shall be given pursuant to subdivision (b) of Section 1005 of the Code of Civil Procedure.

(B) The notice shall include, in addition to the items required by Section 1010 of the Code of Civil Procedure, all of the following:

(i) Identification of the proceeding in which discovery or disclosure is sought, the party seeking discovery or disclosure, the date and time of the meeting recorded, and the governmental agency that has custody and control of the recording.

(ii) An affidavit that contains specific facts indicating that a violation of the act occurred in the closed session.

(3) If the court, following a review of the motion, finds that there is good cause to believe that a violation has occurred, the court may review, in camera, the recording of that portion of the closed session alleged to have violated the act.

(4) If, following the in camera review, the court concludes that disclosure of a portion of the recording would be likely to materially assist in the resolution of the litigation alleging violation of this chapter, the court shall, in its discretion, make a certified transcript of the portion of the recording a public exhibit in the proceeding.

(5) Nothing in this section shall permit discovery of communications that are protected by the attorney-client privilege.

54960.1. Civil Action for Violation of Chapter

(a) The district attorney or any interested person may commence an action by mandamus or injunction for the purpose of obtaining a judicial determination that an action taken by a legislative body of a local agency in violation of Section 54953, 54954.2, 54954.5, 54954.6, 54956, or 54956.5 is null and void under this section. Nothing in this chapter shall be construed to prevent a legislative body from curing or correcting an action challenged pursuant to this section.

(b) Prior to any action being commenced pursuant to subdivision (a), the district attorney or interested person shall make a demand of the legislative body to cure or correct the action alleged to have been taken in violation of Section 54953, 54954.2, 54954.5, 54954.6, 54956, or 54956.5. The demand shall be in writing and clearly describe the challenged action of the legislative body and nature of the alleged violation.

(c) (1) The written demand shall be made within 90 days from the date the action was taken unless the action was taken in an open session but in violation of Section 54954.2, in which case the written demand shall be made within 30 days from the date the action was taken.

(2) Within 30 days of receipt of the demand, the legislative body shall cure or correct the challenged action and inform the demanding party in writing of its actions to cure or correct or inform the demanding party in writing of its decision not to cure or correct the challenged action.

(3) If the legislative body takes no action within the 30-day period, the inaction shall be deemed a decision not to cure or correct the challenged action, and the 15-day period to commence the action described in subdivision (a) shall commence to run the day after the 30-day period to cure or correct expires.

(4) Within 15 days of receipt of the written notice of the legislative body's decision to cure or correct, or not to cure or correct, or within 15 days of the expiration of the 30-day period to cure or correct, whichever is earlier, the demanding party shall be required to commence the action pursuant to subdivision (a) or thereafter be barred from commencing the action.

(d) An action taken that is alleged to have been taken in violation of Section 54953, 54954.2, 54954.5, 54954.6, 54956, or 54956.5 shall not be determined to be null and void if any of the following conditions exist:

(1) The action taken was in substantial compliance with Sections 54953, 54954.2, 54954.5, 54954.6, 54956, and 54956.5.

(2) The action taken was in connection with the sale or issuance of notes, bonds, or other evidences of indebtedness or any contract, instrument, or agreement thereto.

(3) The action taken gave rise to a contractual obligation, including a contract let by competitive bid other than compensation for services in the form of salary or fees for professional services, upon which a party has, in good faith and without notice of a challenge to the validity of the action, detrimentally relied.

(4) The action taken was in connection with the collection of any tax.

(5) Any person, city, city and county, county, district, or any agency or subdivision of the state alleging noncompliance with subdivision (a) of Section 54954.2, Section 54956, or Section 54956.5, because of any defect, error, irregularity, or omission in the notice given pursuant to those provisions, had actual notice of the item of business at least 72 hours prior to the meeting at which the action was taken, if the meeting was noticed pursuant to Section 54954.2, or 24 hours prior to the meeting at which the action was taken if the meeting was noticed pursuant to Section 54956, or prior to the meeting at which the action was taken if the meeting is held pursuant to Section 54956.5.

(e) During any action seeking a judicial determination pursuant to subdivision (a) if the court determines, pursuant to a showing by the legislative body that an action alleged to have been taken in violation of Section 54953, 54954.2, 54954.5, 54954.6, 54956, or 54956.5 has been cured or corrected by a subsequent action of the legislative body, the action filed pursuant to subdivision (a) shall be dismissed with prejudice.

(f) The fact that a legislative body takes a subsequent action to cure or correct an action taken pursuant to this section shall not be construed or admissible as evidence of a violation of this chapter.

54960.5. Civil Action for Violation of Chapter

A court may award court costs and reasonable attorney fees to the plaintiff in an action brought pursuant to Section 54960 or 54960.1 where it is found that a legislative body of the local agency has violated this chapter. The costs and fees shall be paid by the local agency and shall not become a personal liability of any public officer or employee of the local agency.

A court may award court costs and reasonable attorney fees to a defendant in any action brought pursuant to Section 54960 or 54960.1 where the defendant has prevailed in a final determination of such action and the court finds that the action was clearly frivolous and totally lacking in merit.

54961. (a) No legislative body of a local agency shall conduct any meeting in any facility that prohibits the admittance of any person, or persons, on the basis of ancestry or any characteristic listed or defined in Section 11135, or which is inaccessible to disabled persons, or where members of the public may not be present without making a payment or purchase. This section shall apply to every local agency as defined in Section 54951.

(b) No notice, agenda, announcement, or report required under this chapter need identify any victim or alleged victim of tortuous sexual conduct or child abuse unless the identity of the person has been publicly disclosed.

54962. Closed Session: Expressed Authorization

Except as expressly authorized by this chapter, or by Sections 1461, 1462, 32106, and 32155 of the Health and Safety Code, or by Sections 37606, 37606.1, and 37624.3 of the Government Code as they apply to hospitals, or by any provision of the Education Code pertaining to school districts and community college districts, no closed session may be held by any legislative body of any local agency.

54963. Disclosure of Confidential Information Prohibited

(a) A person may not disclose confidential information that has been acquired by being present in a closed session authorized by Section 54956.7, 54956.8, 54956.86, 54956.87, 54956.9, 54957, 54957.6, 54957.8, or 54957.10 to a person not entitled to receive it, unless the legislative body authorizes disclosure of that confidential information.

(b) For purposes of this section, "confidential information" means a communication made in a closed session that is specifically related to the basis for the legislative body of a local agency to meet lawfully in closed session under this chapter.

(c) Violation of this section may be addressed by the use of such remedies as are currently available by law, including, but not limited to:

(1) Injunctive relief to prevent the disclosure of confidential information prohibited by this section.

(2) Disciplinary action against an employee who has willfully disclosed confidential information in violation of this section.

(3) Referral of a member of a legislative body who has willfully disclosed confidential information in violation of this section to the grand jury.

(d) Disciplinary action pursuant to paragraph (2) of subdivision (c) shall require that the employee in question has either received training as to the requirements of this section or otherwise has been given notice of the requirements of this section.

(e) A local agency may not take any action authorized by subdivision (c) against a person, nor shall it be deemed a violation of this section, for doing any of the following:

(1) Making a confidential inquiry or complaint to a district attorney or grand jury concerning a perceived violation of law, including disclosing facts to a district attorney or grand jury that are necessary to establish the illegality of an action taken by a legislative body of a local agency or the potential illegality of an action that has been the subject of deliberation at a closed session
if that action were to be taken by a legislative body of a local agency.

(2) Expressing an opinion concerning the propriety or legality of actions taken by a legislative body of a local agency in closed session, including disclosure of the nature and extent of the illegal or potentially illegal action.

(3) Disclosing information acquired by being present in a closed session under this chapter that is not confidential information.

(f) Nothing in this section shall be construed to prohibit disclosures under the whistleblower statutes contained in Section 1102.5 of the Labor Code or Article 4.5 (commencing with Section 53296) of Chapter 2 of this code.