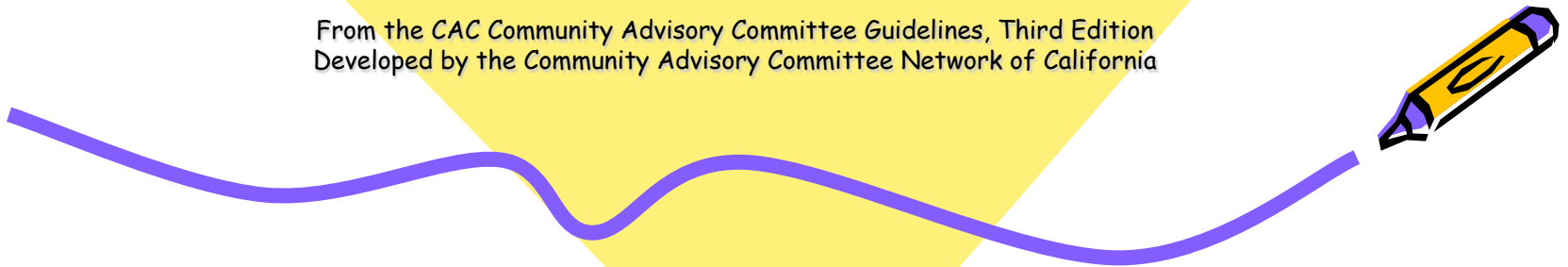




# Community Advisory Committee (CAC)

## A Brief Introduction

From the *CAC Community Advisory Committee Guidelines, Third Edition*  
Developed by the *Community Advisory Committee Network of California*



# CACs are the heart of the California Education System.

- A vital component of effective special education programs in our schools
- Commissioned by law and are to be a reflection of the community they serve
- 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



# CACs have specific and important roles and responsibilities.

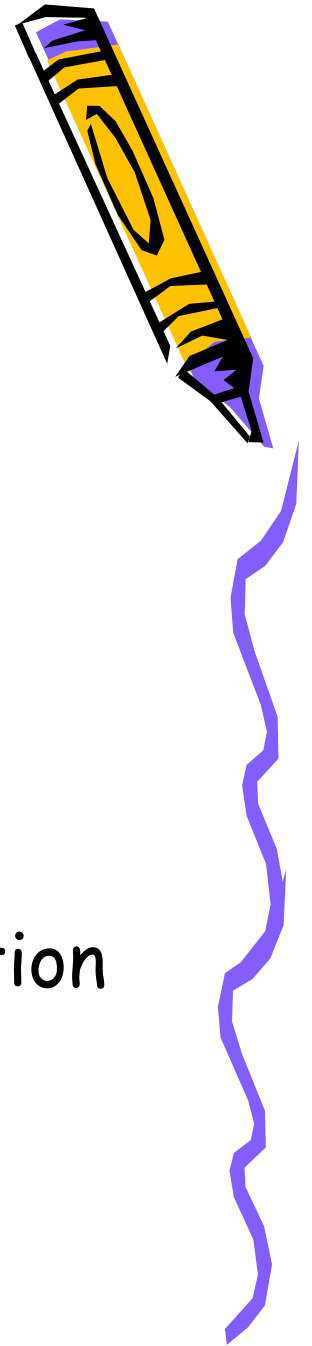


- Every Special Education Local Plan Area (SELPA) is required to establish a CAC.
- It is a legislative mandate (California Education Code Section 56194).
- Provides the vehicle for active community involvement in development and review of the local plan, in parent training and education, and in bringing about positive changes in the educational system at both the local and state levels



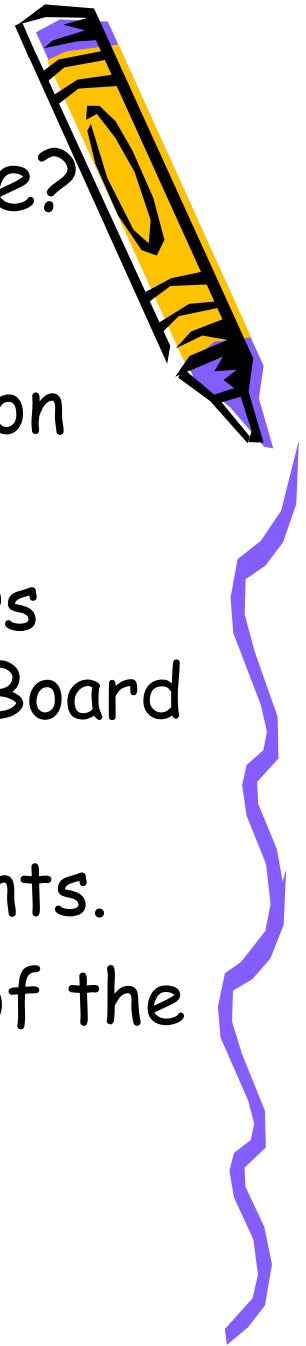
# Legislative Mandate and Special Education Laws:

- What is the Community Advisory Committee (CAC) Legislative Mandate?
- Legislative Mandates for CACs
- California Education Code, Part 30
- General Laws Related to Special Education



# What is the CAC Legislative Mandate?

- The Individuals with Disabilities Education Act (IDEA)
- CAC members are selected by their peers then must be formally appointed by the Board of Education.
- Most of the CAC members must be parents.
- The CAC is involved in the development of the local plan for special education.



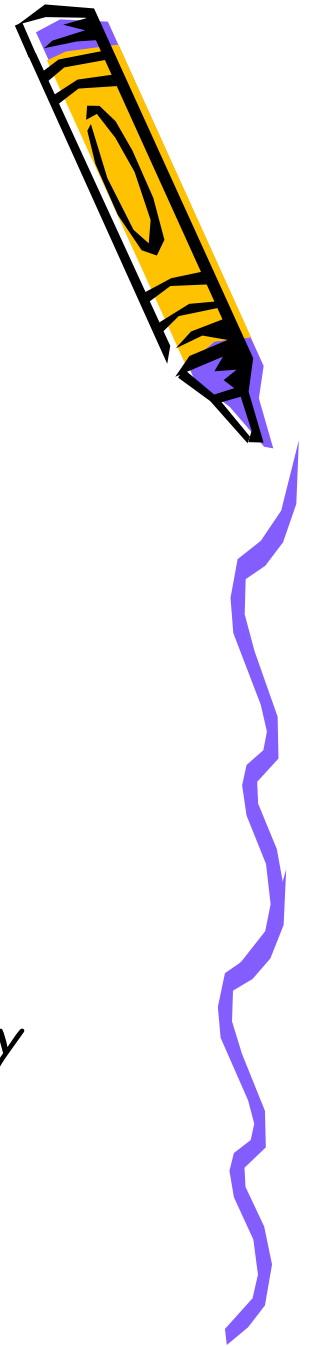
# Legislative Mandate for CACs

- Designed in legislative spirit and intent to establish a local forum for active parent involvement
- Appointed by and functions in an advisory capacity to the governing board of the special education local plan area



# California Education Code, Part 30

- *Section 56001(f) (Local Plan Development)*
- *Section 56190 (Advisory Capacity)*
- *Section 56191 (CAC Appointments)*
- *Section 56192 (CAC Composition)*
- *Section 56193 (Parent Majority)*
- *Section 56194 (CAC Responsibilities)*
- *Section 56200(f) (CAC Review of Plan)*
- *Section 56220(c)(2) (Regionalized Services)*
- *Section 56222 (Local Plan Developed/Updated by Committee)*
- *Section 56240 (Participants)*



# General Laws Related to Special Education

- *Section 504 (29 USC Section 794 CFR Section 104.4)*
- *Public Law 94-142*
- *Assembly Bill 3632 (1984) (Chapter 26.5 of the Government Code)*
- *Public Law 99-457*
- *Public Law 101-476 (Amendments to EHA, 1990)*





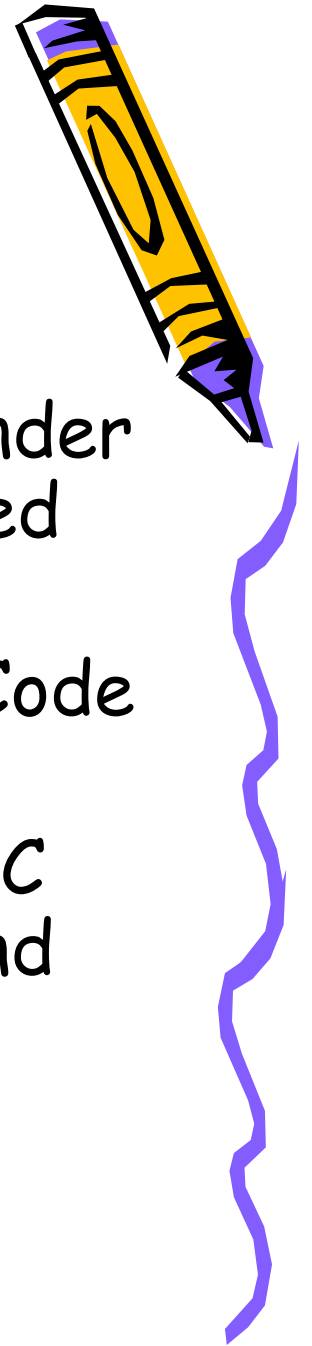
# Local Plan

- Purpose of the Local Plan
- Key Elements of the Local Plan



# Purpose of the Local Plan

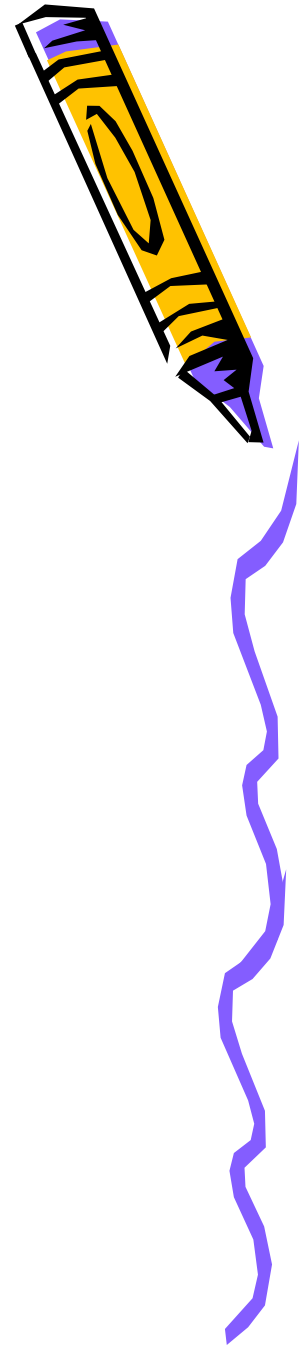
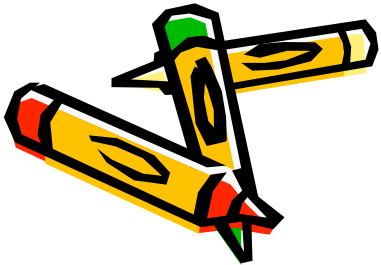
- Special Education programs provided under a California Board of Education-approved local plan
- Developed as per California Education Code Section 56001(f)
- It is the central document by which CAC and special education programs exist and function.



# Key Elements of the Local Plan

State requirements related to the local plan include:

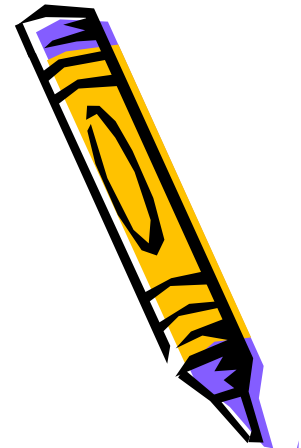
- Compliance Assurances
- Description of Services
- Description of Governance/Administration
- Policy-making Responsibilities
- Joint Powers/Contractual Agreements
- Annual Budget Plan
- CAC Review of Plan
- Description of Program Requirements
- Description of Process used in Considering Regular Education Programs
- Personnel Development Program Planning



# Key Elements of the Local Plan

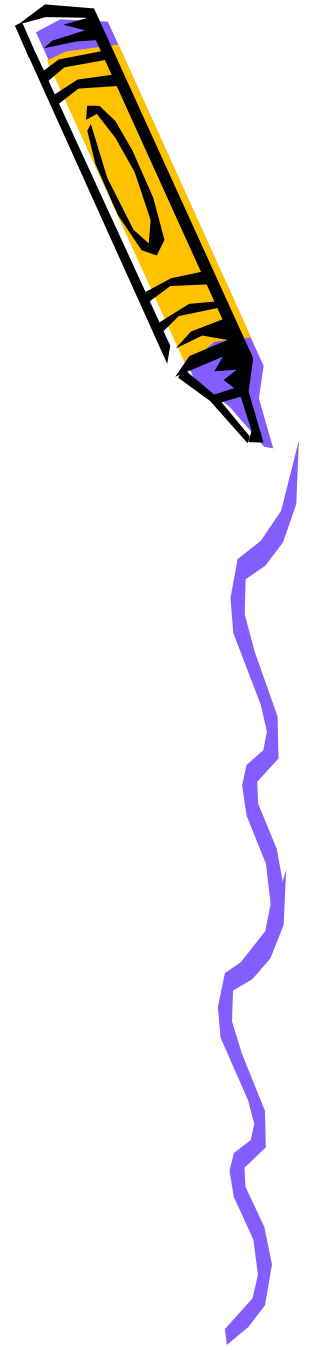
Local requirements related to the local plan include:

- Written Agreements
- Coordinated Identification, Referral, and Placement System
- Procedural Safeguards
- Regionalized Services
- Coordination with Local Public Agencies
- Public/Proprietary Hospitals
- Adoption of Policies
- Nonpublic Services
- Review of Class Assignments at Teacher's Request
- Resource Specialists
- Transportation
- Governing Board Members/ Due Process Hearing Procedures
- Local Plan Developed/Updated by Committee
- Licensed Children's Institutions/Foster Family Homes
- Juvenile Court Schools/ County Community Schools
- Participants



Local plans also include information and/or 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



# Benefits of a CAC

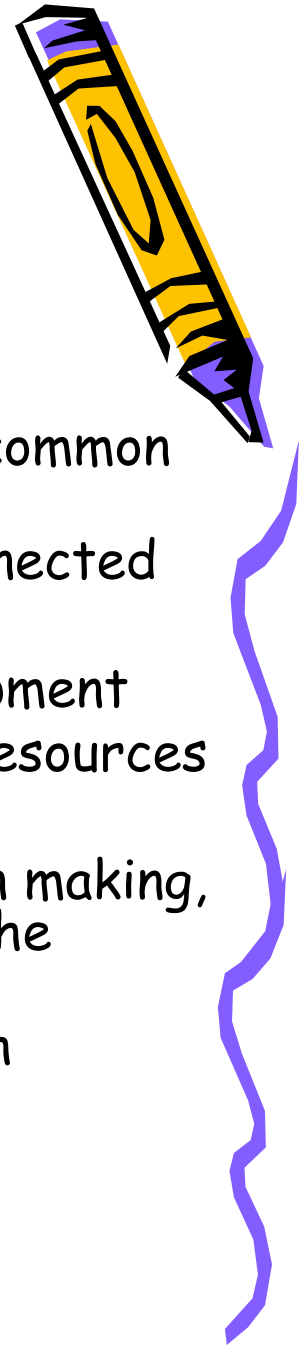


- Resource of information and ideas
- Provides community support to administration, school boards and the legislature
- Networking promotes cooperation and participation with community agencies, parent organizations and advocacy groups



# Benefits of a CAC for Parents and Professionals:

- Forum to raise questions, express concerns, and share common interests, enhancing collaboration
- Lose their sense of isolation, find support, and feel connected
- Learn to work together effectively
- Opportunity for personal growth and leadership development
- Receive information regarding programs, services and resources
- Receive training and skill building (as per CA Ed Code)
- Have access to decision makers, have input into decision making, learn how the system works, and make a difference in the system
- Share creative ideas for the benefit of all children with disabilities



# In Conclusion:

CACs are continually growing and changing and, in turn need to be aware that legislation will change, local plans will be revised, and their communities will continue to grow and change. CACs must follow the duties outlined in California Education Code Section 56194 (CAC Responsibilities) and develop yearly goals that meet the needs of their community. A CAC must be available for community input regarding needs and concerns.

