SELPA North Coastal Consortium for Special Educatio **Fiscal Year** 2020-21

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

January 2020

SELPA North Coastal Consortium for Special Educatic **Fiscal Year** 2020-21

Contact Information and Certification Requirements

From the five choices below, check the box that best represents the Special Education Local Plan Area's (SELPA's) planned submission to the CDE:

- ☐ Initial Local Plan (new SELPAs only)
- ☐ Annual Plan
- ☐ Amended Annual Plan
- ■ Amended Governance and Administration
- ☐ Amended Local Educational Agency Membership

Special Education Local Plan Area Contact Information

Include current contact information for the SELPA administrator and the administrative unit and fiscal agency responsible for the implementation of the local plan.

Special Education Local Plan Area Administrator

SELPA administrator position changes do not require amendments to the local plan. However, in such cases, new SELPA administrators assume the responsibility for the contents and implementation of the last submitted and approved local plan filed with the California Department of Education (CDE).

SELPA Contact Information

SELPA Name	North Coastal Consortium for Special Education		
SELPA Code	3702		
Street Address	255 Pico Avenue, Suite 101/Room 22	Zip Code	92069
City	San Marcos	County	San Diego
Administrator First Name	Rebecca		
Administrator Last Name	Nobriga		
Email	rebecca.nobriga@sdcoe.net		
Telephone	(760) 307-1486	Extension	
Contact Title	Executive Director		
Web Address	www.nccse.org		

SELPA North Coastal Consortium for Special Educatic **Fiscal Year** 2020-21

Responsible Local Agency (RLA)/Administrative Unit (AU) Contact Information

RLA/AU	San Diego County Office of Education		
Street Address	6401 Linda Vista Road	Zip Code	92111
City	San Diego	County	San Diego
Superintendent First Name	Paul	Last Name	Gothold
Email	paul.gothold@sdcoe.net		
Telephone	(858) 295-6641	Extension	
Web Address	www.sdcoe.net		

Special Education Local Plan Agency Review Requirements

Community Advisory Committee

The SELPA must provide the local plan Governance and Administration component (Section B) to the Community Advisory Committee (CAC) for review. The CAC must be provided with at least 30 days to conduct this review.

The local plan was provided to the CAC for review on what date Dec 15, 2020

County Office of Education

(California Education Code (*EC*) sections 56140, 56195.1(c), and 56205)

Within 45 days, the County Office of Education (COE), or COEs (as applicable) must approve or disapprove any proposed initial local plan submitted by a local educational agency (LEA) or group of LEAs within the county or counties, and any amendment to the Governance and Administration element thereafter.

COE responsible for approving the Local Plan is the San Diego County Office of Education

The local plan was submitted to the COE on what date Apr 16, 2021

SELPA North Coastal Consortium for Special Educatic **Fiscal Year** 2020-21

Public Hearing Requirements

Local Educational Agency

Annual Budget and Service Plans (Sections D, E, and Attachments)

LEAs participating in a SELPA's governance structure are not required to convene a separate public hearing for the adoption of the Annual Budget and Service Plans. However, LEAs must post PH notices at each school site with information related to the SELPA's PH for the adoption of the Annual Budget Plan, and/or Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available upon request by the CDE.

Special Education Local Plan Area

Annual Budget and Services Plans (Sections D, E, and Attachments)

A PH notice for the adoption of the Annual Budget and/or Annual Service Plan(s) shall be posted at least 15 days before the hearing.

Annual Budget Plan PH Posting Date	May 29, 2020
Annual Budget Plan PH Date	Jun 15, 2020
Annual Services Plan PH Posting Date	May 29, 2020
Annual Services Plan PH Date	Jun 15, 2020

Submitting the Local Plan to the California Department of Education

STEP 1:

Section A is required when submitting any and all local plan sections to the CDE for approval.

STEP 2:

Select the radio button and check-box that represents whether the SELPA's organization is a single-LEA, or multiple-LEA structure; and the membership participation (including charter schools, COEs, and whether the SELPA meets the criteria for a small and sparse SELPA).

○ **Single-LEA** ◉ **Multiple-LEAs**

☐ Charter Schools Only

☒ LEAs Only (including Charter LEAs)

SELPA North Coastal Consortium for Special Educatic **Fiscal Year** 2020-21

☐ COE/LEA

☐ Small and Sparse (EC sections 56211 through 56212)

STEP 3:

Is the local plan component (Governance and Administration, Annual Budget Plan, or Annual Service Plan) an amendment to a previously submitted plan?

◉ Yes ○ No If "Yes," enter the fiscal year of the previously approved plan 2016-17

STEP 4:

Include the agency, name, and title of the participants who collaborated in the development of the local plan sections. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-	NCCSE SELPA	Alicia Alvarez	Administrator	Multiple Sections
-	Oceanside Unified	Cheri Bene	Administrator	Multiple Sections
-	Fallbrook Union Elem.	Stephenie Blinco-Martinez	Administrator	Multiple Sections
-	San Marcos Unified	Michelle Borrelli	Special Ed. Teacher	Multiple Sections
-	Cardiff Elementary	Mary Carruthers	Special Ed. Teacher	Multiple Sections
-	Rancho Santa Fe Elem.	Lindsay Conely	General Ed. Teacher	Multiple Sections
-	Vista Unified	Christine Corrao	Administrator	Multiple Sections
-	San Marcos Unified	Mila Duenas	CAC Member	Multiple Sections
-	Del Mar Union Elem.	Rasa Dusa	CAC Member	Multiple Sections
-	San Dieguito Union High	Justin Fields	Special Ed. Teacher	Multiple Sections
-	San Dieguito Union High	Amy Flicker	CAC Member	Multiple Sections
-	Cardiff Elementary	Shauna Gilbert	Administrator	Multiple Sections
-	NCCSE SELPA	Jill Gonzalez	Administrator	Multiple Sections
-	Fallbrook Union High	Michael Gray	Administrator	Multiple Sections

SELPA North Coastal Consortium for Special Educatic **Fiscal Year** 2020-21

Add	Agency	First and Last Name	Title	Section
-	Oceanside Unified	Stephanie Hall	CAC Member	Multiple Sections
-	San Marcos Unified	Lourdes Hernandez	Finance	Multiple Sections
-	Del Mar Union Elem.	Jennifer Huh	Administrator	Multiple Sections
-	Cardiff Elementary	Courtney Jasper	Finance	Multiple Sections
-	Encinitas Union Elem.	Lisa Kushnir-Ansonoff	CAC Member	Multiple Sections
-	San Marcos Unified	Brigid McGuire	Special Ed. Teacher	Multiple Sections
-	Rancho Santa Fe Elem.	Jeremy Owen	Administrator	Multiple Sections
-	NCCSE SELPA	Kay Pugh	Finance	Multiple Sections
-	San Dieguito Union High	Andrea Siler	CAC Member	Multiple Sections
-	Vista Unified	Terri Stashak	CAC Member	Multiple Sections
-	Vista Unified	Leslie Taylor	Administrator	Multiple Sections
-	Encinitas Union Elem.	Maria Waskin	Administrator	Multiple Sections
-	San Marcos Unified	Peggy Zapata	Administrator	Multiple Sections

STEP 5:

Select the check box to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- ☑ Certification 1 Number Submitted 1
- ☑ Certification 2 Number Submitted 1
- ☑ Certification 3 Number Submitted 1
- ☑ Certification 4 Number Submitted 1
- ☑ Certification 5 Number Submitted 14

Section A: Contacts and Certifications

SELPA North Coastal Consortium for Special Educatic **Fiscal Year** 2020-21

Certification 1: Governance and Administration

Certification 1 is required for an initial Section B submission to the CDE, and each subsequently amended submission.

I certify the attached Governance and Administration local plan section has been adopted at LEA public hearings by the represented local board(s) (LEA/county) and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code* (*USC*) 1400 et seq., implementing regulations under Title 34 *Code of Federal Regulations* (34 *CFR*) Parts 300 and 303, 29 *USC* 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California *EC* Part 30, and Chapter 3 Division 1 of Title 5 of the *California Code of Regulations* (5 *CCR*). Copies of all interagency agreements have been attached to the Governance and Administration section of the local plan.

I further certify written agreements have been developed and entered into by LEAs participating in the local plan. Such agreements include, but are not limited to all provisions pursuant to *EC* Section 56195.7.

Web address where the SELPA local plan, including all sections, is posted.

www.ncce.org

RLA/AU Authorized Agent	5-4-2021 Date
Local Governance Council Chairperson	4/15/2021 Date
SELPA Administrator	4/15/2021 Date

SELPA North Coastal Consortium for Special Educatic **Fiscal Year** 2020-21

STEP 6:

Make sure all applicable certifications are signed electronically and are attached to this pdf.

STEP 7:

Electronically submit the completed section(s) to the CDE at SELPALocalPlan@cde.ca.gov. SELPAs may individually email the corresponding Sections (B, D, E), and the Attachments file to the CDE in the same manner. Or, SELPA may attach all files to a single email.

IMPORTANT: Include the SELPA name, "Local Plan" and the Sections (A, B, D, E, and/or Attachments) being submitted in the "Subject" line of all emails sent to the CDE.

Special Education Local Plan Area (SELPA) Local Plan Certification 3

SELPA North Coastal Consortium **Fiscal Year** 2020-21

Certification 3: County Superintendent

I certify the attached local plan section(s) as submitted with this certification are approved by the County Office of Education (COE). I further assure the local plan element(s) being submitted meet(s) all applicable requirements of state and federal laws; policies and procedures including compliance with the Individuals with Disabilities Education Act (IDEA); and is/are included in a coordinated system of all local plans (as applicable) to ensure all students with disabilities residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by the COE, and juvenile court schools, will have access to appropriate special education programs and related services.

1. The SELPA joined with the COE to submit the local plan.

   (●) Yes ( ) No

2. All local educational agencies (LEAs) within the county have elected to participate in this SELPA local plan.

   (●) Yes ( ) No

3. The SELPA local plan element(s) as specified herein was approved by the COE.

   (●) Yes ( ) No

4. The County Superintendent certifies the SELPA is a

   ( ) Single-LEA SELPA (●) Multi-LEA SELPA*

*A written agreement has been entered into between the LEA and SELPA for implementation of provisions, including, but not limited to California *Education Code* Section 56195.7 as applicable. The County Superintendent ensures local plans, including updates or revisions to the plans submitted by SELPAs in the county, upon approval by the COE, are posted on the COE web site, or include links to each local plan.

Web address where the SELPA local plan, including all sections, is posted.

www.sdcoe.net

County Superintendent

4/26/21

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 4

SELPA North Coastal Consortium for Special Education **Fiscal Year** 2020-21

Certification 4: Community Advisory Committee

1. The Community Advisory Committee (CAC), has advised the Special Education Local Plan Area (SELPA) during the development, amendment, and review of the local plan pursuantto California *Education Code* Section 56194.

   (●) Yes ( ) No (If the answer is "NO," please include comments.)

2. The members of the CAC, or parents selected by the CAC, participated in the development and update of the local plan that is being submitted to the California Department ofEducation (CDE).

   (●) Yes ( ) No (If the answer is "NO," please include comments.)

3. The CAC had at least 30 days to conduct a review. This review was completed prior to local plan being submitted to the CDE.

   (●) Yes ( ) No (If the answer is "NO," please include comments.)

4. The CAC reviewed revisions made to the local plan as a result of recommendations or requirements from the CDE.

   (●) Yes ( ) No (If the answer is "NO," please include comments.)

I certify the information presented herein is an accurate representation of the CAC's involvement in the development and/or amendment of the local plan.

CAC Chairperson Andrea Bettini-Siler

1/25/2021
Date

SELPA North Coastal Consortium **Fiscal Year** 2020–21

Certification 5: Participating Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Bonsall Unified

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or

☒ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or

☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon

SELPA North Coastal Consortium **Fiscal Year** 2020–21

request to the CDE.

C5-2. The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

https://www.bonsallusd.com (special education page)address too long to fit in space provided

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year 2021–22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).

b. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

David Jones	**4/8/2021**
LEA Superintendent/Chief Administrator	Date

SELPA North Coastal Consortium **Fiscal Year** 2020–21

Certification 5: Participating Local Educational Agency

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LEA Cardiff Elementary

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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☒ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or

☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon

SELPA North Coastal Consortium **Fiscal Year** 2020–21

request to the CDE.

C5-2. The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

https://www.cardiffschools.com/Page/2989

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year 2021–22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).

b. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Jill Vinson	**4/8/2021**
LEA Superintendent/Chief Administrator	Date

SELPA North Coastal Consortium **Fiscal Year** 2020–21

Certification 5: Participating Local Educational Agency

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LEA Carlsbad Unified

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon

SELPA North Coastal Consortium **Fiscal Year** 2020–21

request to the CDE.

C5-2. The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

https://www.carlsbadusd.k12.ca.us/sped-home

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year 2021–22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).

b. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Benjamin Churchill	**4/8/2021**
LEA Superintendent/Chief Administrator	Date

SELPA North Coastal Consortium **Fiscal Year** 2020–21

Certification 5: Participating Local Educational Agency

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LEA Encinitas Union Elementary

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

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- ☑ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- ☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon

SELPA North Coastal Consortium **Fiscal Year** 2020–21

request to the CDE.

C5-2. The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

http://www.eusd.net/nccse-resources/

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year 2021–22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).

b. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Andree Grey	**2/8/2021**
LEA Superintendent/Chief Administrator	Date

SELPA North Coastal Consortium **Fiscal Year** 2020–21

Certification 5: Participating Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Del Mar Union Elementary

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or

☑ Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or

☐ COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon

SELPA North Coastal Consortium **Fiscal Year** 2020–21

request to the CDE.

C5-2. The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

https://www.dmusd.org/domain/63

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year 2021–22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).

b. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Holly McClurg	**4/8/2021**
LEA Superintendent/Chief Administrator	Date

SELPA North Coastal Consortium **Fiscal Year** 2020–21

Certification 5: Participating Local Educational Agency

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Fallbrook Union Elementary

C5-1. The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- ☐ Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
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All agreements are maintained by the SELPA and will be made available upon

SELPA North Coastal Consortium **Fiscal Year** 2020–21

request to the CDE.

C5-2. The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

https://www.fuesd.org/special-education/

C5-3. Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

a. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year 2021–22, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).

b. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Candace Singh	**4/8/2021**
LEA Superintendent/Chief Administrator	Date

SELPA North Coastal Consortium **Fiscal Year** 2020–21

Certification 5: Participating Local Educational Agency

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LEA Fallbrook Union High

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Web address where the SELPA Local Plan, including all sections, is posted.

https://www.fuhsd.net/ (special education page) address too long for space provided

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Ilsa Garza-Gonzalez	**4/8/2021**
LEA Superintendent/Chief Administrator	Date

SELPA North Coastal Consortium **Fiscal Year** 2020–21

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LEA Oceanside Unified

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SELPA North Coastal Consortium **Fiscal Year** 2020–21

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https://www.oside.k12.ca.us/aboutoceansidespecialeducation

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Julie Vitale	**4/8/2021**
LEA Superintendent/Chief Administrator	Date

SELPA North Coastal Consortium **Fiscal Year** 2020–21

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LEA Rancho Santa Fe Elementary

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Web address where the SELPA Local Plan, including all sections, is posted.

https://rsfschool.net/special-education

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Donna Tripi	**4/8/2021**
LEA Superintendent/Chief Administrator	Date

SELPA North Coastal Consortium **Fiscal Year** 2020–21

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LEA San Dieguito Union High

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https://www.sduhsd.net/Departments/Administrative-Services/Special-Education-/index.html

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Robert Haley	**4/8/2021**
LEA Superintendent/Chief Administrator	Date

SELPA North Coastal Consortium **Fiscal Year** 2020–21

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LEA San Marcos Unified

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SELPA North Coastal Consortium **Fiscal Year** 2020–21

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https://www.smusd.org/departments/special_education

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Tiffany Campbell	**4/8/2021**
LEA Superintendent/Chief Administrator	Date

SELPA North Coastal Consortium **Fiscal Year** 2020–21

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LEA Solana Beach Elementary

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https://www.sbsd.k12.ca.us/Page/9345

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Jodee Brentlinger	**4/8/2021**
LEA Superintendent/Chief Administrator	Date

SELPA North Coastal Consortium **Fiscal Year** 2020–21

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LEA Vallecitos Elementary

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Web address where the SELPA Local Plan, including all sections, is posted.

http://www.vallecitossd.net/home/services/educational-services

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Maritza Koeppen	**4/8/2021**
LEA Superintendent/Chief Administrator	Date

SELPA North Coastal Consortium **Fiscal Year** 2020–21

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LEA Vista Unified

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https://vistausd.org/departments/special_education

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Matt Doyle	**4/8/2021**
LEA Superintendent/Chief Administrator	Date

SELPA North Coastal Consortium for Special Educatio **Fiscal Year** 2020-21

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

January 2020

SELPA | North Coastal Consortium for Special Educatio | Fiscal Year | 2020-21

B. Governance and Administration

California *Education Code* (*EC*) sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The North Coastal Consortium for Special Education (NCCSE) is a multidistrict Special Education Local Planning Area (SELPA) composed of fourteen school districts that have joined in a cooperative effort to provide a coordinated delivery of programs, services and assurances to eligible individuals with disabilities who reside within the local planning area. NCCSE SELPA membership includes the following school districts: Bonsall Unified, Cardiff Elementary, Carlsbad Unified, Del Mar Union, Encinitas Union, Fallbrook Union Elementary, Fallbrook Union High, Oceanside Unified, Rancho Santa Fe, San Dieguito Union, San Marcos Unified, Solana Beach, Vallecitos, and Vista Unified. These districts are located in the north county suburbs of San Diego County. Member districts are of various sizes, ranging from 20,575 Average Daily Attendance (ADA) in Vista Unified, to 195 ADA in Vallecitos.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The governance structure of the SELPA is established by agreement among the governing boards of the member Local Education Agencies (LEAs). Through the Local Plan, the North Coastal Consortium for Special Education's (NCCSE) participating districts designate the Board of Governors to be the governing body of the organization. The Community Advisory Committee (CAC) advises the Board of Governors regarding the development, amendment and review of the Local Plan. The SELPA Director is responsible for coordinating the development, implementation, revision, maintenance and administration of the Local Plan. The San Diego County Office of Education (SDCOE) is designated as the Administrative Unit (AU) for the NCCSE.

The following is a description of the governance and administrative structure of the Local Plan:

NCCSE Board of Governors

The Board of Governors shall be the policy making body for the NCCSE. Policies and procedures adopted by the Board of Governors, under the authority of the adopting district's board, have the same status as other district boards. Policies and procedures are established pursuant to Federal/State code and shall provide direction for all aspects of the NCCSE. The SELPA Director and each member district are responsible for implementation of the policies, procedures and decisions of the Board of Governors.

The Board of Governors of the North Coastal Consortium for Special Education (NCCSE) is composed of the Superintendent of each participating member district, the San Diego County Office of Education Superintendent of Schools, or designee (AU representative), and the NCCSE Director. The primary functions of the Board of Governors shall include, but are not limited to, the following:

- Selecting the Administrative Unit (AU).
- Establishing procedures for appeals.
- Receiving input submitted by the Community Advisory Committee (CAC) regarding the development, amendment, and review of the Local Plan.
- Approving the Local Plan and its elements and all NCCSE policies.
- Approving operational guidelines, activities, and services of the SELPA.
- Reviewing the annual priorities submitted by the CAC.
- Reviewing legislative mandates, monitoring requirements, and program noncompliance issues and trends.
- Selecting, supervising, evaluating and disciplining the Director of the NCCSE in collaboration with the SDCOE Assistant Superintendent of Pupil Services, or AU representative.
- Providing an opportunity to hear public comment.
- Approving the NCCSE budgets on an annual basis.
- Approving the employment of staff required to support the functioning of the NCCSE and provide the services authorized in the NCCSE budgets.
- Approving the NCCSE distribution of special education funds to member districts.
- Approving annual budget and services plans and fiscal reports required of the NCCSE.
- Monitoring use of federal, state and local funds allocated for special education programs and services.
- Reviewing and evaluating the effectiveness of the Local Plan and approving modifications to the Local Plan.
- Approving agreements including, but not limited to, interagency agreements and various other agreements related to special education supports.

The Board of Governors shall hold a minimum of four (4) regular meetings annually. The date, time, and place for each regular meeting shall be fixed by resolution of the Board of Governors. All meetings of the Board of Governors shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act. All meetings shall be open to the public with recorded minutes.

Each Superintendent of the Board of Governors shall have one vote, which may be cast only by the representative who is in attendance. A designee with voting privilege may be utilized when a

Superintendent is ill or absent from his/her district due to official business. The designee shall be a Cabinet-level administrator other than the Director of Special Education. The Superintendent or designee will be responsible for notifying the NCCSE Director of his/her anticipated absence and/or who will be his/her designee. The presence of eight (8) voting members shall constitute a quorum to conduct business. Unless otherwise specified, a majority vote shall be sufficient to constitute action. Neither the NCCSE Director nor the representative from the AU shall have voting privileges. The NCCSE Director shall be a member in an advisory capacity.

The chairperson shall see that all orders and resolutions of the Board of Governors are carried into effect and shall be an ex-officio member of all committees appointed by the Board of Governors. The chairperson shall perform other duties as may be prescribed from time to time by the Board of Governors. The Board of Governors shall meet annually in January to elect a chairperson and vice-chair. The chairperson will assist the NCCSE Director in setting agendas and calling meetings. The vice-chair will act in the absence of the chairperson. The NCCSE Director shall act as secretary to the Board of Governors.

Trustee Review Committee (TRC)

The Trustee Review Committee (TRC) shall be composed of one (1) representative from each member district's governing board, the chairperson of the Board of Governors, and the North Coastal Consortium for Special Education (NCCSE) Director.
The primary function of the TRC is to resolve disputes among the Board of Governors and hear appeals of any Board of Governors' decisions. The TRC shall annually elect a chairperson and a vice-chairperson. The chairperson will assist the NCCSE Director in setting agendas, in calling meetings, and in appointing the Appeals Board. The vice-chairperson will act in the absence of the chairperson. The NCCSE Director shall act as secretary to the TRC. The TRC shall meet at least annually and may meet more often as necessary. All meetings of the TRC shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act. All meetings of the TRC shall be open to the public with recorded minutes.

The TRC reviews areas that may include, but are not limited to: staff development activities, new and/or revised laws, budgets, and reports concerning program compliance/noncompliance and results of due process proceedings. Special meetings may be called by the chairperson of the TRC to consider appeals or other matters within the function of the TRC.

Community Advisory Committee

There shall be a Community Advisory Committee known as CAC. It will have representation and carry out functions as specified in the NCCSE CAC bylaws, which are available in the SELPA office. The CAC role is established in Ed. Code. The NCCSE's CAC includes representatives from all of the member districts and/or communities from within the NCCSE. The CAC strives to involve parents, students, teachers and community members in the educational programs for students with disabilities.

The Community Advisory Committee shall have the authority and fulfill the responsibilities that

are delineated in the Local Plan. The responsibilities shall include, but need not be limited to the following:

- Select representatives to participate in the development of the Local Plan.
- Review of the Local Plan (CAC members will have at least 30 days to review the Local Plan prior to its submission to the State Department of Education).
- Advise the NCCSE or the Board of Governors, regarding the development, amendment and review of the Local Plan.
- Recommend annual priorities to the Board of Governors.
- Assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan.
- Encourage community involvement in the development and review of the Local Plan.
- Support activities on behalf of students with disabilities.
- Assist parents to become aware of the importance of regular school attendance.

SELPA Director

The fundamental role of the North Coastal Consortium for Special Education (NCCSE) Director is to provide leadership and to facilitate the decision-making process. The NCCSE Director's role includes dissemination of information, providing services identified by the Board of Governors, technical assistance, leadership and arbitration. It is the NCCSE Director's responsibility to represent the interests of the special education local planning area (SELPA) as a whole without promoting any particular local education agency's interest over the interest of any other agencies. In the event there are differences of opinions and/or positions on issues related to regional programs and/or services, it is the SELPA Director's responsibility to attempt to mediate a reasonable resolution of the issue(s).

The NCCSE Director carries out the duties and activities assigned by Board of Governors through the utilization of SELPA staff and appropriate committees.

The NCCSE Director is an employee of the San Diego County Office of Education and is subject to the AU's policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the Board of Governors. The NCCSE Director is evaluated by the AU Superintendent (or designee) with input from the Board of Governors.
In addition, the duties of the NCCSE Director shall include, but not be limited to:

- Coordinate the development, implementation, revision, maintenance and administration of the Local Plan
- Chair various cohort meetings of member district finance and special education directors and provide opportunities for training and discussion specific to the programmatic, operational, and budgetary issues of the SELPA.

- Consolidate feedback from special education directors and finance directors for use in Director's recommendations to Board of Governors.
- Assure facilitation of various ad-hoc cohort meetings of district professionals for purposes of training and program or policy development.
- Assure the development and implementation of the NCCSE Policies and operational guidance.
- Assure the coordination of business services with the Administrative Unit (AU).
- Assure that there is a comprehensive program of personnel development activities.
- Supervise, evaluate and discipline personnel who are responsible to the Director and/or the NCCSE and its member districts and who are employees of the AU.
- Assist the Community Advisory Committee and act as a resource so that it can fulfill its responsibilities under the Education Code.
- Maintain familiarity with federal and state laws, and local policies relating to special education.
- Disseminate information pertaining to laws and regulations.
- Initiate and press for needed legislation through all available channels.
- Coordinate with educational agencies, public agencies, private providers of services, and other community groups involved in the provision of service for individuals with exceptional needs, including medical facilities, licensed children's institutions, and foster homes.
- Monitor Federal and State special education laws, regulations, guidelines and local policies relating to special education, disseminate information pertaining to these laws, regulations and guidelines to all LEA members, facilitate adherence to such by making recommendations for compliance to the LEA Directors and to the Board of Governors, to assist with identifying non-compliance and developing and monitoring of any California Department of Education/LEA approved and agreed upon Action Plan(s) to bring the LEA into compliance.
- Address with the LEA Directors and Board of Governors any systemic non-compliance SELPA-wide issues.
- Monitor allocation from the state of federal and state funds to the SELPA (via the AU) or to the member LEAs.
- Monitor the appropriate use of the federal, state and local funds allocated for special education programs.
- Provide information on program compliance, evaluation, and due process to the Board of Governors, Trustee Review Committee (TRC), LEAs and Community Advisory Committee.
- Act as secretary to the Board of Governors and TRC.
- Prepare program and fiscal reports as required by the state.
- Negotiate with Nonpublic Schools/Agencies on master contract language and rates by committee participation.

- Develop NCCSE Annual Budget Plan and the Annual Service Plan.
- Maintain a management information system for purposes of state report requirements.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The Board of Governors shall be the policy making body for the NCCSE. Policies and procedures adopted by the Board of Governors, under the authority of the adopting district's board, have the same status as other district boards. Policies and procedures are established pursuant to Federal/State code and shall provide direction for all aspects of the NCCSE.

The SELPA Administrator and each member district are responsible for the coordination and implementation of the policies, procedures and decisions of the Board of Governors.
The governance structure of the SELPA is established by agreement among the governing boards of the member Local Education Agencies (LEAs).

District governing boards are the policy-making bodies for implementation of the plan. They must approve the governance structure of the plan and develop local policies and procedures that align with the SELPA policies, and provide the necessary administrative support to implement the plan.

Each LEA's superintendent, in collaboration with the local district director, monitors the implementation of the local plan and special education program operation in the district. All superintendents are members of the Board of Governors. Superintendents of each LEA are responsible to their respective governing boards.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The Administrative Unit (AU) shall be designated by the positive vote from eight (8) members of the Board of Governors and the consent of the governing board of the AU. The San Diego County Office of Education (SDCOE) is currently designated by the Board of Governors as the AU for the North Coastal Consortium for Special Education (NCCSE). The Superintendent of Schools, SDCOE, or designee, shall attend the NCCSE Board of Governors meetings and serve in an advisory capacity, without voting privileges. It will be the role of the AU to carry out the functions described in the Local Plan and/or any contract developed between the NCCSE and the AU. The AU is a “flow-through” position and not one of policy or decision-making. Responsibilities include:

- Acting as the entity for receipt, disbursement and monitoring of federal and state funds in accordance with law and the decisions of the Board of Governors. The AU shall provide regular information on receipts and disbursements of funds, prepare fiscal reports, and respond to audits as necessary. The AU will consult with and advise the NCCSE Director in the preparation of program and fiscal reports required by the state and provide the NCCSE with fiscal analyst/budget management.
- Providing for facilities, staff, and equipment approved by the Board of Governors, through rental and/or contractual agreements.
- Acquiring, inventorying, and disposing of fixed assets for the purpose of carrying out the mission of the NCCSE, subject to the consent of the Board of Governors.
- Receiving gifts, contributions, and services for the use of the NCCSE, subject to the approval of the Board of Governors.
- Ensuring that the Local Plan is compatible with other plans within San Diego County.
- Administrative and Business support, including establishing and maintaining an office for SELPA staff.
- Employment of SELPA staff to coordinate implementation of the local plan.
- Approval of the Annual Budget and Services Plan upon the recommendation of the Board of Governors.
- Posting on the Internet Website of the county office any local plan, annual budget plan, annual services plan, and annual assurances support plan upon approval of the county office, and any updates or revisions to the plans upon approval of the county office.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

A request by a charter school to participate as an LEA in the North Coastal Consortium for Special Education will not be treated differently from a similar request made by a school district. In reviewing and approving such a request, the following requirements shall apply:

1. The charter school shall participate in State and Federal funding for special education and receive funding in the same manner as other LEAs of the SELPA as specified in the SELPA income distribution model.
2. The charter school shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.
3. The addition of new members to the NCCSE, as approved by the Board of Governors, shall be followed by an amendment to the local plan.

SELPA | North Coastal Consortium for Special Educatio | Fiscal Year | 2020-21

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

Parents of students with disabilities who are enrolled in public or private schools shall constitute a majority of the CAC membership. The remaining members shall be parents of other pupils enrolled in school, special education and general education classroom teachers, other direct service personnel, student representative, representatives from public or private agencies, and members of the community at large.

The selection of the CAC district representative(s) is overseen by district administrators of special education and approved by the local governing board. Community agency representatives are solicited and accepted by the current CAC executive board.

CAC members are appointed for two-year term. Length of membership is staggered to ensure that no more than one half of the membership serves the first year of their term in any one year. Members in good standing may be appointed for multiple two-year terms upon request and selection of their local governing boards.

The Community Advisory Committee shall have the authority and fulfill the responsibilities that are delineated in the Local Plan. The responsibilities shall include, but need not be limited to the following:

- Select representatives to participate in the development of the Local Plan.
- Review of the Local Plan (CAC members will have at least 30 days to review the Local Plan prior to its submission to the State Department of Education).
- Advise the NCCSE or the Board of Governors, regarding the development, amendment and review of the Local Plan.
- Recommend annual priorities to the Board of Governors.
- Assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan.
- Encourage community involvement in the development and review of the Local Plan.
- Support activities on behalf of students with disabilities.
- Assist parents to become aware of the importance of regular school attendance.

Members of the CAC will participate in continual development and review of the Local Plan. The CAC will conduct ongoing training for its representatives regarding the Local Plan, CAC roles and functions, as well as specific topics requested by members.

SELPA | North Coastal Consortium for Special Educatio | Fiscal Year | 2020-21

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

At least every three years during the annual budget and service plan process, the Board of Governors will review the Local Plan and determine if changes or amendments to the permanent portion of the Local Plan may be needed. At that time, any public input and consultation can be provided by anyone including special education and regular education teachers and administrators selected by the groups they represent as well as parent members of the CAC to ensure information contained within the plan remains relevant and accurate. The CAC may also review the Local Plan at one of their meetings preceding the Board of Governors' review.

Each year, the SELPA shall adopt annual budget and service plans at a public hearing scheduled at a Board of Governors' meeting. The public hearing provides for public input and consultation by anyone including special education and regular education teachers and administrators selected by groups they represent as well as parent members of CAC.

Additionally, the SELPA Administrator shall be responsible for the coordination and development of any proposed amendments to the local plan.

Amendments to the permanent portion of the local plan may be considered at any time. The Board of Governors may adopt changes to the local plan on an interim basis, not to exceed one school year. To formally adopt proposed and interim amendments, the following procedure shall be followed:

1. A committee comprised of special and regular education teachers and administrators as well as CAC representatives shall be convened to provide input and make recommendations regarding the proposed or interim amendments to the local plan.
2. The CAC and other advisory groups as determined appropriate by the SELPA Administrator will review the recommended amendments to the local plan, as presented by the committee, and provide additional input and revision, if needed.
3. The Board of Governors will review and approve the final draft amendments of the local plan and submit to the LEA governing boards for approval.
4. Amendments require the approval of each LEA governing board.
5. Following approval by all LEA governing boards, the SELPA will submit the local plan to the SDCOE Superintendent for approval before forwarding to California Department of Special Education for submission to the State Board of Education

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The Administrative Unit (AU) shall be designated by the positive vote from eight (8) members of the Board of Governors and the consent of the governing board of the AU. The San Diego County Office of Education (SDCOE) is currently designated by the Board of Governors as the AU for the North Coastal Consortium for Special Education (NCCSE).
The Superintendent of Schools, SDCOE, or designee, shall attend the NCCSE Board of Governors meetings and serve in an advisory capacity, without voting privileges. It will be the role of the AU to carry out the functions described in the Local Plan and/or any contract developed between the NCCSE and the AU. The AU is a “flow-through” position and not one of policy or decision-making. Responsibilities include:

- Acting as the entity for receipt, disbursement and monitoring of federal and state funds in accordance with law and the decisions of the Board of Governors. The AU shall provide regular information on receipts and disbursements of funds, prepare fiscal reports, and respond to audits as necessary. The AU will consult with and advise the NCCSE Director in the preparation of program and fiscal reports required by the state and provide the NCCSE with fiscal analyst/budget management.
- Providing for facilities, staff, and equipment approved by the Board of Governors, through rental and/or contractual agreements.
- Acquiring, inventorying, and disposing of fixed assets for the purpose of carrying out the mission of the NCCSE, subject to the consent of the Board of Governors.
- Receiving gifts, contributions, and services for the use of the NCCSE, subject to the approval of the Board of Governors.
- Ensuring that the Local Plan is compatible with other plans within San Diego County.
- Administrative and Business support, including establishing and maintaining an office for SELPA staff.
- Employment of SELPA staff to coordinate implementation of the local plan.
- Approval of the Annual Budget and Services Plan upon the recommendation of the Board of Governors.
- Posting on the Internet Website of the county office any local plan, annual budget plan, annual services plan, and annual assurances support plan upon approval of the county office, and any updates or revisions to the plans upon approval of the county office.

9. Describe the contractual agreements and the SELPA’s system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

Each member district of the North Coastal Consortium for Special Education (NCCSE), including any charter school which might be accepted as a local education agency (LEA), assures that all

individuals with disabilities (birth through 21 years) shall have equal access to instruction and services as specified in the Individualized Education Program (IEP) in the student's least restrictive environment. Each LEA within the NCCSE, including a Charter School should they be accepted as a LEA, is responsible as the district of special education accountability for all students residing within its boundaries.

For eligible children ages birth to three, services are provided by Hope Infant Program or by Regional Center as outlined in the Local Interagency Agreement between San Diego Regional Center, San Diego SELPAs, and the Superintendent of Schools San Diego County Office of Education for California Early Start.

It shall be the policy of this SELPA that children with disabilities residing in hospitals, licensed children's institutions (LCIs), foster homes, juvenile court schools, and county community schools shall be provided with special education and related services as appropriate to their IEPs. Any student residing within the SELPA, including within any of these settings, may be referred for special education services.

Each LEA shall be responsible for the provision of special education and related services to students with special needs residing in hospitals and other residential facilities located within the geographical area of the districts. Each LEA shall first consider services operated by the LEA and by the other LEAs within the SELPA, and/or by the County Office of Education. If the special education services available within these entities are not appropriate, the LEA shall contract with an appropriate service provider for implementation of the student's IEP.

No state hospital programs are located within the North Coastal Consortium SELPA. The education code provides that the county wherein the hospital is located shall provide special education services. The LEA is to receive prior notice regarding the return of a student to the district within the SELPA from any state hospital program. If the district of residence does not receive prior notification, the district will attempt to obtain the current educational records and SELPA agrees to provide appropriate technical assistance to the district of residence in order to facilitate a timely and appropriate placement into an educational setting.

Each LEA shall be responsible for the provision of special education and related services to individuals with exceptional needs residing in LCIs and foster homes located within the geographical area of the LEA. Each LEA shall first consider services operated by the LEA, other LEAs within the SELPA, and/or by the County Office of Education. If the special education services available within these entities are not appropriate, the LEA shall contract with an appropriate service provider for implementation of the student's IEP.

Students with exceptional needs who have been placed in a juvenile court or community school will be provided services as appropriate to their IEP. As identified in the Education Code, procedures for identification, referral, program planning, and review shall be followed. The policy for providing services in the least restrictive environment may be interpreted in relation to the amount of segregation being utilized in the institution.

Each LEA that contracts with a nonpublic, nonsectarian school (NPS) shall evaluate the

placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The LEA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any students enrolled at the school at the time of placement. The LEA shall conduct at least one onsite monitoring visit each school year they have a student placed via a master contract. The monitoring visit shall include:

- A review of services provided through the Individual Service Agreement (ISA)
- A review of progress on goals
- A review of progress on goals specific to a BIP
- An observation of the student during instruction
- A walkthrough of the facility
- Submission of the findings of the monitoring visit to the CDE within 60 days of the visit.

10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

The governing board of each Local Education Agency (LEA) shall approve its participation in the North Coastal Consortium for Special Education.
Each LEA's governing board responsibilities include, but are not limited to:

- Authority over the programs of the district.
- Approval of the Local Plan and revisions.
- LEA compliance with all elements of the Local Plan.
- Responsibility for the quality of the special education programs and facilities in the district.
- Input on SELPA policies and procedures through the Superintendent of the LEA.
- Approval of the selected representatives to the Community Advisory Committee (CAC).
- Selection of a board member to serve on the NCCSE Trustee Review Committee (TRC).
- Approval of LEA Policies that are aligned with Federal and State Law and NCCSE Policies.
- Authority to provide education and services for a student with special needs who resides in a neighboring district and authority to have a student with special needs residing within its boundaries receive special education and related services by a neighboring district.
- Appointment of the LEA Superintendent to the NCCSE Board of Governors.
- Authority over the special education programs and services it directly provides, consistent with the Local Plan.

District governing boards are the policy-making bodies for implementation of the plan. They must

approve the governance structure of the plan and provide the necessary administrative support to implement the plan. Boards may request reports from administrators regarding programs and plans for special education and approve local program plans and annual budgets. Local boards rely upon the Board of Governors to develop policies for their consideration and approval for implementation of the plan throughout the region.

The AU shall be designated by the positive vote from eight (8) members of the Board of Governors and the consent of the governing board of the RLA. The San Diego County Office of Education (SDCOE) is currently designated by the Board of Governors as the RLA for the North Coastal Consortium for Special Education (NCCSE). The Superintendent of Schools, SDCOE, or designee, shall attend the NCCSE Board of Governors meetings and serve in an advisory capacity, without voting privileges. The RLA is a “flow-through” position and not one of policy or decision-making

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

Each LEA's superintendent, in collaboration with the local district director, monitors the implementation of the local plan and special education program operation in the district. Superintendents of each LEA are responsible to their respective governing boards. In addition, district superintendents:

- Serve as members of the Board of Governors.
- Assist in the identification of special education program and service needs for the NCCSE through participation on the Board of Governors.
- Communicate SELPA information to their governing boards.
- Implement district policies and procedures which specifically address general and special education and the NCCSE programs in accordance with State and Federal law and the NCCSE policies.

Superintendents of the participating LEAs are responsible for serving on the Board of Governors for the SELPA which instructs the SELPA Director regarding the implementation of the local plan. Under the direction of the Board of Governors, the SELPA Director develops, implements, and administers the budget for the establishment of designated services. The SELPA Director serves as an ex-officio member of all committees.

The County Office of Education (COE) does not participate in the implementation of the local plan, except in its role as the AU.

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

Each participating LEA and any charter school which might be accepted as an LEA in the North

Coastal Consortium for Special Education (NCCSE), is responsible for implementing programs and services assigned to the local agency and shall provide them through its own facilities and staff. However, when the LEA is unable to provide an appropriate program and/or service(s) for an individual with exceptional needs, that LEA shall, in cooperation with another NCCSE member district, arrange for an appropriate placement through the Individualized Education Program (IEP). If such a placement or service(s) is not possible, the LEA will look outside of the NCCSE.

Each member district, including a charter school, should one be accepted as an LEA within the NCCSE, assures that all individuals with disabilities (birth through 21 years) shall have equal access to instruction and services appropriate to meet their needs, as specified in their Individualized Education Program (IEP). Each LEA within the NCCSE, including a charter school, should one be accepted as a LEA, can choose to operate or not to operate local and/or a regional special education program(s) and service(s).
In addition, the LEA, including a charter school should one be accepted as a LEA, has the following responsibilities:

- Involve special and general education teachers selected by their peers and parents selected by their peers in an active role towards developing the Local Plan.
- Participate with the NCCSE in providing a coordinated system of staff development and parent education activities as required to implement a successful program/ service.
- Provide program, employee, student, and fiscal information as needed by the NCCSE to facilitate program coordination, fiscal accountability, budget preparation, and state, federal, and local reports.
- Adopt a special education budget plan process and to assure audits of the LEA's budget.
- Make available, upon request, information about free or low cost legal services, the phone numbers and/or addresses of an agency designated by the State Department of Education.
- Annually notify in writing its students, employees, and parents/guardians about the procedures for filing a complaint and the uniform complaint procedures. The LEA notification includes the name of the person responsible for special education complaints, the notice of the opportunity to appeal a local decision to the California Department of Education (CDE), any civil law remedies that may be available, and the procedures the CDE will use in investigating the alleged complaints.
- Provide a coordinated system of identification, referral, evaluation, and placement of individuals with disabilities (Child Find).
- Provide a coordinated system of curriculum development, aligned with core curriculum, and assure full educational opportunity to all special education students residing in the district.
- Approve its portion of the Annual Services and Budget Plans.
- Utilize the NCCSE-wide management information system to record, document and report suspension/expulsion, disability codes, and all other information required by the NCCSE, State, or Federal reports.
- Provide parents/guardians/surrogates/students procedural safeguards in accordance with State and Federal laws and regulations.

- Follow Interagency Agreements developed between the NCCSE and other public agencies.
- Ensure that the NCCSE employees will have access to special education students, staff, and records.
- Participate in review, implementation, accountability and evaluation of the Local Plan.
- Ensure services to students residing in licensed children's facilities, foster family homes, and medical facilities located within the boundaries of the LEA.
- Provide and coordinate transportation for a student with disabilities to a local/regional program and/or service as indicated on the student's Individualized Education Program.
- Provide coordination of career and vocational transition services.
- In order to maintain ongoing quality service to students and staff and to responsibly prepare for a major restructure, it is important that any member district considering an exit from NCCSE, Cooperate with the San Diego County Office of Education, member school districts, the NCCSE, and the State provide written notification of its intent at least two years prior to an eventual departure and complete all necessary steps to secure final CDE and State Board approval no later than June 30 of the prior to its eventual departure.
- Agree to indemnify and hold harmless each of the other LEAs within NCCSE and the San Diego County Office of Education.
- Provide parents and/or legal guardians all rights and due process procedures throughout the identification, referral, evaluation, program planning, and placement process. It shall be the philosophy and practice of all member LEAs that any concerns over procedural safeguards be addressed at the local level in a non-adversarial manner. When a parent wishes to file for due process, the district of residence shall provide the phone number and/or address of the agency designated by the State Department of Special Education.
- Address all due process and complaint requests. The NCCSE Director may provide technical assistance and participate in proceedings at the request of the LEA. At such time that a due process or complaint is filed, district staff and NCCSE personnel may work jointly to gather information concerning the issues, and meet with designated compliance, mediation, or hearing officers or local school boards to review the case.
- Accept the transfer of responsibility for a student identified with special needs between an elementary and high school district, which shall occur on September 1, unless otherwise accomplished through graduation from the 6th or 8th grade or IEP Team decision. The fiscal, case management, and transportation responsibilities for the identified student also transfers to the high school district when the identified student transfers.
- Adopt NCCSE policies for the programs and services it operates and to adopt local policies and procedures to ensure compliance with both state and federal regulations.
- Request from the state a waiver should the caseload(s) exceed state guidelines or proposed regulations for a particular program.
- Operate all special education programs and services in accordance with state and federal laws and regulations.
- Cooperate with the county office and other school districts in the geographic area in planning its options, and each fiscal year, notify the California Department of Education, impacted special education local plan areas, and participating county offices of its intent to

withdraw from the SELPA at least two years prior to the proposed effective date of the implementation to the alternative plan.

- Any such plan will be submitted to the county office for review.
- Any district initiating a proposal to withdraw from the SELPA shall bear the total cost of consultants retained by the LEA or SELPA to provide a thorough analysis of legal or fiscal implications caused by such proposed action. In addition, any due process costs associated with a withdrawal from SELPA or program transfer within the SELPA shall be borne entirely by the district initiating the change.

- Receive and distribute special education funds (generated from all Federal, State, and property tax sources) for the operation of special education programs and services, pursuant to state and federal law.
- Prepare and submit all required program and fiscal State and Federal reports.

The COE, as the AU, will provide the administrative supports necessary for the SELPA to perform its duties.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

    a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The role of the AU is to actively recruit applicants and facilitate the hiring process to facilitate the SELPA's selection of the most qualified person to serve as the SELPA Director.

The SELPA Director and/or designee provides input and written recommendations in the process of hiring, supervising, evaluating, initiating disciplinary procedures, and/or terminating employees who are employed by the AU and assigned to the SELPA in support of the local plan.

LEAs are afforded opportunities to participate in the hiring, supervision, evaluation, and discipline of the SELPA Director and staff employed by the AU in support of the plan.

For the SELPA Director and other management positions, individual LEAs participate by providing screening and interview panel members. Individual LEAs, through their representative on the Board of Governors, provide input on the hiring, supervision, evaluation, and discipline of the SELPA Director to the AU. The Board of Governors provides input on the annual evaluation of the SELPA Director in collaboration with the County Superintendent/ Designee.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

An income distribution agreement has been adopted by the SELPA and shall be reviewed and revised on a regular schedule. The model distributes all funds pursuant to applicable state and federal regulations. Districts and the SDCOE acknowledge the obligation to maintain the level of general fund contribution towards the provision of special education services at a level equal to or greater than that of the prior year (Maintenance of Effort), in compliance with state and federal mandates.

In the event any member district including any charter school which might be accepted as a local education agency (LEA), does not meet its Maintenance of Effort requirement, any loss of revenue to the SELPA as a result will be fully funded by the district or charter responsible for the loss, rather than forcing the remaining SELPA members to absorb the loss.

The North Coastal Consortium for Special Education (NCCSE) Director will utilize The CDE Special Education Exhibit, average daily attendance (ADA) information, input from district special education and finance leadership, and other sources of information and data collected to formulate a yearly recommendation for the distribution of state and federal funds to the local education agencies (LEA) within the NCCSE and to a Charter School, should they be accepted as an LEA. This will be the Fund Distribution Plan for the upcoming fiscal year.
Each year after the P2 Data is available, the NCCSE Director, based on the NCCSE Fund Distribution Plan, will recommend a proposed distribution of state and federal funds to the Board of Governors for approval. The San Diego County Office of Education (RLA) will distribute state and federal funds for the following year to each member LEA, based upon the Fund Distribution Plan approved by the Board of Governors. Monitoring appropriate use of federal, state and local funds allocated for special education programs and preparation of program and fiscal reports requested by the state are initiated by the NCCSE. They shall be completed and audited by the local LEA and finalized by the RLA AB 1200 oversight process.

c. The operation of special education programs:

The role of the AU in the operation of special education programs is to hire and employ staff necessary to operate special education programs as determined by the Board of Governors.

The role of the SELPA Director in the operation of special education programs is to coordinate the provision of any NCCSE special education programs and services determined by the Board of Governors. The SELPA Director will provide technical assistance to individual LEAs as needed to assist in the operations of programs and services they provide.

The role of the LEAs is to provide a continuum of special education programs that meet the needs of all students with disabilities that reside within their boundaries. Each LEA will determine which special education programs to operate to meet the needs of its students. Through their representative to the Board of Governors, they will approve any changes to the

programs and services operated by the SELPA.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

The role of the AU in monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to review expenditure reports, special education maintenance of effort reports, and any other related documents and reports to ensure appropriate use of the funds. Consistent with education code, the San Diego County Superintendent of Schools will review any fiscal audits.

The role of the SELPA Director, or designee, in the monitoring of appropriate use of federal, state, and local funds allocated for special education programs is to review expenditure reports, special education maintenance of effort reports, and any other related documents and reports necessary to ensure appropriate use of the funds and take any corrective steps that may result from findings. The SELPA Director, or designee may provide technical assistance to individual LEAs as appropriate.

Individual LEAs must monitor and ensure the LEA complies with appropriate use of federal, state, and local funds allocated for special education programs. LEAs use their own procedures, including reviews by auditors as required under education code.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

Funds for low incidence equipment, materials, and supplies as well as for low incidence services are restricted to support students in the following disability categories: hard-of-hearing, deaf, visual disability, severely orthopedically impaired, and deaf-blind. The funds are distributed to each LEA by the number of resident students with low incidence disabilities reported by CDE. District are required to follow all applicable laws and regulations related to low incidence funding to include receipt of funds, expenditure of funds, maintenance of an inventory, exchange of equipment, and reporting to the state. Specialized equipment and services are provided at the sites where the IEP team has determined as the program where the student will receive free appropriate public education in the least restrictive environment. The LEA from which a student has disenrolled shall ensure that the student has continued access to the assistive technology devices set forth in the student's IEP until alternative arrangements can be made, or for two months after disenrollment, whichever occurs first.

Policies, Procedures, and Programs

SELPA | North Coastal Consortium for Special Educatio | Fiscal Year | 2020-21

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code* (*USC*) and in accordance with Title 34 *Code of Federal Regulations* (*CFR*) Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

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1. Free Appropriate Public Education: 20 *USC* Section 1412(a)(1)

Policy/Procedure Number:	1.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	North Coastal Consortium for Special Education Office

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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2. Full Educational Opportunity: 20 *USC* Section 1412(a)(2)

Policy/Procedure Number:	2.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	North Coastal Consortium for Special Education Office

“It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children.” The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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3. Child Find: 20 *USC* Section 1412(a)(3)

Policy/Procedure Number:	3.0
Document Title:	North Coastal Consortium for Special Education Policies

SELPA: North Coastal Consortium for Special Educatio | Fiscal Year: 2020-21

Document Location: North Coastal Consortium for Special Education Office

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

(•) Yes ( ) No

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4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 *USC* Section 1412(a)(4)

Policy/Procedure Number: 4.0

Document Title: North Coastal Consortium for Special Education Policies

Document Location: North Coastal Consortium for Special Education Office

“It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 *USC* Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 *USC* Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student’s progress and make appropriate revisions.” The policy is adopted by the SELPA as stated:

(•) Yes ( ) No

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5. Least Restrictive Environment: USC Section 1412(a)(5)

Policy/Procedure Number: 6.0

Document Title: North Coastal Consortium for Special Education Policies

Document Location: North Coastal Consortium for Special Education Office

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

SELPA | North Coastal Consortium for Special Educatio | Fiscal Year | 2020-21

(●) Yes ( ) No

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6. Procedural Safeguards: 20 *USC* Section 1412(a)(6)

Policy/Procedure Number:	7.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	North Coastal Consortium for Special Education Office

“It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations.” The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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7. Evaluation: 20 *USC* Section 1412(a)(7)

Policy/Procedure Number:	9.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	North Coastal Consortium for Special Education Office

“It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate.” The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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8. Confidentiality: 20 *USC* Section 1412(a)(8)

Policy/Procedure Number:	12.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	North Coastal Consortium for Special Education Office

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

SELPA North Coastal Consortium for Special Educatio Fiscal Year 2020-21

(•) Yes ( ) No

9. Part C to Part B Transition: 20 *USC* Section 1412(a)(9)

Policy/Procedure Number:	15.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	North Coastal Consortium for Special Education Office

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 *USC* Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

(•) Yes ( ) No

10. Private Schools: 20 *USC* Section 1412(a)(10)

Policy/Procedure Number:	17.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	North Coastal Consortium for Special Education Office

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

(•) Yes ( ) No

11. Local Compliance Assurances: 20 *USC* Section 1412(a)(11)

Policy/Procedure Number:	62.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	North Coastal Consortium for Special Education Office

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs,

and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California *EC*, Part 30." The policy is adopted by the SELPA as stated:

(•) Yes ( ) No

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12. Interagency: 20 USC Section 1412(a)(12)

Policy/Procedure Number:	18.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	North Coastal Consortium for Special Education Office

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

(•) Yes ( ) No

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13. Governance: 20 *USC* Section 1412(a)(13)

Policy/Procedure Number:	19.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	North Coastal Consortium for Special Education Office

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

(•) Yes ( ) No

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14. Personnel Qualifications

Policy/Procedure Number:	20.0
Document Title:	North Coastal Consortium for Special Education Policies

SELPA: North Coastal Consortium for Special Educatio | Fiscal Year: 2020-21

Document Location: North Coastal Consortium for Special Education Office

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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15. Performance Goals and Indicators: 20 *USC* Section 1412(a)(15)

Policy/Procedure Number: 21.0

Document Title: North Coastal Consortium for Special Education Policies

Document Location: North Coastal Consortium for Special Education Office

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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16. Participation in Assessments: 20 *USC* Section 1412(a)(16)

Policy/Procedure Number: 22.0

Document Title: North Coastal Consortium for Special Education Policies

Document Location: North Coastal Consortium for Special Education Office

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 *USC* Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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17. Supplementation of State, Local, and Federal Funds: 20 *USC* Section 1412(a)(17)

Policy/Procedure Number: 23.0

SELPA: North Coastal Consortium for Special Educatio | Fiscal Year: 2020-21

Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	North Coastal Consortium for Special Education Office

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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18. Maintenance of Effort: 20 *USC* Section 1412(a)(18)

Policy/Procedure Number:	24.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	North Coastal Consortium for Special Education Office

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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19. Public Participation: 20 *USC* Section 1412(a)(19)

Policy/Procedure Number:	25.0
Policy/Procedure Title:	North Coastal Consortium for Special Education Policies
Document Location:	North Coastal Consortium for Special Education Office

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public,including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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20. Suspension and Expulsion: 20 *USC* Section 1412(a)(22)

Policy/Procedure Number:	26.0

SELPA: North Coastal Consortium for Special Educatio | Fiscal Year: 2020-21

Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	North Coastal Consortium for Special Education Office

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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21. Access to Instructional Materials: 20 *USC* Section 1412(a)(23)

Policy/Procedure Number:	27.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	North Coastal Consortium for Special Education Office

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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22. Over-identification and Disproportionality: 20 *USC* Section 1412(a)(24)

Policy/Procedure Number:	28.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	North Coastal Consortium for Special Education Office

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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23. Prohibition on Mandatory Medicine: 20 *USC* Section 1412(a)(25)

Policy/Procedure Number:	29.0
Document Title:	North Coastal Consortium for Special Education Policies

SELPA | North Coastal Consortium for Special Educatio | Fiscal Year | 2020-21

Document Location: | North Coastal Consortium for Special Education Office

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

(•) Yes ( ) No

Administration of Regionalized Operations and Services

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/ AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

Reference Number: | AROS 1

Document Title: | Local Plan, Section B, Governance and Administration

Document Location: | SELPA and LEA Offices

Description:

The NCCSE Director is responsible for facilitating the development, implementation, revision, maintenance, and administration of the Local Plan. NCCSE Director also assures the development and implementation for the NCCSE Policies and operational guidance to support the alignment with the Local Plan.

It is the role of the AU to carry out the functions described in the Local Plan and/or any contract developed between the NCCSE and the AU. The AU will facilitate budget/fiscal requirements necessary to implement the Local Plan, including acting as the entity for receipt, disbursement, and monitoring of Federal and State funds. Acting as the official employer of the NCCSE personnel in accordance with law and decisions of the Board of Governors, the AU will provide for recruitment, employment, evaluation, attendance, and leave for employees necessary to conduct functions of the SELPA in its implementation of the Local Plan. The AU will also provide necessary business supports to implement the Local Plan,

	including but not limited to providing facilities, equipment, and technology support. The AU will review the Local Plan to ensure compatibility with other Local Plans within San Diego County. The individual LEAs, including Special Education Director, Program Specialists, and other district leadership will ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The LEA will operate all special education programs and services in accordance with State and Federal laws and in alignment with the Local Plan and SELPA Policies. The individual LEAs, through the Superintendents serving on the Board of Governors, will approve any Policies needed to implement the Local Plan.

2. Coordinated system of identification and assessment:

Reference Number:	Policies 3.0, 9.0, 10.0, 11.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	SELPA and LEA Offices
Description:	The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that all individuals with disabilities 0 - 21 years of age regardless of the severity of their disability who reside in the member districts shall be identified, located, and assessed. This will be accomplished through the use of a continuous child find system procedure that addresses the relationships among identification, screening, referral, assessment, planning, implementation, review, and the triennial assessment. The continuous child find system will include children who are homeless; wards of the state; those who are suspected of being a child with a disability though they are advancing from grade to grade; highly mobile children, including migrant children; and children attending *private, including religious, elementary and secondary schools. Child Find procedures will include the written notification of all parents of their rights (Procedural Safeguards), and the steps necessary for the initiation of a referral for assessment to identify children with exceptional needs. The NCCSE will provide technical assistance to support LEAs and guidance to parents, as needed. The NCCSE will also establish Policies

for the member LEAs and will ensure annual public notifications are in place. The NCCSE will also facilitate collaboration and training to private school providers to ensure child find mechanisms are in place for students who are privately placed.

The AU will provide the necessary administrative supports to facilitate this work.

LEAs are responsible for identifying and assessing all students for whom they are responsible in accordance with State and Federal laws and NCCSE Policies. LEAs will conduct child find activities and implement SELPA and LEA Policies. Special Education leadership, including Program Specialists, will provide training and supports to ensure identification and assessments occur within statutory timelines and meet all necessary requirements.

3. Coordinated system of procedural safeguards:

Reference Number: Policy 7.0

Document Title: North Coastal Consortium for Special Education Policies

Document Location: SELPA and LEA Offices

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that all Procedural Safeguards with respect to the provision of a free and appropriate public education (FAPE) under Part B of the Individuals with Disabilities Education Act (IDEA) will be established and maintained within the districts.

A copy of the Notice of Procedural Safeguards will be available at all times to parents of all students. Additionally, a copy will be given to parents one time a year, and also upon initial referral or parent request for evaluation; upon the first state complaint and/or due process filing of the school year; in accordance with discipline procedures; and upon request by a parent.

The AU will provide the necessary administrative supports to facilitate this work.

Each LEA is responsible for providing procedural safeguards to parents consistent with the Education Code, assist parents in understanding them, and ensure they are implemented. The LEAs assist parents with

Description:	filing complaints with the Office of Administrative Hearings when requested. Special education leadership, including program specialists, provide necessary training and supports to ensure the provision of procedural safeguards conforms with State and Federal laws. The LEA shall provide parents and/or legal guardians all rights and due process procedures throughout the identification, referral, evaluation, program planning, and placement process. It shall be the philosophy and practice of all member LEAs that any concerns over procedural safeguards be addressed at the local level in a non-adversarial manner. The LEA shall provide parents with a copy of procedural safeguards to parents consistent with education code, assist parents in understanding them, and ensure that they are implemented. When a parent wishes to file for due process, the district of residence shall provide the phone number and/or address of the agency designated by the State Department of Special Education. The LEA shall address all due process and complaint requests. The Program Specialists and other special education staff within the LEAs also assure procedural safeguards are implemented by providing technical assistance and guidance on forms and procedures and assist parents with understanding and assisting with these protections. The SELPA Director or designee provides for alternative dispute resolution activities with districts as requested by parents. When requested, the SELPA Director may also assist parents with filing due process or compliance complaints. The SELPA Director or designee also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.

4. Coordinated system of staff development and parent and guardian education:

Reference Number:	Policy 60.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	SELPA and LEA Offices
	The NCCSE and its member districts ensure that a comprehensive program of personnel development and parent education programs will be provided for general and special education teachers and providers, administrators, certificated and classified employees, volunteers, community advisory committee members, parents, and other individuals designated by member districts. NCCSE will coordinate training programs in collaboration with its member district representatives, including parent input.

SELPA | North Coastal Consortium for Special Educatio | Fiscal Year | 2020-21

Description:	Each LEA participates with the NCCSE in providing a coordinated system of staff development and parent education activities as required to implement a successful program/service. LEA special education leadership, including program specialists, provide staff development, program development, and innovation of special methods and approaches. The AU provides the necessary training facilities and facilitates the necessary vendor contracts to promote the provision of personnel development and parent education programs.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:	Policy 6.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	SELPA and LEA Offices
Description:	Students receiving special education and related services will have equal access to all required curriculum including state adopted core curriculum, and supplementary materials. Additionally, placement in a special day class or separate school setting away from the general education environment/curriculum will occur only if the nature or severity of the child's disability is such that education in regular classes even with the use of supplementary aids and services and modifications cannot be achieved satisfactorily. LEA special education leadership, including program specialists, will collaborate with district leadership and special education staff to ensure there are appropriate curricular resources for students with disabilities. They will ensure that each student with a disability has full access to the required core curriculum, any alternative curriculum and textbooks, and supplementary curriculum and textbooks as appropriate, and instructional materials appropriate for students with visual impairments. The SELPA, or designee, will provide technical assistance and staff development on curriculum development and alignment with the common core, as appropriate. The AU will provide the necessary administrative supports to enable technical assistance and professional development.

SELPA: North Coastal Consortium for Special Educatio | Fiscal Year: 2020-21

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:	Policy 38.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	SELPA and LEA Offices
Description:	The SELPA Director, or designee, will facilitate the review of the Annual Budget and Service Plans and the LEAs Annual Performance Indicators and related data sources and will assist with compliance and monitoring activities. The SELPA Director, or designee will facilitate annual review of SELPA services and funding allocation plans. District governing boards are the policy-making bodies for implementation of the plan. They must approve the governance structure of the plan and provide the necessary administrative support to implement the plan. Boards may request reports from administrators regarding programs and plans for special education and approve local program plans and annual budgets. Local boards rely upon the Board of Governors to develop policies for their consideration and approval for implementation of the plan throughout the region. Each LEA's superintendent, in collaboration with the local district director, monitors the implementation of the local plan and special education program operation in the district. All superintendents are members of the Board of Governors. Superintendents of each LEA are responsible to their respective governing boards. LEAs, including special education leadership and program specialists, review and monitor available data sources to ensure students with disabilities receive a free and appropriate public education. Data sources include, but are not limited to, the California School Dashboard and the Annual Performance Reports. LEAs also engage in monitoring activities with CDE as required. AU will provide administrative support for facilitation of SELPA duties.

7. Coordinated system of data collection and management:

Reference Number:	Policy 30.0

SELPA | North Coastal Consortium for Special Educatio | Fiscal Year | 2020-21

Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	SELPA and LEA Offices

Description:

The NCCSE and its member districts ensure that NCCSE will provide data collection through a management information system for the use of the member districts. This system will be utilized to collect and monitor all required data regarding children with disabilities residing within the member districts.

The NCCSE Director will also assist districts in collecting data and reporting information to the State Department of Education by:

- Providing notification to the districts of required evaluation data, procedures and timelines.
- Suggesting data sources and procedures.
- Developing agreed-upon evaluation procedures and outcome measures.
- Providing data collected on the management information system to districts for inclusion in their reports.
- Providing technical assistance to the LEAs to improve compliance and performance outcomes as determined by CDE.
- Approving the CALPADS submission of each member LEA as required by CDE.
- Providing technical assistance and training to LEAs as requested or deemed necessary by the SELPA.

LEAs provide program, employee, student, and fiscal information as needed by the NCCSE to facilitate program coordination, fiscal accountability, budget preparation, and state, federal, and local reports. LEAs are responsible for data entry, quality and integrity. The LEAs will approve the CALPADS submission as required by CDE.

Special education leadership, including program specialists, will assist providers and staff on appropriate methods of submitting correct data.

The AU will provide the necessary administrative supports to support the coordinated system of internal program review and enter into requested contracts on behalf of SELPA in order to ensure Coordinated system of data management

SELPA | North Coastal Consortium for Special Educatio | Fiscal Year | 2020-21

8. Coordination of interagency agreements:

Reference Number:	Policy 18.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	SELPA and LEA Offices
Description:	The [NCCSE] and its member districts ensure that written interagency agreements are developed and entered into by agencies participating in the Local Plan. Interagency Agreements are completed at the state and local levels to carry out regulations from the federal and state government, including fiscal responsibility for the provision of services for students with exceptional needs. LEAs, through their representative to the Board of Governors, will approve interagency agreements. LEA special education leadership, including program specialists, will carry out roles and responsibilities outlined in the interagency agreements The AU will provide the indirect supports needed in the coordination of interagency agreements.

9. Coordination of services to medical facilities:

Reference Number:	Policy 43.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	SELPA and LEA Offices
	It shall be the policy of this SELPA that children with disabilities residing in hospitals, licensed children's institutions (LCIs), foster homes, juvenile court schools, and county community schools shall be provided with special education and related services as appropriate to their IEPs. Any student residing within the SELPA, including within any of these settings, may be referred for special education services. Each LEA shall be responsible for the provision of special education and related services to students with special needs residing in hospitals and other residential facilities located within the geographical area of the

Description:

districts. Each LEA shall first consider services operated by the LEA and by the other LEAs within the SELPA, and/or by the County Office of Education. If the special education services available within these entities are not appropriate, the LEA shall contract with an appropriate service provider for implementation of the student's IEP.

LEA special education leadership, including program specialists assure students have a full educational opportunity.

No state hospital programs are located within the SELPA. The education code provides that the county wherein the hospital is located shall provide special education services. The LEA is to receive prior notice regarding the return of a student to the district within the SELPA from any state hospital program. If the district of residence does not receive prior notification, the district will attempt to obtain the current educational records and SELPA agrees to provide appropriate technical assistance to the district of residence in order to facilitate a timely and appropriate placement into an educational setting.

The AU will provide the necessary indirect supports to ensure there is sufficient coordination of services to medical facilities.

10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number: Policy 43.0

Document Title: North Coastal Consortium for Special Education Policies

Document Location: SELPA and LEA Offices

Description:

It shall be the policy of this SELPA that children with disabilities residing in hospitals, licensed children's institutions (LCIs), foster homes, juvenile court schools, and county community schools shall be provided with special education and related services as appropriate to their IEPs. Any student residing within the SELPA, including within any of these settings, may be referred for special education services

Each LEA shall be responsible for the provision of special education and related services to individuals with exceptional needs residing in LCIs and foster homes located within the geographical area of the LEA. Each LEA shall first consider services operated by the LEA, other LEAs within the SELPA, and/or by the County Office of Education. If the special education services available within these entities are not appropriate, the LEA shall contract with an appropriate service provider for implementation of the student's IEP.

SELPA | North Coastal Consortium for Special Educatio | Fiscal Year | 2020-21

LEA special education leadership, including program specialists assure students have a full educational opportunity.

The AU will provide the necessary indirect supports to ensure there is sufficient coordination of services to foster family homes and LCIs.

11. Preparation and transmission of required special education local plan area reports:

Reference Number: AROS 2

Document Title: Local Plan, Section B, Governance and Administration

Document Location: SELPA and LEA Offices

Description:

The NCCSE Director will ensure timely submission of required reports and provide technical assistance to LEAs in their data collection and report submissions. The NCCSE Director is responsible for the development and submission of the following required SELPA reports:

- Prepare program and fiscal reports as required by the state.
- Develop NCCSE Annual Budget Plan and the Annual Service Plan.
- Maintain a management information system for purposes of state report requirements.
- Utilize the NCCSE-wide management information system to record, document and report suspension/expulsion, disability codes, and all other information required by the NCCSE, State, or Federal reports.
- Review and approve CALPADS submissions for special education data

The LEA Directors will submit required data in order for the SELPA to submit timely reports.

Program specialists and other leadership staff will assist with collection of accurate data.

The AU will provide the necessary indirect supports to support the submission of timely and accurate reports. AU will review, sign, and submit as appropriate any required special education local plan area reports.

12. Fiscal and logistical support of the CAC:

SELPA | North Coastal Consortium for Special Educatio | Fiscal Year | 2020-21

Reference Number:	Policy 32.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	SELPA and LEA Offices
Description:	The NCCSE personnel will provide and assist the CAC with clerical and administrative support for CAC meetings, events, trainings, and workshops approved by the Board of Governors. The LEA Superintendents through the Board of Governors allocates the resources to provide fiscal and logistical support for the CAC. LEA Directors shall facilitate communication between their CAC representatives to the LEA. LEA special education leadership, including program specialists may be involved in working with CAC parent representatives to establish annual LEA activities that align with CAC recommended priorities. The AU will ensure the necessary indirect fiscal and facility supports are provided.

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:	Policy 48.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	SELPA and LEA Offices
Description:	Provide and coordinate transportation for a student with disabilities to a local/regional program and/or service as indicated on the student's Individualized Education Program. Each LEA is responsible for ensuring special education transportation as a related service will be provided to children in accordance with their individualized educational Program (IEP). LEA leadership, including program specialists will ensure LEA procedures are in place and training is provided as needed in the districts to support IEP teams in their determination regarding transportation for students with disabilities, including details and any equipment required. NCCSE will provide technical assistance and training to LEAs as

requested.

The AU will provide the necessary indirect supports to assist with training needs.

14. Coordination of career and vocational education and transition services:

Reference Number: AROS 3

Document Title: Local Plan, Section B, Governance and Administration

Document Location: SELPA and LEA Offices

Description:

Provide coordination of career and vocational transition services.

The NCCSE Director will provide technical assistance and staff development as needed. The NCCSE Director will ensure appropriate interagency agreements are in place and facilitate connection to agencies as appropriate.

The LEAs will provide appropriate career and vocational education and transition services as required under state and federal law. Special education leadership, including program specialists, will provide training to staff and providers to ensure that IEP and Individual Transition Plan (ITP) development aligns with all State and Federal laws.

The AU will provide the necessary indirect supports to help facilitate the coordination of career and vocational transition services.

15. Assurance of full educational opportunity:

Reference Number: Policy 2.0

Document Title: North Coastal Consortium for Special Education Policies

Document Location: SELPA and LEA Offices

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that full educational opportunity will be provided

Description:

to all students residing within the member districts. For this policy, “full educational opportunity” refers to matters including, but not limited to:

• Ensuring that the placements of students in nonpublic, nonsectarian schools are evaluated and that all requirements of the Individualized Education Program (IEP) are met, and evaluating whether the pupil is making appropriate educational progress

• Providing education services to all expelled students
• Making available extended school year to students if the IEP team determines, on an individual basis, that the services are necessary for provision of FAPE

• Assigning appropriate program specialists the responsibility of assuring that enrolled pupils have full educational opportunity regardless of their district of residence

The NCCSE Director will ensure that the full continuum of services is provided annually through submission of the SELPA's Annual Services Plan.

The LEAs, through their Superintendents on the Board of Governors will approve regional programs and services needed to meet the needs of students with disabilities within the SELPA.

Each LEA is responsible for providing a full continuum of services. Special education leadership, including program specialists, assures students have a full educational opportunity.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number: AROS 4

Document Title: Local Plan, Section B, Governance and Administration

Document Location: SELPA and LEA Offices

The NCCSE Director will facilitate the distribution of funds in accordance to the funding/allocation plan approved by the Board

Description:

of Governors. The NCCSE Director will also facilitate the development of the Annual Budget Plan

Each LEA through their Superintendent will determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will also submit all State and Federal required fiscal reports to the SELPA and SDCOE in a timely manner. Special Education administrators of the LEA, including program specialists, will ensure funds are used in accordance with State and Federal laws.

AU will accept all special education grants and revenues and distribute funds in accordance to the SELPA's distribution/ allocation plan.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number: AROS 5

Document Title: Local Plan, Section B, Governance and Administration

Document Location: SELPA and LEA Offices

Description:

A Program Specialist is an employee possessing one of the following credentials: special education, clinical services, health services, speech and language pathology, school psychology, or administrative. He/she shall also have an in-depth knowledge of specific areas of disabilities, advanced training and related experience in education of students with disabilities, and/or a specialized, in-depth knowledge in a specific content area (i.e.: preschool programming, transition services, student behavior).
Whether employed by the SELPA or individual LEA, Program Specialist services shall be available to students with disabilities, their families and district staff. These services may include, but are not limited to:

- Observe, consult with, and assist SAI instructors and related services staff in effective methods and strategies to educate students with disabilities.
- Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for students with disabilities under the direction of the District Director.
- Participate in each school's staff development, program

development, and innovation of special methods and approaches.
- Facilitate and serve as administrative designees in IEP meetings.

The SELPA Director or designee will provide technical assistance needed for the duties outlined above. The AU will hire staff required to provide the function in EC 56836 upon request.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number:	Policy 13.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	SELPA and LEA Offices
Description:	The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that special education services are available for all eligible individuals 0 - 5 years of age residing within the member districts, and that those individuals have a right to participate in public education services. Identified children aged birth through two years and their families may access evaluation and assessment services through the Interagency Agreement between San Diego Regional Center and the San Diego County Office of Education (SDCOE) for California Early Start*. The Early Intervention services may be delivered through an Individualized Family Service Plan (IFSP), which is a family-focused, outcome-oriented plan that focuses on the developmental needs of the infant and the concerns of the family. These services are also referred to as Part C - IDEA. The SDCOE Early Start will provide educational services, as deemed appropriate by the IFSP team, to identified children aged birth through two years who are not eligible for the San Diego Regional Center and have a Solely Low Incidence disability (i.e. Deafness, Hard of Hearing, Blindness, Orthopedic Impairment, etc.). Individuals with disabilities aged 3 - 5 years may access evaluation

services through their local district of residence. If the child is identified as eligible for special education, educational services designed to meet all identified areas of need will be provided through the Individuated Education Program (IEP) process.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number:	SELPAS 1
Document Title:	Local Plan, Section B, Governance and Administration
Document Location:	SELPA and LEA Offices
Description:	Members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan, may address their questions or comments to the Community Advisory Committee (CAC) or the Board of Governors and/or individual SELPA administrator on a particular agenda item, policy, procedure, or Local Plan during the designated public comment time established in each of their agendas. Time for public comment is on every agenda which affords individuals the opportunity to make comments prior to the adoption of policies, procedures, the Annual Budget or Service Plan, Local Plan, or revisions to the CAC bylaws. LEA Directors shall facilitate communication between their CAC representatives to the LEA. LEA special education leadership, including program specialists, may be involved in working with CAC parent representatives to establish annual LEA activities that align with CAC recommended priorities. AU will provide administrative support for facilitation of SELPA duties.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:	SELPAS 2
Document Title:	Local Plan, Section B, Governance and Administration

SELPA: North Coastal Consortium for Special Educatio

Fiscal Year: 2020-21

Document Location: SELPA and LEA Offices

Description:

In the event of a disagreement among local education agencies within the North Coastal Consortium for Special Education (NCCSE), a district and NCCSE, or the NCCSE and the Responsible Local Agency (RLA), a dispute resolution process shall be in place. It is the intent of the Board of Governors that issues be resolved at the lowest level possible. If any party involved in a disagreement is a voting member on the Board of Governors, the alternate for that district/office will replace the voting member during the resolution of the dispute. This policy is intended to resolve disagreements within a period of 45 days.

If a local education agency (LEA) disagrees with a decision or practice of another LEA, NCCSE, or the RLA, that local education agency or NCCSE has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the assistance of the NCCSE Director or the Chair of the Board of Governors. If this process fails, the parties may pursue a hearing on the issues and resolution with the Board of Governors.

If either party disagrees with the recommendation of the Board of Governors, and the dispute relates to the distribution of funding, the responsibility for service provision, or other governance activities specified within Local Plan, the dispute shall be submitted to the Trustee Review Committee (TRC) Appeals Board whose decision shall be a final binding arbitration.
The chairperson of the TRC will appoint a panel of five (5) members of the TRC, on an ad hoc basis, to act as an Appeals Board on appeals concerning decisions or actions of the Board of Governors. The review process requires that:

- Requests for review of a Board of Governors' decision or action shall be made through a member district's Superintendent to the Board of Governors.
- Upon notification of the intent to appeal a Board of Governors' decision or action, the chairperson of the Board of Governors shall transmit the request to the chairperson of the TRC.
- No member may serve on the Appeals Board if the appeal in question has direct impact on his/her district. Members may be renamed to subsequent Appeals Boards so long as these conditions are met.
- The TRC Appeals Board shall meet to consider the requested appeal.

- In formulating its decision on the appeal, the TRC Appeals Board may, by majority vote, grant, deny, or modify the decision or action of the Board of Governors under consideration.
- The Appeals Board shall complete its deliberations within thirty (30) calendar days of the date of receipt of request for appeal.
- The TRC shall provide its decision in writing to the chairperson of the Board of Governors.
- The decision of the TRC Appeals Board shall be binding.
- The chairperson of the Board of Governors shall forward the decision of the TRC Appeals Board to each representative on the Board of Governors.

The San Diego County Office of Education as the AU may also hear appeals of unresolved issues brought to it by districts, Board of Governors, or the Trustee Review Committee. Decisions of the County Board upon such appeals will be implemented.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:	Policy 6.0
Document Title:	North Coastal Consortium for Special Education Policies
Document Location:	SELPA and LEA Offices
Description:	Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, response to intervention models, student success teams, early literacy programs, and remedial programs.

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

SELPA: North Coastal Consortium for Special Educatio | Fiscal Year: 2020-21

Reference Number:	SELPAS 3
Document Title:	Local Plan, Section B, Governance and Administration
Document Location:	SELPA and LEA Offices
Description:	Each LEA that contracts with a nonpublic, nonsectarian school shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any students enrolled at the school at the time of placement. The LEA shall conduct at least one onsite monitoring visit each school year they have a student placed via a master contract. The monitoring visit shall include: • A review of services provided through the ISA • A review of progress on goals • A review of progress on goals specific to a BIP • An observation of the student during instruction • A walkthrough of the facility • Submission of the findings of the monitoring visit to the CDE within 60 days of the visit.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC* 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

   The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC* Section 56040)

   It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC* Section 56041)

Reference Number:	SELPAS 4
Document Title:	Local Plan, Section B, Governance and Administration, Memorandum of Understanding

SELPA: North Coastal Consortium for Special Educatio

Fiscal Year: 2020-21

Document Location: SELPA and LEA Offices

Description:

The NCCSE will coordinate with educational and public agencies and provide technical assistance to any districts identified as the District of Residence (DOR) for students age 18-21 (or 22 under the circumstances described in EC 56026 (c) (4)) who are incarcerated in a county jail and remain eligible for special education to assist in meeting their obligation to provide a free and appropriate public education. Through a memorandum of understanding (MOU) between the NCCSE and the AU, students attending school in the county's Juvenile Court and Community Schools (JCCS) have access to special education services while they are detained in programs operated by the County Board of Supervisors, the County's Summit Schools, and the Community Home Education Programs.