

NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION

POLICIES



NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION

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**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 1.0 – FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205(a)(1) 20 USC § 1412(a)(1)	EC 56040 34 CFR § 300.101 34 CFR § 300.201 34 CFR 300.163

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 North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that a free appropriate public education (FAPE) at no cost to parents will be available to all children 3 - 21 years of age with a disability who have been determined to be eligible for special education and related services, and who reside within the local plan / member district area.

This is to include children who have been suspended or expelled from school, and children who need special education and related services, even though the child is advancing from grade to grade.

Eligibility for special education and related services is made on an individual basis by the IEP team following the child's educational evaluation.

Children 0 - 3 years may be eligible for early intervention services through an Individualized Family Service Plan (IFSP).



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 2.0 – FULL EDUCATIONAL OPPORTUNITY

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
<p>EC 56205 §§(a)(2) & (c)</p> <p>Requirement Link: State</p>	<p>EC 48926 EC 56345 (b)(3) EC 56368 20 USC § 1412 (a)(2)</p>

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 North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that full educational opportunity will be provided 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 pupils have full educational opportunity regardless of their district of residence.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 3.0 – CHILD FIND

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205(a)(3) EC 56301(d)(1) 34 CFR § 300.111 20 USC 1412(a)(3)	34 CFR § 300.101

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, and 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 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.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 4.0 – INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
IEP EC 56205 (a)(4) 20 USC § 1412 (a)(4)	EC 56195.7 (a) 34 CFR §300.321 EC 56301 34 CFR §300.322 EC 56320-56330 34 CFR §300.22 EC 56340-56347 EC 56380-56380.1
IFSP EC 95020 20 USC §1436 (d) 20 USC § 1412 (a)(4)	17 CCR §52108 34 CFR 300.342-344 17 CCR §52102 (b) Government Code 95020 (f)

It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 U.S.C. § 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 U.S.C. § 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.

Preface

The purpose of this policy is to define the basic objectives and requirements of the Individualized Education Program (IEP) and the Individualized Family Service Plan (IFSP). The North Coastal Consortium for Special Education (NCCSE) and member districts ensure that all stipulations regarding the development, contents, timelines, revision, team meeting parameters and membership and/or other aspects of each IEP and IFSP will be adhered to as per state and federal law and regulations. [20 USC § 1414; 34 CFR §§ 300.320-300.324].

It is the intent of the California Legislature that IEP teams be non-adversarial and are convened solely for the purpose of making educational decisions for the good of the student with exceptional needs [EC 56341.1(h)]. This policy promotes mutual respect, civility, and orderly conduct among all parties involved in the IEP process.

IEP

The NCCSE and its member districts ensure that each district will initiate and conduct IEP team meetings for the purposes of developing, reviewing, and revising the IEP of each school-age individual with exceptional needs residing within the districts who is, or may be eligible for special education and related services under the Individuals with Disabilities Education Act – Part B. The IEP is a written statement for a student that is developed, reviewed and revised according to strict legal requirements (34 CFR §§ 300.320-300.324). This policy is not intended to be a comprehensive synopsis and/or listing of the requirements for the development, contents, team meeting and membership, timelines, revision and/or other aspects of an IEP and the IEP process.

IEP team meetings will be convened to discuss (a) the results of a special education assessment; (b) a lack of expected by the student; (c) a parent or teacher requests a meeting to develop, review, or revise the IEP; and (d) at least annually, to review the student's progress, the individualized education program, (including whether the annual goals for the student are being achieved and the appropriateness of placement), and to make any necessary revisions to the student's educational program. Each district will take the steps to ensure that one or both parents of the student are present at the IEP team meeting. If parents cannot attend the meeting, other methods will be used to afford the opportunity for parent participation.

When developing each pupil's IEP, the team members must consider the strengths of the pupil; the concerns of the parents; the results of any recent assessments; the academic, functional and behavioral needs of a pupil; the use of positive behavioral interventions as needed, the language needs of a pupil with limited English proficiency, special needs of pupils who are blind or visually impaired, deaf or hard of hearing; and whether a student requires assistive technology.

All special education and related services determined by the IEP team to be required for a student's free appropriate public education (FAPE) will be listed on the IEP, as well as details regarding those services. NCCSE member districts ensure that each student with a disability will be provided with services included in the IEP, regardless of which district, agency, or non-public school is the provider of a service. No services will be provided to a student without prior parental consent.

IFSP

The NCCSE and its member districts ensure that an eligible infant or toddler aged birth through two years shall have an IFSP and receive early intervention services through the Interagency Agreement between San Diego Regional Center and the San Diego County Office for California Early Start. These services are also referred to as Part C – IDEA.

The IFSP is a written document that includes the child's present levels of physical, health, cognitive, communication, social and emotional and adaptive development; family concerns; major outcomes expected to be achieved when appropriate; criteria for measuring progress; a statement of the specific early intervention services necessary to meet the needs of the child along with the expected date of service initiation; a statement of medical and other services that the child or family needs or is receiving through other sources; and the name of the service coordinator responsible for the implementation of all early intervention services, including transition.

The IFSP is evaluated at least once each year. In addition, a review of the plan is provided to the family every six months or more often when needed. These reviews are conducted to determine the degree of progress that is being made, and whether modification or revision of the outcomes or services is necessary.

All IFSP meetings will be conducted in setting and at times that are convenient for the family, and in the native language or other mode of communication used by the family. Meeting arrangements will be made with written notice provided early enough to afford team members an opportunity to participate.

This document is in effect until replaced by revised interagency agreement by all participating agencies.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 5.0 – ELECTRONIC RECORDING OF IEP MEETINGS

**Cabinet Approved: 5-12-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
Requirement Link: State	EC 56341.1 (g) EC 56321.5

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that procedures are in place that permit parents to audio record the proceedings of their child’s Individualized Education Program (IEP) meeting. It is noted that the local district holds this same right. The parent or guardian shall notify the members of the IEP team of his/her intent to audio record a meeting at least 24 hours prior to the meeting.

If the local district initiates the notice of intent to audio record a meeting and the parent or guardian objects or refuses to attend the meeting because it will be audio recorded, the meeting shall not be recorded.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 6.0 – LEAST RESTRICTIVE ENVIRONMENT (LRE)

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56301 (a)(5) 34 CFR § 300.114 20 USC § 1412 (a)(5)	EC 56206 EC 56303 34 CFR § 300.116 State Board Policy 10/10/1986

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 North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that to the maximum extent appropriate, all students with disabilities, including children in public or private institutions or other care facilities, will be educated with children who are not disabled, in the least restrictive environment (LRE) appropriate to meet their needs. Students receiving special education and related services will have equal access to campus activities and facilities, including general education curriculum, and nonacademic and extracurricular activities.

All pupils residing in the member districts will be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.

Additionally, special class placement and/or separate schooling away from the general education environment 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.

Member districts of NCCSE will consider any potentially harmful effect on the child or on the quality of services needed when determining the LRE.

NCCSE and member districts ensure that disbursement of specialized equipment and services will be distributed among the districts in a manner that maximizes the opportunities to serve each student in the least restrictive environment and as close to their home as possible.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 7.0 – PROCEDURAL SAFEGUARDS

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205 (a)(6) EC 56195.8 (b)(3) EC 56301(d) 34 CFR § 300.504 20 USC § 1415(d)	EC 56500.1 EC 56301 (d) EC 56195.7 (b) 34 CFR § 300.504 20 USC § 1415 20 USC § 1412 (a)(6)

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 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

It is further ensured that district procedures shall address the written notification of all parents of these rights. The NCCSE Notice of Procedural Safeguards includes all guaranteed procedural safeguards with respect to the FAPE.

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 the parents of children with a disability 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 Notice will be provided in the language or mode of communication used by the parent unless it is not feasible to do so.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 8.0 – RIGHT TO FREE OR LOW COST LEGAL SERVICES

**Cabinet Approved: 6-9-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
Requirement Link: State	EC 56502 (h) 34 CFR § 300.507 (b)

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that a list of persons and/or organizations that provide free or low-cost representation or other assistance in preparing for a due process hearing will be provided to any parent who requests this information. This information will also be provided to parents when a parent or district initiates a due process hearing.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 9.0 – EVALUATIONS

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205 (a)(7) EC 56205 (a)(3) Requirement Link: State	EC 56381 EC 56380 (a) EC 56320-333 5 CCR § 3021-29 34 CFR 300.301 – 311 34 CFR 300.112 20 USC 1412 (a)(7) 20 USC §1414

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 North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that procedures are in place governing all requirements for the evaluation of students under the Individuals with Disabilities Education Act (IDEA). These evaluations include the initial evaluation of a child for the purpose of identification, and triennial evaluations to determine whether the child continues to have a disability and also require special education and/or related services.

Evaluations and re-evaluations may be conducted when educational or related service needs, including academic and functional performance, warrant a reassessment. Evaluations may also be conducted upon a parent or teacher request, and for other reasons.

Initial evaluations will not be conducted without prior parent written consent, although the district may pursue the safeguards under 34 CFR §§ 300.507-516. Parent written consent will also be requested for all re-evaluations as mandated in 34 CFR 300.300(c).



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 10.0 – ASSESSMENT OF ENGLISH LEARNERS

**Cabinet Approved: 5-12-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
Requirement Link: State	EC 56320 EC 56001 5 CCR § 3023 34 CFR § 300.304 (c)

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that procedures are in place that address the selection of the materials and practices used for assessment of English learners. Such procedures will ensure that assessments are comprehensive, and that the materials selected measure the extent to which the student has a disability, rather than assessing the student’s English proficiency.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

**Policy No. 11.0 – ASSESSMENT PROCEDURES – STUDENTS WITH IMPAIRED SENSORY,
MANUAL, AND/OR SPEAKING SKILLS**

Cabinet Approved: 5-12-16

Board of Governors Approved: 1-23-17

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
Requirement Link: State	EC 56320 (d) 34 CFR § 300.304 (c)(3)

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that procedures are in place that address the test selection and administration for assessment of children with impaired sensory, manual, and/or speaking skills.

Test results will accurately reflect the child’s aptitude, achievement level, or any other factors the tests purport to measure, and not the pupil’s impaired sensory, manual or speaking skills unless those skills are the factors the test purports to measure.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 12.0 – CONFIDENTIALITY

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205 (a)(8) Requirement Link: State	EC 49060 34 CFR § 300.610-627 34 CFR Part 99 20 USC § 1412 (a)(8)

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 North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that the confidentiality of personally identifiable data, information and records that is collected will be maintained according to the requirements of 34 CFR §§ 300.610-300.627 and 34 CFR Part 99, the Family Educational Rights and Privacy Act.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 13.0 – EARLY EDUCATION (0-5)

Cabinet Approved: 6-9-16

Board of Governors Approved: 1-23-17

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
<p>EC 56205 (b)(3)</p> <p>Requirement Link: State</p>	<p>GC 95002-95003 20 USC § 1432 17 CCR § 52020 17 CCR § 52100 17 CCR § 52140 34 CFR § 300.101</p>

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.

****This document is in effect until replaced by revised interagency agreement by all participating agencies.***



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 14.0 – EARLY INTERVENTION – PART C

**Cabinet Approved: 6-9-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205 (b)(3)	EC 56429 EC 56020, 52040, 52110 20 USC §1431-35 17 CCR 52000-52175 GC 95000 et seq.

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that all individuals birth through 2 years of age with a disability, as identified by the individualized family service plan (IFSP) team, have a right to early intervention services as mandated by IDEA – Part C. Part C is a program administered by the State of California that serves infants and toddlers through age 2 with developmental delays or who have diagnosed physical or mental conditions with high probabilities of resulting in developmental delays.

NCCSE and its member districts further ensure that early intervention services to meet the needs of the identified infants and toddlers and their families will be provided by and agreed to through an interagency agreement between San Diego Regional Center and San Diego County Special Education Local Plan Areas and the Superintendent of Schools, San Diego County Office of Education for California Early Start Program.*

The SDCOE Early Start will provide educational services, as deemed appropriate by the IFSP team, to identify 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.).

****This document is in effect until replaced by a revised interagency agreement by all participating agencies.***



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 15.0 – PART C – TRANSITION TO PRESCHOOL

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205 (a)(9) 17 CCR § 52140	EC 56429 EC 56426.9 20 USC § 1412 (a)(9) GC 95002

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 North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that all children participating in Early Intervention programs under IDEA - Part C who will participate in Special Education preschool programs under IDEA - Part B will experience a smooth and effective transition process.

Each district in NCCSE will participate in interagency transition planning procedures beginning at least six months prior to the child's third birthday, to ensure that an Individualized Education Program (IEP) has been developed, and services required by an IEP under IDEA - Part B are initiated by the third birthday.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 16.0 – PRIVATE SCHOOL CONSULTATION AND CHILD FIND

**Cabinet Approved: 12-15-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205(a)(10) 20 USC 1412(a)(3)(A) 20 USC 1412(a)(10)(A) 34 CFR § 300.111	EC 56301 EC 56171 34 CFR § 300.131 34 CFR § 300.134

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that all children with disabilities, regardless of the severity of their disability, who are enrolled by their parents in private, including religious, elementary and secondary schools located in the school district served by the Local Education Agency (LEA) will be identified, located, and assessed. This shall be accomplished through the use of a continuous Child Find system that addresses the relationships among the identification, screening, referral, assessment, planning, implementation, review, and the triennial assessment processes. The triennial review of parentally-placed private school students continuing attendance at a private school shall be completed upon parent consent.

The continuous child find system shall include, but not be limited to, private school 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; and highly mobile children, including migrant children.

Child Find procedures shall 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.

NCCSE and its member districts ensure that timely and meaningful Consultation will be completed with NCCSE staff and representatives of each private school, including representatives of the parents of parentally-placed school children with disabilities. This Consultation shall include but not be limited to: the Child Find system utilized for the private school; how parents of children suspected of having disabilities can participate; and how parents, teachers and private school officials will be informed of the Child Find process. In coordination with the San Diego County Office of Education, NCCSE and its member districts ensure that private schools within all NCCSE districts will receive the Annual Notice regarding Child Find activities and related contact information.

Consultation with representatives of each private school will additionally address how the proportionate share of federal dollars shall be spent to provide special education services to parentally-placed students in private and elementary schools.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 17.0 – CHILDREN WITH DISABILITIES VOLUNTARILY ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOLS

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
20 USC § 1232(g), 1400-1482 29 USC § 794 EC 56000, 56020-56035, 56170-56177, 56195.8, 56300-56385, 56500-56509, 56600-56606	

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 North Coastal Consortium for Special Education (NCCSE) recognizes its obligations under federal and state law to locate and identify all children with disabilities enrolled by their parents in private elementary and secondary schools pursuant to Education Code 56170. The SELPA will ensure that all member school districts/Local Education Agencies (LEAs) of the NCCSE will comply with all federal and state laws and regulations, including this Policy, regarding the identification, evaluation, and program development for all students suspected of having disabilities. This includes students eligible for special education and related services who are unilaterally placed by their parents in private schools that meet the state definition of elementary and secondary schools, including religious schools, within the jurisdiction of the NCCSE. This policy applies only to those children eligible for special education and related services who are voluntarily enrolled by their parents in private schools and does not apply when there is a dispute regarding a Free Appropriate Public Education (FAPE).

A child eligible for special education and related services who is voluntarily enrolled by his/her parents in a private school has no individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school. The Superintendent or designee of a NCCSE member district shall develop a budget for the provision of services to children with disabilities enrolled by their parents in private school based on the proportionate share of federal funds allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private schools by their parents.

The Superintendent or designee of a NCCSE member district shall ensure that the LEA locates, identifies and evaluates all children with disabilities who are parentally placed in a private school or facility located within the NCCSE boundaries. This “child find” obligation is to ensure the equitable participation of parentally placed private school children with disabilities with other children in the district and the accurate count of these children.

Each member district shall assist private schools located within its boundaries in child find activities, accept referrals from private schools, and conduct appropriate assessments. With parent permission, the district of residence (DOR) will be invited to participate with the district where the private school is located (DOPS) in the evaluation to determine possible eligibility for special education services. If the evaluation team determines that a student is eligible to receive special education and related services, an offer of FAPE will be made through the individualized education program (IEP) process when the parents indicate intent to enroll their child in a public school in their district of residence. Upon an offer of FAPE, a parentally placed private school student must be enrolled in their district of residence in order for the IEP to be implemented. In the event the parents elect to forego a public school placement and continue the enrollment of their child in a private school, an individual services plan (ISP) will be developed if appropriate with this Policy and federal and state laws and regulations.

Voluntarily enrolled private school students eligible to receive special education and related services will receive those services consistent with this Policy and related procedures and the ISP developed for the child.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 18.0 – INTERAGENCY COORDINATION

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56195.8	EC 56195.7 (d-g) EC 56475 17 CCR § 52140 (a-d) 20 USC 1412 (a)(12)

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 North Coastal Consortium for Special Education (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.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 19.0 - GOVERNANCE

**Cabinet Approved: 12-12-19
Board of Governors Approved: 1-27-2020**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205(a)(12)(A) 20 USC 1412(a)(1)	EC 56195.1(b-c) 20 USC § 1412(a)(13)

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 North Coastal Consortium for Special Education (NCCSE) is a multi-district Special Education Local Plan Area (SELPA).

NCCSE and its member districts ensure that the governance and administration of the local plan area are adhered to as described in the Local Plan. The Local Plan addresses all state and federally mandated criteria and provisions for its implementation.

Through the Local Plan, the participating districts designate the Board of Governors to be the governing body and policy-making body for the NCCSE and its member districts. The NCCSE Administrator is responsible for coordination of the SELPA and implementation of the Local Plan. The San Diego County Office of Education (SDCOE) is designated as the Administrative Unit (AU) for the NCCSE.

NCCSE policies and procedures are established pursuant to Federal and State code and provide direction for all aspects of the NCCSE.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 20.0 – PERSONNEL QUALIFICATIONS

Cabinet Approved: 12-12-19

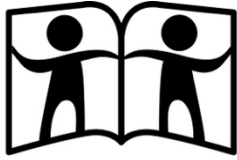
Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205 (a)(13)	34 CFR § 300.156 20 USC § 1412 (a)(14)

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 North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that all personnel, including special education teachers, and personnel and paraprofessionals providing related services are appropriately and adequately prepared and trained in accordance with all state and federal mandates. NCCSE and its member districts will take measurable steps to recruit, hire, train and retain highly qualified personnel to provide special education and related services to children with disabilities residing within its districts.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of NCCSE or a member district staff person to be highly qualified, or to prevent a parent from filing a complaint about staff qualifications with the state agency.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 21.0 – PERFORMANCE GOALS AND INDICATORS

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205(a)(14)	20 USC § 1412(a)(15) EC 56195.8(b)(6)

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 North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that all children with disabilities will have the opportunity to participate in a state- wide assessment system in order to ensure the effectiveness of the efforts to educate those children.

Additionally, NCCSE and each member district will support and implement the State- adopted accountability system, the adopted definition of “adequate yearly progress” (AYP), and the State’s goals for meeting the State’s AYP.

The AYP will apply the same high standards of academic achievement to all public elementary and secondary schools; be statistically valid and reliable; result in continuous and academic improvement for all students; and include separate measurable annual objectives for the continuous and substantial improvement of the achievement of student populations including students with disabilities.

NCCSE and all member districts further ensure that all students with disabilities will be provided with the accommodations, guidelines and alternative assessments required by their respective Individualized Education Programs.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 22.0 – PARTICIPATION IN ASSESSMENTS

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205 (a)(15) Requirement Link: State	20 USC § 1412 (a)(16)

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 IEPs.

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that all students with disabilities will participate in state and districtwide assessments and alternate assessments in accordance with the Individuals with Disabilities Education Act (IDEA).

Each student will be provided with all appropriate accommodations and alternate assessments where necessary and according to state guidelines, and as indicated in the student's Individualized Education Program.

All required assessment information and reports will be made available to the California Department of Education.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 23.0 – SUPPLEMENTATION OF STATE/FEDERAL FUNDS (ANNUAL BUDGET PLAN)

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205 (a)(16) Requirement Link: State	20 USC § 1412 (a)(17)

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 North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that assurances are provided through the Annual Budget Plan that funds received through the Individuals with Disabilities Education Act (IDEA) will be expended for special education and related services provided to children with disabilities in accordance with the IDEA.

Additionally, except as allowed in federal law and regulations, federal funds will be used to supplement the level of Federal, State and local funds, and in no case to supplant such funds.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 24.0 – MAINTENANCE OF FINANCIAL EFFORT

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205 (a)(17) Requirement Link: State	34 CFR §§ 300.203-204 34 CFR § 300.163 20 USC § 1412 (a)(18)

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 North Coastal Consortium for Special Education (NCCSE) and its member districts 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 in compliance with state and federal mandates.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 25.0 – PUBLIC PARTICIPATION

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205 (b)(4) EC 56205 (a)(18)	20 USC § 1412 (a)(19)

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 North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that opportunities for public participation will be provided prior to the adoption of all policies and procedures.

It is further ensured that members of the public, including parents and guardians of children with exceptional needs who are receiving services, may address questions or concerns to the governing body through written communication or public comment.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 26.0 – SUSPENSION – EXPULSION DATA

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205(a)(19) 20 USC § 1412(a)(22)	

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 North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that suspension and expulsion rates among students in NCCSE will be collected and monitored. Additionally, this data will be available for collection by the California Department of Education for the determination of any discrepancies occurring in the rates of suspensions and expulsions of children with disabilities as compared to nondisabled children, including data disaggregated by race and ethnicity.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 27.0 – ACCESS TO INSTRUCTIONAL MATERIALS FOR INDIVIDUALS WITH PRINT DISABILITIES

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205 (a)(20) 34 CFR § 300.172 20 USC § 1412 (a)(23)	

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 North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that blind students and students with other print disabilities who need instructional materials in accessible formats are provided those materials in a timely manner, according to the State definition. NCCSE and its member districts further ensure that all reasonable steps will be taken to provide those instructional materials in accessible formats at the same time that other children receive instructional materials.

Additionally, all students with disabilities requiring instructional materials in specialized formats (Braille, audio, or digital text and large print formats) will be provided those materials according to the standards established by the National Instructional Materials Accessibility Standard (NIMAS). All materials will be provided in a timely manner.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 28.0 – OVERIDENTIFICATION AND DISPROPORTIONALITY

Cabinet Approved: 12-12-19

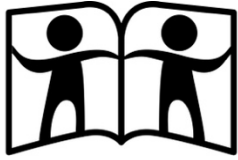
Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205 (a)(21)	20 USC § 1412 (a)(24) 20 USC § 1418
Requirement Link: State	

It shall be the policy of this LEA to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities.

The North Coastal Consortium for Special Education (NCCSE) and its member districts will participate in the state and federal monitoring designed to prevent the inappropriate over identification or disproportionate representation by race and ethnicity of children with disabilities.

This monitoring will include data regarding the identification of children as children with particular disabilities, the placement in particular educational settings, and the incidence, duration and type of disciplinary actions, including suspension and expulsions.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 29.0 – PROHIBITION ON MANDATORY MEDICINE

Cabinet Approved: 12-12-19

Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205 (a)(22) Requirement Link: State	EC 56040.5 34 CFR § 300.174 20 USC § 1412 (a)(25)

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.

It is the policy of the North Coastal Consortium for Special Education (NCCSE) and its member districts that school personnel are prohibited from requiring any individual with exceptional needs to obtain a prescription for a medication that is a substance covered by the Controlled Substances Act as a condition of attending school, or receiving an evaluation and/or services under the Individuals with Disabilities Education Act (IDEA).

Additionally, there is no Federal prohibition against teachers and other school personnel consulting or sharing classroom-based observations with parents or guardians regarding a student's academic and functional performance, his or her behavior in the class or school, or the need for assessment for special education and related services, which may be part of Child Find activities under IDEA.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

**Policy No. 30.0 – DATA & INFORMATION ON PUPILS PROVIDED WITH SPECIAL
EDUCATION AND RELATED SERVICES**

Cabinet Approved: 5-12-16

Board of Governors Approved: 1-23-17

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
<u>Data</u> EC 56195.7 (c)(4) Requirement Link: Federal <u>Information on Pupils Provided with Special Education and Related Services</u> EC 56195.8 (b)(6) Requirement Link: State	EC 56195.8 20 USC § 1418

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that NCCSE will provide data collection through a Management Information System (MIS) 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 information will be made available to the California Department of Education and other governmental agencies upon request.

Additionally, NCCSE and its member districts ensure that all requirements will be completed regarding information on the number of individuals with exceptional needs who are being provided special education and related services.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 31.0 – REGIONALIZED SERVICES

**Cabinet Approved: 4-14-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205 (a)(12)(B)	EC 56195.7 (c) EC 56836.23

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that a portion of funding is dedicated for regionalized operations and services, including but not limited to coordination of the Local Plan, staff development and parent/guardian education, program review and evaluation, data collection and management, coordination of interagency agreements, support of the community advisory committee (CAC), assurance of full educational opportunity, fiscal administration and allocation of state and federal funds and the funding of direct instructional support of program specialists.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 32.0 – COMMUNITY ADVISORY COMMITTEE

**Cabinet Approved: 6-9-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205 (a)(12)(c)	EC 56190-56194
Requirement Link: State	

The North Coastal Consortium for Special Education (NCCSE) and its member districts verify that a Community Advisory Committee (CAC) has been established to serve NCCSE in an advisory capacity.

The CAC is composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular and special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. At least the majority of CAC members are parents of pupils enrolled in the NCCSE member district schools, and at least the majority of such parents are parents of individuals with exceptional needs.

Appointment to the Committee is overseen by the member district administrator of special education and approved by the local governing board.

NCCSE and its member districts further ensure that the NCCSE CAC will fulfill the responsibilities defined in the Local Plan, including but not limited to:

- Advising NCCSE regarding the development, amendment and review of the Local Plan
- Recommending annual priorities of the Local Plan
- Assisting in parent education, and recruiting individuals who may contribute to the implementation of the Plan
- Encouraging community involvement in the development and review of the Local Plan
- Supporting activities on behalf of individuals with exceptional needs
- Assisting in parent awareness of the importance of regular school attendance.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 33.0 – ANNUAL BUDGET PLAN & ANNUAL SERVICE PLAN

**Cabinet Approved: 11-17-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205 (b)(1)(A-G) EC 56205 (b)(2)	EC 56195.7(h)

The North Coastal Consortium for Special Education (NCCSE) Special Education Local Plan Area (SELPA) and its member districts ensure the SELPA shall adopt an annual budget plan at a public hearing scheduled according to legal mandates. The annual budget plan identifies expected income and expenditures for all items required by state and federal laws, including but not limited to: instructional personnel, special education services to students with severe and non-secure disabilities, and regionalized operations and services.

NCCSE and its member districts further ensure that the SELPA shall adopt an annual service plan at a public hearing scheduled according to legal mandates. The service plan provides an overview of the programs and services available within the NCCSE districts. The annual service plan may be revised during any fiscal year according to the NCCSE policy-making process.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 34.0 – CHARTER SCHOOLS

**Cabinet Approved: 12-15-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
20 USC § 1400 34 CFR § 300.312, 300.241 EC 56145, 56195.1(f), 56203 (a-c), 56207.5 (a-c)	

This policy applies to all charter schools that are chartered by the North Coastal Consortium for Special Education (NCCSE), Special Education Local Plan Area (SELPA) member districts, granted a charter on appeal by the San Diego County Board of Education or the State Board of Education, or chartered by Local Education Agencies (LEAs) outside of the NCCSE. Charter Schools may be a school operated by a district within the SELPA or may apply to become an LEA within the SELPA. Charter schools operated by member entities and districts within the geographic boundaries of the NCCSE as it was initially constituted may apply directly to the Board of Governors to become an LEA in accordance with the Procedures for Charter Schools. Charter schools and/or other districts applying for LEA status with the NCCSE, which are located outside the geographic boundaries of the NCCSE, shall submit a written justification as to why membership as a NCCSE LEA is preferable to other alternatives in addition to following the Procedures for Charter Schools. It shall be the policy of the LEAs that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district. In order to be admitted as a NCCSE member, the LEA charter school must have received a positive vote of at least eight members of the NCCSE Board of Governors and been approved by the San Diego County Superintendent of Schools. Membership as a NCCSE LEA charter school will become effective July 1st following approval by the Board of Governors.

As students enrolled in charter schools are entitled to special education services provided in a similar manner to students enrolled in other public schools, charter schools within the SELPA shall comply with all requirements of state and federal law regarding the provision of special education services (Education Code section 56000et seq., Individuals with Disabilities Education Act 20 U.S.C. Chapter 33). A Charter school may not discriminate against any pupil in its admission criteria on the basis of a disability. Students enrolled in charter schools chartered by member entities shall receive services in a manner similar to students enrolled in other public schools within the SELPA. Funding for special education services, participation in the governance structure and responsibility for provision of services shall be based on the categorization of the individual charter school.

Funding for special education and related services, participation in the governance structure, and the responsibility for provision of services shall be based on the categorization of the individual charter school. The special education funding for charter schools operated by the NCCSE member districts will be allocated to the district in accordance with the AB 602 Implementation Plan and Annual Budget Plan requirements. The district designees shall represent charter schools operated by the NCCSE districts on the Cabinet and the Board of Governors. Students enrolled in charter schools operated by member entities shall receive comparable services as students enrolled in other public schools within the SELPA. LEA charter schools within the NCCSE shall receive special education funds directly and be represented on the Cabinet. Each LEA charter school will have one vote on the Board of Governors.

All NCCSE LEAs, including charter school LEAs, will document that all state and federal special education funds apportioned to the LEA are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Reimbursement to the SELPA for any special education apportionment that is not used solely for that purpose will be in accordance with the AB 602 Implementation Plan provisions for all districts.

Prior to approval or renewal of a charter, the Superintendent or designee of the chartering entity should consult with the SELPA administrator regarding sufficiency of assurances in the petition related to the provision of special education services. The petition must provide that no student otherwise eligible to enroll in the charter school shall be denied enrollment due to a disability or to the charter school's inability to provide the necessary services. Charter schools must delineate in the petition or memorandum of understanding (MOU) the entity responsible for providing special education instruction and services. This document must reference any anticipated transfer of special education funds between the granting entity and the charter school and any provisions for sharing deficits and/or proration factors in funding. The chartering entity may not require that a charter school seek LEA status. This document must affirm, in writing, that the district where the student resides, if different than the chartering entity, is not responsible for providing special education services to students that are enrolled in the charter school.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 35.0 – READING LITERACY

**Cabinet Approved: 6-9-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
Requirement Link: State	AB 2519 2/98 State Board Requirement 2/99

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that students with disabilities will have access to the same high-quality, research-based instruction and instructional materials as their peers in general education. Students with disabilities will have full access to core curriculum, including state adopted core curriculum textbooks and supplementary text books, instructional materials and support in order to master reading and language arts skills.

Special education instructional personnel will have the opportunity to participate in district and NCCSE training activities related to reading and literacy to include but not be limited to: current literacy and learning research, state adopted standards and frameworks, increased participation of students with disabilities in statewide student assessments, and research-based instructional strategies.

These requirements and standards reflect the intent of the California Reading Initiative of 1999.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

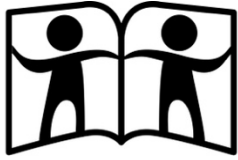
Policy No. 36.0 – STUDENT SERVICES AND PEER-REVIEWED RESEARCH

Cabinet Approved: 6-9-16

Board of Governors Approved: 1-23-17

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
Requirement Link: State	EC 56341.1 (g) EC 56321.5 34 CFR § 300.320 (a)(4)

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that procedures are in place to ensure that all individuals with exceptional needs are provided with special education and related services in accordance with their Individualized Education Program (IEP), and to the extent practicable, are based upon peer-reviewed research.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 37.0 – NCCSE SELPA (Determine Local Plan Options Based on Size & Scope, SELPA Definition, Contractual Agreements)

Cabinet Approved: 11-17-16

Board of Governors Approved: 1-23-17

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56195.1	

The North Coastal Consortium for Special Education (NCCSE) is a multi-district Special Education Local Plan Area (SELPA).

NCCSE and its member districts ensure that the Governing Board of NCCSE, in conjunction with the member districts, will submit to the Department of Education a Local Plan for the education of individuals with exceptional needs who reside within the member districts. The Local Plan, through joint powers and/or other contractual agreements, will include all required components in accordance with state mandates.

NCCSE and its member districts further ensure that should a member district be unable to provide the specialized program(s), services and supports required in a student’s Individualized Education Program (IEP), the member district will enter into a contractual agreement with a NCCSE member district who will provide those services.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 38.0 – DEVELOPMENT OF THE LOCAL PLAN

**Cabinet Approved: 5-12-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
<p>EC 56195.3 (a-d)</p> <p>Requirement Link: State</p>	<p>EC 56195.9 EC 56205 (b)(6) EC 56205 (d)</p>

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that the Local Plan will be developed and updated cooperatively by a committee of representatives of special and general education teachers and administrators selected by the groups that they represent, and with the participation of parent members of the Community Advisory Committee.

The following required steps will be completed in the development of the Local Plan:

- Each district will cooperate with the county office and other districts in its geographic area in planning its option under EC 56195.1.
- Each fiscal year, each district will notify the department, impacted special education local plan areas and participating county offices of its intent to elect an alternative option form those specified in EC 56195.1, at least one year prior to the proposed effective date of the implementation of the alternative plan.
- Each district will cooperate with the county office to assure that the plan is compatible with other local plan in the county and any county plan of a contiguous county.
- Each district will submit to the county office for review any plan developed under subdivision (a) or (b) of EC 56195.1.
- The Local Plan, budget plan, and annual service plan shall be written in language that is understandable to the general public.

Adequate and effective participation and communication will take place between the committee members prior to forwarding the Local Plan to the NCCSE Cabinet and subsequently to the NCCSE Board of Governors. The CAC will be provided with a minimum of 30 days to review the proposed Local Plan prior to submission of the plan to the State Superintendent.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 39.0 – COUNTY OFFICE/DISTRICT GOVERNING BOARD AUTHORITY OVER PROGRAMS

Cabinet Approved: 9-15-16

Board of Governors Approved: 1-23-17

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
	EC 56195.5 (a)

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that through the Local Plan, the NCCSE participating districts designate the Board of Governors to be the governing body of the organization. The Board of Governors shall be the policy making body for NCCSE and its member districts. The San Diego County Office of Education (SDCOE) is designated as the Administrative Unit (AU) for NCCSE.



NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION

Policy No. 40 – PROVISION OF SERVICES FOR PUPILS WHO RESIDE IN OTHER DISTRICTS OR COUNTIES

Cabinet Approved: 9-15-16

Board of Governors Approved: 1-23-17

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
	EC 56195.5 (b)

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that each Local Governing Board of Education has within its responsibilities the authority to provide for the education of an individual in special education programs maintained by other districts or counties, and may include within a special education program students who reside in other districts or counties.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

**Policy No. 41.0 – COORDINATED SYSTEM OF
IDENTIFICATION/REFERRAL/ASSESSMENT/INSTRUCTIONAL
PLANNING/IMPLEMENTATION REVIEW**

**Cabinet Approved: 9-15-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56195.7(a)	EC 56205(b)(7) EC 56300-56382 34 CFR § 300.201 5 CCR § 3030

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that a coordinated system is in place within each member district to implement all required components of EC 56300-56382. These systems include a continuous child find system for individuals residing within member districts that addresses the relationships among identification, screening, referral, assessment, planning, implementation, review and the triennial assessment.

Additionally, a continuum of program options will be available to meet the needs of individuals with exceptional needs for special education and related services, as per the Individuals with Disabilities Education Act (IDEA). All instructional planning procedures for individuals with exceptional needs who are younger than three years of age will be provided pursuant to EC Chapter 4.4 and the California Early Intervention Services Act, Title 14.

NCCSE and each member district further ensure that practices are utilized to maintain that a pupil will be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized.



NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION

Policy No. 42.0 – PROCEDURAL SAFEGUARDS TO LOCAL PROGRAMS

Cabinet Approved: 9-15-16

Board of Governors Approved: 1-23-17

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56195.7 (b)	

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that one of the regionalized services provided by NCCSE will be the updating and distribution of the Procedural Safeguards, including translated versions as needed.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

**Policy No. 43.0 – HOSPITAL, LCI, JUVENILE COURT SCHOOLS, COMMUNITY SCHOOLS
AGREEMENTS**

Cabinet Approved: 4-14-16

Board of Governors Approved: 1-23-17

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56195.7(d-g) EC 56195.8(a)	

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that written agreements are maintained with public agencies that provide services to students with exceptional needs. These agreements will include a description of the process for coordinating and providing educational services to individuals with exceptional needs who are placed in settings including public hospitals, licensed children’s institutions (LCI), foster family homes, and juvenile court community schools.

Additionally, it is the responsibility of the district in which each student resides to monitor such placements, and to ensure that all requirements of the IEP are provided.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 44.0 – PROCEDURE FOR ONGOING PROGRAM REVIEW AND A MECHANISM FOR CORRECTING IDENTIFIED PROBLEMS

Cabinet Approved: 12-15-16

Board of Governors Approved: 1-23-17

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56195.7 (c)(6) EC 56195.7 (j)(2-3)	

The North Coastal Consortium for Special Education (NCCSE) special education local plan area (SELPA) ensures that written agreements developed by all entities participating in the Local Plan shall include a provision that regionalized services will be provided to member districts.

The regionalized services will include the provision for ongoing review of SELPA programs, encompassing procedures utilized under the Local Plan, and a mechanism for correcting any identified problem.

The elements of ongoing program review will include but not be limited to:

- Monitoring of regional programs/classes, including low incidence and related services, completed by NCCSE and the host member district.
- Provision of ongoing training opportunities for district and NCCSE-employed certificated and classified staff and administrators, as well as parents and community members. Relevant and timely training topics will be determined by monitoring of needs as well as input from staff and stakeholders. Training will include but not be limited to areas such as curriculum, professional methodologies, IEPs/IFSPs, online IEP system and the impact of changes in state and/or federal statutes.
- Review of California Special Education Management Information System (CASEMIS) data to help determine needs for program modification and/or addition.
- Monitoring of local education area (LEA) performance reported in the Special Education Annual Performance Report Measures, including the State Performance Plan (SPP) and Annual Performance Report (APR) indicators. This monitoring will be completed in order to determine the need for SELPA program modification and/or addition.
- Participation in, and review of the findings from the CDE Quality Assurance Process, including Performance Indicator Reviews and Comprehensive Reviews.
- Review of all Compliance Complaint and Due Process Hearing findings, corrective actions, and/or orders.
- Monitoring of regional programs/classes, including low incidence and related services.

At regularly scheduled meetings, NCCSE staff members and district administrators will address all identified program problems. Strategies for the correction of all issues will include collaboration, discussion, formulation of workgroups, and the provision of consultation and technical assistance when needed.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 45.0 – ADOPTING POLICIES

**Cabinet Approved: 11-17-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56195.7(i)	EC 56195.8

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that the Board of Governors shall be the policy making body for the NCCSE and its member districts. 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 board policies. All policies and procedures are established pursuant to Federal and State code.

Policies governing the NCCSE special education local plan area (SELPA) and its member districts shall be adopted by the Board of Governors and implemented the following calendar year beginning July 1, unless noted differently in the approved action. All approved policies are subject to the statutory and locally defined input process prior to incorporation.

As a requirement of the Local Plan, a NCCSE policy for the distribution of funds will be utilized and included in the Local Plan.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

**Policy No. 46.0 - MONITORING PLACEMENTS IN NONPUBLIC, NONSECTARIAN
SCHOOLS**

Cabinet Approved: 4-14-16

Board of Governors Approved: 1-23-17

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56195.8(b)(1)	EC 56205(c)

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that the placements of all students in nonpublic, nonsectarian schools will be closely monitored by the student's district of residence.

Monitoring shall include, but not be limited to, the verification that all requirements of each student's IEP are fully implemented, and that progress towards meeting annual goals is reported to parents in the method documented on the IEP.

A description of the monitoring process, including the method for evaluating whether the pupil is making educational progress, shall be included in NCCSE Procedures.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

**Policy No. 47.0 – REVIEW AT THE REQUEST OF A GENERAL EDUCATION OR SPECIAL
EDUCATION TEACHER**

Cabinet Approved: 5-12-16

Board of Governors Approved: 1-23-17

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56195.8 (b)(2)	34 CFR § 300.324
Requirement Link: State	

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that at the request of a student’s general education or special education teacher, an Individualized Education Program (IEP) team meeting will be convened to review matters including placement, instruction, and related services as they pertain to the assignment of the student to the teacher’s class.

The IEP team meeting will be convened within 30 days of the receipt of a written request. In the event of a verbal request, the teacher will be notified of the need for a written request. In determining the window/timeline for the meeting date, school vacation days of more than five days in length, including semester and summer vacations will not be counted.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 48.0 – TRANSPORTATION

**Cabinet Approved: 5-12-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
<p>EC 56195.8 (b)(5) Requirement Link: State</p>	<p>34 CFR § 300.34 20 USC § 1412(a)(16)</p>

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that special education transportation as a related service will be provided to children according to each Individualized Education Program (IEP). Generally, a child is eligible for transportation when the IEP team has determined, through a review of information and criteria, that transportation is necessary to assist a child with a disability to benefit from special education. Transportation includes travel to and from school, around school buildings, and any specialized equipment (such as special or adapted buses, lifts, and ramps) required to provide special transportation for a child with a disability. Each child’s IEP must include the team’s determination regarding transportation, including details and any equipment required.

To determine eligibility for transportation, each IEP team within NCCSE member districts will review criteria including but not restricted to:

- Placement – Students generally receive transportation if the IEP cannot be implemented at their school of residence due to unavailability of programs and/or services.
- If the student requires transportation in a manner different from his or her non-disabled peers due to his/her disability.
- If transportation is required in order for the student to benefit from his/her specialized instruction.
- If the student requires transportation due to personal factors such as health, cognitive judgement, or lack of ability to communicate.

NCCSE and its member districts additionally ensure that member districts will have procedures in place that guarantee compatibility between mobile seating devices and the securement systems required by the Federal Motor Vehicle Safety Standard No. 22 (49 CFR 571.222), and to confirm that all school bus/van drivers are trained in the proper installation of mobile seating devices into the securement system.

In the cases when student placements cannot be made at the neighborhood school and/or, due to the severity of a child’s disability, transportation is determined to be a required related service, the district of residence will provide transportation and all necessary equipment and transportation accommodations specified on the student’s IEP to provide the child with access to educational services.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 49.0 – CASELOADS FOR SPEECH/LANGUAGE SPECIALISTS (3-5 YEARS)

**Cabinet Approved: 5-12-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56195.8 (b)(7) Requirement Link: State	EC 56441.7 (a) EC 56441.11

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that the maximum caseload for a Speech and Language Specialist providing services exclusively to preschool students with exceptional needs between the ages of three and five years old shall not exceed a count of forty (40).



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 50.0 – GOVERNING BOARD MEMBERS – DUE PROCESS

Cabinet Approved: 5-12-16

Board of Governors Approved: 1-23-17

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56195.8 (c) Requirement Link: State	

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that should a member district or the San Diego County Office of Education (SDCOE) governing board member(s) be involved in a due process hearing procedure, the other member districts and/or the SDCOE will be held harmless. Due process hearing activities will be conducted pursuant to and consistent with state and federal law.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 51.0 – PROGRAM TRANSFER PLAN

**Cabinet Approved: 12-15-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56207	

The North Coastal Consortium for Special Education (NCCSE) special education local plan area (SELPA) and its member districts ensure that no educational programs and services already in operation in a NCCSE member district, including county office of education (COE) programs, will be transferred to another school district or a COE or from a COE to a school district unless the NCCSE has developed a plan which addresses all required components specified in EC§56207, including but not limited to:

- 1) Pupil needs.
- 2) The availability of the full continuum of services to affected pupils.
- 3) The functional continuation of the current individualized education programs of all affected pupils.
- 4) The provision of services in the least restrictive environment from which affected pupils can benefit.
- 5) The maintenance of all appropriate support services.
- 6) The assurance that there will be compliance with all federal and state laws and regulations and SELPA policies.
- 7) The means through which parents and staff were represented in the planning process.
- 8) Transfer dates.
- 9) Disagreements of the sending or receiving agency with the transfer plan.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 52.0 – BEHAVIOR INTERVENTIONS

**Cabinet Approved: 4-14-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56520 - 56525 34 CFR § 300.324 20 USC 1414(d)	

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that all students exhibiting serious behavioral challenges will receive timely and appropriate assessments and positive supports and interventions in accordance with existing state and federal statutes.

NCCSE and its member districts are committed to the proactive implementation of positive behavior supports in the event that a student’s behavior impedes his/her learning and/or the learning of others.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 53.0 – PROVISION OF A GOVERNANCE STRUCTURE AND ANY NECESSARY ADMINISTRATIVE SUPPORT TO IMPLEMENT THE PLAN

Board of Governors Approved: 621-21

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205(a)(12)(D)(i-ii)	EC 56195.1(b)(1)

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that the governance structure of the Special Education Local Plan Area (SELPA) is established by agreement among the governing boards of the member LEAs. The governance structure consists of the following:

- Board of Governors
- Community Advisory Committee
- Trustee Review Committee

In addition, the Board of Governors shall be responsible for approving the staff required to support the functioning of NCCSE. In reviewing and approving the NCCSE budgets on an annual basis, the Board of Governors shall agree to the employment of staff for the NCCSE office upon recommendations of SELPA Director and Finance Committee.

The NCCSE and its member districts further ensure that the SELPA Local Plan submitted to the Superintendent shall include and specify:

- The responsibilities of the county office and district governing board in the policy making process
- The responsibilities of the superintendents of each participating district and county office in the implementation of the plan
- The responsibilities of district and county administrators of special education in coordinating the administration of the local plan

The NCCSE Local Plan shall also include identification of the respective roles of the NCCSE administrative unit (San Diego County Office of Education [SDCOE]) and the administrator of the SELPA and the NCCSE member districts in relationship to:

- The hiring, supervision, evaluation and discipline of the administrator of the SELPA and staff employed by the administrative unit (SDCOE) in support of the Local Plan

- The allocation from the state of federal and state funds to the SELPA
- The operation of special education programs
- Monitoring the appropriate use of federal, state, and local funds allocated for special education programs.
- The preparation of program and fiscal reports required of the SELPA by the state



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 54.0 – DETERMINATION OF PARTICIPATING AGENCY RESPONSIBILITIES

Cabinet Approved: 11-17-16

Board of Governors Approved: 1-23-17

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56195.1 (b)(2)	

The North Coastal Consortium for Special Education (NCCSE) special education local plan area (SELPA) and its member districts ensure that the Local Plan is developed by the participating districts in the SELPA. This plan includes the establishment of a system for determining the responsibility of participating agencies for the education of each individual with exceptional needs residing within the NCCSE SELPA.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 55.0 – DESIGNATION OF A RESPONSIBLE LOCAL AGENCY

Cabinet Approved: 11-17-16

Board of Governors Approved: 1-23-17

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56195.1 (b)(3)	

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that the Local Plan submitted to the superintendent shall include the designation of a responsible Local Agency Administrative Unit (AU).

The NCCSE Board of Governors has as a responsibility to select the AU, which has been determined to be the San Diego County Office of Education (SDCOE). The AU will perform functions such as receipt and administration of funds, provision of administrative support, and coordination of the implementation of the plan, although any participating agency may perform any of these services required by the local plan.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 56.0 – DISPUTE RESOLUTION - NCCSE AND MEMBER DISTRICTS

**Cabinet Approved: 4-14-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56205 (b)(5)	

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that, should a dispute occur between the member districts, or NCCSE and the Responsible Local Agency or a district, it be resolved at the lowest level possible.

NCCSE and its member districts further ensure that should a dispute not be resolved at the lowest level, the parties may pursue a hearing on the issue but the Board of Governors. If either party disagrees with the Board of Governor’s Recommendation, the dispute will be submitted to the Trustee Review Committee appeals board whose decision will be binding.

The dispute resolution process will include disputes over the distribution of funding, the responsibility of service provision, and the governance activities specified in the Local Plan.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 57.0 – DISTRIBUTION OF STATE AND FEDERAL FUNDS

**Cabinet Approved: 11-17-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56195.7(i)	EC 56195 EC 56195.1(b)(3) EC 56195.10

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that the NCCSE Director will utilize all required information, including average daily attendance (ADA), input from the Finance Committee, NCCSE Cabinet, CAC and all other sources of information and data to formulate a yearly recommendation for the distribution of state and federal funds to the NCCSE member districts, and to any Charter Schools should they be accepted as a NCCSE Local Education Agency. This will be the Fund Distribution Plan for the upcoming fiscal year.

The NCCSE Director will request to the San Diego County Office of Education (SDCOE), acting as the Responsible Local Agency (RLA), that it distributes state and federal funds for the following year to each member district based upon the fiscal allocation plan approved by the Board of Governors.

Additional details of state and federal fund distribution are included in the NCCSE Local Plan.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 58.0 – RESOURCE SPECIALISTS

**Cabinet Approved: 12-15-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
EC 56195.8 (b)(4)	EC 56362 EC 56101 5 CCR § 3100
Requirement Link: State	

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that Resource Specialist services are provided to those students whose needs have been identified in an Individualized Education Program (IEP). A student may not be assigned to the Resource Specialist for a majority of the school day without approval by the student’s IEP team.

Resource Specialists will not simultaneously be assigned to serve as Resource Specialists and to teach general education classes. Caseloads for Resource Specialists will not exceed 28 students unless authorized by a waiver of the State Board of Education to have a maximum of 32 students on the caseload. At least 80 percent of the Resource Specialist programs within the NCCSE districts will be provided with an instructional aide.

The role of the Resource Specialist will include, but not be limited to:

- Providing instruction and services, including specialized academic instruction (SAI).
- Providing information and assistance to students with exceptional needs and their parents.
- Providing consultation, resource information and materials regarding individuals with exceptional needs to their parents and to general education staff.
- Coordination of special education services with the regular school programs for all students enrolled in the Resource Specialist program.
- Monitoring student progress, participation in the review and revision of IEPs, as appropriate, and referral of students to the IEP team should appropriate progress not be demonstrated.
- Providing an instructional emphasis for secondary student on academic achievement, career & vocational development, and preparation for adult life.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 59.0 – SURROGATE PARENTS, SURROGATE PARENTS FOR INFANTS AND TODDLERS

Cabinet Approved: 12-15-16

Board of Governors Approved: 1-23-17

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
Requirement Link: State	EC 56050 34 CFR § 300.519 20 USC § 1415 (b)(2)(A) 17 CCR § 52175 EC 52140 (b)(12) 34 CFR § 303.406 20 USC § 1439 (a)(5)

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that each district within NCCSE has established procedures regarding the assignment of surrogate parents to infants, toddlers, and school-age children. These procedures will be utilized whenever the location of the biological parents or guardian is not known or available, the child is a ward of the state, or the child is a dependent of the juvenile court and/or parental rights have been limited or relinquished.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 60.0 – COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Cabinet Approved: 5-12-16

Board of Governors Approved: 1-23-17

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
	EC 56240 EC 56241

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that staff development programs will be provided for regular and special education teachers, administrators, certificated and classified employees, volunteers, community advisory committee members and as appropriate members of the district and county governing boards. NCCSE shall coordinate the development of staff development with other staff development programs within NCCSE and its member districts, including school level staff development programs authorized by state and federal law.

Staff development programs shall be developed in collaboration with its member districts to include, but not limited to, all the following:

- a) Provide opportunities for NCCSE and member district administrators, personnel, paraprofessionals, and volunteers to participate in development activities pursuant to a systematic identification of pupil and personnel needs.
- b) Provision of opportunities to NCCSE and member district administrators, teachers, other participating personnel, students with exceptional needs, and parents of such students to be involved in the design and implementation of staff development programs.
- c) Professional development activities and programs that provide opportunities for experiential, hands-on, and reflective learning to include but not limited to various size groups (small, medium and large), self-directed learning, and systematic observation during visits to other classrooms or schools.
- d) Allowing time set aside for professional learning throughout the year, including, but not limited to, time when participating school personnel are released from regular duties.
- e) The evaluation and modification of programs and activities on an ongoing basis with participating personnel and with the aid of outside consultants, as necessary.
- f) Inclusion of school administrative personnel as active participants in one or more staff development activities.
- g) Provision of an annual budget for reasonable and necessary expenses relating to staff development programs.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 61.0 – INDEPENDENT EDUCATIONAL EVALUATIONS

**Cabinet Approved: 11-17-16
Board of Governors Approved: 1-23-17**

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
	EC 56329 34 CFR § 300.502 34 CFR § 300.504 (c)(1)

The North Coastal Consortium for Special Education (NCCSE) and its member districts ensure that parents have the right to an Independent Educational Evaluation (IEE). Both the Written Notice and Notice of Procedural Safeguards include information confirming and the right to obtain, at public expense, an IEE from qualified experts if the parents or guardian disagrees with an assessment obtained by the student’s district.

Parents may request one IEE in response to a specific evaluation completed by the member district, and must request the IEE within two years of the date of the presentation of the assessment with which they disagree, consistent with the statute of limitations.

NCCSE and member districts further ensure that all regulations governing IEEs will be followed. Procedures explaining the IEE will be provided to parents upon request for an IEE. This will include, but is not limited to information about where an IEE may be obtained, and criteria applicable for IEEs; specifically that the criteria under which the evaluation is obtained must be the same as the criteria used when the district initiates an evaluation, to the extent that those criteria are consistent with the parent’s right to an IEE, and will include all requirements of related codes and regulations.

The results of an IEE, if it meets district criteria, will be considered by the district in any decision made with the respect to the provision of a free appropriate public education (FAPE). If the member district does not agree to provide the IEE at public expense, the district must file for due process, without unnecessary delay, to demonstrate that the specific assessment was appropriate.



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

Policy No. 62.0 – LOCAL COMPLIANCE ASSURANCES

Cabinet Approved: 12-12-19
Board of Governors Approved: 1-27-2020

<u>Legal Reference</u>	<u>Additional Codes and Regulations</u>
20 USC Section 1412(a)(11)	California Education Code, Part 30

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 Education Code, Part 30.