



NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION

255 PICO AVENUE, SUITE 101, SAN MARCOS, CALIFORNIA 92069-2701

PHONE • 760-307-1657 • FAX • 760-471-2008 • www.nccse.org

GUIDE TO SPECIAL EDUCATION

INTRODUCTION

State and Federal law ensures that "...all children with disabilities have available to them a free appropriate public education [FAPE] ... designed to meet their unique needs and prepare them for further education, employment, and independent living." [Public Law (PL) 108-446, entitled The Individuals with Disabilities Education Improvement Act (IDEA 2004), Section 601(d)(1)(a)].

"'Special education' means specifically designed instruction, at no cost to the parent, to meet the unique needs of individuals with exceptional needs, whose educational needs cannot be met with modification of the regular instruction program, and related services, at no cost to the parent, that may be needed to assist those individuals to benefit from specially designed instruction" [20 U.S.C. Sec. 1401(29); 34 C.F.R. Sec. 300.38; California Education Code Article 2, Section 56031].

The 14 school districts within the North Coastal Consortium for Special Education (NCCSE) have joined together as a Special Education Local Plan Area (SELPA) to provide special education services for all eligible children residing in the school districts of Bonsall Unified, Cardiff, Carlsbad Unified, Del Mar Union, Encinitas Union, Fallbrook Union Elementary, Fallbrook Union High, Oceanside Unified, Rancho Santa Fe, San Dieguito Union High, San Marcos Unified, Solana Beach, Vallecitos and Vista Unified.

CHILD FIND

The NCCSE SELPA ensures that children with suspected disabilities who reside within the NCCSE district boundaries are identified, located, and evaluated to determine their eligibility for special education services.

Assessment and special education services are available for eligible children from birth through 21 years of age.

IDENTIFICATION AND REFERRAL

Identification of a child (birth through 21) with a possible qualifying disability may come from a:

- Parent
- Teacher
- Doctor
- Community Agency
- Student Study or Guidance Team
- Concerned individual

Referrals may also come from the student.

Referrals may be made by contacting your child's school or the special education department of the child's local school district.

ASSESSMENT

Within 15 days of referral, an evaluation plan is developed that identifies specific areas of suspected disability to be assessed.

After written parental consent to the evaluation plan is received, the assessments will be conducted by a multi-disciplinary team of specialists with parent input. No single assessment is used as the sole criterion for determining appropriate educational services.

PROCEDURAL SAFEGUARDS

A copy of procedural safeguards is given to you when you sign the evaluation plan. The school district will answer any questions you may have at this time.

INITIAL INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING

Within 60 calendar days from the date that a parent signs the evaluation plan, a meeting is held to review the results of the assessments. (Days between school terms and days of school vacation of more than five school days are not counted.)

If you and the other members of the IEP team agree that your child meets the eligibility criteria and requires special education services, an individualized education program (IEP) will be developed.

PREPARING FOR THE IEP MEETING

Parent participation is one key to developing appropriate special education services for your child. The following are some tips on how parents and legal guardians can best participate:

- **BEFORE THE MEETING.** Before the meeting, you may want to discuss any questions or suggestions you have regarding your child's educational goals, health, transportation, and schedules, and your knowledge of your child's needs and strengths with the IEP team leader. You may want to invite other individuals who know your child to attend the meeting with you. You may also want to encourage your child's participation in his or her education decision making from an early age.
- **DON'T BE RELUCTANT TO ASK QUESTIONS.** If the other IEP team members use terms that you are not familiar with, be sure to ask for an explanation.

THE IEP

An Individualized Education Program (IEP) will be developed if it is determined that your child is eligible for special education services. The IEP team includes the parent(s) or legal guardian(s), the student as appropriate, a special education teacher, a general education teacher if your child does or may participate in the general education curriculum, an administrator who is authorized to approve services, and others as appropriate. The written IEP document will include:

1. A summary of your child's present levels of performance, including his or her strengths and needs.
2. A statement of the suggested goals for your child.
3. A list of special education services which are recommended for your child.
4. The starting date and anticipated duration of special education services.

An IEP meeting will be held at least once a year to review the IEP document. However, you may request a review of the IEP at any time and a meeting will be held within 30 days of your request.

PARENT CONSENT

Parent consent is required before the IEP can be put into effect. If you disagree with parts of the IEP, you may consent to those parts with which you do agree so that your child may begin to receive those specific services. You may take the IEP home and think about it if you wish before signing it.

If you are unable to reach agreement on some components of the IEP, you have other procedural safeguards which will be explained to you by school district personnel.

Families are encouraged to access the free mediation process, named Resolutions for Student Success (RSS), to help resolve disagreements regarding their child's special education services. The RSS coordinator is an employee of the Exceptional Family Resource Center (EFRC), a local resource center staffed by parents who have children with disabilities and may be reached by calling (619) 594-7383.

CONTINUUM OF SPECIAL EDUCATION SERVICES

Special education services are offered in a variety of educational settings, determined by each child's IEP team. Special education services may be offered as follows:

- General education with specially designed accommodations and/or modifications.
- General education with services from special education specialists and supports and/or related services. Related Services are supportive services the student requires in order to benefit from his special education services. Related services include but are not limited to: language and speech development and remediation, occupational therapy, audiological services, orientation and mobility instruction, adapted physical education, assistive technology.
- Instruction in settings other than general education where specially designed instruction may occur (for example, learning centers or self-contained classrooms).
- Intensive instruction in settings other than general education, such as classes for students with significant mental health challenges. Services may be provided within or outside of your child's school district of residence.
- Instruction in the home, hospital, or other institution.

LEAST RESTRICTIVE ENVIRONMENT (LRE)

NCCSE recognizes the importance of the intent to educate each child in their least restrictive environment, as set forth in state and federal legislation: "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, and separate classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature and 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." [20 United States Code (U.S.C.) Sec.1412(a)(5)(A).]



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ACRONYMS/ABREVIATURAS

English		Español
504	= <i>Section 504 of the Rehabilitation Act</i>	Sección 504 de la Ley de Rehabilitación
AB	= <i>Assembly Bill (California)</i>	Proyecto de Ley - California
ADA	= <i>Americans with Disabilities Act (Federal)</i>	Ley para Estadounidenses con Discapacidades (Federal)
APE	= <i>Adaptive Physical Education</i>	Educación Física con Adaptación
AT	= <i>Assistive Technology</i>	Tecnología Asistencial
ATP	= <i>Adult Transition Program</i>	Programa de Transición a la Vida Adulta
ASD	= <i>Autism Spectrum Disorder</i>	Trastorno del espectro autista
AUT	= <i>Autism</i>	Autismo
BIP	= <i>Behavior Intervention Plan</i>	Plan de Intervención del Comportamiento
BCBA	= <i>Board Certified Behavior Analyst</i>	Analista de Comportamiento Certificado por la Junta
CAA	= <i>California Alternate Assessment</i>	Evaluación Alternativa de California
CAASPP	= <i>California Assessment of Student Performance and Progress</i>	Evaluación de California del Rendimiento y Progreso Estudiantil
CAC	= <i>Community Advisory Committee</i>	Comité Asesor Comunitario
CCS	= <i>California Children Services</i>	Servicios para los Niños de California
CCSS	= <i>Common Core State Standards</i>	Estándares Básicos Comunes del Estado
CDE	= <i>California Department of Education</i>	Departamento de Educación de California
COTA	= <i>Certified Occupational Therapy Assistant</i>	Asistente Certificado de Terapia Ocupacional
DB	= <i>Deaf-Blindness</i>	Ceguera-Sordera
DHH	= <i>Deaf and/or Hard of Hearing</i>	Sordo y/o con Dificultad Auditiva
DOE	= <i>Department of Education</i>	Departamento de Educación
DOR	= <i>Department of Rehabilitation</i>	Departamento de Rehabilitación
ED	= <i>Emotional Disturbance</i>	Trastorno Emocional
EFRC	= <i>Exceptional Family Resource Center</i>	Centro de Recursos para Familias Excepcionales
EI	= <i>Early Intervention</i>	Intervención Temprana
EMD	= <i>Established Medical Disability (birth to 5 years only)</i>	Discapacidad Médica Establecida
ESY	= <i>Extended School Year</i>	Año Escolar Extendido
FAPE	= <i>Free Appropriate Public Education</i>	Educación Pública Gratuita y Apropiaada
FBA	= <i>Functional Behavioral Assessment</i>	Evaluación Funcional de la Conducta
FERPA	= <i>Family Educational Rights Privacy Act</i>	Acta de los Derechos Educativos y Privacidad para la Familia
GE	= <i>General Education</i>	Educación General
HH	= <i>Hard of Hearing</i>	Dificultad para Escuchar
HOPE	= <i>Hope Infant Family Support Program (for children birth through three years)</i>	Programa HOPE de Apoyo para la Familia Durante la Infancia (del nacimiento hasta los tres años)
ID	= <i>Intellectual Disabilities</i>	Discapacidad intelectual
IDEA	= <i>Individuals with Disabilities Education Improvement Act (PL 108-446)</i>	Decreto para Mejoría de la Educación para Individuos con Discapacidades
IEE	= <i>Independent Education Evaluation</i>	Evaluación educativa independiente
IEP	= <i>Individualized Education Program</i>	Programa de Educación Individualizada
IFSP	= <i>Individual Family Service Plan (for children birth through three years)</i>	Plan de Servicio Individual Familiar (del nacimiento hasta los tres años)

English		Español
IPP	= Individualized Program Plan	Plan de Programa Individualizado
ITP	= Individualized Transition Plan	Plan Individualizado de Transición
LCAP	= Local Control and Accountability Plan	Plan Local de Control y Rendimiento de Cuentas
LCFF	= Local Control Funding Formula	Formula Local del Control del Financiamiento
LEA	= Local Education Agency	Agencia Local de Educación
LRE	= Least Restrictive Environment	Ambiente Educativo Menos Restrictivo
LSH	= Language, Speech and Hearing	Lenguaje, Expresión Oral y Habilidad Auditiva
MD	= Multiple Disabilities	Discapacidades Múltiples
MTSS	= Multi-Tier Systems of Support	Sistemas de Apoyo de Múltiples Niveles
NCCSE	= North Coastal Consortium for Special Education	Consortio de la Costa Norte para la Educación Especial
NPA	= Nonpublic Agency	Agencia que no es Pública
NPS	= Nonpublic School	Escuela que no es Pública
OI	= Orthopedic Impairment	Impedimento Ortopédico
OHI	= Other Health Impairment	Otro Impedimento de Salud
OSEP	= Office of Special Education (Federal)	Oficina de Educación Especial (Federal)
OT	= Occupational Therapy	Terapia Laboral
PBS	= Positive Behavioral Support	Apoyo al Comportamiento Positivo
PT	= Physical Therapy	Fisioterapia
PTSA	= Parent Teacher Student Association	Asociación de Padres, Estudiantes, y Maestros
PTA	= Parent Teacher Association	Asociación de Padres y Maestros
PTO	= Parent Teacher Organization	Organización de Padres y Maestros
PWN	= Prior Written Notice	Aviso escrito previo
RSP	= Resource Specialist Program	Programa de especialista de recursos
RSS	= Resolutions for Student Success	Resoluciones para el Éxito del Estudiante
RTI	= Response to Intervention	Respuesta a la Intervención
SB	= Senate Bill	Proyecto de Ley del Senado (California)
SBAC	= Smarter Balanced Assessment Consortium	Consortio de Evaluación Smarter Balanced
SCIA	= Special Circumstance Instructional Assistance	Asistencia de Enseñanza de Circunstancias Especiales
SDC	= Special Day Class	Clase especial diurna
SDRC	= San Diego Regional Center	Centro Regional de San Diego
SEA	= State Education Agency	Agencia Estatal de Educación
SEAS	= Social Emotional Academic Support	Apoyo Académico socio-emocional
SELPA	= Special Education Local Plan Area	Área del Plan Local de Educación Especial
SI	= Sensory Integration	Integración Sensorial
SLI	= Speech Language Impairment	Impedimento de Expresión Oral y Lenguaje
SLD	= Specific Learning Disability	Discapacidad Específica de Aprendizaje
SLP	= Speech Language Pathologist	Patólogo del Habla y del Lenguaje
SST	= Student Study Team (also called Student Success Team)	Equipo de Evaluación del Estudiante (también llamado Equipo para el Éxito del Estudiante)
TBI	= Traumatic Brain Injury	Lesión Cerebral Traumática
VI	= Visual Impairment	Impedimento Visual



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COMMUNITY ADVISORY COMMITTEE

The North Coastal Consortium for Special Education (NCCSE) Community Advisory Committee (CAC) advises the superintendents of the 14 NCCSE member school districts regarding special education services. Its existence and activities are mandated by the State of California. NCCSE CAC representatives are parents and staff from the NCCSE member school districts, as well as staff from local agencies, community members, and students. By law, the majority of members must be parents, and the majority of parents must have a child who qualifies for special education services within a NCCSE member district. Each district appoints one to three parent representatives and one staff representative as voting members of the committee.

You are invited!

If your child receives special education services in any of the school districts which are a part of NCCSE, you are invited to attend the Community Advisory Committee meetings held throughout the year. Each meeting includes both a business portion and a discussion of a special education related topic. Meeting dates and topics, as well as an opportunity to sign up for the email newsletter, are available in the Families section of the NCCSE website at www.nccse.org

All are welcome!

Parents who have attended CAC meetings report that they have found opportunities to:

- Connect with other parents, as well as with teachers and special education administrators,
- Learn about educational and community resources for their child and family,
- Participate in shaping the committee's activities, including annual priority reports to the superintendents, family workshops, and an awards ceremony, and
- Develop and expand their leadership skills.

For more information about CAC meetings and workshops or to sign up for e-mail notifications, visit the NCCSE website at www.nccse.org.

NCCSE MEMBER SCHOOL DISTRICTS

Bonsall Unified– 760-631-5218

Cardiff - 760-632-5890

Carlsbad Unified – 760- 331-5000 or 760-331-5019

Del Mar Union – 858-755-9301 x 3688

Encinitas Union - 760-944-4300 x1131

Fallbrook Union Elementary -760-731-5412

Fallbrook Union High - 760-723-6332 x6296

Oceanside Unified – 760-966-4000

Rancho Santa Fe – 858-756-1141

San Dieguito Union High – 760-753-6491 x5546

San Marcos Unified – 760-752-1223

Solana Beach - 858-794-7124

Vallecitos - 760-728-7092

Vista Unified - 760-726-2170 X92900

For referrals to additional family resource information contact the NCCSE Parent Liaison at 760-307-1509 or the Exceptional Family Resource Center at 619-594-7416.

COMMUNITY ADVISORY COMMITTEE (CAC)

"Bringing families of children with disabilities and their educators together."



**NORTH COASTAL CONSORTIUM
FOR SPECIAL EDUCATION**

(NCCSE)



Scan for more information or visit
<https://bit.ly/49TF5Gd>

You are invited!

If your child receives special education services from a school district within the North Coastal Consortium for Special Education (NCCSE)* you are invited to participate in the following services and activities:

Community Advisory Committee (CAC) Meetings

These meetings include a presentation on a special education related topic, as well as information on resources and an opportunity to meet other families. Information from past meetings is available through the meetings link on the NCCSE home page at www.nccse.org.



Workshops are an opportunity to learn about topics related to special education from experts in the field.

www.nccse.org/families/workshops-for-families

The Nuts and Bolts of the IEP Process is an in-depth workshop presented by an educator. It is designed to inform families about the IEP process and to explore ideas for working successfully as a part of a child's IEP team.

Guide to Special Education

The Guide to Special Education briefly explains the basics of the Individualized Education Program (IEP) process, including determining a child's eligibility, IEP components, tips for preparing for an IEP meeting, and more. [English](#) [Spanish](#)

The Community Resource and Recreation Fair

is an opportunity to meet recreation and childcare providers, as well as community resource agencies that serve individuals with special needs and their families.



Resolutions for Student Success (RSS) is a free, confidential service that helps families and school districts quickly resolve concerns or disagreements about a child's special education services.

Excellence in Special Education Awards

Come celebrate the educators, students, parents, employers, and community members who exemplify excellence in supporting students who receive special education services. Anyone can nominate a deserving individual who either works for or attends a public school within the 14 school districts that make up NCCSE. The award nomination form is available online at www.nccse.org.

The deadline for nominations is around March 1 each year.

Get updates on all CAC activities! Join our email [newsletter](http://www.nccse.org/families) at <http://www.nccse.org/families>

Can't find what you're looking for? Are you new to Special Education? Do you have questions about your child's special education services? Contact the NCCSE Parent Liaison at 760-307-1509 or heidi.marshall@sdcoe.net. The Parent Liaison is the parent of a child with disabilities. All emails and calls to the Parent Liaison are confidential.

**NCCSE districts: Bonsall Unified, Cardiff, Carlsbad Unified, Del Mar Union, Encinitas Union, Fallbrook Union Elementary, Fallbrook Union High, Oceanside Unified, Rancho Santa Fe, San Dieguito Union High, San Marcos Unified, Solana Beach, Vallecitos, Vista Unified and the Hope Infant Program.*