



Agenda
Operational Steering Committee
April 3, 2024
8:00 am: Open Session
Marin County Office of Education
1111 Las Gallinas Ave, San Rafael, CA 94903

1.0 Call Public Session to Order

Becky Rosales, Chair, Superintendent, Miller Creek School District

Operational Steering Committee:

Area 1: Brett Geithman, Superintendent, Larkspur-Corte Madera School District

Area 1 includes Tamalpais UHSD, Larkspur - Corte Madera SD, Ross SD

Area 2: Marci Trahan, Superintendent, Ross Valley School District

Area 2 includes Shoreline USD, Lagunitas SD, Ross Valley SD, Nicasio SD

Area 3: Raquel Rose, Superintendent, Kentfield School District

Area 3 includes Mill Valley SD, Sausalito Marin City SD, Kentfield SD, Reed SD, Bolinas-Stinson SD

Area 4: Becky Rosales, Superintendent, Miller Creek Elementary School

Area 4 includes Miller Creek SD, San Rafael Elementary SD, San Rafael High SD

Area 5: Tracy Smith, Superintendent, Novato Unified School District

Area 5 is the Novato Unified School District

Area 6: John Carroll, Superintendent, Marin County Office of Education

Area 6 includes the Marin County Office of Education, Laguna Joint SD

Marin County SELPA Staff:

Rebecca Minnich, SELPA Director

Christine Shields, Assistant Program Manager

2.0 Establishment of Quorum

3.0 Consent Agenda

(Members may remove items from the Consent Agenda)

3.1 Approval of Minutes from March 6, 2024 OSC Meeting

3.2 Approval of Agenda for April 3, 2024 OSC Meeting

4.0 Public Comment

Government Code § 54954.3 provides that the public will have an opportunity to address the board on any item described on a regular or special meeting agenda either before or during the consideration of the item. Per MCOE Board Policy 8566, each person shall

limit comments to five (5) minutes.

5.0 Action Items

5.1 Miller Creek School District Facility Agreement

The Miller Creek School District Facility Agreement to support the operation of the Marin County Office of Education Regionalized Preschool Extended School Year programs will be presented for adoption.

5.2 2024 – 2025 Marin County SELPA Local Plan Section D and E - First Reading

The California Department of Education (CDE) template for Sections D and E of the Local Plan will be presented.

5.3 2024 – 2025 Marin County SELPA Local Plan: Section A and B - Second Reading

The second reading of the Marin County SELPA Local Plan Sections A and B will be presented for consideration.

6.0 Discussion Items

6.1 2024 – 2025 Operational Steering Committee and Chairperson

Information will be presented regarding the 2024 – 2025 Operational Steering Committee.

7.0 Information Items

7.1 2024 – 2025 Special Education Regionalized Programming

Information will be presented regarding the program planning activities for the 2024 – 2025 school year.

7.2 Marin County SELPA Autism Demonstration Site: Implementation Report

Information will be shared regarding the implementation of the Marin County SELPA Autism Demonstration Site at Hamilton Elementary School.

7.3 Marin County SELPA Special Education Advisory Committee Report

Information will be presented regarding the work of Marin County SELPA's Special Education Advisory Committee.

8.0 SELPA Director's Report

Information, communication, and reports will be presented by the SELPA Director.

9.0 Board Member Comments

Each member of the Governing Board/Operational Steering Committee may report about various matters related to the SELPA. There will be no Board discussion except to ask questions and refer matters to staff, and no action shall be taken unless listed on a

subsequent agenda.

10.0 Future Planning

Next Meeting Date: May 22, 2024 at 8:00 am at the Marin County Office of Education, Board Room.

11.0 Adjournment

The Marin County SELPA is committed to making its Board meetings accessible to all persons. By request alternative agenda document formats are available to individuals with special needs. To arrange an alternative agenda document format or to arrange aid or services to modify or accommodate an individual with special needs to permit participation in a public meeting please contact the Marin County SELPA office via phone at (415) 499-5875 or submit electronic mail to jdemitro@marinschools.org.

Annotation – Agenda Items 3.1 & 3.2
Operational Steering Committee
April 3, 2024

Agenda Item

- 3.1 Approval of Minutes from March 6, 2024 OSC Meeting
- 3.2 Approval of Agenda for April 3, 2024 OSC Meeting

Item Type

Action

Summary of Key Issues

The minutes of the March 6, 2024 OSC meeting and the agenda for the April 3, 2024 OSC meeting are presented for adoption.

Summary of Previous OSC Action

None

Recommendation

The SELPA Director recommends that the Operational Steering Committee approve the Consent Agenda as presented.

Attachments to this Agenda Item

Attachment 1: Minutes, Operational Steering Committee Meeting, March 6, 2024



Operational Steering Committee
March 6, 2024
8:00 am: Open Session
Marin County Office of Education
1111 Las Gallinas Ave, San Rafael, CA 94903
MINUTES

1.0 Call Public Session to Order

Becky Rosales, Chair, Superintendent, Miller Creek School District

John Carroll called the meeting to order at 8:04 am

Operational Steering Committee:

Area 1: Brett Geithman, Superintendent, Larkspur-Corte Madera School District

Area 1 includes Tamalpais UHSD, Larkspur - Corte Madera SD, Ross SD

Area 2: Marci Trahan, Superintendent, Ross Valley School District

Area 2 includes Shoreline USD, Lagunitas SD, Ross Valley SD, Nicasio SD

Area 3: Raquel Rose, Superintendent, Kentfield School District

Area 3 includes Mill Valley SD, Sausalito Marin City SD, Kentfield SD, Reed SD, Bolinas-Stinson SD

Area 4: Becky Rosales, Superintendent, Miller Creek Elementary School

Area 4 includes Miller Creek SD, San Rafael Elementary SD, San Rafael High SD

Area 5: Tracy Smith, Superintendent, Novato Unified School District

Area 5 is the Novato Unified School District

Area 6: John Carroll, Superintendent, Marin County Office of Education

Area 6 includes the Marin County Office of Education, Laguna Joint SD

Marin County SELPA Staff:

Rebecca Minnich, SELPA Director

Christine Shields, Assistant Program Manager

In attendance: Carmen Diaz Ghysels, Tracy Smith, John Carroll, Raquel Rose, Marci Trahan, Brett Geithman.

2.0 Establishment of Quorum

A quorum was established with six (6) members in attendance.

3.0 Consent Agenda

(Members may remove items from the Consent Agenda)

3.1 Approval of Minutes from February 7, 2024 OSC Meeting

3.2 Approval of Agenda for March 6, 2024 OSC Meeting

The Consent Agenda was approved as presented.

Motion: Carmen Diaz Ghysels Second: Raquel Rose Carried: Unanimous

4.0 Public Comment

Government Code § 54954.3 provides that the public will have an opportunity to address the board on any item described on a regular or special meeting agenda either before or during the consideration of the item. Per MCOE Board Policy 8566, each person shall limit comments to five (5) minutes.

There was no public comment.

5.0 Action Items

5.1 2023 – 2024 Extended School Year (ESY) Reimbursement Set Aside Approval

The SELPA's member LEAs requesting reimbursement for the 2023 – 2024 Extended School Year (ESY) operational costs from the SELPA's ESY Reimbursement Set-Aside will be presented for approval.

The 2023 – 2024 Extended School Year (ESY) Reimbursement Set Aside was adopted as presented.

Motion: Carmen Diaz Ghysels Second: Raquel Rose Carried: Unanimous

5.2 2024 – 2025 Marin County SELPA Master Committee Meeting Calendar

The 2024 – 2025 Marin County SELPA Master Committee Meeting Calendar will be presented for review and adoption.

The 2024 – 2025 Marin County SELPA Master Committee Meeting Calendar was adopted and presented.

Motion: Tracy Smith Second: Marci Trahan Carried: Unanimous

6.0 Discussion Items

6.1 Marin County Office of Education (MCOE) Regionalized Special Education Programs: Current Staffing and Operational Structure

Information will be presented regarding current staffing and operational structure of MCOE special education programs.

The MCOE Assistant Superintendent, Janelle Campbell, shared information regarding current staffing and operational structure of MCOE special education programs. Ms. Campbell provided information regarding the increase in special circumstance assessments and provision of special circumstance assistants at the elementary level to support students with participation in the general education setting. Ms. Campbell shared information about the operation of regionalized programs in the 2024 – 2025 school year, including the consideration of serving more students in the post-secondary age range and the need for facilities to operate programs to serve students in the Universal Preschool age range.

Raquel Rose, Kentfield Elementary School District Superintendent and Tracy Smith, Novato Unified School District, inquired about the program design of MCOE regionalized special day classes related to mainstreaming students in the general education setting. Ms. Campbell addressed their inquiry, and the Committee discussed the factors that need to be considered if redesigning of special education programs was to occur.

Carmen Diaz Ghysels, San Rafael City Schools Superintendent, shared need for support in schools related to positive behavioral programming. The Kentfield Superintendent agreed. The SELPA Director shared information with the Committee related to professional learning and support provided by the SELPA to its member LEAs, including but not limited to Bridge Authorization trainings, Professional Environment Network of Trainers (PENT) coaching, California Autism Professional Training and Information Network (CAPTAIN) training and coaching, and Supporting Inclusive Practices (SIP).

Marci Trahan, Ross Valley School District, inquired about funding to support the development of facilities that support inclusive practices. The SELPA Director offered to provide information at the next OSC meeting.

6.2 Marin County SELPA Local Plan: First Reading

The first reading of the Marin County SELPA Local Plan Sections A and B will be presented for review and discussion.

The SELPA Director presented the Draft 2024 – 2025 Marin County SELPA Local Plan Sections A and B for review and discussion. The SELPA Director shared that the drafted 2024 – 2025 Local Plan had been presented to the Advisory Steering Committee, Business Advisory Committee, and Special Education Advisory Committee, and all three (3) advisory committees made no recommendations for changes to the Plan as presented.

The Superintendent of the Ross Valley School District recommended that the SELPA Director explain that the current Local Plan is not “silent” on components, rather there are new details required in the Local Plan and the

SELPA is addressing those requirements with the proposed revisions. The SELPA Director shared that the recommendation would be included in further presentations of the Local Plan. The Plan will come back to the OSC for a second reading in April 2024.

7.0 Information Items

7.1 Marin County SELPA Workgroup Progress Update

Information will be shared regarding the work of the SELPA Workgroup – Supporting Inclusive Preschool Programs.

The SELPA Director shared the work of the SELPA Workgroup – Supporting Inclusive Preschool Programs (SIPP). The SIPP Workgroup met three (3) times between December and February to discuss implementation strategies, barriers, and desired activities and experiences for students, parents, and staff related to inclusive preschool programming. The SIPP Program Support Specialist will be meeting in-person with several of the participating Local Educational Agencies (LEAs) to observe programs and continue supporting the development of their SIPP Action Plans.

7.2 Marin County SELPA Special Education Advisory Committee Report

Information will be presented regarding the work of Marin County SELPA’s Special Education Advisory Committee.

The SELPA Director shared the work of Marin County SELPA’s Special Education Advisory Committee (SEAC). The SEAC has been working on the final details for the Parent and Child Resource Fair that will be held on March 23, 2024 at the Marin County Office of Education. Additionally, the SEAC agreed to host another Collaborative Conversations Workshop that will begin in mid-March.

8.0 SELPA Director’s Report

Information, communication, and reports will be presented by the SELPA Director.

The SELPA Director provided information regarding the following:

- *The Marin County SELPA moved to a new location of the building at the Marin County Office of Education. The new location includes a public waiting area, and more formal meeting spaces to meet privately with families and district personnel.*
- *The California Department of Education (CDE) provided formal notification to Local Educational Agencies on February 29, 2024 that the CDE Special Education Division will collect aggregate data on IEP Implementation in spring 2024. The SELPA has provided notice to its member LEAs about the monitoring window, data submission due date, and the webinar-based training that will take place on March 19, 2024 regarding the data collection tool that will be used to upload LEA data.*
- *The CDE will send Annual Determination Letters to the Superintendents of LEAs no later than March 18, 2024. LEAs will receive information regarding their 2024*

Compliance and Improvement Monitoring status. The SELPA will continue to provide technical assistance, team meeting facilitation, and support to LEAs as they develop and implement their plans.

- *Effective in the 2024 – 2025 school year, students in grades TK-12 with Individual Education Programs that have either a primary or secondary disability category in one (1) of eight (8) categories will need to have a Student Degree of Support field filled out in SEIS. The Student Degree of Support field is an educational setting identified in CALPADS and collected to assist the Commission on Teacher Credentialing. The SELPA recommends each LEA gather input from their special education administrator(s) and data coordinator(s) to ensure the required field is completed in SEIS for the Fall 1 CALPADS census. The SELPA will provide the Advisory Steering Committee with resources to support their work at the March Advisory Steering Committee meeting.*

9.0 Board Member Comments

Each member of the Governing Board/Operational Steering Committee may report about various matters related to the SELPA. There will be no Board discussion except to ask questions and refer matters to staff, and no action shall be taken unless listed on a subsequent agenda.

There were no Board Member comments.

10.0 Future Planning

Next Meeting Date: April 3, 2024 at 8:00 am at the Marin County Office of Education, Board Room.

11.0 Adjournment

The meeting was adjourned at 9:00 am.

Motion: Tracy Smith

Second: Marci Trahan

Carried: Unanimous

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Annotation – Agenda Item 5.1
Operational Steering Committee
April 3, 2024

Agenda Item

5.1 Miller Creek School District Facility Agreement

Item Type

Action

Summary of Key Issues

The Marin County Office of Education (MCOE) Marindale campus will be closed during the period of extended school year due to construction. The MCOE preschool extended school year programs will not be able to operate at that location during construction. The MCOE has identified a facility in the Miller Creek School District to operate the regionalized preschool extended school year programs. The Miller Creek School District is offering to lease a facility to the MCOE for the period of the extended school year.

Summary of Previous OSC Action

None

Recommendation

The SELPA Director recommends that the Operational Steering Committee approve Miller Creek School District Facility Agreement as presented.

Attachments to this Agenda Item

Attachment 1: Miller Creek School District Facility Agreement

MILLER CREEK SCHOOL DISTRICT

FACILITY USE AGREEMENT

Mary E. Silveira School

THIS FACILITY USE AGREEMENT (“Agreement”) is entered into on the __ day of March, 2024, between the Miller Creek School District (“District”) and Marin County Office of Education (“MCOE”).

RECITALS

WHEREAS, the District owns, operates, and maintains certain real property commonly known as the Mary E. Silveira School, located at 275 Blackstone in San Rafael, California 94903 (“School Site”).

WHEREAS, the MCOE desires to use facilities at the School Site for the purpose of providing a special education program (“Program”).

WHEREAS, District desires to allow MCOE use certain facilities, fields, grounds and/or spaces at District’s School Site as described in this Agreement, as authorized by the Civic Center Act set forth at Education Code section 38130 et seq, for the purpose of MCOE’s Program, and upon the terms and condition set forth herein.

NOW, THEREFORE, District and MCOE agree as follows:

AGREEMENT

1. USE OF FACILITIES. The District hereby agrees to allow MCOE use of certain facilities located at the School Site and further described in **Exhibit “A,”** attached hereto and incorporated by this reference (“Facilities”) for MCOE’s Program, subject to the anticipated dates and times indicated in **Exhibit “A.”**

MCOE may use the Facilities for the purpose of providing its Program in accordance with the terms and conditions of this Agreement. MCOE shall not use or permit the Premises to be used for any other purpose without the prior written consent of the District, including the operation of any other program other than the Program described in this Agreement. MCOE shall solely be responsible for the control and supervision of the Facilities when used by MCOE. MCOE shall maintain the Facilities in a safe and clean condition during its scheduled use. The Facilities must be protected by MCOE from damage and mistreatment, and ordinary precautions must be maintained. In the event that MCOE or any of its employees, officers, agents, contractors, customers, participants, guests, invitees, or volunteers cause destruction or damage to the School Site, Facilities, or District’s property, MCOE shall be liable for the amount necessary to repair the damages, and such destruction or damage shall constitute cause to immediately terminate this Agreement at District’s election or denial of future use of District’s facilities and grounds.

MCOE understands that its use of the School Site is not exclusive and the District and/or other third parties approved by the District may be occupying or using areas of the School Site during

MCOE's use of the Facilities. MCOE agrees that its use of the Facilities shall not unreasonably or intentionally disturb the District or other third parties approved by District to be on the School Site or interfere with their respective use of the School Site. Any unreasonable or intentional disruption or interference by MCOE, as determined by the District, shall constitute cause for immediate termination of this Agreement.

2. **TERM.** The term of this Agreement will commence on June 1, 2024, and end on August 31, 2024, unless sooner terminated pursuant to the terms of this Agreement ("Term"). Use of the facilities is subject to the dates and times of use set forth in **Exhibit "A."**

3. **FACILITY USE FEE.** For and in consideration of the use of the Facilities, MCOE shall pay the District a facility use fee for the full Term in the total amount of Twenty-Five Thousand, Two Hundred and 00/100 Dollars (\$25,200.00) ("Facility Use Fee"). The Facility Use Fee shall be paid to District in one lump sum upon execution of this Agreement.

4. **UTILITIES; CUSTODIAL SERVICES.** The District shall provide all water, gas, heat, light, power, and other utility services supplied to the Facilities. MCOE shall provide custodial services to the Facilities during the Term.

5. **PROGRAM STAFFING.** MCOE represents that it is duly licensed to administer and operate its Program, and at District request, MCOE shall provide copies of relevant license(s), permit(s), or certification(s). MCOE shall be solely responsible for the administration and operation of its Program, including the hiring of all employees. MCOE shall be responsible for verifying the qualifications, credentials, certificates, and licenses of its employees, staff, agents, volunteers, consultants and/or subcontractors who may provide services in conjunction with the MCOE's Program at the School Site.

6. **FINGERPRINTING AND CRIMINAL BACKGROUND VERIFICATION.** Prior to commencement of its Program, MCOE shall complete and submit to District the Criminal Background Investigation/Fingerprinting Certification attached hereto as **Exhibit "B."** Unless the District determines, and MCOE certifies, that MCOE, its employees, officers, agents, contractors, customers, participants, guests, invitees, and/or volunteers will have no interaction with District pupils that is not under the immediate supervision and control of District staff or the pupil's parent/guardian, MCOE shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in Education Code section 45125.1. MCOE shall provide written verification of compliance with the aforementioned fingerprinting and criminal background investigation requirements to District prior to each individual's commencement of employment or participation in any MCOE activity at the School Site and prior to permitting contact with any District pupils.

7. **CONDUCT ON SCHOOL SITE.** Any uses, which involve the serving and/or sale of alcoholic beverages or illegal drugs and/or the conducting of games of chance, are prohibited on the School Site and at the Facilities. MCOE shall comply with the District-wide policy prohibiting the use of tobacco or cannabis products on the School Site or at the Facilities. MCOE shall not use or permit the use of the School Site or the Facilities or any part thereof for any purpose, which is inimical to public morals and/or welfare or morally objectionable as unsuitable for a public

educational facility. MCOE agrees to monitor, mitigate, and control the activities and behaviors of its members, guests, attendees or participants during use of the Facilities, and shall use best efforts to control crowd noise and prevent, mitigate or stop any fighting or other disturbances caused by its members, guests, attendees or participants at the Facilities or entry by members, guests, attendees or participants into other areas of the School Site during use of the Facilities. MCOE agrees to respond immediately to concerns expressed by neighbors or District relating to the operation of the Program at the Facilities. No animals (excluding certified service dogs) are allowed on the School Site or at the Facilities. MCOE shall comply with all applicable District policies and regulations governing use of the Facilities. MCOE shall not use or permit the Facilities to be used in whole or in part during the Term of this Agreement for any purpose or use in violation of the laws or ordinances applicable thereto. Pursuant to Education Code section 38136, MCOE certifies that it shall not conduct any activities that advocate the overthrow of the government of the United States or of the State of California by force, violence, or other unlawful means, or activities of a Communist action organization or Communist front organization required by law to be registered with the Attorney General of the United States.

8. SAFETY INSPECTIONS; ACCESS. MCOE shall conduct safety inspections as required by District or District's representative. MCOE shall implement safety requirements as instructed by District or District's representative. The District reserves the right to enter and inspect the Facilities at any time, provided however, that the District will give advance notice of its intent to enter whenever reasonably possible.

9. CONDITION OF FACILITIES. MCOE hereby acknowledges, understands, and agrees that the Facilities, including portions of the School Site used for ingress and egress, are rented to the MCOE on an "AS-IS", "WHERE-IS", and "WITH ANY AND ALL FAULTS" basis, subject to any and all existing easements and encumbrances, without representation or warranty by District, whether express or implied, of any kind whatsoever, including, without limitation, any representation or warranty of fitness or suitability for the operation of MCOE's Program, and MCOE expressly waives all claims for damages by reason of any statement, representation, warranty, promise or agreement, if any, not contained in this Agreement. District shall not be required to make or construct any alterations, including structural changes, additions, or improvements, to the Facilities or School Site. By entry into and taking possession of the Facilities pursuant to this Agreement, MCOE accepts the Facilities as being in good and sanitary order, condition, and repair and accepts the Facilities in the condition existing as of the commencement date of this Agreement. The District shall in no event be liable for any latent defects.

10. TERMINATION.

- a) For Convenience. Either party may terminate this Agreement for convenience by written notification thirty (30) days prior to the effective date of the termination. Neither party shall be required to provide just cause for termination in the written notification.
- b) For Cause. Either party may terminate this Agreement immediately, with written notice, for cause. Cause shall include, without limitation, the nonpayment of the Facility Use Fee, material violation of this Agreement, or any act by either party exposing the other

party to liability to others for personal injury or damage to the School Site.

11. SURRENDER AT THE END OF TERM. MCOE agrees that, upon termination of this Agreement, or the expiration of its Term, MCOE will surrender possession of the Facilities to the District in the same condition as at the beginning of the Term, excepting only for reasonable wear and tear thereof. District furniture or other personal property in the Facilities shall be returned to their original location and condition if rearranged during use.

12. ALTERATIONS, IMPROVEMENTS, FIXTURES. MCOE shall not construct any alterations, additions, or improvements to the Facilities, or install any fixtures, without the prior written consent of the District. Unless otherwise agreed upon by the Parties, any alterations, additions, improvements, or fixtures constructed or installed at the Facilities by MCOE shall become at once a part of the District's real property, District shall own such alterations, additions, improvements, or fixtures at no cost to the District, and MCOE shall take any action or execute any documents necessary to effectuate the change of ownership to District. District may demand MCOE immediately remove any unapproved alterations, additions, improvements, or fixtures installed at the Facilities and restore the Facilities to their original condition, at MCOE's cost. In the event the MCOE fails to timely remove alterations, additions, improvements, or fixtures and restore the Facilities, District, upon ten (10) days written notice to MCOE, may remove such alterations, additions, improvements, or fixtures at MCOE's sole cost. In the event the District removes MCOE's alterations, additions, improvements, or fixtures, MCOE shall pay all invoices for said removal and restoration of the Facilities within thirty (30) days of receipt of such invoices. Nothing contained in this Agreement shall constitute an agreement by District to subject its Facilities to any lien.

13. MCOE'S PROPERTY. The District shall have no duty or responsibility for the protection, safeguarding, care or storage of any personal property of MCOE or its employees, officers, agents, contractors, customers, participants, guests, invitees, or volunteers brought onto the School Site, nor shall District be liable for any damage thereto or the loss or theft thereof.

14. INDEMNITY. To the fullest extent permitted by California law, MCOE shall defend, indemnify, and hold harmless District, its Board of Education, officers, trustees, employees, volunteers, agents, and representatives ("Indemnified Parties") from any and all losses, liabilities, claims, suits, and actions of any kind, nature, and description, including, but not limited to, attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from MCOE's use or occupancy of the District's Facilities or School Site, furniture or equipment, or from any activity, work, or thing done, permitted, or suffered by MCOE in conjunction with the performance of this Agreement, unless caused wholly by the sole negligence or willful misconduct of the Indemnified Parties; and in case any action or proceeding be brought against District, MCOE shall defend the same at MCOE's expense.

To the fullest extent permitted by California law, District shall defend, indemnify, and hold harmless MCOE, its Board of Education, officers, trustees, employees, volunteers, agents, and representatives ("Indemnified Parties") from any and all losses, liabilities, claims, suits, and actions of any kind, nature, and description, including, but not limited to, attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the District's

performance of this Agreement, unless caused wholly by the sole negligence or willful misconduct of the Indemnified Parties; and in case any action or proceeding be brought against MCOE, District shall defend the same at District's expense.

15. INSURANCE. MCOE shall carry at its expense and shall provide the District with proof of public liability and property damage insurance in an amount satisfactory to District, provided that such insurance shall not be less than One Million Dollars (\$1,000,000.00) combined single limit for bodily injury and property damage. MCOE shall be named as primary insured for the requested usage and the District, its Board of Education, the members of its Board of Education, officers, employees and agents, shall be named on as additional insured. MCOE shall file Certificates of Insurance with the District prior to the use of the District's premises.

16. NO ASSIGNMENT OR SUBLETTING. MCOE shall not assign this Agreement, or any interest therein, and shall not sublet the Facilities or any part thereof without the prior written consent of the District.

17. INDEPENDENT CONTRACTORS. This Agreement is made between two independent entities. Nothing in this Agreement is intended or shall be construed to create the relationship of agent, servant, employee, partnership, joint venture or association.

18. SIGNS. MCOE may place temporary signage at the Facilities. Any sign or label placed at the Facilities shall be removed by MCOE upon the expiration of this Agreement, and any damage to the Facilities caused by the removal or installation of the sign or label shall be paid by MCOE upon an invoice from District.

19. NOTICES. Any notices provided for herein shall be deemed given when delivered personally to the other party or when delivered or deposited in the United States mail, as certified mail, postage prepaid, return receipt requested, addressed as follows:

For District: MILLER CREEK SCHOOL DISTRICT
380 Nova Albion Way, San
Rafael, CA 94903

For MCOE: MARIN COUNTY OFFICE OF EDUCATION
1111 Las Gallinas Ave San
Rafael CA, 94913

Any notice personally given shall be effective upon receipt. Any notice given by certified mail shall be effective five (5) days after deposit in the United States mail.

20. ENTIRE AGREEMENT OF PARTIES. This Agreement constitutes the entire agreement between the parties and supersedes all prior discussions, negotiations and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both parties.

21. CALIFORNIA LAW. This Agreement shall be governed by and the rights, duties and

obligations of the parties shall be determined and enforced in accordance with the laws of the State of California. The parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Marin County, California.

22. ATTORNEYS' FEES. In the event of any dispute under this Agreement, or the default by any party of that party's obligations hereunder, then the prevailing party shall be entitled to recover, in addition to all other sums which may be due under the terms of this Agreement, all costs of suit, including reasonable attorneys' fees.

23. WAIVER. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

24. SUCCESSORS AND ASSIGNS. This Agreement shall be binding upon and insure to the benefit of the parties hereto and their respective heirs, legal representatives, successors, and assigns.

25. AUTHORITY. Each person signing this Agreement represents and warrants that he/she/they is duly authorized and has legal capacity to execute this Agreement. Each party represents and warrants to the other that the execution and delivery of this Agreement and the performance of such party's obligations hereunder have been duly authorized, and this Agreement is valid and a legal agreement binding on such party and is enforceable in accordance with its terms.

26. COUNTERPARTS: This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

27. CAPTIONS: The captions contained in this Agreement are for convenience only and shall not in any way affect the meaning or interpretation hereof nor serve as evidence of the interpretation hereof, or of the intention of the parties hereto.

28. SEVERABILITY: Should any provision of this Agreement be determined to be invalid, illegal or unenforceable in any respect, such provision shall be severed and the remaining provisions shall continue as valid, legal and enforceable.

29. INCORPORATION OF RECITALS AND EXHIBITS: The Recitals and each Exhibit attached hereto or referenced herein are hereby incorporated into this Agreement by reference and made a part of this Agreement.

[SIGNATURE PAGE FOLLOWS]

IN WITNESSETH WHEREOF, the parties, through their duly authorized agents, have executed this Agreement on the Date above first written.

MILLER CREEK SCHOOL DISTRICT

DATED: _____

BY:

ATTESTED:

BY:

MARIN COUNTY OFFICE OF EDUCATION

DATED: _____

BY: John A. Carroll
Marin County Superintendent of Schools

THIS AGREEMENT IS NOT VALID UNTIL SIGNED BY BOTH PARTIES AND APPROVED BY THE DISTRICT'S BOARD.

EXHIBIT “A”

FACILITIES AND SCHEDULE OF USE

MCOE will be using the following Facilities during the Term on the dates of use set forth below. Use of the Facilities will be Monday through Friday, 8:00 a.m. through 5:30 p.m. (with the understanding that custodial staff will generally work evenings as late as 11:30 pm). MCOE may have shared, non-exclusive use of the parking lot located at _____.

- June 17th, 2024 – Move-in date for five (5) classrooms known as Room 8, Room 9, Room 10, Room 11, Room 1; the Multi-Purpose Room and adjacent staff lounge/kitchen; Office in Room 2, and early childhood play area (collectively, the “Facilities”).
 - June 24th, 2024 – First day of MCOE’s Extended School Year (“ESY”) and California Children Services (“CCS”) classes:
 - Three (3) classrooms on a four-week schedule:
 - June 24th, 2024 – July 22nd, 2024 (move-out day)
 - Two (2) classrooms on a six-week schedule:
 - June 24th, 2024 – August 5th, 2024 (move-out day)
 - One (1) Multi-purpose Room and adjacent staff room on a four-week schedule:
 - June 24th, 2024 – August 1st, 2024 (move-out day)
 - Room 2 for Office/Nursing Station on a six-week schedule:
 - June 24th - August 4th, 2024 (move-out day and cleaning)
 - Early childhood play area on a six-week schedule
- The “Facilities” will also include the Santa Margarita basketball court for the placement of two (2) containers from June 1st, 2024 - August 31st, 2024.

EXHIBIT “B”

FINGERPRINT AND CRIMINAL BACKGROUND CHECK CERTIFICATION
(NON-CONSTRUCTION CONTRACTS)

In accordance with the Department of Justice fingerprint and criminal background investigation requirements of Education Code section 45125.1 et seq.

With respect to the Facility Use Agreement (“Agreement”) between the Miller Creek School District (“District”) and Marin County Office of Education (“Contracting Party”):

One of the boxes below must be checked with regard to Contracting Party and Contracting Party’s personnel (officers, principals, paid or unpaid employees, volunteers, agents, subtenants and subcontractors of Contracting Party who will provide services under the Agreement) (“Contracting Party’s Personnel”) and the arrangements must be verified by an authorized representative of District prior to commencement of the Agreement.

- Requirements do not Apply. Fingerprinting/Background Check requirements do not apply because Contracting Party/Contracting Party’s Personnel will not have any interaction with District pupils based on the type of service being provided, the location at which services will be provided, or for other reason (Specify):

- Contract is Exempt. Contracting Party/Contracting Party’s Personnel qualify for a waiver of fingerprint/criminal background check requirements on the following basis:

_____ Emergency Services. The services provided by Contracting Party/Contracting Party’s Personnel are for an emergency or exceptional situation, such as when pupil health or safety is endangered or when repairs are needed to make school facilities safe and habitable. [Ed. Code, §45125.1(b)]

_____ Parental Supervision. Contracting Party/Contracting Party’s Personnel will have no interaction with District pupils that is not under the immediate supervision and control of the pupil’s parent/guardian. Enter details of parental supervision:

_____ Employee Supervision. Contracting Party/Contracting Party’s Personnel will have no interaction with pupils that is not under the immediate supervision and control of a District employee who has been properly fingerprinted and undergone background checks. Enter details of District employee supervision arrangements:

_____ Work Experience Program. Contracting Party/Contracting Party’s Personnel are offering qualifying work experience opportunities for pupils, or workplace placements as part of a pupil’s Individualized Education Program (IEP), and all of the following will be met as part of such participation: (a) at least one adult employee in the workplace during pupil’s work hours has a valid criminal records summary; (b) a District staff member will make at least one visitation every three weeks to consult, observe and check in to ensure pupil health, safety and welfare; and (c) the pupil’s parent has signed a consent form per Ed Code 45125.1(b)(2)(C). [Ed. Code, §45125.1(b)(2).]

___ Independent Study Program. Contracting Party/Contracting Party's Personnel provides independent study program services to pupils under the immediate supervision and control of pupil's parent/guardian and District has either [check as applicable] ___ (a) verified completion of a valid criminal records summary for all Contracting Party Personnel who interact with pupils; **or** ___ (b) District has ensured that parent/guardian has signed a consent form per Ed. Code 45125.1(b)(3)(B) [Ed. Code, §45125.1(b)(3).]

Contract Not Exempt

___ A. Sole Proprietor. Contracting Party is a **sole proprietor** who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee, and in accordance with the fingerprinting requirements of Education Code section 45125.1(h), hereby agrees to the District's preparation and submission of fingerprints so that the California Department of Justice may determine (A) that Contracting Party has not been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). No work or action under the Agreement shall commence until the Department of Justice ascertains that Contracting Party has not been convicted of a felony as defined in Government Code Section 45122.1.

___ B. Contract Not Exempt – Background Checks Completed. Contracting Party is **not a sole proprietor** and has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Contracting Party's Personnel who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee during the term of the Agreement, and the California Department of Justice has determined (A) that none of Contracting Party's Personnel has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). When the Contracting Party performs the criminal background check, it shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. A complete and accurate list of Contracting Party's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto. No work or action under the Agreement shall commence until the Department of Justice ascertains that none of Contracting Party's Personnel has been convicted of a felony as defined in Government Code Section 45122.1.

CONTRACTING PARTY CERTIFICATION

I am a representative of the Contracting Party entering into this Agreement with the District, and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the Contracting Party. By signing below, I certify that the information contained on this certification form is accurate. I understand that it is Contracting Party's sole responsibility to maintain, update, and provide the District with current "Fingerprint and Criminal Background Check Certification" information for all Contracting Party's Personnel throughout the duration of the Agreement. **A list of Contracting Party's Personnel is attached hereto as Attachment A.**

Date: _____
Contracting Party: _____
Signature: _____
Print Name: _____
Title: _____

ATTACHMENT "A"
Contracting Party's Personnel

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

If further space is required for the list of personnel, attach additional copies of this page.

Annotation – Agenda Item 5.2
Operational Steering Committee
April 3, 2024

Agenda Item

5.2 2024 – 2025 Marin County SELPA Local Plan: Section D and E - First Reading

Item Type

Action

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment 1: Marin County SELPA Section D Template - Annual Budget Plan

Attachment 2: Marin County SELPA Section E Template - Annual Service Plan

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section D: Annual Budget Plan

SELPA

Fiscal Year

Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

IMPORTANT: Adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. *California Education Code (EC) Section 56048*

Pursuant to *EC Section 56195.1(2)(b)(3)*, each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 1

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text"/>	0.00%
AB 602 Property Taxes	<input type="text"/>	0.00%
Federal IDEA Part B	<input type="text"/>	0.00%
Federal IDEA Part C	<input type="text"/>	0.00%
State Infant/Toddler	<input type="text"/>	0.00%
State Mental Health	<input type="text"/>	0.00%
Federal Mental Health	<input type="text"/>	0.00%
Other Projected Revenue	<input type="text"/>	0.00%
Total Projected Revenue:		0.00%

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

D-3. Attachment II: Distribution of Projected Special Education Revenue

Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 2

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text"/>	0.00%
Object Code 2000—Classified Salaries	<input type="text"/>	0.00%
Object Code 3000—Employee Benefits	<input type="text"/>	0.00%
Object Code 4000—Supplies	<input type="text"/>	0.00%
Object Code 5000—Services and Operations	<input type="text"/>	0.00%
Object Code 6000—Capital Outlay	<input type="text"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text"/>	0.00%
Total Projected Expenditures:		0.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 3

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text"/>	0.00%
Projected Federal Revenue	<input type="text"/>	0.00%
Local Contribution	<input type="text"/>	0.00%
Total Revenue from all Sources:		0.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

- b. YES NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 4

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text"/>	0.00%
Object Code 2000—Classified Salaries	<input type="text"/>	0.00%
Object Code 3000—Employee Benefits	<input type="text"/>	0.00%
Object Code 4000—Supplies	<input type="text"/>	0.00%
Object Code 5000—Services and Operations	<input type="text"/>	0.00%
Object Code 6000—Capital Outlay	<input type="text"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text"/>	0.00%
Total Projected Operating Expenditures:		0.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 5

Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-12. Defined Goals for Students with LI Disabilities

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

YES NO

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Section E: Annual Service Plan
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Local Plan Section E: Annual Service Plan

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

330—Specialized Academic Instruction/
Specially Designed Instruction

Service is Not Currently Provided

210—Family Training, Counseling, Home
Visits (Ages 0-2 only)

Service is Not Currently Provided

220—Medical (Ages 0-2 only)

Service is Not Currently Provided

230—Nutrition (Ages 0-2 only)

Service is Not Currently Provided

240—Service Coordination (Ages 0-2 only)

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- | | |
|--|---|
| <input type="checkbox"/> 250—Special Instruction (Ages 0-2 only) | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 260—Special Education Aide (Ages 0-2 only) | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 270—Respite Care (Ages 0-2 only) | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 340—Intensive Individual Instruction | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 350—Individual and Small Group Instruction | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 415—Speech and Language | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 425—Adapted Physical Education | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 435—Health and Nursing: Specialized
Physical Health Care | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 436—Health and Nursing: Other | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 445—Assistive Technology | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 450—Occupational Therapy | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 460—Physical Therapy | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 510—Individual Counseling | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- | | |
|---|---|
| <input type="checkbox"/> 515—Counseling and Guidance | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 520—Parent Counseling | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 525—Social Worker | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 530—Psychological | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 535—Behavior Intervention | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 540—Day Treatment | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 545—Residential Treatment | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 610—Specialized Service for Low Incidence Disabilities | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 710—Specialized Deaf and Hard of Hearing | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 715—Interpreter | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 720—Audiological | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 725—Specialized Vision | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 730—Orientation and Mobility | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- | | |
|--|---|
| <input type="checkbox"/> 735–Braille Transcription | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 740–Specialized Orthopedic | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 745–Reading | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 750–Note Taking | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 755–Transcription | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 760–Recreation Service, Including
Therapeutic Recreation | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 820–College Awareness | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 830–Vocational Assessment, Counseling,
Guidance, and Career Assessment | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 840–Career Awareness | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 850–Work Experience Education | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 855–Job Coaching | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 860–Mentoring | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |
| <input type="checkbox"/> 865–Agency Linkages (referral and
placement) | <input type="checkbox"/> <i>Service is Not Currently Provided</i> |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

870—Travel and Mobility Training

Service is Not Currently Provided

890—Other Transition Services

Service is Not Currently Provided

900—Other Related Service

Service is Not Currently Provided



Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

Annotation – Agenda Item 5.3
Operational Steering Committee
April 3, 2024

Agenda Item

5.3 Marin County SELPA Local Plan: Section A and B - Second Reading

Item Type

Action

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment 1: Marin County SELPA Local Plan Update Timeline

Attachment 2: Draft Marin County SELPA Local Plan Section A

Attachment 3: Draft Marin County SELPA Local Plan Section B

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- NEW* SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- Local Plan Section B: Governance and Administration
- Local Plan Section B
 - Certifications 1, 3, 4 and 5 are required
 - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- Local Plan Section D: Annual Budget Plan
- Select if this Local Plan Section D submission was revised after June 30th due date
- Local Plan Section D
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I-V are required
 - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- Local Plan Section E: Annual Service Plan
- Select if this Local Plan Section E submission was revised after June 30th due date
- Local Plan Section E
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I and VI are required
 - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- Local Educational Agency Membership Changes

Section A: Contacts and Certifications

SELPA

Fiscal Year

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

A3. SELPA Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="Marin County"/>		
Street Address	<input type="text" value="1111 Las Gallinas"/>	Zip Code	<input type="text" value="94903"/>
City	<input type="text" value="San Rafael"/>	County	<input type="text" value="CA"/>
Mailing Address	<input type="text" value="PO Box 4925"/>		
City	<input type="text" value="San Rafael"/>	Zip Code	<input type="text" value="94913"/>
Administrator First Name	<input type="text" value="Rebecca"/>	Administrator Last Name	<input type="text" value="Minnich"/>
Administrator Title	<input type="text" value="Marin County SELPA Director"/>		
Administrator's Email	<input type="text" value="rminnich@marinschools.org"/>		
Telephone	<input type="text" value="(415) 499-5875"/>	Extension	<input type="text"/>

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

Administrative Entity Name	<input type="text" value="Marin County Office of Education"/>		
Street Address	<input type="text" value="1111 Las Gallinas"/>	Zip Code	<input type="text" value="94903"/>

Section A: Contacts and Certifications

SELPA Fiscal Year

City County
Contact First Name Last Name
Contact Title
Email
Telephone Extension

Special Education Local Plan Area Review Requirements

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes No N/A (Section D and/or Section E submissions)

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on:

N/A (Section D and/or Section E submissions)

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

Section A: Contacts and Certifications

SELPA

Fiscal Year

COE responsible for approving the Local Plan

Local Plan section(s) was/were provided to the COE(s) listed for approval on

Add COE

Delete COE

Public Hearing Requirements

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

Section A: Contacts and Certifications

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- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).
- Small and Sparse or Isolated: This selection must meet requirements for COE joined SELPAs as described above, and *EC* sections 56211 through 56212.

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by *EC* sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-	Kentfield School District	Raquel Rose	Administrator-Gen. Ed.	Multiple
-	San Rafael City Schools	Bob Marcucci	Administrator-Gen. Ed.	Multiple
-	Bolinas Stinson School District	Britton Walker	Teacher-Spec. Ed.	Multiple
-	Marin County Office of Education	Ashley DeGrano	Administrator-Spec. Ed.	Multiple

Section A: Contacts and Certifications

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Add	Agency	First and Last Name	Title	Section
-	Marin County Office of Education	Breean Brown	Administrator-Gen. Ed.	Multiple
-	SELPA	April Port	Administrator-Spec. Ed.	Multiple
-	SEAC	Birgit Switenki	CAC	Multiple
-	SELPA	Rebecca Minnich	Administrator-Spec. Ed.	All

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- Certification 1: SELPA Local Plan Section B: Governance and Administration
- Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)
 Number Submitted
- Certification 4: CAC (Required for all SELPA Local Plan Sections B)
- Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)
 Number Submitted

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit

Section A: Contacts and Certifications

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handwritten, scanned, or modified Local Plans that are not saved in the original 2022–23 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

Marin County

Fiscal Year

2024-25

Certification 1

Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

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

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

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

C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

IMPORTANT: Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

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

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

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division

SELPA

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B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212]

The Marin County Special Education Local Plan Area (SELPA) is a multi-district SELPA comprised of eighteen (18) Local Educational Agencies (LEAs) including the Marin County Office of Education (MCOE). The MCOE is considered a Local Educational Agency for all purposes of this Local Plan except where referred to as the Administrative Unit (AU). The LEAs are joined together to provide for the coordinated delivery of programs and services to students with disabilities. In adopting the completed Local Plan, each LEA agrees to carry out the duties and responsibilities assigned to it within the plan and ensure equal access to programs and services to eligible students requiring special education in the service region.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The governance structure of the Marin County SELPA consists of the Operational Steering Committee (OSC), the Advisory Steering Committee (ASC), the Business Advisory Committee (BAC), and the Special Education Advisory Committee (SEAC). Under the direction of the OSC, a Marin County SELPA Administrator may convene additional committees, as needed. Marin County SELPA Administration is responsible for the coordination of the Marin County SELPA and implementation of the Local Plan.

The Marin County Office of Education serves as the Administrative Unit (AU) for the Marin County SELPA. The AU receives and distributes all special education funding; takes required funding for grants; adopts policies governing regionalized and County operated programs and services and distributes funds to districts operating special education programs and services. The AU adopts policies governing district operated programs and services. The AU approves the Marin County SELPA Local Plan.

The Marin County SELPA is comprised of six geographic areas. The regions consist of one or more Local Educational Agencies (LEAs). The local educational agencies are represented as

SELPA Marin County SELPA

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follows: Area One (1): Tamalpais Union High School District; Larkspur-Corte Madera School District; Ross School District, Areas Two (2): Ross Valley School District; Nicasio School District; Lagunitas School District; Shoreline Unified School District, Area Three (3): Bolinas-Stinson Union School District; Reed Union School District; Sausalito-Marín City School District; Mill Valley School District; Kentfield School District, Area Four (4): San Rafael Elementary, San Rafael High, and Miller Creek School District, Area Five(5): Novato Unified, and Area Six (6): Marin County Office of Education and Laguna Joint Elementary.

A superintendent or designee from each of the six geographical areas composes the Operational Steering Committee (OSC). Annually, in collaboration with superintendents from each geographical area, the OSC takes action to select a superintendent to represent each geographical area within Marin County SELPA. An alternate superintendent is identified by the OSC to represent each area as the public may address questions or concerns to the governing board. substitute for the appointed superintendent. Of the six areas, Area Five - Novato Unified, and Area Six - the County Office of Education, are the two permanent members of the OSC. The Marin County Superintendent of Schools is the designated Superintendent of the Administrative Unit.

The OSC meets at least three times annually, and may meet more often as needed. Members representing two-thirds of the vote constitutes a quorum. A two thirds vote of those present will be sufficient to approve any actions. In the event of a 3-3 vote, a tie vote is a lost vote, as 2/3 is a majority under Robert's Rules of Order.

The OSC operates under the requirements of the Brown Act, providing a method by which members of the public may address questions or concerns to the governing board.

The OSC will:

- Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan.
- Participate through its chairperson with the County Superintendent in the selection, supervision, and evaluation of the Assistant Superintendent of the Marin County SELPA.
- Participate through its chairperson with the County Superintendent in the selection of Marin County SELPA staff.
- Monitor the appropriate use of federal, state, and local funds allocated for special education programs.
- Approve the Marin County SELPA financial actions, including the distribution of special education funding to member LEAs that operate special education programs and services; development of cost containment agreements and procedures, and the Marin County SELPA Annual Service Plan and Annual Budget, and subsequent modifications, as needed.

- Implement the Local Plan and provide the necessary direction and guidance to the Assistant Superintendent of the Marin County SELPA. Review and approve needed modification of the Local Plan on behalf of all member LEAs in the Marin County SELPA. Adopts amendments to the Local Plan as necessary.
- Develop procedures to ensure effective management and content of special education programs and services.
- Approve other agreements including, but not limited to, interagency agreements, facility agreements, and Memorandum of Understandings.
- Develop, review, and approve policy.

The ASC will:

- Advise the Marin County SELPA and the OSC regarding the status, accomplishments and needs of special education programs operated within the LEAs.
- Provide leadership and support through inter-district relationships to implement the Local Plan including regionalized services and programs.
- Act as a liaison with parents, community resources, district appointed SEAC members, other LEAs, Marin County SELPA Administration, and Superintendents of the LEAs.
- Gather, interpret, and report data regarding the implementation, administration, and operation of the Local Plan.
- Annually advise Marin County SELPA of annual program needs for consideration in the development of the Annual Budget and Service Plans.
- Recommend staff development activities in the Marin County SELPA.
- Function in accordance with the Local Plan.

The Business Advisory Committee (BAC) is composed of the chief business officer or designee from each of the Marin County SELPA's member LEAs. This committee advises the Marin County SELPA , ASC and OSC on all special education fiscal policies and procedures. The BAC makes recommendations regarding the allocation of special education funds. The business offices of all member LEAs follow Marin County SELPA approved procedures for reporting special education revenues and expenditures for each of the types of programs or services provided within the Marin County SELPA.

The Special Education Advisory Committee (SEAC) serves in an advisory capacity to the ASC, OSC, and Marin County SELPA. The SEAC consists of parent members nominated by the Marin County SELPA member local educational agency (LEA) boards and community agency representatives. Parents comprise most of the membership of the SEAC and, of these

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members, the majority must be parents of children with disabilities. At least two thirds of the parent membership establish a quorum.

The SEAC will:

- Advise the Marin County SELPA, ASC, and OSC regarding the development, amendment, and review of the Local Plan.
- Inform the Marin County SELPA regarding community conditions for students with disabilities.
- Make recommendations for annual priorities to be addressed by the Marin County SELPA.
- Assist in parent education and in recruiting parents/guardians, volunteers, and agencies who may contribute to the implementation of the Local Plan.
- Support activities on behalf of students with disabilities.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

Boards of trustees of school districts, the AU Superintendent, and Operational Steering Committee (OSC) will develop and adopt policies and procedures for the special education programs and services provided in the Marin County Special Education Local Plan Area.

Such policies and procedures will include, but not be limited to, all areas specified in applicable sections of the Education Code. District boards of trustees will provide input on policy development through their representatives on the Operational Steering Committee (OSC).

The OSC will set policy after considering recommendations from the Advisory Steering Committee, Business Advisory Committee, and Special Education Advisory Committee.

Each local educational agency shall provide special education and services to all eligible students within its boundaries. Eligible students that cannot be served in a program operated by the agency of residence may be served by another agency within the county or outside of the county. The agencies may enter into agreements to provide service to eligible students.

In accordance with Education Code Section 52062, the Special Education Local Plan Area administrator annually provides consultation to the Superintendent or designee of each local educational agency to determine that specific actions for individuals with exceptional needs will be included in the local control and accountability plan or annual update to the local control and accountability plan and will be consistent with the strategies to be included in the annual assurances support plan for the education of individuals with exceptional needs.

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4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

The SELPA Governing Board, the Operational Steering Committee (OSC), has designated the Marin County Office of Education (MCOE) as the Administrative Unit (AU) for the Marin County SELPA. The AU is the SELPA's fiscal agent and is responsible for implementing the following functions:

1. Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law. The AU Business Department advises the SELPA and LEAs regarding fiscal and budget monitoring related to the SELPA and special education programs.
2. Administrative support, including establishing and maintaining an office for SELPA staff, and includes, but is not limited to the distribution and maintenance of technology equipment, preparation and distribution of reports, and provision of meeting space for professional development activities and meetings.
3. Employment of SELPA staff to coordinate the implementation of the Local Plan. Annually, the SELPA Governing Board, shall identify the need for and designate SELPA staff necessary for the operation of SELPA functions. SELPA staff shall be employed by the Marin County Office of Education and shall be supervised and evaluated by the SELPA Director. SELPA positions will be advertised and selected according to Marin County Office of Education personnel procedures. Representatives from participating LEAs will be involved in the interview process for SELPA administrators. Recommendations for hire will be submitted to the Marin County Superintendent for approval.

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

Yes No

If No, explain why the SELPA does not have the policy and procedures.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

The community advisory committee in the Marin County SELPA is referred to as Special

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Education Advisory Committee (SEAC).

The committee consists of parents of students enrolled in general education, parents of students with disabilities enrolled in public or private schools, pupils or adults with disabilities, district personnel, including teachers, representatives of other public agencies, or other persons concerned with the needs of students with disabilities.

All parent members of the committee must reside within the geographic area of the Marin County SELPA.

Each member of the SEAC shall be appointed a two-year term and may be reappointed to serve additional consecutive terms.

The role of SEAC in the development of the Local Plan is to:

Encourage community involvement in the development and review of the Local Plan;

Provide a forum for members of the public, including parents or guardians of individuals with disabilities who are receiving services under the plan to address questions or concerns;

Review drafts;

Provide input;

Make recommendations to the Advisory Steering Committee and the OSC, and

Review the final Local Plan before submission.

To facilitate the process of reviewing the Local Plan before submission: i) A draft of the Plan is submitted by the SELPA Director to the SEAC at least 30 days prior to submission for review. ii) The SEAC Chairperson signs the plan on behalf of the committee to indicate a 30-day review period and compliance with the membership requirements of the SEAC.

Please refer to the Marin County SELPA Special Advisory Committee (SEAC) Bylaws maintained in the SELPA Office.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

The Local Plan is developed and updated cooperatively by a committee of representatives of special and general education teachers, administrators, and representatives of charter schools. The Marin County SELPA office in collaboration with the SEAC Chairperson work to ensure the committee represents all key stakeholders within the Marin County SELPA. All committee

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participants are selected by superintendents, and parent members are selected by the SEAC Chairperson. Charter school participants are selected by Marin County SELPA Administration. Local Plan committee meetings take place at least every two years from the adoption of the most recent Local Plan, or more often as needed.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

The Marin County Office of Education serves as the Administrative Unit (AU) for the Marin County SELPA. The AU receives and distributes all special education funding; takes required funding for grants; adopts policies governing regionalized and county operated programs and services and distributes funds to districts operating special education programs and services.

District Boards adopt policies governing district operated programs and services and provide input and approval of regionalized policies in the Local Plan. The AU and District Boards approve the Marin County SELPA Local Plan.

The Marin County Special Education Local Plan Area (SELPA) will meet maintenance of effort (MOE) regulations requiring that federal funds be used only to pay the excess costs of providing special education and related services to children with disabilities and to supplement and not supplant state and local funds for special education (ref: 34 Code of Federal Regulations (CFR), sections 300.203-300.205).

The Marin County SELPA Administrative Unit (AU), as the grantee of federal funds from the California Department of Education (CDE), will distribute all or part of the federal funds received to participating local education agencies (LEAs) within the Marin County SELPA through a sub-granting process and will annually conduct and report to the CDE the required MOE information. For the purposes of maintenance of effort, the Marin County SELPA AU is the recipient of the federal funds from CDE and is, in turn, a grantor of all or part of those funds as sub-grants to participating LEAs. The LEAs within the Marin County SELPA will compile and submit budget and expenditure information, including LMC-A and LMC-B reports.

Except as otherwise noted, funds provided to an LEA under Section 300.16 of Part B may be used only to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the preceding school year for an elementary school or secondary school student, as may be appropriate. An LEA must spend at least the average annual per student expenditure on the education of an elementary school or secondary school child with a disability before funds under Part B of the Act are used to pay the excess costs of providing special education and related services. Section 602(8) of the

Section B: Governance and Administration

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Act and §300.16 require the LEA to compute the minimum average amount separately for children with disabilities in its elementary schools and for children with disabilities in its secondary schools. LEAs may not compute the minimum average amount it must spend on the education of children with disabilities based on a combination of the enrollments in its elementary schools and secondary schools.

9. Describe the contractual agreements and the SELPA’s system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

The Marin County SELPA enters into contractual agreements on an annual basis to determine the responsibilities of participating agencies for the education of students with disabilities. These contracts when established clearly outline the roles and responsibilities of each agency to serve students with disabilities within the Marin County SELPA.

Board policy of each LEA member of the Marin County SELPA Local Plan shall indicate that the LEA is responsible for educating students with disabilities in the least restrictive environment. Students with disabilities are served in their home districts whenever the needs identified in the individualized education program (IEP) can be met in the home district. However, it is recognized that some students with disabilities have unique educational needs that cannot be met in their home districts. Because of such identified unique needs, some students receive services from other districts or the Marin County Office of Education. The Local Plan serves as the contractual agreement for students with disabilities placed in regional programs.

Please refer to the Memorandum of Understanding By and Between the Marin County SELPA and –

- a) California Children's Services
- b) Golden Gate Regional Center

The Marin County SELPA member local educational agencies enter into agreements with Residential Treatment Centers (RTCs), Nonpublic Schools (NPSs), and Nonpublic Agencies (NPAs) through the use of a Master Contract and Individual Service Agreement (ISA). Every LEA will ensure there is a Master Contract and individual Service Agreement in place for a student(s) served by an NPS/A. The Marin County SELPA has established procedures for the development, distribution and coordination of signatures, and maintenance of all Master Contracts and Individual Service Agreements for member Local Educational Agencies (LEAs).

The Marin County SELPA ensures at least one (1) monitoring visit is completed during each school year to the nonpublic school(s) at which member LEAs have placed students and maintain a master contract. The Marin County SELPA ensures the monitoring visit findings are documented, and the required documentation is completed and submitted to the

Section B: Governance and Administration

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California Department of Education within sixty (60) days of the visit.

The SELPA Director reviews all new certification applications for any NPS or NPA located within the SELPA's geographical area.

The Marin County SELPA provides case management support to students placed through the IEP in RTCs and NPSs, including youth placed in Licensed Children Institutions attending nonpublic schools. There are established systems related to progress monitoring, data reporting, transitional supports, and graduation requirements for these students.

The SELPA is responsible for ensuring the continuum of special education services and programs is available to students with IEPs residing in licensed children's institutions and foster family homes located within the SELPA.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: *[EC 56205(a)(12)(D)(i)]*

The Operational Steering Committee (OSC) is responsible for developing and adopting appropriate policies regarding the implementation of the Local Plan for special education. Each district Superintendent by participation or representation in the Operational Steering Committee is charged with overseeing the operations of the Local Plan and implementing the policies adopted. Information is transmitted to the Advisory Steering Committee for implementation of the directives and policies and for the development of procedures. The Marin County SELPA provides a coordinating function and serves as staff to each of the groups.

The OSC may establish an adhoc committee in order to study any area of concern or potential conflict. This study group may include representatives from the other levels of the governance structure when determined appropriate; facilitators and consultants may be used. The adhoc committee will discuss and explore the issue(s) raised and make recommendations to the larger group which raised the issue, subsequently following through the procedures outlined for policy development when appropriate.

When a change may need to happen to an existing policy, a change may occur in the implementation of the Local Plan. The Marin County SELPA's process for policy development will be used to develop the necessary new procedures or policies. Such policies and procedures will include, but are not limited to, all areas specified in applicable sections of the Education Code.

Boards of trustees of school districts and the Administrative Unit (AU) will develop and adopt policies and procedures for the special education programs and services provided in the Marin County SELPA. Such policies and procedures will include, but not be limited to, all areas specified in applicable sections of the Education Code. District Boards of Trustees, including the

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Marin County Office of Education Board of Trustees, will provide input on policy development through their representative on the Operational Steering Committee.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

The Marin County Office of Education serves as the Administrative Unit (AU) for the Marin County SELPA to perform functions such as receipt and distribution of funds, provision of administrative support and coordination of the implementation of the plan.

Superintendents of each participating Local Educational Agency (LEA) carry out the duties and responsibilities assigned by their respective governing boards. The responsibilities of the superintendents in the implementation of the Local Plan include, but are not limited to:

- On an annual basis, superintendents review and approve special education programs and services of their local educational agency.
- Operate local programs consistent with state and federal law and regulations, and policies and procedures as part of the Special Education Local Plan.
- Develop and adopt policies for the operation of the Local Education Agency (LEA), which are consistent with those of the Special Education Local Plan Area, and which promote the concept to ensure access to appropriate programs and services for all children with disabilities.
- Cooperate with the Superintendent of the AU and the governing boards of participating Local Education Agencies to assure the availability of appropriate services to eligible individuals regardless of district of special education accountability.
- Approve the Local Plan developed for the Marin County Special Education Local Plan Area prior to review by the State Department of Education.
- Ensure LEA compliance with all elements of the Local Plan.
- Providing input and/or recommendations to the LEAs Board regarding policies, procedures and operation of the special education programs through the LEA's representative on the OSC.

Each member LEA will cooperate with the Marin County SELPA in the implementation of the Local Plan by:

- Provide staff development activities as specified in applicable sections of California education code;
- Provide program, employee, student and fiscal information to the Marin County SELPA to facilitate program coordination, fiscal accountability, budget preparation, staff training, and state,

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federal, and local reporting; and

- Assist in regional planning of the Marin County SELPA Local Plan;

Provide facilities for special education students per the Facilities Plan (Marin County SELPA Facilities Plan); and

- Approving only its portion of the annual services and budget plans.

c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

It is the Marin County SELPA's responsibility to assure program availability for all students with disabilities in the school-age population regardless of the disability. It is incumbent upon the Marin County SELPA to see that a continuum of programs and services are available to meet the unique needs of each student with a disability, to assist in Intra-SELPA and Inter-SELPA placements, and to provide technical assistance and administrative support for the requirements of Federal and State laws. The Marin County SELPA Director is responsible for coordinating the administration of the Marin County SELPA Local Plan.

The Local Educational Agency (LEA) Special Education Administrator or designee is responsible for the coordination of special education services and programs within their LEA and for the implementation of the Local Plan. Each participating LEA is responsible for the coordinating the administration of the Local Plan by:

- Meeting the legal requirements for procedural safeguards.
- Assuring equal access to all programs and services operated by the district for all eligible special education students residing anywhere within the Marin County SELPA.
- Monitoring the appropriate use of federal, state and local funds allocated for special education programs.
- Utilizing the same Management Information Forms, procedures and guidelines for determining eligibility.
- Placing a student in a comparable special education program when an identified special education student moves into the Marin County SELPA. An IEP review will be held within 30 days of an interim placement.
- Providing parents with an up-to-date copy of their rights, in their primary language or mode of communication, and a list of free or low-cost legal services when requested.

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- Providing parents with information on local alternatives to due process including informal Marin County SELPA Review or Alternative Dispute Resolution.
- Implementing the decision of a complaint investigation or due process hearing officer.
- Paying any attorney(s) fees required as a result of mediation or an administrative or court procedure.
- Providing and coordinating transportation for special education students residing in the district as recommended in the IEP.
- Assuring full education opportunity to all students residing within the district.

In the event of a disagreement among local education agencies, local education agencies and the Administrative Unit (AU), local education agencies and/or the AU and the Marin County SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the Operational Steering Committee (OSC) that issues be resolved at the lowest level possible. The OSC is the board of last resort. If any party involved in a disagreement is a voting member on OSC, the alternate for that area will replace the voting member during the OSC resolution of the dispute. This policy is intended to resolve disagreements within a period of 45 days but is not intended to undermine local authority. If the permanent members dispute, they will not vote. In the event of a 3-3 vote, a tie vote is a lost vote, as 2/3 is a majority under Roberts Rule of Order (RRO).

If a local education agency disagrees with a decision or practice of another agency or the Marin County SELPA, that local education agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designee, who will attempt to resolve the matter. Either party may request the assistance of the Marin County SELPA Administrator, or his/her designee, or the Chair of the OSC. If this process fails, the parties may pursue a hearing on the issues and resolution with the OSC.

If either party disagrees with the recommendation of the OSC, and the dispute relates to the distribution of funding, the responsibility for service provision or other governance activities specified within the Local Plan, the parties agree to submit the dispute to mediation. The parties will make a good faith effort to mutually agree to a mediator with expertise related to the dispute. If the parties cannot agree on a mediator, the parties will submit the dispute to mediation administered by the American Arbitration Association under its Commercial Mediation Rules.

Any dispute unresolved in mediation, arising from a dispute that relates to the distribution of funding, the responsibility for service provision or other governance activities specified within the Local Plan, shall be settled by arbitration administered by the American Arbitration Association in accordance with its Commercial Arbitration Rules, and judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction thereof. If the parties

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agree, a mediator involved in the parties' mediation may be asked to serve as the arbitrator. Each party shall bear its own costs and expenses and an equal share of the mediator's and/or arbitrator's and administrative fees of arbitration.

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

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

The Operational Steering Committee (OSC) participates with the Marin County Office of Education in the hiring, supervision and evaluation of the Marin County SELPA Administrator. The Marin County Office of Education serves as the Administrative Unit (AU) for the Marin County SELPA and is the employer of all Marin County SELPA staff.

Under the supervision of the Marin County Superintendent of Schools and the chairperson of the OSC, the Marin County SELPA Director is responsible for:

- Coordinating the administration and implementation of the Marin County SELPA Local Plan.
- Providing administrative staff for local alternate dispute resolution and for nonpublic school placements and staff development.
- Developing and providing forms, manuals and handbooks.
- Establishing the OSC, ASC and SEAC meeting schedules and agendas.
- Assisting the OSC and serving as a liaison with the AU Board.
- Preparing the regional special education plan and state, federal and local reports as required, from the Special Education Advisory Committee (SEAC) and school districts through the OSC, the Advisory Steering Committee (ASC) and the Business Advisory Committee (BAC).
- Coordinating services to students with disabilities with districts and other local public agencies through the development of procedures and negotiation of agreements.
- Developing and implementing a plan for providing staff development opportunities to staff, parents, SEAC, and others.
- Collecting, processing and reporting program, personnel and fiscal data related to the state evaluation of special education as specified in accordance with State and Federal laws and regulations. Develop regionalized services budgets, and distribute regionalized services funds as approved by OSC.

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Recommending to the OSC the number, type, location and operator of special education classes, programs and services based upon service limits and proportions established by the state.

Coordinating, documenting and reporting child find activities in public and private schools and public awareness activities for the Marin Special Education Local Plan Area as required by the State.

Maintain an inventory, complete required reports, receive funds and approve purchases for low incidence pupils utilizing the low incidence funds for equipment and services based upon State Department of Education approved guidelines and local policies and procedures.

Evaluating Marin County SELPA staff with input from the OSC Chairperson and the Marin County Superintendent of Schools.

If employment issues involve a Marin County SELPA Director, the Marin County Superintendent of Schools will discuss the issue(s) with the Chairperson of OSC and may make any recommendations to OSC as deemed necessary.

The Marin County Office of Education is the Marin County SELPA's fiscal agent and is responsible for serving as the employing agency for personnel who have responsibilities throughout the Local Plan Area. Such personnel will include, but is not limited to, the Marin County SELPA Director for the Local Plan Area, Coordinator, Assistant Program Manager, and Accountant. The SELPA Director will supervise and evaluate Administrative staff of the Marin County SELPA. Classified employees who support the implementation of the Local Plan are supervised by the SELPA Director and Coordinator whom they support within the Marin County SELPA. Employment of such personnel will be in accordance with personnel policies and practices of the AU and in coordination with any procedural employment policies approved by the OSC to implement the Local Plan.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

Each year prior to June 1st, the Marin County SELPA Director will recommend a proposed distribution of special education funds to the Business Advisory Committee (BAC) and the Advisory Steering Committee (ASC) for the following year. The BAC and ASC will recommend an annual fiscal allocation plan for the distribution of special education funds to the Operational Steering Committee (OSC). The Marin County SELPA Director will utilize pupil count information, input from the ASC and BAC, and other sources of information and data collected to formulate a yearly recommendation for the distribution of special education funds.

Upon approval by the OSC, the Marin County SELPA Director will direct the Marin County business office to distribute special education funds for the following year to each district of

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service, based upon the fiscal allocation plans approved by the OSC. Each superintendent will plan for budgeting and staffing based on the proposed distribution of special education funds.

c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

The Marin County SELPA believes that all students can learn and that students with disabilities must be provided an equal opportunity to become contributing members of society. To support students with disabilities and their families, the Marin County SELPA office facilitates the development and operation of

high-quality educational programs and services for students with disabilities and training for parents and educators. Additionally, the Marin County SELPA office collaborates with county agencies and LEAs to develop and maintain healthy and enriching environments in which students with disabilities can succeed. In order to implement the Local Plan, the Marin County SELPA Director and Administrators are considered “school officials and employees” regarding the access to student records.

The Marin County SELPA :

Assures that an effective management information system is available to monitor student data;

Maintains lines of communication with parents, staff and Special Education Advisory Committee (SEAC) members;

Maintains line of communication with all publicly supported agencies providing services to students with disabilities;

Maintains lines of communication with the community regarding special education programs and services;

Maintains high quality regionalized special education services to support participating districts;

Responds to specific areas of local, state and public concerns;

Emphasizes the need for effective special education services to improve educational and life outcomes for students with disabilities; and organizes school officials for support of common education goals.

The Marin County Office of Education:

The Marin County Office of Education (MCOE) provides regionalized special education programs for students with mild to severe support needs to the seventeen (17) school districts within the Marin County SELPA. Services and programs are provided to students from birth through age 22.

As a participant in California's Early Start Program, the MCOE has an Early Start Intervention program, serving infants and toddlers. Children who are eligible for services due to a low incidence disability and/or any other disabling condition are served by the Golden Gate Regional Center. Children who are eligible for services solely due to a low incidence disability such as Orthopedic, Vision or Hearing Impairments, are served by the Marin County Office of Education.

The MCOE offers a variety of learning experiences for preschool-aged children who require special education services. Special day classes, small group instruction, specialized services for young children on the autism spectrum, programs that build mobility skills and remedial speech and language instruction are among the many services available.

The MCOE Special Education Department operates a variety of special day classes (SDC) for students with mild to moderate or extensive support needs, ages 5-22, who have physical, emotional, cognitive, or developmental disabilities.

The MCOE offers Deaf and Hard of Hearing services for students who are deaf and hard of hearing from age three to 22 years old, whose hearing loss range from mild to profound. Students with these low incidence disabilities are provided with specialized support in district schools, special education classrooms, and other community settings.

The MCOE offers a Visual Impairment (VI) Program that provides services and learning resources for students from age three to 22 years old who meet the eligibility criteria for VI. VI support range from daily intervention for students with intense to monthly consultation for students who require less assistance. These itinerant services are provided in a manner like those described above for students with hearing impairments.

The member Local Educational Agencies (LEAs) comprising the Marin County Special Education Local Plan Area believe that special education is an integral part of the educational process and not separate in any way. Special education is a means of supporting the capacity of the educational system to serve the needs of all students. It is the intent of the districts in the Marin County SELPA to serve students with disabilities in the least restrictive environment consistent with their academic and non-academic needs.

The Marin County SELPA has a policy for students with disabilities who will receive their education in chronologically age-appropriate general education classrooms at neighborhood school sites unless there is an educationally compelling reason why this cannot be accomplished.

The Local Educational Agency (LEA):

Each member LEA is responsible for, but not limited to the following, in the operation of special education programs:

Operating local programs consistent with state and federal law and regulations and policies and

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procedures approved for the Marin County SELPA.

Cooperating with the Superintendent of the AU and the LEAs governing board to assure the availability of appropriate services to eligible students regardless of the district of special education accountability.

Assuring equal access to all programs and services operated by the district for all eligible special education students residing anywhere within the Marin County SELPA.

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

Placing a student in a comparable special education program when an identified special education student moves into the Marin County SELPA. An IEP review will be held within 30 days of an interim placement.

Providing and coordinating transportation for special education students residing in the district as recommended in the IEP.

Assuring full education opportunity to all students residing in the district.

The following guidelines are utilized by member LEAs operating special education programs in order to achieve the least restrictive environment for students with disabilities:

To the maximum extent appropriate, individuals with disabilities will attend the school they would attend if not disabled.

Removal from the general education classroom environment will occur only when the nature of the disability is such that education in regular classes, with the use of special education and related services, cannot be achieved satisfactorily.

To the maximum extent appropriate, individuals with disabilities will be placed in programs that will ensure maximum interaction with the regular classroom and school environment.

Individuals with disabilities will have equal access to all activities, programs and facilities on the general school site. Participation in activities will be determined upon the individual needs of the disabled student.

Special day classes will be included in discussions regarding long range planning. Commitments for classroom space on regular school campuses will continue in order to avoid frequent program relocations and to allow individuals with disabilities to develop relationships with non-disabled peers and access to appropriate general education programs.

The IEP team will determine the extent to which an individual with disabilities participates in general classroom education with non-disabled peers. The determination of appropriate program placement, related services needed, and curriculum options offered is made by the IEP

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d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

The OSC is responsible for monitoring the utilization of funds within the Local Plan Area and recommending amendments to the Marin County SELPA fiscal allocation plan.

Each member LEA is responsible for monitoring the appropriate use of federal, state, and local funds allocated for special education programs.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

The Low Incidence allocation supports the purchase of books, materials, equipment, and services and is bundled into one allocation. The allocation from the California Department of Education is as follows: 70% for materials and supplies and 30% for services.

Any unexpended funds are utilized to support the reimbursement of costs where reimbursement requests have exceeded the allocation. When the amount eligible for reimbursement exceeds the total allocation the reimbursement for the LEAs shall occur on a prorated share. All remaining Low Incidence monies shall be carried over into next year's Low Incidence allocation.

All Low Incidence reimbursement requests shall be received by the Marin County SELPA office on or before June 1st. The above Low Incidence allocation model serves to protect the reimbursement of Low Incidence books, materials, equipment, and services at a rate consistent with prior expenditures.

Please refer to Guidelines for Low Incidence Services (MCS - 33) maintained in the SELPA Office.

Policies, Procedures, and Programs

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

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the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):
20 USC Section 1412(a)(4); EC 56205(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"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

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services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"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

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shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California *EC*, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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14. Personnel Qualifications; EC 56205(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"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

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determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

Document Title:

Document Location:

Description:

Description:

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services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through their representative to the Operational Steering Committee will approve any policies and procedures needed to implement the Local Plan.

2. Coordinated system of identification and assessment:

Document Title:

Document Location:

Description:

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

Procedural safeguards will be followed by each SELPA member LEA, in accordance with State and Federal laws and regulations.

The Marin County SELPA Administrators shall provide: alternate dispute resolution with districts, as requested by parents; assist parents with filing complaints with the Office of Administrative Hearings, when requested; and assure procedural safeguards by providing technical

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Description:

assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.

The LEAs provide procedural safeguards to parents consistent with education code, assist parents understanding of their procedural safeguards, and ensure that procedural safeguards are implemented. The LEAs shall assist parents with filing complaints with the Office of Administrative Hearings, when requested.

A procedural safeguards notice shall be made available to parents/guardians of students with a disability annual, and upon initial referral for evaluation; each notification of an IEP meeting; reevaluation of the student, and; registration of a complaint.

The Marin County SELPA has policies that address the Coordinated Systems of Procedural Safeguards as indicated below:

Procedural Guidance to IEP Teams (MCS - 35)

Policy and Procedures Independent Educational Evaluations (MCS - 37)

Non-Adversarial IEP Meeting Policy (MCS - 39)

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

Document Title:

Document Location:

Description:

On an annual basis, input is collected from the Special Education Directors from member LEAs to determine the staff development needs that the Marin County SELPA is requested to provide. On an annual basis, the Special Education Advisory Committee will provide input on the parent and guardian education needs. The Marin County SELPA will develop a plan annually following the consultation from key stakeholders, and provide needed training and supports as requested, or determined appropriate for its member LEAs.

The LEAs shall determine their staff development and parent and guardian education, based on their local needs. They may seek technical assistance or involvement from the Marin County SELPA.

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

Document Title:	Coordinated System of Curriculum Development and Alignment with the Core Curriculum
Document Location:	SELPA Office; 1111 Las Gallinas Ave, San Rafael, CA 94903
Description:	The Marin County SELPA will provide technical assistance, staff development, and coordinate curricular resources for students with disabilities. LEAs shall determine their need for curricular development and alignment with the core curriculum, based on their local needs.

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

Document Title:	Coordinated System Internal Program Review, Evaluation of the Effectiveness of the Local Plan, and Implementation of the Local Plan Accountability System
Document Location:	SELPA Office; 1111 Las Gallinas Ave, San Rafael, CA 94903
Description:	<p>The Marin County SELPA Administrator/designee is responsible for coordinating internal program reviews, evaluating the effectiveness of the Local Plan, and implementation of the Local Plan Accountability System by: assisting in the preparation, implementation and follow-up of state reviews including those that are part of the state’s quality assurance process (QUAP; assisting in preparation, implementation, technical assistance and follow-up to state or special reviews; and conducting audits or reviews for district programs, as requested.</p> <p>The Marin County SELPA office will lead a review of the effectiveness of the Local Plan at a minimum of every three years.</p> <p>Individual LEAs shall review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs shall engage in monitoring activities as required by the CDE. Following these reviews, annual consultation shall occur with the Marin County SELPA and the Local Plan may be amended accordingly to better represent its member LEAs to generate positive outcomes for students with disabilities.</p>

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SELPA

Fiscal Year

7. Coordinated system of data collection and management:

Document Title:	Coordinated System of Data Collection and Management
Document Location:	SELPA Office; 1111 Las Gallinas Ave, San Rafael, CA 94903
Description:	<p>The Marin County SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The Marin County SELPA will provide technical assistance and training to LEAs as requested by the LEAs, and/or deemed necessary by the Marin County SELPA to assist LEAs in collecting data and reporting information to the California Department of Education.</p> <p>The LEAs are responsible for data entry, quality and integrity. The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education prior to the SELPA certifying the data.</p>

8. Coordination of interagency agreements:

Document Title:	Coordination of Interagency Agreements
Document Location:	SELPA Office; 1111 Las Gallinas Ave, San Rafael, CA 94903
Description:	<p>The Marin County SELPA Director, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The Marin County SELPA Director will ensure that interagency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed.</p> <p>Through their representative to the OSC, the LEAs shall implement interagency agreements as appropriate. See Memorandum of Understanding By and Between The Marin County SELPA and –</p> <ul style="list-style-type: none">a) California Children’s Servicesb) Golden Gate Regional Center

9. Coordination of services to medical facilities:

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SELPA

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Document Title:	<input type="text" value="Coordination of Services to Medical Facilities"/>
Document Location:	<input type="text" value="SELPA Office; 1111 Las Gallinas Ave, San Rafael, CA 94903"/>
Description:	<p>Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or health facility for medical purposes are the educational responsibility of the local educational agency in which the hospital or facility is located.</p> <p>The Marin County SELPA will facilitate the coordination of these services by the designated LEAs.</p>

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

Document Title:	<input type="text" value="Coordination of Services to Licensed Children's Institutions and Foster Family Homes"/>
Document Location:	<input type="text" value="SELPA Office; 1111 Las Gallinas Ave, San Rafael, CA 94903"/>
Description:	<p>Special education services for students with disabilities residing in foster family homes or Licensed Children's Institutions (LCI) shall be the responsibility of the district in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.</p> <p>The Marin County SELPA is responsible for coordinating the identification, assessment and IEP process for LCI or foster family home special education students who require nonpublic school services. Students receiving special education services and residing in LCI or foster family homes who do not require nonpublic school services are the responsibility of the district in which the LCI or foster family home is located, and will be referred, identified, assessed, and placed in special education programs utilizing the processes developed by the Marin County SELPA.</p>

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

Document Title:	<input type="text" value="Preparation and Transmission of Required Special Education Local Plan Area Reports"/>
Document Location:	<input type="text" value="SELPA Office; 1111 Las Gallinas Ave, San Rafael, CA 94903"/>

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Description:

The Marin County SELPA Administrator will ensure timely transmission of required reports and provide technical assistance to LEAs in completing those reports.

The Marin County SELPA's member LEAs will submit required data in order for the Marin County SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

The Marin County SELPA Community Advisory Committee is known as Special Education Advisory Committee (SEAC). The Marin County SELPA will provide fiscal and logistical support to SEAC meetings, events, and trainings. The OSC will ensure the Marin County SELPA has sufficient resources to provide fiscal and logistical support for the SEAC.

LEA Directors or designee will facilitate communication between their LEA stakeholders and SEAC representatives..

The Marin County SELPA's SEAC Bylaws address the fiscal and logistical support of the CAC.

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

Document Title:

Document Location:

The Marin County SELPA will assure that students with disabilities will get to and from school in the same manner as their non-disabled peers, unless the IEP team determines that the needs of the student require more restrictive transportation services. Accommodations and/or modifications to regular transportation, including special seating, restraints, behavior interventions, etc. will be considered and implemented as appropriate. Student's eligible for special education services who requires special transportation services, shall receive transportation as a related service if an IEP team determines that such

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Description:

service is necessary for the student to benefit from special education services, or access the core curriculum in the least restrictive environment.

LEAs shall ensure that appropriate transportation services are provided for students with disabilities as specified in their individualized education program (IEP) or accommodation plan. Transportation will be provided at no cost to the student or their parents. The method of transportation is determined by the LEA and may be provided by the LEA, through contract with another public or private agency or by agreement to reimburse the parent.

Marin County SELPA's Special Education Transportation Guidelines address Coordination of Transportation Services for Individuals with Exceptional Needs. Special Education Transportation Guidelines (MCS 47)

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

Document Title:

Document Location:

Description:

The Marin County SELPA will provide technical assistance and staff development as needed. The Marin County SELPA will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate. The Marin County SELPA notice of IEP meeting includes the participants of other public agencies at IEP meetings that are held to discuss transition services. These agency representatives receive a copy of the notice of IEP meeting prior to the meeting date. If the agency representative does not attend the IEP meeting the LEA representative will follow up with the representative regarding transitions services.

See Memorandum of Understanding By and Between The Marin County SELPA and Golden Gate Regional Center.

15. Assurance of full educational opportunity:

Document Title:

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SELPA

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Document Location:

Description:

The Marin County SELPA is responsible for assuring that pupils have full educational opportunity regardless of the district of residence. Through the approval of the Annual Services Plan, the Marin County SELPA ensures that a full continuum of program options is available to meet the needs of students with disabilities.

The Marin County SELPA will assist member LEAs with Inter-SELPA Agreements, as determined necessary to meet the unique needs of students.

Each LEA is responsible for providing a full continuum of services to students with disabilities. The IEP team’s determination of appropriate program placement, related services needed, and curriculum options to be offered is based upon the unique needs of the student. All students with disabilities shall have access to the variety of educational programs and services available to non-disabled students, including nonacademic and extra-curricular services and activities.

Please see the following:

- Alternative Education Programs Policy (MCS - 25)
- Suspension & Expulsion/Due Process and Students with Disabilities Policy (MCS - 20)
- Guidelines for Home Use of Low-Incidence Equipment (MCS - 33)
- IEP Team Referral to a Non-Severe SDC Placement (MCS - 36)
- Program Transfers Policy and Procedures (MSC - 41)
- Policy and Procedures for the Provision of Special Circumstance Assistance as a Related Service (MSC - 46)

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

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Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2024-25

Description:

Regionalized services of EC Section 56780 are delivered and coordinated by the Marin County SELPA Administrators as follows:

- A coordinated system of identification and assessment.
- A coordinated system of procedural safeguards.
- A coordinated system of staff development and parent education.
- A coordinated system of curriculum development and alignment with the common core.
- A coordinated system of internal program review, evaluation, and effectiveness of the Local Plan, and implementation of the Local Plan accountability mechanism.
- A coordinated system of data collection and management.
- A coordinated system of alternative dispute resolution process.
- Coordination of interagency agreements.
- Coordination of services to medical facilities.
- Coordination of services to licensed children institutions and foster homes.
- Preparation and transmission of required Marin County SELPA reports.
- Fiscal and logistical support of the SEAC.
- Coordination of career, vocational, and transition services.
- Coordination of transportation services for individuals with disabilities.
- Means by which full educational opportunity is ensured.
- Fiscal administration and the allocation of state and federal funds.
Provides the Coordination of the Marin County SELPA.
- Develops operations manual and forms to be utilized in the Marin County SELPA. These operations manuals and forms are developed with input from the Advisory Steering Committee and the Special Education Advisory Committee. The operations manual is approved by the Operational Steering Committee.

SELPA

Fiscal Year

Special Education Local Plan Area Services

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

Document Title:

Document Location:

The Marin County IDEA Part C Program ensures that infants and toddlers with disabilities or at risk for developmental delays in Marin County receive coordinated services. Part C agency representatives meet to review referrals received and determine which agency, the Marin County Office of Education, on behalf of the SELPA, or, the Golden Gate Regional Center, shall be responsible for case management including assessment, Individual Family Service Plan (IFSP) development and the provision of needed services.

For planning purposes, Golden Gate Regional Center (GGRC) sends a monthly non-child identifiable demographic list of students (Birth to 3) currently enrolled in GGRC Programs to the Marin County Office of Education (MCOE)/Local Educational Agency (LEA). As part of the child find requirements for transition, GGRC will send individual notification to MCOE/LEA of all children ages 2.6 to 36 months who are currently receiving GGRC services. The notifications will serve as notification of children potentially eligible for Part C services. With parent permission GGRC will provide the MCOE/LEA with information and records for infants/toddlers beginning at age 2.6 who may be eligible for services under Part B.

In addition, GGRC and MCOE staff has regularly scheduled meetings to exchange information regarding infant/toddler and family needs and services and information.

GGRC will be the single point of entry for most eligible infants/toddlers; however, the MCOE will provide intake of infants/toddlers with solely low incidence disabilities. The agency receiving the initial referral will contact the family, and notify the other agency of the referral if it appears that the child may be eligible for services from the other agency and will be reviewed and acted upon within appropriate timelines. Every effort will be made to work collaboratively with parents to enhance communication among families and agencies.

When the complete referral is received by GGRC or the MCOE, a

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Description:

service coordinator will be assigned by the Early Start Program Coordinator for that agency (see Service Coordination). Once a complete referral is received, and a service coordinator is assigned, an assessment/evaluation for eligibility will be scheduled by the service coordinator.

For children with solely low incidence disabilities, MCOE will provide the service coordination. GGRC will assume responsibility for service coordination of children eligible for services that do not have a solely low incidence disability. Both agencies will carry out service coordination responsibilities as noted in Section 52121 in the Early Start Regulations, and will collaboratively determine which agency is responsible for service coordination for children who are dually eligible. The Marin County Office of Education operates a home and center based program. Most toddlers attend this program for one or more days per week with their parent(s) so that program staff may assist the parents to work with their children in the identified areas of need. Teachers in the Early Start program conduct frequent home visits, particularly with the infants, to address home-based issues. Staff assists families in connecting with the wide array of services available, including attending medical appointments with the family, in order to help navigate a complex system of programs and services.

Prior to a child turning 3-years of age, Early Start teachers will coordinate the transition of the student and their family to either district or the Marin County Office of Education’s Early Intervention Program for those students who continue to be eligible and need special education services.

The Marin County SELPA has a continuum of programs for preschool aged children who require special education services. Children who are 3 or 4 years-old and not yet school age-eligible to attend TK or Kindergarten, can receive instruction geared to their individual needs. Non Intensive programs include the provision of individual and small group instruction. Based on assessed student needs, services are provided by credentialed Early Childhood special education teachers, licensed and/ or credentialed speech and language therapists, occupational therapists, and vision or hearing specialists. More intensive programs include special day classes for students with mild to moderate or extensive support needs, moderate to severe special day classes for students who have global developmental delays and require direct instruction in all areas, and special day classes for students with autism who have needs in the area of language, sensory regulation, and social relationships.

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Parents/Guardians receive information regarding the special education referral process and the continuum of preschool services available within the Marin County SELPA. This information is also provided to agencies, physicians, private preschools, Head Start preschool providers and caregivers.

Please refer to the Interagency Agreement between the Marin County Special Education Local Plan Area and Golden Gate Regional Center.

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

The Marin County SELPA Office in the event of a disagreement among local education agencies, local education agencies and the Administrative Unit (AU), local education agencies and/or the AU and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the Operational Steering Committee (OSC) that issues be resolved at the lowest level possible. The OSC is the board of

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Description:

last resort. If any party involved in a disagreement is a voting member on OSC, the alternate for that area will replace the voting member during the OSC resolution of the dispute. This policy is intended to resolve disagreements within a period of 45 days but is not intended to undermine local authority. If the permanent members dispute, they will not vote. In the event of a 3-3 vote, a tie vote is a lost vote, as 2/3 is a majority under RRO.

If a local education agency disagrees with a decision or practice of another agency or the SELPA, that local education agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the assistance of the SELPA Administrator, or his/her designee, or the Chair of the OSC. If this process fails, the parties may pursue a hearing on the issues and resolution with the OSC.

If either party disagrees with the recommendation of the OSC, and the dispute relates to the distribution of funding, the responsibility for service provision or other governance activities specified within the Local Plan, the parties agree to submit the dispute to mediation. The parties will make a good faith effort to mutually agree to a mediator with expertise related to the dispute. If the parties cannot agree on a mediator, the parties will submit the dispute to mediation administered by the American Arbitration Association under its Commercial Mediation Rules. Any dispute unresolved in mediation, arising from a dispute that relates to the distribution of funding, the responsibility for service provision or other governance activities specified within the Local Plan, shall be settled by arbitration administered by the American Arbitration Association in accordance with its Commercial Arbitration Rules, and judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction thereof. If the parties agree, a mediator involved in the parties' mediation may be asked to serve as the arbitrator. Each party shall bear its own costs and expenses and an equal share of the mediator's and/or arbitrator's and administrative fees of arbitration.

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

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Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

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SELPA Marin County SELPA

Fiscal Year 2024-25

Description:

representative of the District of Special Education Accountability (DSEA) or the Marin County SELPA will attend an IEP meeting for the student at least annually, or more often if needed, to review student progress.

In accordance with AB 1172, a representative of the DSEA that enters into a master contract with a nonpublic, nonsectarian school or a Marin County SELPA Administrator will conduct an onsite visit to the nonpublic, nonsectarian school.

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

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

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

Document Title:

Free and Appropriate Public Education to Adults Incarcerated in a County Jail

Document Location:

SELPA Office; 1111 Las Gallinas Ave, San Rafael, CA 94903

The Marin Districts in conjunction with the Marin County Office of Education shall actively and systematically seek out all "eligible adults" residing within its boundaries. The LEAs within the SELPA shall ensure that they are identified and provided a FAPE consistent with this policy. Every individual with disabilities who is eligible to receive special education instruction and related services under the Individuals with Disabilities Education Act (IDEA) and state special education laws, shall have access to that instruction and those services at no cost, as appropriate, to him or her. FAPE shall be available to individuals with disabilities in accordance with Section 1412(a) (1) of Title 20 of the United States Code and Section 300.101 of Title 34 of the Code of Regulations.

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Description:

Individuals in the federal correctional system fall under the jurisdiction of the Federal Bureau of Prisons within the Department of Justice. IDEA makes no specific provision for funding services for individuals with disabilities through the Bureau of Prisons. Individuals in the state correctional facilities fall under the jurisdiction of the State Department of Corrections. This Policy is to address adult students who are incarcerated in the County Jail within the County of Marin. Adults who are aged 18 to 21 years, who have not graduated with a high school diploma, who, at the time they turned 18 were identified as an individual with disabilities and had an individualized educational program (IEP) under the IDEA, are also entitled to a FAPE (hereinafter referred to as "eligible adults"). (See 20 U.S.C. 1400 (d)(I)(A), (B), (C); 20 U.S.C. 1412 (a)(I)(A); California Education Code (EC) 56000, 56026(c)(4)). This applies to adults incarcerated in California adult jails and prisons.

However, individuals aged 18 through 21, who in the educational placement prior to his or her incarceration in an adult correctional facility was not identified as an individual with disabilities or did not have an IEP under the IDEA, is not entitled to a FAPE (20 U.S.C. 1412(a)(I)(B); California Education Code (EC) 56040(b)).

For eligible adults the District of Special Education Accountability shall be the last district of special education accountability in effect prior to the pupil's attaining the age of majority shall become and remain as the responsible educational agency, as long as and until the parent or parents relocate to a new district of special education accountability. (See California Education Code (EC) 56041 (a)).

Marin County Office of Education (MCOE) shall, on behalf of the DSEA, be the provider of services identified in the FAPE offer as described above. If an eligible adult consents to receive services, MCOE will work with the DSEA and the correctional facility staff to offer services to the eligible adult student with disabilities consistent with the services currently offered through MCOE in the adult correctional facilities. Once MCOE is informed that an eligible adult is incarcerated in an adult correctional facility, they will determine whether the eligible adult requests to receive FAPE. Once the request has been made, MCOE will contact the DSEA, who shall review and revise the IEP as necessary, subject to the cooperation of the correctional facility where the eligible adult is located. The eligible adult must consent to the receipt of such services in order to receive said services while incarcerated.

The DSEA shall provide MCOE staff with instructional materials that will provide FAPE.

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Should MCOE cease to provide educational services at the County Jail, the Advisory Steering Committee would reconvene to review this policy and make changes as appropriate. The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons:

1. The requirements set out in 20 U.S.C. 1412(a)(16) and 20 U.S.C. 1414(d)(1)(A)(i)(VI) (relating to participation in general assessments) do not apply. Eligible individuals convicted as adults under State law and incarcerated in adult prisons are exempted from participation in State and district-wide assessment programs under the IDEA
2. The requirements of items (aa) and (bb) of 20 U.S.C. 1414(d)(1)(A)(i)(VIII) (relating to transition planning and transition services), do not apply with respect to such individuals whose eligibility under the IDEA will end, because of their age, before such individuals will be released from prison.
3. In an individual with a disability is convicted as an adult under state law and incarcerated in an adult prison, the individual's IEP Team may modify the individual's IEP or placement notwithstanding the least restrictive environment ("LRE") requirements of the 20 U.S.C. 1412(a)(5)(A) and the IEP contents requirements of 20 U.S.C. 1414(d)(1)(A) if there is a bona fide security or compelling penological interest that cannot otherwise be accommodated.

Marin County SELPA Local Plan Update Timeline

DATE	GROUP	TASK
October 2, 2023 9:00 – 11:00 am	Local Plan Workgroup	Review CDE Template Sections A and B with existing information prepopulated, as appropriate
October 16, 2023 9:00 – 11:00 am	Local Plan Workgroup	Review completed CDE Template Sections A and B for needed revisions or additional language
October 30, 2023 9:00 – 11:00 am	Local Plan Workgroup	Review completed CDE Template Sections A and B for needed revisions or additional language
November 13, 2023 9:00 – 11:00 am	Local Plan Workgroup	Develop complete draft of CDE Template Sections A and B
December 11, 2023 9:00 – 11:00 am	Local Plan Workgroup	Develop final draft of CDE Template Sections A and B
January 24, 2024	SEAC * Special Meeting	Local Plan Sections A and B – First Review
February 14, 2023	ASC & BAC	Local Plan Sections A and B – First Review
March 6, 2024	OSC	Local Plan Sections A and B – First Reading
March 20, 2024	ASC & BAC	Local Plan Sections A and B – Second Review Local Plan Section D (Budget Plan & Service Plan) – First Review
March 27, 2024	SEAC	Local Plan Sections A and B – Second Review (meets requirement of 30 days prior to OSC final approval)
April 3, 2024	OSC	Local Plan Sections A and B – Second Reading Local Plan Sections D and E – First Reading
April 17, 2024	BAC	Local Plan Sections A, B, D, and E – Final Review
April 24, 2024	ASC	Local Plan Sections A, B, D, and E – Final Review
May 8, 2024	SEAC	Local Plan Sections A, B, D, and E – Final Review
May 22, 2024	OSC	Local Plan Sections A, B, D, and E – Final Approval
June 25, 2024	Marin County Board of Education	Local Plan Sections A, B, D, and E – Final Approval
June 30, 2024	Superintendents, Member LEAs	Approval of Local Plan Sections A, B, D, and E

Marin County SELPA Local Plan Update Timeline

Committee Process to Review Marin County SELPA Local Plan for OSC Adoption

COMMITTEE	1 st REVIEW	2 nd REVIEW	Final Review	ADOPTION
Special Education Advisory Committee (SEAC)	January 24, 2024	March 27, 2024	May 8, 2024	
Advisory Steering Committee (ASC)	February 14, 2024	March 20, 2024	April 24, 2024	
Business Advisory Committee (BAC)	February 14, 2024	March 20, 2024	April 17, 2024	
Operational Steering Committee (OSC)	March 6, 2024	April 3, 2024	May 22, 2024	May 22, 2024

Annotation – Agenda Item 6.1
Operational Steering Committee
April 3, 2024

Agenda Item

6.1 2024 – 2025 Operational Steering Committee and Chairperson

Item Type

Discussion

Summary of Key Issues

The Operational Steering Committee represents each of the SELPA’s six (6) regions. The Marin County SELPA Local Plan states that the Operational Steering Committee shall elect their chairperson on an annual basis.

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment 1: 2023 – 2024 Operational Steering Committee Membership



**2024 - 2025 Marin County SELPA
Operational Steering Committee Membership**

Area/Member	District Representation
Area 1: Brett Geithman, Larkspur-Corte Madera School District Alternate: David Rice, Ross School District	Tamalpais Union High School District; Larkspur-Corte Madera School District; Ross School District
Area 2: Marci Trahan, Ross Valley School District Alternate: Adam Jennings, Shoreline Unified	Ross Valley School District; Nicasio School District; Lagunitas School District; Shoreline Unified School District
Area 3: Raquel Rose, Kentfield School District Alternate: Elizabeth Kaufman, Mill Valley School District	Bolinas-Stinson Union School District; Reed Union School District; Sausalito-Marin City School District; Mill Valley School District; Kentfield School District
Area 4: Becky Rosales, Miller Creek School District Alternate: Carmen Diaz Ghysels, San Rafael City Schools	Miller Creek Elementary School District; San Rafael Elementary School District; San Rafael High School District
Area 5: Tracy Smith, Novato Unified School District Alternate: Lois Standing, Novato Unified School District	Novato Unified School District
Area 6: John Carroll, Marin County Office of Education Alternate: Janelle Campbell, Marin County Office of Education	Marin County Office of Education; Laguna Joint School District
<p>Chair: Becky Rosales Term: 2024 - 2025</p>	

**Annotation – Agenda Item 7.1
Operational Steering Committee
April 3, 2024**

Agenda Item

7.1 2024 – 2025 Special Education Regionalized Programming

Item Type

Information

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

None

**Annotation – Agenda Item 7.2
Operational Steering Committee
April 3, 2024**

Agenda Item

7.2 Marin County SELPA Autism Demonstration Site: Implementation Report

Item Type

Information

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment 1: Implementation Progress Report

Marin County SELPA Demonstration Site: Implementation Progress Report

December

- The Regional Implementation Lead (RIL) provided weekly coaching sessions to the classroom teacher and four (4) paraeducators on the Evidence Based Practice of Prompting.
- The RIL continued to provide support to the teacher and paraeducators to support fluency with the implementation of Visual Supports and Antecedent Interventions.

January

- The RIL provided weekly coaching to the classroom teacher and four (4) paraeducators.
- The classroom teacher and paraeducators focused on the implementation of Visual Supports, Prompting, and Antecedent Intervention.

February

- The Regional Implementation Lead (RIL) provided weekly coaching sessions to the classroom teacher and four (4) paraeducators.
- The teacher completed three (3) Evidence Based Practice modules and met master criteria.
- The teacher demonstrated three (3) months of fidelity of implementation of Visual Supports, Prompting, and Antecedent Intervention.
- The four (4) paraeducators completed three (3) Evidence Based Practice modules and met master criteria.
- The four (4) paraeducators demonstrated three (3) months of fidelity of implementation of Visual Supports, Prompting, and Antecedent Behavior.

March

- The RIL identified the need to begin coaching on the Evidence Based Practice of Reinforcement.
- The RIL began group coaching sessions to focus on Reinforcement.
- The RIL will continue to provide weekly coaching to both the teacher and paraeducators.
- Individual coaching will be provided, as determined necessary, to support fluency of implementation.

April - June

- The teacher and paraeducators will continue to focus on the Evidence Based Practice of Reinforcement.
- The RIL will continue to provide weekly coaching to both the teacher and paraeducators.
- The RIL and CAPTAIN Cadre will administer the Autism Program Environmental Rating Scale (APERS) and review findings with the County Autism Implementation Team and SELPA Autism Implementation Team.

**Annotation – Agenda Item 7.3
Operational Steering Committee
April 3, 2024**

Agenda Item

7.3 Marin County SELPA Special Education Advisory Committee Report

Item Type

Information

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

None