



Agenda
Operational Steering Committee
October 4, 2023
7:30 am: Open Session
Miller Creek School District
380 Nova Albion Way, San Rafael, CA

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 September 6, 2023 OSC Meeting

3.2 Approval of Agenda for October 4, 2023 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 2023 – 2024 Marin County SELPA Annual Goals

The 2023 – 2024 Marin County SELPA Annual Goals will be presented for review and adoption.

6.0 Discussion Items

6.1 Notification of Program Transfer(s)

Information will be presented regarding the notification of an intent to conduct a Program Transfer received from the Novato Unified School District for the 2024 - 2025 school year and the 2025 - 2026 school year.

6.2 2023 – 2024 Regionalized Special Education Classrooms/Services

Information will be presented regarding the continuum of regionalized special education classes and services available to the SELPA's member LEAs during the 2023 – 2024 school year, including the associated staffing patterns.

7.0 Information Items

7.1 AB 130 Learning Recovery Plan Final Report

Information will be presented regarding the AB 130 Learning Recovery Plan Final Report related to the provision of learning recovery and supports, and the demographics served, that was submitted to the California Department of Education on September 30, 2023.

7.2 AB 130 Dispute Prevention and Dispute Resolution: Final Report

Information will be presented regarding the AB 130 Dispute Prevention and Dispute Resolution Final Report that was submitted to the California Department of Education on September 30, 2023.

7.3 Marin County SELPA Ad Hoc Committee and Workgroups: Timelines and Activities

Information will be presented regarding the activities of the Marin County SELPA Ad Hoc committee and workgroups related to inclusive programming, the local plan revision, and fiscal operations.

7.4 Marin County SELPA Special Education Advisory Committee

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: November 1, 2023 - 7:30 a.m. – 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 olopez@marinschools.org.

Annotation – Agenda Items 3.1 & 3.2
Operational Steering Committee
October 4, 2023

Agenda Item

- 3.1 Approval of Minutes from September 6, 2023 OSC Meeting
- 3.2 Approval of Agenda for October 4, 2023 OSC Meeting

Item Taken

Action

Summary of Key Issues

The minutes of the September 6, 2023 OSC meeting and the agenda for the October 4, 2023 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, September 6, 2023



Agenda
Operational Steering Committee
September 6, 2023
7:30 am: Open Session
Marin County Office of Education
1111 Las Gallinas Avenue, San Rafael, CA

1.0 Call Public Session to Order

Becky Rosales, Chair, Superintendent, Miller Creek School District

Becky Rosales called the meeting to order at 7:34 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: Brett Geithman, Raquel Rose, Becky Rosales, Tracy Smith, and John Carroll.

2.0 Establishment of Quorum

A quorum was established with five (5) members of the Operational Steering Committee.

3.0 Consent Agenda

(Members may remove items from the Consent Agenda)

3.1 Approval of Minutes from May 24, 2023 OSC Meeting

3.2 Approval of Agenda for September 6, 2023 OSC Meeting

The Consent Agenda was approved as presented.

Motion: Brett Geithman

Second: John Carroll

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.

No public comment.

5.0 Discussion Items

5.1 Anticipated Program Transfer(s)

Information will be presented regarding the anticipated program transfer(s) for Deaf and Hard of Hearing students in the San Rafael Elementary, San Rafael High School District, and Novato Unified School District.

Information was presented regarding the anticipated program transfer(s) for Deaf and Hard of Hearing students in the San Rafael Elementary District, San Rafael High School District, and Novato Unified School District. The SELPA Director provided the Marin County SELPA Program Transfer Policy and Assurances to the OSC. The OSC discussed the program transfer timeline and potential fiscal impact of a program transfer.

The OSC requested the SELPA Director bring information regarding the continuum of regionalized services provided by the Marin County Office of Education (MCOE) to the next OSC meeting.

5.2 Supporting Inclusive Practices Preschool (SIPP) Grant Award

Information will be presented regarding the 2023 – 2024 Supporting Inclusive Practices Preschool (SIPP) grant awarded to the Marin County SELPA to provide support to member Local Educational Agencies (LEAs) with a focus on developing and enhancing systems related to inclusive practices.

Information was shared regarding the 2023 – 2024 Supporting Inclusive Practices Preschool (SIPP) grant awarded to the Marin County SELPA to provide support to member Local Educational Agencies (LEAs).

It was reported that the grant will provide professional expertise in inclusive preschool programs and fiscal resources to support activities related to the analysis of current procedures and policies related to inclusion, and development of a vision and action plan to develop or enhance inclusive practices.

6.0 Information Items

6.1 AB 130 Final Reporting: Learning Recovery and Alternative Dispute Resolution Funds

Information will be presented regarding AB 130 activities to support learning recovery and alternative dispute resolution activities.

The SELPA Director presented the AB 130 Final Learning Recovery Plan Report template and Alternative Dispute and Prevention Plan Report template that will be completed by the SELPA Director and submitted to the California Department of Education no later than September 30, 2023. Information was provided regarding the activities the SELPA's member LEAs have engaged in over the past year and a half related to the Learning Recovery and Alternative Dispute Resolution plans.

6.2 Marin County SELPA Local Plan Review Timeline

Information will be presented regarding the projected Local Plan review timeline for the 2023 – 2024 school year.

The SELPA Director presented information about the requirements under the California Education Code for each SELPA to develop and update the Local Plan at least once every three years to ensure the information within the plan remains relevant and accurate. This year, the Marin County SELPA will review and update all components of the Local Plan. The SELPA Director presented a proposed timeline for the Local Plan committee to review and update the plan and shared that the updated Local Plan will be brought to the OSC in May 2024 for final review and adoption.

6.3 Marin County SELPA Special Education Ad Hoc Recommended Activities

Information will be provided regarding the activities identified by the Special Education Ad Hoc Committee for the 2023 – 2024 school year.

Information was presented regarding the activities identified by the Special Education Ad Hoc Committee for the 2023 – 2024 school year, and the SELPA Director provided a progress update regarding the status of each activity.

6.4 Marin County SELPA Special Education Advisory Committee

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

The SELPA Director provided information regarding the work of the Marin County SELPA's Special Education Advisory Committee (SEAC). The first SEAC meeting was held in August 2023. The committee identified parent workshop topics, determined workshop dates, and is planning to host a Resource Fair for parents and guardians in the Spring 2024.

7.0 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 is developing a workgroup for LEAs serving students in high school and post-secondary programs to discuss procedures, policies, and coursework related to the new Alternative Pathway to a Diploma;*
- *The SELPA's member LEAs all met the End of Year 3 and End of Year 4 certification deadline. The SELPA will continue to support its member LEAs with the timely reporting of data for students with IEPs;*
- *The current SELPA infrastructure and staffing updates; and*
- *The utilization of software to support the SELPA and its member LEAs with the submission and processing of Master Contracts and Individual Service Agreements.*

8.0 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.

Tracy Smith, Novato Unified School District Superintendent, reported to the OSC that the Marin County SELPA Demonstration Site at Hamilton Elementary School is operational, and she had a chance to visit the class.

9.0 Future Planning

Next Meeting Date: October 4, 2023 - 7:30 a.m. – Miller Creek School District Office, Board Room

The Operational Steering Committee requests further information be provided to the OSC at the October meeting:

- *Programmatic impact of Universal Pre-K on Marin County Office of Education preschool programs;*
- *Marin County Office of Education Special Education Continuum and staffing patterns; and*
- *Updates related to the activities of the 2023 – 2024 SELPA Ad Hoc Committee and workgroups.*

10.0 Adjournment

The meeting adjourned at 8:25 am.

Motion: John Carroll

Second: Brett Geithman

Carried: Unanimous

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Annotation – Agenda Item 5.1
Operational Steering Committee
October 4, 2023

Agenda Item

5.1 2023 – 2024 Marin County SELPA Annual Goals

Item Type

Action

Summary of Key Issues

None

Summary of Previous OSC Action

The OSC adopts goals on an annual basis.

Recommendation

The SELPA Director recommends that the Operational Steering Committee adopt the 2023 – 2024 Marin County SELPA goals as presented.

Attachments to this Agenda Item

Attachment 1: 2023 – 2024 Marin County SELPA Annual Goals



MARIN COUNTY SELPA 2023 – 2024 ANNUAL GOALS

DRAFT

PROCESSES

DRAFT

Domain: Processes

Goal: Develop a secure, web-based Individual Service Agreement (ISA) Request Form to improve member LEA user experience and increase efficient and timely processing for the memorialization of agreements with agencies as required under California Education code.

Task/Activity: Identify a secure, web-based program to develop the ISA Request Form.

Timeline: July 2023 – September 2023

Responsibility: SELPA Office/Director

Task/Activity: Develop a secure, web-based ISA Request Form to beta test in the field.

Timeline: August 2023 – October 2023

Responsibility: SELPA Office/Director

Task/Activity: Create, share, and implement web-based ISA Request Form including training materials with member LEAs and SELPA staff.

Timeline: January 2024 – April 2024

Responsibility: SELPA Office/Director

Task/Activity: Ensure all member LEAs are utilizing the secure, web-based ISA Request form.

Timeline: May 2024

Evidence of Completion: Web-Based ISA Request Form

Responsibility: SELPA Office/Director

CONTENT AND RESOURCE SHARING

DRAFT

Domain: Content & Resource Sharing

Goal: Develop easy to read and relevant electronic resources and communication procedures to ensure member LEAs have access to current and timely special education resources and information.

Task/Activity: Identify core content area framework to provide special education resources through the SELPA website and SEIS.

Timeline: September 2023 – October 2023

Responsibility: SELPA Office/Director

Task/Activity: Create content and share with member LEAs via various digital means (i.e., Padlet) for current professional learning opportunity opportunities.

Timeline: November 2023 – May 2024

Responsibility: SELPA Office/Director

Task/Activity: Develop bi-weekly SELPA communication specifically designed for Special Education Administrators within the Marin County SELPA.

Timeline: October 2023 – May 2024

Responsibility: SELPA Office/Director

Task/Activity: Monitor and adjust website content and shared electronic resources to ensure they meet the needs of the SELPA's member LEAs and community.

Timeline: October 2003 - May 2024

Evidence of Completion: Updated SELPA Website and SEIS Dashboard/Professional Learning Padlet/SELPA Communication

Responsibility: SELPA Office/Director

SPECIAL EDUCATION PROGRAMS

DRAFT

Domain: Program/Inclusive Practices

Goal: Support member LEAs, through partnership with the California Department of Education Supporting Inclusive Practices, with the development of an action plan designed to support inclusive practices for preschool students.

Task/Activity: Develop a cohort of member LEA representatives charged with enhancing and developing procedures and systems related to inclusive practices for preschool students.

Timeline: July 2023 – September 2023

Responsibility: SELPA Office/Director

Task/Activity: In collaboration with the Director of the Supporting Inclusive Practices, develop a master calendar and identify opportunities to support LEAs with establishing a vision and mission related to inclusive practices for preschool students.

Timeline: September 2023 – November 2023

Responsibility: SELPA Office/Director

Task/Activity: Create opportunities for participating member LEAs to collectively review data, policies, and procedures to make informed decisions that support inclusive practices for preschool students.

Timeline: November 2023 – May 2024

Responsibility: SELPA Office/Director

Task/Activity: Support member LEAs with the development of an action plan and goals that support inclusive practices for preschool students.

Timeline: November 2022- June 2024

Evidence of Completion: Meeting Agendas and Action Plan(s)

Responsibility: SELPA Office/Director

Domain: Program/Demonstration Site

Goal: Support the implementation of a SELPA Demonstration Site designed to provide high quality instruction to students with autism using evidence-based practices that are delivered with fidelity.

Task/Activity: Identify a Regional Implementation Lead and two (2) CAPTAIN Cadre to support the implementation of the Demonstration site.

Timeline: July 2023 – August 2023

Responsibility: SELPA Office/Director

Task/Activity: Create a County Autism Implementation Team and SELPA Autism Implementation Team that will meet regularly to support all aspects of implementation.

Timeline: July 2023 – September 2023

Responsibility: SELPA Office/Director

Task/Activity: Provide training and coaching schedule to support instructional staff with the use of three (3) evidence-based practices in the classroom.

Timeline: September 2023 – May 2024

Responsibility: Regional Implementation Lead/CAPTAIN Cadre

Task/Activity: Monitor/Support Demonstration Site implementation.

Timeline: October 2023 – May 2024

Responsibility: Regional Implementation Lead/Director

Task/Activity: Current levels of desired educational programming and implementation progress through the administration of the Autism Program Environment Rating Scale (APERS).

Timeline: May 2024 - June 2024

Evidence of Completion: APERS results indicate growth in all domains.

Responsibility: SELPA Office/Director

FISCAL MANAGEMENT

DRAFT

Domain: Fiscal Management

Goal: Ensure efficient and sensible use of the SELPA's AB 602 entitlement through a spending and outcome analysis of the Out of Home Care Set Aside, Nonpublic School/Local Children's Institution Set Aside, and Extended School Year Set Aside.

Task/Activity: Establish working committee to vet Ad Hoc Committee recommendations and develop meeting calendar.

Timeline: October 2023

Responsibility: SELPA Office/Director

Task/Activity: Vet Ad Hoc Committee recommendations.

Timeline: November 2023 – March 2024

Responsibility: SELPA Office/Director

Task/Activity: Present working committee recommendations to the OSC for review and consideration.

Timeline: May 2024

Evidence of Completion: Recommendation to the OSC

Responsibility: SELPA Office/Director

Annotation – Agenda Item 6.1
Operational Steering Committee
October 4, 2023

Agenda Item

6.1 Notification of Program Transfers

Item Type

Discussion

Summary of Key Issues

The Novato Unified School District has provided notice to the Marin County SELPA of intent to conduct a program transfer for the 2024 – 2025 school year and the 2025 – 2026 school year.

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment 1: Notice of Intent to Conduct a Program Transfer for the 2024 -2025 school year

Attachment 2: Notice of Intent to Conduct a Program Transfer for the 2025 - 2026 school year



Dr. Tracy Smith
Superintendent

Angela Williams
Director of Special Education

1015 Seventh St
Novato, CA 94945

T: (415) 897-4259
www.nusd.org

September 14, 2023

Rebecca Minnich
Marin SELPA Director
Marin County SELPA
1111 Las Gallinas Avenue
San Rafael, Ca 94903

Subject: Novato Unified School District Intent to Request an Expedited Program Transfer from the Marin SELPA and Marin County Office of Education in the 2024-2025 Fiscal Year

Dear Ms. Minnich,

Due to a change in the service delivery model of programs that became known after June 30, 2023, the Novato Unified School District is requesting an expedited waiver of the program transfer timeline for the 2024-2025 school year.

Pursuant to Marin SELPA Policy MCS-04-2020.18 and Section(56207(b) of the California Education Code, the Novato Unified School District is formally noticing the Marin SELPA and the Marin County Office of Education that it is considering a program transfer for students that have historically been served in Marin County SELPA regionalized programs provided by the Marin County Office of Education, in the 2024-2025 fiscal year.

Sincerely,

A handwritten signature in blue ink that reads "A Williams".

Angela Williams
angelawilliams@nusd.org
(415) 493-4265

cc: Tracy Smith, Superintendent, Novato Unified School District
cc: Julie Synyard, Executive Director of Education Services, Novato Unified School District
cc: Josh Braff, Chief Financial Officer, Novato Unified School District
cc: John Carroll, Marin County Superintendent of Schools
cc: Janelle Campbell, Assistant Superintendent of Marin County Office of Education
cc: Stacey Tachiki, Director of Special Education, Marin County Office of Education

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Debbie Butler, Diane Gasson, Julie Jacobson, Magali Limeta, Greg Mack, Ross Millerick, Abbey Picus



Dr. Tracy Smith
Superintendent

Angela Williams
Director of Special Education

1015 Seventh St
Novato, CA 94945

T: (415) 897-4259
www.nusd.org

September 14, 2023

Rebecca Minnich
Marin SELPA Director
Marin County SELPA
1111 Las Gallinas Avenue
San Rafael, Ca 94903

Subject: Novato Unified School District Notice of Intent to Initiate a Program Transfer from the Marin SELPA and Marin County Office of Education in the 2025-2026 Fiscal Year

Dear Ms. Minnich,

Pursuant to Marin SELPA Policy MCS-04-2020.18 and Section(56207(b) of the California Education Code, the Novato Unified School District is formally noticing the Marin SELPA and the Marin County Office of Education that it is considering a program transfer for students that have historically been served in Marin County SELPA regionalized programs provided by the Marin County Office of Education, in the 2025-2026 fiscal year.

Sincerely,

A handwritten signature in blue ink that reads "A Williams".

Angela Williams
angelawilliams@nusd.org
(415) 493-4265

cc: Tracy Smith, Superintendent, Novato Unified School District
cc: Julie Synyard, Executive Director of Education Services, Novato Unified School District
cc: Josh Braff, Chief Financial Officer, Novato Unified School District
cc: John Carroll, Marin County Superintendent of Schools
cc: Janelle Campbell, Assistant Superintendent of Marin County Office of Education
cc: Stacey Tachiki, Director of Special Education, Marin County Office of Education

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Debbie Butler, Diane Gasson, Julie Jacobson, Magali Limeta, Greg Mack, Ross Millerick, Abbey Picus

Annotation – Agenda Item 6.2
Operational Steering Committee
October 4, 2023

Agenda Item

6.2 2023 – 2024 Regionalized Special Education Classrooms/Services

Item Type

Discussion

Summary of Key Issues

1. The Marin County Office of Education (MCOE) was unable to open a newly OSC approved K-2 classroom for the 2023 – 2024 school year due to the lack of available highly qualified staff. Additionally, the MCOE was required to dissolve a regionalized classroom during the 2023 – 2024 school year due to the resignation of the teacher and the lack of available highly qualified staff to become the teacher of record for the class.
2. An analysis has been requested to examine the enrollment history in MCOE regionalized PreK-K classrooms following SELPA member LEAs operating classrooms at this grade span beginning in the 2019 – 2020 school year.

Summary of Previous OSC Action

The OSC approved the expansion of 2023 – 2024 Marin County Office of Education regionalized special education continuum by one (1) K-2 classroom at the May 24, 2023 OSC meeting.

Recommendation

None

Attachments to this Agenda Item

Attachment 1: 2023 – 2024 Marin County Office of Education Regionalized Special Education Services

**MCOE REGIONALIZED SPECIAL EDUCATION SERVICES
2023-2024**

	PROGRAM/STRAND	DISTRICT OF LOCATION	SCHOOL SITE	GRADES
<u>EARLY INTERVENTION PROGRAMS</u>	<u>EARLY START</u>	MCOE	Magnolia Park	Ages 0-2
	AUT	MCOE	Marindale	PreK
	AUT	MCOE	Marindale	PreK
	DHH	MCOE	Magnolia Park	PreK
	NSD	MCOE	Magnolia Park	PreK
	SD	MCOE	Marindale	PreK
	SD	MCOE	Marindale	PreK
	SD	MCOE	Marindale	PreK
	SD	ROSS VALLEY	Hidden Valley	PreK
	AUT	NOVATO	Lu Sutton	PreK - K
	SD	MILL VALLEY	Strawberry Point	PreK - K
	<u>ELEMENTARY PROGRAMS</u>	SD	MILL VALLEY	Edna Maguire
SD		MILLER CREEK	Vallecito	TK - 2
SD		NOVATO	Olive	TK - 2
SD		KENTFIELD	Bacich	TK - 5
<u>ED</u>		NOVATO	Compass	2 - 5
AUT		NOVATO	Hamilton	3 - 5
SD		NOVATO	Olive	3 - 5
SDA		MILL VALLEY	Edna Maguire	3 - 5
AUT		ROSS VALLEY	Manor	2 - 5
SDA		ROSS VALLEY	White Hill	6 - 8
SD		NOVATO	San Jose MS	6 - 8
SD		SAN RAFAEL	Davidson	6 - 8
AUT		NOVATO	Hamilton	6 - 8
<u>ED</u>		NOVATO	Compass	6 - 8
<u>SECONDARY/ TRANSITION PROGRAMS</u>	SD	SAN RAFAEL	Terra Linda HS	9 - 12
	SD	TUHSD	Tamalpais HS	9 - 12
	SD	TUHSD	Redwood HS	9 - 12+
	AUT	TUHSD	Redwood HS	9 - 12
	<u>ED</u>	NOVATO	Compass	9 - 12
	SD	MCOE	Grant Grover	12+
	SD	MCOE	Grant Grover	12+
	SDA	MCOE	Grant Grover	12+
	SDA	COLLEGE OF MARIN	IVC	12+
<u>ITINERANT SERVICES</u>	Resource Specialist	Rurals	Various	TK-8
	<u>Visual Impairment</u>	Various	Various	preK-12+
	<u>Deaf/Hard of Hearing</u>	Various	Various	preK-12+
	Adapted PE	Various	Various	TK-12+

Annotation – Agenda Item 7.1
Operational Steering Committee
October 4, 2023

Agenda Item

7.1 AB 130 Learning Recovery Final Report

Item Type

Information

Summary of Key Issues

AB130 allocated funds for Learning Recovery activities related to the pandemic school closures. The Marin County SELPA provided the California Department of Education (CDE) on September 30, 2023 with the AB 130 Learning Recovery Final Report regarding the activities and expenditures associated with the implementation of the 2021 – 2023 Marin County SELPA Learning Recovery Plan. The CDE accepted the Final Report.

Summary of Previous OSC Action

The Marin County SELPA Learning Recovery Plan was adopted by the OSC at the October 6, 2021 meeting.

Recommendation

None

Attachments to this Agenda Item

Attachment 1: Learning Recovery Plan Final Report

Attachment 2: Learning Recovery Plan

Annotation – Agenda Item 7.2
Operational Steering Committee
October 4, 2023

Agenda Item

7.2 AB 130 Alternative Dispute and Prevention Plan Final Report

Item Type

Information

Summary of Key Issues

AB130 allocated funds for Alternative Dispute and Prevention activities related to the pandemic school closures. The Marin County SELPA provided the California Department of Education (CDE) on September 30, 2023 with the AB 130 Alternative Dispute and Prevention Plan Final Report regarding the activities and expenditures associated with the implementation of the 2021 – 2023 Marin County SELPA Alternative Dispute and Prevention Plan. The CDE accepted the Final Report.

Summary of Previous OSC Action

The Marin County SELPA Alternative Dispute and Prevention Plan was adopted by the OSC at the October 6, 2021 meeting.

Recommendation

None

Attachments to this Agenda Item

Attachment 1: Alternative Dispute and Prevention Final Report

Attachment 2: Alternative Dispute and Prevention Plan

**Annotation – Agenda Item 7.3
Operational Steering Committee
October 4, 2023**

Agenda Item

7.3 Marin County SELPA Special Education Ad Hoc Committee & Workgroups:
Timelines and Activities

Item Type

Information

Summary of Key Issues

None

Summary of Previous OSC Action

The OSC approved the Marin County SELPA Special Education Ad Hoc recommendations at the May 24, 2023, OSC meeting.

Recommendation

None

Attachments to this Agenda Item

Attachment 1: 2023 – 2024 Special Education Ad Committee and Workgroup Timeline

**Marin County SELPA Special Education Ad Committee & Workgroup
Activities and Meeting Schedules**

Marin County SELPA Ad Hoc Committee

The Marin County SELPA Ad Hoc Committee is tasked with completing the 2022- 2023 Special Education Ad Hoc Committee activities approved by the Operational Steering Committee (OSC) in May 2023. The Committee will engage in an analysis of the Marin County SELPA Extended School Year (ESY) Set Aside, Nonpublic School/Licensed Children Institution (NPS/LCI) Set Aside, and Out of Home Care (OOHC) Set Aside to determine alignment with the Marin County SELPA’s Guiding Principles and bring recommendations to the SELPA Director to provide to the OSC for consideration in Spring 2024.

Meeting Schedule and Activities

Date	Committee Activity
October 16, 2023	Review Marin County SELPA Guiding Principles Establish meeting norms. Discuss timeline and determine desired outcomes. Review Ad Hoc Committee recommendations
November 13, 2023	Discuss rationale for ESY Set Aside Review both operational and fiscal data Examine reimbursement methodology. Examine “standard level of service” in an ESY program. Develop a review Cycle
December 11, 2023	Determine need and value of Set Aside Determine if set aside may be eliminated or changed. Draft recommendations
January 16, 2024	Discuss rationale for NPS/LCI Set Aside Examine fiscal methodology. Develop a review cycle
February 12, 2024	Determine need and value of Set Aside Determine if set aside may be eliminated or changed. Draft recommendations Draft recommendations
March 12, 2024	Discuss rationale for Out of Home Care Set Aside Examine fiscal methodology. Develop a review cycle
April 15, 2024	Determine need and value of Set Aside Determine if set aside may be eliminated or changed Draft recommendations
May 6, 2024	Finalize draft recommendations for consideration by the OSC

**Marin County SELPA Special Education Ad Committee & Workgroup
Activities and Meeting Schedules**

OSC Updates Regarding Marin County SELPA Ad Hoc Committee Work

Date	Communication
December 6, 2023	SELPA Director provides an update to OSC related to the activities of the Ad Hoc Committee
February 7, 2024	SELPA Director provides an update to OSC related to the activities of the Ad Hoc Committee
April 3, 2024	SELPA Director provides an update to OSC related to the activities of the Ad Hoc Committee
May 22, 2024	SELPA Director provides Ad Hoc Committee recommendations to the OSC for consideration and approval

Marin County SELPA Local Plan Workgroup

The Local Plan Workgroup is tasked with developing and updating the Marin County SELPA Local Plan to ensure the information within the plan remains relevant and accurate. The Workgroup will review and update Section B, D, and E of the Local Plan.

Meeting Schedule and Activities

Date	Committee Activity
October 2, 2023	Review CDE Template Sections A and B with existing information prepopulated, as appropriate
October 16, 2023	Review completed CDE Template Sections A and B for needed revisions or additional language
October 30, 2023	Review completed CDE Template Sections A and B for needed revisions or additional language
November 13, 2023	Develop complete draft of CDE Template Sections A and B
December 11, 2023	Develop final draft of CDE Template Sections A and B

OSC Actions Regarding Marin County SELPA Local Plan Workgroup

Date	OSC Action
March 6, 2024	The SELPA Director provides the Local Plan Sections A and B to the OSC for First Reading.
April 3, 2024	The SELPA Director provides the Local Plan Sections A and B to the OSC for Second Reading and the Local Plan Sections D and E for First Reading.
May 22, 2024	The SELPA Director provides the Local Plan Sections A, B, D, and E to the OSC for Final Approval.

**Marin County SELPA Special Education Ad Committee & Workgroup
Activities and Meeting Schedules**

Marin County SELPA Supporting Inclusive Preschool Practices (SIPP) Workgroup

Each Local Educational Agency participating in the Marin County SELPA SIPP Workgroup is tasked with developing a mission and vision related to inclusive practices, analyzing data, reviewing policies and procedures related to inclusive programming, and creating an action plan to support the development or enhancement of inclusive programming for students with disabilities.

Meeting Schedule and Activities

Date	Committee Activity (Proposed)
September 27, 2023	Discuss purpose, barriers, and vision of inclusion
October 25, 2023	Discuss each LEA’s vision, desired results, and experiences and beliefs that shift the culture of the school/district community
November 29, 2023	Discuss Implementation Timeline, including Experiences/Activities to obtain desired results
December 2023	NO MEETING – Observe Demonstration Site
January 24, 2024	Review local data related to preschool students with IEPs
February 28, 2024	Review current SELPA and LEA policies and procedures related to inclusive practices
March 27, 2024	Discuss Self-Assessment(s) Results
April 24, 2024	Discuss SIPP Institute (4/9) & draft action plan
May 29, 2024	Formalize action plan for implementation in 2024 – 2025 school year

OSC Updates Regarding Marin County SELPA Supporting Inclusive Preschool Practices (SIPP) Workgroup

Date	Communication
December 6, 2023	SELPA Director provides an update to OSC related to the activities of the SIPP Workgroup
March 6, 2024	SELPA Director provides an update to OSC related to the activities of the SIPP Workgroup

**Annotation – Agenda Item 7.4
Operational Steering Committee
October 4, 2023**

Agenda Item

7.4 Marin County SELPA Special Education Advisory Committee

Item Type

Information

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

None

Assembly Bill 130 Learning Recovery Plan: Final Report

Due Date: **September 30, 2023**

As a condition of receiving funding under Assembly Bill (AB) 130, Section 161, each Special Education Local Plan Area, (SELPA), is responsible for submitting a final report to the California Department of Education, (CDE), on or before September 30, 2023. This report will detail the utilization of funds as related to the provision of learning recovery and supports, and the demographics of students served.

Please Note: Funds allocated under AB 130, Section 161 will continue to be available for encumbrance until June 30, 2023. Upon the expiration of its period of availability (September 30, 2023), the unencumbered balance of any apportionment made under this Bill shall be returned to the CDE for subsequent return to the State.

The Learning Recovery Plan Final Report shall summarize all local educational agency (LEA) Learning Recovery Plans (LRPs) submitted within the SELPA.

SELPA Information	
SELPA Name:	Marin County SELPA
SELPA Code:	2100
Grant Award Summary of Funds:	
Total Grant Award:	\$2,224,462
Total Grant Award <i>encumbered</i> as of June 30, 2023:	\$2,164,089
Total Grant Award <i>spent</i> as of September 30, 2023:	\$2,164,089
Per AB 130, Section 161(h), "Upon expiration of its period of availability, the unencumbered balance of an apportionment made under this section shall be returned to the State Department of Education to return to the State."	
Total Grant Award amount to be returned to the State:	\$60,374
If there is a Grant Award amount to be returned to the State, please email the LRP team at LearningRecoveryPlan@cde.ca.gov .	
Remittance must be sent by October 30, 2023, to the following address: California Department of Education P.O. Box 515006 Sacramento, CA 95851 Attention: Cashier's Office	

How were funds under AB 130 LRP spent - Check all areas that apply, inclusive of all LEAs:	
Additional Support and Services Needed to Address Identified Learning Needs	<input checked="" type="checkbox"/>
Positive Behavior Supports	<input checked="" type="checkbox"/>
Assessing Learning and Academic Needs of Students	<input checked="" type="checkbox"/>
Social Emotional Needs	<input checked="" type="checkbox"/>
High Quality Instruction	<input checked="" type="checkbox"/>
Supporting Students Return to In-Person Instruction	<input checked="" type="checkbox"/>
Child Find	<input checked="" type="checkbox"/>
Assessing Students who are Waiting for Initial IEPs	<input checked="" type="checkbox"/>
Complete Overdue IEPs	<input type="checkbox"/>
Other Impacted Areas (Identify the impacted area)	<input checked="" type="checkbox"/>
Demographics of pupils by number (not by percentage) served through the provided learning recovery and supports:	
Pupils' disability category: By specific IDEA eligibility disability category and number of students	Primary Disability: Intellectual Disability (163 students); Hard of Hearing (87 students); Deaf (15 students); Speech Language Impairment (933 students); Specific Learning Disability (1157 students); Visual Impairment (25 students); Emotional Disturbance (294 students); Orthopedic Impairment (42 students); Other Health Impairment (741 students); Deaf/Blind (3 students); Multiple Disabilities (31 students); Autism (415 students) and Traumatic Brain Injury (3 students).
Family income: By data sources SELPA would normally use (i.e., free and reduced lunch, foster, homeless, etc.) and number of students	Students served by the identified activities in this plan have a family income range from less than \$20,000 per year to more than \$500,000 per year. Of the students served by this plan, 1,489 students meet the criteria for socio-economically disadvantaged.
English learner classification: By classification and number of students	Students served by the identified activities in this plan have English language classifications as follows: English Only (2424 students), Initially Fluent English Proficiency (59), English Learner (879), Reclassified Fluent English Proficiency (336), and To be determined (11).
Parents' primary languages: By language and number of families	Students served by the identified activities have parents with the following primary languages: Arabic (1), Armenian (2), Dutch (3), English (2220), Fijian (1), Farsi (7), French (14), German (2), Gujarati (7), Haitian (1), Hebrew (2), Hindi (3), Italian (2), Japanese (5), Korean (3), Lao (1), Mandarin (4), Mon-Khmer Languages (1), Philippine Languages (2), Portuguese (11), Punjabi (1), Russian (14), Spanish (1050), Tamil (1), Telugu (1), Thai (1), Turkish (1), Ukrainian (1), Urdu (2) Vietnamese (7), Other Non-Coded/Blank (55).
Other (please explain)	Students served by the identified activities have the following ethnicity/race: White (1787 students), Hispanic (1566 students), Multiple Ethnicities (242 students), Asian (112 students), Black/African American (150 students), Filipino (15 students), Native Hawaiian/Pacific Islander (4 students), and American Indian/Alaskan Native (19 students). 14 students reported with missing ethnicity. Two additional data points relevant to this plan is seventy-one (71) students served by this plan are foster youth and one hundred sixty two (162) students meet the criteria of homeless.

California Department of Education
Special Education Division

Expenditures: Include expenditures by object code. The table shall include object codes combined for LEAs within a SELPA, along with a brief statement describing the items.		
Object Codes	Learning Recovery Funds (Expenditures)	Itemized Description
1. 1000–Certificated Salaries	\$560,572	Due to space within the text field, please see attachment for itemized description.
2. 2000–Classified Salaries	\$3,157	Due to space within the text field, please see attachment for itemized description.
3. 3000–Employee Benefits	\$168,239	Due to space within the text field, please see attachment for itemized description.
4. 4000–Materials and Supplies	\$62,831	Due to space within the text field, please see attachment for itemized description.
5. 5000–Services and Other Operating Costs	\$1,344,141	Increase contracted services to assess students, deliver positive behavioral supports, training/coaching/consultation to certificated and classified personnel at the school-site and district level to address student needs and support the return to in-person instruction.
6. Total Direct Costs (Total of 1 through 5)	\$2,138,940	Please see description for Object Codes #1-5.
7. 6000–Capital Outlay	\$0.00	No capital outlay expenditures.
8. 7300–Indirect Costs CDE approved rate: (Enter 7.5% as 0.075)	\$25,149	LEA approved indirect rate of 7.5%
9. Total Grant Award spent	\$2,164,089	
10. Total Grant Award to be returned	\$60,374	

By signing this form, the SELPA Director assures that according to AB 130, Section 161(E)(2), match funding received under this section on a one-to-one basis by other funds spent for these purposes, was encumbered, and spent, as aligned with the definition previously provided under the FAQs.

LRP FINAL Report for AB 130 LRP reviewed and verified by:

SELPA Director:

Rebecca Minnich	Digitally signed by Rebecca Minnich Date: 2023.09.29 13:19:11 -07'00'
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Date:

09/29/2023

CDE Received by:

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CDE Date:

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AB 130 Learning Recovery Plan: Final Report – Marin County SELPA

Expenditures: Include expenditures by object code. The table shall include object codes combined for LEAs within a SELPA, along with a brief statement describing.		
Object Code	Learning Recovery Funds (Expenditures)	Itemized Description
1. 1000–Certificated Salaries	\$560,572	Increase certificated staff FTE to assess the learning and academic needs of students, deliver high quality instruction including the provision of behavioral and social emotional services, provide professional development/training/coaching, and support students’ return to in-person instruction.
2.2000–Classified Salaries	\$3,157	Increase classified staff FTE to provide academic, social emotional, and behavioral supports to students to address learning loss and return to in-person instruction.
3.3000–Employee Benefits	\$168,239	Certificated and classified benefits.
4.4000–Materials and Supplies	\$62,831	The purchase language arts, math, and social emotional curriculum to address the academic and learning needs of students. The purchase of assessment tools to identify students’ needs and the provision of support services.
5.5000–Services and Other Operating Costs	\$1,344,141	Increase contracted services to assess students, deliver positive behavioral supports, training/coaching/consultation to certificated and classified personnel at the school-site and district level to address student needs and support the return to in-person instruction.
6.Total Direct Costs(Total of 1 through 5)	\$2,138,940	Total direct costs for object codes 1-5.
7.6000–Capital Outlay	\$0.00	N/A
8.7300–Indirect Costs CDE approved rate: (Enter 7.5% as 0.075)	\$25,149	LEA approved rate of 7.5%.
9.Total Grant Award spent	\$2,164,089	
10.Total Grant Award to be returned	\$60,374	

AB 130 Dispute Prevention and Dispute Resolution: FINAL Report
Fiscal Year: 2021–22
Resource Code: 6536
Due Date: October 1, 2023

Special Education Local Plan Area (SELPA) Information
SELPA Name: Marin County SELPA
SELPA Code: 2100
Applicable local education agencies (LEAs) served in the SELPA AB 130 ADR plan: Bolinás Stinson School District, Kentfield School District, Laguna Joint School District, Lagunitas School District, Larkspur-Corte Madera School District, Miller Creek School District, Mill Valley School District, Nicasio School District, Novato Unified School District, Reed Union School District, Ross School District, Ross Valley School District, Sausalito Marin City School District, San Rafael Elementary School District, San Rafael High School District, Shoreline Unified School District, Tamalpais Union School District.
Please complete a copy of final actual expenditure report to detail funds used.
What percentage of the funds have been expended as of September 30, 2023?
The Local Educational Agencies served in the SELPA have expended 87% of the funds as of September 30, 2023.
Please list the number of cases your SELPA/LEA mediated through alternative dispute resolution services. Include a) Number of Cases totally resolved by agreement. b) Number of Cases refusing alternative dispute resolution services and requesting due process.
The Marin County SELPA provided alternative dispute resolution services to a total of 141 cases during the term of this plan. Of those cases, ninety-nine (99) cases were totally resolved by agreement. Of the cases the SELPA mediated through alternative dispute resolution services that were not totally resolved by agreement, the SELPA is aware of two (2) cases that requested due process.
Please give a list of the issues that generated the request for dispute resolution services.
The following issues generated requests for dispute resolution services: Compliance to statutory timelines; Determination of eligibility/ineligibility at an initial IEP meeting or eligibility review IEP meeting; Disagreement related to Least Restrictive Environment and the Offer of FAPE -Services & Placement; Discipline; Student(s) need for behavioral supports; Unilateral placement in private schools and residential treatment centers; and Virtual learning.

List the demographics of pupils served, including, but not limited to, the pupil's disability, family income, English learner classification, and the parent's primary language.

a) Disability categories

Primary Disability: Intellectual Disability (163 students); Hard of Hearing (87 students); Deaf (15 students); Speech Language Impairment (933 students); Specific Learning Disability (1157 students); Visual Impairment (25 students); Emotional Disturbance (294 students); Orthopedic Impairment (42 students); Other Health Impairment (741 students); Deaf/Blind (3 students); Multiple Disabilities (31 students); Autism (415 students) and Traumatic Brain Injury (3 students).

b) Family income (however your LEA classifies student socioeconomic status)

Students served by the identified activities below have a family income range from less than \$20,000 per year to more than \$500,000 per year. Of the students served by this plan, 1,489 students meet the criteria for socio-economically disadvantaged.

c) EL classifications

Students served by the identified activities in this plan have English language classifications as follows: English Only (2424 students), Initially Fluent English Proficiency (59), English Learner (879), Reclassified Fluent English Proficiency (336), and To be determined (11).

d) Parent primary language

Students served by the identified activities have parents with the following primary languages: Arabic (1), Armenian (2), Dutch (3), English (2220), Fijian (1), Farsi (7), French (14), German (2), Gujarati (7), Haitian (1), Hebrew (2), Hindi (3), Italian (2), Japanese (5), Korean (3), Lao (1), Mandarin (4), Mon-Khmer Languages (1), Philippine Languages (2), Portuguese (11), Punjabi (1), Russian (14), Spanish (1050), Tamil (1), Telugu (1), Thai (1), Turkish (1), Ukrainian (1), Urdu (2) Vietnamese (7), Other Non-Coded/Blank (55).

e) Other (other data points your SELPA/LEA determined relevant in classifying pupils served, such as foster youth, chronic absenteeism, students with late IEP's, race/ethnicity etc.)

Students served by the identified activities have the following ethnicity/race: White (1787 students), Hispanic (1566 students), Multiple Ethnicities (242 students), Asian (112 students), Black/African American (150 students), Filipino (15 students), Native Hawaiian/Pacific Islander (4 students), and American Indian/Alaskan Native (19 students). 14 students reported with missing ethnicity. Two additional data points relevant to this plan is seventy-one (71) students served by this plan are foster youth and one hundred sixty two (162) students meet the criteria of homeless.

Please provide a summary of all outreach activities conducted pursuant to this section.

The Local Educational Agencies in the Marin County SELPA engaged in the following activities: parent education workshops (topics include but not limited to procedural safeguards/parent rights, understanding/navigating the pages of the IEP, individual transition planning, behavioral supports at home and school, and collaborative communication), bilingual outreach/translation/interpreter support services, development of parent partners, staff training and coaching related to IEP facilitation, staff training related to IDEA and IEP compliance, provision of services (including but not limited to Adaptive Physical Education, Reading Intervention, Wrap-Around) to resolve disputes identified through voluntary alternative dispute activities, participation in facilitated IEP meetings and local mediation sessions, and the integration of an inclusion specialist to provide consultation and support to students/staff/families.

Please provide a summary of activities conducted in partnership with family support organizations pursuant to this section.

The Local Educational Agencies in the Marin County SELPA engaged in the following activities in partnership with family support organizations: the development of parent-peer support partners, development of parent partners, establishment of bilingual and community family liaison(s), enhancement of LEA parent advisory committees, development of accessible parent resources related to special education, and collaboration with family support organizations regarding the provision of special education services in the least restrictive environment.

If you were unable to complete some of the activities detailed in your initial or amended ADR plan, please describe which activities and why they were unable to be completed.

N/A

California Department of Education
Special Education Division

Which ADR activities would your SELPA/LEA consider continuing to use to prevent and resolve future due process disputes or to continue to educate/inform educational partners?

With a continued funding resource, the Marin County SELPA would consider enhancing the following activities that have been most successful in preventing disputes and resolving future due process: 1) parent education opportunities regarding the provision of special education programs and services for students with disabilities, 2) identification and hiring of qualified personnel to provide training, consultation and direct services to students, staff, and families to address concerns and prevent and resolve future litigation, and 3) parent partners/liaisons at the district level to support understanding, collaboration, and communication, including increased outreach to and communication with families in their primary language.

Final AB 130 ADR Report completed by:
SELPA Director: Rebecca Minnich **Date:** September 29, 2023

Received by:

Date:

Final Expenditures

Object Codes	ADR Allocation Funds (Proposed expenditures)	ADR Allocation Funds (Actual expenditures)	Itemized Description and Justification
1. 1000—Certified Salaries	45261.89	44691	Certificated staff to provide early intervention to promote collaboration and positive relationships between families and schools and to prevent disputes through proactive communication, collaborative problem solving, and parent support activities. Certificated staff for the provision of parent education regarding special education processes and rights under the federal Individuals with Disabilities Education Act. Partnership with family empowerment centers or other family support organizations, including by providing support to those organizations to assist in the activities specified in this subdivision to prevent and resolve disputes in a pupil-centered, collaborative, and equitable manner. Certificated staff to identify, and conduct outreach to, families who face language barriers and other challenges to participation in the special education process, and whose pupils have experienced significant
2. 2000—Classified Salaries	76676.82	31308	Increase in classified staff to ensure language access provided as a supplement pursuant to state and federal law. Classified staff to identify, and conduct outreach to families who face language barriers and other challenges to participation in the special education process, and whose pupils have experienced significant disruption to their education as a result of the COVID-19 pandemic.
3. 3000—Employee Benefits	15805.00	35856	Certificated and classified benefits.
4. 4000—Materials and Supplies (cannot exceed 10%)	1157.00	3659	The identification, development, and purchase of materials and supplies to support outreach, communication, and parent support activities to prevent dispute. The purchase of materials to provide early intervention in a pupil-centered manner to prevent and resolve disputes prior to litigation.
5. 5000—Services and other operating costs	319135.54	300918	Increase in contracted services as a means of early intervention to promote collaboration and positive relationships between families and schools and to prevent disputes through proactive communication, collaborative problem solving, and parent support activities. Provision of training/coaching/consultation to certificated and classified staff at the site-level and district level to promote collaboration and problem solving. Identify, and conduct outreach to, families who face language barriers and other challenges to participation in the special education process, and whose pupils have experienced significant disruption to their education as a result of the COVID-19 pandemic.
6. Total Direct Costs (Total of 1 through 5)	\$ 458,036.25	\$ 416,432.00	Please see description for Object Codes #1-5.
7. 6000—Capital Outlay (cannot exceed 10% of allocation or \$10,000 per purchase)	0.00	0	None.
8. 7300—Indirect Costs <i>CDE approved rate: 7.50%</i>	36289.75	13723	LEA approved rate of 7.5%
9. Total Grant Budget (Total 6 through 8)	\$ 494,326.00	\$ 430,155.00	

(Revised September 2021)

Alternative Dispute Resolution Allocation Plan

Fiscal Year 2021–22

Due Date: **October 1, 2021**

As a condition of receiving these funds, the special education local plan areas shall, on or before October 1, 2021, develop and submit a plan to the Superintendent of Public Instruction detailing how they will support their member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities, including:

- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities;
- and demographics of pupils proposed to be served.

SELPA Information

SELPA Name:

Marin County SELPA

SELPA Code:

2100

Plan Description

Impacted Areas	Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes	Students Served by Proposed Plan
<p>Early intervention to promote collaboration and positive relationships between families and schools and to prevent disputes through proactive communication, collaborative problem solving, and parent support activities.</p>	<p>Provide parent education opportunities to promote collaboration and development of positive relationships. Provide professional development to staff to develop IEP facilitation skills that promote collaboration and communication.</p>	<p>Ages: 3 - 22 years Students: All disabilities</p>
<p>Parent education regarding special education processes and rights under the federal Individuals with Disabilities Education Act</p>	<p>Develop and provide parent education opportunities. Facilitate meetings and trainings regarding special education processes and procedural</p>	<p>Ages: 3 - 22 years Students: All disabilities</p>
<p>Parent peer support</p>	<p>Development of parent peer support group(s) for district families. This may include, but is not limited to: coffee "talks" with specialists and administrators, and family meetings</p>	<p>Ages: 3 - 22 years Students: All disabilities</p>

Impacted Areas	Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes	Students Served by Proposed Plan
Language access provided as a supplement pursuant to state and federal law	Enhance communication strategies to ensure language access is provided to non-English speaking/reading families. Enhance translation and interpreter	Ages: 3 - 22 years Students: All disabilities with family member(s) who primary language is not English
Collaboration with family empowerment centers and other family support organizations.	Increase outreach and collaboration with family empowerment centers and other family support organizations. Provide parent education	Ages: 3 - 22 years Students: All disabilities
Conduct voluntary alternative dispute resolution activities, including offering voluntary alternative dispute resolution for issues that are not resolved through the individualized education program process.	Provision of activities to resolve disputes identified through voluntary alternative dispute resolution activities. Allocate FTE to certificated personnel to participate in voluntary alternative dispute resolution	Ages: 3 - 22 years Students: All disabilities
Partnership with family empowerment centers or other family support organizations, including by providing support to those organizations to assist in the activities specified in this subdivision to prevent and resolve disputes in a pupil-centered, collaborative, and equitable manner.		
Identify, and conduct outreach to, families who face language barriers and other challenges to participation in the special education process, and whose pupils have experienced significant disruption to their education as a result of the COVID-19 pandemic	Establishment of a family and community liaison to conduct outreach to families who face barriers and other challenges. Establishment of a bilingual family and community liaison to conduct outreach to families who face language barriers and other challenges. Provide parent education	Ages: 3 - 22 years; primarily those with families that face language barriers and other challenges as a result of COVID-19 Students: All disabilities
Other impacted areas (Identify the impacted area and the plan for using the funds)	Expand transportation options for students to access instruction. Identify APE provider to assess students impacted by the waiver of physical education.	Ages: 3 - 22 years Students: All Disabilities; students with needs that may not be met through general education physical education nor

Proposed Expenditures

Object Codes	ADR Allocation Funds (Expenditures)	Itemized Description and Justification
1. 1000–Certified Salaries	\$45,261.89	Increase Certificated staff to engage in alternative dispute resolution activities to support positive outcomes; increase staffing to +
2. 2000–Classified Salaries	\$76,676.82	Increase classified staff to conduct family outreach, support understanding of special education, and connect with families with +
3. 3000–Employee Benefits	\$15,805.00	Required employee benefits based on certificated and classified salaries.
4. 4000–Materials and Supplies (cannot exceed 10%)	\$1,157.00	Develop accessible resources for families, including translated documents and enhanced website(s) to support parent education and +
5. 5000–Services and other operating costs	\$319,135.54	Establish community liaison(s) (English speaking and bilingual) to support parent engagement and participation, parent +
6. Total Direct Costs (Total of 1 through 5)	\$458,036.25	Total of 1-5
7. 6000–Capital Outlay (cannot exceed 10% of allocation or \$10,000 per purchase)	\$0.00	No identified capital outlay
8. 7300–Indirect Costs CDE approved rate: (Enter 7.5% as 0.075)	\$36,289.75	Approved rate by district (range 3.32% - 12.91%)
9. Total Grant Budget (Total 6 through 8)	\$494,326.00	Total 6 through 8.

(Revised September 2021)

Learning Recovery Plan

Fiscal Year 2021–22

Due Date: **October 1, 2021**

As a condition of receiving funding, the special education local plan area shall, on or before October 1, 2021, work with its member local educational agencies to develop and submit a plan to the Superintendent of Public Instruction.

The requirement states the plan must include:

- how the special education local plan area and its member local educational agencies will implement the requirements;
- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities, and demographics of pupils proposed to be served.



If the SELPA has LEAs that are using their allocations in different ways due to the unique needs of the LEA, the SELPA submits a separate plan for LEAs that addresses their intent to use funds under one SELPA submission.








SELPA Information

SELPA Name:	Marin County SELPA
SELPA Code:	2100

Plan Description

Applicable LEAs for this Plan **Bolinas Stinson School District; Kentfield School District, Laguna Joint School District, Lagunitas School District, Larkspur Corte**

Impacted Areas	Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success)	Students Served by Proposed Plan
Additional Support and Services Needed to Address Identified Learning Needs	Purchase online instructional programs to support reading, writing, and math skill development based on identified learning needs. 	Ages: 5-22 Students: All disabilities
Positive Behavior Supports	Increase mental health and behavioral staff to support students and teachers wellness. Hire additional behavioral support providers to implement positive behavioral support 	Ages: 5-22 Students: All disabilities

Impacted Areas	Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success)	Students Served by Proposed Plan
Assessing Learning and Academic Needs of Students	Increase staff FTE to assess learning and academic needs of students. Hire additional staff to assess learning and academic needs of students. Purchase additional assessment tools to 	Ages: 5-22 Students: All disabilities
Social Emotional Needs	Increase the FTE of mental health providers to support the social emotional needs of students. Purchase new and/or additional Social Emotional Learning (SEL) curriculum to 	Ages: 5-22 Students: All disabilities
High Quality and Instruction	Purchase new and additional instructional programs to target identified students with learning needs. Provide professional development to instructional staff to support the provision of 	Ages: 5 - 22 Students: All disabilities
Supporting Students Return to In-Person Instruction	Increase nurse FTE to support the safe return of students to in-person instruction. Increase FTE of necessary staff to provide safe learning spaces for students to access 	Ages: 3 - 22 Students: All disabilities
Child Find	Increase school psychologist FTE to complete evaluations for students referred for special education eligibility. Monitor student progress through the delivery of high quality instruction and 	Ages: 3 - 22 Students: All disabilities
Assessing Students who are Waiting of Initial IEPs	Increase school psychologist FTE to complete evaluations for students referred for special education eligibility. Purchase online assessment scoring tools to support efficient scoring and timely IEP 	Ages: 3 - 22 Students: All disabilities
Complete Overdue IEPs	Contract with additional staff, including school psychologists, speech and language therapists, occupational therapists, and interns, to assess students who are waiting for initial IEPs.	Ages: 3 - 22 Students: All disabilities
Other Impacted Areas (Identify the impacted Area and the plan for using the funds)	Identify an adaptive physical education provider for the purpose of conducting assessments and provision of APE services.	Ages: 5 - 22 Students: Student with disabilities that are identified needs that cannot be met through general education nor 

Implementation Timeline of Proposed Plan or Activities

Please describe your plan for implementation, including a timeline and milestones

Additional Support and Services Needed to Address Identified Learning Needs: The Marin County SELPA's member LEAs plan to identify, purchase, and implement academic and learning programs with additional instructional support providers that target student needs to ensure learning needs are addressed and progress is made by September 2023.

Positive Behavior Supports: The Marin County SELPA's member LEAs plan to identify and hire additional mental health and behavioral support staff to provide positive behavioral supports to all students with disabilities, and implement positive behavioral programming to reduce behavioral incidents, and improve student wellness by September 2023. Additional mental health providers will be hired by June 2023.

Proposed Expenditures

Object Codes	Learning Recovery Funds (Expenditures)	Itemized Description and Justification
1. 1000–Certificated Salaries	\$712,394.02	Certificated staff to implement academic and learning programs, provide direct and consultative mental health and positive +
2. 2000–Classified Salaries	\$125,000.00	Classified staff to support the implementation of academic and learning programs, including positive behavioral support programs and +
3. 3000–Employee Benefits	\$77,354.00	Required employee benefits based on certificated and classified salaries.
4. 4000–Materials and Supplies	\$223,738.00	Targeted academic and learning programs to address student recovery. Purchase assistive technology to increase student access to +
5. 5000–Services and other operating costs	\$953,641.11	Contracted staff to implement instructional programs that address learning recovery, support positive behavioral programming, +
6. Total Direct Costs (Total of 1 through 5)	\$2,092,127.13	Total 1 through 5
7. 6000–Capital Outlay	\$0.00	No identified capital outlay
8. 7300–Indirect Costs CDE approved rate: (Enter 7.5% as 0.075)	\$132,344.87	Approved rate by district (range 3.32% - 12.91%)
9. Total Grant Budget (Total 6 through 8)	\$2,224,472.00	Total 6 through 8

Assurance of Matching Funds

I am providing assurance that this plan will meet the grant cash match requirement required by Learning Recovery Plan Grant. To meet the cash match requirement, SELPAs will collect/receive and review an expenditure report with the amount of grant allocation and the amount of qualified grant cash match expenditures claimed for each member LEA.

These expenditure reports will be on file at the SELPA and will be made available upon CDE request. The grant match expenditure report will require the following items:

- Amount of grant allocation
- Amount of grant cash match expenditures
- Availability of expenditures for the grant cash match expenditures (i.e. Purchase Order, Invoice, Payment Voucher, Journal Entry, Labor Report, etc.)
- Attestation or declaration that the expenditures qualified as the grant cash match expenditures for the purposes of the grant
- Agreement that the grant cash match expenditures are subject to review

SELPA Name

Marin County SELPA

SELPA Director Name

Jonathan Lenz

Date

October 1, 2021


**SPECIAL EDUCATION PROGRAM TRANSFER:
PROGRAM TRANSFER ASSURANCES PLAN**

The Novato Unified_School District certifies that the LEA will comply with all applicable requirements of federal and state laws and regulations and special education local plan area policies, including compliance with the Individuals with Disabilities Education Act, Section 504 and the provisions of the California Education Code, Part 30, specifically:

- Section 56207(a) - development of detailed program transfer plan
- Section 56207(a)(1) and (3) - pupil needs and the continuation of the current IEPs for all affected students
- Section 56207(a)(2) and (4) - availability of the full continuum of program placements and services in the least restrictive environment for all affected students
- Section 56207(a)(5) - the maintenance of all appropriate support services
- Section 56207(a)(6) – assurance of compliance with all federal, state, and SELPA policies and regulations
- Section 56207(a)(7) - involvement and representation of parents of all affected students and staff (e.g., special education and general education teachers, itinerant specialists, administrators and classified personnel) in the planning process
- Section 56207(c) & Section 56205(b)(5) - resolving disagreements related to program transfers



Special Education Administrator


[Tracy Smith \(Sep 29, 2023 17:39 PDT\)](#)

Superintendent

09 / 29 / 2023
Date

Sep 29, 2023
Date

LEA Name: Novato Unified Date of Submission: Sep / 29 / 2023

The required *Detailed Plan for Special Education Program Transfers* complies with California Education Code Section 56207(a).

**Marin County SELPA:
Detailed Plan for Special Education Program Transfers**

1. Section 56207(a) (1) and (3) – pupil needs and the continuation of the current individualized education program (IEP) for all affected students.

(a) Specialized Academic Instruction

The 26 students who receive specialized deaf and hard of hearing services currently receive their specialized academic instruction through mild/moderate Resource Support Programs or Special Day Classes operated by the Novato Unified School District

(b) Related Services and Equipment

Approximately 26 students who receive specialized deaf and hard of hearing services currently through the Marin County regionalized services tele-service model would be transferred to Novato Unified School District and receive their specialized deaf and hard of hearing services in-person by a credentialed Deaf and Hard of Hearing Teacher

Students will receive all specialized academic instruction and related services on their IEP’s by NUSD staff or contracted personnel. NUSD is staffed with Certificated Educational Specialists, School Psychologists, Speech and Language Pathologists, Occupational Therapists, a Behavior Health Specialist and Para Educators.

Any material or equipment purchased with Low Incidence funds is the property of the California Department of Education (CDE) and shall remain with the student. Specialized equipment for a particular student shall remain with the student during the program transfer. The specialized equipment shall become the property of the receiving LEA. Classroom material and equipment will be supplied by NUSD. All classrooms will be equally equipped with technology made available through the 1:World initiative, as well as, any other district-wide technology initiative.

(c) Facilities

Students will maintain their current enrollment on Novato Unified School District’s comprehensive campuses with typical peers of their age and grade level.

School Site	Available Facility	Comments
Hamilton Meadow Park	Office and Classroom spaces currently utilized for service delivery	
Lu Sutton Elementary		
Lynwood Elementary		
Novato High		
Olive Elementary		
Pleasant Valley Elementary		
San Jose Middle School		
San Marin High		
San Ramon Elementary		
Sinaloa Middle School		
Loma Verde Elementary		
Rancho Elementary		
Marin Oaks High/NOVA		

(d) Services from Non-Educational Agencies

Not applicable.

2. Section 56207(a)(2),(4) – the availability of the full continuum of program services for all affected students and the provision of services in the least restrictive environment from which pupils can benefit.

(a) Plans for Providing Special Education and Related Services

All plans for providing special education and related services will continue as they are currently being served. Students will attend classes on a comprehensive campus, which provides the opportunity to engage in the full continuum of program services in the least restrictive environment. Students will also be placed on campuses that allow for the student to remain with a group of peers throughout their educational experience. This also provides students with inclusion opportunities to mainstream with typically developing peers in their local community. Special Day Classrooms will be self-contained with related services provided both through push-in and pullout models of service delivery.

(b) If Program Transfer Involves Students with Low Incidence Disabilities, the Following will Occur:

Specialized deaf and hard of hearing services currently through the Marin County regionalized services tele-service model would be transferred to Novato Unified School District and receive their specialized deaf and hard of hearing services in-person by a credentialed Deaf and Hard of Hearing Teacher.

3. Section 56207(a)(5) – the maintenance of all appropriate services.

(a) Number of (FTEs), Qualifications and Experience of Support Staff

1.0 FTE Deaf and Hard of Hear Teacher

Certificated staff will hold valid credentials according to California Commission on Teacher Credentialing standards

All staff in the classrooms, certificated and classified, will have initial and ongoing behavior training from our Behavior Health Specialist.

Teachers with previous and current experience with students with similar disabilities will be recruited.

(b) Availability of Other Support Services (Supervision and Clerical)

The current staff on the comprehensive campus will provide supervision and other clerical support services.

4. Section 56207(a)(6) - assurance of compliance with all federal, state, and SELPA policies and regulations.

(a) Plans for assuring compliance with all federal, state, and SELPA policies

NUSD will continue to monitor and provide guidance and support for all staff to assure compliance with all federal, state, and SELPA policies and regulations. Systems of communication and accountability include a digital procedural handbook accessible to all special education staff, memorandums of understanding with signature confirmation, professional development, compliance workshops and trainings, and monthly Special Education Department meetings.

5. Section 56207(a)(7) – the involvement and representation of parents of all affected students and staff in the planning process.

(a) Involvement of Parents

Parents will be invited to the NUSD Special Education Advisory Committee meeting October 26, 2023. Opportunities to engage in stakeholder community meetings and facilitated groups will occur through the winter and spring of 2023-2024 (January 25, 2024 and March 21, 2024)

(b) Involvement of Staff

Staff will be invited to the NUSD Special Education Advisory Committee meeting October 26, 2023. Opportunities to engage in stakeholder community meetings and facilitated groups will occur through the winter and spring of 2023-2024 (January 25, 2024 and March 21, 2024)

DATE OF MEETING	PARTICIPANTS
October 26, 2023	Information Meeting for Parents and Staff
January 25, 2024	Stakeholder Community Meetings
March 21, 2024	Stakeholder Community Meetings

California Education Code § 56207

(a) No educational programs and services already in operation in school districts or a county office of education pursuant to Part 30 (commencing with Section 56000) shall be transferred to another school district or a county office of education or from a county office of education to a school district unless the special education local plan area has developed a plan for the transfer which addresses, at a minimum, all of the following:

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

(b) The date on which the transfer will take effect may be no earlier than the first day of the second fiscal year beginning after the date on which the sending or receiving agency has informed the other agency and the governing body or individual identified in subparagraph (A) of paragraph (12) of subdivision (a) of Section 56205, unless the governing body or individual identified in subparagraph (A) of paragraph (12) of subdivision (a) of Section 56205 unanimously approves the transfer taking effect on the first day of the first fiscal year following that date.

(c) If either the sending or receiving agency disagree with the proposed transfer, the matter shall be resolved by the alternative resolution process established pursuant to paragraph (5) of subdivision (b) of Section 56205.

(d) Notwithstanding Section 56208, this section shall apply to all special education local plan areas commencing on July 1, 1998, whether or not a special education local plan area has submitted a revised local plan for approval or has an approved revised local plan pursuant to Section 56836.03.






NUSD Program Transfer Assurances Plan_9.29.23

Final Audit Report

2023-09-30

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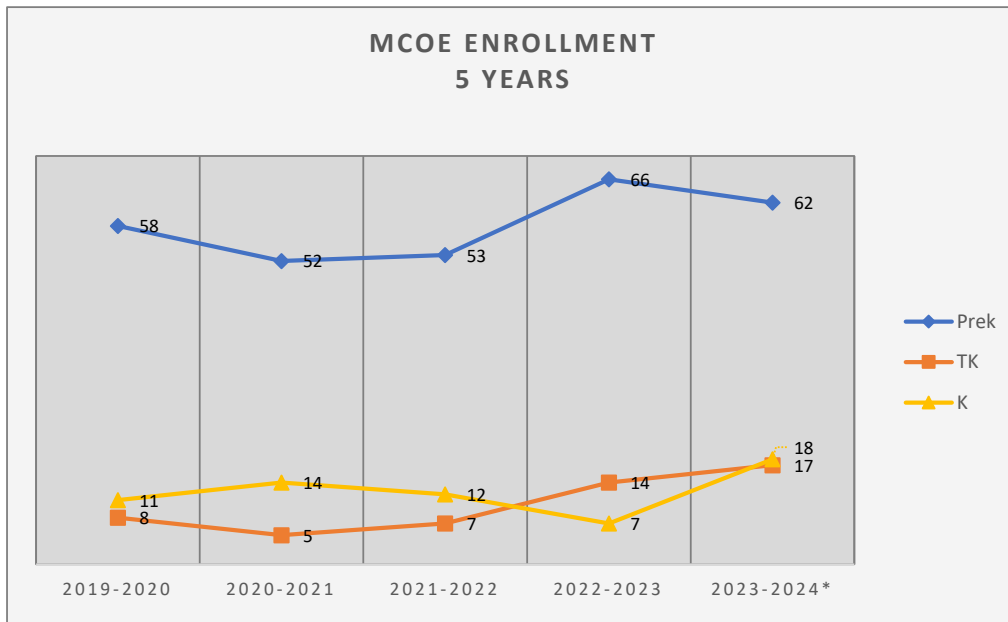
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MCOE Regionalized Prek-K Program Enrollment

Grade	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024*
Prek	58	52	53	66	62 **
TK	8	5	7	14	17
K	11	14	12	7	18
Grand Total	77	71	72	87	97

*2023-2024 enrollment as of 9/18/23

** includes 27 PreK assessments currently in process



TK Eligibility				
Turns 5 between:				
	Sept. 2 and Dec. 2		Sept. 2 and Feb. 2	Sept. 2 and Apr. 2
2019-2020	2020-2021	2021-2022	2022-2023	2023-2024