



Agenda
Operational Steering Committee
April 5, 2023
7:30 am: Open Session
Larkspur Corte Madera School District: The Cove School, Library
330 Golden Hind Passage, Corte Madera, 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: Jan La-Torre Derby, 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 1, 2023 OSC Meeting

3.2 Approval of Agenda for April 5, 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 SELPA Master Committee Meeting Calendar

The 2023 – 2024 Marin County SELPA Master Committee Meeting Calendar will be presented for review and adoption.

5.2 Marin County SELPA Special Education Advisory Committee Nomination

The Marin County SELPA Special Education Advisory Committee has one (1) nomination that will be presented for OSC approval.

6.0 Discussion Items

6.1 2023 – 2024 Operational Steering Committee and Chairperson

Information will be presented regarding the 2023 - 2024 Operational Steering Committee.

6.2 Marin County Behavioral Threat Protocols

Information will be presented regarding the Marin County Behavioral Threat Assessment Protocols for the SELPA's member LEAs.

7.0 Information Items

7.1 Marin County SELPA Special Education Ad Hoc Committee: Update

Information will be presented regarding the current work of the Marin County SELPA Special Education Ad Hoc Committee concerning SELPA operations and special education programming.

7.2 2023 – 2024 Marin County SELPA Special Education Programming

Information will be presented regarding the program planning activities for the 2023 – 2024 school year.

7.3 Marin County SELPA Program Transfer: Policy and Procedures

Information will be presented regarding the Marin County SELPA's Program Transfer: Policy and Procedures.

7.4 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.

9.0 Future Planning

Next Meeting Date: May 24, 2023 - 7:30 a.m. – Marin County Office of Education.

10.0 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 obrakhman@marinschools.org.

Annotation – Agenda Items 3.1 & 3.2
Operational Steering Committee
April 5, 2023

Agenda Item

- 3.1 Approval of Minutes from March 1, 2023 OSC Meeting
- 3.2 Approval of Agenda for April 5, 2023 OSC Meeting

Item Taken

Action

Summary of Key Issues

The minutes of the March 1, 2023 OSC meeting and the agenda for the April 5, 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, March 1, 2023



Agenda
Operational Steering Committee
March 1, 2023
7:30 am: Open Session
San Rafael City Schools District Office
310 Nova Albion Way, San Rafael, CA
2nd Floor, Room 602

1.0 Call Public Session to Order

Becky Rosales, Chair, Superintendent, Miller Creek School District

Becky Rosales called the meeting to order at 7:38am.

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: Jan La-Torre Derby, 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: John Carroll, Raquel Rose, Becky Rosales, Jan La-Torre Derby, Brett Geithman

2.0 Establishment of Quorum

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

3.0 Consent Agenda

(Members may remove items from the Consent Agenda)

3.1 Approval of Minutes from February 1, 2023 OSC Meeting

3.2 Approval of Agenda for March 1, 2023 OSC Meeting

The Consent Agenda was approved as presented.

Motion: John Carroll Second: Brett Geithman 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.

The following members of the public addressed the Operational Steering Committee: Alicia Ncho Oguie, Dedication to Special Education Co-Chair, regarding the inclusion of students enrolled in Marin County Office of Education (MCOE) regionalized programs on comprehensive public-school campuses.

Jenny Novak, Dedication to Special Education Co-Chair, regarding the development of an addendum to the Marin County SELPA Facilities Plan to address the inclusion of students enrolled in MCOE regionalized programs and assurance from the OSC that inclusive practices is a priority and will be addressed in meetings.

5.0 Action Items

5.1 2022-2023 Extended School Year (ESY) Reimbursement Set Aside Approval

The SELPA's member LEAs requesting reimbursement for the 2022 – 2023 Extended School Year (ESY) operational costs from the SELPA's ESY Reimbursement Set-Aside will be presented for approval.

The 2022 - 2023 Extended School Year reimbursement set-aside was approved as presented.

Motion: Jan La Torre Derby Second: Brett Geithman Carried: Unanimous

6.0 Discussion Items

6.1 Marin County Behavioral Threat Protocols

Information will be presented regarding the development of the Marin Behavioral Threat Assessment Protocol.

The SELPA Director provided information regarding the development of the Marin County Behavioral Threat Protocols. A thirteen (13) member multidisciplinary team has been established to advise on the development of the protocols, and the team has engaged in a series of meetings to review existing protocols, evidence-based practices, and current legislation. The OSC requested

further discussion about the Marin County Behavior Threat Protocols at a future meeting.

7.0 Information Items

7.1 Marin County SELPA Special Education Ad Hoc Committee: Update

Information will be presented regarding the current work of the Marin County SELPA Special Education Ad Hoc Committee concerning SELPA operations and special education programming.

The SELPA Director provided information regarding the current work of the Marin County SELPA Special Education Ad Hoc Committee. The Ad Hoc Committee has analyzed the Marin County SELPA's priorities which the SELPA Director reviewed with the OSC. The SELPA Director provided information related to questions of the OSC regarding mental health funding.

The OSC Chairperson, Becky Rosales, shared information with the OSC regarding the work of the Committee.

7.2 Marin County SELPA: Inclusive Practices

Information will be presented regarding the current work of the SELPA and its member LEAs to support understanding and development of inclusive practices in Marin County public schools.

The SELPA Director provided information regarding the current work of the SELPA and its member LEAs to support understanding and development of inclusive practices. Some of the activities include the development of communication protocols to families of students with Individual Education Plans regarding access and participation in graduation ceremony and related activities, a community of practice for inclusive practices, participation in the Dedication to Special Education All Means All Pilot grant, and professional learning opportunities.

Stacy Tachiki, MCOE Special Education Director, addressed the public comment made at the December 2022 OSC meeting related to the inclusion of students enrolled in MCOE programs in their school community. The MCOE is examining current systems and seeking feedback from key groups to improve and ensure student connectiveness.

7.3 2023 - 2024 Governor's Proposed Entitlement Calculation for Special Education Funding

Information will be presented regarding the proposed 2023 – 2024 proposed entitlement calculation for special education funding as outlined in the omnibus trailer bill

The SELPA Director provided information regarding the proposed 2023-24 entitlement calculation for special education funding.

- 7.4 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 provided information regarding the work of the 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.

The SELPA Director provided information regarding the following:

- *The Marin County SELPA has hosted the first of three (3) Bridge Authorization trainings to special education teachers in Marin County. Twenty-two (22) educators with Mild Moderate Education Specialist credentials participated in the training.*
- *SELPA activities related to supporting the SELPA's member LEAs with reporting students with disabilities to the California Department of Education in the 2022 – 2023 school year. Activities included the compilation and distribution of digital resources, establishment of CALPADS Reporting as a standing Advisory Steering Committee meeting agenda item to review timelines and provide training, development of office hours, and provision of both telephonic and email consultation.*

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.

No comments.

10.0 Future Planning

Next Meeting Date: April 5, 2023 - 7:30 a.m. – Larkspur Corte Madera School District, Cove School

11.0 Adjournment

The meeting adjourned at 8:34 am.

Motion: Jan La Torre Derby Second: John Carroll

Carried: Unanimous

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Rebecca Minnich, SELPA Director
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www.marinselpa.org

Annotation – Agenda Item 5.1
Operational Steering Committee
April 5, 2023

Agenda Item

5.1 2023 – 2024 SELPA Master Committee Meeting Calendar

Item Type

Action

Summary of Key Issues

None

Summary of Previous OSC Action

The Marin County SELPA Committee Meeting Calendar is adopted on an annual basis.

Recommendation

The SELPA Director recommends adopting the 2023 – 2024 Marin County SELPA Committee Meeting calendar as presented.

Attachments to this Agenda Item

Attachment 1: Draft 2023 – 2024 Marin County SELPA Committee Meeting Calendar



MASTER COMMITTEE MEETING CALENDAR 2023 - 2024

Operational Steering Committee (7:30 am)

July 2023 <i>Dark</i>	August 2023 <i>Dark</i>	September 6, 2023 MCOE	October 4, 2023 MCOE	November 1, 2023 MCOE	December 6, 2023 MCOE
January 10, 2024 MCOE	February 7, 2024 MCOE	March 6, 2024 MCOE	April 3, 2024 MCOE	May 22, 2024 MCOE	June 12, 2024 MCOE

Advisory Steering Committee (9:00 am)

July 2023 <i>Dark</i>	August 9, 2023	September 13, 2023	October 18 2023 Joint Meeting with ASC at 11:00 am	1 st Interim November 15, 2023 Joint Meeting with ASC at 11:00 am	December 13, 2023
January 17, 2024	2 nd Interim February 14, 2024 Joint Meeting with ASC at 11:00 am	Preliminary Budget March 20, 2024	April 24, 2024	May 15, 2024 Joint Meeting with ASC at 11:00 am	June 5, 2024 Joint Meeting with ASC at 11:00 am

Business Advisory Committee (11:00 am)

July 2023 <i>Dark</i>	August 2023 <i>Dark</i>	September 2023 <i>Dark</i>	October 18, 2023 Joint Meeting with ASC at 11:00 am	1 st Interim November 15, 2023 Joint Meeting with ASC at 11:00 am	December 2023 <i>Dark</i>
January 2024 <i>Dark</i>	2 nd Interim February 14, 2024 Joint Meeting with ASC at 11:00 am	Preliminary Budget March 20, 2024	April 17, 2024	May 15, 2024 Joint Meeting with ASC at 11:00 am	June 5, 2024 Joint Meeting with ASC at 11:00 am

Special Education Advisory Committee (9:30 am – 11:00 am)

July 2023 <i>Dark</i>	August 23, 2023 MCOE	September 2023 <i>Dark</i>	October 2023 <i>Dark</i>	November 8, 2023 MCOE	December 2023 <i>Dark</i>
January 2024 <i>Dark</i>	February 2024 <i>Dark</i>	March 27, 2024 MCOE	April 2024 <i>Dark</i>	May 8, 2024 MCOE	June 2024 <i>Dark</i>

Annotation – Agenda Item 5.2
Operational Steering Committee
April 5, 2023

Agenda Item

5.2 Marin County SELPA Special Education Advisory Steering Committee
Nomination

Item Type

Action

Summary of Key Issues

The Operational Steering Committee approves all Special Education Advisory Committee nominations prior to final appointment by the Marin County Board of Education.

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment 1: Marin County SELPA Special Education Advisory Committee Nomination
– Reed Union School District.



**Marin County SELPA
Special Education Advisory Committee (SEAC)
Nomination Form**

Please submit all nominations to your local school district office. District offices will forward all nominations to the Marin County SELPA office (PO Box 4925, San Rafael, CA 94913).

Name Stephanie Ham

Address Corte Madera

Phone _____ District of Residence Reed USD

Areas of Interest and/or Expertise:

Multiple subjects k-8 credential

Current Education/Community/Business Related Involvement:

Teach 1st grade math at private school in Mill Valley
Member of children's council at Mt. Tam Church
Active on Marin County substitute teacher list

For Parent Nominees:

- **Children Receiving Special Education Services:**

Wesley Ham and Caleb Ham

- **Children Receiving General Education Services:**

Caleb Ham

- **Grade(s):**

First grade, preschool

- **Type of Education Program/Services:**

Speech, OT, specialized academic instruction, private placement

Why would you like to be a member of the SEAC?

In my experience as a teacher and a mom who has navigated through accessing local services, I think I have a unique perspective to contribute to this organization. I want to be a parent that is supportive and collaborative with my local district and county programs to evaluate our current systems and create positive changes where necessary. We all do our best work when we collaborate to make systems that are inclusive and champion all children and I am dedicated to this work.

FOR DISTRICT OFFICE USE ONLY

SUBMITTED TO: KEVIN SKELLY, INTERIM SUPERINTENDENT, RUSD



DATE RECEIVED: _____

DATE RECEIVED BY THE MARIN COUNTY SELPA OFFICE: 1.20.2023

Annotation – Agenda Item 6.1
Operational Steering Committee
April 5, 2023

Agenda Item

6.1 2023 - 2024 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: 2022 – 2023 Operational Steering Committee Membership

Attachment 2: 2023 – 2024 Draft Operational Steering Committee Membership



**2022 – 2023 Marin County SELPA
Operational Steering Committee Membership**

Area/Member	District Representation
<p>Area 1: Brett Geithman, Larkspur-Corte Madera School District</p> <p>Alternate: David Rice, Ross School District</p>	<p>Tamalpais Union High School District; Larkspur-Corte Madera School District; Ross School District</p>
<p>Area 2: Marci Trahan, Ross Valley School District</p> <p>Alternate: Adam Jennings, Shoreline Unified</p>	<p>Ross Valley School District; Nicasio School District; Lagunitas School District; Shoreline Unified School District</p>
<p>Area 3: Raquel Rose, Kentfield School District</p> <p>Alternate: Kimberly Berman, Mill Valley School District</p>	<p>Bolinas-Stinson Union School District; Reed Union School District; Sausalito-Marin City School District; Mill Valley School District; Kentfield School District</p>
<p>Area 4: Becky Rosales, Miller Creek School District</p> <p>Alternate: Jim Hogeboom, San Rafael City Schools</p>	<p>Miller Creek Elementary School District; San Rafael Elementary School District; San Rafael High School District</p>
<p>Area 5: Jan La-Torre Derby, Novato Unified School District</p> <p>Alternate: Lois Standing, Novato Unified School District</p>	<p>Novato Unified School District</p>
<p>Area 6: John Carroll, Marin County Office of Education</p> <p>Alternate: Janelle Campbell, Marin County Office of Education</p>	<p>Marin County Office of Education; Laguna Joint School District</p>
<p>Chair: Becky Rosales Term: 2022-2023</p>	
<p style="background-color: #d9ead3; padding: 5px;"> </p>	



**2023 - 2024 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: Kimberly Berman, 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: Jim Hogeboom, 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: 2023 - 2024</p>	

Annotation – Agenda Item 6.2
Operational Steering Committee
April 5, 2023

Agenda Item

6.2 Marin County Behavioral Threat Protocol

Item Type

Discussion

Summary of Key Issues

Following the completion of the Marin County SELPA School-Based Suicide Risk Assessment Procedures, the OSC identified the need for the SELPA to also develop School-Based Behavioral Threat Assessment Protocols for the Marin County SELPA's member LEAs.

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

None

Annotation – Agenda Item 7.1
Operational Steering Committee
April 5, 2023

Agenda Item

7.1 Marin County SELPA Special Education Ad Hoc Committee: Update

Item Type

Information

Summary of Key Issues

The OSC has identified the need for the SELPA to form an ad hoc committee with representation from the Superintendents, Business Advisory Committee, Advisory Committee, Marin County Office of Education, and SELPA to examine special education programming and operations in Marin County and bring forth recommendations to the OSC.

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

None

Annotation – Agenda Item 7.2
Operational Steering Committee
April 5, 2023

Agenda Item

7.2 2023 – 2024 Marin County SELPA Special Education 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 7.3
Operational Steering Committee
April 5, 2023

Agenda Item

7.3 Marin County SELPA Transfer: Policy and Procedures

Item Type

Information

Summary of Key Issues

None

Summary of Previous OSC Action

The Operational Steering Committee last revised the Marin County SELPA Program Transfer: Policy and Procedures in March 2021.

Recommendation

None

Attachments to this Agenda Item

Attachment 1: Marin County SELPA Program Transfer: Policy and Procedures
Attachment 2: Marin County SELPA Program Transfer Assurances Plan

Program Transfers: Policy and Procedures

**Adopted by OSC April 24, 2015
Revised: May 6, 2020; March 3, 2021**

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.

Pursuant to California Education Code Section 56207, special education programs may be transferred from an operating Local Educational Agency (LEA) to a receiving LEA.

Definition of a Program Transfer

A change to special education programs operated within the SELPA shall be considered a program transfer when the following occurs:

- A transfer of students from one or more classes operated by an LEA which, when combined, form an intact, identifiable class or an itinerant caseload for which the LEA proposing the transfer.

A program transfer is not required when students who are served in a program matriculate and/or return to an educational program operated by their district of special education accountability (DSEA) via the Individualized Education Program (IEP) process.

Program Transfer Timelines

Pursuant to Section 56207(b) of the California Education Code, 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 local educational agency has informed the local educational agency operating the program and the Operational Steering Committee. The Operational Steering Committee has the authority to waive the minimum year and a day timeline for the implementation of the program transfer. A request for a waiver of the timeline shall be submitted to the SELPA office and the sending LEA no later than February 1st in order to permit the LEA to meet March 15th notice requirements. In the case of a program transfer that is a reorganization, a revised Local Plan must be filed with California Department of Education (CDE) before July 1st of the fiscal year when the new organization takes place. The CDE recommends submitting the proposal at least sixty (60) days in advance to allow adequate time for review and finalization.

Program Transfer Procedures

The LEA proposing the transfer shall submit a request in writing to the affected LEA and the SELPA Office prior to June 30th of any given school year.

The LEA proposing the transfer shall submit a completed *Program Transfer Assurances* to the SELPA Office prior to October 1st of the school year prior to the program transfer taking effect. Information contained in the *Program Transfer Assurances* shall include all of the program information required in section 56207(a) of the California Education Code.

The *Program Transfer Assurances* shall be approved by the Operational Steering Committee on or before February 1st of the school year prior to the program transfer taking effect.

Transfer Requirements

Pursuant to section 56207(a) of the California Education Code, in order for a proposed program transfer to be approved by the Operational Steering Committee, all of the following elements must be identified by the LEA proposing the program transfer:

- Is the program transfer consistent with pupil needs?
- Will the program transfer ensure the availability of a full continuum of services to affected pupils?
- Will the program transfer impact the functional continuation of the current Individualized

- Education Programs (IEPs) of all affected pupils?
- Will the program transfer allow the provision of services in the least restrictive environment from which affected pupils can benefit?
 - The degree to which the program transfer affects the maintenance of all appropriate services?
 - The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies.
 - The means through which parents and staff were represented in the planning process.

Funding

The SELPA's member LEAs shall be informed on or before January 1st of any fiscal implications of the resulting program transfer.

Facilities

The transfer of facilities due to a program transfer shall be addressed through the SELPA's Facilities Plan.

Materials and Equipment

All materials and equipment utilized by the sending LEA in the program to be transferred shall be offered to the receiving LEA. The receiving LEA may decline or accept the materials and/or equipment in whole or in part. 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 purchased by the sending LEA for a particular student shall remain with the student during the program transfer. The specialized equipment shall become the property of the receiving LEA.

Employee Transfer Procedures

When a program transfer rises to the level of a "reorganization", requiring revision to the Local Plan, certificated and/or classified employees who have been terminated, reassigned or transferred as a result of the program transfer will be accorded the rights and entitlements in Education Code sections 44903.7 and 45120.2.

A program transfer is identified as a reorganization based on consideration of all of the following factors:

- Will the membership in the SELPA change?
- Will the SELPA function as it did before?
- Are the changes to the SELPA structure significant?
- Will the change result in modification to the Local Plan that shall require approval by the California Department of Education prior to implementation?

When the program transfer fits the above parameters and is deemed a reorganization, terminated, reassigned or transferred employees are entitled to "first priority" in being informed of and in filling vacant special education positions within the receiving LEA. First priority means more than mere consideration, but less than a right to re-employment. All terminated, reassigned or transferred employees shall be informed and considered for employment by the receiving LEA before outside applicants.

Certificated Employee Transfer Procedures

When a program is being transferred from one LEA to another, the receiving LEA shall observe the following procedures consistent with California Education Code Section 44903.7:

- Subsequent to the reassignment or transfer of any certificated employee as a result of the reorganization of special education programs, pursuant to Chapter 797 of the Statutes of 1980, that employee shall have priority, except as provided below, in being informed of and in filling certificated positions in special education in the areas in which the employee is certificated within the district or county office by which the certificated employee is then currently employed. This priority shall expire 24 months after the date of reassignment or transfer, and may be waived by the employee during that time period.
- A certificated employee who has served as a special education teacher in a district or county office and has been terminated from his or her employment by that district or county office pursuant to Section 44955, shall have first priority in being informed of and in filling vacant certificated positions in special education, for which the employee is certificated and was employed, in any other county office or school district that provides the same type of special education programs and services for the pupils previously served by the terminated employee. For a period of 39 months for permanent employees and 24 months for probationary employees from the date of termination, the employee shall have the first priority right to reappointment as provided in this section, if the employee has not attained the age of 65 years before reappointment.

Classified Employee Transfer Procedures

When a program is being transferred from one LEA to another, the receiving LEA shall observe the following procedures consistent with California Education Code Section 45120.2:

- A classified employee who is reassigned or transferred as a result of the reorganization of special education programs has priority, except as provided below, in being informed of and in filling classified positions in the classifications in which the employee was employed before the reassignment or transfer. This priority expires 24 months after the date of reassignment or transfer and may be waived by the employee during that time period.
- A classified employee who served in a special education program in a school district or county office and is terminated from his or her employment by that school district or county office pursuant to Section 45114 as a result of the reorganization of a special education program has first priority in being informed of and in filling vacant classified positions for which the employee is qualified or was employed, in the county office or school district that operates the reorganized special education program. Permanent employees have the first priority right reappointment as provided in this section for 39 months from the date of termination. Probationary employees have the first priority right to reappointment as provided in this section for 24 months from the date of termination.

Seniority for Transferred or Reassigned Employees:

When the receiving LEA hires an employee that has been terminated, reassigned or transferred due to a reorganization the following shall occur:

Certificated

Consistent with California Education Code Section 44903.7, the reassignment, transfer, or new employment caused by the reorganization of special education programs pursuant to Chapter 797 of the Statutes of 1980, shall not affect the seniority or classification of certificated employees already attained in any school district that undergoes the reorganization. These employees shall have the

same status with respect to their seniority or classification, with the new employer, including time served as probationary employees.

Classified

The reassignment of an employee, transfer of an employee, or new employment of an employee caused by the reorganization of special education programs does not affect the seniority or classification that a classified employee already attained in any school district that undergoes the reorganization. The employee has the same status with respect to his or her seniority or classification, with the new employer, including time served as a probationary employee.

Salary placement for Transferred or Reassigned Employees

Certificated

The total number of years served as a certificated employee with the former district or county office shall be credited, year for year, for placement on the salary schedule of the new district or county office.

Classified

The total number of years served as a classified employee with the former school district or county office shall be credited, year for year, for placement on the salary schedule of the new school district or county office.

Disputes

All disputes within the SELPA over the transfer of special education programs will be addressed through the dispute resolution procedures described in the Governance section of the SELPA local plan.

Legal Reference:

Education Codes 56207, 44903.7, 45120.2

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

The _____ 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

Superintendent

____/____/____
Date

____/____/____
Date

LEA Name: _____ Date of Submission: ____/____/____

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

Click here to enter text.

(b) Related Services and Equipment

Click here to enter text.

(c) Facilities

Click here to enter text.

School Site	Available Facility	Comments

(d) Services from Non-Educational Agencies

Click here to enter text.

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

[Click here to enter text.](#)

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

[Click here to enter text.](#)

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

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

[Click here to enter text.](#)

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

[Click here to enter text.](#)

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

[Click here to enter text.](#)

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

Click here to enter text.

(b) Involvement of Staff

Click here to enter text.

DATE OF MEETING	PARTICIPANTS

**Annotation – Agenda Item 7.4
Operational Steering Committee
March 1, 2023**

Agenda Item

7.4 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

Marin County Office of Education

Establishing a School Threat Assessment Team “STAT”

Research shows an important step in prevention and intervention of school violence is the establishment of a School Threat Assessment Team (STAT). This multidisciplinary team participates in specific training to investigate threats of violence (harm to others), ensure the process is conducted thoroughly, ethically, legally, and with fidelity, and to ensure proper documentation is completed and retained according to district guidelines, and federal and state laws, and to administer the Student Threat Assessment Protocol. Roles commonly included in STAT are administrators, mental health staff, School Resource Officers/law enforcement liaisons.

Additional team members to identify, though not necessarily involved with all threats are staff who understand working with students with disabilities and staff who speak a language other than English.

In addition to the core team members above, other professionals with knowledge of the person of concern and situation are asked to contribute information and ideas for supports and resources. These professionals may include teachers, a special education case manager, a behavior specialist, coaches, mentors, relevant community mental health providers, school security, and specialized instructional support personnel. If the situation is serious, the involvement of legal counsel may be necessary (school/district administrator decision).

Below are examples of typical duties as outlined by the National Association of School Psychologists (2021) and the National Threat Assessment Center (2018):

School Administrator

- Consults with core team members to determine if a full threat assessment inquiry is necessary.
- Assists in conducting interviews of subjects, targets, witnesses, teachers, staff, parents, and students.
- Assists in gathering additional information (e.g., school records).
- Determines and enforces disciplinary consequences, if appropriate.
- Conducts or authorizes search of student property, if deemed necessary.
- Ensures that any threat management plan is followed and monitored.
- Works closely with the public information officer or communications director to respond to community concerns.
- Identify other adults who have pertinent background and/or information about the student and/or incident

School-Employed Mental Health Professional

- Consults with administration and other core team members to determine if a full threat assessment inquiry is necessary.
- Leads or assists in conducting interviews with subjects, targets, witnesses, teachers, staff, parents, and students.
- Serves as a liaison to community mental health providers.
- Advises the team on school-based and community interventions and supports, including possible mental health assessments, where appropriate.
- Assists with next steps and possible referrals.
- May provide interventions and supports.
- School-employed mental health professionals may include school psychologists, counselors, and social workers.

School Resource Officer (SRO)/Law Enforcement Liaison Personnel

- Helps with critical data collection, particularly social media.
- Identifies any concurrent safety concerns in the community.
- Provides information regarding prior involvement with law enforcement, as privacy guidelines allows.
- If appropriate, assists in conducting interviews of subjects, targets, witnesses, teachers, staff, parents, and students.
- Assists with efforts to ensure safety and security (e.g., provides safety escorts/increased supervision to and from school, in hallways, and in common areas; works with local law enforcement to ensure community safety after school hours).
- Conducts independent criminal investigations, as needed and appropriate.
- Serves as a liaison to law enforcement, court personnel, juvenile justice, probation, and others to help students onto a more positive pathway.
- Uses discretion to determine the need for welfare checks, weapons checks, and home searches, where permissible.
- Assists with next steps and possible referrals.
- Provides mentoring and community supports.

Each school site and district shall select and identify the individuals and roles that meet the needs of their specific community. Identification of the SSTAT individuals is recommended prior to the start of each school year with updated notification to all site staff and local law enforcement. The following form may help in ensuring this identification process is completed and the necessary adults are informed.

School Threat Assessment Team

Complete this form at the beginning of each school year and when any identified team members have changed.

School Site Name	
School Site Address	
District Name	

	Name	Role	Emergency Phone
Administrator			
Mental Health Provider			
School Resource Officer/Law Enforcement Liaison			
Backup Administrator			
Backup Mental Health Provider			
Backup School Resource Officer/Law Enforcement Officer			
Other (not required)			
Other (not required)			
Other (not required)			

Send a copy of completed document to:

	Individual Name	Email
Superintendent's Office		
Marin County Office of Education		
Local Law Enforcement		
Other		

**Marin County Office of Education
School Threat Assessment Team Protocol**

**“First Steps”
Notify, Determine, Consult**

1. *Notify* your STAT team that a threat is received and protocol to be implemented

2. To the extent possible, *determination* of the following factors will assist in completing a fully informed assessment. However, do not delay conducting a threat assessment by waiting to obtain the information below, if the known circumstances are urgent and imminent.
 - a. Student’s dominant language
 - b. Student’s special education and/or Section 504 eligibility
 - c. Student’s housing status (unstable housing such as foster or homeless)
 - d. Adults identified as having a trusting relationship or established rapport with Student
 - e. Documented history of threats
 - f. Documented history of discipline
 - g. Documented history of experiences with abuse and Child Protective Services
 - h. Documented history with law enforcement

3. If there are any questions or uncertainties about how to move forward with the threat assessment based upon information gathered above, or in general, please *consult* with MCOE Assistant Superintendent of Health, Safety, and Support.

School Threat Assessment Team (STAT) Decision Tree*

Step 1. Determine if a threat was made

- Implement [“First Steps”](#)
- Administer threat assessment with student(s) who made the threat
- Interview individuals who received/observed/heard the threat

No

Not a threat. Notify STAT of outcome.

Yes

Step 2. Determine threat level: transient or substantive

Transient: threat was a spontaneous expression, no intent to harm, individual retracts the threat/apologizes and/or expresses regret, review of records shows no prior incidents/concerns

Substantive: threat is deliberate (not spontaneous), individual at a minimum contemplates enacting the threat or a version of the threat, expresses anger/hostile/rejected emotions, and/or is not regretful, prior history of incidents/concerns

Transient

Notify STAT of outcome, complete follow up actions per District guidance

Substantive

Step 3. Respond to a substantive threat and determine level of seriousness

For all substantive threats:

- a. Collaborate with STAT
- b. Take precautions to protect potential victims
- c. Warn intended victim(s), parents and/or staff
- d. Determine interventions and discipline as appropriate

Determine seriousness:

Serious means a threat to injure (hit, fight, or beat up); very serious means a threat to kill, rape, or cause very serious injury (to specific individuals and/or school property while people are present) with a weapon.

Serious

Notify STAT of outcome, complete follow up actions per District guidance

Very Serious

Notify STAT of outcome

Step 4. Conduct a safety evaluation for a very serious substantive threat

In addition to a-d above, the student may be briefly removed from school environment (must follow Ca Ed. Code for removal, including students with special education eligibility) until the following can be completed:

- e. Screen student for mental health services and counseling; refer as needed
- f. Law enforcement investigation for evidence of planning and preparation, criminal activity
- g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.

Step 5. Implement and monitor the safety plan.

- Document the plan.
- Maintain contact with the student.
- Monitor whether plan is working and revise as needed.

*Decision tree incorporates guidance from NASP, REMS, Virginia Student Threat Assessment Guidelines and U.S. Dept of Homeland Security

DRAFT

**Marin County Office of Education
School Threat Assessment Team Protocol**

Student Threat Assessment Interview Protocol

The questions below are intended to be used with the individual(s) who made a threat or engaged in threatening behaviors intended to harm others.

Equity Consideration: prior to asking the first question, take into consideration the student's dominant language, if the student has a disability, your prior relationship with the student, ability to build rapport with the student, or if you find yourself activated by the actions and behaviors of the student of concern. If any of these create an interference in the interview, please consider having someone else perform the interview with the student and or ask for assistance.

Student Name:	
STAT team member administering this protocol:	
Date:	
Time:	
Location:	

Section 1 - Incident Specifics

1. Do you know why we are meeting? (Record person's exact words with quotation marks for key statements if possible.)
2. It has been reported that (let the student know what has been reported). What are your thoughts on what is being reported by others?
 - a. If student states they did not engage in that behavior or threat) Why do you think other people are reporting that you (explain)
3. What exactly did you say/draw/post?
4. What did you mean when you said/drew/posted/did that?
5. What were you thinking about when you said/drew/posted/did that?
6. Tell me about the outcome you were seeking/looking for when you said/drew/posted/did that.
7. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat?)

Section 2: Social-Emotional Awareness

8. We are here because people are concerned about what happened. Why do you think they are concerned?
9. How do you think [person(s) who was threatened] feels about what you said or did? (Probe to see if the subject believes it frightened or intimidated the person.)
10. How are you feeling about what you said/drew/posted/did now?

Section 3: Social-Emotional Functioning

11. How do you get along with your peers at school, what about the adults on campus? Is there anyone in particular that you are upset or angry with?
12. Are there certain people or things that cause you stress? How do you deal with them? For instance, being bullied, harassed, school work, threats to you or gang issues? Any other type of stress you are experiencing?
13. What is school like for you? Is there an adult on campus that you trust and feel you can talk to about this situation? What about at home or in the community? (education staff, relative, adult within the community)
14. Do you currently have positive things or good things happening in your life? Please describe those for me.
15. Share with me some information about your friends. How do you feel supported by them? What do they do to make you know they care about you?
16. What is home like for you? What is your relationship like with your family members? How would they describe you to me?

Section 4: Safety

17. Are you currently in possession of any weapons? Do you have access to weapons, or are you trying to get access to weapons (including knives, swords, bats, explosives, etc.)?
18. Do you have a plan to hurt anyone, including yourself? What does that plan look like? Have you practiced or pretended to hurt others or yourself? If so, how?

Section 5: Closing

19. Is there anything else about this situation or about school you want to let me know?
20. What can we at school do to help you? What type of support would you like?

**Marin County Office of Education
School Threat Assessment Team (STAT) Protocol**

Terminology

School Threat Assessment Team (STAT):

Specific adults identified by school/district administration to participate in training on threat assessments protocols and implement the protocol when a threat is received.

Substantive Threat:

Term used to classify the probability of a threat actualized as possible up through imminent. The decision of threat level is made by trained STAT team members.

Threat:

An expression of intent to harm someone, groups and/or school facilities generally that may be spoken, written, gestured, or communicated in some other form, such as via text message or email or posting on social media. Threats may be explicit or implied, directed at the intended target or communicated to a third party. For the purposes of the STAT protocol, this does not include threat to harm self. Please see MCOE suicide risk assessment protocols for harm to self.

Threat Assessment:

A specific assessment protocol with individual(s) who are identified as making a threat to harm another and/or school. The threat assessment protocol is administered by trained STAT team members.

Transient Threat:

Term used to classify the probability of the threat actualized as very low. If/when a threat is classified as transient threat, additional follow up actions are still necessary. The decision of threat level is made by trained STAT team members.

**Marin County Office of Education
School Threat Assessment Team (STAT) Protocol**

Frequently Asked Questions

Do I conduct a threat assessment for all threats?

The decision to conduct a threat assessment is determined by your District's established procedures. In the absence of established procedures, default is to conduct a threat assessment upon receipt of information where a threat has been communicated (i.e. a drawing, social media post, verbally stated, written, acted out, etc.). Research guidance suggests "When in doubt about a threat, conduct a threat assessment."

Who conducts the threat assessment?

Specifically trained School Threat Assessment Team (STAT) members shall conduct the assessment.

Can I modify the threat assessment?

Yes, within reasonable limits that do not significantly alter the process or understanding of other SSTAT members. Each threat may warrant a minor adjustment to the questions asked and each District has the autonomy to make those adjustments.

If a threat is resolved, do I change the threat classification to "no threat"?

No. The threat classification reflects (transient or substantive) your initial assessment and guides your next steps, regardless of how the threat is resolved. Occasionally, the threat classification might change if you find, for example, that a transient case is more serious than you thought and should be changed to a substantive threat.

Should I document transient threats?

Yes. If a student later carries out a threat that was previously judged to be transient, you will want documentation to show that you made a defensible effort to assess the threat. If a student makes multiple threats, documentation will provide a useful perspective.

Do I complete a threat assessment for the same student(s) every time the student(s) makes the same threat?

Yes. Evaluating the likelihood of each threat is necessary. If a student is making repeated threats, even if they are determined to be transient, the pattern itself might be indicative of other concerns that warrants interventions with the student.

Who notifies the family of the student who made the threat?

All notification procedures are decided by site and/or district administration.

Where should I file these forms?

Follow the guidance of your school system to determine where you file records. Some school systems choose to file some or all of the threat assessment forms in the student's educational record and others choose to file some or all of the forms outside of the educational record. Any information placed in the student's educational record is subject to FERPA restrictions.

CALPADS Certification Deadlines 2022 - 2023 School Year

FALL 1

CENSUS DAY: 10/5/22

Primary Data: Enrollment counts; English language acquisition status; Immigrant count; Free/Reduced price meal eligibility; and Special Education

LEA Certification Deadline: December 16, 2022

SELPA Certification Deadline: January 27, 2023

FALL 2

CENSUS DAY: 10/5/22

Primary Data: Student course enrollment; staff assignments and full-time equivalent (FTE); and English Learner Education Services

LEA Certification Deadline: March 10, 2023

NO SELPA Certification

EOY 1

(END OF YEAR)

NO CENSUS DAY

Primary Data: Course completion for grades 7-12; Career Technical Education (CTE) participants/completers; and Work-based learning indicators

LEA Certification Deadline: July 28, 2023

SELPA Certification Deadline: August 25, 2023

EOY 2

NO CENSUS DAY

Primary Data: Program Eligibility/Participation

LEA Certification: July 28, 2023

No SELPA Certification

EOY 3

NO CENSUS DAY

Primary Data: Student incidents; Cumulative enrollment; Student absence summary; One-Year graduate and completer counts; Count of English Learner reclassified during school year; and Homeless students

LEA Certification: July 28, 2023

SELPA Certification: August 25, 2023

EOY 4

NO CENSUS DAY

Primary Data: Special Education; Postsecondary outcomes for students with disabilities (prior year completers)

LEA Certification: July 28, 2023

SELPA Certification: August 25, 2023

CALPADS END OF YEAR MILESTONES 2022 - 2023 SCHOOL YEAR

