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**Agenda**  
**Operational Steering Committee**  
**October 2, 2024**  
**8:00 am: Open Session**  
**Marin County Office of Education**  
**1111 Las Gallinas Ave, San Rafael, CA**

**1.0 Call Public Session to Order**

Tracy Smith, Chair, Superintendent, Novato Unified School District

**Operational Steering Committee:**

Area 1: David Rice, Superintendent, Ross School District

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

Area 2: Adam Jennings, Superintendent, Shoreline Unified 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: Carmen Ghysels, Superintendent, San Rafael City Schools

*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 4, 2024 OSC Meeting**

**3.2 Approval of Agenda for October 2, 2024 OSC Meeting**

**4.0 Public Comment**

*Government Code § 54954.3 provides that the public will have an opportunity to address the board on any item described on a regular or special meeting agenda either before or*

during the consideration of the item. Per MCOE Board Policy 8566, each person shall limit comments to five (5) minutes.

## **5.0 Action Items**

- 5.1 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 Marin County SELPA Alternative Dispute Resolution Program**  
*Information will be presented regarding the activities of the Marin County SELPA Alternative Dispute Resolution Program.*

## **7.0 Information Items**

- 7.1 Marin County SELPA Autism Demonstration Site**  
*Information will be presented regarding the outcomes of the Marin County SELPA Autism Demonstration Site after its first year of implementation and proposed activities for the 2024 – 2025 school year.*
- 7.2 Marin County SELPA Ad Hoc Committee Meeting Schedule**  
*Information will be presented regarding the calendared activities of the Marin County SELPA Ad Hoc Committee for the current school year.*
- 7.3 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, 2024 – 8:00 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 [jdemitro@marinschools.org](mailto:jdemitro@marinschools.org).*

**Annotation – Agenda Items 3.1 & 3.2**  
**Operational Steering Committee**  
**October 2, 2024**

**Agenda Item**

- 3.1 Approval of Minutes from September 4, 2024 OSC Meeting
- 3.2 Approval of Agenda for October 2, 2024 OSC Meeting

**Item Taken**

Action

**Summary of Key Issues**

The minutes of the September 4, 2024 OSC meeting and the agenda for the October 2, 2024 OSC meeting are presented for adoption.

**Summary of Previous OSC Action**

None

**Recommendation**

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

**Attachments to this Agenda Item**

Attachment 1: Minutes, Operational Steering Committee Meeting, September 4, 2024



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**Agenda**  
**Operational Steering Committee**  
**September 4, 2024**  
**8:00 am: Open Session**  
**Marin County Office of Education**  
**1111 Las Gallinas Avenue, San Rafael, CA**

**1.0 Call Public Session to Order**

Tracy Smith, Chair, Superintendent, Novato Unified School District

*In Tracy's absence, John Carroll called the meeting to order at 8:08 am.*

**Operational Steering Committee:**

Area 1: David Rice, Superintendent, Ross School District

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

Area 2: Adam Jennings, Superintendent, Shoreline Unified 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: Carmen Diaz Ghysels, Superintendent, San Rafael City Schools

*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: Tracy Smith (8:25 am), John Carroll, Adam Jennings, Carmen Diaz Ghysels, Raquel Rose, David Rice*

**2.0 Establishment of Quorum**

*A quorum was established with five (5) members in attendance.*

**3.0 Consent Agenda**

(Members may remove items from the Consent Agenda)

- 3.1 Approval of Minutes from May 22, 2024 OSC Meeting
- 3.2 Approval of Agenda for September 4, 2024 OSC Meeting

*The Consent Agenda was approved as presented.*

*Motion: Adam Jennings      Second: David Rice      Carried: Unanimous*

**4.0 Public Comment**

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

*There was no public comment.*

**5.0 Action Items**

**5.1 Marin County Grand Jury Report "To Learn or Not to Learn: Are Children With Learning Differences Set Up for Success?"**

*The response to the Marin County Grand Jury Report "To Learn or Not to Learn: Are Children With Learning Differences Set Up for Success?" is submitted for the Operational Steering Committee review.*

*The SELPA Director presented the response to the Marin County Grand Jury Report submitted by the Operational Steering Committee. The response was approved as presented.*

*Motion: Raquel Rose      Second: Adam Jennings      Carried: Unanimous*

**6.0 Discussion Items**

**6.1 Supporting Inclusive Practices**

*Information will be provided regarding current activities of the Marin County SELPA that focus on supporting inclusive practices for student's preschool to high school age.*

*The SELPA Director presented information regarding current activities of the Marin County SELPA that focus on supporting inclusive practices for students preschool to high school age. The Marin County SELPA in partnership with the Marin County Office of Education (MCOE) and California Department of Education Supporting Inclusive Practices Project is hosting the NorCal Inclusion Collaborative, will be continuing the Supporting Inclusive Preschool Practices Community of Practice, and in partnership with the Inclusive Early*

*Education Expansion Program will be hosting workshops that provide evidence-based practices to teachers this school year.*

**6.2 2024 - 2025 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 2024 - 2025 school year.*

*Janelle Campbell, Marin County Office of Education Assistant Superintendent, presented information regarding the continuum of regionalized special education classes and services available to the SELPA's member LEAs during the 2024 - 2025 school year.*

*The Assistant Superintendent shared the interest of the Marin County Office of Education is to partner and support districts in the SELPA to serve students in the least restrictive environment. The Operational Steering Committee discussed the information shared by the Assistant Superintendent.*

**7.0 Information Items**

**7.1 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 2024 - 2025 school year.*

*The SELPA Director presented information regarding the activities identified by the Special Education Ad Hoc Committee for the 2024 - 2025 school year. The SELPA Director shared additional information regarding the recommended activities that have been completed to date. The 2024 – 2025 Special Education Ad Hoc Committee will begin meeting in October 2024.*

**7.2 Marin County SELPA Policies and Procedures: Organizational Framework**

*Information will be provided regarding a proposed organizational framework for Marin County SELPA Policies and Procedures.*

*The SELPA Director presented information regarding a proposed organizational framework for Marin County SELPA Policies and Procedures. The OSC recommended the SELPA Director utilize the proposed framework to reorganize the SELPA's current policies and procedures.*

**7.3 Anticipated Program Transfer: Update**

*Information will be provided regarding the September 2023 notification of an intent to conduct a Program Transfer received from the Novato Unified School District for the 2025 - 2026 school year.*

*The SELPA Director shared information regarding the Novato Unified 's notification of an intent to conduct a Program Transfer for the 2025 - 2026*

*school year submitted to the SELPA in September 2023.*

*The Superintendent of the Novato Unified School District indicated that the district anticipates a Program Transfer for students in grades Nine (9) through Post-Secondary/Transition (12+) currently served in regionalized programs operated by the Marin County Office of Education; however, the assurances that will reflect the final decision have not yet been submitted to the SELPA. The OSC discussed the potential impact of a Program Transfer.*

#### **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.*

*The SELPA Director presented information regarding the work of Marin County SELPA's Special Education Advisory Committee. The SELPA Director reviewed the current Special Education Advisory Committee membership.*

#### **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:*

- *Enhancements to the Marin County SELPA website;*
- *Special Education Legislation; and*
- *SELPA Infrastructure.*

#### **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.*

*The Chairperson asked the Committee about their preference for a hard copy of the meeting agenda and supporting materials at future OSC meetings. The Committee requested that the SELPA Director provide only a hard copy of the meeting agenda at future OSC meetings. The SELPA Director will make the requested change beginning at the October 2, 2024 OSC meeting.*

#### **10.0 Future Planning**

*Next Meeting Date: October 2, 2024 – Marin County Office of Education, Board Room*

#### **11.0 Adjournment**

*The meeting was adjourned at 9:03 am with no objection.*

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*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) 499-5850 or submit electronic mail to [jdemitro@marinschools.org](mailto:jdemitro@marinschools.org).*

**Annotation – Agenda Item 5.1**  
**Operational Steering Committee**  
**October 4, 2024**

**Agenda Item**

5.1 Marin County SELPA Special Education Advisory Committee Nomination

**Item Type**

Action

**Summary of Key Issues**

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

**Summary of Previous OSC Action**

None

**Recommendation**

The SELPA Director recommends that the Operational Steering Committee approve the SEAC nomination.

**Attachments to this Agenda Item**

Attachment 1: Marin County SELPA SEAC Nomination – Marin County Office of Education



**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** \_\_\_\_\_

**Address** \_\_\_\_\_

**Phone** \_\_\_\_\_ **District of Residence** \_\_\_\_\_

**Areas of Interest and/or Expertise:**

**Current Education/Community/Business Related Involvement:**

**For Parent Nominees:**

- **Children Receiving Special Education Services:**
- **Children Receiving General Education Services:**
- **Grade(s):**
- **Type of Education Program/Services:**

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

FOR DISTRICT OFFICE USE ONLY

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SUBMITTED TO: \_\_\_\_\_

DATE RECEIVED: \_\_\_\_\_

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DATE RECEIVED BY THE MARIN COUNTY SELPA OFFICE: \_\_\_\_\_

**Annotation – Agenda Item 6.1**  
**Operational Steering Committee**  
**October 2, 2024**

**Agenda Item**

6.1 Marin County SELPA Alternative Dispute Resolution Activities

**Item Type**

Discussion

**Summary of Key Issues**

As a recipient of the California Department of Education Special Education Division Special Education Alternative Dispute Resolution (ADR) Grant, the Marin County SELPA provides meaningful training and implements ADR activities to resolve to and resolve complaints and concerns of families and local educational agencies regarding the implementation of IDEA, Part B and relevant state laws.

**Summary of Previous OSC Action**

None

**Recommendation**

None

**Attachments to this Agenda Item**

Attachment 1: Marin County SELPA Alternative Dispute Resolution Program Updates:  
July 1, 2023 – September 30, 2024



## **Marin County SELPA Alternative Dispute Resolution Program Updates July 1, 2023 – September 30, 2024**

The Marin County SELPA is committed to supporting families and school districts solve problems and resolve conflicts by offering informal alternatives through Alternative Dispute Resolution (ADR) activities. As a recipient of the California Department of Education (CDE) ADR Grant funded through the IDEA Part B, the SELPA is responsible for training and implementing ADR activities to respond to and resolve local complaints and concerns regarding the implementation of the IDEA, Part B and relevant state laws.

ADR uses specific opportunities to open communication, promote understanding, and reach agreements that strengthen relationships between families and districts. Between July 1, 2023, and September 30, 2024, the Marin County SELPA engaged in seventy (70) activities at the request of families and districts.

The Marin County SELPA's ADR program consists of four components:

- Technical Assistance
- Phone Consultation to Parents and District Representatives
- Facilitated IEP Meetings
- Local Mediation Sessions

The highest utilized component of the Marin County SELPA's ADR program is phone consultation. During the noted time, the SELPA provided thirty-two (32) initial phone consultation sessions. These sessions provide an opportunity for a family or district to express concerns related to the implementation of the IDEA, Part B, understand state regulations and local policies, and identify next steps to resolve concerns. Often, the SELPA provides multiple consultation sessions to parents and district representatives to support understanding and processes to resolve concerns.

When IEP-related matters arise that need to be discussed formally in an IEP team meeting, the SELPA may be contacted by the family or district to provide IEP meeting facilitation. During the noted time, the SELPA facilitated thirteen (13) IEP meetings per parent and district request. Approximately one-quarter of the IEP meetings consisted of multiple parts. Prior to the IEP meeting, a SELPA administrator supports the district and family with the creation of process agreements (norms) and the development of agenda items. Additionally, time is provided to both the district and family to better understand their position and interests. During the IEP meeting, the SELPA administrator utilizes various facilitative skills to guide the discussion, support the team with making decisions, manage conflict (if any arise), and identify and confirm agreements. Post IEP meeting, the SELPA administrator provides both the district and family with the agreed upon action items from the IEP meeting.

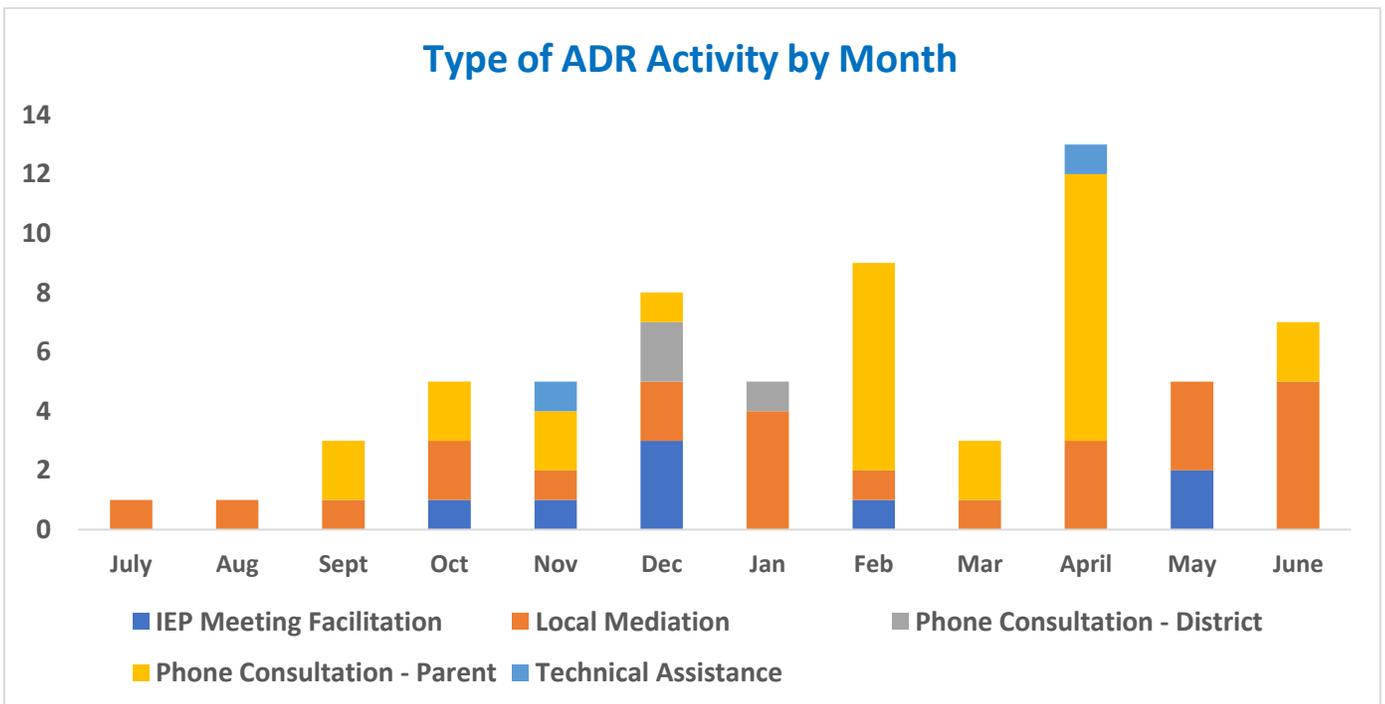
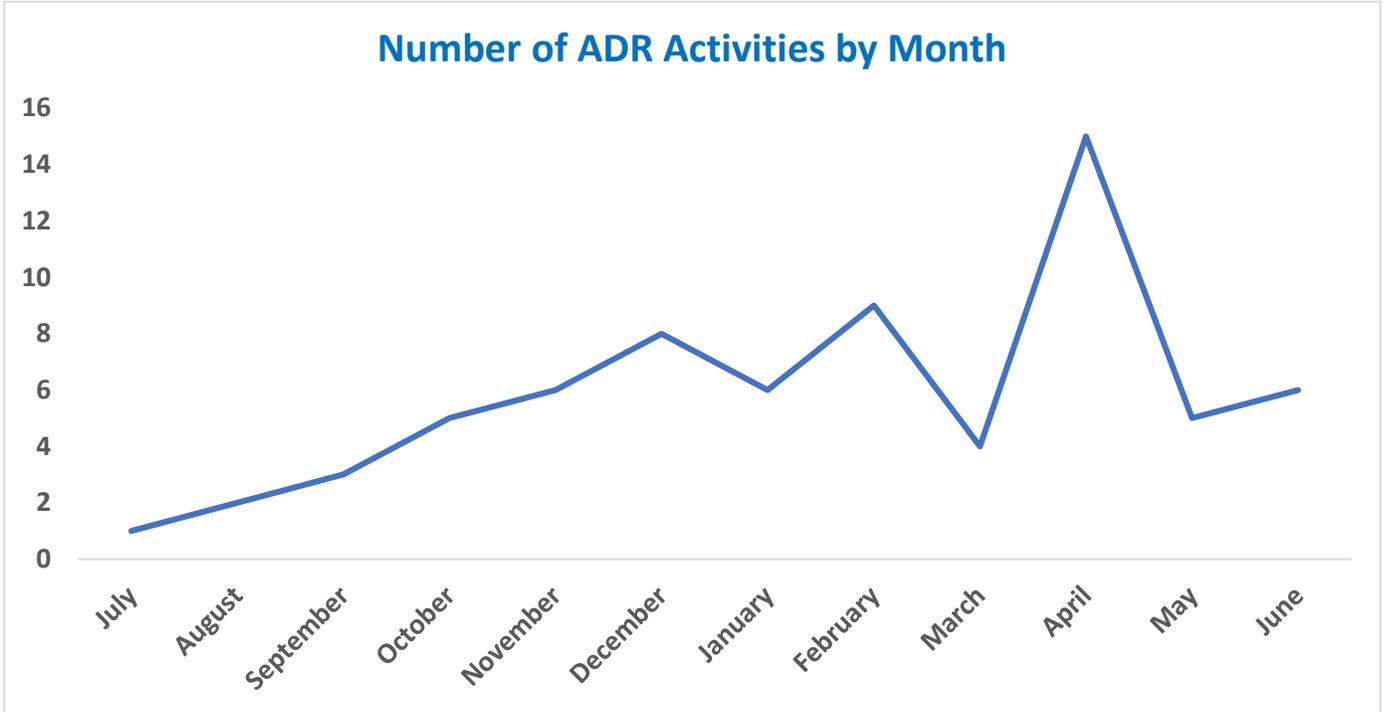
When a family and district reach a place in the IEP process when there is a dispute regarding the implementation of IDEA Part B, the Marin County SELPA offers local mediation. The SELPA ADR Coordinator is responsible for the initial intake of all local mediation requests. Through the intake process, the ADR Coordinator provides the family and district with details regarding the ADR process, including meeting expectations, scheduling, confidentiality, and information about the mediator. The goal for the ADR Coordinator is to schedule the mediation session within fifteen (15) days of the request to support families and districts in resolving their dispute. The Marin County SELPA provided twenty-three (23) local mediation sessions. Of those twenty-three mediation sessions, fifty-eight percent (58%) reached resolution.

To support districts and families with collaborative communication and strengthen understanding of the Individual Educational Program (IEP) requirements, the Marin County SELPA offers workshops to both educators and parents and guardians. During the 2023 – 2024 school year, educators were invited to attend the following workshops to develop effective communication strategies and understanding of all IEP components: IEP Meeting Facilitation, Navigating the Pages of the IEP, Special Education Caselaw and Guidance, and a Special Education Legal Lunch Series. Additionally, the Marin County SELPA offered educators bi-weekly Communication Coaching Sessions. Parents and guardians were invited to attend an eight-part series, “Engaging in Challenging Conversations,” which incorporates both instruction and coaching sessions. In partnership with the Special Education Advisory Committee (SEAC), the Marin County SELPA hosted a series of parent workshops that focused on special education law (Procedural Safeguards, Services and Placement), Navigating the Pages of the IEP, and Individual Transition Planning. The SEAC will be hosting a series of workshops this school year for parents that focus on the components of the IEP as well as requirements under IDEA.

To continue to enhance the services provided by the Marin County SELPA in assisting families and districts with solving problems and resolving disputes, Marin County SELPA administrators will continue to engage in a variety of professional development opportunities. As a member of the SELPA Administrators of California Alternative Dispute Conference Committee, the SELPA Director is supporting activities related to the development of the 2025 SELPA ADR Conference and will be attending the conference in March 2025.

The Marin County SELPA is committed to supporting families and school districts resolve conflicts.

## Marin County SELPA ADR Activities 2023 - 2024 School Year



**Annotation – Agenda Item 7.1**  
**Operational Steering Committee**  
**October 2, 2024**

**Agenda Item**

7.1 Marin County SELPA Autism Demonstration Site

**Item Type**

Information

**Summary of Key Issues**

The Marin County SELPA, Marin County Office of Education, and Novato Unified School District are collaboratively engaging in activities to support the successful implementation of a Demonstration Classroom. The classroom is designed to support LEAs with the implementation of evidence-based practices to support students with autism.

**Summary of Previous OSC Action**

None

**Recommendation**

None

**Attachments to this Agenda Item**

Attachment 1: Autism Program Environment Rating Scale (APERS) Debrief: June 2024

Attachment 2: 2024 – 2025 Marin County SELPA Autism Demonstrate Site  
Implementation Plan



## Autism Program Environment Rating Scale (APERS) Debrief: June 2024

APERS Process:

Observed for **3 hours**

Interviewed **3 people (Classroom Teacher, Occupational Therapist, Parent)**

Reviewed **1 student's IEP, including a psychoeducational evaluation and Speech and Language Assessment**

Reviewed **Teacher self-assessment of the classroom**

### What is the APERS?

The APERS is a psychometrically validated tool designed to assess quality indicators of programs for children and youth with ASD (Odom, et. al., 2018). The APERS has two formats, one for preschool and elementary programs (APERS-PE) and one for middle school/high school programs (APERS-MH). APERS-PE consists of 59 items, scored on a 5-point Likert-scale from 1 (poor quality) to 5 (high quality), which are grouped into 10 domains and 33 subdomains. The domains are: Learning Environments, Positive Learning Climate, Assessment and Individual Education Plan (IEP) Development, Curriculum and Instructions, Communication, Social Competence, Personal Independence, Functional Behavior, Family Involvement, and Teaming. It yields a global score for program quality, as well as separate scores for each item, subdomain and domain. APERS is designed to assess both self-contained and inclusive teaching environments. APERS can be used as a baseline measure of program quality, but also as a follow-up of potential change in program quality.

Person(s) conducting APERS: Jill Furuoka, Cadre Member and Andrew Weiher, Regional Implementation Lead- CAPTAIN Bridges.

Reason for APERS: An initial APERS was conducted in May 2023 as part of the exploration process with Marin County Office of Education (MCOE) and Novato Unified School District (NUSD) to determine if they would like to participate as a demonstration site for CAPTAIN within Marin SELPA. MCOE and NUSD elected to move forward with participating as a demonstration site for the 2023-2024 school year and adopted the recommendations from the APERS that was conducted in May 2023. The current APERS provides an opportunity to review progress towards those recommendations and how to build upon current momentum of progress with a demonstration site for CAPTAIN within Marin SELPA.

Setting: The classroom setting is a moderate to severe SDC program that is operated by Marin County Office of Education and is located at Hamilton Meadow Park Elementary in Novato, CA. The classroom has an education specialist and 4 paraeducators present daily. There is a Speech & Language Pathologist, an Occupational Therapist, and Adaptive Physical Education Specialist that provide related services to the students in the classroom. There is also a Program Manager and School Psychologist that provide support as well. The observation occurred on June 5, 2024 from 9-12 in the classroom, in the multi-purpose room, and transitions between the two locations.



## **Areas of Strength**

### ***Family Involvement***

- *Example items:* All team members take steps to maintain positive relationships with families. A key team member has a system for regular and frequent communication that is individualized to each family and is consistently used. Team members provide information that is important and individualized for families.
- *Strengths noted:* Teacher communicates regularly with parents both with positive and constructive feedback. Related service providers also communicate with the families and gain input for IEP related activities.

### ***Positive Learning Environment***

- *Example items:* All team members use greetings that are age and individually appropriate to students. All team members in the classroom/setting engage students in positive, respectful, and warm interactions. All team members acknowledge students' efforts/positive behaviors both informally and formally.
- *Strengths we noted:* All team members appear friendly and positive when greeting students. Staff members kept positive and calm when providing corrective feedback to students and used positive prompting to help students complete tasks or to regain focus.

### ***Teaming***

- *Example items:* A majority of the team members have expertise and experience related to ASD. The roles and responsibilities of the team members are clearly defined and understood by all members of the team.
- *Strengths we noted:* Team members monitor all instructional programs for students for whom they have responsibility. Team members are knowledgeable of student's instructional programs.

## **Areas for Growth**

### ***Curriculum and Instruction***

- *Example items:* During the course of the school day, team members plan and implement instruction that directly targets IEP goals. Team members provide instructions for students that are at students' level of comprehension.
- *Strengths we noted:* Team members provide clear and meaningful instructions during activities. Team members give instructions in multiple ways when needed. Team members provide match academic content to individual student needs. When needed, team members use a variety of prompts to meet individual student needs. Team members use natural reinforcers.



- **Potential target areas:** Incorporate small group instruction. Plan for timing when some students complete work before others. Consider the use of timers and visual supports. Use reinforcement to help with generalization of skills across activities.

### **Communication**

- **Example items:** Team members create opportunities within classroom activities for students to respond or initiate communication. Key team member consistently uses instructional strategies to promote student communication development in at least two environments.
- **Strengths we noted:** Team members take advantage of student communication attempts by shaping or expanding on the attempt. Team members create opportunities for students to communicate with multiple partners across multiple settings.
- **Potential target areas:** Consider additional training in Visual Supports/Visual Cues. This can expand upon current skills as well as serves as a strong foundation of additional evidence based practices. Consider the use of augmentative and alternative communication as appropriate for certain students.

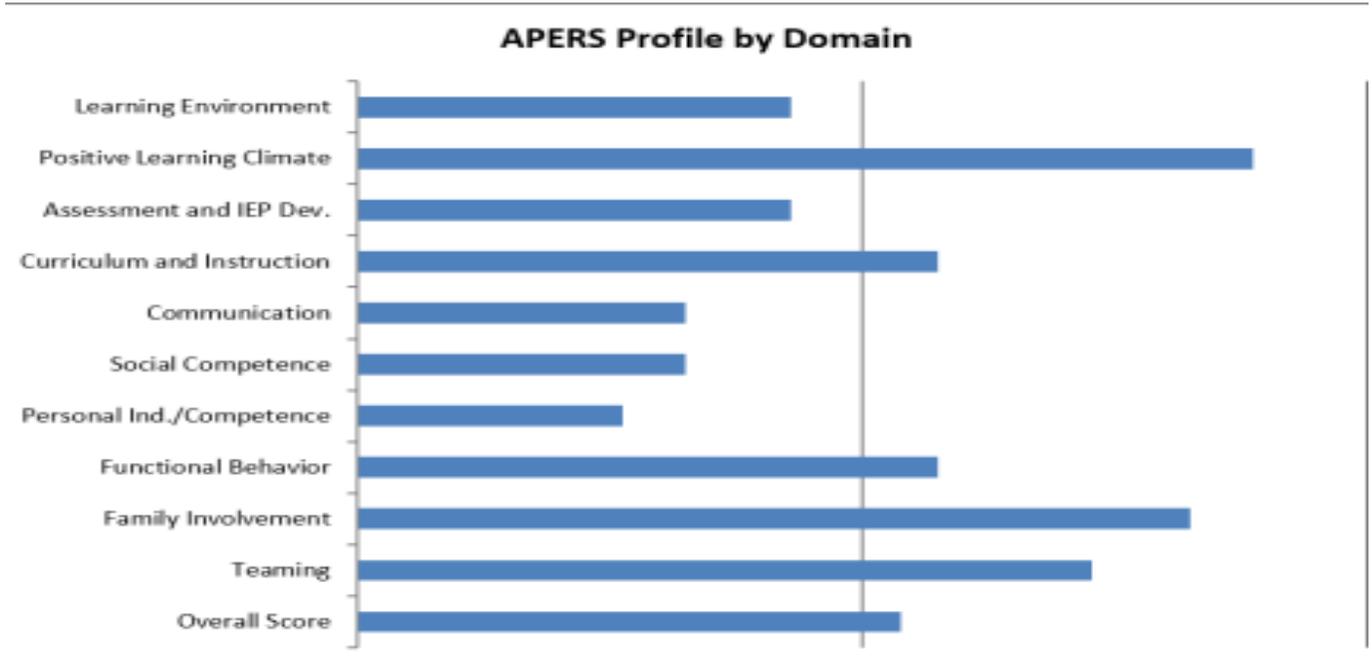
### **Personal Independence and Competence**

- **Example items:** Some accommodations (e.g. extra time, token board, “first/then” board) are provided in at least two activities/routines to maximize students’ ability to complete tasks independently. At least two strategies are used to promote self-management skills in students (e.g. helping students recognize their behavior by labeling it, including students in the reinforcement process).
- **Strengths we noted:** All team members employ choice-making as a feature of instruction. Team members use at least two strategies to promote students’ personal independence in routines and activities.
- **Potential target areas:** Additional training in self-management skills with the use of modeling to promote more independent use of student self-management skills.

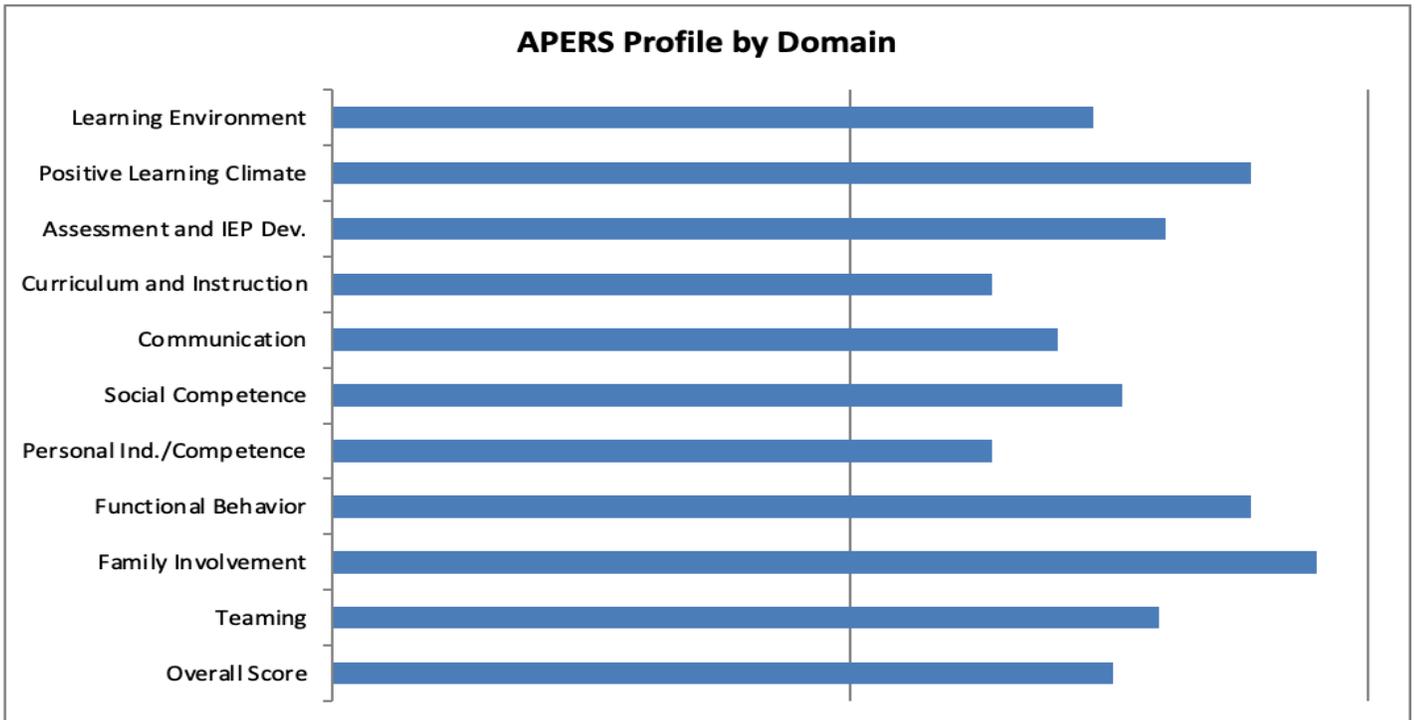


## APERS Graphed Data By Domain

### APERS 2023



### APERS 2024





### **Suggested Next Steps:**

1. Expansion of Implementation of the Evidence Based Practice of Visual Supports/Cues to support student independence in students asking for help or to communicate being finished with an activity. Visual supports/cues can also support functional communication skill building.
2. Implementation of the Evidenced Based Practice of Self-Management Skills or Modeling to promote more independent student use of self-management skills.
3. Implementation of the Evidenced Based Practice of Reinforcement to help with generalization of skills across activities.

### **Resources**

- AFIRM Modules for Paraprofessionals- <https://afirm.fpg.unc.edu/node/2970>
- AFIRM Modules for Evidence Based Practices- <https://afirm.fpg.unc.edu/node/2972>
- [CAPTAIN Website](#)
- [Lakeshore-SEACO Guide Flash Drive](#)

### **Conclusion**

There has been overall progress and growth for this classroom since the previous APERS assessment was completed. The specific areas of improvement are in learning environment, assessment and IEP development, communication, social competence, personal/independent competence, functional behavior, and family involvement. The strengths of the classroom include a positive learning climate, family involvement and teaming. Areas for growth are in curriculum and instruction, communication and personal independence and competence. The adults in this classroom demonstrate positive interactions with the students and focus on student needs.



## 2024 – 2025 Marin County SELPA Autism Demonstration Site Implementation Plan

Date	Activities
<b>August 2024</b>	<p style="text-align: center;">SELPA Autism Implementation Team (SAIT) Meeting Draft SAIT Goals</p>
<b>September 2024</b>	<p style="text-align: center;">County Autism Implementation Team (CAIT) Meeting Review APERS Results &amp; Draft CAIT Goals Provide Coaching to Classroom Staff (3 hours) Deliver Evidence Based Practice Training: Visual Supports (1.5 hours)</p>
<b>October 2024</b>	<p style="text-align: center;">SAIT Meeting CAIT Meeting Provide Coaching to Classroom Staff (3 hours) Deliver Evidence Based Practice Training: Prompting (1.5 hours)</p>
<b>November 2024</b>	<p style="text-align: center;">CAIT Meeting Provide Coaching to Classroom Staff (3 hours) Deliver Evidence Based Practice Training: Antecedent Interventions (1.5 hours) Develop Components for CAIT Manual: Rationale for Demonstration Site</p>
<b>December 2024</b>	<p style="text-align: center;">SAIT Meeting CAIT Meeting Provide Coaching to Classroom Staff (3 hours) Deliver Evidence Based Practice Training: Reinforcement (1.5 hours) Develop Components for CAIT Manual: Selection Process of CAIT Members, CAIT Member Roles and Responsibilities, SAIT Member Induction</p>
<b>January 2025</b>	<p style="text-align: center;">CAIT Meeting Provide Coaching to Classroom Staff (3 hours) Deliver Evidence Based Practice Training: Self-Management (1.5 hours) Develop Components for CAIT Manual: CAIT Meeting Agenda Template, Implementation Support Profile and Responsibilities, New CAIT Onboarding Plan</p>



## 2024 – 2025 Marin County SELPA Autism Demonstration Site Implementation Plan

<b>February 2025</b>	<p>SAIT Meeting          CAIT Meeting          Provide Coaching to Classroom Staff (3 hours)          Deliver Evidence Based Practice Training (1.5 hours)          Develop Components for CAIT Manual: Training &amp; Coaching Plan Template, Training Checklist</p>
<b>March 2025</b>	<p>CAIT Meeting          Provide Coaching to Classroom Staff (3 hours)          Deliver Evidence Based Practice Training (1.5 hours)          Develop Components for CAIT Manual: Definitions of Evidence Based Practices, CAIT Section of Evidence Based Practices</p>
<b>April 2025</b>	<p>SAIT Meeting          CAIT Meeting          Provide Coaching to Classroom Staff (3 hours)          Review Evidence Based Practices          Participate in APERS Assessment          Review CAIT Manual Documents</p>
<b>May 2025</b>	<p>Review APERS Assessment Results          Share CAIT Manual with Program &amp; Site Administrator</p>
<b>June 2025</b>	<p>SAIT Meeting          Identify Next Steps to Scale Up Demonstration Site</p>

**Annotation – Agenda Item 7.2**  
**Operational Steering Committee**  
**October 2, 2024**

**Agenda Item**

7.2 Marin County SELPA Special Education Ad Hoc Committee Meeting Schedule

**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 22, 2024 OSC meeting.

**Recommendation**

None

**Attachments to this Agenda Item**

Attachment 1: Marin County SELPA Special Education Ad Hoc Committee Meeting Schedule

## 2024 – 2025 Marin County SELPA Special Education Ad Hoc Committee Meeting Schedule

DATE	TOPIC(S)	ACTIVITIES
October 24, 2024 12:00 pm – 1:00 pm	OSC Approved Special Education Ad Hoc Committee Recommendations: Regionalized Programs Excess Costs & Mental Health Invoice Plan	Establish meeting norms Review Marin County SELPA Guiding Principles Review 23-24 SELPA Ad Hoc Committee recommendations Discuss meeting schedule and review desired outcomes
November 21, 2024 9:00 – 11:00 am	Regionalized Programs Excess Costs: Part 1	Discuss/Review the purpose of the MCOE Base Review historical data regarding the analysis of regionalized excess cost model Review historic operational and staffing data related to regionalized program operations
December 19, 2024 12:00 pm – 2:00 pm	Regionalized Programs Excess Costs: Part 2	Review and discuss historical excess costs calculations/rates Discuss current Excess Costs calculation methodology Formalize recommendations regarding the MCOE Base and the appropriateness of “rebenching” the base
January 23, 2025 12:00 pm – 2:00 pm	Regionalized Programs Excess Costs: Part 3 Draft Recommendations Concerning Regionalized Programs Excess Costs	Examine Excess Costs fiscal data Formalize recommendations regarding any necessary changes to the Excess Costs calculation methodology
February 13, 2025 12:00 pm – 2:00 pm	Mental Health Invoice Plan: Part 1	Review the current Mental Health Invoice Plan Review current state and federal mental health allocations Review historical mental health risk pool reimbursement data Discuss regionalized mental health programming
March 20, 2025 12:00 pm – 2:00 pm	Mental Health Invoice Plan: Part 2	Review and discuss the purpose and intent of the current Mental Health Invoice Plan Formalized recommendations regarding the Mental Health Invoice Plan that are grounded in the purpose and intent
April 24, 2025 12:00 – 2:00 pm	Mental Health Invoice Plan: Part 3 Draft Recommendations: Mental Health Invoice Plan	Formalize recommendations regarding any necessary changes to the Mental Health Invoice Plan, including but not limited to the establishment of formal cyclical review periods
May 8, 2025 12:00 pm – 2:00 pm	Final Ad Hoc Committee Recommendations	Finalize draft recommendations for OSC consideration

All meetings are scheduled to take place at the Marin County Office of Education

**Annotation – Agenda Item 7.3  
Operational Steering Committee  
October 2, 2024**

**Agenda Item**

7.3 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