



Agenda
Operational Steering Committee
May 22, 2024
8:00 am Open Session
Marin County Office of Education
1111 Las Gallinas Ave, San Rafael

1.0 Call Public Session to Order

Becky Rosales, 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 School District

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 April 3, 2024 OSC Meeting

3.2 Approval of Agenda for May 22, 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.

Rebecca Minnich, SELPA Director

1111 Las Gallinas Avenue, PO Box 4925, San Rafael, CA 94913 (415) 499-5875 Fax (415) 499-5813
www.marinselpa.org

5.0 Public Hearing

5.1 2024 - 2027 Marin County SELPA Local Plan

A public hearing will be held regarding the adoption of any revisions to the Marin County SELPA Local Plan as required by California Education Code 56195.1. The SELPA Operational Steering Committee is required to approve the Local Plan prior to submission to the California Department of Education.

5.2 2024 - 2025 Annual Budget Plan

A public hearing will be held regarding the adoption of the Marin County SELPA Annual Budget Plan as required by California Education Code 56205(b). The SELPA Operational Steering Committee is required to approve the Annual Budget Plan prior to submission to the California Department of Education.

5.3 2024 - 2025 Annual Service Plan

A public hearing will be held regarding the adoption of the Marin County SELPA Annual Service Plan as required by California Education Code 56205(b). The SELPA Operational Steering Committee is required to approve the Annual Service Plan prior to submission to the California Department of Education.

6.0 Action Items

6.1 2024 – 2027 Marin County SELPA Local Plan

The 2024 – 2027 Marin County SELPA Local Plan will be presented for adoption.

6.2. 2024 - 2025 Annual Budget Plan

The 2024 - 2025 Annual Budget Plan will be presented for adoption.

6.3 2024 - 2025 Annual Service Plan

The 2024 - 2025 Annual Service Plan will be presented for adoption.

6.4 Marin County Special Education Ad Hoc Recommendations

The Marin County SELPA Special Education Ad Hoc Committee recommendations related to three (3) of the SELPA's priorities will be presented for consideration and adoption.

6.5 2024 - 2025 AB 602 Fiscal Allocation Plan

The 2024 - 2025 AB 602 Fiscal Allocation Plan will be presented for adoption.

6.6 2024 - 2024 Mental Health Invoice Plan

The 2024 – 2025 Mental Health Invoice Plan will be presented for adoption.

6.7 2024 - 2025 Special Education Preschool Grants Fiscal Allocation Plan

The 2024 - 2025 Special Education Preschool Grants Fiscal Allocation Plan will be presented for adoption.

6.8 2024 – 2025 Low Incidence Fiscal Allocation Plan

The 2024 - 2025 Special Low Incidence Fiscal Allocation Plan will be presented for adoption.

6.9 2024 – 2025 Marin County Regionalized Special Education Services Expansion

The 2024 - 2025 MCOE Regionalized Special Education Services Expansion will be presented for adoption.

6.10 Program Transfers: Policy and Procedures - First Reading

The Marin County SELPA Program Transfer Policy and Procedures will be presented for a first reading.

6.11 Appointment of the 2024 - 2025 Operational Steering Committee and Chairperson

The 2024 - 2025 Operational Steering Committee and Chairperson will be recommended and appointed.

6.12 2024 – 2025 Marin County SELPA Committee Meeting Calendar

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

7.0 Information Items

7.1 Equitable Services for Parentally Placed Students with Disabilities in Private Schools – Ages 3 to 21 years

Information will be presented regarding the updated guidance from the California Department of Education concerning equitable services and proportionate share for parentally placed students with disabilities in private schools.

7.2 Marin County SELPA Special Education Advisory Committee Report

Information will be presented 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.

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: June 12, 2024 - 8:00 a.m. – Marin County Office of Education

Rebecca Minnich, SELPA Director
1111 Las Gallinas Avenue, PO Box 4925, San Rafael, CA 94913 (415) 499-5875 Fax (415) 499-5813
www.marinselpa.org

11.0 Adjournment

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

Annotation – Agenda Items 3.1 & 3.2
Operational Steering Committee
May 22, 2024

Agenda Item

- 3.1 Approval of Minutes from April 3, 2024 OSC Meeting
- 3.2 Approval of Agenda for May 22, 2024 OSC Meeting

Item Type

Action

Summary of Key Issues

The minutes of the April 3, 2024 OSC meeting and the agenda for the May 22, 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, April 3, 2024



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

1.0 Call Public Session to Order

Becky Rosales, Chair, Superintendent, Miller Creek School District

Brett Geithman, in Becky Rosales absence, called the meeting to order at 8:06 am

Operational Steering Committee:

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

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

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

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

Area 3: Raquel Rose, Superintendent, Kentfield School District

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

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

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

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

Area 5 is the Novato Unified School District

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

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

Marin County SELPA Staff:

Rebecca Minnich, SELPA Director

Christine Shields, Assistant Program Manager

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

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 March 6, 2024 OSC Meeting

3.2 Approval of Agenda for April 3, 2024 OSC Meeting

The Consent Agenda was approved as presented.

Motion: Tracy Smith Second: Raquel Rose Carried: Unanimous

4.0 Public Comment

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

There was no public comment.

5.0 Action Items

5.1 Miller Creek School District Facility Agreement

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

The SELPA Director reviewed the Miller Creek School District Facility Agreement. The OSC discussed the terms of the agreement. The agreement was adopted as presented.

Motion: Marci Trahan Second: Tracy Smith Carried: Unanimous

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

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

The SELPA Director reviewed the 2024 – 2025 Local Plan Section D and E Templates and reported that the California Department of Education made no changes to either section from the previous year. The Local Plan Section D and E will be brought to OSC at the May OSC meeting for public hearing and adoption. The OSC approved moving Section D and E for approval at the May OSC meeting.

Motion: John Carroll Second: Marci Trahan Carried: Unanimous

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

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

The SELPA Director presented the 2024 – 2025 Marin County SELPA

Local Plan: Section A and B for the second reading. The SELPA Director shared that the advisory committees have recommended no changes to Section B as written. The SELPA Director shared that both Section A and B will be brought to the May OSC meeting for a public hearing. The recommendation is to approve the Local Plan Section A and B at the May OSC meeting.

Motion: John Carroll Second: Marci Trahan Carried: Unanimous

6.0 Discussion Items

6.1 2024 – 2025 Operational Steering Committee and Chairperson

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

The SELPA Director shared information with the Operational Steering Committee about anticipated changes in the 2024 – 2025 OSC membership. The SELPA Director shared the following information:

- Area 2, currently represented by the Superintendent of the Ross Valley School District, will require a new representative.*
- Area 4, currently represented by the Superintendent of the Miller Creek School District, historically rotates representatives every two (2) years and the current member's term will end in June 2024.*
- The annual appointment of the Chairperson needs to occur.*

7.0 Information Items

7.1 2024 – 2025 Special Education Regionalized Programming

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

The SELPA Director presented information regarding special education regionalized programming for the 2024 – 2025 school year. The Marin County Office of Education (MCOE) anticipates an increase in Adaptive Physical Education (APE) staffing to support the provision of regionalized APE services and Unified Sports activities, restructuring programs at the middle school, and opening a post-secondary class as well as the two (2) classes that were closed this school year. The SELPA Director shared that the MCOE is in discussions with districts to secure facilities to operate programs. Without the availability of classrooms, the MCOE will not have the ability to offer all regionalized programs.

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

The SELPA Director shared information regarding the implementation of the Marin County SELPA Autism Demonstration Site at Hamilton Elementary School. The Marin County SELPA is currently reviewing data related to program implementation prior to making any recommendations for programming maintenance and expansion.

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

The SELPA Director shared the work of Marin County SELPA's Special Education Advisory Committee (SEAC). On March 23, 2024, the SEAC hosted its first Parent and Child Resource Fair at the Marin County Office of Education. The SELPA Director shared information regarding participant attendance, provision of interpreter services, and participant feedback. The SELPA Director shared that the last SEAC meeting for the 2023 -2024 school year will take place on May 8, 2024.

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:

- *Resources available to local educational agencies (LEAs) to support inclusive practices: Supporting Inclusive Practices (SIP), Open Access Project, Statewide Systems of Support: The Basics- For Special Education Infrastructure, Special Education Early Intervention Preschool Grant, Inclusive Early Education Expansion Program (IEEEP) Grant, and Creative Recreation System: Grant & Resource Guide for the development of inclusive playgrounds.*
- *The Marin County SELPA Ad Hoc Committee completed its review of three (3) SELPA Set-Asides as requested by the OSC and will begin drafting its recommendations for the OSC to consider for adoption at the May OSC meeting.*
- *As required by California Education Code 52062, LEAs are required to consult with the SELPA as part of Local Control and Accountability Plan development. The SELPA is available to review and consult with each member LEA.*

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 Superintendent of the Novato Unified School District provided an update on the work

of the district related to playground structure enhancements to support inclusive play for students.

10.0 Future Planning

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

11.0 Adjournment

The meeting was adjourned at 8:47 am without objection.

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

Annotation – Agenda Item 5.1
Operational Steering Committee
May 22, 2024

Agenda Item

5.1 2024 - 2027 Marin County SELPA Local Plan

Item Type

Public Hearing

Summary of Key Issues

Any amendments to the Marin County SELPA Local Plan shall be adopted by the OSC at a public meeting per California Education Code Section 56195.1.

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment 1: 2024 - 2027 Marin County SELPA Local Plan

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

A2. SELPA Identification

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

SELPA

A3. SELPA Administrator Contact Information

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

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

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

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

City	<input type="text" value="San Rafael"/>	County	<input type="text" value="Marin"/>
Contact First Name	<input type="text" value="John"/>	Last Name	<input type="text" value="Carroll"/>
Contact Title	<input type="text" value="County Superintendent of Schools"/>		
Email	<input type="text" value="jcarroll@marinschools.org"/>		
Telephone	<input type="text" value="(415) 499-5801"/>	Extension	<input type="text"/>

Special Education Local Plan Area Review Requirements

Community Advisory Committee

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

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

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

The Local Plan was submitted to the CAC on:

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

County Office of Education

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

☒ COE responsible for approving the Local Plan

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

Add COE

Delete COE

Public Hearing Requirements

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

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

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

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

STEP 2: SELPA Governance Structure

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

STEP 3: Prior Submissions

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

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

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

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

STEP 5: Certifications

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

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

STEP 6: Electronic Signatures

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

STEP 7: Final Check

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 1

Local Plan Section B: Governance and Administration

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

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

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

☐ Single LEA SELPA ☐ Multiple LEA SELPA ☒ COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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

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

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

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

Section A: Contacts and Certifications

SELPA	<div>Marin County</div>	Fiscal Year	<div>2024-25</div>
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C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

www.marinselpa.org

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2

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

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

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

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

☐ Single LEA SELPA ☐ Multiple LEA SELPA ☒ COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC Section 56195.1(b)* and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC Section 56195.7*.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

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

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

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

Section A: Contacts and Certifications

SELPA	<div>Marin County</div>	Fiscal Year	<div>2024-25</div>
<div></div>		<div></div>	
Administrative Entity*		Date	
<div></div>		<div></div>	
SELPA Governance Council or Responsible Individual		Date	
<div></div>		<div></div>	
SELPA Administrator		Date	

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

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

SELPA Marin County SELPA

Fiscal Year 2024-25

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

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

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

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

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

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

SELPA

Marin County SELPA

Fiscal Year

2024-25

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

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

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

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

The OSC will:

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

SELPA Marin County SELPA

Fiscal Year 2024-25

Annual Service Plan and Annual Budget, and subsequent modifications, as needed.

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

The ASC will:

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

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

The Special Education Advisory Committee (SEAC) serves in an advisory capacity to the ASC, OSC, and Marin County SELPA. The SEAC consists of parent members nominated by the

SELPA Marin County SELPA

Fiscal Year 2024-25

Marin County SELPA member local educational agency (LEA) boards and community agency representatives. Parents comprise most of the membership of the SEAC and, of these members, the majority must be parents of children with disabilities. At least two thirds of the parent membership establish a quorum.

The SEAC will:

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

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

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

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

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

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

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

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2024-25

assurances support plan for the education of individuals with exceptional needs.

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

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

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

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

☒ Yes

☐ No

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

SELPA Marin County SELPA

Fiscal Year 2024-25

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

The community advisory committee in the Marin County SELPA is referred to as Special Education Advisory Committee (SEAC).

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

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

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

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

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

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

Review drafts;

Provide input;

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

Review the final Local Plan before submission.

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

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

SELPA Marin County SELPA

Fiscal Year 2024-25

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

The Local Plan is developed and updated cooperatively by a committee of representatives of special and general education teachers, administrators, and representatives of charter schools. The Marin County SELPA office in collaboration with the SEAC Chairperson work to ensure the committee represents all key stakeholders within the Marin County SELPA. All committee participants are selected by superintendents, and parent members are selected by the SEAC Chairperson. Charter school participants are selected by Marin County SELPA Administration. Local Plan committee meetings take place at least every two years from the adoption of the most recent Local Plan, or more often as needed.

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

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

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

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

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

SELPA Marin County SELPAFiscal Year 2024-25

reports.

Except as otherwise noted, funds provided to an LEA under Section 300.16 of Part B may be used only to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the preceding school year for an elementary school or secondary school student, as may be appropriate. An LEA must spend at least the average annual per student expenditure on the education of an elementary school or secondary school child with a disability before funds under Part B of the Act are used to pay the excess costs of providing special education and related services. Section 602(8) of the Act and §300.16 require the LEA to compute the minimum average amount separately for children with disabilities in its elementary schools and for children with disabilities in its secondary schools. LEAs may not compute the minimum average amount it must spend on the education of children with disabilities based on a combination of the enrollments in its elementary schools and secondary schools.

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

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

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

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

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

The Marin County SELPA member local educational agencies enter into agreements with Residential Treatment Centers (RTCs), Nonpublic Schools (NPSs), and Nonpublic Agencies

SELPA Marin County SELPA

Fiscal Year 2024-25

(NPAs) through the use of a Master Contract and Individual Service Agreement (ISA). Every LEA will ensure there is a Master Contract and Individual Service Agreement in place for a student(s) served by an NPA/S. The Marin County SELPA has established procedures for the development, distribution and coordination of signatures, and maintenance of all Master Contracts and Individual Service Agreements for member Local Educational Agencies (LEAs).

The Marin County SELPA ensures at least one (1) monitoring visit is completed during each school year to the nonpublic school(s) at which member LEAs have placed students and maintain a master contract. The Marin County SELPA ensures the monitoring visit findings are documented, and the required documentation is completed and submitted to the California Department of Education within sixty (60) days of the visit.

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

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

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

10. For multi-LEA local plans, specify:

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

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

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

SELPA Marin County SELPAFiscal Year 2024-25

development when appropriate.

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

Boards of trustees of school districts and the Administrative Unit (AU) will develop and adopt policies and procedures for the special education programs and services provided in the Marin County SELPA. Such policies and procedures will include, but not be limited to, all areas specified in applicable sections of the Education Code. District Boards of Trustees, including the Marin County Office of Education Board of Trustees, will provide input on policy development through their representative on the Operational Steering Committee.

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

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

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

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

SELPA Marin County SELPA

Fiscal Year 2024-25

- Providing input and/or recommendations to the LEAs Board regarding policies, procedures and operation of the special education programs through the LEA's representative on the OSC.

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

- Provide staff development activities as specified in applicable sections of California Education Code;
- Provide program, employee, student and fiscal information to the Marin County SELPA to facilitate program coordination, fiscal accountability, budget preparation, staff training, and state, federal, and local reporting; and
- Assist in regional planning of the Marin County SELPA Local Plan;

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

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

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

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

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

- Meeting the legal requirements for procedural safeguards.
- Assuring equal access to all programs and services operated by the district for all eligible special education students residing anywhere within the Marin County SELPA.
- Monitoring the appropriate use of federal, state and local funds allocated for special education

SELPA

Marin County SELPA

Fiscal Year

2024-25

programs.

- Utilizing the same Management Information Forms, procedures and guidelines for determining eligibility.
- Placing a student in a comparable special education program when an identified special education student moves into the Marin County SELPA. An IEP review will be held within 30 days of an interim placement.
- Providing parents with an up-to-date copy of their rights, in their primary language or mode of communication, and a list of free or low-cost legal services when requested.
- Providing parents with information on local alternatives to due process including informal Marin County SELPA Alternative Dispute Resolution.
- Implementing the decision of a complaint investigation or due process hearing officer.
- Paying any attorney(s) fees required as a result of mediation or an administrative or court procedure.
- Providing and coordinating transportation for special education students residing in the district as recommended in the IEP.
- Assuring full education opportunity to all students residing within the district.

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

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

If either party disagrees with the recommendation of the OSC, and the dispute relates to the distribution of funding, the responsibility for service provision or other governance activities

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2024-25

specified within the Local Plan, the parties agree to submit the dispute to mediation. The parties will make a good faith effort to mutually agree to a mediator with expertise related to the dispute. If the parties cannot agree on a mediator, the parties will submit the dispute to mediation administered by the American Arbitration Association under its Commercial Mediation Rules.

Any dispute unresolved in mediation, arising from a dispute that relates to the distribution of funding, the responsibility for service provision or other governance activities specified within the Local Plan, shall be settled by arbitration administered by the American Arbitration Association in accordance with its Commercial Arbitration Rules, and judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction thereof. If the parties agree, a mediator involved in the parties' mediation may be asked to serve as the arbitrator. Each party shall bear its own costs and expenses and an equal share of the mediator's and/or arbitrator's and administrative fees of arbitration.

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

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

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

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

Coordinating the administration and implementation of the Marin County SELPA Local Plan.

Providing administrative staff for local alternate dispute resolution and for nonpublic school placement case management and staff development.

Developing and providing forms, manuals and handbooks.

Establishing the OSC, ASC and SEAC meeting schedules and agendas.

Assisting the OSC and serving as a liaison with the AU Board.

Preparing the regional special education plan and state, federal and local reports as required, from the Special Education Advisory Committee (SEAC) and school districts through the OSC, the ASC and the BAC.

Section B: Governance and Administration

SELPA

Marin County SELPA

Fiscal Year

2024-25

Coordinating services to students with disabilities with districts and other local public agencies through the development of procedures and negotiation of agreements.

Developing and implementing a plan for providing staff development opportunities to staff, parents, SEAC, and others.

Collecting, processing and reporting program, personnel and fiscal data related to the state evaluation of special education as specified in accordance with State and Federal laws and regulations. Develop regionalized services budgets, and distribute regionalized services funds as approved by OSC.

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

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

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

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

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

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

The Marin County SELPA Director will supervise and evaluate the Coordinator, and the Program Manager, and classified employees of the Marin County SELPA.

SELPA Marin County SELPA

Fiscal Year 2024-25

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

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

Upon approval by the OSC, the Marin County SELPA Director will direct the Marin County business office to distribute special education funds for the following year to each district of service, based upon the fiscal allocation plans approved by the OSC. Each superintendent will plan for budgeting and staffing based on the proposed distribution of special education funds.

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

The Marin County SELPA believes that all students can learn and that students with disabilities must be provided an equal opportunity to become contributing members of society. To support students with disabilities and their families, the Marin County SELPA office facilitates the development and operation of high-quality educational programs and services for students with disabilities and training for parents and educators. Additionally, the Marin County SELPA office collaborates with county agencies and LEAs to develop and maintain healthy and enriching environments in which students with disabilities can succeed. In order to implement the Local Plan, the Marin County SELPA Director and Administrators are considered “school officials and employees” regarding the access to student records.

The Marin County SELPA :

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

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

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

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

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

SELPA Marin County SELPA

Fiscal Year 2024-25

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

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

The Marin County Office of Education:

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

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

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

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

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

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

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

SELPA Marin County SELPA

Fiscal Year 2024-25

consistent with their academic and non-academic needs.

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

The Local Educational Agency (LEA):

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

Operating local programs consistent with state and federal law and regulations and policies and procedures approved for the Marin County SELPA.

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

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

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

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

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

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

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

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

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

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

SELPA Marin County SELPA

Fiscal Year 2024-25

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

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

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

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

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

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

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

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

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

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

Please refer to Guidelines for Low Incidence Services (MCS-04-2020.10) maintained in the SELPA

Section B: Governance and Administration

SELPA

Fiscal Year

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

Section B: Governance and Administration

SELPA

Fiscal Year

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Section B: Governance and Administration

SELPA

Fiscal Year

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Section B: Governance and Administration

SELPA

Fiscal Year

private school by their parents." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Section B: Governance and Administration

SELPA

Fiscal Year

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

SELPA Fiscal Year **19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)**Policy/Procedure Number: Policy/Procedure Title: Document Location:

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

☒ Yes ☐ No**20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)**Policy/Procedure Number: Document Title: Document Location:

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

☒ Yes ☐ No**21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)**Policy/Procedure Number: Document Title: Document Location:

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

Section B: Governance and Administration

SELPA

Fiscal Year

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

Administration of Regionalized Operations and Services

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

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

Document Title:

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2024-25

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

Description:

The SELPA Director will ensure that the Local Plan is implemented and will make recommendations to the Operational Steering Committee when revisions are needed. The SELPA will facilitate development and approval of SELPA policies and procedures necessary to implement the local plan.

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

2. Coordinated system of identification and assessment:

Document Title: Coordinated System of Identification and Assessment

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

Description:

Identification, referral and placement of special education students will be done in accordance with Education Code Sections 56300 et. seq., requirements and pertinent CCR Title 5 regulations. Member LEAs will record, document and report student referrals, assessments, program planning, parent involvement and notifications, placements and evaluations. The Marin County SELPA has policies that drive assessments of students with special needs as indicated below:

Assessment & Identification of English Learners for Special Education (MCS - 04-2020.3)

Adults in Correctional Facilities (MCS-04-2020.1)

Policy and Procedures Independent Educational Evaluations (MCS-04-2020.15)

Policy and Procedures for Serving Pupils with Disabilities Enrolled by their Parents in Private Schools (MCS-04-2020.21)

3. Coordinated system of procedural safeguards:

Document Title: Coordinated System of Procedural Safeguards

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2024-25

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

Description:

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

The Marin County SELPA Administrators shall provide: alternate dispute resolution with districts, as requested by parents; assist parents with filing complaints with the Office of Administrative Hearings, when requested; and assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.

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

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

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

Procedural Guidance to IEP Teams (MCS - 04-2020.12)

Policy and Procedures Independent Educational Evaluations (MCS 04-2020.15)

Non-Adversarial IEP Meeting Process (MCS - 04-2020.17)

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

Document Title: Coordinated System of Staff Development and Parent and Guardian Education

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

On an annual basis, input is collected from the Special Education Directors from member LEAs to determine the staff development needs that the Marin County SELPA is requested to provide. On an annual basis, the Special Education Advisory Committee will provide input on the parent and guardian education needs. The Marin County SELPA will

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2024-25

Description:

develop a plan annually following the consultation from key stakeholders, and provide needed training and supports as requested, or determined appropriate for its member LEAs.

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

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

Document Title:

Coordinated System of Curriculum Development and Alignment with the Core Curriculum

Document Location:

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

Description:

The Marin County SELPA will provide technical assistance, staff development, and coordinate curricular resources for students with disabilities. LEAs shall determine their need for curricular development and alignment with the core curriculum, based on their local needs.

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

Document Title:

Coordinated System Internal Program Review, Evaluation of the Effectiveness of the Local Plan, and Implementation of the Local Plan Accountability System

Document Location:

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

Description:

The Marin County SELPA Administrator/designee is responsible for coordinating internal program reviews, evaluating the effectiveness of the Local Plan, and implementation of the Local Plan Accountability System by: assisting in the preparation, implementation and follow-up of state reviews including those that are part of the state's quality assurance process (QUAP; assisting in preparation, implementation, technical assistance and follow-up to state or special reviews; and conducting audits or reviews for district programs, as requested.

The Marin County SELPA office will lead a review of the effectiveness of the Local Plan at a minimum of every three years.

Individual LEAs shall review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2024-25

students with disabilities receive a free and appropriate public education. Individual LEAs shall engage in monitoring activities as required by the CDE. Following these reviews, annual consultation shall occur with the Marin County SELPA and the Local Plan may be amended accordingly to better represent its member LEAs to generate positive outcomes for students with disabilities.

7. Coordinated system of data collection and management:

Document Title:

Coordinated System of Data Collection and Management

Document Location:

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

Description:

The Marin County SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The Marin County SELPA will provide technical assistance and training to LEAs as requested by the LEAs, and/or deemed necessary by the Marin County SELPA to assist LEAs in collecting data and reporting information to the California Department of Education.

The LEAs are responsible for data entry, quality and integrity. The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education prior to the SELPA certifying the data.

8. Coordination of interagency agreements:

Document Title:

Coordination of Interagency Agreements

Document Location:

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

Description:

The Marin County SELPA Director, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The Marin County SELPA Director will ensure that interagency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed.

Through their representative to the OSC, the LEAs shall implement interagency agreements as appropriate.
See Memorandum of Understanding By and Between The Marin County

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2024-25

SELPA and –
a) California Children's Services
b) Golden Gate Regional Center

9. Coordination of services to medical facilities:

Document Title: Coordination of Services to Medical Facilities

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

Description: Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or health facility for medical purposes are the educational responsibility of the local educational agency in which the hospital or facility is located.

The Marin County SELPA will facilitate the coordination of these services by the designated LEAs.

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

Document Title: Coordination of Services to Licensed Children's Institutions and Foster Family Homes

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

Description: Special education services for students with disabilities residing in foster family homes or Licensed Children's Institutions (LCI) shall be the responsibility of the district in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

The Marin County SELPA is responsible for coordinating the identification, assessment and IEP process for LCI or foster family home special education students who require nonpublic school services. Students receiving special education services and residing in LCI or foster family homes who do not require nonpublic school services are the responsibility of the district in which the LCI or foster family home is located, and will be referred, identified, assessed, and placed in special education programs utilizing the processes developed by the Marin County SELPA.

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2024-25

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

Document Title:	Preparation and Transmission of Required Special Education Local Plan Area Reports
Document Location:	SELPA Office; 1111 Las Gallinas Ave, San Rafael, CA 94903
Description:	<p>The Marin County SELPA Administrator will ensure timely transmission of required reports and provide technical assistance to LEAs in completing those reports.</p> <p>The Marin County SELPA's member LEAs will submit required data in order for the Marin County SELPA to submit timely reports.</p>

12. Fiscal and logistical support of the CAC:

Document Title:	Fiscal and Logistical Support of the CAC
Document Location:	SELPA Office; 1111 Las Gallinas Ave, San Rafael, CA 94903
Description:	<p>The Marin County SELPA Community Advisory Committee is known as Special Education Advisory Committee (SEAC). The Marin County SELPA will provide fiscal and logistical support to SEAC meetings, events, and trainings. The OSC will ensure the Marin County SELPA has sufficient resources to provide fiscal and logistical support for the SEAC.</p> <p>LEA Directors or designee will facilitate communication between their LEA stakeholders and SEAC representatives..</p> <p>The Marin County SELPA's SEAC Bylaws address the fiscal and logistical support of the CAC.</p>

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

Document Title:	Coordination of Transportation Services for Individuals with Exceptional Needs
Document Location:	SELPA Office; 1111 Las Gallinas Ave, San Rafael, CA 94903
	<p>The Marin County SELPA will assure that students with disabilities will get to and from school in the same manner as their non-disabled peers,</p>

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2024-25

Description:

unless the IEP team determines that the needs of the student require more restrictive transportation services. Accommodations and/or modifications to regular transportation, including special seating, restraints, behavior interventions, etc. will be considered and implemented as appropriate. Student's eligible for special education services who requires special transportation services, shall receive transportation as a related service if an IEP team determines that such service is necessary for the student to benefit from special education services, or access the core curriculum in the least restrictive environment.

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

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

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

Document Title:

Coordination of Career and Vocational Education and Transition Services

Document Location:

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

Description:

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

See Memorandum of Understanding By and Between The Marin County

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2024-25

SELPA and Golden Gate Regional Center.

15. Assurance of full educational opportunity:

Document Title: Assurance of Full Educational Opportunity

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

Description:

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

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

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

Please see the following:

Alternative Education Programs Policy (MCS - 04-2020.2)

Suspension & Expulsion/Due Process and Students with Disabilities Policy (MCS - 04-2020.7)

Guidelines for Home Use of Low-Incidence Equipment (MCS-04-2020.9)

IEP Team Referral to a Non-Severe SDC Placement (MCS-04-2020.13)

Program Transfers Policy and Procedures (MSC-04-2020.18)

Policy and Procedures for the Provision of Special Circumstance Assistance as a Related Service (MSC - 04-2020.20)

16. Fiscal administration and the allocation of state and federal funds pursuant to EC Section

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2024-25

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

Document Title:

Fiscal Administration and the Allocation of State and Federal Funds Pursuant to EC Section 56836.01

Document Location:

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

Description:

The Marin County SELPA will facilitate the distribution of funds in accordance with the Fiscal Allocation Plan approved by the OSC. The Marin County SELPA shall adopt an annual budget plan at a public hearing scheduled at an OSC meeting in compliance with all legal mandates. The annual budget plan shall identify expected income and expenditures as required by state and federal law.

Each LEA through their representative to the OSC will determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will also submit required fiscal reports as required by state and federal laws.

Please refer to:

Annual Budget Plan

Fiscal Allocation Plan

Criteria for Consideration of Request for Reimbursement for Low-Incidence Materials and Equipment - (MCS - 04-2020.6)

Guidelines for Low-Incidence Services (MCS - 04-2020.10)

Maintenance of Effort Procedures (MCS - 04 -2020.16)

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

Document Title:

Direct Instructional Program Support That Maybe Provided by Program Specialists in Accordance with EC Section 56368.01

Document Location:

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

As a condition of receiving local funds for regionalized services and the

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2024-25

Description:

direction instruction support of program specialists.

The Marin County SELPA assures that all regionalized operations and services listed below are provided in accordance with the Local Plan: Program Specialists are not employed in the Marin County SELPA.

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

A coordinated system of identification and assessment.

A coordinated system of procedural safeguards.

A coordinated system of staff development and parent education.

A coordinated system of curriculum development and alignment with the common core.

A coordinated system of internal program review, evaluation, and effectiveness of the Local Plan, and implementation of the Local Plan accountability mechanism.

A coordinated system of data collection and management.

A coordinated system of alternative dispute resolution process.

Coordination of interagency agreements.

Coordination of services to medical facilities.

Coordination of services to licensed children institutions and foster homes.

Preparation and transmission of required Marin County SELPA reports.

Fiscal and logistical support of the SEAC.

Coordination of career, vocational, and transition services.

Coordination of transportation services for individuals with disabilities.

Means by which full educational opportunity is ensured.

Fiscal administration and the allocation of state and federal funds. Provides the Coordination of the Marin County SELPA.

Develops operations manual and forms to be utilized in the Marin

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2024-25

County SELPA. These operations manuals and forms are developed with input from the Advisory Steering Committee and the Special Education Advisory Committee. The operations manual is approved by the Operational Steering Committee.

Special Education Local Plan Area Services

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

Document Title: Early Childhood and Special Education

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

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

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

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

GGRC will be the single point of entry for most eligible infants/toddlers; however, the MCOE will provide intake of infants/toddlers with solely low incidence disabilities. The agency receiving the initial referral will contact the family, and notify the other agency of the referral if it appears that the child may be eligible for services from the other agency and will be

SELPA Marin County SELPA

Fiscal Year 2024-25

Description:

reviewed and acted upon within appropriate timelines. Every effort will be made to work collaboratively with parents to enhance communication among families and agencies.

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

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

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

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

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2024-25

students who have global developmental delays and require direct instruction in all areas, and special day classes for students with autism who have needs in the area of language, sensory regulation, and social relationships.

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

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

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

Document Title: Public Questions or Concerns

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

Description: The SELPA governance meetings provide an opportunity for public comment on matters included and not included on the agenda. Parents and guardians may address the SELPA Administrator with questions and concerns who will present the information to the district, SEAC, BAC, ASC, and/or OSC, as appropriate. Additionally, the SELPA Office may receive questions from the public, which will be shared with the governing committees, as appropriate. Parents and guardians may also contact the special education administrator of their local educational agency with questions and concerns.

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

Document Title: Dispute Resolution

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

The Marin County SELPA Office in the event of a disagreement among local education agencies, local education agencies and the Administrative Unit (AU), local education agencies and/or the AU and

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2024-25

Description:

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

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

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

4. A description of the process being used to ensure a student is referred for special education

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2024-25

instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title: Special Education Referral Process

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

Description:

Identification, referral and placement of special education students will be done in accordance with Education Code Sections 56300 et. seq., requirements and pertinent CCR Title 5 regulations. Member LEAs will record, document and report student referrals, assessments, program planning, parent involvement and notifications, placements and evaluations. The Marin County SELPA has policies that drive assessments of students with disabilities as indicated below.

The Marin County SELPA is responsible for coordinating the identification, assessment and IEP process for Licensed Children Institution (LCI) or foster family home special education students who require non-public school services.

Students receiving special education services and residing in LCI or foster family homes who do not require nonpublic school services are the responsibility of the district in which the LCI or foster family home is located, and will be referred, identified, assessed, and placed in special education programs utilizing the processes developed by the Marin County SELPA.

Assessment & Identification of English Learners for Special Education (MCS - 04-2020.3)

Adults in Correctional Facilities (MCS - 04-2020.1)

Policy and Procedures Independent Educational Evaluations (MCS - 04-2020.15)

Policy and Procedures for Serving Pupils with Disabilities Enrolled by their Parents in Private Schools (MCS - 04-2020.21)

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

Document Title: Nonpublic and Nonsectarian Placement Oversight

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2024-25

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

Description:

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

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

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

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

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

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

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

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

SELPA

Marin County SELPA

Fiscal Year

2024-25

disabilities in accordance with Section 1412(a) (1) of Title 20 of the United States Code and Section 300.101 of Title 34 of the Code of Regulations.

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

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

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

Description:

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

SELPA Marin County SELPA

Fiscal Year 2024-25

services in order to receive said services while incarcerated.

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

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

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

Annotation – Agenda Item 5.2
Operational Steering Committee
May 22, 2024

Agenda Item

5.2 2024 - 2025 Annual Budget Plan

Item Type

Public Hearing

Summary of Key Issues

The Annual Budget Plan shall be adopted by the OSC at a public meeting per California Education Code Section 56205.

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment 1: 2024 - 2025 Annual Budget Plan

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Local Plan Section D: Annual Budget Plan

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

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

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 1

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

D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="535,098"/>	1.41%
AB 602 Property Taxes	<input type="text" value="26,165,477"/>	69.09%
Federal IDEA Part B	<input type="text" value="7,719,700"/>	20.38%
Federal IDEA Part C	<input type="text" value="252,596"/>	0.67%
State Infant/Toddler	<input type="text" value="466,858"/>	1.23%
State Mental Health	<input type="text" value="2,270,660"/>	6.00%
Federal Mental Health	<input type="text" value="373,284"/>	0.99%
Other Projected Revenue	<input type="text" value="87,000"/>	0.23%
Total Projected Revenue:	37,870,673	100.00%

D-2. "Other Revenue" Source Identification

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

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

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

TABLE 2

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

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<div>39,732,037</div>	27.49%
Object Code 2000—Classified Salaries	<div>18,654,730</div>	12.91%
Object Code 3000—Employee Benefits	<div>26,123,294</div>	18.08%
Object Code 4000—Supplies	<div>1,969,547</div>	1.36%
Object Code 5000—Services and Operations	<div>45,645,980</div>	31.58%
Object Code 6000—Capital Outlay	<div>0</div>	0.00%
Object Code 7000—Other Outgo and Financing	<div>12,393,077</div>	8.58%
Total Projected Expenditures:	144,518,665	100.00%

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

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

D-6. Code 7000—Other Outgo and Financing

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

1. Transfers to Marin Pupil Transportation Agency for special education transportation costs

2. Indirect Costs

3. Transfers to State Special Schools

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 3

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

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

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

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="3,272,616"/>	8.66%
Projected Federal Revenue	<input type="text" value="8,345,580"/>	22.09%
Local Contribution	<input type="text" value="26,165,478"/>	69.25%
Total Revenue from all Sources:	37,783,674	100.00%

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

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

D-9. Special Education Local Plan Area Allocation Plan

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

The AB602 allocation plan provides for SELPA approved regional programs after which all state and local funds are allocated by current year funded ADA - as earned. Federal dollars are allocated on a weighted formula 85% pupil count and 15% low-income count to mirror the manner in which earned. Educationally related mental health services revenues, both state and federal, are allocated to districts based on district ADA. This plan was developed and approved by SELPA members at the onset of the transfer of this funding stream. Preschool funds are allocated to districts offering regionalized preschool services based on the prior year pupil count of pupils served thereby allocating the revenues as earned.

- b. ☐ YES ☒ NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section

Section D: Annual Budget Plan

SELPA

Marin County

Fiscal Year

2024-25

56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

Section D: Annual Budget Plan

SELPA Fiscal Year **TABLE 4****Special Education Local Plan Area Expenditures (Items D-10 to D-11)****D-10. Regionalized Operations Budget**

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="478,314"/>	40.78%
Object Code 2000—Classified Salaries	<input type="text" value="200,421"/>	17.09%
Object Code 3000—Employee Benefits	<input type="text" value="250,415"/>	21.35%
Object Code 4000—Supplies	<input type="text" value="5,500"/>	0.47%
Object Code 5000—Services and Operations	<input type="text" value="88,350"/>	7.53%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="149,870"/>	12.78%
Total Projected Operating Expenditures:	1,172,870	100.00%

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

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

Indirect Costs

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

☒ YES ☐ NO

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

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

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

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

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

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

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LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Attachment I—Local Educational Agency Listing**Participating Local Educational Agency Identification**

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c), SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

SELPA: Marin County

Fiscal Year: 2024-25

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	21	65300	0		Bolinas-Stinson	Leo	Kostelnik	(415)868-1603	lkostelnik@bolinas-stinson.org	Previously Reported
	2	21	65334	0		Kentfield	Virginia	DiGirolamo	(415)492-3724	vdigirolamo@kentfieldschools.org	Previously Reported
	3	21	65342	0		Laguna Joint	Janelle	Campbell	(415)499-6612	jcampbell@marinsschools.org	Previously Reported
	4	21	65359	0		Lagunitas	Laura	Shain	(415)488-9437	lshain@lagunitas.org	Previously Reported
	5	21	65367	0		Larkspur-Corte Madera	Megan	Dunn	(415)927-6960	mdunn@lcomschools.org	Previously Reported
	6	21	65391	0		Mill Valley	Erin	Conklin	(415)389-7753	econklin@mvschools.org	Previously Reported
	7	21	65318	0		Miller Creek	Philippa	Rosenblatt	(415)492-3724	prosenblatt@millercreeksd.org	Previously Reported
	8	21	65409	0		Nicasio	Barbara	Snekkevik	(415)868-1603	bsnekkevik@nicaioschool.org	Previously Reported
	9	21	65417	0		Novato Unified	Angela	Williams	(415)493-4267	angelawilliams@novato.usd.org	Previously Reported
	10	21	65425	0		Reed Union	Brian	Lynch	(415)388-7100	blynch@reedschools.org	Previously Reported
	11	21	65433	0		Ross	Jennifer	Granham	(415)457-2705	jgranham@rossbea.rs.org	Previously Reported
	12	21	75002	0		Ross Valley	Eric	Saibel	(415)451-4065	esaibel@rossvalley-schools.org	Previously Reported

CDE Local Plan Annual Submission

Attachment I-2 of 3

Attachment I

SELPA: Marin County

Fiscal Year: 2024-25

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	21	65458	0		San Rafael Elementary	Jason	Symkowitz	(415)492-3220	jsymkowitz@srcs.org	Previously Reported
	14	21	65466	0		San Rafael High	Leigh-Anna	Booher	(415)492-3220	lbooher@srcs.org	Previously Reported
	15	21	65474	0		Sausalito-Marin City	Daceia	Malone Slocum	(415)332-3190	dmalone@smcsd.org	Previously Reported
	16	21	73361	0		Shoreline Unified	Adam	Jennings	(707)878-2257	adam.jennings@shorelineunified.org	Previously Reported
	17	21	65482	0		Tamalpais Union High	Amira	Mostafa	(415)945-1011	amostafa@tamdistric.t.org	Previously Reported
	18	21	10215	0		Marin COE	Stacy	Tachiki	(415)499-6612	stachiki@marinschools.org	Previously Reported

Attachment II

SELPA: Marin County

Fiscal Year: 2024-25

Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

Attachment II

SELPA: Marin County

Fiscal Year: 2024-25

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Bolinas-Stinson	0	66,257	0	27,464	0	8,155	1,234	0	103,110
2	Kentfield	0	667,940	0	181,923	0	81,553	13,374	0	944,790
3	Laguna Joint	0	11,659	0	4,720	0	693	202	0	17,274
4	Lagunitas	0	111,855	0	35,007	0	11,916	1,982	0	160,760
5	Larkspur-Corte Madera	0	856,515	0	198,307	0	90,226	15,930	0	1,160,978
6	Mill Valley	0	1,520,921	0	480,513	0	176,253	29,860	0	2,207,547
7	Miller Creek	0	1,136,262	0	368,039	0	139,260	22,968	0	1,666,529
8	Nicasio	0	22,116	0	15,195	0	2,630	432	0	40,373

Attachment II

SELPA: Marin County

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Novato Unified	0	4,530,638	0	1,906,286	0	553,498	90,554	0	7,080,976
10	Reed Union	0	727,372	0	144,144	0	80,134	12,712	0	964,362
11	Ross	0	229,156	0	42,441	0	27,167	4,487	0	303,251
12	Ross Valley	0	1,095,964	0	372,343	0	131,707	21,541	0	1,621,555
13	San Rafael Elementary	0	2,702,901	0	1,433,548	0	332,377	54,017	0	4,522,843
14	San Rafael High	0	1,662,670	0	553,158	0	200,154	33,321	0	2,449,303
15	Sausalito-Marín City	0	269,237	0	89,673	0	20,847	3,989	0	383,746
16	Shoreline Unified	0	291,879	0	149,555	0	35,664	5,777	0	482,875
17	Tamalpais Union High	0	3,170,954	0	1,004,410	0	357,274	60,432	0	4,593,070
18	Marin COE	535,098	7,091,182	252,596	712,974	466,858	21,151	472	87,000	9,167,331
	Totals:	535,098	26,165,478	252,596	7,719,700	466,858	2,270,659	373,284	87,000	37,870,673

Attachment III

SELPA: Marin County

Fiscal Year: 2024-25

Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Bolinas-Stinson	99,087	81,059	95,777	5,450	141,258	0	64,546	487,177
2	Kentfield	1,101,904	514,064	725,385	25,854	1,314,261	0	526,735	4,208,203
3	Laguna Joint	0	0	0	0	17,832	0	31,174	49,006
4	Lagunitas	73,098	135,778	120,808	5,295	406,746	0	61,847	803,572
5	Larkspur-Corte Madera	1,418,759	755,606	996,385	53,580	1,085,191	0	327,482	4,637,003
6	Mill Valley	2,865,071	1,076,438	1,689,935	112,878	2,100,565	0	441,334	8,286,221
7	Miller Creek	1,546,651	721,692	896,164	49,301	2,136,309	0	1,287,736	6,637,853
8	Nicasio	0	0	0	0	65,425	0	152,457	217,882
9	Novato Unified	6,985,250	4,300,061	4,383,031	528,041	8,009,158	0	2,948,097	27,153,638

Attachment III

SELPA: Marin County

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Reed Union	992,796	524,752	600,428	15,000	845,564	0	200,000	3,178,540
11	Ross	479,095	259,428	228,586	11,393	404,518	0	35,784	1,418,804
12	Ross Valley	1,560,594	747,078	932,591	67,201	3,072,029	0	753,973	7,133,466
13	San Rafael Elementary	4,974,530	789,408	1,941,492	375,703	5,834,199	0	828,910	14,744,242
14	San Rafael High	2,457,996	611,387	1,112,704	135,464	5,479,643	0	895,580	10,692,774
15	Sausalito-Marin City	693,933	229,008	407,438	14,800	953,401	0	470,391	2,768,971
16	Shoreline Unified	563,816	376,972	499,855	21,932	1,004,398	0	259,782	2,726,755
17	Tamalpais Union High	6,072,934	3,245,929	5,450,651	68,621	8,169,438	0	1,203,554	24,211,127
18	Marin COE	7,846,523	4,286,069	6,042,034	479,035	4,606,045	0	1,903,695	25,163,401
	Totals:	39,732,037	18,654,729	26,123,264	1,969,548	45,645,980	0	12,393,077	144,518,635

Attachment IV

SELPA: Marin County

Fiscal Year: 2024-25

Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Bolinas-Stinson	28,698	0.34%	8,155	0.25%	66,257	36,853
2	Kentfield	195,297	2.34%	81,553	2.49%	667,940	276,850
3	Laguna Joint	4,922	0.06%	693	0.02%	11,659	5,615
4	Lagunitas	36,989	0.44%	11,916	0.36%	111,855	48,905
5	Larkspur-Corte Madera	214,237	2.57%	90,226	2.76%	856,515	304,463
6	Mill Valley	510,373	6.12%	176,253	5.39%	1,520,921	686,626
7	Miller Creek	391,007	4.69%	139,260	4.26%	1,136,262	530,267
8	Nicasio	15,627	0.19%	2,630	0.08%	22,116	18,257
9	Novato Unified	1,996,840	23.93%	553,498	16.91%	4,530,638	2,550,338

Attachment IV

SELPA: Marin County

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Reed Union	156,856	1.88%	80,134	2.45%	727,372	236,990
11	Ross	46,928	0.56%	27,167	0.83%	229,156	74,095
12	Ross Valley	393,884	4.72%	131,707	4.02%	1,095,964	525,591
13	San Rafael Elementary	1,487,565	17.82%	332,377	10.16%	2,702,901	1,819,942
14	San Rafael High	586,479	7.03%	200,154	6.12%	1,662,670	786,633
15	Sausalito-Marín City	93,662	1.12%	20,847	0.64%	269,237	114,509
16	Shoreline Unified	155,332	1.86%	35,664	1.09%	291,879	190,996
17	Tamalpais Union High	1,064,842	12.76%	357,274	10.92%	3,170,954	1,422,116
18	Marin COE	966,042	11.58%	1,023,107	31.26%	7,091,182	1,989,149
Totals:		8,345,580	100.00%	3,272,615	100.00%	26,165,478	11,618,195

SELPA: Marin County

Fiscal Year: 2024-25

Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Bolinas-Stinson	0	1,573
2	Kentfield	0	26,402
3	Laguna Joint	0	3,061
4	Lagunitas	0	5,433
5	Larkspur-Corte Madera	0	32,223
6	Mill Valley	0	21,592
7	Miller Creek	0	109,543
8	Nicasio	0	19,240
9	Novato Unified	0	213,618

Attachment V

SELPA:

Marin County

Fiscal Year:

2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Reed Union	0	15,493
11	Ross	0	2,335
12	Ross Valley	0	60,096
13	San Rafael Elementary	0	75,540
14	San Rafael High	0	79,288
15	Sausalito-Marín City	0	31,787
16	Shoreline Unified	0	15,393
17	Tamalpais Union High	0	104,040
18	Marin COE	0	591,858
Totals:		0	1,408,515

**Attachment VI
must be
completed
using the CDE
approved
Microsoft Excel
Template**

SELPA:

Marin County

Fiscal Year:

2024-25

Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of EC Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
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DO NOT
DISTRIBUTE

Annotation – Agenda Item 5.3
Operational Steering Committee
May 22, 2024

Agenda Item

5.3 2024 - 2025 Annual Service Plan

Item Type

Public Hearing

Summary of Key Issues

None

Summary of Previous OSC Action

The Annual Service Plan shall be adopted by the OSC at a public meeting per California Education Code Section 56205.

Recommendation

None

Attachments to this Agenda Item

Attachment 1: 2024 - 2025 Annual Service Plan

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



California Department of Education

Special Education Division

Local Plan Annual Submission

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Local Plan Section E: Annual Service Plan

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

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

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

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

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

- ☒ 330—Specialized Academic Instruction/
Specially Designed Instruction

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39 (b) (3))

☐ Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development.

☒ 220—Medical (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Medical services (for evaluation only) (ages 0-2 only): Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.

☒ 230—Nutrition (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.

☒ 240—Service Coordination (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

The coordination of service delivery, distribution of reports, and IFSP meeting facilitation.

☒ 250—Special Instruction (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP; providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 260—Special Education Aide (Ages 0-2 only) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

☒ 270—Respite Care (Ages 0-2 only) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

☒ 340—Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

☐ *Service is Not Currently Provided*

☒ 350—Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

☐ *Service is Not Currently Provided*

☒ 415—Speech and Language ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included. Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant.

☒ 425–Adapted Physical Education

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified by physical education program.

☒ 435–Health and Nursing: Specialized
Physical Health Care

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized physical health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(10(A))). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

☒ 436–Health and Nursing: Other

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This includes service that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do

Section E: Annual Service Plan

SELPA:

Fiscal Year:

not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

☒ 445—Assistive Technology

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 CFR Part 300.6).

☒ 450—Occupational Therapy

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Service are provided, pursuant to an IEP, by a qualified occupational therapist registered with American Occupational Therapy Certification Board. (CCR Title 5 §.3051.6, EC Part 30 §56363).

☒ 460—Physical Therapy

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include

Section E: Annual Service Plan

SELPA:

Fiscal Year:

adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6 EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a) (2))

☒ 510–Individual Counseling

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR § 300.24 (b) (2), (CCR Title 5 §3051.9).

☐ *Service is Not Currently Provided*

☒ 515–Counseling and Guidance

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)): CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family intervention, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9).

☒ 520–Parent Counseling

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling

Section E: Annual Service Plan

SELPA:

Fiscal Year:

is expected to supplement the regular guidance and counseling program. 34 CFR §300.31 (b) (7); CCR Title 5 §3051.11).

☒ 525–Social Worker

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).

☒ 530–Psychological

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological service are expected to supplement the regular guidance and counseling program. (34 CFR §300.2; CCR Title 5 §3051.10).

☒ 535–Behavior Intervention

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to variety of community setting, social contacts, public events, and placement in the least restrictive environment. (CCR Title 5 §3001 (d)).

☒ 540–Day Treatment

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Provide a detailed description of the services to be provided under this code.

Structured education, training and support services to address the student's mental health needs (Health & Safety Code, Div.2, Chap.3, Article 1, 1502 (a)(3)).

☐ *Service is Not Currently Provided*

☒ 545–Residential Treatment

Provide a detailed description of the services to be provided under this code.

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program (Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, §5671)).

☐ *Service is Not Currently Provided*

☒ 610–Specialized Service for Low Incidence
Disabilities

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population of orthopedically impaired (O1), visually impaired (VI), deaf, hard of hearing/hearing impairment (HH/HI), or deaf-blind (DB). Typically, services are provided in education setting by an itinerant teacher or the the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the service to the student. (CCR Title 5 §3051.16 & 3051.18).

☒ 710–Specialized Deaf and Hard of Hearing

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and education services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. (CCR Title 5 § 3051.16 and 3051.18).

☒ 715–Interpreter

☐ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Provide a detailed description of the services to be provided under this code.

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.

☒ 720–Audiological

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teacher, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contract; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

☒ 725–Specialized Vision

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This is a board category of service provided to student with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's education needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1)

☒ 730–Orientation and Mobility

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation service to parents regarding their children requiring such services according to an IEP.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 735–Braille Transcription

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any transcription services to convert materials from print Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

☒ 740–Specialized Orthopedic

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment (CAC Title 5, §3030(e) & 3051.16)

☒ 745–Reading

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized assistance provided for students who are print-impaired, whether the impairment is the result of a visual disability, other physical disability, or reading disability. This may include but limited to, reader provided for examination, textbooks, and other course related reading assignments and may also include recorded materials.

☒ 750–Note Taking

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.

☒ 755–Transcription

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any transcription service to convert materials from print to a mode of communication suitable

Section E: Annual Service Plan

SELPA:

Fiscal Year:

for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.

☒ 760–Recreation Service, Including
Therapeutic Recreation

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs; (CAC Title 5, §3051.15; 20 USC 1401 (26(A)(1)) (34 CFR 300.24).

☒ 820–College Awareness

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

☒ 830–Vocational Assessment, Counseling,
Guidance, and Career Assessment

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title 5 §3051.14)

☒ 840–Career Awareness

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Transition services include a provision in paragraph (1) (c) (vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR§300.29).

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 850–Work Experience Education

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advance degree. (34 CFR 300.26)

☒ 855–Job Coaching

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. This service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

☒ 860–Mentoring

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skill. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.

☒ 865–Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR §613).

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 870–Travel and Mobility Training

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Orientation and mobility services--(i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement with their environments in school, home and community.

☒ 890–Other Transition Services

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and postsecondary agencies.

☐ 900–Other Related Service

☒ *Service is Not Currently Provided*



Description of the “Other Related Service”

Qualifications of the Provider Delivering “Other Related Service”

[illegible]

Annotation – Agenda Item 6.1
Operational Steering Committee
May 22, 2024

Agenda Item

6.1 2024 – 2027 Marin County SELPA Local Plan

Item Type

Action

Summary of Key Issues

The California Department of Education (CDE) requires that all SELPAs review and record their local plan on the CDE provided templates every three (3) years.

Summary of Previous OSC Action

The OSC adopted the Marin County SELPA Local Plan in the 2020 – 2021 school year.

Recommendation

The SELPA Director recommends that the OSC approve the 2024 - 2027 Local Plan as presented.

Attachments to this Agenda Item

Attachment 1: 2024 - 2027 Marin County SELPA Local Plan

Annotation – Agenda Item 6.2
Operational Steering Committee
May 22, 2024

Agenda Item

6.2 2024-2025 Annual Budget Plan

Item Type

Action

Summary of Key Issues

The Annual Budget Plan must identify expected expenditures related to the provision of special education services within the Marin County SELPA.

Summary of Previous OSC Action

None

Recommendation

The SELPA Director recommends that the OSC approve the 2024- 2025 Annual Budget Plan as presented.

Attachments to this Agenda Item

Attachment 1: 2024 - 2025 Marin County SELPA Annual Budget Plan

Annotation – Agenda Item 6.3
Operational Steering Committee
May 22, 2024

Agenda Item

6.3 2024 - 2025 Annual Service Plan

Item Type

Action

Summary of Key Issues

The Annual Service Plan must identify a description of services, the physical location of the services, and must demonstrate that all individuals with exceptional needs have access to services and instruction appropriate to meet their needs as specified in their Individualized Education Program (IEP) within the Marin County SELPA.

Summary of Previous OSC Action

None

Recommendation

The SELPA Director recommends that the OSC approve the 2024 - 2025 Annual Service Plan as presented.

Attachments to this Agenda Item

Attachment 1: 2024 - 2025 Marin County SELPA Annual Service Plan

Annotation – Agenda Item 6.4
Operational Steering Committee
May 22, 2024

Agenda Item

6.4 Marin County Special Education Ad Hoc Recommendations

Item Type

Action

Summary of Key Issues

The Marin County SELPA Special Education Ad Hoc Committee was directed by the Operational Steering Committee to engage in a formal review of the SELPA's AB 602 Extended School Year Set Aside, AB 602 Nonpublic School/Licensed Children's Institution Set Aside, and AB 602 Out of Home Care Set Aside. The Ad Hoc Committee recommendations related to the three (3) Set Asides will be presented for consideration and approval.

Summary of Previous OSC Action

None

Recommendation

The SELPA Director recommends adopting the Marin County SELPA Special Education Ad Hoc Committee recommendations as presented.

Attachments to this Agenda Item

Attachment 1: Marin County Special Education Ad Hoc Committee
Recommendations



**Marin County SELPA
Special Education Ad Hoc Committee
Recommendations: May 2024**

Table of Contents

Role	Page 2
Mission	Page 2
Member Local Educational Agencies	Page 3
Governance Structure	Page 3
Guiding Principles	Page 4
SELPA Ad Hoc Committee Overview	Page 5
Special Education Ad Hoc Committee Members	Page 6
Ad Hoc Committee Process	Page 7
OSC Directive 1: Formal Review of Extended School Year Set Aside	Page 8
OSC Directive 2: Formal Review of Nonpublic School/Licensed Children's Institution Set Aside	Page 11
OSC Directive 3: Formal Review of Out of Home Care Set Aside	Page 12
Special Education Ad Hoc Committee Recommendations Summary Sheet	Page 13
Special Education Ad Hoc Recommendations Implementation Timeline	Page 16
Appendix A: 2023 OSC Adopted Ad Hoc Recommendations	Page 19

Marin County SELPA

Role

A Special Education Local Plan Area (SELPA) is a grouping of school districts that join together to form a geographic region to provide all of the special education service needs for children with disabilities residing within the region's boundaries. The Marin County SELPA consists of all of Marin's local public school districts and the Marin County Office of Education. The SELPA office works collaboratively with school districts and other public agencies throughout Marin County to make available a full continuum of special education services to children with disabilities from birth through age 22. The Marin County SELPA office provides support to local school districts in the following areas:

- Program Development
- Program Availability for all Students with IEPs;
- Professional Development;
- Parent Support and Training;
- Alternative Dispute Resolution;
- Interagency Coordination;
- Special Education Data Management and Reporting; and
- Fiscal Allocation and Monitoring.

Mission

The Marin County SELPA believes that all students will be contributing members of their community and will complete their educational career prepared for adult life. Through collaborative and effective leadership and support to local school districts, families, and agencies within Marin County, the Marin County SELPA will work to ensure the provision of appropriate programs and services for individuals with exceptional needs.

Member Local Educational Agencies (LEAs)

Bolinas Stinson School District	Kentfield School District	Laguna Joint School District
Lagunitas School District	Larkspur Corte Madera School District	Marin County Office of Education
Mill Valley School District	Miller Creek School District	Nicasio School District
Novato Unified School District	Reed Union School District	Ross School District
Ross Valley School District	San Rafael Elementary School District	San Rafael High School District
Sausalito Marin City School District	Shoreline Unified School District	Tamalpais Union High School District

SELPA Governance

The governance structure of the Marin County SELPA consists of:

- An Operational Steering Committee (OSC) composed of one Superintendent from each of the six regions in the county;
- An Advisory Steering Committee (ASC) composed of Special Education Directors from each local educational agency;
- A Business Advisory Committee (BAC) composed of Chief Business Officials from each local educational agency;
- A Special Education Advisory Committee (SEAC) composed of parents, teachers, administrators, and public agencies; and
- The Marin County Office of Education (MCOE) as the administrative unit.

Guiding Principles

The delivery of special education services in Marin County is guided by the following seven (7) principles:

- Students with IEPs are collectively all “our” students;
- Students’ needs come first;
- Students with IEPs should receive what they individually need;
- Being cost-effective whenever possible is essential;
- Small districts lack economies of scale for special education costs;
- Resources should be pooled effectively when possible; and
- Focus on what is needed first – then determine how to best utilize our collective resources to provide it.

Overview

At the request of the Operational Steering Committee (OSC), a study session was held in the Fall 2022 for Marin County Superintendents, Business Officials, and Special Education Directors from the Marin County SELPA's member LEAs. The focus of the session was to learn more about special education programming in Marin County, including the role of the SELPA, and engage in discussions regarding the Marin County SELPA's guiding principles, collective agreements related to special education programming, and considerations for program enhancements as a result of potential changes in legislation specific to SELPA operations.

Based on the information gathered at the study session, the OSC identified the need for the SELPA to form an ad hoc committee with representation from the OSC, District Business Officials, District Special Education Directors, Marin County Office of Education, and the SELPA to examine special education programming and operations in Marin County and bring forth recommendations to the Operational Steering Committee.

At the conclusion of the 2022 - 2023 school year, the ad hoc committee brought forward recommendations to the Operational Steering Committee regarding the following:

- Countywide Operations
- SELPA Operations
- SELPA Priorities (Set-Asides)
- Regionalized Programs Excess Costs
- Fiscal Allocation Plans
- Data Management

The Operational Steering Committee approved the ad hoc committee directives (See Appendix A) and a three - year timeline to complete recommended activities. With a multi-year review cycle and implementation plan, the OSC identified a need for an ad hoc committee to be formed in the 2023 - 2024 school year. The ad hoc committee consisted of one (1) district superintendent member of the OSC, two (2) district business officials, two (2) district special education directors, one (1) MCOE business official, one (1) MCOE special education administrator, and one (1) SELPA administrator.

Special Education Ad Hoc Committee Members

2023 - 2024		
Dr. Tracy Smith Superintendent Novato Unified School District	Bree Brown Sr Director of Business Services Marin County Office of Education	Carol Slender Chief Business Officer Ross School District
Megan Dunn Special Education Director Larkspur Corte Madera School District	Jeff Wallace Director of Fiscal Services Novato Unified School District	Stacey Tachiki Special Education Director Marin County Office of Education
Brian Lynch Director of Student Services Reed Union School District	Rebecca Minnich SELPA Director Marin County SELPA	

Ad Hoc Committee Meeting Process

The Ad Hoc committee participated in eight (8) meetings from October 2023 to May 2024 to provide recommendations regarding how to best address the following Operational Steering Committee directives:

1. Engage in a formal Review of the SELPA's AB 602 Extended School Year Set Aside;
2. Engage in a formal Review of SELPA's AB 602 Nonpublic School/Licensed Children's Institution Set Aside; and
3. Engage in a formal Review of SELPA's AB 602 Out of Home Care Set Aside

The 2023 - 2024 Ad Hoc committee meeting schedule was as follows:

Meeting Date	Topic
October 16, 2023	Ad Hoc Committee Purpose
November 17, 2023	Extended School Year Set Aside
December 11, 2023	Extended School Year Set Aside
January 16, 2024	Extended School Year Set Aside & Non Public School/Licensed Children Institution (LCI/NPS) Set Aside
February 12, 2024	Non Public School/Licensed Children Institution (NPS/LCI) Set Aside & Out of Home Care Set (OOHC) Aside
March 12, 2024	Non Public School/Licensed Children Institution (NPS/LCI) Set Aside & Out of Home Care Set (OOHC) Aside
April 15, 2024	Out of Home Care (OOHC) Set Aside
May 6, 2024	Final Review of Recommendations

OSC Directive 1: Formal Review of Extended School Year Set Aside

Background

Extended School Year (ESY) services are special education and related services that are provided to a child with a disability beyond the normal school year of the local educational agency, in accordance with the child's Individualized Education Program (IEP), and at no cost to the parent. The individually determined services assist a student with an IEP in working toward the same goals (and objectives) that the student works on during the school year and are only provided in those areas on the current IEP that the student has demonstrated regression during an extended school break and limited ability to benefit from re-teaching of skills after an extended school break.

The Extended School Year Set Aside is allocated annually to the SELPA's member local educational agencies (LEAs) to support the operation of Non Severe Special Day Class ESY programs to students with disabilities.

The 2023 - 2024 SELPA Ad Hoc Committee was tasked with formulating recommendations to the OSC regarding the following:

- The development of a cyclical review process for the of ESY Set-Aside;
- The development of a process to permit "small districts"¹ to access the set-aside to offset their proportional contribution to the ESY actual costs;
- Right-sizing the ESY set aside based on SELPA-wide averages for the operational costs of extended school year across all of the SELPA's member LEAs;
- Considerations for rebenching the available ESY reimbursement to LEAs to an amount that is based on actual LEA costs for the operation of extended school year non severe special education programs;
- Examining the operational and fiscal appropriateness of using the remaining balance of the ESY set-aside (after allocating reimbursements to eligible LEAs) to offset the excess costs associated with the delivery of regionalized special education programming by the MCOE; and
- Examining the current "standard level of service"² for non-severe extended school year special day classes in the Marin County SELPA, to determine if non-severe extended school year special day classes should be considered "regionalized" programs within the SELPA.

¹ For monitoring purposes, small LEAs are defined as school districts serving 100 or fewer students with disabilities on census day.

² For educational purposes, a standard level of service is the unit of service provided to all students in a regionalized classroom not meant to supplant a student's special education programming as defined by an IEP.

The 2023 - 2024 Ad Hoc Committee met on four (4) occasions to review and discuss the Extended School Year Set Aside. Referencing the Marin County SELPA Guiding Principles throughout the sessions, the committee reviewed the OSC directives, analyzed and discussed ESY operational and programmatic data from the past five years, including trends and outliers, and the impact of the ESY Set Aside on MCOE Excess Costs. Data reviewed in this process was obtained from the SELPA's member LEAs, the Marin County Office of Education, and the Marin County SELPA.

Recommendations

Following their analysis and discussion, the ad hoc committee moved forward the following for OSC consideration:

1. Develop procedures for an IEP team to formally refer a student to a another member LEA's extended school year Non-Severe³ special day class, including the process of notifying the SELPA when such a referral has been made.
2. Increase the AB 602 Extended School Year Set-Aside by \$1,044 to equal \$760,000 in the 2025 - 2026 school year.
3. Beginning in the 2025-2026 school year, implement a standardized per class cost and per pupil cost for reimbursement that more accurately reflects current average costs for operating LEAs as follows:
 - a. Reimbursement Rate Per Non Severe Special Day Class: \$12,000
 - b. Reimbursement Rate Per Pupil Served by LEA other than District of Special Education Accountability: \$2,500
4. Revise the current LEA ESY reimbursement methodology as follows:
 - a. An LEA operating ESY Non Severe Special Day Class(es) shall receive the established class reimbursement rate per operated classroom and may claim the established per pupil reimbursement for each pupil served in the special day classroom that has been referred by another LEA within the Marin County SELPA
 - b. Following the allocation of all approved LEA ESY expenses, apply all of the remaining ESY set aside balance to help offset excess costs associated with the delivery of regionalized special education programming provided by the MCOE.
 - c. Apply the prior year's Cost of Living Adjustment (COLA) to the per classroom ESY reimbursement on an annual basis. .
5. Require all member LEAs operating ESY Non Severe Special Day Classes to submit total actual expenditures to the SELPA using a standardized form.

³ A Non Severe Special Day Class is typically a class with students with mild to moderate disabilities who demonstrate the ability to learn reading, written language, and mathematics. Students receive direct instruction in areas of development including communication, self-help, social-emotional, and fine and gross motor skills. Staffing of a classroom includes one (1) appropriately credentialed teacher with one (1) paraeducator.

6. Establish a standard ESY Non Severe Special Day Class operational structure that includes the provision of services and supports for all students.

Example Operational Structure

An LEA operating an ESY Non Severe Special Day class will be responsible for the following:

- One (1) Special Education Teacher
- One (1) Paraeducator
- Instructional materials
- Case Management
- Administrative Support
- Speech and Language Services
- Universal Meals

Costs associated with the operation of a standard ESY Non Severe program and services may not be billed to another LEA for the provision of services to a student. The LEA of service shall be provided with the established allocation for serving the student during ESY.

An LEA operating an ESY Non Severe Special Day Class will not be responsible for the delivery and/or costs of the following services for students placed by another LEA:

- Intensive Individual Services
- Adaptive Physical Education
- Physical Therapy
- Occupational Therapy Services
- Mental Health Services
- Specialized Equipment and/or Services
- Transportation

If the operating LEA is able to provide one or more of the services noted above to a student from another LEA placed in ESY classroom, the operating LEA shall invoice the District of Special Education Accountability (District of Residence) the fee for the service(s) following the development of a written agreement that outlines the services to be delivered and associated costs.

7. Engage in a formal review of the extended school year (ESY) set aside, including the established reimbursement rates every three (3) years.

OSC Directive 2: Formal Review of Nonpublic School/Licensed Children's Institution Set Aside

Background

The Nonpublic School/Licensed Children's Institution (NPS/LCI) Set Aside's purpose is to offset the Local Control Funding Formula (LCFF) funding transfer for basic aid districts that receive no LCFF funding. The NPS/LCI set aside is an average daily attendance (ADA) revenue transfer.

The 2023 - 2024 SELPA Ad Hoc Committee was tasked with formulating recommendations to the OSC regarding the following:

- Develop a cyclical review of established set aside.
- Need more time to consider if any changes are necessary.

The 2023 - 2024 Ad Hoc Committee met on three (3) occasions to review and discuss the Nonpublic School/Licensed Children's Institution Set Aside. Referencing the Marin County SELPA Guiding Principles throughout the sessions, the committee reviewed the OSC approved recommendations, analyzed and discussed current and historical data specific to the ADA revenue transfer, historical NPS/LCI enrollment, and LCFF funding. Data reviewed in this process was provided by the Marin County Office of Education and the Marin County SELPA.

Recommendations

Following their analysis and discussion, the ad hoc committee moved forward the following for OSC consideration:

1. Engage in a formal review of the NPS/LCI Revenue Transfer annually when developing the AB 602 Fiscal Allocation Plan.
2. Ensure all of the SELPA's member LEAs identified as Basic Aid ⁴ in the current school year with students identified as "NPS/LCI"⁵ residing within their district boundaries receive the appropriate transfer of ADA funds on an annual basis.

⁴ A Basic Aid district is a district which the revenue from local property tax is greater than the total Local Control Funding Formula (LCFF) entitlement.

⁵ A student identified as "NPS/LCI" is a student that is placed by a non-educational agency in a licensed children's institution and attends a nonpublic school through an Individual Education Program (IEP).

OSC Directive 3: Formal Review of Out of Home Care Set Aside

The Out of Home Care (OOHC) Set Aside is designed to support the educational costs, including transportation, associated with a nonpublic school placement for a foster youth residing in a licensed children's institution. Be that the AB 602 OOHC care calculation does not generate the necessary revenue to pay for the educational costs of these students, the OOHC set aside provides the additional necessary funds for the costs associated with a nonpublic school placement for a foster youth that has been placed by a noneducational agency into a licensed children's institution.

The 2023 - 2024 SELPA Ad Hoc Committee was tasked with formulating recommendations to the OSC regarding the following:

- Develop a cyclical review of established set aside.
- Maintain a "risk pool" to continue to support extraordinary costs of LCI/NPS placements.

The 2023 - 2024 Ad Hoc Committee met on three (3) occasions to review and discuss the Out of Home Care Set Aside. Referencing the Marin County SELPA Guiding Principles throughout the sessions, the committee reviewed the OSC approved recommendations, analyzed and discussed the current and historical Out of Home Care fiscal allocation, current and historical NPS/LCI enrollment data, nonpublic school rates, and transportation rates. Data reviewed in this process was provided by the Marin County Office of Education and the Marin County SELPA.

Recommendations

Following their analysis and discussion, the ad hoc committee moved forward the following for OSC consideration:

1. Engage in a formal review of the Out of Home Care Set Aside on an annual basis when developing the AB 602 Fiscal Allocation Plan.
2. Establish a set aside in the amount of the estimated difference between the OOHC allocation in the SELPA's AB 602 allocation and estimated costs for educational placements, including transportation, for NPS/LCI students, inclusive of the \$300,000 reserve⁶.

⁶ Anticipated average cost of one (1) NPS/LCI student's educational placement, including transportation, is \$107,896.

Special Education Ad Hoc Committee Recommendations

Summary Sheet

Extended School Year (ESY) Set Aside

1. Develop procedures for an IEP team to formally refer a student to a another member LEA's extended school year Non-Severe⁷ special day class, including the process of notifying the SELPA when such a referral has been made.
2. Increase the AB 602 Extended School Year Set-Aside by \$1,044 to equal \$760,000 in the 2025 - 2026 school year.
3. Beginning in the 2025-2026 school year, implement a standardized per class cost and per pupil cost for reimbursement that more accurately reflects current average costs for operating LEAs as follows:
 - a. Reimbursement Rate Per Non Severe Special Day Class: \$12,000
 - b. Reimbursement Rate Per Pupil Served by LEA other than District of Special Education Accountability: \$2,500
4. Revise the current LEA ESY reimbursement methodology as follows:
 - a. An LEA operating ESY Non Severe Special Day Class(es) shall receive the established class reimbursement rate per operated classroom and may claim the established per pupil reimbursement for each pupil served in the special day classroom that has been referred by another LEA within the Marin County SELPA
 - b. Following the allocation of all approved LEA ESY expenses, apply all of the remaining ESY set aside balance to help offset excess costs associated with the delivery of regionalized special education programming provided by the MCOE.
 - c. Apply the prior year's Cost of Living Adjustment (COLA) to the per classroom ESY reimbursement on an annual basis. .
5. Require all member LEAs operating ESY Non Severe Special Day Classes to submit total actual expenditures to the SELPA using a standardized form.
6. Establish a standard ESY Non Severe Special Day Class operational structure that includes the provision of services and supports for all students.

⁷ A Non Severe Special Day Class is typically a class with students with mild to moderate disabilities who demonstrate the ability to learn reading, written language, and mathematics. Students receive direct instruction in areas of development including communication, self-help, social-emotional, and fine and gross motor skills. Staffing of a classroom includes one (1) appropriately credentialed teacher with one (1) paraeducator.

Example Operational Structure

An LEA operating an ESY Non Severe Special Day class will be responsible for the following:

- One (1) Special Education Teacher
- One (1) Paraeducator
- Instructional materials
- Case Management
- Administrative Support
- Speech and Language Services
- Universal Meals

Costs associated with the operation of a standard ESY Non Severe program and services may not be billed to another LEA for the provision of services to a student. The LEA of service shall be provided with the established allocation for serving the student during ESY.

An LEA operating an ESY Non Severe Special Day Class will not be responsible for the delivery and/or costs of the following services for students placed by another LEA:

- Intensive Individual Services
- Adaptive Physical Education
- Physical Therapy
- Occupational Therapy Services
- Mental Health Services
- Specialized Equipment and/or Services
- Transportation

If the operating LEA is able to provide one or more of the services noted above to a student from another LEA placed in ESY classroom, the operating LEA shall invoice the District of Special Education Accountability (District of Residence) the fee for the service(s) following the development of a written agreement that outlines the services to be delivered and associated costs.

7. Engage in a formal review of the extended school year (ESY) set aside, including the established reimbursement rates every three (3) years.

Nonpublic School/Licensed Children’s Institution (NPS/LCI) Revenue Transfer Set Aside

1. Engage in a formal review of the NPS/LCI Revenue Transfer annually when developing the AB 602 Fiscal Allocation Plan.
 2. Ensure all of the SELPA’s member LEAs identified as Basic Aid ⁸ in the current school year with students identified as “NPS/LCI”⁹ residing within their district boundaries receive the appropriate transfer of ADA funds on an annual basis.
-

Out of Home Care (OOHC) Set Aside

1. Review the Out of Home Care Set Aside annually through the process of developing the AB 602 Fiscal Allocation Plan.
2. Establish a set aside that will cover the estimated difference between the OOHC allocation in AB 602 and estimated costs for educational placements, including transportation, for NPS/LCI students, inclusive of \$300,000 reserve¹⁰.

⁸ A Basic Aid district is a district which the revenue from local property tax is greater than the total Local Control Funding Formula (LCFF) entitlement.

⁹ A student identified as “NPS/LCI” is a student that is placed by a non-educational agency in a licensed children’s institution and attends a nonpublic school through an Individual Education Program (IEP).

¹⁰ Anticipated average cost of one (1) NPS/LCI student’s educational placement, including transportation, in the 2024 - 2025 school year is \$107,896.

Ad Hoc Recommendations Implementation Timeline

2024 - 2025 School Year			
Activity	Responsible Entity	Outcome/Product	Reference
Formal Review of Regionalized Special Education Programming Excess Costs	Ad Hoc Committee	Formal Recommendations to the OSC for Consideration	Page 20
Formal Review of Mental Health Invoice Plan	Ad Hoc Committee	Formal Recommendations to the OSC for Consideration	Page 21
Develop Referral Procedures for Non Severe Extended School Year (ESY)	SELPA Office	OSC Adopted SELPA Procedures for IEP Team Referral to a Non Severe Extended School Year Program	Page 9
Develop Standardized ESY Reimbursement Form	SELPA Office	ESY Reimbursement Form	Page 9
Establish ESY Non Severe Special Day Class Operational Structure	SELPA Office	OSC Adopted SELPA Procedures for IEP Team Referral to a Non Severe Extended School Year Program	Page 10

Notification to LEAs of ESY Reimbursement Methodology	SELPA Office	LEA Communications/ Notifications	Page 9
Initiate Annual Review of NPS/LCI Revenue Transfer	SELPA Office	Recommended AB 602 Fiscal Allocation Plan	Page 11
Initiate Annual Review of OOH Set Aside Carry Over Balance	SELPA Office	Recommended AB 602 Fiscal Allocation Plan	Page 12

2025 - 2026 School Year			
Activity	Responsible Entity	Outcome/Product	Reference
Review of Facilities Plan	Ad Hoc Committee	Formal Recommendations to the OSC for Consideration	Page 21
Review of Low Incidence Fiscal Allocation Plan	Ad Hoc Committee	Formal Recommendations to the OSC for Consideration	Page 21
Increase SELPA Extended School Year Set Aside	OSC	Adopted AB 602 Fiscal Allocation Plan	Page 9

Implement Rebenched ESY Non Severe Class Reimbursement Rate	OSC	OSC Adopted SELPA Procedures for IEP Team Referral to a Non Severe Extended School Year Program	Page 9
Implement ESY Non Severe Student Service Reimbursement Rate	OSC	OSC Adopted SELPA Procedures for IEP Team Referral to a Non Severe Extended School Year Program	Page 9

2026 - 2027 School Year			
Activity	Responsible Entity	Outcome/Product	Reference
Review of Extended School Year Set-Aside	Ad Hoc Committee	Formal Recommendations to the OSC for Consideration	Page 10

Appendix A

2023 OSC Adopted Ad Hoc Recommendations

SELPA Operations

1. Maintain the current roles and responsibilities, including the defined underpinnings of the Marin County SELPA as defined by Code.
2. Establish the SELPA infrastructure to reflect the following: one (1) SELPA Director, one (1) Coordinator, one (1) Assistant Program Manager, one (1) 0.5 FTE accountant, and 2.0 FTE administrative support staff.
3. Continue case management of students placed through an IEP in a Residential Treatment Center or Nonpublic School by the Marin County SELPA.
4. Continue AB 1172 Nonpublic School monitoring requirements (review & maintain all behavioral training documents, and conduct virtual & in-person site visits post-placement by the District of Special Education) by the Marin County SELPA.
5. Consider developing a CAPTAIN Regional Implementation Lead² for the SELPA in the 2023 - 2024 school year to support the development of a regionalized demonstration site³ and provision of regionalized coaching to support the implementation of evidence based practices for students with autism, albeit without grant funding.
6. Broadening the current onboarding process from the SELPA for new LEA administrators related to special education operations. The SELPA shall ensure that new LEA Superintendents, Business Officials, and Special Education Directors have a basic foundational knowledge and understanding of special education programming and fiscal allocation procedures of the Marin County SELPA.

SELPA Priorities (Set-Asides)

Audiobooks

1. Carry out the current terms of the Learning Ally contract (through 2023-2024).
2. Re-evaluate Learning Ally contract in 2023-2024 school year.
3. Consider audiobooks in future years as an “insurance policy” for home-based instruction when an array of materials are not available

Extended School Year

1. Develop a cyclical review of established set-aside.
2. Develop the ability for “small districts”⁴ to access the set-aside to offset their proportional contribution to the extended school year actual costs.
3. Consider right-sizing the set aside based on SELPA-wide averages for the operational

costs of extended school year.

4. Consider creating a standard reimbursement based on actual costs for the operation of extended school year non severe special education programs.
5. Re-examine the fiscal methodology of using the remaining balance of the set-aside after allocating reimbursements to districts for the operational costs of extended school year to offset the Excess Costs.
6. Examine the current “standard level of service”⁵ of non-severe extended school year special day classes in the Marin County SELPA, and formalize non-severe extended school year special day classes as “regionalized” programs in the SELPA.

Nonpublic School/LCI Set Aside

1. Develop a cyclical review of established set aside.
2. Need more time to consider if any changes are necessary.

Out of Home Care Set Aside

1. Develop a cyclical review of established set aside.
2. Maintain a “risk pool” to continue to support extraordinary costs of LCI/NPS placements.

Technology Resource Center

1. Maintain support of the Technology Resource Center with no change to fiscal set aside.

Web-Based IEP Software

1. Maintain use of the current web-based software, Special Education Information System (SEIS).
2. Carry out terms of current SEIS contract with intent to renew.

Regionalized Programs Excess Costs

1. Develop an ad hoc committee to review the the following:
 - Standard Level of Service Delivery of Special Day Classes
 - MCOE Special Education Staffing/Infrastructure
 - Base Rate Set-Aside
 - Pupil Count Methodology
 - Per Pupil Count Calculation

Fiscal Allocation Plans

All Fiscal Allocation Plans

1. Develop a narrative for each allocation that describes the revenue source, and allocation distribution methodology.

AB 602 Fiscal Allocation Plan

1. Consider including federal dollars in the per LEA revenue.

Low Incidence Fiscal Allocation Plan

1. Develop cyclical review of reimbursement requirements related to actual costs.
2. Develop cyclical review of claims versus contributions to Excess Costs.

Mental Health Invoice Plan

1. Develop cyclical review of both the High Risk Pool and Compass Academy actual costs.
2. Develop an Memorandum of Understanding regarding the mental health invoice is based on prior year adoption of ADA proportions.

Preschool Fiscal Allocation Plan

1. Maintain the current allocation methodology as described in the fiscal allocation plan.

Facilities Plan

1. Continue with the current facilities plan with no change to the facilities calculation nor allocation.

Data Management

1. The SELPA shall work to ensure the SELPA's member LEAs understand the importance of accurate and timely data to inform operations, planning, and allocations.
2. The SELPA shall develop a resource designed to support its member LEAs with review and reconciliation of LEA specific special education data including but not limited to identification, enrollment, service delivery, and demographics.
3. With the support of the SELPA, each member LEA shall designate at least one (1) staff person as the LEA's California Longitudinal Pupil Achievement Data System

(CALPADS) and SEIS liaison. This staff person shall be responsible for the generation and submission of CALPADS reports and making any necessary corrections/adjustments to submitted reports.

Review Cycle and Timeline

1. Development of a working committee to conduct cyclical reviews of the Marin County SELPA Set-Asides, Fiscal Allocation Plans, and Regionalized Programming Excess Costs, to address the proposed recommendations.
2. The working committee consist of at least one (1) district superintendent member of the OSC, two (2) district business officials, two (2) district special education directors, one (1) MCOE business official, one (1) MCOE special education administrator, and at least one (1) SELPA administrator. The committee will be tasked with implementing and collecting data related to the Ad Hoc Committee recommendations adopted by the Operational Steering Committee.

The following review schedule:

2023 - 2024 School Year

- Formal Review of Extended School Year Set Aside
- Formal Review of LCI/NPS Set Aside
- Formal Review of Out of Home Care Set Aside

2024 - 2025 School Year

- Formal Review of Excess Costs
- Formal Review of Mental Health Invoice Plan

2025 -2026 School Year

- Formal Review of Facilities Plan
- Formal Review of Low Incidence Fiscal Allocation Plan

Upon completion of each formal review, the Ad Hoc Committee will share the outcomes with the SELPA Director to report to the Operational Steering Committee for review and consideration.

Annotation – Agenda Item 6.5
Operational Steering Committee
May 22, 2024

Agenda Item

6.5 2024 – 2025 AB 602 Fiscal Allocation Plan

Item Type

Action

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

The SELPA Director recommends adopting the 2024 – 2025 AB 602 Fiscal Allocation Plan as presented.

Attachments to this Agenda Item

Attachment 1: 2024 – 2025 AB 602 Fiscal Allocation Plan

MARIN COUNTY SELPA
AB602 Fiscal Allocation Plan
2024-25 Budget Proposal-May Update

5/7/2024

BUDGET ASSUMPTIONS AND NARRATIVE

Base Grant

- Funded ADA 29,039.93
SELPA ADA is the combined total ADA of all member LEAs in the Marin County SELPA
The SELPA is funded on the better of current, prior year or prior prior year ADA

- COLA 1.07%

- **Base**

Marin County SELPA PY Base rate/ADA	\$	896.90
Statewide target rate per ADA		896.90

Funded ADA	29,039.93
Base Rate	896.90

2024-25 Estimated Base Grant	\$ 26,045,891
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2023-24 Estimated Base Grant	\$ 25,537,666
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Change in Base Grant	\$ 508,225
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This FAP is based on the Governor's budget proposal which increases the 2023-24 minimum base rate per ADA of \$887.40 by 1.07% for a new base rate of \$894.15 per ADA. SELPA-wide ADA is calculated as the better of current, prior, or prior prior year ADA by individual SELPA member. This aligns the ADA generating the AB602 grant with the ADA used to allocate local funds

The Marin County SELPA's base grant is funded entirely with local property taxes. Per education code, the Marin County Office of Education transfers 56% of the local property taxes they receive to the SELPA. The base grant is funded first with this transfer of property taxes with the remainder funded with property taxes collected in the Education Revenue Augmentation Fund (ERAF).

MARIN COUNTY SELPA
AB602 Fiscal Allocation Plan
2024-25 Budget Proposal-May Update

5/7/2024

BUDGET ASSUMPTIONS AND NARRATIVE

Set Asides

Extended Year	\$	758,956	<i>no change from prior year</i>
NPS/LCI Impact		52,539	<i>Reimburse basic aid districts for prior year NPS ADA transfer (OOHC)</i>
Out of Home Care		300,000	<i>See OOHC page for detail</i>
SELPA		606,096	<i>See SELPA page for detail</i>
Facilities		161,280	<i>7 classrooms (pending confirmation) at \$23,040</i>
Web Based IEP Software		38,616	<i>\$9.50 per pupil maintenance fee</i>
Technology Resource Center		86,000	<i>Includes \$6,000 to support AT Certification Training</i>
Audiobooks		90,000	<i>Year 1 of 3 year contract. Incremental increase per year to \$97.5k.</i>
Subtotal locally funded set-asides		<u>2,093,487</u>	
Federal Preschool (3320)		974,034	<i>Is now included in federal grant - pass thru to Pre-K FAP</i>
Total all set-asides	\$	<u>3,067,521</u>	

The NPS/LCI Impact and the Out of Home Care set-asides are detailed on the OOHC page
The SELPA office set-aside is detailed on the SELPA budget page

MCOE Base

MCOE's base is funded first by federal funds which are allocated on special education and low income pupil counts

The base amount of \$ 5,163,407 includes \$198,053 in flexible funding for preschool and alternative education and remains unchanged from the prior year

Federal funding	\$	396,863	
Base grant funding		<u>\$ 4,766,544</u>	

District Allocation

The Total Base Grant of	\$	26,045,891	
is reduced by locally funded Set-Asides		(2,093,487)	
and MCOE base grant funding		<u>(4,766,544)</u>	
Base grant to districts	\$	<u>19,185,860</u>	
Per ADA rate	\$	660.69	a change of \$ (0.50) over prior year
Base Grant Rate per ADA	\$	<u>896.90</u>	
Set-aside contribution per ADA	\$	<u>236.21</u>	

Under the current FAP, the base grant is allocated by ADA and the federal grant is allocated by pupil counts
Prop 98 funding continues to be funded on better of current year, prior year, or prior prior year ADA.

The allocation of funds is detailed on the Base Allocation page of the plan.

MARIN COUNTY SELPA
AB602 Fiscal Allocation Plan
2024-25 Budget Proposal-May Update

5/7/2024

BUDGET ASSUMPTIONS AND NARRATIVE

Federal

Federal funding is based on the 2023-24 grant award of \$ 7,446,851 which includes \$ 974,034 in grant funding for pre-school age children leaving \$ 6,472,817 for distribution through the FAP

Beginning in 2018-19, the grant awarded for pre-school (3320) was rolled into the IDEA grant award (3310) The grant amount is now treated as a federal set-aside passed through to the Pre-school fiscal allocation plan and changes each year proportionate to the total federal award

Federal funds are allocated to all member LEAs including MCOE. 85% of the allocation uses prior year pupil counts. This FAP has been developed using District of Service pupil count from the Fall 1, 2023 certified count. The remaining 15% of the grant is allocated using the 2023-24 Fall 1 CALPADs count of "LCFF" unduplicated pupils.

		85%		15%
	\$	5,501,894	\$	970,923
pupil counts		4,167		10,239
Per pupil rate	\$	1,320.35	\$	94.83

The allocation of federal funds including pupil counts and an estimate of the private school proportionate share is detailed on the Federal page of the plan.

The private school proportionate share is based on June 2023 census day counts

Any changes in the federal grant allocation are due to changes in the proportionate share of pupils receiving special education services and the proportionate share of low-income pupils in comparison to prior year counts

Stand-Alone Grants

The Marin County SELPA receives three stand-alone grants that are distributed with the base:

- The Out of Home Care grant is based on average daily attendance as detailed on the OOHG page of the plan
- The Low Incidence grant was distributed to member LEAs based on actual purchases in the past
- The Program Specialist/Regionalized Services grant has been pulled back out of the AB602 base and is now funded with state aid. The re-emergence of this stand-alone has allowed an ongoing reduction in the SELPA set-aside

Budget Development Calendar

		Estimated Timeline
Budget Adoption	<i>Adoption</i>	May 15th
If Budget Adoption based on py P1 ADA Update to P2 ADA		n/a
P-1 Property tax/ERAF Update & Update OOHG for any prior year c/o	<i>First Interim</i>	Nov 15th
Update to current year P-1 ADA	<i>Second Interim</i>	Jan 20th
Prepare preliminary budget for new year		March 15th
P-2 Property tax/ERAF Update		April 15th
Update to current year P-2 ADA	<i>Estimated Actual</i>	May 15th
Annual Property tax/ERAF & Annual ADA where appropriate	<i>YE CLOSE</i>	Aug 15th

5/7/2024

MARIN COUNTY SELPA
AB602 Fiscal Allocation Plan
2024-25 Budget Proposal-May Update

AB602 BASE ALLOCATION

	<u>AB602 BASE</u>	<u>Local - 6500</u>	<u>Federal - 3310</u>	<u>Total</u>
AB602 BASE FUNDING	\$ 33,492,742	\$ 26,045,891	\$ 7,446,851	\$ 33,492,742
Less Set-Asides & MCOE Base				
Extended Year		\$ 758,956	\$ -	758,956
NPS/LCI Impact		52,539		52,539
Out of Home Care		300,000		300,000
SELPA		606,096		606,096
Facilities		161,280		161,280
Web Based IEP Software		38,616		38,616
Technology Resource Center		86,000		86,000
Audiobooks		90,000		90,000
Federal Preschool (3320)			974,034	974,034
Subtotal set-asides		2,093,487	974,034	3,067,521
MCOE Base		4,766,544	396,863	5,163,407
Subtotal Set-Asides & MCOE		\$ 6,860,031	\$ 1,370,897	\$ 8,230,928
BASE DISTRIBUTION TO DISTRICTS		\$ 19,185,860	\$ 6,075,954	25,261,814
Local funds per ADA rate:	\$ 660.69			
	<u>ADA</u>	<u>Local - 6500</u>	<u>Federal - 3310</u>	<u>Total</u>
Bolinas Stinson	100.87	\$ 66,644	\$ 27,464	\$ 94,108
Kentfield	1,016.88	671,847	181,923	853,770
Laguna Joint	17.75	11,727	4,720	16,447
Lagunitas	170.29	112,510	35,007	147,517
Larkspur Corte-Madera	1,303.97	861,525	198,307	1,059,832
Mill Valley	2,315.47	1,529,817	404,412	1,934,229
Miller Creek	1,729.86	1,142,908	368,039	1,510,947
Nicasio	33.67	22,246	15,195	37,441
Novato Unified	6,897.50	4,557,136	1,478,951	6,036,087
Reed Union	1,107.36	731,626	144,144	875,770
Ross	348.87	230,496	42,441	272,937
Ross Valley	1,668.51	1,102,375	313,804	1,416,179
San Rafael Elementary	4,114.93	2,718,710	1,064,751	3,783,461
San Rafael High	2,531.27	1,672,395	553,158	2,225,553
Sausalito - Marin City	409.89	270,812	89,673	360,485
Shoreline Unified	444.36	293,586	149,555	443,141
Tamalpais	4,827.50	3,189,500	1,004,410	4,193,910
Subtotal District Allocation	29,038.95	\$ 19,185,860	\$ 6,075,954	\$ 25,261,814
Total AB602 Base		\$ 26,045,891	\$ 7,446,851	\$ 33,492,742

MARIN COUNTY SELPA				
AB602 Fiscal Allocation Plan				
2024-25 Budget Proposal-May Update				
COMPARISON OF AB602 BLOCK GRANT - ALL RESOURCES				
	Prior Year - P2		Budget Proposal	
	Update			
	Mar-23		Apr-24	
	2023-24		2024-25	Change
AB602 Base Grant per ADA	887.40		896.90	9.50
SELPA-wide funded ADA	29,039.93		29,039.93	-
Base Grant Entitlement	\$ 25,770,150	\$	26,045,891	275,741
Federal funding	6,961,464		7,446,851	485,387.00
AB602 Base	\$ 32,731,614	\$	33,492,742	\$ 761,128
Set Asides				
Extended Year	\$ 758,956	\$	758,956	-
NPS/LCI Impact	52,539		52,539	-
Out of Home Care	-		300,000	300,000
SELPA	574,066		606,096	32,030
Facilities	161,280		161,280	-
Web Based IEP Software	38,616		38,616	-
Technology Resource Center	86,000		86,000	-
Audiobooks	85,113		90,000	4,887
Federal Preschool (3320)	910,546		974,034	63,488
Subtotal set-asides	2,667,116		3,067,521	400,405
MCOE Base	5,163,407		5,163,407	-
Subtotal set-asides & MCOE	\$ 7,830,523	\$	8,230,928	\$ 400,405
District Allocation				
Bolinas Stinson	\$ 91,773	\$	94,108	\$ 2,335
Kentfield	843,592		853,770	10,178
Laguna Joint	20,353		16,447	(3,906)
Lagunitas	140,860		147,517	6,657
Larkspur Corte-Madera	1,057,793		1,059,832	2,039
Mill Valley	1,887,171		1,934,229	47,058
Miller Creek	1,474,911		1,510,947	36,036
Nicasio	34,482		37,441	2,959
Novato Unified	5,949,735		6,036,087	86,352
Reed Union	863,377		875,770	12,393
Ross	282,908		272,937	(9,971)
Ross Valley	1,390,005		1,416,179	26,174
San Rafael Elementary	3,723,551		3,783,461	59,910
San Rafael High	2,223,610		2,225,553	1,943
Sausalito - Marin City	362,167		360,485	(1,682)
Shoreline Unified	432,568		443,141	10,573
Tamalpais	4,122,235		4,193,910	71,675
Subtotal Districts	\$ 24,901,091	\$	25,261,814	\$ 360,723

MARIN COUNTY SELPA
AB602 Fiscal Allocation Plan
2024-25 Budget Proposal-May Update

COMPARISON OF AB602 BLOCK GRANT - ALL RESOURCES

	Prior Year - P2		
	Update	Budget Proposal	
	Mar-23	Apr-24	
	2023-24	2024-25	Change
Subtotal AB602 Base	\$ 32,731,614	\$ 33,492,742	\$ 761,128
Stand Alone grants			
Low incidence	956,056	874,083	(81,973)
Program Specialist/Regionalized S€	574,715	536,744	(37,971)
Out of Home Care	564,046	399,992	(164,054)
Stand Alones	2,094,817	1,810,819	(283,998)
Total AB602 Budget	34,826,431	35,303,561	477,130
Funding Sources			
AB602 Base			
Property Taxes	14,420,985	14,420,985	-
ERAF	11,349,165	11,624,906	275,741
Federal	6,961,464	7,446,851	485,387
Subtotal AB602 Base	32,731,614	33,492,742	761,128
Stand-Alones			
ERAF	282,023	199,996	(82,027)
State	1,812,794	1,610,823	(201,971)
Subtotal Stand Alones	2,094,817	1,810,819	(283,998)
TOTAL AB6002			
Property Taxes	14,420,985	14,420,985	-
ERAF	11,631,188	11,824,902	193,714
Federal	6,961,464	7,446,851	485,387
State	1,812,794	1,610,823	(201,971)
Total AB602 Budget	34,826,431	35,303,561	477,130

MARIN COUNTY SELPA
AB602 Fiscal Allocation Plan
2024-25 Budget Proposal-May Update

5/7/2024

ALLOCATION OF AB602 FEDERAL FUNDS - RESOURCE #3310

weight rate measure date	85% \$ 1,320.35 DOS pupil ct Fall 1 2023	15% \$ 94.83 LCFF Unduplicated 2023-24	Federal Grant \$ 6,472,817 974,034 \$ 7,446,851	Jun-23 Parentally Placed IDEA Students Attending Private School	Pupil Count DOR 12/22/2023	Total IDEA eligible students \$ 1,860.32	Resource 3311 Private School Proportionate share of Federal grant
Bolinas Stinson	18	39	27,464	-	17	17	-
Kentfield	125	178	181,923	-	128	128	-
Laguna Joint	3	8	4,720	-	3	3	-
Lagunitas	24	35	35,007	-	26	26	-
Larkspur Corte-Mac	141	128	198,307	4	161	165	7,441
Mill Valley	292	199	404,412	2	313	315	3,721
Miller Creek	247	442	368,039	5	249	285	9,302
Nicasio	10	21	15,195	-	10	10	-
Novato Unified	914	2,870	1,478,951	-	914	914	-
Reed Union	104	72	144,144	-	104	104	-
Ross	32	2	42,441	-	31	31	-
Ross Valley	220	246	313,804	1	219	220	1,860
San Rafael Element	572	3,264	1,064,751	2	585	587	3,721
San Rafael High	297	1,698	553,158	3	291	294	5,581
Sausalito - Marin Ci	57	152	89,673	-	62	62	-
Shoreline Unified	90	324	149,555	-	96	96	-
Tamalpais	721	553	1,004,410	1	745	746	1,860
MCOE	300	8	396,863	-	-	-	-
TOTAL	4,167	10,239	\$ 6,472,817	18	3,954	4,003	\$ 33,486

Federal Allocation based on prior year pupil counts
District of Service Unduplicated Pupil Count as of Fall 1 2023 Census
Using LCFF unduplicated as proxy for Socio-Economic Disadvantaged

Private School Proportionate Share
Total Federal Grant divided by DOR + Privately placed pupil counts = per-pupil rate
Per pupil rate times Privately placed (Plan Types 200 & 700) pupil count June 1, 2021

Districts should reduce the budget in 3310 to add the budget for the proportionate share amount in resource 3311

MARIN SELPA							
AB602 Fiscal Allocation Plan							
2024-25 Budget Proposal-May Update							5/7/2024
COMPARISON OF ALLOCATION BY FUNDING SOURCE							
	LOCAL FUNDS			FEDERAL FUNDS			TOTAL
	Budget		Change	Budget		Change	
	P-1 Update	Proposal		P-1 Update	Proposal		
	Res# 6500	Res# 6500		Res# 3310	Res# 3310		
	2023-24	2024-25		2023-24	2024-25		
Per pupil rate	\$ 661.19	\$ 660.69	\$ (0.50)	weighted	weighted		
Bolinas-Stinson	\$ 66,694	\$ 66,644	(50)	\$ 25,079	\$ 27,464	2,385	2,335
Kentfield	672,351	671,847	(504)	171,241	181,923	10,682	10,178
Laguna	11,736	11,727	(9)	8,617	4,720	(3,897)	(3,906)
Lagunitas	112,594	112,510	(84)	28,266	35,007	6,741	6,657
Larkspur	862,172	861,525	(647)	195,621	198,307	2,686	2,039
Mill Valley	1,530,965	1,529,817	(1,148)	356,206	404,412	48,206	47,058
Miller Creek	1,143,766	1,142,908	(858)	331,145	368,039	36,894	36,036
Nicasio	22,262	22,246	(16)	12,220	15,195	2,975	2,959
Novato	4,560,559	4,557,136	(3,423)	1,389,176	1,478,951	89,775	86,352
Reed	732,175	731,626	(549)	131,202	144,144	12,942	12,393
Ross	230,669	230,496	(173)	52,239	42,441	(9,798)	(9,971)
Ross Valley	1,103,202	1,102,375	(827)	286,803	313,804	27,001	26,174
San Rafael Elementary	2,720,750	2,718,710	(2,040)	1,002,801	1,064,751	61,950	59,910
San Rafael High	1,673,650	1,672,395	(1,255)	549,960	553,158	3,198	1,943
Sausalito	271,015	270,812	(203)	91,152	89,673	(1,479)	(1,682)
Shoreline	293,806	293,586	(220)	138,762	149,555	10,793	10,573
Tamalpais	3,191,894	3,189,500	(2,394)	930,341	1,004,410	74,069	71,675
TOTAL	19,200,260	19,185,860	(14,400)	5,700,831	6,075,954	375,123	360,723

MARIN COUNTY SELPA AB602 Fiscal Allocation Plan 2024-25 Budget Proposal-May Update				5/7/2024
OUT OF HOME CARE PROGRAM				
FUNDING SOURCES:	State	Local	Total	
Stand-Alone grant for OOHC	\$ 199,996	\$ 199,996	\$ 399,992	
Set-Aside for OOHC		300,000	300,000	
NPS ADA Transfer from districts		36,440	36,440	
Transportation Cost Reimbursement		87,000	87,000	
Total Funding Sources	\$ 199,996	\$ 623,436	\$ 823,432	
EXPENDITURES				
NPS contracts			875,000	
Salaries			35,000	
Assessments			5,000	
Total Expenditures			\$ 915,000	
EXCESS (DEFICIT) REVENUES TO EXPENDITURES			\$ (91,568)	
BEGINNING BALANCE			467,777	
ENDING BALANCE			\$ 376,209	
DETAIL FUNDING SOURCES				
OUT OF HOME CARE APPORTIONMENT				
Group Home Severity Level	Pupil Count	Rate	Grant Amount	
All Foster Youth	105.00	1,759	184,673	
Short-Term Residential Therapeutic Program	8.21	17,020	139,706	
Community Care Facilities (CCF)	4.00	3,914	15,655	
Intermediate Care Facilities (ICF)	-	14,765	-	
Skilled Nursing Facilities (SNF)	-	31,322	-	
Total Entitlement			340,034	
Proration Factor			1.00	
Total Out-of-Home Care Funding			\$ 340,034	
Proportional Share of Savings			\$ 59,958	
Proration Factor		100.00%	\$ 399,992	
SET-ASIDE TO SUPPORT THE OUT OF HOME CARE PROGRAM				
Out of Home Care Set-Aside		Proposed	300,000	
NPS/LCI ADA TRANSFER to OOHC program				
	Based on Budget Year			
All Districts	ADA	Rate	Total	
Kentfield (Basic Aid)	0.90	6,725.06	6,053	
Novato	0.55	6,767.59	3,722	
San Rafael Elem	0.79	6,725.06	5,313	
San Rafael High (Basic Aid)	1.43	7,783.42	11,130	
Sausalito-Marín City	0.49	6,725.06	3,295	
Tamalpais (Basic Aid)	0.89	7,783.42	6,927	
Subtotal Basic Aid Districts	5.05		36,440	
NPS/LCI ADA Transfer to OOHC program	5.05		36,440	
NPS/LCI IMPACT SET-ASIDE (Reimbursement to Basic Aid districts for prior year NPS/LCI ADA transfer)				
	Based on Prior Year			
Basic Aid Districts	ADA	Rate	Total	
Kentfield	0.88	6,653.86	5,855	
Miller Creek	2.12	6,653.86	14,106	
San Rafael High	1.10	7,701.02	8,471	
Sausalito-Marín City	1.10	6,653.86	7,319	
Tamalpais	2.18	7,701.02	16,788	
NPS/LCI Basic Aid Set-Aside	7.38		52,539	

MARIN COUNTY SELPA
AB602 Fiscal Allocation Plan
2024-25 Budget Proposal-May Update

SELPA OFFICE

5/7/2024

	Budget	Budget	Budget	Budget	Budget	Proposed Budget	
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Change
Personnel							
Assistant Supt/SELPA Director	54,137	55,762	55,762	59,158	171,655	171,655	-
Director	147,233	151,650	158,421	162,040	-	-	-
Coordinator/Asst Managers (2 FTE)	236,590	257,038	242,561	267,429	299,993	292,728	(7,265)
Accountant 0.5 FTE	-	-	-	-	57,282	54,558	(2,724)
Secretary 2 FTE	95,385	98,247	102,784	114,088	131,494	134,514	3,020
Professional Expert	6,000	6,000	6,000	6,000	6,000	6,000	-
Total Salaries	541,345	568,697	565,528	608,715	666,424	659,455	(6,969)
Benefits	193,702	203,548	189,753	215,945	245,664	245,639	(25)
	36%	36%	34%	35%	37%	37%	
Materials and Supplies							
Office supplies	5,000	5,000	5,000	5,000	5,000	5,000	-
Noncapitalized equipment	500	500	500	500	500	500	-
Total materials	5,500	5,500	5,500	5,500	5,500	5,500	-
Services & Other							
Conferences	5,000	5,000	5,000	5,000	10,000	10,000	-
Regionalized training	20,000	20,000	20,000	20,000	20,000	20,000	-
Mileage	500	500	500	800	800	800	-
Dues & Memberships	2,500	2,500	2,500	3,500	3,500	3,500	-
Copier Charges	7,500	7,500	7,500	7,500	7,500	5,000	(2,500)
Equipment Maintenance	-	-	-	-	-	4,800	4,800
Professional consultants	-	-	-	-	30,000	30,000	-
Advertising	500	500	500	500	500	500	-
Legal	10,000	10,000	10,000	10,000	10,000	10,000	-
Outside printing	500	500	500	500	500	500	-
Other services	1,500	1,500	1,500	1,500	1,500	1,500	-
Postage	1,500	1,500	1,500	1,500	1,500	1,750	250
Total services	49,500	49,500	49,500	50,800	85,800	88,350	2,550
Total Direct Costs	790,047	827,245	810,281	880,960	1,003,388	998,944	(4,444)
Indirect Costs (24-25 14.19%)	98,124	98,938	96,910	113,203	142,381	142,250	(131)
Total SELPA Budget	888,171	926,183	907,191	994,163	1,145,769	1,141,194	(4,575)

2024-25 ASSUMPTIONS

FY2024-25 salary projections includes step and column only
PERS increased
Indirect cost rate 14.24%

MARIN COUNTY SELPA
AB602 Fiscal Allocation Plan
2024-25 Budget Proposal-May Update

AB602 BASE BY LEA - RESOURCE 6500

LOCAL REVENUE								FEDERAL REVENUE					
District	Prior Prior Year 2022-23	Prior Year 2023-24	Current Year 2024-25	Funded ADA	Local Entitlement \$ 896.90	Local Set Asides and MCOE Base \$ (6,860,031)	Local Total	DOS pupil ct 85%	LCFF Unduplicated 15%	Federal IDEA Revenue \$ 6,472,817	Preschool Pupil Count	Federal Preschool Revnue \$ 974,034	Federal Total
Bolinas Stinson	86.32	100.87	100.87	100.87	90,470	(23,826)	66,644	18	39	27,464	-	-	27,464
Kentfield	998.28	1,016.88	1,016.88	1,016.88	912,039	(240,193)	671,846	125	178	181,923	-	-	181,923
Laguna Joint	17.75	8.54	8.54	17.75	15,920	(4,193)	11,727	3	8	4,720	-	-	4,720
Lagunitas	170.29	147.99	147.99	170.29	152,733	(40,223)	112,510	24	35	35,007	-	-	35,007
Larkspur Corte-Madera	1,303.97	1,115.14	1,115.14	1,303.97	1,169,530	(308,005)	861,525	141	128	198,307	10	55,030	253,347
Mill Valley	2,315.47	2,188.19	2,188.19	2,315.47	2,076,743	(546,927)	1,529,816	292	199	404,412	-	-	404,412
Miller Creek	1,700.16	1,729.86	1,729.86	1,729.86	1,551,510	(408,603)	1,142,908	247	442	368,039	-	-	368,039
Nicasio	33.67	32.42	32.42	33.67	30,199	(7,953)	22,246	10	21	15,195	-	-	15,195
Novato Unified	6,846.40	6,897.50	6,897.50	6,897.50	6,186,362	(1,629,228)	4,557,134	914	2,870	1,478,949	60	330,181	1,809,190
Reed Union	1,107.36	988.43	988.43	1,107.36	993,190	(261,565)	731,626	104	72	144,144	-	-	144,144
Ross	348.87	334.87	334.87	348.87	312,901	(82,405)	230,496	32	2	42,441	-	-	42,441
Ross Valley	1,668.51	1,641.50	1,641.50	1,668.51	1,496,485	(394,111)	1,102,374	220	246	313,804	7	38,521	352,332
San Rafael Elementary	3,999.61	4,114.93	4,114.93	4,114.93	3,690,678	(971,969)	2,718,708	572	3,264	1,064,751	46	253,139	1,317,936
San Rafael High	2,479.42	2,531.27	2,531.27	2,531.27	2,270,294	(597,900)	1,672,394	297	1,698	553,158	-	-	553,158
Sausalito - Marin City	409.89	259.70	259.70	409.89	367,630	(96,818)	270,812	57	152	89,673	-	-	89,673
Shoreline Unified	438.22	444.36	444.36	444.36	398,546	(104,960)	293,586	90	324	149,555	-	-	149,555
Tamalpais	4,827.50	4,443.51	4,443.51	4,827.50	4,329,781	(1,140,282)	3,189,499	721	553	1,004,410	-	-	1,004,410
MCOE (out of County)	0.98	0.50	0.50	0.98	879	(869)	10	300	8	396,863	54	297,163	694,080
Total:	28,752.67	27,996.46	27,996.46	29,039.93	26,045,891	(6,860,031)	19,185,861	4,167	10,239	6,472,817	177	974,034	7,447,028

Annotation – Agenda Item 6.6
Operational Steering Committee
May 22, 2024

Agenda Item

6.6 2024 – 2025 Mental Health Invoice Plan

Item Type

Action

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

The SELPA Director recommends adopting the 2024 - 2025 Mental Health Invoice Plan (MHIP) that utilizes a bill back procedure for the provision of identified regionalized mental health services and member LEA fiscal protections.

Attachments to this Agenda Item

Attachment 1: 2024 – 2025 Mental Health Invoice Plan

MARIN COUNTY SELPA

Budget Adoption

5/7/2024

2024-25 Mental Health District Revenue and County Office Invoicing

Funding is Allocated Based on Current Year District ADA for Prop 98 and Prior Year P-2 Total ADA for Federal

Prop 98 ADA 28,277.04 2023-24 P2 District ADA (will be updated to current year when available)

Federal ADA 28,283.70 2023-24 P2 Total ADA

	Rate
2023-24 Prop 98 Funding per ADA	79.71
2024-25 COLA	1.07%
2024-25 Prop 98 Funding per ADA	80.56
Prop 98 Revenue	2,278,094
Federal IDEA Revenue	373,284
Total Revenue	2,651,378
Allocation Per Pupil	93.76
Risk Pool Invoice	200,000
Compass Academy Invoice	938,087
Less Compass c/o	-
Net Compass invoice	938,087

Note: Risk Pool and Compass Academy invoice amount determined based on current year ADA

	2023-24 P-2 ADA	2023-24 P-2 ADA	Prop 98 Mental Health Revenue Res #6546	Federal Mental Health Revenue Res #3327	Total Mental Health Revenue	Compass Academy Invoice From MCOE	Risk Pool Invoice From MCOE	Total Invoice Amount From MCOE
BOLINAS-STINSON	96.05	96.25	7,738	1,270	9,008	3,218	686	3,904
KENTFIELD	1,010.79	1,020.46	81,433	13,468	94,901	33,868	7,221	41,088
LAGUNA/LINCOLN	8.21	8.21	661	108	770	275	59	334
LAGUNITAS	147.83	148.92	11,910	1,965	13,875	4,953	1,056	6,009
LARKSPUR	1,124.67	1,131.14	90,607	14,929	105,536	37,683	8,034	45,718
MILL VALLEY	2,182.75	2,188.66	175,850	28,886	204,735	73,136	15,593	88,728
MILLER CREEK	1,722.03	1,747.59	138,733	23,064	161,797	57,699	12,301	70,000
NICASIO	32.56	32.56	2,623	430	3,053	1,091	233	1,324
NOVATO UNIFIED	6,899.50	6,971.17	555,847	92,004	647,851	231,176	49,287	280,463
REED UNION	995.35	997.77	80,189	13,168	93,357	33,350	7,110	40,461
ROSS	333.94	335.23	26,903	4,424	31,328	11,189	2,386	13,575
ROSS VALLEY	1,638.48	1,651.91	132,001	21,802	153,803	54,899	11,705	66,604
SAN RAFAEL ELEMENTARY	4,180.40	4,194.79	336,787	55,362	392,149	140,069	29,863	169,932
SAN RAFAEL HIGH	2,483.64	2,530.52	200,090	33,397	233,488	83,217	17,742	100,959
SAUSALITO	262.25	271.75	21,128	3,587	24,714	8,787	1,873	10,660
SHORELINE UNIFIED	471.83	476.86	38,012	6,294	44,306	15,809	3,371	19,180
TAMALPAIS UNION HIGH	4,407.10	4,441.06	355,051	58,612	413,663	147,665	31,482	179,148
MCOE - Court School	279.66	38.85	22,530	513	23,043	-	-	-
	28,277.04	28,283.70	2,278,094	373,284	2,651,378	938,087	200,000	1,138,087

Marin County SELPA

2024-25 Mental Health Invoicing Plan

Educationally Related Mental Health Services (ERMHS)

Compass Academy Program Budget

The Draft Budget proposal for 2024-25 maintains Compass Academy at 3 classes

DESCRIPTION	Per class	Total FTE	Annual Salary & Benefits per FTE
Psychologist	0.75	2.25	164,245
Teacher	1.00	3.00	136,609
Paraeducator	2.00	6.00	70,585
Specialist para	1.00	1.00	70,585
Speech Therapist	0.10	0.30	136,609
Embedded OT	0.10	0.30	146,091
Nurse	0.04	0.12	139,448
Secretary	0.10	0.30	104,903
Program Manager	0.20	0.60	198,412
Cognitive Behavioral Therapy Supervision			
Total salaries & benefits	5.29	13.87	
Indirect Costs at 11.96%/8.8%			
Plus facilities at \$18,000/room x 2 rooms per class (+4%)			
Total Program Budget			
Educationally related mental health services			
Specialized Academic Instruction (SAI)			

Mental Health Program	SAI (Excess Costs)	Total Budget
369,551		369,551
	409,826	409,826
211,754	211,754	423,508
70,585		70,585
	40,983	40,983
	43,827	43,827
	16,734	16,734
	31,471	31,471
59,524	59,524	119,047
30,000		30,000
741,414	814,119	1,555,532
88,673	71,642	160,315
108,000	-	108,000
938,087	885,761	1,823,847
		938,087
		885,761
		1,823,848

Annotation – Agenda Item 6.7
Operational Steering Committee
May 22, 2024

Agenda Item

6.7 2024 – 2025 Special Education Preschool Grants Fiscal Allocation Plan

Item Type

Action

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

The SELPA Director recommends that the OSC adopt the 2024 – 2025 Special Education Preschool Grant Fiscal Allocation Plan as presented.

Attachments to this Agenda Item

Attachment 1: 2024 – 2025 Special Education Preschool Grant Fiscal Allocation Plan

MARIN COUNTY SELPA

FEDERAL PRE-SCHOOL REVENUE ALLOCATION PLAN 2024-25 Budget Proposal

4/17/2024

The approved allocation model is based on each district's share of all pre-school age pupils being served in regional classrooms based on the prior year certified Fall pupil count.

2024-25 Budget Proposal

	\$	272,848	\$	974,034	2024-25	Fall 1 2023 Census		Change	2023-24	2024-25
	3315 award		3320 award		Total	Pupil Count	Percentage	in %	Total Award	Change
Mill Valley	15,415		55,030		70,445	10	5.6%	2.7%	47,924	22,521
Novato Unified	92,490		330,181		422,671	60	33.9%	-0.7%	388,685	33,986
Ross Valley Elementary	10,791		38,521		49,312	7	4.0%	-0.7%	60,540	(11,228)
San Rafael Elementary	70,910		253,139		324,049	46	26.0%	1.6%	301,058	22,991
Sausalito Marin City	-		-		-	-	0.0%	-1.3%	15,427	(15,427)
MCOE	83,242		297,163		380,405	54	30.5%	-1.5%	369,760	10,645
					-					
Total	272,848		974,034		1,246,882	177	100.0%		1,183,394	63,488

Annotation – Agenda Item 6.8
Operational Steering Committee
May 22, 2024

Agenda Item

6.8 2024 – 2025 Low Incidence Fiscal Allocation Plan

Item Type

Action

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

The SELPA Director recommends that the OSC adopt the 2024 – 2025 Low Incidence Fiscal Allocation Plan as presented.

Attachments to this Agenda Item

Attachment 1: 2024 – 2025 Low Incidence Fiscal Allocation Plan

2024-25 Low Incidence Fiscal Allocation Plan

Rate based on 2023-24 P-1 Apportionment x 1.07% COLA

	2024-25
Estimated per pupil rate	3,688.11
CALPADS prior year certified LI pupil count	247
Estimated low incidence allocation	\$ 910,964

OSC approved the previous Low Incidence Fiscal Allocation Plan determining the revenue be used to fund materials, equipment and certain services reimbursements to the districts (\$125,000) and the remaining be used to reduce excess costs charged to the districts.

The schedule below identifies the estimated excess cost savings for each district.

District of SPED Accountability	Regionalized Services	Excess Cost Savings
Low Incidence Allocation:	910,964	
Reimbursement Pool:	(125,000)	
Available to reduce excess costs:		785,964
Bolinas-Stinson Union		1,579
Kentfield Elementary		26,497
Laguna Joint Elementary		3,072
Lagunitas Elementary		5,452
Larkspur-Corte Madera School District		24,870
Mill Valley Elementary		17,935
Miller Creek Elementary		100,607
Nicasio Elementary		19,312
Novato Unified		214,372
Reed Union Elementary		15,549
Ross Elementary		2,343
Ross Valley Elementary		58,446
San Rafael City Elementary		72,067
San Rafael City High		73,976
Sausalito Marin City School District		31,900
Shoreline Unified		15,445
Tamalpais Union High		102,542
Marin Co. Office of Education	785,964	
Total:	785,964	785,964

Annotation – Agenda Item 6.9
Operational Steering Committee
May 22, 2024

Agenda Item

6.9 2024 – 2025 Marin County Regionalized Special Education Services Expansion

Item Type

Action

Summary of Key Issues

Additional regionalized programming needs have been identified by the SELPA's member LEAs.

Summary of Previous OSC Action

None

Recommendation

The SELPA Director recommends that the OSC adopt the 2024 – 2025 Regionalized Special Education Continuum Expansion as presented.

Attachments to this Agenda Item

Attachment 1: MCOE Regionalized Special Education Services: 2024 – 2025
Projections

Attachment 2: Marin County Office of Education Estimated Special Education Program
Excess Costs: Fiscal Year 2024 - 2025

MCOE REGIONALIZED SPECIAL EDUCATION SERVICES
2024-2025 - Projections

	PROGRAM/STRAND	DISTRICT OF LOCATION	SCHOOL SITE	GRADES
<u>EARLY INTERVENTION PROGRAMS</u>				
	<u>EARLY START-DHH/VI</u>	MCOE	Magnolia Park	Ages 0-2
	AUT	MCOE	Marindale	PreK
	AUT	MCOE	Marindale	PreK
	SD	MCOE	Marindale	PreK
	SD	MCOE	Marindale	PreK
	SD	MCOE	Marindale	PreK- TK
	DHH	MCOE	Magnolia Park	PreK- TK
<u>ELEMENTARY PROGRAMS</u>				
	SDA	MCOE	Magnolia Park	TK - K
	SD	ROSS VALLEY	Hidden Valley	TK - K
	AUT	NOVATO	Lu Sutton	TK - K
	SD	MILL VALLEY	Edna Maguire	TK - K
	SD	NOVATO	Olive	K - 3
	SD	MILL VALLEY	Edna Maguire	1 - 2
	SDA	MILLER CREEK	Vallecito	1 - 2
	SD	KENTFIELD	Bacich	1 - 4
	<u>ED</u>	NOVATO	Compass	2 - 5
	AUT	NOVATO	Hamilton	3 -5
	SD	NOVATO	Olive	3 - 5
	SD	REED	Bel Aire	3 - 5
	AUT	ROSS VALLEY	Manor	3 - 5
	SD	NOVATO	San Jose MS	6 – 8
	SD	SAN RAFAEL	Davidson	6 - 8
	AUT	NOVATO	Hamilton	6 - 8
	<u>ED</u>	NOVATO	Compass	6 - 8
<u>SECONDARY/ TRANSITION PROGRAMS</u>				
	SDA	SAN RAFAEL	Terra Linda HS	9 - 12
	SD	TUHSD	Tamalpais HS	9 - 12
	SD	TUHSD	Redwood HS	9 - 12+
	AUT	TUHSD	Redwood HS	9 - 12
	<u>ED</u>	NOVATO	Compass	9 - 12
	SD	MCOE	Grant Grover	12+
	SD	MCOE	Grant Grover	12+
	SDA	MCOE	Grant Grover	12+
	SDA	COLLEGE OF MARIN	IVC	12+
<u>ITINERANT SERVICES</u>				
	Resource Specialist	Rurals	Various	TK-8
	<u>Visual Impairment</u>	Various	Various	preK-12+
	<u>Deaf/Hard of Hearing</u>	Various	Various	preK-12+
	Adapted PE (2)	Various	Various	TK-12+

MARIN COUNTY OFFICE OF EDUCATION												
ESTIMATED SPECIAL EDUCATION PROGRAM EXCESS COSTS (ONE HALF BY SETTING; ONE HALF BY PUPIL)												
Fiscal Year 2024-25												
(Based on December 16, 2023 Pupil Count)												
ESTIMATED % AND AMOUNT OF EXCESS COST BY SETTING:				<div>PREPARED ON: 5-14-24</div> <div>Budget Adoption</div> <div>Proposal</div>								
Setting	Excess		Excess % Amt. / Setting									
SDC	\$10,943,244	x	78.15% \$8,552,145									
RSP	\$10,943,244	x	2.79% \$305,317									
DIS	\$10,943,244	x	19.06% \$2,085,782									
	\$10,943,244		100.00% \$10,943,244									
EXCESS PER PUPIL COST BY SETTING:				<div>PER PUPIL COST :</div> <div>One-half Excess Divided by Total # Pupils Per Pupil Cost</div>								
SDC	Excess/ Setting	Pupils	Per Pupil Cost	Divided in half							Proposed 2024-25 EXCESS COSTS	
RSP	\$305,317	25	\$12,212.66	\$6,106.33	\$5,471,622			749.0				
DIS	\$2,085,782	469	\$4,447.30	\$2,223.65				\$7,305.24				
TOTAL	\$10,943,244	749										
DISTRICT	NUMBER OF PUPILS *				ONE-HALF COST BY SETTING			TOTAL COST		1/2 PER PUPIL + 1/2 PER SETTING	Adopted Budget 2023-24	Variance
	SDC	RSP	DIS	TOTAL	SDC	RSP	DIS	1/2 Per Setting	1/2 Per Pupil			
BOLINAS-STINSON	1			1	\$16,769	\$0	\$0	\$16,769	\$7,305	\$24,074	\$44,519	(\$20,445)
KENTFIELD	10		14	24	167,689	0	31,131	198,820	175,326	374,146	\$424,785	(50,639)
LAGUNA		2	1	3	0	12,213	2,224	14,437	21,916	36,353	\$66,191	(29,838)
LAGUNITAS	2		3	5	33,538	0	6,671	40,209	36,526	76,735	\$57,586	19,149
LARKSPUR CORTE-MADERA	8		16	24	134,151	0	35,578	169,729	175,326	345,055	\$297,120	47,935
MILL VALLEY	7		9	16	117,382	0	20,013	137,395	116,884	254,279	\$301,717	(47,438)
MILLER CREEK	39	4	47	90	653,988	24,425	104,511	782,924	657,471	1,440,395	\$1,229,992	210,403
NICASIO	3	7	6	16	50,307	42,744	13,342	106,393	116,884	223,277	\$120,252	103,025
NOVATO	66	4	140	210	1,106,748	24,425	311,311	1,442,484	1,534,100	2,976,584	\$2,733,463	243,121
REED	5	1	9	15	83,845	6,106	20,013	109,964	109,579	219,543	\$261,795	(42,252)
ROSS	1		1	2	16,769	0	2,224	18,993	14,610	33,603	\$22,260	11,343
ROSS VALLEY	22		31	53	368,916	0	68,933	437,849	387,178	825,027	\$727,799	97,228
SAN RAFAEL ELEM.	19		55	74	318,609	0	122,301	440,910	540,587	981,497	\$1,285,624	(304,127)
SAN RAFAEL HIGH	26	6	37	69	435,992	36,638	82,275	554,905	504,061	1,058,966	\$743,371	315,595
SAUSALITO-MARIN CITY	11		19	30	184,458	0	42,249	226,707	219,157	445,864	\$443,745	2,119
SHORELINE	3		14	17	50,307	0	31,131	81,438	124,189	205,627	\$248,003	(42,376)
TAMALPAIS	32	1	67	100	536,605	6,106	148,984	691,695	730,524	1,422,219	\$1,381,630	40,589
TOTALS	255	25	469	749	\$4,276,073	\$152,657	\$1,042,891	\$5,471,621	\$5,471,623	\$10,943,244	10,389,852	\$553,392

* Based on December 16, 2023 pupil count

Annotation – Agenda Item 6.10
Operational Steering Committee
May 22, 2024

Agenda Item

6.10 Marin County SELPA Program Transfers: Policy and Procedures – First Reading

Item Type

Action

Summary of Key Issues

The current Program Transfer policy requires amending to clarify the final notification date for a member LEA to inform the current operator and the Marin County SELPA regarding the decision to conduct a program transfer.

Summary of Previous OSC Action

The Marin County SELPA Program Transfers: Policy and Procedures was last revised and adopted by the OSC on March 3, 2021.

Recommendation

Attachments to this Agenda Item

Attachment 1: Draft Marin County SELPA Program Transfers: Policy and Procedures

Attachment 2: Marin County SELPA Program Transfers: Policy and Procedures

Program Transfers: Policy and Procedures

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

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.

Final written notification of the decision to transfer and operate the program approved by the Operational Steering Committee shall be submitted to the current operator and the Marin County SELPA by March 1st of the year prior to transferring the program(s).

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

Program Transfers: Policy and Procedures

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

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

Annotation – Agenda Item 6.11
Operational Steering Committee
May 22, 2024

Agenda Item

6.11 Appointment of the 2024 – 2025 Operational Steering Committee and Chairperson

Item Type

Action

Summary of Key Issues

The 2024 - 2025 Operational Steering Committee that represents each of the SELPA's six (6) regions needs to be established. 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

The 2023 – 2024 Operational Steering Committee and Chairperson was appointed at the May 24, 2023 OSC Meeting.

Recommendation

None

Attachments to this Agenda Item

Attachment 1: Draft 2024 – 2025 Marin County SELPA Operational Steering Committee Membership



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

Area/Member	District Representation
Area 1: David Rice, Ross School District Alternate: Tara Taupier, Tamalpais Union High School District	Tamalpais Union High School District; Larkspur-Corte Madera School District; Ross School District
Area 2: Adam Jennings, Shoreline Unified School District Alternate: Barbara Snekkevik, Nicasio School District	Ross Valley School District; Nicasio School District; Lagunitas School District; Shoreline Unified School District
Area 3: Raquel Rose, Kentfield School District Alternate: Elizabeth Kaufman, Mill Valley School District	Bollinas-Stinson Union School District; Reed Union School District; Sausalito-Marín City School District; Mill Valley School District; Kentfield School District
Area 4: Carmen Diaz Ghysels, San Rafael City Schools Alternate: Becky Rosales, Miller Creek School District	Miller Creek Elementary School District; San Rafael Elementary School District; San Rafael High School District
Area 5: Tracy Smith, Novato Unified School District Alternate: Julie Synard, 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
Chair: Tracy Smith Term: 2024 - 2025	

Annotation – Agenda Item 6.12
Operational Steering Committee
May 22, 2024

Agenda Item

6.12 2024 – 2025 Marin County SELPA Committee Meeting Calendar

Item Type

Action

Summary of Key Issues

The OSC adopted 2024 – 2025 Committee Meeting Calendar requires a revision to the May 2025 meeting date for the Advisory Steering Committee and Business Advisory Committee.

Summary of Previous OSC Action

The OSC adopted the 2024 – 2025 Meeting Calendar at the March 2024 OSC meeting.

Recommendation

The SELPA Director recommends adopting the revised 2024 – 2025 Marin County SELPA Committee Meeting Calendar as presented.

Attachments to this Agenda Item

Attachment 1: Revised 2024 – 2025 Marin County SELPA Committee Meeting Calendar



COMMITTEE MEETING CALENDAR 2024 - 2025

Operational Steering Committee (8:00 am)

July 2024 <i>Dark</i>	August 2024 <i>Dark</i>	September 4, 2024 MCOE	October 2, 2024 MCOE	November 6, 2024 MCOE	December 4, 2024 MCOE
January 8, 2025 MCOE	February 5, 2025 MCOE	March 5, 2025 MCOE	April 2, 2025 MCOE	May 28, 2025 MCOE	June 11, 2025 MCOE

Advisory Steering Committee (9:00 am)

July 2024 <i>Dark</i>	August 7, 2024 MCOE	September 11, 2024 Virtual	October 16, 2024 Virtual	November 13, 2024 Virtual	December 11, 2024 MCOE
January 15, 2025 Virtual	February 12, 2025 Virtual	March 12, 2025 MCOE	April 23, 2025 Virtual	May 21, 2025 Virtual	June 4, 2025 MCOE

Business Advisory Committee (11:00 am)

July 2024 <i>Dark</i>	August 2024 <i>Dark</i>	September 2024 <i>Dark</i>	October 16, 2024 Joint Meeting with ASC at 11:00 am	1 st Interim November 13, 2024 Joint Meeting with ASC at 11:00 am	December 2024 <i>Dark</i>
January 2025 <i>Dark</i>	2 nd Interim February 12, 2025 Joint Meeting with ASC at 11:00 am	Preliminary Budget March 19, 2025	April 16, 2025	May 21, 2025 Joint Meeting with ASC at 11:00 am	June 4, 2025 Joint Meeting with ASC at 11:00 am

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

July 2024 <i>Dark</i>	August 28, 2024 MCOE	September 2024 <i>Dark</i>	October 2024 <i>Dark</i>	November 20, 2024 MCOE	December 2024 <i>Dark</i>
January 2025 <i>Dark</i>	February 26, 2025 MCOE	March 2025 <i>Dark</i>	April 2025 <i>Dark</i>	May 7, 2025 MCOE	June 2025 <i>Dark</i>

Annotation – Agenda Item 7.1
Operational Steering Committee
May 22, 2024

Agenda Item

- 7.1 Equitable Services for Parentally Placed Students with Disabilities in Private Schools – Ages 3 to 21 years

Item Type

Information

Summary of Key Issues

The California Department of Education has released updated guidance regarding equitable services and proportionate share of funding to students with disabilities parentally placed in private schools.

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment 1: California Department of Education Updated Guidance:
Equitable Services for Students with Disabilities Parentally Placed in
Private Schools, May 2024

Equitable Services for Students with Disabilities

Parentally Placed in Private Schools

May 2024

Equitable services provisions and proportionate share calculation are required for students aged 3-21, parentally placed in private school. Local Educational Agencies have an obligation to locate and evaluate all students within their boundaries.

Equitable Services for Parentally Placed Private School Children with Disabilities

The Individuals with Disabilities Education Acts (IDEAs) equitable services provisions are found in the [Code of Federal Regulations \(CFR\) at 34 CFR §§ 300.130 through 300.144](#)¹. The U.S. Department of Education's commentary on the regulations is found at [Volume 71, Federal Register, No. 156, August 14, 2006, pp. 46589 through 46597](#)² (PDF). The U.S. Department of Education's "Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools, Office of Special Education Programs (OSEP) Questions and Answers (QA) 22-10, Revised February 2022," is available on the [U.S. Department of Education's, IDEA website](#)³.

Some key provisions of the equitable services regulations are summarized below.

Which Students are Eligible for Equitable Services?

The equitable services provisions apply to parentally-placed private school children with disabilities, which means children with disabilities enrolled by their parents in private, including religious, schools or facilities that meet the definition of elementary school or secondary school.¹ (The equitable services provisions do **not** apply to children with disabilities who are or have been placed in or referred to a private school or facility by a public agency as a means of providing special education and related services.)²

Preschool Students

If a private preschool meets the definition of elementary school, the equitable services provisions apply to students with disabilities age 3 to 5 who are enrolled by their parents in the private preschool.³ On the other hand, if a student with a disability age 3 to 5 is enrolled by their parents in a private preschool that does **not** meet the definition of elementary school, the equitable services provisions do **not** apply.⁴

The federal regulations define "Elementary school" as "a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law."⁵ While California law does not have a uniform definition of elementary school, California's Education Code indicates

that kindergarten (including transitional kindergarten or TK) is considered elementary education.⁶

Therefore, it appears that in California the equitable services provisions apply to a student with a disability age 3 to 5 enrolled by their parents in a private school that offers not only preschool but also any of the grades TK or above. On the other hand, it appears that in California the equitable services provisions do **not** apply to a student with a disability age 3 to 5 enrolled by their parents in a “stand-alone” private preschool.

Home School Students

The equitable services provisions apply to home-schooled children in a state that recognizes home schools as private elementary schools and secondary schools.⁷ Because California does recognize home schools as private elementary schools and secondary schools,⁸ children with disabilities in such home schools must be treated in the same way as other parentally-placed private school children with disabilities.

Child Find

Each local educational agency (LEA) must locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA.⁹ In doing so, the LEA must undertake activities similar to those undertaken for the LEA’s public school children.¹⁰

Provision of Services

To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA, provision must be made for the participation of those children in the program assisted or carried out under Part B of the IDEA by providing them with special education and related services, including direct services.¹¹ No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.¹² A services plan must be developed and implemented for each private school child with a disability who has been designated by the LEA in which the private school is located to receive special education and related services.¹³ Parentally-placed private school children with disabilities may receive a different amount of services than children with disabilities in public schools.¹⁴ Services must be provided by employees of a public agency or through contract by the public agency with an individual, association, agency, organization, or other entity.¹⁵ Services to parentally-placed private school children with disabilities may be provided on the premises of private, including religious, schools, to the extent consistent with law.¹⁶

Consultation

The LEA must engage in timely and meaningful consultation with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for the children regarding: (a) the child find process; (b) the determination of the proportionate share of funds; (c) how the consultation process itself will operate throughout the year; and (d) how, where, and by whom special education and related services will be provided, including a discussion of the types of services, including direct services and alternate service delivery mechanisms; how special education and related services will be apportioned if funds are insufficient to serve all children; and how and when those decisions will be made.¹⁷

Proportionate Share Expenditures

LEAs must consider those parentally placed private school children with disabilities enrolled by their parents in private schools located in the LEA that meet the definition of elementary school and/or secondary school when determining two different proportionate share expenditures:

For children aged **3 to 21**, the LEA must spend an amount that is the same proportion of the LEA's total subgrant under section **611(f)** of the IDEA (20 *United States Code* [U.S.C.] § 1411(f)) as the number of private school children with disabilities aged 3 to 21 who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA, is to the total number of children with disabilities in the LEA's jurisdiction aged 3 to 21.

For children aged **3 to 5**, the LEA must spend an amount that is the same proportion of the LEA's total subgrant under section **619(g)** of the IDEA (20 *U.S.C.* § 1419(g)) as the number of parentally-placed private school children with disabilities aged 3 to 5 who are enrolled by their parents in a private, including religious, elementary school located in the LEA, is to the total number of children with disabilities in the LEA's jurisdiction aged 3 to 5.

The cost of carrying out child find activities cannot be considered in determining if an LEA has met its obligation for proportionate share expenditures.

Sample Calculation for 611(f), Ages 3 to 21

There are five (5) eligible parentally placed private school children with disabilities enrolled in private schools located in Anytown District (inclusive of home school students) that meet the definition of elementary school or secondary school. Anytown District also serves 495 eligible students with disabilities who reside in and are enrolled in the District.

The total number of eligible students age 3 to 21 is 500. The District's proportion of eligible parentally-placed private school students with disabilities age 3 to 21 to all eligible students with disabilities age 3 to 21 is 5 to 500, or 1%.

Anytown District received \$200,000 for its 611(f) grant. Because the proportion of parentally placed private school children with disabilities is 1% of all students with disabilities, the proportionate share of the 611(f) funds is 1% of the total grant of \$200,000, or \$2,000.

Anytown District must spend at least \$2,000 of its 611(f) grant on services for the five parentally placed private school students with disabilities age 3 to 21 enrolled in private schools located in the LEA to meet its proportionate share obligation for the 611(f) grant.

Sample Calculation for 619(g), Ages 3 to 5

Of the five eligible parentally placed private school children with disabilities enrolled in private schools located in Anytown District, one (1) is a preschool-aged child (age 3 to 5) enrolled in a private preschool that meets the definition of elementary school. Anytown District also serves nine (9) eligible preschool students with disabilities who reside in and are enrolled in the District.

The total number of eligible students age 3 to 5 is 10. The District's proportion of eligible parentally-placed private school students with disabilities age 3 to 5 to all eligible students with disabilities age 3 to 5 is 1 to 10, or 10%.

Anytown District received \$2,500 for its 619(g) grant. Because the proportion of parentally placed private school children with disabilities age 3 to 5 is 10% of all eligible students with disabilities age 3 to 5, the proportionate share of the 619(g) funds is 10% of the total grant of \$2,500, or \$250. Anytown District must spend at least \$250 of its 619(g) grant on services for the one parentally placed private school student with a disability age 3 to 5 enrolled in a private school located in the LEA to meet its proportionate share obligation for the 619(g) grant.

Carryover

If an LEA has not expended all proportionate share funds by the end of the fiscal year for which Congress appropriated the funds, the LEA must obligate the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during a carry-over period of one additional year.

Proportionate Share Documents

[2023–24 Proportionate Share Calculation Worksheet](#)(PDF)

[2023–24 Proportionate Share Assurance Form](#)(PDF)

California Longitudinal Pupil Achievement Data System (CALPADS) Data Reporting

To enter a preschool age student in a private school that will be served on an Individualized Service Plan (ISP), the LEA should:

- Create an enrollment
 - Enrollment status 50 – Non ADA Enrollment
 - School of Attendance – 0000002
 - Grade Level – PS
 - Enrollment Start Date – Date of parental consent for evaluation
- If student is determined to be eligible:
 - Submit a PLAN record with a Plan Type Code of 200 – ISP
 - Submit a SWDS record with Status 1 – Eligible and Participating
- If the student is determined to be ineligible
 - Submit an enrollment exit with a Student Exit Category of N470 - No Show

Frequently Asked Questions (FAQs) for Preschool Enrollments Needing Updates

These FAQs can be found on the California Department of Education, [CALPADS Frequently Asked Questions web page](#)

[Which students with disabilities need an Statewide Student Identifier \(SSID\)?](#)

[What is the appropriate Enrollment Status and Enrollment Start Date to use when creating SSIDs and enrollments for students who are being newly evaluated for special education?](#)

[Can LEAs use Enrollment Status 50 – Non-Average Daily Attendance \(ADA\) for early Transitional Kindergarten \(TK\) students \(TK students who are not yet five years old\)?](#)

Federal Resources

[Code of Federal Regulations \(CFR\), Title 34 sections 300.130 through 300.144](#)

The U.S. Department of Education’s commentary on the regulations is found at [Volume 71, Federal Register, No. 156, August 14, 2006, pp. 46589 through 46597](#) (PDF)

[Individuals with Disabilities Education Act Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools \(rev. Feb 2022\)](#)

[The Individuals with Disabilities Education Act](#) (PDF)

[The Individuals with Disabilities Education Act: Provisions Related to Children With Disabilities Enrolled by Their Parents in Private Schools](#)

[U.S. Department of Education, Office of Non-Public Education](#)

Footnotes

¹ 34 *Code of Federal Regulations (C.F.R.)* § 300.130.

² 34 *C.F.R.* §§ 300.145 through 300.147.

³ 71 Federal Register 46591 (August 14, 2006); 34 *C.F.R.* § 300.133(a)(2)(i), (ii).

⁴ Questions and Answers on Serving Children with Disabilities Placed by their Parents in Private Schools, U.S. Department of Education, Office of Special Education Programs (OSEP), QS 22-01, Question J-3 (February 28, 2022).

⁵ 34 *C.F.R.* § 300.13.

⁶ See, e.g., California *Education Code* §§ 48000(d); 46114(c); 46115.

⁷ Questions and Answers on Serving Children with Disabilities Placed by their Parents in Private Schools, U.S. Department of Education, Office of Special Education Programs (OSEP), QS 22-01, Question I-1 (February 28, 2022).

⁸ Jonathan L. v. Superior Court, 165 Cal. App. 4th 1074 (2008).

⁹ 34 *C.F.R.* § 300.131(a).

¹⁰ 34 *C.F.R.* § 300.131(c).

¹¹ 34 *C.F.R.* § 300.132(a).

¹² 34 *C.F.R.* § 300.137(a).

¹³ 34 *C.F.R.* §§ 300.132(b); 300.137(c)(1); 300.138(b).

¹⁴ 34 *C.F.R.* § 300.138(a)(2).

¹⁵ 34 *C.F.R.* § 300.138(c)(1).

¹⁶ 34 *C.F.R.* § 300.139(a).

¹⁷ 34 *C.F.R.* § 300.134(a)-(d).

¹⁸ 34 *C.F.R.* § 300.133(a)(1), (2).

¹⁹ 34 *C.F.R.* § 300.131(c).

²⁰ 34 *C.F.R.* § 300.133(a)(3).

Source: <https://www.cde.ca.gov/sp/se/as/ideaeqservices.asp>

Annotation – Agenda Item 7.2
Operational Steering Committee
May 22, 2024

Agenda Item

7.2 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