

Marin County SELPA
Special Education Advisory Committee (SEAC)

September 22, 2021

6:00 pm – 7:30 pm

Via Video Conference

<https://us06web.zoom.us/j/83694545551?pwd=TzhJNEg5b0E1UjdRNFVNZjc5a3JsUT09>

Passcode: 947700

Interpreter available upon request
(48-hour notice is required)

1. Call to Order
2. Establishment of a Quorum
3. Public Comment
Government Code § 54954.3 provides that the public will have an opportunity to address the committee 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.
4. Action Items
 - 4.1 Approval of Minutes from May 12, 2021 SEAC Meeting
 - 4.2 Election of Officers
5. Member's Report
 - 5.1 Member's Report
6. Director's Report
 - 6.1 Marin County SELPA Local Plan Revision: Section B
 - 6.2 Assembly Bill 130: Independent Study, Learning Recovery Plan, & Alternative Dispute Resolution Plan
 - 6.3 Professional Development Opportunities
 - 6.4 Marin County SELPA Policy Amendments
 - 6.5 SEAC Subcommittee Update: Special Education Process
7. New Business
 - 7.1 SEAC Member Nomination(s) – Standing Item(s)
 - 7.2 Discuss 2021 – 2022 Goals
 - 7.3 Parent Education Opportunities
8. SEAC Recommendations to SELPA Governing Board
9. Agenda Items for November 10, 2021 SEAC Meeting
10. Adjournment

Marin County SELPA
Special Education Advisory Committee (SEAC) Meeting

May 12, 2021

9:00 AM – 10:30 AM

<https://zoom.us/j/97658768836?pwd=bUJnelpljdkhiaUJtVEtWSzhpdnh0dz09>

Passcode: 660120

Webinar ID: 976 5876 8836

Interpreter available upon request
(48-hour notice is required)

1. Call to Order

Meeting called to order at 9:05 am.

2. Establishment of a Quorum

The following SEAC members were in attendance: Alicia Ncho Oguie, Keely Hamilton, Deborah Chae Crudo, Stacey Tachiki, and Rebecca Minnich.

3. Public Comment

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

No public comment.

4. Action Items

- a. Approval of Minutes from March 10, 2021 SEAC meeting

First: Kelly Hamilton

Second: Stacey Tachiki

Carried: Unanimous

- b. Approval of Agenda for May 12, 2021 SEAC Meeting

First: Kelly Hamilton

Second: Alicia Ncho Oguie

Carried: Unanimous

5. Member's Report

- a. SEAC Chair Report

The SEAC Chairperson presented the approved 2021 – 2022 SEAC meeting calendar. The SEAC Chairperson reported that four meetings are scheduled for the 2021 – 2022 school year and all meetings will be held from 6:00 pm – 7:30 pm.

6. Director's Report

- a. Marin County SELPA Special Education Continuum

The Director provided information regarding the special education continuum including the anticipated the Marin County Office of Education Regionalized Programs. Updated information regarding the special education continuum in Marin County can be found on the Marin County SELPA website. The SELPA and member LEAs will continue to explore needs as students return to in-person instruction in the 2021 - 2022 school year.

b. Updated IEP Forms

The Director provided information regarding an update to the Marin County SELPA IEP forms. Revisions have been made to the Present Levels of Performance page to reflect near and far vision testing, and the Statewide Testing page now reflects current testing practices.

c. Subcommittee Report

The Director provided an update regarding the progress of the subcommittee project – special education process and associated timelines. The Director provided visual models and gathered feedback from committee members. Revised visual models will be shared with committee members once available.

7. New Business

- a. SEAC Member Nomination(s) – Standing Item
 - i. District Representatives Needed

There were no SEAC member nominations. A roster of current members was distributed.

b. 2021 – 2022 Professional Development Opportunities for Educators and Parents

The Director provided information regarding potential 2021 – 2022 professional development opportunities for educators. The committee discussed potential topics for professional development for both educators and parents.

8. SEAC Recommendations to SELPA Governing Board

There were no SEAC recommendations to the SELPA Governing Board.

9. Future Planning

- a. Next Meeting Date: September 22, 2021 at 6:00 pm

10. Adjournment

Meeting adjourned at 10:26 am.

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

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:

The Marin County Special Education Local Plan Area is a multi-district SELPA comprised of seventeen (17) LEAs local educational agencies including the Marin County Office of Education (MCOE). The MCOE is considered a Local Educational Agency (LEA) 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 to 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:

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. 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 a substitute for the appointed superintendent. Of the six areas, Area two- Novato, and Area Six - the County Office of Education, are the two permanent members of the OSC. The Marin County Superintendent of Schools is the designated Superintendent of the Administrative Unit.

The OSC meets at least three times annually, but 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

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2021-22

the public may address questions or concerns to the governing board.

The OSC will:

- Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan.
- Participate through its chairperson with the County Superintendent in the selection, supervision, and evaluation of the Assistant Superintendent of the Marin County SELPA.
- Participate through its chairperson with the County Superintendent in the selection of Marin County SELPA staff.
- Monitor the appropriate use of federal, state, and local funds allocated for special education programs.
- Approve the Marin County SELPA financial actions, including the distribution of special education funding to member LEAs that operate special education programs and services; development of cost containment agreements and procedures, and the Marin County SELPA Annual Service Plan and Annual Budget, and subsequent modifications, as needed.
- Implement the Local Plan and provide the necessary direction and guidance to the Assistant Superintendent of the Marin County SELPA. Review and approve needed modification of the Local Plan on behalf of all member LEAs in the Marin County SELPA. Adopts amendments to the Local Plan as necessary.
- Develop procedures to ensure effective management and content of special education programs and services.
- Approve other agreements including, but not limited to, interagency agreements, facility agreements, and Memorandum of Understandings.
- Develop, review, and approve policy.

The Advisory Steering Committee (ASC) of the Marin County SELPA is composed of the special education administrator or designee from each of the Marin County SELPA's member LEAs. The ASC serves as an advisory body to the Marin County SELPA and the OSC. The ASC is responsible for the operation of the LEA programs to ensure that all eligible students with disabilities receive special education services consistent with identified needs. 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

Section B: Governance and Administration

SELPA **Marin County SELPA**

Fiscal Year **2021-22**

Marin County SELPA. The SEAC consists of parent members nominated by the Marin County SELPA member local educational agency (LEA) boards and community agency representatives. Parents comprise most of the membership of the SEAC and, of these 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:

Boards of trustees of school districts, the AU Superintendent, and Operational Steering Committee (OSC) will develop and adopt policies and procedures for the special education programs and services provided in the Marin County Special Education Local Plan Area. Such policies and procedures will include, but not be limited to, all areas specified in applicable sections of the Education Code. District boards of trustees will provide input on policy development through their representatives on the Operational Steering Committee (OSC). The OSC will set policy after considering recommendations from the Advisory Steering Committee, Business Advisory Committee, and Special Education Advisory Committee.

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:

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. 2. Administrative support, including establishing and maintaining an office for SELPA staff. 3. Employment of SELPA staff to coordinate the implementation of the Local Plan.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

The Marin County SELPA has an established policy which applies to all Charter Schools that are chartered by educational entities located within the geographic boundaries of the member districts of the Marin County SELPA. The policy also applies to any charter school petition granted by the State Board of Education in which oversight and responsibilities have been assigned to a district with the Marin County SELPA (EC47605.5 (k)(1)).

Special education and related services will be provided to all eligible individuals within the jurisdiction of the Marin County SELPA in accordance within the Marin County SELPA Local Plan. Students enrolled

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2021-22

in charter schools chartered within Marin County will receive services in a manner similar to students enrolled in member districts with the Marin County SELPA. Funding for special education services, participation in the governance structure and responsibility for provision of services shall be based on the status of the individual charter school.

For the provision of special education services, charter schools may be categorized as either a separate LEA or a public school within a district. All approved charter schools will be deemed public schools within a district, unless the charter school has applied for and has been deemed an LEA by the Operational Steering Committee of the Marin County SELPA and approved by the County Superintendent of Schools.

When redrafting the Local Plan, a Marin County SELPA Administrator contacts each charter school operating as part of the Marin County SELPA geographic region and requests a representative to serve on a subcommittee for the purpose of providing input to the development of the Local Plan.

Please refer to the policy - Provision of Special Education Services to Students Voluntarily Enrolled in Charter Schools in the Marin County SELPA (MS01-04).

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:

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:

- Provide input;
- 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;
- Make recommendations to the Advisory Steering Committee and the OSC, and
- Review the final Local Plan before submission.

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

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:

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.

SELPA Marin County SELPAFiscal Year 2021-22

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:

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 (LEA) within the Marin County SELPA through a sub-granting process and will annually conduct and report to the CDE the required MOE information. For the purposes of maintenance of effort, the Marin County SELPA AU is the recipient of the federal funds from CDE and is, in turn, a grantor of all or part of those funds as sub-grants to participating LEAs. The LEAs within the Marin County SELPA will compile and submit budget and expenditure information, including LMC-A and LMC-B reports. Except as otherwise noted, funds provided to an LEA under Section 300.16 of Part B may be used only to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the preceding school year for an elementary school or secondary school student, as may be appropriate. An LEA must spend at least the average annual per student expenditure on the education of an elementary school or secondary school child with a disability before funds under Part B of the Act are used to pay the excess costs of providing special education and related services. Section 602(8) of the 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:

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.

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

SELPA Marin County SELPAFiscal Year 2021-22c) Early Start

10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

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 ad hoc committee will discuss and explore the issue(s) raised and make recommendations to the larger group which raised the issue, subsequently following through the procedures outlined for policy development when appropriate.

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

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

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

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2021-22

regardless of district of special education accountability.

- Approve the Local Plan developed for the Marin County Special Education Local Plan Area prior to review by the State Department of Education.
- Ensure LEA compliance with all elements of the Local Plan.
- Providing input and/or recommendations to the LEAs Board regarding policies, procedures and operation of the special education programs through the LEA's representative on the OSC.

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

- Provide staff development activities as specified in applicable sections of California education code;
 - Provide program, employee, student and fiscal information to the Marin County SELPA to facilitate program coordination, fiscal accountability, budget preparation, staff training, and stated, 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 (MS 01-2009); and
- Approving only its portion of the annual services and budget plans.

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

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 Superintendent is responsible for coordinating the administration of the Marin County SELPA Local Plan.

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

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

SELPA Marin County SELPAFiscal Year 2021-22

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 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 designees, who will attempt to resolve the matter. Either party may request the assistance of the Marin County SELPA Administrator, or his/her designee, or the Chair of the OSC. If this process fails, the parties may pursue a hearing on the issues and resolution with the OSC. If either party disagrees with the recommendation of the OSC, and the dispute relates to the distribution of funding, the responsibility for service provision or other governance activities specified within the Local Plan, the parties agree to submit the dispute to mediation. The parties will make a good faith effort to mutually agree to a mediator with expertise related to the dispute. If the parties cannot agree on a mediator, the parties will submit the dispute to mediation administered by the American Arbitration Association under its Commercial Mediation Rules.

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

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 Assistant Superintendent is responsible for:

- Coordinating the administration and implementation of the Marin County SELPA Local Plan.
- Providing administrative staff for local alternate dispute resolution and for nonpublic school placements and staff development.
- Developing and providing forms, manuals and handbooks.
- Establishing the OSC, ASC and SEAC meeting schedules and agendas.
- Assisting the OSC and serving as a liaison with the AU Board.
- Preparing the regional special education plan and state, federal and local reports as required, with input

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2021-22

from the Special Education Advisory Committee (SEAC) and school districts through the OSC, the Advisory Steering Committee (ASC) and the Business Advisory Committee (BAC).

- Coordinating services to students with disabilities with districts and other local public agencies through the development of procedures and negotiation of agreements.
- Developing and implementing a plan for providing staff development opportunities to staff, parents, SEAC, and others.
- Collecting, processing and reporting program, personnel and fiscal data related to the state evaluation of special education as specified in accordance with State and Federal laws and regulations. Develop regionalized services budgets, and distribute regionalized services funds as approved by OSC.
- Recommending to the OSC the number, type, location and operator of special education classes, programs and services based upon services 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 State.
- Maintain an inventory, complete required reports, receive funds and approve purchases for low incidence pupils utilizing the low incidence funds for equipment and services based upon State Department of Education approved guidelines and local policies and procedures.
- Evaluating Marin County SELPA staff with input from the OSC Chairperson and the Marin County Superintendent of Schools.

If employment issues involve a Marin County SELPA Administrator, 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 Assistant Superintendent for the Local Plan Area, Coordinator of Marin County SELPA Content Lead Grant, Director in the Marin County SELPA, and two Program Managers. Classified employees that support the implementation of the Local Plan are supervised by the administrator who 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 Assistant Superintendent will supervise and evaluate the Director in the Marin County SELPA Office and the Coordinator of Marin County SELPA Content Lead. The Director will supervise the two Program Managers, and classified employees of the Marin County SELPA.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

Each year prior to June 1st, the Marin County SELPA Administrator 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 Administrator 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 Assistant Superintendent 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 plan approved by the OSC. Each superintendent will plan for budgeting and staffing based on the proposed distribution of special education funds.

SELPA Marin County SELPAFiscal Year 2021-22

c. The operation of special education programs:

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 Assistant Superintendent and Administrators are considered "school officials and employees" regarding the access to student records.

The Marin County SELPA :

- Assures that an effective management information system is available to monitor student data;
- Maintains lines of communication with parents, staff and Special Education Advisory Committee (SEAC) members;
- Maintains line of communication with all publicly supported agencies providing services to students with disabilities;
- Maintains lines of communication with the community regarding special education programs and services;
- Maintains high quality regionalized special education services to support participating districts;
- Responds to specific areas of local, state and public concerns;
- Emphasizes the need for effective special education services to improve educational and life outcomes for students with disabilities; and
- Organizes school officials for support of common education goals.

The Marin County Office of Education:

The Marin County Office of Education (MCOE) provides regionalized special education programs for students with mild to severe support needs to the eighteen (18) 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 Visual Impairment (VI) Program 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

SELPA

Marin County SELPA

Fiscal Year

2021-22

less assistance. These itinerant services are provided in a manner like those described above for students with hearing impairments.

The member Local Educational Agencies (LEAs) comprising the Marin County Special Education Local Plan Area believe that special education is an integral part of the educational process and not separate in any way. Special education is a means of supporting the capacity of the educational system to serve the needs of all students. It is the intent of the districts in the Marin County SELPA to serve students with disabilities in the least restrictive environment consistent with their academic and non-academic needs. The Marin County SELPA has a Policy for students with disabilities who will receive their education in chronologically age-appropriate general education classrooms at neighborhood school sites unless there is an educationally compelling reason why this cannot be accomplished.

The Local Educational Agency (LEA):

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

- Operating local programs consistent with state and federal law and regulations and policies and procedures approved for the Marin County SELPA.
- Cooperating with the Superintendent of the AU and the LEAs governing board to assure the availability of appropriate services to eligible students regardless of the district of special education accountability.
- Assuring equal access to all programs and services operated by the district for all eligible special education students residing anywhere within the Marin County SELPA.
- Monitoring the appropriate use of federal, state and local funds allocated for special education programs.
- Placing a student in a comparable special education program when an identified special education student moves into the Marin County SELPA. An IEP review will be held within 30 days of an interim placement.
- Providing and coordinating transportation for special education students residing in the district as recommended in the IEP.
- Assuring full education opportunity to all students residing in the district.

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

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

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

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

- Individuals with disabilities will have equal access to all activities, programs and facilities on the general school site. Participation in activities will be determined upon the individual needs of the disabled student.
- Special day classes will be included in discussions regarding long range planning. Commitments for classroom space on regular school campuses will continue in order to avoid frequent program relocations and to allow individuals with disabilities to develop relationships with non-disabled peers and access to appropriate general education programs.
- The IEP team will determine the extent to which an individual with disabilities participates in general classroom education with non-disabled peers. The determination of appropriate program placement, related services needed, and curriculum options offered is made by the IEP team based

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2021-22

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:

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:

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 (MS02-2000).

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

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

Policy/Procedure Number: MCS1-2020

Document Title: Free and Appropriate Public Education

Document Location: Marin County SELPA Office

Section B: Governance and Administration

SELPA

Fiscal Year

"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)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

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)**

Policy/Procedure Number:

Section B: Governance and Administration

SELPA

Fiscal Year

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)

Policy/Procedure Number:

Document Title:

Document Location:

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

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

Section B: Governance and Administration

SELPA

Fiscal Year

7. Evaluation: 20 USC Section 1412(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)

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)

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:

Section B: Governance and Administration

SELPA

Fiscal Year

☒ Yes ☐ No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

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

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)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency

Section B: Governance and Administration

SELPA

Fiscal Year

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)

Policy/Procedure Number:

Document Title:

Document Location:

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

☒ Yes ☐ No

14. Personnel Qualifications

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)

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

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)

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)

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)

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

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

☒ Yes ☐ No

19. Public Participation: 20 USC Section 1412(a)(19)

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)

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)

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

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

☒ Yes ☐ No

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

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)

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

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2021-22

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 direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

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

Reference Number: AROS 1-2020

Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location: Marin County SELPA Office

Description:

The SELPA Assistant Superintendent 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's 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 the 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:

Reference Number: AROS 2-2020

Document Title: Coordinated System of Identification and Assessment

Document Location: Marin County SELPA Office

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
MS-04-2020.3

Adults in Correctional Facilities

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2021-22

MCS-04-2020.1
Policy and Procedures Independent Educational Evaluations
MCS-04-2020.11
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:

Reference Number: AROS 3-2020

Document Title: Coordinated System of Procedural Safeguards

Document Location: Marin County SELPA Office

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-04-2020.11
NON-Adversarial IEP Meeting Policy
MCS-04-2020.17

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

Reference Number: AROS 4-2020

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2021-22

Document Title:	Coordinated System of Staff Development and Parent and Guardian Education
Document Location:	Marin County SELPA Office
Description:	On an annual basis, input is collected from the Special Education Directors from member LEAs to determine the staff development needs that the Marin County SELPA is requested to provide. On an annual basis, the Special Education Advisory Committee will provide input on the parent and guardian education needs. The Marin County SELPA will develop a plan annually following the consultation from key stakeholders, and provide needed training and supports as requested, or determined appropriate for its member LEAs. The LEAs shall determine their staff development and parent and guardian education, based on their local needs. They may seek technical assistance or involvement from the Marin County SELPA.

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

Reference Number:	AROS 5-2020
Document Title:	Coordinated System of Curriculum Development and Alignment with the Core Curriculum
Document Location:	Marin County SELPA Office
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:

Reference Number:	AROS 6-2020
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:	Marin County SELPA Office
	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

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2021-22

Description:

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 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:

Reference Number:

AROS 7-2020

Document Title:

Coordinated System of Data Collection and Management

Document Location:

Marin County SELPA Office

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:

Reference Number:

AROS 8-2020

Document Title:

Coordination of Interagency Agreements

Document Location:

Marin County SELPA Office

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2021-22

Description:

The Marin County SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The Marin County SELPA Administrator 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 SELPA and –

a) California Children's Services

b) Golden Gate Regional Center

c) Early Start

9. Coordination of services to medical facilities:

Reference Number:

AROS 9-2020

Document Title:

Coordination of Services to Medical Facilities

Document Location:

Marin County SELPA Office

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:

Reference Number:

AROS 10-2020

Document Title:

Coordinated of Service to Licensed Children's Institutions and Foster Family Homes

Document Location:

Marin County SELPA Office

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

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2021-22

Description:

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.

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

Reference Number:

AROS 11-2020

Document Title:

Preparation and Transmission of Required Special Education Local Plan Area Reports

Document Location:

Marin County SELPA Office

Description:

The Marin County SELPA Administrator will ensure timely transmission of required reports and provide technical assistance to LEAs in completing those reports.
The Marin County SELPA's member LEAs will submit required data in order for the Marin County SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Reference Number:

AROS 12-2020

Document Title:

Fiscal and Logistical Support of the CAC

Document Location:

Marin County SELPA Office

Description:

The Marin County SELPA Community Advisory Committee is known as Special Education Advisory Committee (SEAC). The Marin County SELPA will provide fiscal and logistical support to SEAC meetings, events, and trainings. The OSC will ensure the Marin County SELPA has sufficient resources to provide fiscal and logistical support for the SEAC.
LEA Directors or designee will facilitate communication between their LEA stakeholders and SEAC representative.
The Marin County SELPA's SEAC Bylaws address the fiscal and logistical support of the CAC as indicated below:
* The Marin County SELPA Special Education Advisory Committee

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2021-22

Bylaws (8-2004)

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

Reference Number: AROS 13-2020

Document Title: Coordination of Transportation Services for Individuals with Exceptional Needs

Document Location: Marin County SELPA Office

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

Reference Number: AROS 14-2020

Document Title: Coordination of Career and Vocational Education and Transition Services

Document Location: Marin County SELPA Office

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

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2021-22

to the meeting date. If the agency representative does not attend the IEP meeting the Marin County SELPA will follow up with the representative regarding transitions services.
See Memorandum of Understanding By and Between The Marin County SELPA and Golden Gate Regional Center.

15. Assurance of full educational opportunity:

Reference Number: AROS 15-2020

Document Title: Assurance of Full Educational Opportunity

Document Location: Marin County SELPA Office

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:

- Annual Service Plan
- Alternative Education Programs
- MCS-04-2020.2
- Suspension & Expulsion / Due Process and Students with Disabilities
- MCS-04-2020.7
- Guidelines for Home Use of Low-Incidence Equipment
- MCS-04-2020.9
- Policy and Procedures for IEP Team Referral to a NON-Severe SDC Placement
- MCS-04-2020.12
- Program Transfers Policy and Procedures
- MCS-04-2020.18
- Policy and Procedures for the Provision of Special Circumstance Assistance as a Related Service
- MCS-04-2020.20

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2021-22

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

Reference Number: AROS 16-2020

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

Document Location: Marin County SELPA Office

Description:

The Marin County SELPA will facilitate the distribution of funds in accordance to 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-04-2020.9
- 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:

Reference Number: AROS 17-2020

Document Title: Direct Instructional Program Support that may be Provided by Program Specialists in Accordance with EC Section 56836.01

Document Location: Marin County SELPA Office

As a condition of receiving local funds for regionalized services and

SELPA Marin County SELPA

Fiscal Year 2021-22

Description:

the 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, handbooks and forms to be utilized in the Marin County SELPA. These operations manuals, handbooks and forms are developed with input from the Advisory Steering Committee and the Special Education Advisory Committee. The operations manual and handbooks are approved by the Operational Steering Committee.
- is responsible for assuring coordination of special education programs and services.
- is responsible for supervising Marin County SELPA staff and, together, coordinating a system of procedural safeguards.
- is responsible for preparing the personnel development plan and budget with input of the Advisory Steering Committee and approval by the Operational Steering Committee.
- is responsible for coordinating internal program reviews and for evaluating the effectiveness of the Local Plan by:

SELPA

Marin County SELPA

Fiscal Year

2021-22

1) assisting in the preparation, implementation and follow-up of state reviews including those that are part of the State's Quality Assurance Program (QUAP)

2) Assisting in preparation implementation, technical assistance and follow-up to state or special reviews.

3) Conducting audits or reviews for district programs as requested.

- is responsible for supervision and for maintenance of the coordinated MIS system.
- is responsible for developing all interagency agreements with input from ASC and approval by OSC.
- is responsible for coordinating the identification, assessment and IEP process for LCI or foster family home special education students who require non-public school services. Special Education students 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.
- is responsible for the preparation of Marin County SELPA reports
- is responsible for developing, submitting and supervising regionalized grants.

Special Education Local Plan Area Services

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

Reference Number:

SELPAS-1

Document Title:

Early Childhood Special Education

Document Location:

Marin County SELPA Office

Infants and toddlers (birth to three years): 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

SELPA Marin County SELPAFiscal Year 2021-22

Description:

Education (MCOE)/Local Educational Agency (LEA) As part of the child find requirements for transition, GGRC will send individual notification to MCOE/LEA of all children ages 2.6 to 36 months who are currently receiving GGRC services. The notifications will serve as notification of children potentially eligible for Part C services. With parent permission GGRC will provide the MCOE/LEA with information and records for infants/toddlers beginning at age 2.6 who may be eligible for services under Part B. In addition, GGRC and MCOE staff has regularly scheduled meetings to exchange information regarding infant/toddler and family needs and services and information. GGRC will be the single point of entry for most eligible infants/toddlers; however, the MCOE will provide intake of infants/toddlers with solely low incidence disabilities. The agency receiving the initial referral will contact the family, and notify the other agency of the referral if it appears that the child may be eligible for services from the other agency and will be reviewed and acted upon within appropriate timelines. Every effort will be made to work collaboratively with parents to enhance communication among families and agencies.

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

SELPA

Marin County SELPA

Fiscal Year

2021-22

services.

The Marin County SELPA has a continuum of programs for preschoolaged children who require special education services. Children who are 3 to 5-years-old and not yet age-eligible to attend kindergarten, can receive instruction geared to their individual needs. Non Intensive programs include the provision of individual and small group instruction. Based on assessed student needs, services are provided by credentialed Early Childhood special education teachers, licensed and/or credentialed speech and language therapists, occupational therapists, and vision or hearing specialists. More intensive programs include special day classes for students with mild to moderate or extensive support needs, moderate to severe special day classes for students who have global developmental delays and require direct instruction in all areas, and special day classes for students with autism who have needs in the area of language, sensory regulation, and social relationships.

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 and Early Start.

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:

Reference Number:

SELPAS-2

Document Title:

Public Questions or Concerns

Document Location:

Marin County SELPA Office

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

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2021-22

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:

Reference Number: SELPAS-3

Document Title: Dispute Resolution

Document Location: Marin County SELPA Office

Description:

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

Section B: Governance and Administration

SELPA Marin County SELPA

Fiscal Year 2021-22

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

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

Reference Number:

SELPAS-4

Document Title:

Special Education Referral Process

Document Location:

Marin County SELPA Office

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 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
MS-04-2020.3

Adults in Correctional Facilities
MCS-04-2020.1

Policy and Procedures Independent Educational Evaluations
MCS-04-2020.11

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

Section B: Governance and Administration

SELPA

Marin County SELPA

Fiscal Year

2021-22

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:

Reference Number:	SELPAS-5
Document Title:	Nonpublic and Nonsectarian Placement Oversight
Document Location:	Marin County SELPA Office
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 onsite visits 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*)

Reference Number:	SELPAS-6
Document Title:	Free and Appropriate Public Education to Adults Incarcerated in a County Jail
Document Location:	Marin County SELPA Office

SELPA

Marin County SELPA

Fiscal Year

2021-22

Description:

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

Individuals in the federal correctional system fall under the jurisdiction of the Federal Bureau of Prisons within the Department of Justice. IDEA makes no specific provision for funding services for individuals with disabilities through the Bureau of Prisons. Individuals in the state correctional facilities fall under the jurisdiction of the State Department of Corrections. This Policy is to address adult students who are incarcerated in the County Jail within the County of Marin. Adults who are aged 18 to 21 years, who have not graduated with a high school diploma, who, at the time they turned 18 were identified as an individual with disabilities and had an individualized educational program (IEP) under the IDEA, are also entitled to a FAPE (hereinafter referred to as "eligible adults"). (See 20 U.S.C. 1400 (d)(I)(A), (B), (C); 20 U.S.C. 1412 (a)(I)(A); California Education Code (EC) 56000, 56026(c)(4)). This applies to adults incarcerated in California adult jails and prisons. However, individuals aged 18 through 21, who in the educational placement prior to his or her incarceration in an adult correctional facility was not identified as an individual with disabilities or did not have an IEP under the IDEA, is not entitled to a FAPE (20 U.S.C. 1412(a)(I)(B); California Education Code (EC) 56040(b)).

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

Marin County Office of Education (MCOE) shall, on behalf of the DSEA, be the provider of services identified in the FAPE offer as described above. If an eligible adult consents to receive services, MCOE will work with the DSEA and the correctional facility staff to offer services to the eligible adult student with disabilities consistent with the services currently offered through MCOE in the adult correctional facilities. Once

SELPA

Marin County SELPA

Fiscal Year

2021-22

MCOE is informed that an eligible adult is incarcerated in an adult correctional facility, they will determine whether the eligible adult requests to receive FAPE. Once the request has been made, MCOE will contact the DSEA, who shall review and revise the IEP as necessary, subject to the cooperation of the correctional facility where the eligible adult is located. The eligible adult must consent to the receipt of such services in order to receive said services while incarcerated. The DSEA shall provide MCOE staff with instructional materials that will provide FAPE.

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.

AB 130: Learning Recovery and Alternative Dispute Resolution Allocations

Learning Recovery Allocation

The SELPA will be allocated one-time funds to provide learning recovery supports to pupils with disabilities associated with impacts to learning due to school disruptions stemming from the COVID-19 public health emergency. The Learning Recovery Plan (LRP) need to provide a clear understanding of the intended use of the funds, include the demographic information of the pupils served through the learning recovery supports, including, but not limited to: disabilities of the pupils, family income, English learner classification, and parents' primary language.

Apportionment: \$2,224,462

Allocation: 100%

The SELPA and its member LEAs shall ensure:

- Learning recovery supports are provided with these funds;
- Match funding received is on a one-time basis;
- Funding does not supplant existing expenditures or obligations;
- Funding does not get used for attorney fees; and
- A plan is submitted to the CDE no later than October 1, 2021 detailing expenditures, student population(s) that will be served, and intended use of funds.

On or before September 30, 2023, the SELPA shall submit a report to the CDE that describes how funding received under this section was spent, including a summary of the learning recovery services provided.

Alternative Dispute Resolution Allocation

The SELPA will be allocated one-time funds to support member local educational agencies (LEAs) in conducting dispute prevention and voluntary alternative dispute resolution (ADR) activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency. The ADR Plan needs to describe how the SELPA will support its member LEAs in conducting dispute prevention and voluntary alternative dispute resolution activities, including detailed proposed expenditure information broken down by eligible activity, and the number, disabilities, and demographics of pupils proposed to be served.

Apportionment: \$494,325

Allocation: 80%

Total Allocation: \$395,460

The SELPA shall ensure the following:

- Early intervention to promote collaboration and positive relationships with families to prevent disputes through proactive communication, collaborative problem solving, and parent support activities
- Conducting voluntary alternative dispute resolution activities to reach agreement and resolve issues that are not resolved through the IEP process.

- As practicable, work in partnership with Family Empowerment Centers or other family support organizations.
- Develop and implement plans to identify, and conduct outreach to, families who face language barriers and other challenges to participation in the special education process, and whose pupils have experienced significant disruption to their education as a result of the COVID–19 pandemic.
-

On or before October 1, 2023, the SELPA shall submit the following information to the State Department of Education:

- The number of cases refusing alternative dispute resolution services and requesting due process.
- A list of the issues that generated the request for dispute resolution services.
- The demographics of pupils served, including, but not limited to, the pupil’s disability, family income, English learner classification, and the parent’s primary language.
- A summary of outreach activities conducted pursuant to this section.
- A summary of activities conducted in partnership with family support organizations pursuant to this section.

Policy and Procedures for Serving Pupils with Disabilities Enrolled by Their Parents in Private School (Aligned with IDEA 2004)

DRAFT

**Adopted by OSC February 2009
Revised, OSC, September 25, 2009
Revised, OSC, May 6, 2020**

The Marin County Special Education Local Plan Area (SELPA) will ensure that school districts locate and identify all children with disabilities enrolled by their parents in private, including religious, elementary schools and secondary schools, pursuant to Education Code 56170.

The SELPA will ensure that each school district will accept and consider referrals for assessment and will offer a free appropriate public education (FAPE) to such children who are determined to be eligible for special education services. These procedures are intended to ensure compliance with all federal and state laws and regulations.

A. Child Find, Referral and Assessment

1. The Marin County SELPA will:

- a) Provide information for local private schools about the provisions in the Federal Law for students enrolled by their parents in private schools who may be eligible for special education services. Information will include criteria for special education eligibility and special education referral procedures.
- b) Ensure that child find activities undertaken for private school students are comparable to activities undertaken for children with disabilities in public elementary and secondary schools.

2. Districts of Location (DOL) - districts that have private schools within their boundaries, will:

- a) Identify all private schools within their boundaries that have an affidavit on file with the California Department of Education (Education Code 33190) and have six or more students enrolled.
- b) Between October 1 and December 1 each year, ask private schools to list all students enrolled in the school who are eligible for special education services, with and without ISPs, and the districts of residence of those children.
- c) Provide the district of special education accountability (DSEA) within the Marin County SELPA names of those students identified in each private school who are from their district.
- d) Hold at least one annual meeting at which representatives of the private school (including parents) will be given an opportunity to give input about:
 - i) The child find process
 - ii) How the consultation process will operate through the school year. If the private school representatives do not attend, the information will be mailed to them.
- e) Obtain written affirmation from each private school within their boundaries that they were given opportunity to participate in a timely and meaningful consultation with the district.
- f) Upon request, provide a written explanation to the private school if the district disagrees with the input of the private school.
- g) Follow all appropriate policies and procedures for assessment for eligibility for special education services, including:
 - i.) All Child Find responsibilities for a student whose DSEA is outside of Marin County. If the DSEA is located within Marin County, the DSEA will be responsible for initial and ongoing Child Find obligations following notification by the DOL to the DSEA.
 - ii.) Obtain all information from local private schools regarding pupils with suspected disabilities, obtain the Release and Exchange of Information form from the parent and notify the DSEA.
 - iii.) Complete the assessment and determine eligibility if the DSEA is a district located outside of Marin County. If a Release and Exchange of Information is obtained by the DOL, the DSEA will be invited to the IEP/ISP meeting.
- h) If the DSEA is a district within Marin County, the DSEA will complete the assessment and determine eligibility.

If the parent expresses an interest in having the student attend public school, the DSEA will develop an IEP.

If the parent does not wish to consider an offer of public school, the DSEA will refer the parent back to the DOL to consider development of an Individual Service Plan.

- i) The DOL will offer an ISP and review the plan annually, as appropriate.

3. Private schools will:

- a) Refer students for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized.
- b) Direct referrals to the district in which the private school is located for assessment for eligibility if the DSEA is outside Marin County, or to the DSEA if the DSEA is within Marin County.
- c) Participate on an ongoing basis with the district in which they are located to give input on the provision of special education services.

4. Students in Preschool and of Kindergarten Age:

- a) Students of preschool age who attend a private school will be served by their DSEA through the IEP process.
- b) Students of kindergarten age but who continue to be enrolled in a preschool program in a private school will be served by their DSEA through the IEP process.
- c) Students of kindergarten age and who are enrolled in a private kindergarten program will be served by the DOL (where the private school is located) through the Individual Services Plan.

B. Guidelines for Services

Each district in the Marin County SELPA shall spend a proportionate share of federal funds to provide special education and related services to children with disabilities in private schools as to those spent on children in public schools. These funds may not be used for repair, remodeling or construction of private school facilities. Annually the SELPA Director shall inform each district of the amount of federal special education dollars to be spent on private school students (ages 6-21), based on Fall 1 Census.

Each district that has private schools located within its boundaries in the Marin County SELPA shall develop guidelines regarding the special education and related services to be provided to special education eligible students in private schools. Such decisions shall be made after consulting in a timely and meaningful way with representatives of private school(s) within their boundaries and shall include:

- 1. Which eligible children may receive services;
- 2. Types of services to be provided (including direct and alternative methods of service delivery);
- 3. How, where and by whom the services will be provided;

Guidelines will be forwarded to the SELPA. The SELPA will make a compilation of all guidelines available to all districts within the SELPA.

C. Initial Individualized Education Program (IEP) Team Meeting

When all assessment is completed, the DSEA shall convene the initial IEP team meeting within 60 calendar days, excluding school holidays in excess of 5 days of receipt of the signed Assessment Plan. Representatives of private schools will be invited, with parent permission.

If the IEP team determines that the student is eligible for special education services, the IEP team shall develop an appropriate IEP for the student, which serves as an offer of FAPE in accordance with federal and state laws and regulations. Such offer shall be recorded on appropriate IEP forms.

If the parent agrees that the IEP would be the appropriate program if the child were enrolled in the public school, and consents to the IEP developed by the IEP team, the IEP shall be implemented by the DSEA without undue delay following the IEP meeting.

If the parent agrees that the IEP would be appropriate but declines the IEP developed by the DSEA, the parent shall indicate in writing that they are voluntarily placing their child in a private school. An Individual Services Plan may be developed according to district guidelines.

D. Individual Services Plan (ISP)

The ISP will be developed by the district in which the private school is located. The ISP will specify services that the district has determined it will make available, according to its guidelines. No parentally placed private school child with a disability has an individual right to receive some or all of the special education services that the child would receive if enrolled in a public school.

A representative of the private school will be invited to attend the ISP meeting. If the representative of the private school cannot attend the meeting, the district special education case manager will consult with the private school representative by other methods such as sending a copy of the ISP (with parent permission) and/or individual or conference calls.

The services provided pursuant to an ISP may be provided at a private school, including a religious school, to the extent consistent with law. Services must be provided by personnel meeting the same standards as personnel providing the services in public schools. These personnel shall be employees of the district or contractors of the district. However, the Marin County SELPA and/or the district shall not use federal special education funds to finance the existing level of instruction in a private school or to otherwise benefit the private school or the general needs of other students enrolled in the private schools.

If necessary for the child to benefit from or participate in the services provided pursuant to the ISP, a private school child with a disability must be provided transportation to/from the service location. However, districts are not required to provide transportation from home to the private school. The cost of the transportation may be included in calculating whether the district has met the obligation to spend a proportionate share of federal funds on providing special education and related services to private school children with disabilities eligible for special education services as it spends on its children enrolled in public schools.

Any specialized equipment provided to benefit private school children with disabilities shall remain the property of the district and must be able to be removed without remodeling the private school facility. It shall be returned to the district when no longer required by the child, the child is no longer enrolled in the private school, or removal is necessary to avoid unauthorized use.

The district does not have the responsibility to develop/continue an ISP if:

- a) The proportionate share of federal funds has been expended
- b) The student's needs do not fall within district guidelines for services.

E. Review

If an ISP is developed, it will be reviewed and updated on an annual basis.

F. Due Process and Complaints

Parents will be informed that as long as they continue to place their child in a private school their rights for due process are limited.

A school district is NOT required to pay for the cost of educating a child with a disability at a private school (including special education and related services) if the school district made FAPE available to the child and the parents voluntarily elected to place the child in a private school. No parentally placed private school child is entitled to any service or amount of service that he or she would receive if enrolled in a public school.

Disputes regarding whether a school district made FAPE available to the child via the IEP, as well as disputes about identification and evaluation of parentally placed private school children with disabilities, may be resolved pursuant to due process procedures specified in the “Parent Rights for Special Education.”

Due process procedures DO NOT apply to disputes regarding provision of services specified in the ISP.

Parents have the right to file a complaint alleging a violation by the SELPA or district in implementation of state or federal law on any other issue, according to complaint procedures specified in the “Parent Rights for Special Education.”

Private Schools may submit a complaint to California Department of Education if they believe that the district did not:

1. Engage in meaningful and timely consultation.
2. Give due consideration to the view of the private school official.

G. Record Keeping

The DOL (where the private school is located) will report through CALPADS each parentally placed private school student evaluated to determine eligibility for special education services. They also will report each child found eligible.

The DOL will report through CALPADS each student who is served through an ISP.

EDUCATION CODE 56170-56174.5

CODE OF FEDERAL REGULATIONS, TITLE 34 300.130-144

Policy and Procedures Independent Educational Evaluations

**Adopted by OSC January 23, 2004
Revised, OSC, January 18, 2006
Revised, OSC, October 28, 2009
Revised, OSC, March 6, 2019
Revised, OSC, May 6, 2020**

Policy and Procedures

Independent Educational Evaluations

This policy sets forth the procedures under which students with disabilities are entitled to an IEE at public expense.

Definitions

Independent educational evaluation (IEE) means an evaluation conducted by a qualified examiner who is not employed by the School District of Special Education Accountability (DSEA).

Public expense means that the School District pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.

Policy and Procedures

Parents have the right to an IEE at public expense if they disagree with an evaluation completed by the local educational agency.

Parents must indicate in writing to the district or inform the district at an IEP meeting that they:

1. Disagree with the district's evaluation, and
2. They are requesting an IEE at public expense.

The District may ask for the parent's reason(s) for disagreeing with the school district's evaluation, but the parent is not required to provide those reasons. The District may offer to conduct another evaluation of its own with parent consent. If the parent does not agree to another District evaluation, the District must respond to the parent's request by ensuring an IEE is provided at public expense in a timely manner or initiate a due process hearing in accordance with this policy. The district may not unnecessarily delay either providing the IEE at public expense or initiating a due process hearing to defend its evaluation.

Parents may only request one publicly funded independent evaluation for each evaluation completed by the District. The parents must request the IEE within two calendar years of the date that the results of the District's evaluation were shared with the parents.

Once the parent communicates his/her disagreement with the District's evaluation and requests an IEE at public expense in writing or at an IEP meeting, the following procedures will be followed:

1. The District's administrator responsible for special education will be notified.
2. The District will provide to the parents a copy of the Marin SELPA policy and procedures including criteria for IEEs, the option for an alternative District examiner (Option A below), and options for an IEE at public expense (Options B, C, and D below) as follows:
 - A. A district staff member from another school
 - B. A staff member from another LEA in the SELPA
 - C. A staff member from another SELPA

D. A private sector provider.

3. The parents will communicate to the District, in writing, their preferred option.
4. The district will determine whether the District will initiate due process to establish the appropriateness of its evaluation or proceed with obtaining an independent educational evaluation.

The above procedure must be completed in a timely manner. Without unnecessary delay, the district must decide whether to initiate a due process hearing to show that the District's evaluation is appropriate, or must ensure that an IEE is provided at public expense.

If the District agrees to provide an IEE:

- Parents will be sent an assessment plan for their review and consent.
- Upon receipt of the signed written consent to assess, the District will arrange for the completion of the IEE.
- Parents will be required to sign a release and exchange of information between the IEE evaluator(s) and the District.

If the District determines that it will initiate a due process hearing to establish the appropriateness of its evaluation, the District will notify the parent of such decision in writing prior to filing a due process hearing complaint. This written notice shall include all of the elements of prior written notice as required by section 300.503(b) of Title 34 of the Code of Federal Regulations.

If the parent obtains an independent educational evaluation at private expense, the results of the evaluation:

1. Must be considered by the District, if it meets District criteria, in any decision made with respect to the provision of FAPE to the student; and
2. May be presented as evidence at a due process hearing regarding that student.

If the District initiates a hearing and the final decision is that the District's evaluation is appropriate, the parents still have the right to an IEE, but not at public expense.

District Criteria

The criteria under which an IEE is obtained at public expense, including the location limitations for the evaluation, minimum qualifications of the examiner, and cost containment criteria, must be consistent with the criteria set forth in this policy, and consistent with the criteria that the District uses when it initiates an evaluation.

If the District observed the student in conducting the evaluation with which the parents disagree or if its assessment procedures allow in-class observations, the independent examiner will be provided with an equivalent opportunity to observe the student in the current educational setting, and to observe the District's proposed setting, if any. This opportunity shall also be provided if the parents obtain an evaluation at private expense.

The District shall define the nature and scope of an independent examiner's in-class observations consistent with the right to an equivalent opportunity to observe, but also consistent with its obligations to prevent unnecessary disruption in the class and to protect the privacy interests of other students. This may include, but is not limited to, identifying the time constraints of such observation, district personnel who will participate in the observation and restrictions on student/teacher interactions.

All independent educational evaluators must utilize testing and assessment materials and procedures which are selected and administered so as not to be racially, culturally, or sexually discriminatory. Tests and other assessment materials must be provided and administered in the student's primary language or other mode of communication, unless there are stated reasons why this provision and administration are not clearly feasible. All assessment instruments utilized must have been validated for the specific purpose for which they are used, and be administered by trained personnel in conformity with the instructional provided by the publisher. All written reports must meet the requirements of the IDEA and California Ed. Code Section 56327.

Geographic Limitations for Evaluators

Evaluators will be located within the greater Bay Area including Marin, Sonoma, Napa, San Francisco, Contra Costa, Alameda, San Mateo, and Santa Clara Counties. Evaluators outside of this area will be approved only on an exceptional basis, providing parents can demonstrate the necessity of using personnel outside the specified area. Any expenses beyond the evaluation (i.e., food, lodging, transportation, etc.) are not covered in the cost of the independent evaluation.

Minimum Qualifications for Evaluators

Evaluators with credentials other than those listed below will not be approved unless the parent can demonstrate the appropriateness of using an evaluator meeting other qualifications. (Ed. Code 56320 (b)(3))

Minimum Qualifications for Evaluators

Evaluators with credentials other than those listed below will not be approved unless the parent can demonstrate the appropriateness of using an evaluator meeting other qualifications (Ed. Code 56320 (b)(3))

Type of Assessment	Qualifications
Academic Achievement	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist
Adaptive Behavior	School Psychologist Licensed Educational Psychologist
Assistive Technology	Credentialed or Licensed Speech/Language Pathologist Credentialed Assistive Technology Specialist Credentialed Special Education Teacher
Auditory Acuity	Licensed Educational Audiologist Licensed or Credentialed Speech/Language Pathologist
Auditory Perception (Central Auditory Processing)	Licensed or Credentialed Speech/Language Pathologist School Psychologist Licensed Educational Psychologist
Behavioral	School Psychologist Licensed Educational Psychologist
Cognitive	School Psychologist Licensed Educational Psychologist
Health (including neurological)	Licensed Physician Nurse
Motor	Licensed Physical Therapist Registered Occupational Therapist Credentialed Teacher of the Physically Impaired Adaptive Physical Education Teacher
Occupational Therapy	Licensed Occupational Therapist
Speech and Language	Credentialed or Licensed Speech/Language Pathologist
Social/Emotional	School Psychologist Licensed Educational Psychologist
Visual Acuity/Developmental Vision	Licensed Ophthalmologist Optometrist
Functional Vision	Credentialed Teacher of the Visually Impaired
Vision Perception	Credentialed Special Education Teacher School Psychologist
Transition	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist

Cost Containment Criteria for Evaluations

The cost of an IEE shall be comparable to those costs that the District incurs when it uses its own employees or contractors to perform a similar assessment. Costs include observations, administration and scoring of tests, report writing, and attendance in person or by phone at an IEP team meeting. Reimbursement will be in an amount no greater than the actual cost to the parent and will be subject to proof of payment.

Guidelines for all IEE costs are calculated by considering time required for the assessment and the appropriate District employee hourly rate. Costs above these amounts will not be approved unless the parent can demonstrate that such costs reflect unique circumstances justifying the selection of an evaluator whose fees fall outside these criteria. A school district will not necessarily fund the attendance of the assessor at the IEP team meeting convened to consider the IEE.

When insurance will cover all or partial costs of the IEE, the District will request that the parent voluntarily have their insurance pay the IEE costs covered by their insurance. However, parents will not be asked to have insurance cover independent evaluation costs if such action would result in a financial cost to the parents including, but not limited to the following:

- A. A decrease in available lifetime coverage or any other benefit under an insurance policy;
- B. An increase in premiums or the discontinuance of the policy; or
- C. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim unless the parent is willing to have the District reimburse them for the amount of the deductible.

As part of the contracted evaluation, independent evaluators must:

- Provide protocols of all the assessments, and
- Provide a written report prior to the IEP team meeting

Independent evaluators must agree to release their assessment information and results to the school district prior to receipt of payment for services. The results of the IEE will be considered in the determination of eligibility, program decisions, and placement of the student with disabilities as required by the Individuals With Disabilities Education Act.

EDUCATION CODE

56329 Notice to parents or guardians; independent educational assessments; hearings; proposals for publicly financed nonpublic placements

56506(c) Due process rights of pupil and parent

CALIFORNIA CODE OF REGULATIONS, TITLE 5

3022 Assessment Plan.

UNITED STATES CODE, TITLE 20

1415(b)(1)

CODE OF FEDERAL REGULATIONS, TITLE 34

300.502 Independent Educational Evaluation



Marin County SELPA 2021-2022 Workshops

SEIS	Legal
SEIS Refresher: September 16th at 3:00 PM and February 17th at 3:00 PM (Hybrid)	School and College Legal Services- Best Practices in Assessment Associated with Emotional Disturbance and ERMHS: September 21st at 9:00 AM (In-Person)
How to Conduct an Amendment IEP: October 21st at 3:00 PM (Hybrid)	School and College Legal Services- Hot Topics in Special Education: October 13th at 9:00 AM (Virtual)
Understanding Statewide Assessments and Special Factors: December 2nd at 3:00 PM (Hybrid)	School and College Legal Services- Common Special Education Mistakes Leading to Litigation: November 16th at 9:00 AM (Virtual)
Goal Writing and Progress Report Requirements: November 4th at 3:00 PM (Hybrid)	School and College Legal Services- Special Education for New Site Administrators: December 9th at 9:00 AM (Virtual)
Administrative Data Review: January 13th at 9:00 AM (Virtual)	Legal Panel for Administrators - September 28th at 8:30 AM (In-Person)

California Autism Professional Training and Information Network (CAPTAIN)	Positive Environments, Network of Trainers (PENT)
Evidence-Based Practices - Overview: TBD	Behavioral - Response to Intervention (RTI) - TBD
Evidence-Based Practices - CAPTAIN Bridges Coaching: TBD	Evidence-Based Supports - Multi-Tiered System of Supports -TBD

Behavior	Diagnostic Center North (DCN)
Behavior Intervention and Emergency Intervention- October 12th at 8:30-11:30 AM (Hybrid)	Treating Trauma- February 16th at 12:30 PM (In-Person)
	Behavior Supports in the Classroom - How to Implement effective Reinforcement Strategies For Paraeducators: March 16th at 1:00 PM (Virtual)

California Longitudinal Pupil Achievement Data System (CALPADS)	Learning Ally
Fall 1 Reporting: Data Meeting - October 27th at 9:00 AM (Virtual)	Workshops for Educators- September 14th 3:30- 4:30 PM (Virtual) September 20th 3:30- 4:30 PM (Virtual) September 30th 3:30- 4:30 PM (Virtual)
End of Year Reporting: Data Meeting - April 28th at 9:00 AM (Virtual)	

Alternative Dispute Resolution (ADR)	Marin County Office of Education
---	---



Marin County SELPA 2021-2022 Workshops

Making Meetings Work: 4 Part Training Series For Educators and Administrators – September 13th & 27th and October 11th and 25th at 3:00 – 4:00 PM (Virtual)	Para Educator Series - Special Education Boot Camp: TBD
Tips & Tools for Having a Positive and Collaborative IEP Meeting: For Parents/Guardians – September 30th and January 13th at 11:30 am – 1:00 PM (Virtual)	

GLEAN Education MTSS For Struggling Readers & Students with Dyslexia	The Speech Pathology Group (SPG)
Session 1- Identifying Struggling Readers & Three Success Factors for Effective MTSS/RTI in Reading Instruction: September 9th at 3:30 PM (Virtual)	Bit by Bit: Developing Flexibility for Social Success in Students with Social Learning Challenges - October 5th at 12:30 PM (Virtual)
Session 2 - Using Literacy Assessments to Plan Instruction & Intervention: October 28th at 3:30 PM (Virtual)	Ethical Considerations for Working with CLD Populations - October 18th at 3:00 PM (Virtual)
Session 3 - Delivering Evidence-Based Tier 1 Core Literacy Instruction: January 13th at 3:30 PM (Virtual)	Therapy Strategies and Materials for a Diverse Caseload - November 17th at 3:00 PM (Virtual)
Session 4 - Intensifying Instruction in Tiers 2 & 3 for Struggling Readers: March 10th at 3:30 PM (Virtual)	Supporting Students: A Multidisciplinary Approach to Mitigating Learning Loss- December 7th at 3:00 PM (Virtual)
Asynchronous Course - Year Long	Stages & Features of Bilingual Language Development January 12th
	English Learners: Resources for therapy and the linguistically appropriate IEP - February 9th at 12:30 PM (Virtual)



Marin County SELPA 2021-2022 Workshops

SEIS	Legal
SEIS Refresher: September 16th at 3:00 PM and February 17th at 3:00 PM (Hybrid)	School and College Legal Services- Best Practices in Assessment Associated with Emotional Disturbance and ERMHS: September 21st at 9:00 AM (In-Person)
How to Conduct an Amendment IEP: October 21st at 3:00 PM (Hybrid)	School and College Legal Services- Hot Topics in Special Education: October 13th at 9:00 AM (Virtual)
Understanding Statewide Assessments and Special Factors: December 2nd at 3:00 PM (Hybrid)	School and College Legal Services- Common Special Education Mistakes Leading to Litigation: November 16th at 9:00 AM (Virtual)
Goal Writing and Progress Report Requirements: November 4th at 3:00 PM (Hybrid)	School and College Legal Services- Special Education for New Site Administrators: December 9th at 9:00 AM (Virtual)
Administrative Data Review: January 13th at 9:00 AM (Virtual)	Legal Panel for Administrators - September 28th at 8:30 AM (In-Person)

California Autism Professional Training and Information Network (CAPTAIN)	Positive Environments, Network of Trainers (PENT)
Evidence-Based Practices - Overview: TBD	Behavioral - Response to Intervention (RTI) - TBD
Evidence-Based Practices - CAPTAIN Bridges Coaching: TBD	Evidence-Based Supports - Multi-Tiered System of Supports -TBD

Behavior	Diagnostic Center North (DCN)
Behavior Intervention and Emergency Intervention- October 12th at 8:30-11:30 AM (Hybrid)	Treating Trauma- February 16th at 12:30 PM (In-Person)
	Behavior Supports in the Classroom - How to Implement effective Reinforcement Strategies For Paraeducators: March 16th at 1:00 PM (Virtual)

California Longitudinal Pupil Achievement Data System (CALPADS)	Learning Ally
Fall 1 Reporting: Data Meeting - October 27th at 9:00 AM (Virtual)	Workshops for Educators- September 14th 3:30- 4:30 PM (Virtual) September 20th 3:30- 4:30 PM (Virtual) September 30th 3:30- 4:30 PM (Virtual)
End of Year Reporting: Data Meeting - April 28th at 9:00 AM (Virtual)	

Alternative Dispute Resolution (ADR)	Marin County Office of Education
---	---



Marin County SELPA 2021-2022 Workshops

Making Meetings Work: 4 Part Training Series For Educators and Administrators – September 13th & 27th and October 11th and 25th at 3:00 – 4:00 PM (Virtual)	Para Educator Series - Special Education Boot Camp: TBD
Tips & Tools for Having a Positive and Collaborative IEP Meeting: For Parents/Guardians – September 30th and January 13th at 11:30 am – 1:00 PM (Virtual)	

GLEAN Education MTSS For Struggling Readers & Students with Dyslexia	The Speech Pathology Group (SPG)
Session 1- Identifying Struggling Readers & Three Success Factors for Effective MTSS/RTI in Reading Instruction: September 9th at 3:30 PM (Virtual)	Bit by Bit: Developing Flexibility for Social Success in Students with Social Learning Challenges - October 5th at 12:30 PM (Virtual)
Session 2 - Using Literacy Assessments to Plan Instruction & Intervention: October 28th at 3:30 PM (Virtual)	Ethical Considerations for Working with CLD Populations - October 18th at 3:00 PM (Virtual)
Session 3 - Delivering Evidence-Based Tier 1 Core Literacy Instruction: January 13th at 3:30 PM (Virtual)	Therapy Strategies and Materials for a Diverse Caseload - November 17th at 3:00 PM (Virtual)
Session 4 - Intensifying Instruction in Tiers 2 & 3 for Struggling Readers: March 10th at 3:30 PM (Virtual)	Supporting Students: A Multidisciplinary Approach to Mitigating Learning Loss- December 7th at 3:00 PM (Virtual)
Asynchronous Course - Year Long	Stages & Features of Bilingual Language Development January 12th
	English Learners: Resources for therapy and the linguistically appropriate IEP - February 9th at 12:30 PM (Virtual)

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

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

Name Arwen Brown

Address _____

Phone _____ District of Residence Miller Creek

Areas of Interest and/or Expertise:

I am interested in learning how to better advocate for children with special needs. I am also interested in better understanding how the special education system works.

My expertise consists of parenting two special needs children, which has given me exposure to and led me to educate myself both in developmental disabilities (autism) and low-incidence disabilities (hearing loss), as well as experience with both special day classes and mainstreaming.

Current Education/Community/Business Related Involvement:

Currently, I am an active member of Dedication to Special Education here in Marin. I am also a member of several different parent groups for children with low-incidence disabilities.

For Parent Nominees:

- **Children Receiving Special Education Services:** 2

- **Children Receiving General Education Services:**

- **Grade(s):** 4 K

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

District Operated County Operated

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

The main reason I would like to be a member of SEAC is to learn to be a better advocate for children with special needs. Both my own experience and the experiences of other families I have known over the years have shown me that all children with special needs are different and need different things to thrive. However, it is often difficult to figure out what those things are. In my own family, we have had experience with both totally smooth and highly contentious IEPs, and both successful and unsuccessful placements in both mainstream classrooms and special day classes (both county and district-operated). This has opened my eyes to how complicated special needs education is and how important it is to be flexible, have different options available, and be constantly evaluating what is right for each individual child at each separate stage of their education.

The other reason I would like to be a member of SEAC is related to the first: I like understanding how things work, and special education is a complex system that remains largely opaque to parents. At each stage of my children's education, my husband and I have run into new situations, options, and terminology that have confused us and that we have had to spend a lot of time educating ourselves about. Conversely, I have also run into situations where we have had to help educate those working at the schools about hearing loss, because they simply have not had any experience with it, and it is very different from most other special needs. Although in the end things have always turned out well for our family, the process leaves parents like ourselves feeling like there is some great, unknowable, and somewhat arbitrary system at work that we only get glimpses of. I would like to know that system and work together with educators and administrators to improve the knowledge of all parties involved to avoid unnecessary confusion and miscommunication. If my experiences have taught me anything, it is that everyone involved in special education wants what is best for the children, we just don't always understand each other. I want to take part in bridging that gap and help make the special education system work better for all of our children.

FOR DISTRICT OFFICE USE ONLY

SUBMITTED TO: _____

DATE RECEIVED: _____

—

DATE RECEIVED BY THE MARIN COUNTY SELPA OFFICE:

_____ 6/17/21 _____