



Agenda
Operational Steering Committee
February 4, 2026
8:00 am: Open Session
Marin County Office of Education
1111 Las Gallinas Avenue, San Rafael, CA

1.0 Call Public Session to Order

Tracy Smith, Chair, Superintendent, Novato Unified School District

Operational Steering Committee:

Area 1: David Rice, Superintendent, Ross School District

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

Area 2: Adam Jennings, Superintendent, Shoreline Unified School District

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

Area 3: Raquel Rose, Superintendent, Kentfield School District

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

Area 4: Carmen Diaz Ghysels, Superintendent, San Rafael City Schools

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

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

Area 5 is the Novato Unified School District

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

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

Marin County SELPA Staff:

Rebecca Minnich, SELPA Director

Christine Shields, Assistant Program Manager

2.0 Establishment of Quorum

3.0 Consent Agenda

(Members may remove items from the Consent Agenda)

3.1 Approval of Minutes from January 7, 2026 OSC Meeting

3.2 Approval of Agenda for February 4, 2026 OSC Meeting

4.0 Public Comment

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

5.0 Action Item

5.1 Second Reading: Marin County SELPA Policy C-10: Policy and Procedures for Independent Education Evaluations

The Marin County SELPA Policy C-10: Policy and Procedures for Independent Education Evaluations will be presented for second reading and consideration of adoption.

5.2 2025 - 2026 Special Olympics Unified Sports: Coach & Field Day Event Planning Monetary Award Proposal

The establishment of a monetary award for coaches and field day event planners participating in the Special Olympics Unified Sports program will be presented for approval.

6.0 Discussion Items

6.1 Marin County Special Education Early Childhood Programs

Information will be shared regarding the current special education programs and services for preschool age students in the Marin County SELPA.

7.0 Information Item

7.1 Marin County SELPA Demonstration Site – Lucas Valley Elementary School: Implementation Progress Report

Information will be shared regarding the implementation of the Marin County SELPA Autism Demonstration Site at Lucas Valley Elementary School.

7.2 Marin County SELPA Special Education Advisory Committee

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

8.0 SELPA Director's Report

Information, communication, and reports will be presented by the SELPA Director.

9.0 Board Member Comments

Each member of the Governing Board/Operational Steering Committee may report about various matters related to the SELPA. There will be no Board discussion except to ask questions and refer matters to staff, and no action shall be taken unless listed on a subsequent agenda.

10.0 Future Planning

Next Meeting Date: March 4, 2026 – Marin County Office of Education, Board Room

11.0 Adjournment

The Marin County SELPA is committed to making its Board meetings accessible to all persons. By request alternative agenda document formats are available to individuals with special needs. To arrange an alternative agenda document format or to arrange aid or services to modify or accommodate an individual with special needs to permit participation in a public meeting please contact the Marin County SELPA office via phone at (415) 499-5850 or submit electronic mail to brochao@marinschools.org.

Annotation – Agenda Items 3.1 & 3.2
Operational Steering Committee
February 4, 2026

Agenda Item

- 3.1 Approval of Minutes from January 7, 2026 OSC Meeting
- 3.2 Approval of Agenda for February 4, 2026 OSC Meeting

Item Taken

Action

Summary of Key Issues

The minutes of the January 7, 2026 OSC meeting and the agenda for the February 4, 2026 OSC meeting are presented for adoption.

Summary of Previous OSC Action

None

Recommendation

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

Attachments to this Agenda Item

Attachment: Minutes, Operational Steering Committee Meeting, January 7, 2026



MINUTES
Operational Steering Committee
January 7, 2026
8:00 am: Open Session
Marin County Office of Education
1111 Las Gallinas Avenue, San Rafael, CA

1.0 Call Public Session to Order

Tracy Smith, Chair, Superintendent, Novato Unified School District

Tracy Smith called the meeting to order at 8:02 am.

Operational Steering Committee:

Area 1: David Rice, Superintendent, Ross School District

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

Area 2: Adam Jennings, Superintendent, Shoreline Unified School District

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

Area 3: Raquel Rose, Superintendent, Kentfield School District

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

Area 4: Carmen Diaz Ghysels, Superintendent, San Rafael City Schools

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

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

Area 5 is the Novato Unified School District

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

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

Marin County SELPA Staff:

Rebecca Minnich, SELPA Director

Christine Shields, Assistant Program Manager

In attendance: Tracy Smith, John Carroll, Raquel Rose, David Rice (8:10), Carmen Diaz Ghysels.

2.0 Establishment of Quorum

A quorum was established with four members in attendance at the time the meeting was called to order.

3.0 Consent Agenda

(Members may remove items from the Consent Agenda)

3.1 Approval of Minutes from November 5, 2025 OSC Meeting

3.2 Approval of Agenda for January 7, 2026 OSC Meeting

The Consent Agenda was approved as presented.

Motion: John Carroll

Second: Carmen Diaz Ghysels

Carried: Unanimous

4.0 Public Comment

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

There was no public comment.

5.0 Discussion Item

5.1 Fiscal Implications, Facility Obligations, and Materials and Equipment: Current Program Transfer

Information will be shared regarding the anticipated fiscal implications, facility obligations, and materials and equipment transfer related to Program Transfer.

The SELPA Director shared information regarding the anticipated fiscal implications, facility obligations, and materials and equipment transfer related to the Program Transfer.

6.0 Information Items

6.1 Marin County SELPA Ad Hoc Committee Progress Update

Information will be shared regarding the work of the current SELPA Ad Hoc Committee.

The SELPA Director shared information regarding the work of the current SELPA Ad Hoc Committee. The Ad Hoc Committee consists of nine members representing five Local Educational Agencies (LEAs). The committee has met three times and engaged in discussions regarding the Facilities Plan. Future meetings will be held to continue discussions regarding the Facilities Plan as well as the Low Incidence Fiscal Allocation Plan and High-Cost Risk Pool.

6.2 Marin County SELPA Special Education Advisory Committee

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

The SELPA Director shared information regarding the work of Marin County SELPA's Special Education Advisory Committee. The Special Education Advisory Committee is hosting a series of parent workshops starting in February 2026.

7.0 Action Item

- 7.1 Program Transfer Assurances Plan Approval – Miller Creek School District**
The Operational Steering Committee will consider approval of the Program Transfer Assurances Plan submitted by the Miller Creek School District. Effective with the 2026–2027 school year, the plan addresses the transfer of responsibility from the Marin County Office of Education to the Miller Creek School District for the provision of speech and language services to preschool-aged students who qualify for speech-only services under their Individualized Education Program (IEP) and the completion of all initial special education assessments for preschool-aged students.

The SELPA Director presented the Miller Creek School District Program Transfer Assurances Plan for approval.

Motion: John Carroll Second: Raquel Rose Carried: Unanimous

- 7.2 2025 – 2026 Interagency Memorandum of Understanding Between Golden Gate Regional Center and Marin County SELPA/Local Educational Agencies Regarding IDEA Part C Services**
The 2025 – 2026 Interagency Memorandum of Understanding Between Golden Gate Regional Center and Marin County SELPA/Local Educational Agencies Regarding IDEA Part C Services will be presented for approval.

The SELPA Director presented the 2025 – 2026 Interagency Memorandum of Understanding Between Golden Gate Regional Center and Marin County SELPA/Local Educational Agencies Regarding IDEA Part C Services for approval.

Motion: Raquel Rose Second: John Carroll Carried: Unanimous

- 7.3 2025 – 2026 Interagency Memorandum of Understanding Between California Children's Services and Marin County SELPA**
The 2025 – 2026 Interagency Memorandum of Understanding Between California Children's Services and Marin County SELPA will be presented for approval.

The SELPA Director presented the 2025 – 2026 Interagency Memorandum of Understanding Between California Children's Services and Marin County SELPA for approval.

Motion: Carmen Diaz Ghysels Second: David Rice Carried: Unanimous

7.4 First Reading: Marin County SELPA Policy C-10: Policy and Procedures for Independent Education Evaluations

The Marin County SELPA Policy C-10: Policy and Procedures for Independent Education Evaluations will be presented for first reading.

The SELPA Director presented the Marin County SELPA Policy C-10: Policy Procedures for Independent Education Evaluations for a first reading. The SELPA Director highlighted the drafted changes to the current policy and confirmed that the drafted changes had been brought to the Advisory Steering Committee for review and discussion. The Operational Steering Committee recommended that the Marin County SELPA Policy C-10: Policy Procedures for Independent Education Evaluations be moved to a second reading.

Motion: John Carroll Second: Raquel Rose Carried: Unanimous

8.0 SELPA Director's Report

Information, communication, and reports will be presented by the SELPA Director.

The SELPA Director provided information regarding the following:

- The Department of Developmental Services has provided notice to SELPAs and LEAs of upcoming changes to administrative duties related to serving students under IDEA Part C (Early Start Ages 0-2 yrs). The primary changes are related to program monitoring, funding allocations, technical assistance, and compliance investigations.*
- Upcoming professional development workshops focusing on the use of evidence-based practices for students with autism.*
- The California Department of Education will be issuing Annual Performance Letters in early February 2026. The SELPA will review the Annual Determination status of each of its member LEAs and provide support with developing their Compliance and Improvement Monitoring plans.*

9.0 Board Member Comments

Each member of the Governing Board/Operational Steering Committee may report about various matters related to the SELPA. There will be no Board discussion except to ask questions and refer matters to staff, and no action shall be taken unless listed on a subsequent agenda.

There were no Board Member comments.

10.0 Future Planning

Next Meeting Date: February 4, 2026 – Marin County Office of Education, Board Room

11.0 Adjournment

The Meeting was adjourned at 8:38 am.

Motion: Carmen Diaz Ghysels Second: Raquel Rose Carried: Unanimous

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Annotation – Agenda Item 5.1
Operational Steering Committee
February 4, 2026

Agenda Item

- 5.1 Second Reading: Marin County SELPA Policy C-10: Policy and Procedures for Independent Educational Evaluations

Item Type

Action

Summary of Key Issues

The current SELPA Policy C-10: Independent Educational Evaluations was updated to align with current terminology and best practices, clarify procedures for identifying and contracting with assessors, outline fiscal responsibilities, and incorporate a SELPA-maintained preferred provider list.

Summary of Previous OSC Action

The Marin County SELPA Policy C-10 was last revised and approved by the Operational Steering Committee on May 6, 2020.

Recommendation

The SELPA Directors recommends the OSC approved SELPA Policy C-10: Policy and Procedures for Independent Educational Evaluations as presented.

Attachments to this Agenda Item

Attachment 1: SELPA Policy C-10: Policy and Procedures Independent Education Evaluations

Attachment 2: Draft SELPA Policy C-10: Policy and Procedures Independent Education Evaluations



SELPA Policy C-10

Policies and Procedures Independent Education Evaluation

Adopted by OSC May 6, 2020

1111 LAS GALLINAS AVENUE PO BOX 4925 SAN RAFAEL, CA 94913 (415)-499-0850

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.

Adopted by OSC May 6,2020

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 2 04/2020
 - 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

Adopted by OSC May 6,2020

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.

Adopted by OSC May 6,2020

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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

Adopted by OSC May 6, 2020

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))

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 Educational Audiologist Licensed or Credentialed Speech/Language Pathologist
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

Adopted by OSC May 6,2020

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 an 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

Adopted by OSC May 6,2020

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

Adopted by OSC May 6, 2020

1111 LAS GALLINAS AVENUE PO BOX 4925 SAN RAFAEL, CA 94913 (415)-499-0850

C-10 Policy and Procedures Independent Educational Evaluation

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

Definitions

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

Public expense means that the LEA 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 LEA.

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

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

The LEA may ask for the parent's reason(s) for disagreeing with the LEA's evaluation, but the parent is not required to provide those reasons. The LEA may offer to conduct another evaluation of its own with parent consent. If the parent does not agree to another LEA evaluation, the LEA 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 LEA 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 LEA. The parents must request the IEE within two calendar years of the date that the results of the LEA's evaluation were shared with the parents. The right for an IEE is not triggered until there is an evaluation by the LEA with which the Parents disagree (*Student v Lake Elsinore Unified School LEA*, OAH Case No. 2016040427)

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

1. The LEA's administrator responsible for special education will be notified.

2. The LEA will provide the parents with a copy of the Marin SELPA Policies and Procedures: Independent Education Evaluation, the option for an alternative LEA examiner (Option A below), and options for an IEE at public expense (Options B, C, and D below) as follows:

- A. An LEA 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 LEA, in writing, their preferred option; OR

4. The LEA will determine whether the LEA will initiate due process to establish the appropriateness of its evaluation or proceed with obtaining an IEE.

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

If the LEA agrees to provide an IEE:

- A LEA Assessment Plan is NOT completed because the LEA is not conducting the assessment nor is responsible for timelines and/or results of the IEE assessments.
- Once the LEA and parent have agreed upon an assessor, the LEA will arrange for or initiate a contract with the examiner for the completion of the IEE. The contracted assessor will be required to meeting district contractor requirements.
- Parents will be required to sign a release and exchange of information between the IEE evaluator(s) and the LEA.

Once assessments are completed and provided to the LEA, the LEA should schedule an IEP meeting to review the IEE.

Payment/Reimbursement options for IEEs:

- The LEA may directly contract with and directly provide the payment to the independent evaluator for the IEE. Alternatively, the LEA may issue payment to the independent evaluator for the costs of the IEE following its receipt of the items listed below.

- Or, the LEA may reimburse the parent for the costs of a procured IEE in a timely manner in accordance with the LEA's policies and procedures and in the amount no greater than the actual cost to the parent.

If the LEA determines that it will initiate a due process hearing to establish the appropriateness of its evaluation, the LEA will notify the parent of such decision in writing prior to filing a due process hearing complaint. This written notice shall include all 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 LEA, if it meets LEA 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 LEA initiates a hearing and the final decision is that the LEA's evaluation is appropriate, the parents still have the right to an IEE, but not at public expense.

LEA 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 LEA uses when it initiates an evaluation.

If the LEA 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 LEA's proposed setting, if any. This opportunity shall also be provided if the parents obtain an evaluation at private expense.

The LEA 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, LEA 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.

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))

Type of Assessment	Qualifications
Academic Achievement	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist
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Auditory Acuity	Licensed Educational Audiologist Licensed or Credentialed Speech/Language Pathologist

Auditory Perception (Central Auditory Processing)	Licensed Educational Audiologist Licensed or Credentialed Speech/Language Pathologist
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
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Social/Emotional	School Psychologist Licensed Educational Psychologist
Visual Acuity/Developmental Vision	Licensed Ophthalmologist Optometrist
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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 LEA 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 LEA 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 LEA will not necessarily fund the attendance of the assessor at the IEP team meeting convened to consider the IEE.

When insurance covers all or partial costs of the IEE, the LEA 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 an 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 LEA 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 LEA 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.

Marin County SELPA maintains a list of assessors who satisfy the criteria for conducting individual evaluations. This list is not exhaustive and does not include all the assessors in the area who meet the SELPA's criteria for performing assessments.

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

DRAFT

The cost of an IEE will be limited to the table below absence of extraordinary circumstances.

Type of Assessment	Maximum Allowable Rate
Augmentative & Alternative Communication (AAC)	
Academic Achievement	
Bilingual Academic Achievement	
Assistive Technology (AT)	
Adapted Physical Education (APE)	
Audiological Services	
Functional Behavioral Assessment (FBA)	
Health and Nursing	
Social Emotional	
Orientation and Mobility (OM)	
Occupational Therapy (OT)	
Physical Therapy (PT)	
Psycho-Educational (Psychological Assessment with Academic Achievement)	
Bilingual Psycho-Educational (Psychological Assessment with Academic Achievement)	
Speech & Language	
Transition	

Annotation – Agenda Item 5.2
Operational Steering Committee
February 4, 2026

Agenda Item

5.2 2025 – 2026 Special Olympics Unified Sports: Coach & Field Day Event Planning
Monetary Award Proposal

Item Type

Action

Summary of Key Issues

None

Summary of Previous OSC Action

The OSC approved Special Olympics Unified Sports payments for coaching services in the 2024 - 2025 school year.

Recommendation

The SELPA Director recommends that the Operational Steering Committee approve the Special Olympics Unified Sports Coaching & Event Planning proposal as presented.

Attachments to this Agenda Item

Attachment: 2025 - 2026 Special Olympics Unified Sports Coaching & Field Day Event Planning Monetary Award Proposal

Special Olympics Northern California: Unified Sports

Inclusive Sports
Friendship



Student Leadership
Belonging

Basketball



Track & Field



Elementary Field Day



Special Olympics Northern California is an inclusive sports opportunity that engages a wide range of students on school campuses. By following the simple notion that training and playing together can forge a path to friendship, Unified Sports brings students together around the principles of teamwork and community. Unified Sports works to create conditions that support health/fitness, greater inclusivity, acceptance, and integration on school campuses by offering students with and without disabilities an opportunity to compete together for a common goal.

The Marin County Special Education Local Plan Area (SELPA) and Marin County Office of Education (MCOE) have partnered with Unified Sports over the past ten years to bring students from across Marin County together as teams to compete in a fun and supportive environment. Unified Sports has reached hundreds of students and continues to grow with support from across the county.

To support the outstanding educators that provide coaching to students over the course of the Unified Sports season and coordinate the events, the Marin County SELPA offers coaching and event planning monetary awards. Monetary awards are available to educators upon completion of the season.





Special Olympics Northern California: Unified Sports

Inclusive Sports
Friendship



Student Leadership
Belonging

Special Olympics Northern California is an inclusive sports opportunity that engages a wide range of students on school campuses. By following the simple notion that training and playing together can forge a path to friendship, Unified Sports brings students together around the principles of health, teamwork, and community. The program offers students with and without disabilities an opportunity to compete together for a common goal. Unified Sports works to create conditions that support skills development, greater inclusivity, acceptance, and integration on school campuses.

A history of the partnership between Marin County schools and Unified Sports:

2015-2016 School Year

2 Basketball Games
2 Track and Field Events
Impact: 2 School Districts

2016-2017 School Year

4 Basketball Games
1 Track and Field Event
Unified Sports Night
Impact: 4 School Districts

2017-2018 School Year

2 Basketball Games
1 Track and Field Event
Unified Sports Night
Impact: 4 School Districts

2018-2019 School Year

2 Basketball Games
1 Track and Field Event
Unified Sports Night
Impact: 4 School Districts

2019 -2020 & 2020-2021 School Years:

No events due to COVID

2021 -2022 School Year

1 Basketball Game
Impact: 2 School Districts

2022 -2023 School Year

4 Basketball Games
1 Track and Field Event
Elementary Field Day Sport Event
Impact: 5 School Districts, 1 Nonpublic School, and 1 Private School

2023 -2024 School Year

2 Basketball Games
1 Track and Field Event
2 Elementary Field Day Sport Events
Impact: 7 Districts

2024 - 2025 School Year

2 Basketball Games
1 Track and Field Event
4 Elementary Field Day Sport Events
Impact: 5 Districts

Sports

Basketball



Track & Field



Elementary Field Day





Unified Sports Coaching & Event Organizer Monetary Awards

To continue to advance the implementation of the Unified Sports program, monetary awards to coaches and event organizers will be offered to each participating Local Educational Agency (LEA).

The Marin County SELPA shall reimburse participating LEAs using the formula below:

- Each educator participating in the Unified Sports Program as a team coach or field day event organizer shall be eligible for a \$200.

Basketball (2 Events)

1 Team from the following LEAs:

- Tamalpais Union High School District
- Novato Unified School District

4 teams from the following LEA:

- Marin County Office of Education

Total \$1200.00

Track and Field (1 Event)

1 Team from the following LEA:

- Tamalpais Union High School District

3 teams from the following LEA:

- Marin County Office of Education

Total \$800.00

Field Day Sports Event (K-8)

Each of the following LEAs will have one (1) event organizer and one (1) team coach:

- Mill Valley
- San Rafael
- Novato
- Ross
- Larkspur Corte Madera

Total \$2000.00

Total 2025 - 2026 Unified Sports Coaching and Event Planning Monetary Award: \$4000.00

Annotation – Agenda Item 6.1
Operational Steering Committee
February 4, 2026

Agenda Item

6.1 Marin County Special Education Early Childhood Programs

Item Type

Discussion

Summary of Key Issues

The OSC requested a discussion regarding the continuum of special education programs and services available to preschool-age students across the Marin County SELPA.

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment: Marin County SELPA Early Childhood Special Education Programs

Marin County SELPA Early Childhood Special Education Programs

Local Educational Agency (LEA)	Special Education Programs & Services
Larkspur Corte Madera	Assessments Speech & Language Only
Marin County Office of Education	Assessments Speech & Language Only Special Day Class: Specialized Academic Instruction, Speech & Language, Occupational Therapy, Low Incidence Services
Mill Valley	Assessments Speech & Language Only Special Day Class: Specialized Academic Instruction, Speech & Language
Novato Unified	Assessments Speech & Language Only Special Day Class: Specialized Academic Instruction, Speech & Language, Occupational Therapy
Ross Valley	Assessments Speech & Language Only
Sausalito Marin City	Assessments Speech & Language Only
San Rafael Elementary	Assessments Speech & Language Only Special Day Class: Specialized Academic Instruction, Speech & Language, Occupational Therapy

The following SELPA member LEAs utilize the Marin County Office of Education for the provision of all assessments and services to preschool-age students:

Bolinas Stinson	Kentfield	Lagunitas
Laguna Joint	Miller Creek	Nicasio
Reed Union	Ross	Shoreline

Annotation – Agenda Item 7.1
Operational Steering Committee
February 4, 2026

Agenda Item

7.1 Marin County SELPA Demonstration Site - Lucas Valley School: Implementation Progress Report

Item Type

Information

Summary of Key Issues

None

Summary of Previous OSC Action

The OSC approved the Marin County SELPA AB 602 Fiscal Allocation Plan at the May 28, 2025 OSC meeting which includes contracted services for a Regional Implementation Lead to develop a second SELPA Autism Demonstration class at Lucas Valley Elementary School in the 2025 -2026 school year.

Recommendation

None

Attachments to this Agenda Item

Attachment: Marin County SELPA Demonstration Site - Lucas Valley School: Implementation Progress Report

Marin County SELPA Demonstration Site – Lucas Valley Elementary School: Implementation Progress Report

November

- The Regional Implementation Lead (RIL) provided one (1) training session to the classroom teacher and one (1) paraeducator on the Evidence Based Practice of Prompting.

December

- The Regional Implementation Lead (RIL) provided one (1) training session to the classroom teacher and one (1) paraeducator on the Evidence Based Practice of Prompting.
- The Regional Implementation Lead (RIL) provided three (3) coaching sessions to the classroom teacher and one (1) paraeducator on the Evidence Based Practice of Prompting.
- The classroom teacher developed a visual model of the prompting hierarchy to support data collection.

January

- The Regional Implementation Lead (RIL) provided one (1) training session to the classroom teacher and two (2) paraeducator on the Evidence Based Practice of Task Analysis.
- The RIL provided four coaching sessions to the classroom teacher and two (2) paraeducators.
- The classroom teacher and paraeducators focused on the implementation of Prompting and Task Analysis.
- The District Autism Implementation Team identified need to invite a new member to support implementation goals.
- The District Autism Implementation Team reviewed implementation data.
- The classroom teacher provided training to site-staff on the Evidence-Based Practice of Prompting in a site staff meeting.

February - June

- The teacher and paraeducators will continue to focus on the Evidence Based Practice of Prompting and Task Analysis and will learn Technology-Aided Instruction.
- The RIL will continue to provide one training session per month to both the teacher and paraeducators.
- The RIL will continue to provide three to four coaching sessions each month to both the teacher and paraeducators.
- The District Autism Implementation Team will continue to review implementation data and monitor implementation progress.
- The Regional Implementation Lead will identify and recommend Evidence Based Practices to implement in subsequent school year to support capacity building.

Annotation – Agenda Item 7.2
Operational Steering Committee
February 4, 2026

Agenda Item

7.2 Marin County SELPA Special Education Advisory Committee

Item Type

Information

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment: Marin County Special Education Advisory Committee Parent Workshop Series

SPECIAL EDUCATION ADVISORY COMMITTEE PARENT SERIES

SEAC 2026 PARENT WORKSHOPS



February 26th

Topic: Navigating Eligibility for Special Education

Presenter: F3 Attorney, Jennifer Nix

Time: 12:00 PM – 1:30 PM

Location: Zoom

[Register Here](#)

March 3rd

Topic: IEP Journey: Beginning, Middle, to End

Time: 12:00 PM – 1:30 PM

Location: Zoom

[Register Here](#)

April 15th

Topic: Transition & Individual Transition Plans (ITPs)

Time: 6:00 PM – 7:30 PM

Location: Zoom

[Register Here](#)

May 14th

Topic: Understanding Emotional Disability in Education

Presenter: F3 Attorney, Jennifer Nix

Time: 6:00 PM – 7:30 PM

Location: Zoom

[Register Here](#)

May 27th

Topic: IEP Journey: Beginning, Middle, to End

Time: 5:30 PM – 7:00 PM

Location: In Person, Marin County Office of Education

Note: Repeat Session from March

[Register Here](#)

Presentations are in English with Spanish Interpretation



SERIE PARA PADRES DEL COMITÉ ASESOR DE EDUCACIÓN ESPECIAL

TALLERES PARA PADRES DE SEAC
2026



Febrero 26

Tema: Navegando la Elegibilidad para Educación Especial

Presentadora: F3 Attorney, Jennifer Nix

Hora: 12:00 PM – 1:30 PM

Ubicación: Zoom

[Regístrate Aquí](#)

Marzo 3

Tema: El proceso del IEP: Del principio al final.

Hora: 12:00 PM – 1:30 PM

Ubicación: Zoom

[Regístrate Aquí](#)

Abril 15

Tema: Transición y Planes de transición individual (PTI)

Hora: 6:00 PM – 7:30 PM

Ubicación: Zoom

[Regístrate Aquí](#)

Mayo 14

Tema: Comprender la Discapacidad Emocional en el ámbito educativo

Presentadora: F3 Attorney, Jennifer Nix

Hora: 6:00 PM – 7:30 PM

Ubicación: Zoom

[Regístrate Aquí](#)

Mayo 27

Tema: El proceso del IEP: Del principio al final.

Hora: 5:30 PM – 7:00 PM

Ubicación: En Persona, Oficina de Educación del Condado de Marin

Nota: Sesión repetida de marzo.

[Regístrate Aquí](#)

Las presentaciones son en inglés con interpretación al español.

