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**Agenda**  
**Operational Steering Committee**  
**March 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 for February 4, 2026 OSC Meeting**

**3.2 Approval of Agenda for March 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 2025 – 2026 Extended School Year (ESY) Reimbursement Set Aside**

*The SELPA member LEAs requesting reimbursement for the 2025 - 2026 Extended School Year (ESY) operational costs from the SELPA's ESY Reimbursement Set-Aside will be presented for approval.*

**6.0 Discussion Items**

**6.1 2026 California Department of Education Compliance and Improvement Monitoring**

*Information will be shared regarding 2026 California Department of Education Compliance and Improvement Monitoring (CIM) activities.*

**7.0 Information Item**

**7.1 Marin County SELPA Supporting Innovative Preschool Practices Grant: Update**

*Information will be shared regarding SELPA activities that support the implementation of the Supporting Innovative Preschool Practices Grant.*

**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: April 1, 2026 – Marin County Office of Education, Board Room

## **11.0 Adjournment**

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

**Agenda Item**

- 3.1 Approval of Minutes for February 4, 2026 OSC Meeting
- 3.2 Approval of Agenda for March 4, 2026 OSC Meeting

**Item Taken**

Action

**Summary of Key Issues**

The minutes of the February 4, 2026 OSC meeting and the agenda for the March 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, February 4, 2026



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**MINUTES**  
**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

*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, Tyler Graff (8:08)*

**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 January 7, 2026 OSC Meeting**

#### **3.2 Approval of Agenda for February 4, 2026 OSC Meeting**

*The Consent Agenda was approved as presented.*

*Motion: Raquel Rose*

*Second: John Carroll*

*Carried: Unanimous*

### **4.0 Public Comment**

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

*There was no public comment.*

### **5.0 Action 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.*

*The SELPA Director presented the Marin County SELPA Policy C-10: Policy and Procedures for Independent Education Evaluations for a second reading and approval. The OSC approved SELPA Policy C-10 as presented.*

*Motion: John Carroll*

*Second: David Rice*

*Carried: Unanimous*

#### **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.*

*The SELPA Director presented the 2025 - 2026 Special Olympics Unified Sports: Coach & Field Day Event Planning Monetary Award Proposal for approval. The OSC approved the proposal as presented.*

*Motion: David Rice*

*Second: Raquel Rose*

*Carried: Unanimous*

## **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.*

*The SELPA Director shared information regarding the current special education programs and services for preschool age students in the Marin County SELPA. The OSC discussed the continuum of special education programs, reasons districts transfer preschool programs and requested information regarding Program Transfer timelines. The SELPA Director provided Program Transfer timelines to the OSC.*

## **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.*

*The SELPA Director shared information regarding Marin County SELPA Demonstration Site at Lucas Valley Elementary School. The SELPA Director shared implementation successes, barriers, and coaching and training data.*

### **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.*

*The SELPA Director shared information regarding the Marin County SELPA Special Education Advisory Committee (SEAC). The SEAC has identified additional methods to support the distribution of information about SEAC and upcoming parent workshops. The SEAC continues to seek more parent members from the SELPA's member LEAs.*

## **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 recent Evidence Based Practice workshop for educators was positively received based on participant feedback. All participants reported that they learned strategies that they can implement in their classroom and would recommend future workshops about the topic to colleagues.*
- *The California Department of Education (CDE) notified the Marin County SELPA in January that the Local Plan Certificates, Annual Service Plan, and Annual Budget Plan have been approved by the CDE. The Local plan needs to be posted on each member Local Educational Agency website.*

Rebecca Minnich, SELPA Director

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[www.selpa.marinschools.org](http://www.selpa.marinschools.org)

- ***The Governor’s Budget Proposal includes an increase to the SELPA Base Rate, and a Cost-of-Living Adjustment (COLA) to the Program Specialist Resource Specialist Grant, Low Incidence Allocation, and State Mental Health Allocation.***

## **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: March 4, 2026 – Marin County Office of Education, Board Room

## **11.0 Adjournment**

***The Meeting was adjourned at 8:35 am.***

***Motion: John Carroll      Second: Raquel Rose      Carried: Unanimous***

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**Annotation – Agenda Item 5.1**  
**Operational Steering Committee**  
**March 4, 2026**

**Agenda Item**

5.1 2025 – 2026 Extended School Year (ESY) Reimbursement Set Aside

**Item Type**

Action

**Summary of Key Issues**

None

**Summary of Previous OSC Action**

The Operational Steering Committee approves the Extended School Year Reimbursement Set-Aside in March of each school year.

**Recommendation**

The SELPA Director recommends that the Operational Steering Committee approve the 2025 - 2026 Extended School Year (ESY) Reimbursement Set Aside

**Attachments to this Agenda Item**

Attachment 1: 2025-2026 Marin County SELPA Extended School Year Reimbursement Request

**SELPA's Member Local Educational Agencies (LEAs)**  
**Requesting 2025 - 2026 Extended School Year Reimbursement (ESY)<sup>1</sup>**

<b>LEA</b>	<b>2025 - 2026 ESY Classroom(s)</b>
Kentfield	1
Larkspur Corte Madera	1
MCOE	4
Mill Valley	2
Miller Creek	2
Novato Unified	7
Reed Union	1
Ross Valley	3
Sausalito Marin City	1
San Rafael Elementary	4
San Rafael High School	1
Tamalpais Union High	2
<b>Total</b>	<b>29<sup>2</sup></b>

<sup>1</sup> The OSC established a non-severe extended school year pool based upon revenues received for 1997 non-severe extended school year services plus the statutory COLA. On March 5, 2025 the OSC approved a revision to compensate all non-severe SDCs at the same rate of \$12,000 per operated class and a per-pupil rate of \$2,500 for each pupil served in the SDC referred by another LEA within the Marin County SELPA and on May 28, 2025, approved an increase to the non-severe extended school year pool.

<sup>2</sup> Total anticipated ESY reimbursement for non-severe ESY classrooms equals \$348,000.

**Annotation – Agenda Item 6.1**  
**Operational Steering Committee**  
**March 4, 2026**

**Agenda Item**

6.1 2026 California Department of Education (CDE) Compliance and Improvement Monitoring

**Item Type**

Discussion

**Summary of Key Issues**

The CDE Special Education monitoring framework utilizes a tiered system that differentiates the level of monitoring and technical assistance support for local educational agencies (LEAs) based on data analyses. The data drives the LEA's need for support and intervention. The monitoring framework is driven by the Compliance and Improvement Monitoring (CIM) process.

**Summary of Previous OSC Action**

None

**Recommendation**

None

**Attachments to this Agenda Item**

Attachment 1: 2026 CDE Compliance and Improvement Monitoring Tiers

Attachment 2: 2026 CDE Compliance and Improvement Monitoring Status: Marin County SELPA LEAs

# 2026 California Department of Education (CDE) Compliance and Improvement Monitoring (CIM) Tiers

## 2026 Annual Determination Notice

- The California Department of Education (CDE) provided Annual Determination Notice to LEAs in February 2026.
- The CDE used data from the LEA Initial Certification deadline, December 12, 2025, to calculate State Performance Indicator 9 and Indicator 10 for the purpose of determining disproportionality.
- The CDE is monitoring IEP Implementation, Restraint and Seclusion, and Fiscal, in addition to the seventeen state performance indicators this year.

## 2026 Compliance and Improvement Monitoring Levels

For monitoring purposes, LEAs defined as school districts and charter schools serving more than 100 students with disabilities on census day are considered Large LEAs.

- **Targeted Level 1:** An LEA that has not met the target for one or two elements or has minor compliance issues.
- **Targeted Level 2:** An LEA that has not met the target for three or more elements or newly identified as disproportionate.
- **Targeted Level 3:** An LEA identified as disproportionate for two or more years and ranked in the bottom 11–20% of on key performance indicators.
- **Intensive Level 1:** An LEA ranked in the bottom 8–10% of LEAs for outcomes in achievement, placement, and school climate (suspension and attendance) for students with disabilities and Year 1 of Significant Disproportionality.
- **Intensive Level 2:** An LEA ranked in the bottom 4–7.99% of LEAs in outcomes for achievement, placement, and school climate (suspension and attendance) for students with disabilities and Year 2 of Significant Disproportionality.
- **Intensive Level 3:** An LEA ranked in the bottom 3.99% of LEAs in outcomes for achievement, placement, and school climate (suspension and attendance) for students with disabilities and Year 3 or more of Significant Disproportionality.
- **Significantly Disproportionate:** An LEA has overidentified a specific race and/or ethnicity in one or more of the following special education categories:
  - Disciplinary Action (Suspension and Expulsion)
  - Placement: More Restrictive Environments
  - Indicator 9: Special Education in General
  - Indicator 10: Special Education within a Specific Disability Category

Targeted Level 1, 2, and 3 LEAs will engage in four (4) main activities:

1. **Gather & Inquire:** Gather data to identify areas for improvement by completing a Student Record Review and Incorporated Policies and Procedures Review.
2. **Investigate:** Examine the data to uncover the root cause(s) of the challenge(s). Review current and past initiatives that address root causes and gaps in efforts and determine which problem area(s) to address first.
3. **Plan:** Create a detailed plan with timelines and steps to address identified problems that include high-leverage practices that will address the problem(s) and ensure measurable outcomes that are quantifiable and focused on student outcomes.
4. **Implement:** Put the plan into action, track progress, and adjust as needed.

Targeted Level 1, 2, and 3 LEAs are required to completed CIM Plan for Improvement and submit it for approval by November 14, 2026. Progress is reported to the SELPA for Targeted Level 1 and 2 semi-annually and Targeted Level 3 to the CDE semi-annually.

Intensive Level 1, 2, and 3 LEAs will engage in four (4) main activities:

1. **Gather & Inquire:** Gather data to identify areas for improvement by completing a Student Record Review and Incorporated Policies and Procedures Review, an Infrastructure Analysis, an Educational Benefit Review, and a Parent Survey.
2. **Investigate:** Examine the data to uncover the root cause(s) of the challenge(s). Review current and past initiatives that address root causes and gaps in efforts and determine which problem area(s) to address first.
3. **Plan:** Create a detailed plan with timelines and steps to address identified problems that include high-leverage practices that will address the problem(s) and ensure measurable outcomes that are quantifiable and focused on student outcomes.
4. **Implement:** Put the plan into action, track progress, and adjust as needed.

Intensive Level 1, 2, and 3 LEAs are required to completed CIM Plan for Improvement and submit it for approval by November 14, 2026. Progress is reported to the CDE quarterly.

### **Small LEA Monitoring (Cyclical and Targeted)**

For monitoring purposes, Small LEAs are defined as school districts and charter schools serving 100 or fewer students with disabilities on census day. Small LEAs are monitored annually for timeliness of IEPs, Restraint and Seclusion, and Disproportionality. Every six years, Small LEAs are also monitored cyclically for participation in CIM for Small LEAs (CIM-S). Most Small LEA monitoring activities are conducted independently with the assistance of the SELPA.

Selected Small LEAs will complete the following activities:

1. **Student Record Review and Incorporated Policy and Procedure Review:** Determine compliance with state and federal regulations. Determine potential programming gaps and impact on student outcomes.
2. **BASICS Infrastructure Analysis:** Examine six (6) basic components of the special education infrastructure to determine the degree to which these components are in place in the system and which areas may require improvement to improve outcomes for students.

Selected CIM-S Small LEAs will engage in the following activities:

1. **Gather & Inquire:** Gather data to identify areas for improvement. Complete a Student Record Review and Incorporated Policies and Procedures Review.
2. **Investigate:** Examine the data to uncover the root cause(s) of the challenge(s). Review current and past initiatives that address root causes and gaps in efforts. Determine which problem area(s) to address first.
3. **Plan:** Create a detailed plan with timelines and steps to address identified problem(s). Include high-leverage practices that will address the problem(s). Ensure that the plan includes measurable outcomes that are quantifiable and focused on student outcomes.
4. **Implement:** Put the plan into action, track progress, and adjust as needed.

CIM-S Small LEAs are required to completed CIM-S Plan for Improvement and submit it for approval by November 14, 2026. Progress is reported semi-annually.

The SELPA is required to submit certification and assurance for each all LEAs engaged in CIM activities.

**CDE Compliance and Improvement Monitoring Status: Marin County SELPA Member Local Educational Agencies (LEAs)**

<b>Local Educational Agency</b>	<b>Monitoring Level</b>	<b>Disproportionality Area(s)</b>	<b>Performance Elements</b>	<b>IEP Timeline Compliance</b>
Bolinas Stinson	Small, Universal	None	None	Compliant
Kentfield	Targeted Level 2	None	Suspension; School Age LRE <sup>1</sup> 5c, and Preschool LRE <sup>2</sup> 6b,c	Compliant
Laguna Joint	Small, Cyclical with Compliance Activities	None	None	Noncompliant
Lagunitas	Small, Cyclical	None	None	Noncompliant
Larkspur Corte Madera	Targeted Level 2	None	School Age LRE 5c, Preschool LRE 6b	Noncompliant
Marin County Office of Education	Small, Compliance	None	None	Noncompliant
Mill Valley	Targeted Level 2	None	Suspension; Preschool LRE 6b	Noncompliant
Miller Creek	Targeted Level 3	African American – Overall	Academic Performance (Math); Suspension, School Age LRE 5a,5,c; Preschool LRE 6b,c	Noncompliant
Nicasio	Small, Universal	None	None	Compliant
Novato Unified	Targeted Level 3	African American – Other Health Impaired; African American – Autism	Academic Performance (Math & English Language Arts); Suspension, School Age LRE 5a,b,c; Preschool LRE 6c	Noncompliant
Reed Union	Targeted Level 2	None	Academic (English Language Arts); Suspension; Dropout; Preschool LRE 6c	Noncompliant
Ross	Small, Compliance	None	None	Noncompliant
Ross Valley	Targeted Level 3	White – Separate Schools	Academic Performance (Math & English Language Arts); Suspension, School Age LRE 5c; Preschool LRE 6c	Noncompliant
San Rafael Elementary	Targeted Level 3 Preschool Age	None	Academic Performance (Math & English Language Arts); Suspension, School Age LRE 5c; Preschool LRE 6a,b	Noncompliant
San Rafael High	Targeted Level 3 School Age	None	Graduation; Academic Performance (Math & English	Noncompliant

**CDE Compliance and Improvement Monitoring Status: Marin County SELPA Member Local Educational Agencies (LEAs)**

			Language Arts); School Age LRE 5a,b,c; Post Secondary Outcomes 14b,c	
Sausalito Marin City	Small, Cyclical and Disproportionate	African American – Other Health Impaired	None	Noncompliant
Shoreline Unified	CIM-2 Step 4, Year 2 with Compliance Activities	None	None	Noncompliant
Tamalpais Union	Intensive Level 2 for Significant Disproportionality	African American – Specific Learning Disability; Hispanic – Speech Language Impaired; Significant Disproportionality for African American – Specific Learning Disability	Graduation; Academic Performance (Math & English Language Arts); School Age LRE 5c	

Level Indication	
Intensive Level 1	Bottom 8-10% of FAPE in LRE Indicators & Year 1 of Significant Disproportionality
Intensive Level 2	Bottom 4-7.99% of FAPE in LRE Indicators & Year 2 of Significant Disproportionality
Intensive Level 3	Bottom 3.99% of FAPE in LRE Indicators & Year 3 or more of Significant Disproportionality
Targeted Level 1	Missed one or two performance targets or have minor compliance issues
Targeted Level 2	Failed to meet three or more performance targets or newly identified as disproportionate
Targeted Level 3	LEA ranks in the bottom 11-20% on key performance indicators and has been disproportionate for two consecutive years.

<sup>1</sup> LRE School Age: Least Restrictive Environment for Students with IEPs in School Age Programs – 5a: Percent of students inside the regular class 80% or more of the day; 5b: Percent of students inside the regular class less than 40% of the day 5c: Percent of students in separate schools, residential facilities, or home/hospital placements.

<sup>2</sup> LRE Preschool Age: Least Restrictive Environment for Students with IEPs in Preschool Programs – 6a: Percent of preschool students with disabilities ages three through five years (excluding five-year-olds in Kinder or Transitional Kindergarten [TK]) attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; 6b: Percent of preschool students with disabilities ages three through five years (excluding five-year-olds in Kinder or TK) attending a separate special education class, separate school, or residential facility; 6c: Percent of preschool students with disabilities ages three through five years (excluding five-year-olds in Kinder or TK) NOT enrolled in a preschool program and receiving the majority of special education and related services in the home

**Annotation – Agenda Item 7.1**  
**Operational Steering Committee**  
**March 4, 2026**

**Agenda Item**

7.1 Marin County SELPA Supporting Innovative Preschool Practices Grant: Update

**Item Type**

Information

**Summary of Key Issues**

None

**Summary of Previous OSC Action**

None

**Recommendation**

None

**Attachments to this Agenda Item**

Attachment: Marin County SELPA Supporting Innovative Preschool Practices (SIPP) Grant Update

## Marin County SELPA Supporting Innovative Preschool Practices (SIPP) Grant Update

Month	Activities	Outcomes
August 2025	<ul style="list-style-type: none"> <li>• Reconvened the Supporting Innovative Practices (SIP) Early Childhood Community of Practice (CoP)                             <ul style="list-style-type: none"> <li>• Discussed 2025- 2026 Early Intervention Programming</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identified professional learning needs for educators</li> <li>• Identified inclusive early intervention programming barriers</li> <li>• Shared resources to support inclusive program implementation</li> </ul>
September 2025	<ul style="list-style-type: none"> <li>• Held CoP Meeting                             <ul style="list-style-type: none"> <li>• Reviewed resources and best practices to strengthen foundation for inclusive early learning practices</li> <li>• Shared program updates including new partnerships with private preschools</li> </ul> </li> <li>• Conducted site visits - three (3) preschool and TK classrooms in the Shoreline Unified School District</li> <li>• Hosted Inclusion Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Shared professional learning opportunities for PreK, TK, and K teachers</li> <li>• Expanded understanding of different instructional models for preschool and TK age students</li> </ul>
October 2025	<ul style="list-style-type: none"> <li>• Met with Shoreline Unified School District preschool administrator and teachers to share information about site observations and set goals that support inclusive practices</li> <li>• Held CoP Meeting                             <ul style="list-style-type: none"> <li>• Examined current TK push-in service delivery models across districts in CoP</li> <li>• Discussed systems that support inclusive learning opportunities for TK students</li> <li>• Discussed need to conduct TK environmental observations to support districts with designing inclusive TK learning spaces</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identified need to broaden local training for early childhood educators</li> <li>• Shared information about upcoming SIP professional learning opportunities</li> <li>• Shared information about upcoming MCOE Early Childhood professional learning opportunities</li> <li>• Established a TK observation schedule</li> </ul>

## Marin County SELPA Supporting Innovative Preschool Practices (SIPP) Grant Update

November 2025	<ul style="list-style-type: none"> <li>• Held CoP Meeting               <ul style="list-style-type: none"> <li>• Distributed TK environmental checklist to CoP</li> <li>• Reviewed instructional and behavior support resources</li> </ul> </li> <li>• Shared TK observation schedule with elementary districts operating TK programs</li> </ul>	<ul style="list-style-type: none"> <li>• Identified inclusive early intervention programming barriers</li> <li>• Identified where additional professional learning may be beneficial</li> </ul>
December 2025	<ul style="list-style-type: none"> <li>• Conducted site visits - four (4) TK classrooms in the Ross Valley School District</li> <li>• Hosted Inclusion Academy</li> </ul>	
January 2026	<ul style="list-style-type: none"> <li>• Met with Ross Valley District administrators and teachers to share information about site observations and set goals that support inclusive practices</li> <li>• Held CoP Meeting               <ul style="list-style-type: none"> <li>• Shared information about county-wide inclusive practice initiatives</li> <li>• Reviewed district data and examined conditions influencing outcomes</li> <li>• Discussed service delivery challenges and inclusive practice needs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identified strengths, needs, and actionable steps including engaging leadership teams with data reviews, exploring early intervention partnerships, and evaluating environmental design</li> <li>• Established TK observational walkthrough priorities</li> <li>• Shared resources and continued professional learning opportunities</li> </ul>
February 2026	<ul style="list-style-type: none"> <li>• Conducted site visit - two (2) TK classrooms in the Sausalito Marin City School District</li> <li>• Met with Sausalito Marin City School District leadership to discuss site observations</li> <li>• Held CoP Meeting               <ul style="list-style-type: none"> <li>• Discussed expanded learning opportunities including CalECSE Communities of Practice</li> <li>• Discussed collaborative planning opportunities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identified opportunities to connect teams with role-specific support</li> </ul>

Future SIPP CoP meetings are scheduled for the following dates: March 11, April 8, and May 6

Future Inclusion Academies are scheduled for the following dates: March 17 and May 21

**Annotation – Agenda Item 7.2**  
**Operational Steering Committee**  
**March 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**

None