



AGENDA

**Operational Steering Committee
May 27, 2026
8:00 am Open Session
Marin County Office of Education
1111 Las Gallinas Ave, San Rafael**

1.0 Call Public Session to Order

Tracy Smith, Superintendent, Novato Unified School District

Operational Steering Committee:

Area 1: David Rice, Superintendent, Ross Elementary School District

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

Area 2: Tyler Graff, Superintendent, Ross Valley School District

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

Area 3: Raquel Rose, Superintendent, Kentfield School District

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

Area 4: 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 April 1, 2026 OSC Meeting

3.2 Approval of Agenda for May 27, 2026 OSC Meeting

3.3 Approval of the Executive SELPA Director Job Description

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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 9323, members of the public shall have an opportunity to address any item on the agenda either before or during the consideration of the item. Individual speakers will be allowed two (2) minutes to address the OSC on each agenda or non-agenda item, and the total time for public input on each item will be limited to twenty (20) minutes.

5.0 Public Hearing

5.1 2026 - 2027 Marin County SELPA Annual Budget Plan

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

5.2 2026 - 2027 Marin County SELPA Annual Service Plan

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

6.0 Action Items

6.1 2025 - 2026 Marin County SELPA Annual Budget Plan

The 2025 - 2026 Annual Budget Plan will be presented for adoption.

6.2 2025 - 2026 Marin County SELPA Annual Service Plan

The 2025 - 2026 Annual Service Plan will be presented for adoption.

6.3 2025 - 2026 Marin County Special Education Ad Hoc Recommendations

The Marin County SELPA Special Education Ad Hoc Committee recommendations related to the Marin County SELPA Facilities Plan, Marin County SELPA Low Incidence Fiscal Allocation Plan, and a SELPA Extraordinary Cost Risk Pool will be presented for consideration and adoption.

6.4 2026 - 2027 AB 602 Fiscal Allocation Plan

The 2026 - 2027 AB 602 Fiscal Allocation Plan will be presented for adoption.

6.5 2026 - 2027 Special Education Preschool Grants Fiscal Allocation Plan

The 2026 - 2027 Special Education Preschool Grants Fiscal Allocation Plan will be presented for adoption.

- 6.6 2026 - 2027 Low Incidence Fiscal Allocation Plan**
The 2026 - 2027 Special Low Incidence Fiscal Allocation Plan will be presented for adoption.
- 6.7 Marin County SELPA Policy E-1: Facilities Plan: First Reading**
The Marin County SELPA Policy E-1: Facilities Plan will be presented for a first reading and consideration of adoption.
- 6.8 Policy and Procedures for IEP Team Referral to a Special Day Class Placement**
The Policy and Procedures for IEP Team Referral to a Special Day Class Placement will be presented for a first reading.
- 6.9 2026 – 2027 Marin County SELPA Committee Meeting Calendar Revision**
The 2026 – 2027 Marin County SELPA Committee Meeting Calendar will be presented with a revision to the December, January, and April dates for consideration and adoption.
- 6.10 Appointment of the 2026 - 2027 Operational Steering Committee and Chairperson**
The 2026 - 2027 Operational Steering Committee and Chairperson will be recommended and appointed.

7.0 Information Items

- 7.1 Marin County SELPA Autism Demonstration Site Recognition**
Recognition will be provided to the educators in the Marin County SELPA Autism Demonstration Site at Lucas Valley Elementary School for their work regarding the use of Evidence Based Practices to support students with autism.
- 6.2 Marin County SELPA Special Education Advisory Committee Report**
Information will be presented regarding the work of the Marin County SELPA's Special Education Advisory Committee.

8.0 SELPA Director's Report

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

9.0 Board Member Comments

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

10.0 Future Planning

Next Meeting Date: June 17, 2026 - 8:00 a.m. – Marin County Office of Education

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11.0 Adjournment

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Annotation – Agenda Items 3.1, 3.2 & 3.3
Operational Steering Committee
May 27, 2026

Agenda Item

- 3.1 Adoption of Minutes from April 1, 2026 OSC Meeting
- 3.2 Adoption of Agenda for May 27, 2026 OSC Meeting
- 3.3 Adoption of Marin County SELPA Executive Director Job Description

Item Type

Action

Summary of Key Issues

The minutes of the April 1, 2026 OSC meeting and the agenda for the May 27, 2026 OSC meeting are presented for adoption. The Marin County SELPA Executive Director Job Description now includes the following details: Job Requirements, Responsibilities, Work Environment, Experience, Education, Required Testing, Certificates/Licenses, Continued Education/Training, and Clearances.

Summary of Previous OSC Action

The OSC adopted the SELPA Director Classification Study recommendations at the April 1, 2026, OSC meeting. The recommendations included only the Job Title, Purpose, and the Essential Functions.

Recommendation

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

Attachments to this Agenda Item

- Attachment 1: Minutes, Operational Steering Committee Meeting, April 1, 2026
- Attachment 2: Marin County SELPA Executive Director Job Description



MINUTES

Operational Steering Committee

April 1, 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 8:00 am.

Operational Steering Committee (OSC):

Area 1: David Rice, Superintendent, Ross School District

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

Area 2: Tyler Graff, Superintendent, Ross Valley School District

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

Area 3: Raquel Rose, Superintendent, Kentfield School District

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

Area 4: 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, Tyler Graff, Raquel Rose, Kristy Treewater

2.0 Establishment of Quorum

A quorum was established with five (5) members in attendance at the time the meeting was called to order.

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3.0 Consent Agenda

(Members may remove items from the Consent Agenda)

3.1 Approval of Minutes for March 4, 2026 OSC Meeting

3.2 Approval of Agenda for April 1, 2026 OSC Meeting

The Consent Agenda was approved as presented.

Motion: John Carroll Second: Raquel Rose Carried: Unanimous

4.0 Public Comment

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

There was no public comment.

5.0 Action Item

5.1 2026 – 2027 Marin County SELPA Meeting Calendar

The 2026 -2027 Marin County SELPA Meeting Calendar will be presentation for consideration and approval.

The SELPA Director presented the 2026 -2027 Marin County SELPA Meeting Calendar for consideration and approval.

Motion: Raquel Rose Second: John Carroll Carried: Unanimous

5.2 Classification and Compensation Study: SELPA Director Position

The OSC will be presented with the findings of the Classification and Compensation Study for the SELPA Director position and consider recommendations for adoption.

Mrs. Trahan, Professional Expert, presented the findings of the Classification and Compensation Study for the SELPA Director position. Mrs. Trahan shared the process that she followed to develop her recommendations specific to the job title, purpose statement, essential functions/responsibilities, and salary.

The OSC discussed the former SELPA Director's responsibilities and salary, and historical organization of the SELPA.

The County Superintendent of Schools made a motion to approve the

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recommendations specific to the job title, purpose statement, and essential functions/responsibilities and bring the complete job description including work environment and qualifications to the May 27, 2026 OSC meeting for consideration and adoption.

Motion: John Carroll Second: Kristy Treewater Carried: Unanimous

5.3 Local Educational Agency (LEA) Capacity Building: Marin County SELPA Reorganization

The OSC will be presented with recommendations for the reorganization of the SELPA office as designed to support its member LEAs with capacity building to improve outcomes for students with Individualized Education Programs (IEPs). Recommendations will be considered for adoption.

The SELPA Director presented an overview of the proposed reorganization of the SELPA office, with the addition of one (1) Assistant Program Manager, designed to strengthen the SELPA's ability to support member LEAs with capacity building to improve outcomes for students with Individualized Education Programs (IEPs) and case manage students in NonPublic School placements. The Director described the analysis conducted to determine the need for reorganization and shared multiple fiscal models to fund the additional position.

The SELPA Director shared feedback from the Business Advisory Committee (BAC) regarding the proposed fiscal models. Seven (7) BAC members expressed support for Fiscal Model #1. No other models received support from the committee.

Based on the needs analysis and the feedback received from the BAC, the SELPA Director formally recommended adoption of SELPA reorganization and Fiscal Model #1.

The OSC discussed the proposed SELPA reorganization and fiscal models and expressed interest in future planning efforts to support LEAs in accessing SELPA resources to build their capacity to effectively serve students with disabilities.

The OSC adopted the recommendation to reorganize the SELPA as presented utilizing the Fiscal Model #1.

Motion: Kristy Treewater Second: Tyler Graff Carried: Unanimous

6.0 Discussion Items

6.1 2026 – 2027 Operational Steering Committee Membership

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Information will be presented regarding the 2026 – 2027 Operational Steering Committee membership.

The SELPA Director shared Information regarding the 2026 – 2027 Operational Steering Committee membership. The OSC Chairperson will notify the SELPA Director prior to the next meeting if there will be any changes to the current membership for the 2026 – 2027 school year.

7.0 Information Item

7.1 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.

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 SELPA provided notice to its member LEAs of their facilities obligation under the terms of the Marin County SELPA Facilities Plan for the 2026 – 2031 term.***
- ***The SELPA’s member LEAs have been provided with information and resources to support them with the first step of 2026 Compliance and Improvement Monitoring (CIM) activities. A SELPA administrator has been assigned to each LEA to provide support with CIM activities.***

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: May 27, 2026 – Marin County Office of Education, Board Room

11.0 Adjournment

The meeting was adjourned at 9:02 am.

Motion: John Carroll

Second: Raquel Rose

Carried: Unanimous

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SELPA Executive Director

Diversity, Equity, Inclusion & Belonging Vision Statement: At the Marin County Office of Education, we commit to being inclusive, anti-racist, and culturally proficient.

Purpose Statement

The job of SELPA Executive Director is done for the purpose/s of providing leadership and direction for the programs and operations of the Special Education Local Plan Area (SELPA); ensuring compliance with state and federal laws and regulations; administering and monitoring budgets and resources; coordinating services among districts, agencies, and the County Office; and developing strategies that promote high-quality, inclusive educational programs for students with disabilities throughout the SELPA.

The SELPA Executive Director serves as an employee of the Administrative Unit of the SELPA, subject to the policies and procedures of the Administrative Unit and receives direction from and is responsible to the SELPA Governing Board (Operational Steering Committee ("OSC")).

Essential Functions

- Coordinates approval, inventory, and placement of low incidence equipment based on state approved guidelines and local policies and procedures for the purpose of ensuring equitable access to education for students with low incidence disabilities.
- Coordinates, advises, and facilitates the Special Education Advisory Committee (SEAC) regarding matters pertaining to federal and state laws, local policies and procedures, and the implementation of the Local Plan for the purpose of providing a continuum of programs and services for students with disabilities.
- Coordinates, facilitates, monitors, and oversees updates to the SELPA Local Plan as well as the completion of SELPA financial reports, compliance documentation, and other required local, state, and federal reports for the purpose of completing the required submissions accurately and within established timelines.
- Develops and manages intra- and inter-agency agreements, contracts, and memoranda of understanding with member LEAs, state agencies, nonpublic agencies, and nonpublic schools, and other service providers for the purpose of improving outcomes and supporting a comprehensive continuum of programs and services for students with disabilities.
- Develops, implements, and monitors department budgets and approves all department expenditures in accordance with local, state, and federal guidelines for the purpose of ensuring efficient use of resources and fiscal accountability.
- Engages in long-range planning and collaborates with stakeholders to use data-driven decision making to develop, recommend, and implement strategies, as needed, for the purpose of aligning SELPA operations with evolving educational priorities and fiscal realities, while enhancing the SELPA's effectiveness and sustainability.
- Keeps the OSC and member LEAs informed of fiscal trends, challenges, and long-term financial implications, recommends to the OSC the development and implementation of regionalized special education programs and services based on needs of its member LEAs, and, at the direction of the OSC, leads initiatives and facilitates ad hoc committees representative of key constituent groups for the purpose of improving outcomes and providing access to a continuum of programs and services for students with disabilities.
- Manages the interpretation and implementation of local, state, and federal special education mandates, policies, regulations, procedures and protocols for the purpose of ensuring compliance and serving as a liaison between Local Educational Agencies (LEAs) and the state and federal education departments.
- Participates in appropriate regional, state, and federal meetings, conferences, and hearings related to legislation, emerging issues, program compliance, policies, guidelines, and funding that impact the SELPA for the purpose of gathering and conveying information and providing leadership, representation, and advocacy.
- Plans for staffing needs within the SELPA including the selection and assignment of personnel for the purpose of

aligning processes and complying with applicable state and federal laws, Administrative Unit procedures, Commission rules, and collective bargaining agreements.

- Promotes professional growth and capacity building for educators and families through coaching, training, and ongoing support opportunities for the purpose of providing information regarding legal mandates, local policies and agreements, enhancing instructional practices, and improving outcomes for students with disabilities.
- Provides guidance, consultation, and technical assistance to member LEA Superintendents for the purpose of providing support regarding special education programs, legal mandates, best practices, and fiscal allocations as well as to support the identification of targeted actions for students with Individualized Education Programs (IEPs) within the Local Control and Accountability Plan (LCAP) and ensuring these actions align with strategies outlined in the annual assurances support plan.
- Provides leadership, direction, and guidance for SELPA personnel and establishes systems for effective communication and collaboration across the SELPA for the purpose of providing alignment with the SELPA's goals and priorities and improving the quality and efficiency of SELPA support and services.
- Provides oversight and assesses the quality of SELPA operations for the purpose of providing effective and equitable services to improve outcomes for students with disabilities, align with local needs and comply with state and federal law.
- Reviews Nonpublic Agency/School and Residential Treatment Center certification applications and establishes local procedures for the monitoring of students placed in them for the purpose of aligning with the procedures adopted by the California Department of Education.
- Serves as an intermediary between LEA administrators, families, and community agencies to coordinate services, promote understanding of policies and best practices, and facilitates alternative dispute resolution processes for the purpose of addressing and resolving conflicts collaboratively, complying with legal requirements, and fostering positive relationships among education partners.
- Supervises, evaluates, and as needed, provides improvement support to assigned personnel for the purpose of ensuring high standards for accountability and performance, enhancing productivity of personnel, and achieving objectives within budget.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Knowledge, Skills and Abilities

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: comprehensive knowledge of applicable state and federal laws, regulations and compliance requirements governing special education programs in California; special education funding provisions; strategic leadership and direction; personnel processes; standard business practices; knowledge of community resources; program planning and development.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using a variety of software applications; planning and managing projects; supervising assigned staff effectively; preparing and maintaining accurate records; overseeing program financial activities; administering policies and procedures; analyzing budgets; and facilitating effective meetings.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of

circumstances; analyze data utilizing a variety of complex processes; and utilize equipment under a variety of conditions for multiple purposes. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: perceiving and analyzing printed and digital text, data visualizations, and financial reports; demonstrating an ability to lead from an equity lens; communicating effectively to exchange complex information and deliver presentations; adapting to changing work priorities; facilitating communication between persons with frequently divergent positions; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; and working with detailed information/data; ability to travel to various locations within the county and state for meetings and conferences.

Responsibility

Responsibilities include: working independently under broad organizational policies to achieve organizational objectives; managing a department; supervising the use of funds. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 75% sitting, 15% walking, and 10% standing. The job is performed in a generally hazard free environment.

Experience: Job related experience within specialized field with increasing levels of responsibility is required in Special Education Administration for a minimum of 5 years. This must include serving in an administrative position including experience administering programs, budgets, and supervising staff in the area of special education.

Education: Master's degree in job related area.

Required Testing

Continuing Educ./Training

Maintains certificates and licenses
Mandated Reporter Training Certificate

Certificates and Licenses

Valid California Administrative Services Credential
Valid California Teaching Credential or Pupil Personnel Services Credential
Valid Driver's License and Evidence of Insurability

Clearances

Measles Vaccination
Pre-Employment Fingerprinting
Tuberculosis (TB) Clearance

FLSA Status

Exempt

Approval Date

Revised Date

Pay Grade

**Annotation – Agenda Item 5.1
Operational Steering Committee
May 27, 2026**

Agenda Item

5.1 2026 - 2027 Marin County SELPA Annual Budget Plan

Item Type

Public Hearing

Summary of Key Issues

Any amendments to the Marin County SELPA Local Plan shall be adopted by the OSC at a public meeting per California Education Code Section 56025.

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment 1: 2026 - 2027 Marin County SELPA Annual Budget Plan

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section D: Annual Budget Plan

SELPA

Fiscal Year

Local Plan Section D: Annual Budget Plan

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

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

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 1

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

D-1. Special Education Revenue by Source

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

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	672,333	1.34%
AB 602 Property Taxes	38,130,259	75.95%
Federal IDEA Part B	7,688,449	15.31%
Federal IDEA Part C	252,596	0.50%
State Infant/Toddler	490,628	0.98%
State Mental Health	2,416,594	4.81%
Federal Mental Health	357,651	0.71%
Other Projected Revenue	193,780	0.39%
Total Projected Revenue:	50,202,290	100.00%

D-2. "Other Revenue" Source Identification

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

Other revenue includes Special Ed Workability and OOHHC NPS transportation reimbursements.

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

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

Section D: Annual Budget Plan

SELPA Marin County

Fiscal Year 2026-27

TABLE 2

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

D-4. Total Projected Budget by Object Code

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

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	42,988,308	25.89%
Object Code 2000—Classified Salaries	20,270,208	12.21%
Object Code 3000—Employee Benefits	28,467,150	17.15%
Object Code 4000—Supplies	1,222,040	0.74%
Object Code 5000—Services and Operations	55,755,709	33.58%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing	17,317,942	10.43%
Total Projected Expenditures:	166,021,357	100.00%

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

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

D-6. Code 7000—Other Outgo and Financing

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

1. Transfers to Marin Pupil Transportation Agency for special education transportation costs
2. Transfers for county special education services
3. Indirect Costs
4. Transfers to State Special Schools

Section D: Annual Budget Plan

SELPA Marin County

Fiscal Year 2026-27

TABLE 3

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

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

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

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	3,773,335	7.52%
Projected Federal Revenue	8,298,696	16.53%
Local Contribution	38,130,260	75.95%
Total Revenue from all Sources:	50,202,291	100.00%

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

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

D-9. Special Education Local Plan Area Allocation Plan

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

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

- b. YES NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to EC Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking

Section D: Annual Budget Plan

SELPA

Fiscal Year

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 4

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

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

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="635,369"/>	44.34%
Object Code 2000—Classified Salaries	<input type="text" value="209,668"/>	14.63%
Object Code 3000—Employee Benefits	<input type="text" value="330,707"/>	23.08%
Object Code 4000—Supplies	<input type="text" value="5,500"/>	0.38%
Object Code 5000—Services and Operations	<input type="text" value="97,400"/>	6.80%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="154,305"/>	10.77%
Total Projected Operating Expenditures:	1,432,949	100.00%

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

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

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 5

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

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

D-12. Defined Goals for Students with LI Disabilities

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

YES NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by EC Section 56205(b)(1)(D)?

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

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

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

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

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

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

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
Local Plan Annual Submission

INTENTIONALLY

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Attachment I

SELPA:

Fiscal Year:

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. Only charter schools that have applied and been approved by their governing board as LEAs for special education purposes should be listed on Attachment I. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c), SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

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

To Add or Delete Rows:

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

LEA Membership Changes:

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

SELPA County/District/School Codes

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

Attachment I

SELPA: Marin County

Fiscal Year: 2026-27

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	21	65300	0	0	Bolinas-Stinson	Leo	Kostelnik	(415)8681603	lkostelnik@bolinas-stinson.org	Previously Reported
	2	21	65334	0	0	Kentfield	Robin	Smay	(415)492-3724	rsmay@kentfieldschools.org	Previously Reported
	3	21	65342	0	0	Laguna Joint	Stacey	Tachiki	(415)499-6612	stachiki@marinschools.org	Previously Reported
	4	21	65359	0	0	Lagunitas	Janelle	Ferhart	(415)488-4118	jferhart@lagunitas.org	Previously Reported
	5	21	65367	0	0	Larkspur-Corte Madera	Megan	Dunn	(415)927-6970	mdunn@lcmschools.org	Previously Reported
	6	21	65391	0	0	Mill Valley	Erin	Conklin	(415)389-7753	econklin@mvschools.org	Previously Reported
	7	21	65318	0	0	Miller Creek	Phillippa	Vedros	(415)492-3724	pvedros@millercreksd.org	Previously Reported
	8	21	65409	0	0	Nicasio	Barbara	Snekkevik	(415)868-1603	bsnekkevik@nicaioschool.org	Previously Reported
	9	21	65417	0	0	Novato Unified	Dawn	Mawhinney	(415)493-4265	dmawhinney@nusd.org	Previously Reported
	10	21	65425	0	0	Reed Union	Brian	Lynch	(415)388-7100	blynch@reedschools.org	Previously Reported
	11	21	65433	0	0	Ross	Jennifer	Graham	(415)457-2705	jgraham@rossbeers.org	Previously Reported
	12	21	75002	0	0	Ross Valley	Lori	O'Connor	(415)492-3320	loconnor@rossvalleyschools.org	Previously Reported

Attachment I

SELPA:

Fiscal Year:

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	21	65458	0	0	San Rafael Elementary	Jason	Symkowitz	(415)492-3220	jsymkowitz@srcs.org	Previously Reported
	14	21	65466	0	0	San Rafael High School	Leigh-Anna	Bohr	(415)492-3220	lbohr@srcs.org	Previously Reported
	15	21	65474	0	0	Sausalito-Marín City	Dacea	Malone-Slocum	(415)332-3190	dmalone@smcsd.org	Previously Reported
	16	21	73361	0	0	Shoreline Unified	Matt	Dunkle	(707)878-2266	matt.dunkle@shorelineunified.org	Previously Reported
	17	21	65482	0	0	Tamalpais Union High	Amira	Mostafa	(415)945-1011	amostafa@tamdistrict.org	Previously Reported
	18	21	10215	0	0	Marin COE	Stacy	Tachiki	(415)499-6612	stachiki@marinschools.org	Previously Reported

Attachment II

SELPA:

Fiscal Year:

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

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

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

Attachment II

SELPA: Marin County

Fiscal Year: 2026-27

Attachment II—Projected Special Education Revenue by Local Educational Agency

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Bolinas-Stinson	0	112,228	0	33,431	0	9,738	1,215	0	156,612
2	Kentfield	0	1,040,629	0	168,102	0	84,322	12,782	0	1,305,835
3	Laguna Joint	0	8,778	0	5,793	0	600	104	0	15,275
4	Lagunitas	0	162,794	0	41,441	0	13,132	1,869	0	219,236
5	Larkspur-Corte Madera	0	1,153,652	0	193,206	0	93,774	14,222	0	1,454,854
6	Mill Valley	0	2,295,220	0	367,406	0	195,602	27,601	0	2,885,829
7	Miller Creek	0	1,784,897	0	368,178	0	145,343	21,775	0	2,320,193
8	Nicasio	0	33,714	0	17,559	0	2,892	412	0	54,577

Attachment II

SELPA: Marin County

Fiscal Year: 2026-27

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Novato Unified	0	7,130,806	0	2,025,796	0	592,584	87,245	0	9,836,431
10	Reed Union	0	1,045,630	0	132,414	0	89,220	12,586	0	1,279,850
11	Ross	0	342,715	0	46,949	0	27,642	4,223	0	421,529
12	Ross Valley	0	1,705,134	0	409,105	0	143,845	20,719	0	2,278,803
13	San Rafael Elementary	0	4,313,529	0	1,315,631	0	364,054	52,861	0	6,046,075
14	San Rafael High School	0	2,642,398	0	559,402	0	215,023	31,406	0	3,448,229
15	Sausalito-Marín City	0	277,252	0	75,809	0	21,222	3,316	0	377,599
16	Shoreline Unified	0	457,254	0	159,904	0	35,007	5,966	0	658,131
17	Tamalpais Union High	0	4,537,229	0	1,006,406	0	358,165	55,728	0	5,957,528
18	Marin COE	672,333	9,085,401	252,596	761,917	490,628	24,429	3,621	193,780	11,484,705
Totals:		672,333	38,129,260	252,596	7,688,449	490,628	2,416,594	357,651	193,780	50,201,291

Attachment III

SELPA: Marin County

Fiscal Year: 2026-27

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Bolinas-Stinson	127,466	126,467	179,787	4,619	67,767	0	2,500	508,606
2	Kentfield	1,102,365	519,867	697,519	22,818	1,797,840	0	862,753	5,003,162
3	Laguna Joint	0	0	0	0	0	0	72,826	72,826
4	Lagunitas	74,815	79,700	108,116	500	364,751	0	102,596	730,478
5	Larkspur-Corte Madera	1,561,055	780,383	1,390,415	25,957	1,881,904	0	881,170	6,520,884
6	Mill Valley	2,948,510	1,151,758	2,023,591	69,385	2,947,434	0	458,561	9,599,239
7	Miller Creek	1,231,561	744,237	800,380	4,000	2,429,937	0	1,729,755	6,939,870
8	Nicasio	0	0	0	0	26,153	0	194,978	221,131
9	Novato Unified	7,608,208	4,904,731	4,794,579	306,736	9,856,578	0	4,381,122	31,851,954

Attachment III

SELPA: Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Reed Union	1,386,583	838,725	993,414	25,000	738,316	0	110,000	4,092,038
11	Ross	448,881	333,049	276,235	8,750	588,804	0	64,465	1,720,184
12	Ross Valley	1,769,630	734,452	1,039,986	66,236	3,747,587	0	548,492	7,906,383
13	San Rafael Elementary	4,853,882	753,633	2,400,698	264,941	7,662,844	0	1,529,384	17,465,382
14	San Rafael High School	2,082,931	464,772	1,125,194	154,627	6,617,936	0	1,356,237	11,801,697
15	Sausalito-Marín City	782,544	314,439	505,666	40,174	1,777,034	0	807,989	4,227,846
16	Shoreline Unified	691,369	412,208	493,898	29,552	1,408,139	0	615,057	3,650,223
17	Tamalpais Union High	6,891,765	3,590,768	5,983,087	63,943	10,969,929	0	1,652,461	29,151,953
18	Marin COE	9,426,743	4,521,018	5,654,584	134,802	2,872,756	0	1,947,596	24,557,499
	Totals:	42,988,308	20,270,207	28,467,149	1,222,040	55,755,709	0	17,317,942	166,021,355

Attachment IV

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Bolinas-Stinson	34,646	0.42%	9,738	0.26%	112,228	44,384
2	Kentfield	180,884	2.18%	84,322	2.23%	1,041,629	265,206
3	Laguna Joint	5,897	0.07%	600	0.02%	8,778	6,497
4	Lagunitas	43,310	0.52%	13,132	0.35%	162,794	56,442
5	Larkspur-Corte Madera	207,428	2.50%	93,774	2.49%	1,153,652	301,202
6	Mill Valley	394,792	4.76%	195,602	5.18%	2,295,220	590,394
7	Miller Creek	417,124	5.03%	145,343	3.85%	1,784,897	562,467
8	Nicasio	17,971	0.22%	2,892	0.08%	33,714	20,863
9	Novato Unified	2,102,689	25.34%	592,584	15.70%	7,130,806	2,695,273

Attachment IV

SELPA: Marin County

Fiscal Year: 2026-27

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Reed Union	145,000	1.75%	89,220	2.36%	1,045,630	234,220
11	Ross	51,172	0.62%	27,642	0.73%	342,715	78,814
12	Ross Valley	429,177	5.17%	143,845	3.81%	1,705,134	573,022
13	San Rafael Elementary	1,361,807	16.41%	364,054	9.65%	4,313,529	1,725,861
14	San Rafael High School	590,808	7.12%	215,023	5.70%	2,642,398	805,831
15	Sausalito-Marín City	79,125	0.95%	21,222	0.56%	277,252	100,347
16	Shoreline Unified	165,870	2.00%	35,007	0.93%	457,254	200,877
17	Tamalpais Union High	1,062,134	12.80%	358,165	9.49%	4,537,229	1,420,299
18	Marin COE	1,008,862	12.16%	1,381,170	36.60%	9,085,401	2,390,032
Totals:		8,298,696	100.00%	3,773,335	100.00%	38,130,260	12,072,031

Attachment V

SELPA:

Fiscal Year:

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

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

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Bolinas-Stinson	0	290
2	Kentfield	0	34,665
3	Laguna Joint	0	3,231
4	Lagunitas	0	871
5	Larkspur-Corte Madera	0	40,256
6	Mill Valley	0	16,153
7	Miller Creek	0	98,409
8	Nicasio	0	9,113
9	Novato Unified	0	219,402

Attachment V

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Reed Union	0	15,862
11	Ross	0	3,230
12	Ross Valley	0	32,889
13	San Rafael Elementary	0	76,307
14	San Rafael High School	0	81,914
15	Sausalito-Marin City	0	52,563
16	Shoreline Unified	0	24,392
17	Tamalpais Union High	0	93,948
18	Marin COE	0	615,628
Totals:		0	1,419,123

Attachment VI

SELPA:

Fiscal Year:

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

Attachment VII

SELPA:

Fiscal Year:

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

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

LEA Name	Add or Delete Row	LEA Status	Transferred FROM	Transferred TO	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Bolinas-Stinson		Delete This Row							<input type="text"/>
Kentfield		Delete This Row							<input type="text"/>
Laguna Joint		Delete This Row							<input type="text"/>
Lagunitas		Delete This Row							<input type="text"/>
Larkspur-Corte Madera		Delete This Row							<input type="text"/>
Mill Valley		Delete This Row							<input type="text"/>
Miller Creek		Delete This Row							<input type="text"/>
Nicasio		Delete This Row							<input type="text"/>

Attachment VII

SELPA:

Fiscal Year:

LEA Name	Add or Delete Row	LEA Status	Transferred FROM	Transferred TO	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Novato Unified		Delete This Row							<input type="text"/>
Reed Union		Delete This Row							<input type="text"/>
Ross		Delete This Row							<input type="text"/>
Ross Valley		Delete This Row							<input type="text"/>
San Rafael Elementary		Delete This Row							<input type="text"/>
San Rafael High School		Delete This Row							<input type="text"/>
Sausalito-Marín City		Delete This Row							<input type="text"/>
Shoreline Unified		Delete This Row							<input type="text"/>
Tamalpais Union High		Delete This Row							<input type="text"/>
Marin COE		Delete This Row							<input type="text"/>

Annotation – Agenda Item 5.2
Operational Steering Committee
May 27, 2026

Agenda Item

5.2 2026 - 2027 Marin County SELPA Annual Service Plan

Item Type

Public Hearing

Summary of Key Issues

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

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment 1: 2026 - 2027 Marin County SELPA Annual Service Plan

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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



California Department of Education

Special Education Division

Local Plan Annual Submission

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Local Plan Section E: Annual Service Plan

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

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

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

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

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

- 330–Specialized Academic Instruction/
Specially Designed Instruction

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

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

Service is Not Currently Provided

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. There are no students who currently need this service based on current IFSP records. This service will be made available by the LEA / SELPA if needed by a student as determined by the IFSP team.

220–Medical (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Medical services (for evaluation only) (ages 0-2 only): Services provided by a licensed physician to determine a child's developmental status and need for early intervention services. There are no students who currently need this service based on current IFSP records. This service will be made available by the LEA / SELPA if needed by a student as determined by the IFSP team.

230–Nutrition (Ages 0-2 only)

Service is Not Currently Provided

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

These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences. There are no students who currently need this service based on current IFSP records. This service will be made available by the LEA / SELPA if needed by a student as determined by the IFSP team.

240–Service Coordination (Ages 0-2 only)

Service is Not Currently Provided

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

Coordination of service providers and community agencies to support the family.

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- 250–Special Instruction (Ages 0-2 only) *Service is Not Currently Provided*

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

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

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

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are no students who currently need this service based on current IFSP records. This service will be made available by the LEA / SELPA if needed by a student as determined by the IFSP team.

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

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

Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability (Note: only for infants and toddler from birth through 2.)

- 340–Intensive Individual Service

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

IEP Team determination that student requires additional support for all or part the day to meet his or her IEP goals.

- Service is Not Currently Provided*

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415–Speech and Language *Service is Not Currently Provided*

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

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

Is the SELPA's average SLP caseload >55? Yes No

The average caseload for speech, language, and hearing specialists in the SELPA shall not exceed 55 cases, unless the SELPA Local Plan specifies a higher average caseload and the reasons for the greater average caseload. *EC 56363.3*

SELPA Average SLP Caseload:

Reasons for greater than 55 average caseload

425–Adapted Physical Education *Service is Not Currently Provided*

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

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

435–Health and Nursing: Specialized Physical Health Care *Service is Not Currently Provided*

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

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

436—Health and Nursing: Other *Service is Not Currently Provided*

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

This includes service that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

445—Assistive Technology *Service is Not Currently Provided*

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

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

450—Occupational Therapy *Service is Not Currently Provided*

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

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception

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and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Service are provided, pursuant to an IEP, by a qualified occupational therapist registered with American Occupational Therapy Certification Board. (CCR Title 5 §.3051.6, EC Part 30 §56363).

460–Physical Therapy

Service is Not Currently Provided

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

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6 EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a) (2))

510–Individual Counseling

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

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

Service is Not Currently Provided

515–Counseling and Guidance

Service is Not Currently Provided

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

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group

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

520–Parent Counseling

Service is Not Currently Provided

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

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. 34 CFR §300.31 (b) (7); CCR Title 5 §3051.11).

525–Social Worker Services

Service is Not Currently Provided

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

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

530–Psychological Services

Service is Not Currently Provided

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

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning

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programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological service are expected to supplement the regular guidance and counseling program. (34 CFR §300.2; CCR Title 5 §3051.10).

535–Behavior Intervention Services *Service is Not Currently Provided*

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

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

540–Day Treatment Services

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

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

Service is Not Currently Provided

545–Residential Treatment

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

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

Service is Not Currently Provided

610–Specialized Service for Low Incidence Disabilities *Service is Not Currently Provided*

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

Low incidence services are defined as those provided to the student population of orthopedically impaired (01), visually impaired (VI), deaf, hard of hearing/hearing impairment

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(HH/HL), or deaf-blind (DB). Typically, services are provided in education setting by an itinerant teacher or the the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the service to the student. (CCR Title 5 §3051.16 & 3051.18).

- 710—Specialized Deaf and Hard of Hearing Services *Service is Not Currently Provided*

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

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

- 715—Interpreter Services *Service is Not Currently Provided*

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

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

- 720—Audiological Services *Service is Not Currently Provided*

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

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

- 725—Specialized Vision Services *Service is Not Currently Provided*

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

This is a board category of service provided to student with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's education needs, including Braille, large type, and aural media; instruction in areas of need;

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concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1)

730–Orientation and Mobility *Service is Not Currently Provided*

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

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

735–Braille Transcription *Service is Not Currently Provided*

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

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

740–Specialized Orthopedic Services *Service is Not Currently Provided*

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

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

745–Reader Services *Service is Not Currently Provided*

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

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

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750–Note Taking Services *Service is Not Currently Provided*

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

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

755–Transcription Services *Service is Not Currently Provided*

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

Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.

760–Recreation Service, Including
Therapeutic Recreation *Service is Not Currently Provided*

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

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

820–College Awareness Preparation *Service is Not Currently Provided*

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

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

830–Vocational Assessment, Counseling,
Guidance, and Career Assessment *Service is Not Currently Provided*

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

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

- 840–Career Awareness *Service is Not Currently Provided*

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

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

- 850–Work Experience Education *Service is Not Currently Provided*

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

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

- 855–Job Coaching *Service is Not Currently Provided*

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

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

- 860–Mentoring *Service is Not Currently Provided*

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

Mentoring is a sustained coaching relationship between a student and teacher through

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

865—Agency Linkages (referral and placement)

Service is Not Currently Provided

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

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

870—Travel and Mobility Training

Service is Not Currently Provided

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

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

890—Other Transition Services

Service is Not Currently Provided

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

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

900—Other Related Service

Service is Not Currently Provided

Description of the "Other Related Service"

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Qualifications of the Provider Delivering "Other Related Service"

DOE Office of Special Education Services	Student Support Services	District Office	2024-2025	Confidential
21648201933	Central Cuyahoga	College of Marin / Indian Valley		
216383235019		College of Marin / Indian Valley		
211021568904		Compass Academy		
AAANP5015493		Cypress School		
21648289002		Greenwood School		
216417804491		Harrison Meadow Park		
AAANP58914667		Horizon Academy		
AAANP5H0M485		Horizon Instruction		
AAANP5H0M485		Horizon Instruction		
AAANP5H0M485		Horizon Instruction		
2175002881004		Irwin M. Hurst School of Art		
AAANP57089113		Letice Educational Services		
216417804608		Loma Verde Elementary		
216417804617		Luxington Elementary		
216417804625		Lynwood Elementary		
216417712764		Marlin Oaks High		
AAANP57102965		New Educators Advancement Services		
217500261544		North Bridge Academy		
AAANP57019368		North Valley School, Inc. - Santa Rosa		
216417713045		Nova Independent Study		
216417713196		Nova Adult Education Center		
216417012937		Nova Early Intervention		
216417713272		Nova High		
2179027710474		Oak Hill School		
216417804658		Olive Elementary		
216417804674		Orion Valley Elementary		
216417804683		Orion Elementary		
216417804696		San Jose Middle		
2164177131056		San Martin High		
216417804690		San Ramon Elementary		
AAANP5013993		Shore School of Sonoma County		
216417804694		Spokane Middle		
216482019877		Spectrum Center Schools - Peninsula Campus		
AAANP57079779		Spectrum Center-Tara Hills		
217900707204		STAR Academy		
AAANP56152153		The Oaks School		
21647804616		Tim Alton Elementary		

**Annotation – Agenda Item 6.1
Operational Steering Committee
May 27, 2026**

Agenda Item

6.1 2026 - 2027 Marin County SELPA Annual Budget Plan

Item Type

Action

Summary of Key Issues

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

Summary of Previous OSC Action

None

Recommendation

The SELPA Director recommends that the OSC approve the 2026 - 2027 Annual Budget Plan as presented.

Attachments to this Agenda Item

Attachment 1: 2026 - 2027 Marin County SELPA Annual Budget Plan

Annotation – Agenda Item 6.2
Operational Steering Committee
May 27, 2026

Agenda Item

6.2 2026 - 2027 Marin County SELPA Annual Service Plan

Item Type

Action

Summary of Key Issues

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

Summary of Previous OSC Action

None

Recommendation

The SELPA Director recommends that the OSC approve the 2026 -2027 Annual Service Plan as presented.

Attachments to this Agenda Item

Attachment 1: 2026 - 2027 Marin County SELPA Annual Service Plan

**Annotation – Agenda Item 6.3
Operational Steering Committee
May 27, 2026**

Agenda Item

6.3 2025 -2026 Marin County Special Education Ad Hoc Recommendations

Item Type

Action

Summary of Key Issues

The Marin County SELPA Special Education Ad Hoc Committee was directed by the Operational Steering Committee to engage in a formal review of the Marin County SELPA Facilities Plan, Low Incidence Fiscal Allocation Plan, and Extraordinary Cost Risk Pools. The Ad Hoc Committee recommendations will be presented for consideration and approval.

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment 1: 2025 -2026 Marin County Special Education Ad Hoc Committee Recommendations



**Marin County SELPA
Special Education Ad Hoc Committee
Recommendations: May 2026**

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Marin County SELPA

Role

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

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

Mission

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

Member Local Educational Agencies (LEAs)

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

SELPA Governance

The governance structure of the Marin County SELPA consists of:

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

Guiding Principles

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

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

Overview

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

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

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

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

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

Special Education Ad Hoc Committee Members

2025 - 2026		
Carmen Diaz Ghysels Superintendent San Rafael City School District	Van Benford Senior Director of Business Services Marin County Office of Education	Keith Ricci Business Manager Marin County Office of Education
Brian Lynch Director, Student Services Reed Union School District	Lori O'Connor Director of Student Services Ross Valley School District	Stacey Tachiki Special Education Director Marin County Office of Education
Taiwo Madison Director of Fiscal Services San Rafael City School District	Marie Henrio Chief Business Official Miller Creek School District	Rebecca Minnich SELPA Director Marin County SELPA

Ad Hoc Committee Meeting Process

The Ad Hoc committee participated in eight (8) meetings from October 2025 to May 2026 to provide recommendations regarding how to best address the following Operational Steering Committee directives:

1. Engage in a formal review of the SELPA’s Facilities Plan;
2. Engage in a formal review of the SELPA’s Low Incidence Fiscal Allocation Plan; and
3. Engage in a comprehensive analysis of SELPA Extraordinary Cost Risk Pools.

The 2025 - 2026 Ad Hoc committee meeting schedule was as follows:

Meeting Date	Topic
October 9, 2025	Ad Hoc Committee Purpose OSC Approved Recommendations Marin County SELPA Facilities Plan
November 13, 2025	Marin County SELPA Facilities Plan
December 18, 2025	Marin County SELPA Facilities Plan Marin County Office of Education: Host-Site Agreement
January 20, 2026	Marin County SELPA Facilities Plan Marin County Office of Education: Host-Site Agreement
February 24, 2026	Marin County Office of Education: Host-Site Agreement Low Incidence Fiscal Allocation Plan
March 17, 2026	Low Incidence Fiscal Allocation Plan Extraordinary Cost Risk Pool
April 21, 2026	Low Incidence Fiscal Allocation Plan Extraordinary Cost Risk Pool Draft Recommendations
May 5, 2026	Low Incidence Fiscal Allocation Plan Extraordinary Cost Risk Pool Final Review of Recommendations

OSC Directive 1: Formal Review of the Marin County SELPA Facilities Plan

Background

The current Marin County SELPA Facilities Plan was designed to ensure that appropriate classroom space is consistently available for regionalized special education programs. The plan exists because all member local educational agencies (LEAs) within the SELPA share a collective responsibility to provide appropriate facilities each year for students whose educational needs require placement in specialized MCOE-operated classrooms. To support this responsibility, the plan establishes incentives that encourage districts to make facilities available in ways that promote stability, long-term planning, and program continuity.

The Facilities Plan prioritizes longer-term classroom commitments and the availability of multiple classrooms that can support a program strand. By doing so, it aims to reduce disruption for students and staff and ensure that facilities are aligned with instructional needs. The approach also reflects the principle that the impact and responsibility for facilities should align with those districts that directly utilize the regionalized special education programs, while reinforcing shared accountability across the SELPA for meeting student needs.

The 2025 - 2026 SELPA Ad Hoc Committee was tasked with formulating recommendations to the OSC regarding the following:

- Considerations for a cyclical review of the Facilities Plan

Recommendations

The 2025 - 2026 Ad Hoc Committee convened five (5) times to examine the Marin County SELPA Facilities Plan. Guided by the Marin County SELPA's established principles, the committee reviewed OSC directives, regionalized facility data, the MCOE Host-Site Agreement, input provided by both the Advisory Steering Committee and Business Advisory Committee, and discussed the vision of inclusive school for students with disabilities. All data used in the review of the Facilities Plan was provided by the Marin County Office of Education and Marin County SELPA.

The committee determined that the current Marin County SELPA Facilities Plan remains aligned with its intended purpose - ensuring the appropriate facilities are provided to MCOE for the operation of regionalized special education classes. The five-year term continues to support program stability and continuity, and the calculation methodology with collective responsibility

continues to align with the SELPA Guiding Principles. A structured review cycle of every five years is recommended by the committee.

The committee also identified areas for improvement and further recommended refinements to strengthen the clarity and coherence of the Facilities Plan. These include addressing outdated references, reducing repetitive content, and improving overall organization, while also incorporating language that reflects and supports the SELPA's vision of inclusion.

To address these concerns, the committee recommended revisions to the Facilities Plan, including the addition of two (2) addenda—one of which will formally rename the MCOE Host Site Agreement to MCOE Partnership Agreement and incorporate it to enhance understanding, clearly define key concepts, and delineate the respective roles and responsibilities of Districts and the Marin County Office of Education.

The Ad Hoc Committee moved forward the following for OSC consideration:

With an effective start date of July 1, 2026:

1. Revise SELPA Policy E-1: Marin County SELPA Facilities Plan
2. Create two (2) addendums to SELPA Policy E-1: Marin County SELPA Facilities Plan
 - a. Addendum 1: Facilities Plan Facility Fee & Credit Process
 - b. Addendum 2: Marin County Office of Education (MCOE) Partnership Agreement
3. Ensure that MCOE and District representatives convene annually, as part of the Facility Plan, to review the MCOE Partnership Agreement.

OSC Directive 2: Formal Review of Low Incidence Fiscal Allocation Plan

Background

Beginning in the 2020–21 school year, the State allocated funding specifically for low-incidence services in addition to AB 602 funding. In response, the Operational Steering Committee (OSC) approved a Low Incidence Fiscal Allocation Plan for the 2021–22 fiscal year to guide the use of these funds. The plan established that a portion of the funding would be used to reimburse districts for low-incidence materials, equipment, and certain service costs, with the remaining funds applied to reduce excess costs charged to districts.

The Marin County SELPA continues to receive this funding to support students with low-incidence disabilities, which are defined as severe disabling conditions with an incidence rate of less than one percent of the statewide special education population. These disabilities include hearing impairments, visual impairments, orthopedic impairments, and deaf-blindness. Funding is allocated by the California Department of Education based on the prior year Fall 1 Census student count.

Under the current allocation plan, \$125,000 is designated annually to reimburse districts for eligible low-incidence expenses, while the remaining funds are allocated to the Marin County Office of Education (MCOE) to support the provision of low-incidence services to students in both public and private schools. This allocation model reflects the restricted nature of the funding, the timing differences between student counts and service delivery, and the cost of regionalized low-incidence services. It is intended to offset MCOE-operated regionalized program costs and reduce MCOE Excess Cost.

The 2025 - 2026 SELPA Ad Hoc Committee was tasked with formulating recommendations to the OSC regarding the following:

- Consider a cyclical review of the Low Incidence Fiscal Allocation Plan

Recommendations

The 2025 - 2026 Ad Hoc Committee convened four (4) times to examine the Low Incidence Fiscal Allocation Plan. Guided by the Marin County SELPA's established principles, the committee reviewed OSC directives and historical data. The data used in the analysis was provided by the Marin County Office of Education and Marin County SELPA.

The committee determined that the current Low Incidence Fiscal Allocation Plan requires a structured review cycle and additional clarifying language. It is recommended that the plan be reviewed every five (5) years, with an earlier review triggered if reimbursement requests for low incidence materials, equipment, and services exceed \$125,000 for two consecutive years.

The committee further recommended adding a narrative to the Fiscal Allocation Plan to provide greater clarity. This narrative specified that SELPA member LEAs may not seek reimbursement from the set-aside for services provided by MCOE, outlined identification timelines for parentally placed private school students receiving services through Individual Service Plans, and allowed districts to use their Private School Proportionate Share for associated costs. It also clarified that funds are not allocated for services to students in Nonpublic Schools; however, MCOE and SELPA member districts may enter into Memorandum of Understanding (MOU) to provide services to these students, and districts may submit reimbursement requests through the low incidence set-aside when applicable.

There is no recommendation to change the current allocation methodology, which establishes a set-aside of \$125,000 to reimburse districts for eligible low incidence costs, including services, materials, and supplies, and distributes the remaining allocation to MCOE for accrued costs associated with providing regionalized low incidence services to students enrolled in public and private schools in Marin County.

The Ad Hoc Committee moved forward the following for OSC consideration:

With an effective start date of the 2026 - 2027 school year,

1. The Low Incidence Fiscal Allocation Plan will have a five (5) year review cycle.
 - a. If reimbursement requests for low incidence materials, equipment, and services exceed \$125,000 for two consecutive years, the Low Incidence Fiscal Allocation Plan will be reviewed the following year.
2. Create a narrative for the Low Incidence Allocation Plan that includes the following:
 - a. The Low Incidence Fiscal Allocation Plan allocates funds to the Marin County Office of Education (MCOE) for the provision of regionalized low incidence services to all students that qualify for low incidence services enrolled in public schools and private schools in the Marin County SELPA.
 - b. SELPA member LEAs may not utilize the Low Incidence Set-Aside for the reimbursement of services provided by the MCOE to students with Low Incidence Disabilities.
 - c. Students parentally placed in private schools receiving low incidence services from the MCOE through an Individual Service Plan (Plan Type 200) shall be identified on the Friday before the winter break pupil count.

- d. Districts with students receiving low incidence services from the MCOE through an Individual Service Plan may use their Private School Proportionate Share allocation for service costs.
- e. The Low Incidence Fiscal Allocation Plan does not allocate funds to the Marin County Office of Education (MCOE) for the provision of regionalized low incidence services to students that qualify for low incidence services enrolled in Nonpublic Schools.
- f. A SELPA member district and the MCOE may enter into an MOU for the provision of low incidence services to a student enrolled in a Nonpublic School.
- g. A district utilizing the MCOE for the provision of low incidence services to student(s) enrolled in Nonpublic Schools, may submit a request for reimbursement to the SELPA for low incidence services through the low incidence service Set Aside.

OSC Directive 3:

Comprehensive Analysis SELPA Extraordinary Cost Risk Pools

Background

The OSC took action in May 2025 to dissolve the Marin County SELPA Extraordinary Cost Risk Pool at the end of the 2025 -2026 school year in coordination with the planned phase-out of the Mental Health Invoice Plan. Concurrently, the OSC requested the 2025 - 2026 Ad Hoc Committee conduct a comprehensive analysis of potential risk pools to determine if an alternative extraordinary cost risk pool would be appropriate for the SELPA.

The 2025 - 2026 SELPA Ad Hoc Committee was tasked with formulating recommendations to the OSC regarding the following:

- Determine if an alternative extraordinary risk pool would provide a more equitable means of supporting LEAs due to extraordinary circumstances.

Recommendations

The 2025 - 2026 Ad Hoc Committee convened three (3) times to discuss extraordinary cost risk pools. Guided by the Marin County SELPA's established principles, the committee reviewed OSC directives, historical data, other SELPA risk pools, and input provided by both the Advisory Steering Committee and Business Advisory Committee. The data used in the analysis was provided by the Marin County SELPA.

The committee determined, based on a review of current SELPA needs and input from advisory committees, that the establishment of an SELPA Extraordinary Cost Risk Pool is necessary to address financial volatility associated with high-cost special education programs.

The committee proposed the creation of a SELPA Extraordinary Cost Risk Pool funded at 1% of the AB 602 allocation to provide targeted, time-limited fiscal relief to SELPA member LEAs experiencing disproportionate financial impact. This model is intended to stabilize smaller LEAs with limited special education funding while also offering structured support for extraordinary high-cost programs across all LEAs. The design emphasizes that funds are reserved for true extraordinary costs, aligns eligibility to each LEA's total special education resources, and incorporates sustainability measures given the limited funding available. A multi-year reimbursement structure was recommended to support LEAs in managing unexpected costs while transitioning to ongoing local responsibility.

The Ad Hoc Committee moved forward the following for OSC consideration:

With an effective start date of the 2027 - 2028 school year,

The Ad Hoc Committee proposed the establishment of a SELPA Extraordinary Cost Risk Pool funded at 1% of AB 602 allocation to provide targeted fiscal relief to member LEAs experiencing disproportionate financial impact from high-cost special education programs. The proposed model includes a two-tiered structure to prioritize and target support.

Tier 1 is designed to provide priority access for small LEAs with total special education allocations of \$200,000 or less and when a single student program represents 50% or more of their allocation. This tier offers reimbursement on a declining scale over three years. Claims are prioritized to ensure support for the most significant fiscal impacts.

Tier 2 is designed to allow broader access to the SELPA Extraordinary Cost Risk Pool when funds remain, while maintaining a clear distinction between expected program costs and those that exceed a reasonable threshold. LEAs may qualify for Tier 2 reimbursement if student program costs exceed \$100,000, excluding transportation costs. Eligible costs are defined as the portion of the program costs that exceed the \$100,000 threshold.

Tier 1: Catastrophic Impact (Small LEAs)

LEAs qualify for Tier 1 if all of the following conditions are met:

- Total special education allocation (AB 602 + Federal) is less than or equal to \$200,000
- A single student's program costs are equal to or exceed 50% of the LEA's total allocation

Eligible costs are defined as the portion of the program costs that exceed 50% of the LEA's total allocation.

To provide transitional support, reimbursement will be structured as follows:

- Year 1: 80% of eligible costs
- Year 2: 60% of eligible costs
- Year 3: 40% of eligible costs
- Year 4 and beyond: No reimbursement

Tier 2: High-Cost Program Support (All LEAs)

LEAs qualify for Tier 2 if the following condition is met:

- A single student's program costs exceed \$100,000, excluding transportation costs.

Eligible costs are defined as the portion of the program costs that exceed the \$100,000 threshold.

To provide transitional support, reimbursement will be structured as follows:

- Year 1: 80% of eligible costs
- Year 2: 60% of eligible costs
- Year 3: 40% of eligible costs
- Year 4 and beyond: No reimbursement

Tier 2 funding will only be made available after all eligible Tier 1 claims have been addressed, ensuring that LEAs facing the most significant fiscal impact receive priority access to the SELPA Extraordinary Cost Risk Pool.

If total claims exceed available funding, reimbursements will be prorated. Any unexpended funds will be redistributed to all LEAs based on funded ADA.

Special Education Ad Hoc Committee Recommendations Summary Sheet

Marin County SELPA Facilities Plan

With an effective start date of July 1, 2026:

1. Revise SELPA Policy E-1: Marin County SELPA Facilities Plan
 2. Create two (2) addendums to SELPA Policy E-1: Marin County SELPA Facilities Plan
 - a. Addendum 1: Facilities Plan Facility Fee & Credit Process
 - b. Addendum 2: Marin County Office of Education (MCOE) Partnership Agreement
 3. Ensure that MCOE and District representatives convene annually, as part of the Facility Plan, to review the MCOE Partnership Agreement
-

Low Incidence Fiscal Allocation Plan

With an effective start date of the 2026 - 2027 school year,

1. Establish a five (5) year review cycle of the Low Incidence Fiscal Allocation Plan.
 - a. If reimbursement requests for low incidence materials, equipment, and services exceed \$125,000 for two consecutive years, review the Low Incidence Fiscal Allocation Plan the following year.
2. Create a narrative for the Low Incidence Allocation Plan that includes the following:
 - a. The Low Incidence Fiscal Allocation Plan allocates funds to the Marin County Office of Education (MCOE) for the provision of regionalized low incidence services to all students that qualify for low incidence services enrolled in public schools and private schools in the Marin County SELPA.
 - b. SELPA member LEAs may not utilize the Low Incidence Set-Aside for the reimbursement of services provided by the MCOE to students with Low Incidence Disabilities.
 - c. Students parentally placed in private schools receiving low incidence services from the MCOE through an Individual Service Plan (Plan Type 200) shall be identified on the Friday before the winter break pupil count.
 - d. Districts with students receiving low incidence services from the MCOE through an Individual Service Plan may use their Private School Proportionate Share allocation for service costs.

- e. The Low Incidence Fiscal Allocation Plan does not allocate funds to the Marin County Office of Education (MCOE) for the provision of regionalized low incidence services to students that qualify for low incidence services enrolled in Nonpublic Schools.
 - f. A SELPA member district and the MCOE may enter into an MOU for the provision of low incidence services to a student enrolled in a Nonpublic School.
 - g. A district utilizing the MCOE for the provision of low incidence services to student(s) enrolled in Nonpublic Schools, may submit a request for reimbursement to the SELPA for low incidence services through the low incidence service Set Aside.
-

Extraordinary Cost Risk Pool

With an effective start date of the 2027 - 2028 school year,

1. Establish an Extraordinary Cost Risk Pool funded at 1% of AB 602 allocation to provide targeted fiscal relief to member LEAs experiencing disproportionate financial impact from high-cost special education programs. The proposed model includes a two-tiered structure to prioritize and target support and reimbursement on a declining scale over three years.
2. Establish a two-tiered structure to prioritize targeted support to member LEAs.
3. Implement the following two-tiered structure:
 - a. Tier 1 - Small LEAs qualify if all of the following conditions are met: 1) Total special education allocation (AB 602 + Federal) is less than or equal to \$200,000 and a single student's program costs are equal to or exceed 50% of the LEA's total allocation. Eligible costs are defined as the portion of the program costs that exceed 50% of the LEA's total allocation.
 - b. Tier 2 - LEAs qualify if the following condition is met: A single student's program costs exceed \$100,000, excluding transportation costs. Eligible costs are defined as the portion of the program costs that exceed the \$100,000 threshold.
 - c. Provide transitional support with reimbursement on a declining scale over a three year period.
 - d. Prioritize Tier 1 claims to ensure that LEAs facing the most significant fiscal impact receive priority access to the risk pool. Tier 2 funding will only be made available after all eligible Tier 1 claims have been addressed.
 - e. If total claims exceed available funding, reimbursements will be prorated.
 - f. Any unexpended funds will be redistributed to all LEAs based on funded ADA.

Ad Hoc Recommendations Implementation Timeline

2026 - 2027 School Year		
Activity	Responsible Entity	Outcome/Product
Implement Facilities Plan & MCOE Partnership Agreement	SELPA Office	Utilization of MCOE Partnership Agreement
Revise Low Incidence Fiscal Allocation Plan	SELPA Office	Low Incidence Fiscal Allocation Plan Narrative

2027 - 2028 School Year		
Activity	Responsible Entity	Outcome/Product
Review of Extended School Year Set-Aside	Ad Hoc Committee	Formal Recommendations to the OSC for Consideration
Implement Extraordinary Cost Risk Pool	SELPA Office	Allocation of Risk Pool Funds

2028 - 2029 School Year		
Activity	Responsible Entity	Outcome/Product
Review of AB 602 MCOE Base Allocation	Ad Hoc Committee	Formal Recommendations to the OSC for Consideration
Review of Excess Cost Calculation Methodology	Ad Hoc Committee	Formal Recommendations to the OSC for Consideration

2030 - 2031 School Year		
Activity	Responsible Entity	Outcome/Product
Review of Low Incidence Fiscal Allocation Plan	Ad Hoc Committee	Formal Recommendations to the OSC for Consideration
Review of Facilities Plan	Ad Hoc Committee	Formal Recommendations to the OSC for Consideration

Appendix A

2023 OSC Adopted Ad Hoc Recommendations

SELPA Operations

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

SELPA Priorities (Set-Asides)

Audiobooks

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

Extended School Year

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

costs of extended school year.

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

Nonpublic School/LCI Set Aside

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

Out of Home Care Set Aside

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

Technology Resource Center

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

Web-Based IEP Software

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

Regionalized Programs Excess Costs

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

Fiscal Allocation Plans

All Fiscal Allocation Plans

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

AB 602 Fiscal Allocation Plan

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

Low Incidence Fiscal Allocation Plan

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

Mental Health Invoice Plan

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

Preschool Fiscal Allocation Plan

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

Facilities Plan

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

Data Management

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

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

Review Cycle and Timeline

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

The following review schedule:

2023 - 2024 School Year

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

2024 - 2025 School Year

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

2025 -2026 School Year

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

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

**Annotation – Agenda Item 6.4
Operational Steering Committee
May 28, 2025**

Agenda Item

6.4 2026 - 2027 AB 602 Fiscal Allocation Plan

Item Type

Action

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

The SELPA Director recommends adopting the 2026 - 2027 AB 602 Fiscal Allocation Plan as presented.

Attachments to this Agenda Item

Attachment 1: 2026 – 2027 AB 602 Fiscal Allocation Plan

MARIN COUNTY SELPA
AB602 Fiscal Allocation Plan
2026-27 AB602 - Budget Adoption

5/19/2026

BUDGET ASSUMPTIONS AND NARRATIVE

Base Grant

• Funded ADA	28,455.42	
SELPA ADA is the combined total ADA of all member LEAs in the Marin County SELPA		
The SELPA is funded on the better of current, prior year or prior prior year ADA		
• COLA	2.87%	
• Base Change From Prior Year		
Prior Year Base Rate per ADA	\$ 917.53	
Current Year Base Rate per ADA	1,340.00	<i>Prior Year Base Rate x COLA (for 26-27 this rate is a 1x increase to \$999)</i>
Funded ADA	28,455.42	
Base Rate	1,340.00	
2026-27 Estimated Base Grant	\$ 38,130,260	
2025-26 Estimated Base Grant	\$ 26,108,640	
Change in Base Grant	\$ 12,021,620	

This FAP is based on the Governor's budget proposal which increases the 2026-27 minimum base rate per ADA to \$1,340.00 per ADA. SELPA-wide ADA is calculated as the better of current, prior, or prior prior year ADA by individual SELPA member. This aligns the ADA generating the AB602 grant with the ADA used to allocate local funds.

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

Set Asides

Extended Year	\$ 760,000	<i>Fixed at \$760,000</i>
NPS/LCI Impact	28,294	<i>Reimburse basic aid districts for prior year NPS ADA transfer (OOHC)</i>
Out of Home Care	100,000	<i>See OOHC page for detail</i>
SELPA	761,283	<i>See SELPA page for detail</i>
Facilities	161,280	<i>7 classrooms (pending confirmation) at \$23,040</i>
Web Based IEP Software	45,021	<i>\$9.50 per pupil maintenance fee</i>
Technology Resource Center	100,000	<i>Adjusted in 2026-27 with COLA applied to out years</i>
Audiobooks	97,483	<i>Year 3 of 3 year contract. Incremental increase per year to \$97.5k.</i>
Subtotal locally funded set-asides	<u>2,053,361</u>	
Federal Preschool (3320)	969,940	<i>Is now included in federal grant - pass thru to Pre-K FAP</i>
Total all set-asides	<u>\$ 3,023,301</u>	

**MARIN COUNTY SELPA
AB602 Fiscal Allocation Plan
2026-27 AB602 - Budget Adoption**

5/19/2026

BUDGET ASSUMPTIONS AND NARRATIVE

MCOE Base

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

The base amount of	\$	7,032,040	
Federal funding	\$	350,824	
Base grant funding			\$ 7,382,864

District Allocation

The Total Base Grant of	\$	38,130,260	
is reduced by locally funded Set-Asides		(2,053,361)	
and MCOE base grant funding		(7,032,040)	
Base grant to districts	\$	29,044,860	
Per ADA rate	\$	1,020.71	a change of \$ 326.60 over prior year
Base Grant Rate per ADA	\$	1,340.00	
Set-aside contribution per ADA	\$	319.29	

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

Federal

Federal funding is based on the 2025-26 grant award of \$ 7,415,549 which includes \$ 969,940 in grant funding for pre-school age children leaving \$ 6,445,609 for distribution through the FAP

Beginning in 2018-19, the grant awarded for pre-school (3320) was rolled into the IDEA grant award (3310)

The grant amount is now treated as a federal set-aside passed through to the Pre-school fiscal allocation plan and changes each year proportionate to the total federal award

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

		85%		15%
	\$	5,478,768	\$	966,841
pupil counts		4,100		10,788
Per pupil rate	\$	1,336.28	\$	89.62

Private School Proportionate Share Allocations are determined based on a June 30th count of pupils parentally placed in private schools. Proportionate share is calculated based on private school count divided by total county IDEA prior year Fall 1 count multiplied by either Federal IDEA (res3310) or Federal Preschool (res3315) allocation.

Stand-Alone Grants

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

- The Out of Home Care grant is based on average daily attendance and enrollment as detailed on the OOH page of the plan
- The Low Incidence grant is apportioned based on the prior year LI count multiplied by the state determined LI rate and allocated based on the SELPA approved LI allocation plan
- The Program Specialist/Regionalized Services grant is calculated based on a static 2019-20 Funded ADA count multiplied by the prior year rate plus COLA. The allocation is used to offset SELPA administration costs.

Budget Development Calendar

		Est Timeline
Budget Adoption	<i>Adoption</i>	May 15th
If Budget Adoption based on py P1 ADA Update to P2 ADA		n/a
P-1 Property tax/ERAF Update & Update OOH for any prior year c/o	<i>First Interim</i>	Nov 15th
Update to current year P-1 ADA	<i>Second Interim</i>	Feb 18th
Prepare preliminary budget for new year		March 15th
P-2 Property tax/ERAF Update		April 15th
Update to current year P-2 ADA	<i>Estimated Actuals</i>	May 15th
Annual Property tax/ERAF & Annual ADA where appropriate	<i>YE CLOSE</i>	Aug 15th

MARIN COUNTY SELPA
AB602 Fiscal Allocation Plan
2026-27 AB602 - Budget Adoption

AB602 BASE ALLOCATION

	AB602 BASE	Local - 6500	Federal - 3310	Total
AB602 BASE FUNDING	\$ 45,545,809	\$ 38,130,260	\$ 7,415,549	\$ 45,545,809
Less Set-Asides & MCOE Base				
Extended Year		\$ 760,000	\$ -	760,000
NPS/LCI Impact		28,294		28,294
Out of Home Care		100,000		100,000
SELPA		761,283		761,283
Facilities		161,280		161,280
Web Based IEP Software		45,021		45,021
Technology Resource Center		100,000		100,000
Audiobooks		97,483		97,483
Federal Preschool (3320)			969,940	969,940
Subtotal set-asides		2,053,361	969,940	3,023,301
MCOE Base		7,040,578	350,824	7,391,402
Program Transfer				
Total Program Transfer Impact to MCOE Base		8,538	-	8,538
<i>Breakout of Program Transfer</i>				
Program Transfer - Novato Unified (0%):		-	-	-
AB602 Allocation Adjustment for PT (100%):		8,538	-	8,538
MCOE Base Less Program Transfer		7,032,040	350,824	7,382,864
Subtotal Set-Asides & MCOE		\$ 9,085,401	\$ 1,320,764	\$ 10,406,165
BASE DISTRIBUTION TO DISTRICTS		\$ 29,044,859	\$ 6,094,785	35,139,644
Local funds per ADA rate:	\$ 1,020.71			
	ADA	Local - 6500	Federal - 3310	Total
Bolinas Stinson	109.95	\$ 112,228	\$ 33,431	\$ 145,659
Kentfield	1,020.49	1,041,629	168,102	1,209,731
Laguna Joint	8.60	8,778	5,793	14,571
Lagunitas	159.49	162,794	41,441	204,235
Larkspur Corte-Madera	1,130.24	1,153,652	193,206	1,346,858
Mill Valley	2,248.64	2,295,220	357,846	2,653,066
Miller Creek	1,748.67	1,784,897	329,937	2,114,834
Nicasio	33.03	33,714	17,559	51,273
Novato Unified	6,986.09	7,130,806	1,566,900	8,697,706
Reed Union	1,024.41	1,045,630	132,414	1,178,044
Ross	335.76	342,715	46,949	389,664
Ross Valley	1,670.53	1,705,134	380,424	2,085,558
San Rafael Elementary	4,225.99	4,313,529	1,019,262	5,332,791
San Rafael High	2,588.77	2,642,398	559,402	3,201,800
Sausalito - Marin City	271.63	277,252	75,809	353,061
Shoreline Unified	447.97	457,254	159,904	617,158
Tamalpais	4,445.15	4,537,229	1,006,406	5,543,635
Subtotal District Allocation	28,455.42	\$ 29,044,859	\$ 6,094,785	\$ 35,139,644
Total AB602 Base		\$ 38,130,260	\$ 7,415,549	\$ 45,545,809

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ALLOCATION OF AB602 FEDERAL FUNDS - RESOURCE #3310

weight rate measure date	85% DOS pupil ct Prior Year Fall 1	15% LCFF Unduplicated Prior Year	Federal Grant \$ 6,445,609	Total Private School Student Proportionate Share				Pre-School Only Private School Proportionate Share				Total Pro-Share
				Prior Year Total Parentally Placed Private School IDEA Students	June 30th Prior Year Fall 1 Pupil Counts	Total IDEA eligible students (Private School + Fall 1)	Resource 3311 Total Private School Proportionate Share of Federal Grant	Prior Year June 30th Pre-School Only Parentally Placed Private School IDEA Students	Res 3315 Award \$ 272,900	Pre-School IDEA Eligible Students (Private School + Fall 1)	Resource 3317 Pre-School Private School Proportionate Share of Federal Grant	
Bolinas Stinson	22	45	33,431	1	22	23	1,783	-	-	-	-	1,783
Kentfield	115	161	168,102	-	115	115	-	-	-	-	-	-
Laguna Joint	4	5	5,793	-	4	4	-	-	-	-	-	-
Lagunitas	29	30	41,441	-	29	29	-	-	-	-	-	-
Larkspur Corte-Madera	136	128	193,206	3	136	139	5,348	-	-	-	-	5,348
Mill Valley	258	146	357,846	18	258	276	32,085	-	5	5	-	32,085
Miller Creek	218	431	329,937	12	218	230	21,391	-	-	-	-	21,391
Nicasio	12	17	17,559	-	12	12	-	-	-	-	-	-
Novato Unified	931	3,602	1,566,900	5	931	936	8,913	-	51	51	-	8,913
Reed Union	95	61	132,414	4	95	99	7,130	-	-	-	-	7,130
Ross	35	2	46,949	1	35	36	1,783	-	-	-	-	1,783
Ross Valley	270	219	380,424	4	270	274	7,130	-	1	1	-	7,130
San Rafael Elementary	547	3,217	1,019,262	7	547	554	12,478	-	41	41	-	12,478
San Rafael High	303	1,724	559,402	1	303	304	1,783	-	-	-	-	1,783
Sausalito - Marin City	46	160	75,809	1	46	47	1,783	-	2	2	-	1,783
Shoreline Unified	98	323	159,904	-	98	98	-	-	-	-	-	-
Tamalpais	719	509	1,006,406	3	719	722	5,348	-	-	-	-	5,348
MCOE	262	8	350,824	-	262	262	-	-	43	43	-	-
TOTAL	4,100	10,788	\$ 6,445,609	60	4,100	4,160	106,955	0	143	143	0	\$ 106,955

Validation (s/b "TRUE"): TRUE

Validation (s/b "TRUE"): TRUE

Federal Allocation - Based on Prior Year Pupil Counts
 District of Service: Prior Year Fall 1
 LCFF Unduplicated: Prior Year Unduplicated Count
 (Use LCFF Unduplicated as a Proxy for Socio-Economic Disadvantage)

Private School Proportionate Share - Based on Prior Year Pupil Counts
 PPS IDEA Students: Prior Year June 30th
 Total IDEA Prior Year Fall 1

Total Federal Grant divided by certified Fall 1 count + Privately placed pupil counts = per-pupil rate
 Total Federal Pre-School Grant divided by certified Fall 1 Pre-school count
 Per pupil rate times Privately placed (Plan Types 200 & 700) pupil count prior year June 30th
 Districts should reduce the budget in 3310 to add the budget for the proportionate share amount in resource 3311
 Districts should reduce the budget in 3315 to add the budget for the proportionate share amount in resource 3317

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COMPARISON OF AB602 BLOCK GRANT - ALL RESOURCES

	Prior Year - P1 Update February 2025-26	Budget Proposal March 2026-27	Budget Adoption May-26 2026-27	Change
AB602 Base Grant per ADA	917.53	999.00	1,340.00	341.00
SELPA-wide funded ADA	28,455.42	28,415.94	28,455.42	39.48
Base Grant Entitlement	26,108,640	28,387,523	38,130,260	9,742,737
Federal funding	7,415,549	7,415,549	7,415,549	-
AB602 Base	33,524,189	35,803,072	45,545,809	9,742,737
Set Asides				
Extended Year	760,000	760,000	760,000	-
NPS/LCI Impact	44,579	31,237	28,294	(2,943)
Out of Home Care	-	100,000	100,000	-
SELPA	589,596	558,373	761,283	202,910
Facilities	161,280	161,280	161,280	-
Web Based IEP Software	45,021	45,021	45,021	-
Technology Resource Center	86,000	100,000	100,000	-
Audiobooks	94,000	97,483	97,483	-
Federal Preschool (3320)	969,940	969,940	969,940	-
Subtotal set-asides	2,750,416	2,823,334	3,023,301	199,967
MCOE Base	5,154,869	7,161,082	7,382,864	221,782
Subtotal set-asides & MCOE	7,905,285	9,984,415	10,406,165	421,749
District Allocation				
Bolinas Stinson	108,462	110,671	145,659	34,988
Kentfield	886,503	876,437	1,209,731	333,294
Laguna Joint	14,500	11,762	14,571	2,809
Lagunitas	145,422	146,174	204,235	58,061
Larkspur Corte-Madera	969,080	977,720	1,346,858	369,138
Mill Valley	1,950,206	1,910,627	2,653,066	742,439
Miller Creek	1,548,830	1,543,714	2,114,834	571,120
Nicasio	40,224	40,456	51,273	10,817
Novato Unified	6,315,682	6,416,037	8,697,706	2,281,669
Reed Union	843,252	840,493	1,178,044	337,551
Ross	270,766	280,004	389,664	109,660
Ross Valley	1,482,472	1,528,644	2,085,558	556,914
San Rafael Elementary	3,934,065	3,952,576	5,332,791	1,380,215
San Rafael High	2,307,760	2,356,303	3,201,800	845,497
Sausalito - Marin City	271,818	264,348	353,061	88,713
Shoreline Unified	477,547	470,849	617,158	146,309
Tamalpais	4,052,315	4,091,842	5,543,635	1,451,793
Subtotal Districts	25,618,904	25,818,657	35,139,644	9,320,987
Subtotal AB602 Base	33,524,189	35,803,072	45,545,809	9,742,736

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COMPARISON OF AB602 BLOCK GRANT - ALL RESOURCES

	Prior Year - P1 Update February 2025-26	Budget Proposal March 2026-27	Budget Adoption May-26 2026-27	Change
Stand Alone grants				
Low incidence	881,350	902,590	902,590	-
Program Specialist/Regionalized S	653,575	669,326	672,333	3,006
Out of Home Care	507,919	371,392	372,678	1,286
Stand Alones	2,042,844	1,943,309	1,947,601	4,292
Total AB602 Budget	35,567,033	37,746,381	47,493,410	9,747,029
Funding Sources				
AB602 Base				
Property Taxes	15,607,845	15,600,935	15,607,845	6,910
ERAF	10,500,795	12,786,588	22,522,415	(643)
Federal	7,415,549	7,415,549	7,415,549	-
Subtotal AB602 Base	33,524,189	35,803,072	45,545,809	6,267
Stand-Alones				
ERAF	253,959	185,696	186,339	643
State	1,788,885	1,757,613	1,761,262	3,649
Subtotal Stand Alones	2,042,844	1,943,309	1,947,601	4,292
TOTAL AB6002				
Property Taxes	15,607,845	15,600,935	15,607,845	6,910
ERAF	10,754,754	12,972,284	22,708,754	9,736,470
Federal	7,415,549	7,415,549	7,415,549	-
State	1,788,885	1,757,613	1,761,262	3,649
Total AB602 Budget	35,567,033	37,746,381	47,493,410	9,747,029

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COMPARISON OF ALLOCATION BY FUNDING SOURCE

	LOCAL FUNDS				FEDERAL FUNDS				TOTAL Change
	P-1 Update Res# 6500 2025-26	Budget Proposal Res# 6500 2026-27	Budget Adoption Res# 6500 2026-27	Change	P-1 Update Res# 3310 2025-26	Budget Proposal Res# 3310 2026-27	Budget Adoption Res# 3310 2026-27	Change	
					weighted	weighted	weighted		
Per pupil rate	\$ 686.53	\$ 694.11	\$ 1,020.71	\$ 326.60					
Bolinas-Stinson	75,519	77,240	112,228	34,988	32,943	33,431	33,431	-	34,988
Kentfield	700,926	708,335	1,041,629	333,294	185,577	168,102	168,102	-	333,294
Laguna	5,907	5,969	8,778	2,809	8,593	5,793	5,793	-	2,809
Lagunitas	109,546	104,733	162,794	58,061	35,876	41,441	41,441	-	58,061
Larkspur	776,308	784,514	1,153,652	369,138	192,772	193,206	193,206	-	369,138
Mill Valley	1,544,484	1,552,781	2,295,220	742,439	405,722	357,846	357,846	-	742,439
Miller Creek	1,201,081	1,213,777	1,784,897	571,120	347,749	329,937	329,937	-	571,120
Nicasio	22,687	22,897	33,714	10,817	17,537	17,559	17,559	-	10,817
Novato	4,803,538	4,849,137	7,130,806	2,281,669	1,512,144	1,566,900	1,566,900	-	2,281,669
Reed	703,619	708,079	1,045,630	337,551	139,633	132,414	132,414	-	337,551
Ross	230,618	233,055	342,715	109,660	40,148	46,949	46,949	-	109,660
Ross Valley	1,147,408	1,148,220	1,705,134	556,914	335,064	380,424	380,424	-	556,914
San Rafael Elementary	2,902,632	2,933,314	4,313,529	1,380,215	1,031,433	1,019,262	1,019,262	-	1,380,215
San Rafael High	1,778,105	1,796,901	2,642,398	845,497	529,655	559,402	559,402	-	845,497
Sausalito	186,567	188,539	277,252	88,713	85,251	75,809	75,809	-	88,713
Shoreline	307,692	310,945	457,254	146,309	169,855	159,904	159,904	-	146,309
Tamalpais	3,053,163	3,085,436	4,537,229	1,451,793	999,152	1,006,406	1,006,406	-	1,451,793
MCOE	4,778,364	6,810,258	7,032,040	221,782	376,505	350,824	350,824	-	221,782
TOTAL	24,328,164	26,534,130	36,076,899	9,542,769	6,445,609	6,445,609	6,445,609	-	9,542,769

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SELPA OFFICE

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	Budget 2024-25	Budget 2025-26	Proposed Budget 2026-27	Change
Personnel				
SELPA Director	176,804	176,804	202,218	25,414
Coordinator	163,178	163,178	155,407	(7,771)
Assistant Program Manager	145,815	145,815	277,744	131,929
Accountant	54,232	56,201	61,702	5,501
Administrative Secretary	58,157	72,459	72,181	(278)
Senior Administrative Secretary	73,268	72,437	75,785	3,348
Professional Expert	2,000	-	-	-
Total Salaries	673,454	686,894	845,037	158,143
Benefits	261,077	271,303	330,707	59,404
	39%	39%	39%	
SELPA Material and Service Costs				
Office supplies	5,000	5,000	5,000	-
Noncapitalized equipment	500	500	500	-
Conferences	10,000	15,000	16,000	1,000
Regionalized Training	20,000	18,000	12,000	(6,000)
Regionalized Services	30,000	30,000	24,000	(6,000)
ADR		10,000	10,000	-
Mileage	800	1,200	1,500	300
Dues & Memberships	3,500	3,500	3,700	200
Computer Lease	4,800	2,600	4,000	1,400
Copier/Printer Charges	5,000	7,500	4,800	(2,700)
Sub Agreements	6,000	-	-	-
Advertising	500	500	600	100
Legal	10,000	7,500	10,000	2,500
Outside printing	500	500	500	-
Other services	1,500	1,500	6,000	4,500
Subscriptions/Software Licenses	-	2,500	2,400	(100)
Hotspots	-	-	500	500
Postage	1,750	1,000	1,400	400
Total SELPA Materials and Services	99,850	106,800	102,900	(3,900)
Total Direct Costs	1,034,381	1,064,997	1,278,644	213,647
Indirect Costs Rate	14.27%	16.73%	12.12%	-4.61%
Indirect Costs	147,606	178,174	154,972	(23,202)
Total SELPA Budget	1,181,987	1,243,171	1,433,616	190,445

2026-27 ASSUMPTIONS

FY2026-27 Updated Salaries and Benefits
 Added Additional Assistant Program Manger
 PERS Update
 Updated and Reallocated Service Budget
 Indirect cost rate decrease to 12.12%

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District	SPECIAL EDUCATION UNDUPLICATED PUPIL COUNTS			SOCIO-ECONOMICALLY DISADVANTAGED PUPIL COUNTS			PARENTALLY PLACED IDEA STUDENTS IN PRIVATE SCHOOLS		
	DISTRICT OF SERVICE			DISTRICT CALPADS 1.17			Plan Type 200 &/Or 700		
	Prior Year Fall 1 2024	Current Year Fall 1 2025	Change	Prior Year 2024-25	Current Year 2025-26	Change	Prior Year 6/30/2025	Current Year 6/30/2026	Change
Bolinas-Stinson	22	22	0	42	45	3	1	1	-
Kentfield	129	115	(14)	160	161	1	-	-	-
Laguna	6	4	(2)	7	5	(2)	-	-	-
Lagunitas	25	29	4	30	30	0	-	-	-
Larkspur	136	136	0	136	128	(8)	3	3	-
Mill Valley	293	258	(35)	184	146	(38)	18	18	-
Miller Creek	231	218	(13)	462	431	(31)	12	12	-
Nicasio	12	12	0	18	17	(1)	-	-	-
Novato	899	931	32	3,603	3,602	(1)	5	5	-
Reed	100	95	(5)	76	61	(15)	4	4	-
Ross	30	35	5	3	2	(1)	1	1	-
Ross Valley	238	270	32	212	219	7	4	4	-
San Rafael Elementary	558	547	(11)	3,292	3,217	(75)	7	7	-
San Rafael High	283	303	20	1,744	1,724	(20)	1	1	-
Sausalito	54	46	(8)	153	160	7	1	1	-
Shoreline	105	98	(7)	344	323	(21)	-	-	-
Tamalpais	717	719	2	522	509	(13)	3	3	-
MCOE	283	262	(21)	3	8	5	-	-	-
Total:	4,121	4,100	(21)	10,991	10,788	(203)	60	60	0

District	AVERAGE DAILY ATTENDANCE							
	Prior Year AB602 ADA	2023-24	2024-25	2025-26	MCOE ADA Distribution	Best of 3-Years	ADA Change From Prior Year	
	Bolinas	111.28	100.06	100.70	109.75	0.20	109.95	(1.33)
Kentfield	1,020.49	1,010.81	976.89	968.11	9.68	1,020.49	-	
Laguna	8.60	8.21	8.60	6.79	-	8.60	-	
Lagunitas	150.89	149.00	149.44	158.40	1.09	159.49	8.60	
Larkspur-Corte Madera	1,130.24	1,123.77	1,106.81	1,079.22	6.47	1,130.24	-	
MCOE	N/A	288.03	265.10	276.91	N/A	N/A	N/A	
Mill Valley	2,237.07	2,182.93	2,197.39	2,242.73	5.91	2,248.64	11.57	
Miller Creek	1,748.67	1,721.95	1,674.23	1,663.59	26.72	1,748.67	-	
Nicasio	32.99	32.56	32.61	33.03	-	33.03	0.04	
Novato Unified	6,986.09	6,898.35	6,859.57	6,787.57	87.74	6,986.09	-	
Reed Union	1,020.12	995.35	987.39	1,021.99	2.42	1,024.41	4.29	
Ross	335.76	334.47	323.30	317.28	1.29	335.76	-	
Ross Valley	1,654.23	1,638.57	1,610.86	1,657.10	13.43	1,670.53	16.30	
San Rafael City Elementary	4,225.99	4,180.23	4,210.02	4,170.00	15.97	4,225.99	-	
San Rafael City High	2,588.77	2,483.24	2,525.88	2,431.32	62.89	2,588.77	-	
Sausalito Marin City	271.63	262.19	240.89	246.54	9.44	271.63	-	
Shoreline Unified	447.97	442.91	433.47	398.36	5.06	447.97	-	
Tamalpais Union High	4,445.15	4,405.44	4,230.46	4,073.25	39.71	4,445.15	-	
Total:	28,415.94	28,258.07	27,933.61	27,641.94	288.03	28,455.42	39.48	

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AB602 BASE BY LEA - RESOURCE 6500

LOCAL REVENUE					FEDERAL REVENUE							
District	Prior Year	Prior Year	Current Year	Funded ADA	Local Entitlement \$ 1,340.00	Local Set Asides and MCOE Base \$ (9,085,401)	Local Total	DOS pupil ct 85%	LCFF Unduplicated 15%	Federal IDEA Revenue \$ 6,445,609	Federal Preschool Revenue \$ 969,940	Federal Total
	2023-24	2024-25	2025-26									
Bolinas Stinson	100.06	100.70	109.75	109.95	147,333	(35,105)	112,228	22	45	33,431	-	33,431
Kentfield	1,010.81	976.89	968.11	1,020.49	1,367,457	(325,828)	1,041,629	115	161	168,102	-	168,102
Laguna Joint	8.21	8.60	6.79	8.60	11,524	(2,746)	8,778	4	5	5,793	-	5,793
Lagunitas	149.00	149.44	158.40	159.49	213,717	(50,923)	162,794	29	30	41,441	-	41,441
Larkspur Corte-Madera	1,123.77	1,106.81	1,079.22	1,130.24	1,514,521	(360,869)	1,153,652	136	128	193,206	5,496	198,702
MCOE	288.03	285.10	276.91	N/A	N/A	N/A	N/A	262	8	350,624	294,157	645,024
Mill Valley	2,182.93	2,197.39	2,242.73	2,248.64	3,013,178	(717,958)	2,295,220	258	148	357,846	54,669	412,520
Miller Creek	1,721.95	1,674.23	1,663.59	1,748.67	2,343,223	(558,326)	1,784,897	218	431	329,937	-	329,937
Nicasio	32.58	32.61	33.03	33.03	44,260	(10,546)	33,714	12	17	17,559	-	17,559
Novato Unified	6,896.35	6,859.57	6,787.57	6,986.09	9,361,362	(2,230,557)	7,130,806	931	3,602	1,566,900	326,782	1,893,733
Reed Union	995.35	987.39	1,021.99	1,024.41	1,372,709	(327,079)	1,045,630	95	61	132,414	-	132,414
Ross	334.47	323.30	317.28	335.76	449,918	(107,203)	342,715	35	2	48,949	-	48,949
Ross Valley	1,638.57	1,610.86	1,657.10	1,670.53	2,238,510	(533,376)	1,705,134	270	219	360,424	38,414	418,839
San Rafael Elementary	4,180.23	4,210.02	4,170.00	4,225.99	5,662,827	(1,349,297)	4,313,529	547	3,217	1,019,262	250,422	1,269,725
San Rafael High	2,483.24	2,525.88	2,431.32	2,588.77	3,468,955	(826,557)	2,642,398	303	1,724	559,402	-	559,402
Sausalito - Marin City	262.19	240.89	246.54	271.83	363,978	(86,726)	277,252	46	160	75,809	-	75,811
Shoreline Unified	442.91	433.47	396.38	447.97	600,285	(143,032)	457,254	98	323	159,904	-	159,904
Tamalpais	4,405.44	4,230.48	4,073.25	4,445.15	5,956,501	(1,419,272)	4,537,229	719	509	1,006,406	-	1,006,406
Total:	28,256.07	27,933.61	27,641.94	28,455.42	38,130,258	(9,085,401)	29,044,859	4,100	10,788	6,445,610	969,940	7,415,693

Annotation – Agenda Item 6.5
Operational Steering Committee
May 27, 2026

Agenda Item

6.5 2026 – 2027 Special Education Preschool Grants Fiscal Allocation Plan

Item Type

Action

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

The SELPA Director recommends that the OSC adopt the 2026 - 2027 Special Education Preschool Grant Fiscal Allocation Plan as presented.

Attachments to this Agenda Item

Attachment 1: 2026 – 2027 Special Education Preschool Grants Fiscal Allocation Plan

MARIN COUNTY SELPA

FEDERAL PRE-SCHOOL REVENUE ALLOCATION PLAN

2026-27 Budget Adoption

Updated: 5/12/2026

The approved allocation model is based on each district's share of all pre-school age pupils being served in regional classrooms based on the prior year certified Fall pupil count.

Funding Allocation

Resource 3315: 2025-26 GAN Award

Resource 3320: 2025-26 GAN Award for Res 3310/3320 (Split Allocated Based of AB602 FAP)

	\$ 272,900	\$ 969,940	Fall 1 2025 Census		2026-27
	3315 award	3320 award	Pupil Count	Percentage	Total Award
Mill Valley	2,099	7,461	1	0.8%	9,560
Miller Creek	8,397	29,844	4	3.1%	38,241
Novato Unified	100,763	358,133	48	36.9%	458,896
Ross Valley Elementary	6,298	22,383	3	2.3%	28,681
San Rafael Elementary	65,076	231,293	31	23.8%	296,369
MCOE	90,267	320,826	43	33.1%	411,093
Total	272,900	969,940	130	100.0%	1,242,840

**Annotation – Agenda Item 6.6
Operational Steering Committee
May 27, 2027**

Agenda Item

6.6 2026 – 2027 Low Incidence Fiscal Allocation Plan

Item Type

Action

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

The SELPA Director recommends that the OSC adopt the 2026 -2027 Low Incidence Fiscal Allocation Plan as presented.

Attachments to this Agenda Item

Attachment 1: 2026 - 2027 Special Education Preschool Grant Fiscal Allocation Plan

2026-27 Low Incidence Fiscal Allocation Plan

	<u>2026-27</u>
Estimated per pupil rate	4,182.41
CALPADS certified LI pupil count	<u>222</u>
Estimated low incidence allocation	<u>\$ 928,495</u>

OSC approved the previous Low Incidence Fiscal Allocation Plan determining the revenue be used to fund materials, equipment and certain services reimbursements to the districts (\$125,000) and the remaining be used to reduce excess costs charged to the districts.

The schedule below identifies the estimated excess cost savings for each district.

District of SPED Accountability	Regionalized Services	Excess Cost Savings
Low Incidence Allocation:	928,495	
Reimbursement Pool:	(125,000)	
Available to reduce excess costs:		803,495
Bolinas-Stinson Union		290
Kentfield Elementary		34,665
Laguna Joint Elementary		3,231
Lagunitas Elementary		871
Larkspur-Corte Madera School District		40,256
Mill Valley Elementary		16,153
Miller Creek Elementary		98,409
Nicasio Elementary		9,113
Novato Unified		219,402
Reed Union Elementary		15,862
Ross Elementary		3,230
Ross Valley Elementary		32,889
San Rafael City Elementary		76,307
San Rafael City High		81,914
Sausalito Marin City School District		52,563
Shoreline Unified		24,392
Tamalpais Union High		93,948
Marin Co. Office of Education	803,495	
Total:	803,495	803,495

**Annotation – Agenda Item 6.7
Operational Steering Committee
May 27, 2026**

Agenda Item

6.7 Marin County SELPA Policy E-1: Facilities Plan: First Reading

Item Type

Action

Summary of Key Issues

The 2025 – 2026 SELPA Special Education Ad Hoc Committee recommended SELPA Policy E-1: Facilities Plan be revised to strengthen the clarity and coherence of the plan. The committee recommended the removal of outdated references and repetitive content, and incorporate two addenda to clearly define key concepts, and delineate the respective roles and responsibilities of Districts and the Marin County Office of Education under the Facilities Plan.

Summary of Previous OSC Action

The OSC adopted the Facilities Plan in April 2021.

Recommendation

None

Attachments to this Agenda Item

Attachment 1: Draft SELPA Policy E-1: Facilities Plan

Attachment 2: SELPA Policy E-1: Facilities Plan



SELPA Policy E-1

DRAFT

Facilities Plan

Adopted, OSC, April 24, 2015
Revised, OSC, April 2021

FACILITIES PLAN

Guiding Principles:

The Marin County Special Education Local Plan Area (SELPA) Facilities Plan is formulated on the belief that regionalized special education classrooms should:

- Maximize opportunities for special education pupils to be educated in the least restrictive environment (LRE) on comprehensive school sites closest to their district of residence as possible;
- Comply with Section 504 of the Rehabilitation Act of 1973 (Amended as Public Law 93-516) and the Individuals with Disabilities Education Improvement Act of 2004, 34 CFR Parts 300 and 303;
- Enhance special education pupils' ability to participate with typically developing and age appropriate peers;
- Facilitate the provision of space for ancillary related services needed to support pupil achievement;
- Be located in a manner that minimizes transportation time for special education pupils;
- Be located on isolated sites only when it is determined that the special education pupils being served in that setting could not benefit from being located on a comprehensive school site;
- Maximize opportunities to establish long-term agreements for regionalized classroom space to facilitate continuity for special education pupils; and
- Always be taken into considered by a local educational agency (LEA) when the LEA is in the process of upgrading or building new pupil facilities within their district.

The guiding principles establish an underlying responsibility for all of the SELPA's member local educational agencies (LEAs) to ensure that appropriate facilities are available on a year-to-year basis for all pupils that require a regionalized special education classroom placement in order to meet their identified educational needs.

Facility Determination Formula:

By utilizing current pupil data, the SELPA's member LEAs shall offer facilities for the purposes of a Marin County Office of Education (MCOE) operated regionalized special education classrooms that are (1) within their district boundaries; (2) located on district PK-12 school sites; or (3) extend an opportunity to the MCOE to utilize a leased facility.

LEAs shall be grouped by Areas. When the established pupil threshold is met, each Area within the SELPA is responsible for providing the MCOE with a facility for pupils who reside within their Area and require a regionalized special education classroom placement operated by the MCOE. The Areas are as follows:

Area 1: Ross Valley School District, Kentfield School District, Ross School District, Lagunitas School District

Area 2: Tamalpais Union High School District, San Rafael High School District

Area 3: Mill Valley School District, Larkspur-Corte Madera School District, Sausalito Marin City School District, Reed School District

Area 4: Miller Creek School District, San Rafael Elementary School District, Nicasio School District

Area 5: Novato Unified School District

Area 6: Laguna Joint School District, Shoreline Unified School District, Bolinas-Stinson School District

Each LEA within each Area shall be required to provide a facility to operate a regionalized special education classroom based upon the formula identified below:

Number of Pupils Within the LEA/LEAs Requiring a Regionalized Special Education Classroom	Number of Regionalized Special Education Facilities Required by the LEA/LEAs
0-4	0
5-14	1
15-24	2
25-34	3
34-44	4
45-54	5
55-64	6
65-74	7
75-84	8

85-94	9
95-104	10

Each LEA within an Area that individually does not meet the minimum threshold to provide a facility (5 or more pupils) shall have their individual LEA's pupil totals added together collectively within the Area. When the collective total of each LEA that possesses between 4 (four) and one (1) pupils within an Area equals five (5) or more pupils the formula identified above shall be applied to these LEAs as a group.¹ The determination of which LEA is responsible for the provision of the facility shall be at the discretion of the Area. However, the decision shall be grounded in the Guiding Principles of the Facilities Plan.

Operational Tenets:

In order to exhaust all LEA's facility options, the use of leased facilities by the MOCE shall only be accessed as a last resort. In the determination of the use of a leased facility the SELPA's LEAs must ensure the leased facility aligns with the Guiding Principles of the Facilities Plan. The SELPA's member LEAs shall share all operational costs associated with a facility that is leased by the MCOE.

Facilities shall be provided to the MCOE consistent with the age of the pupils needing to be served. LEAs within each Area shall work collaboratively to ensure preschool, elementary, and secondary pupils in MCOE operated regionalized special education classrooms have facilities that permit a pupil's access to same-aged peers.

An LEA may provide a facility to the MCOE on a campus that serves pupils at an alternative grade/age. The appropriateness of this facility shall be determined by the MCOE. The MCOE shall use the Guiding Principles identified in this plan as a framework to determine the appropriateness of a facility for the purposes of a regionalized special education classroom.

Facilities utilized for the purposes of this plan shall:

1. Be compliant with the American with Disabilities Act (ADA);
2. Ensure students in MCOE classes have access to settings with same-age nondisabled peers; and
3. Meet minimum state and federal standards for classroom space.

¹ For example, within an Area LEA A = 2 pupils, LEA B = 1 pupil, and LEA C = 4 pupils. LEA A, B, and C pupil totals shall be added together collectively to equal 7 pupils. Under the formula, LEA A, B, and C shall provide one (1) facility. Conversely, within an Area LEA A = 1 pupil, LEA B = 2 pupils, and LEA C = 1 pupil. LEA A, B, and C pupil totals shall be added together collectively to equal 4 pupils. Under the formula, LEA A, B, and C shall not be required to provide a facility.

Procedures:

The Marin County SELPA Facilities Plan shall be recalculated and approved by the OSC every five (5) years. The following procedures shall be used to determine the facility requirement of each LEA within the Marin County SELPA:

No later than February 1st the MCOE shall meet with the SELPA's member LEAs to begin to discuss and determine MCOE's regionalized facility needs for the subsequent school year.

Commencing on March 1, 2021 and every five years after, the SELPA Director shall provide each LEA with:

A count of the pupils being served within a MCOE operated regionalized special education classroom as of last Friday before the Winter Break of that school year.

1. Pupils currently being served by the MCOE in a facility owed by the MCOE shall be removed from the LEA's pupil count for the purposes of the Facilities Plan.
2. Pupils currently being served by the MCOE in a facility leased by the MCOE shall be included in the LEA's pupil count for the purposes of the Facilities Plan.²
3. The LEA's pupil count shall be aggregated to identify the current grade level of each pupil being served in an MCOE operated regionalized special education classroom.

No later than April 1st, each LEA shall notify the SELPA Director and the MCOE of the location(s) within the LEA where a regionalized special education classroom may be operated. The identified facility shall need to be available on or before August 1st and permit occupancy for five (5) years or until the next recalculation and approval of the Facilities Plan. When an LEA is offering a facility in excess of their obligation, the LEA and the MCOE may enter into a facilities agreement that is shorter or longer than five (5) years if both agencies mutually agree to the duration of the agreement.

No later than April 1st, each LEA shall notify the SELPA Director and the MCOE of the location(s) within the LEA where a regionalized special education classroom may no longer be operated by the MCOE during the following school year.

² The inclusion of pupils being served in leased facilities in the Facilities Plan pupil count serves the following functions: (1) Provides the OSC with an accurate count of pupils that require an LEA facility within the Area/SELPA; and (2) Encourages LEAs to identify and provide facilities within their Area in order to reduce the operational costs associated with a leased facility for all the SELPA's member LEAs.

At the request of the MCOE, the SELPA shall work with the member LEAs to identify appropriate facilities for the purposes of this plan.

No later than May 15th, the MCOE shall establish a class roster for each MCOE operated regionalized special education classroom and notify the SELPA and the SELPA's member LEAs of the facilities that will be utilized to operate the classrooms. Facility agreements commence on August 1st and end on July 30th.

A facility shall be available to the MCOE to operate a regionalized special education classroom during the regular and extended school year. A facility for the purposes of this plan is a general classroom that is comparable to the size of a classroom offered for general education or other like programs at that school site. The facility offered shall be no less than 750 square feet unless mutually agreed upon by the LEA and the MCOE.

When an LEA does not have the resources to provide a facility consistent with the Facilities Determination Formula the following shall occur:

1. The LEA shall reach agreement with another LEA within the Area to provide the necessary facility to operate a regionalized special education classroom(s). The agreement for the transfer of responsibility for the provision of a facility between the LEAs shall meet all the conditions identified in this plan and occur at no cost to the SELPA or the MCOE. The agreement shall meet the obligation of the LEA to provide facilities under this plan; or
2. The LEA shall reach agreement with another LEA within the Marin County SELPA to provide the necessary facility to operate a regionalized special education classroom(s). The agreement for the transfer of responsibility for the provision of a facility between the LEAs shall meet all the conditions identified in this plan and occur at no cost to the SELPA or the MCOE. The agreement shall meet the obligation of the LEA to provide facilities under this plan; or
3. The LEA shall provide the necessary facilities by bearing all costs associated with the location and placement of a portable classroom within the LEA in order to house an MCOE-operated regionalized special education classroom for the length of the facilities agreement.

When an LEA is unable to reach an agreement or locate an appropriate facility, the LEA shall follow the procedures identified in the *Facility Fee* section of this plan.

When the Operational Steering Committee (OSC) has approved a LEA to conduct a program transfer the following shall occur³:

1. The Facilities Plan shall be recalculated and approved by OSC prior to a program transfer going into effect.
2. No later than December 1st the LEA engaging in the Program Transfer shall provide the SELPA Director with a pupil count for the pupils they anticipate will no longer be served by the MCOE in a regionalized special education classroom as a result of the program transfer.
3. After receiving the LEA's projected reduction in pupil count, the SELPA will apply a 15% attrition rate to the count. Once adjusted, those pupils will be removed from the LEA's pupil count reported by the SELPA Director by March 1st.

When an LEA within the Marin County SELPA is in the first year of a program transfer the following shall occur:

1. The Facilities Plan shall be recalculated and approved by the OSC.
2. On March 1st, the SELPA Director shall provide each LEA with:
 - a. A count of the pupils being served within a MCOE operated regionalized special education classroom as of the last Friday before the Winter Break of that school year.
 - b. Pupils currently being served by the MCOE in a facility owned by the MCOE shall be removed from the LEA's pupil count.
 - c. Pupils currently being served by the MCOE in a facility leased by the MCOE shall be included in the LEA's pupil count for the purposes of the Facilities Plan.
 - d. The LEA's pupil count shall be aggregated to include the current grade level of each pupil being served in a MCOE operated regionalized special education classroom

When the Facilities Plan procedures yield an excess of facilities, the MCOE shall apply the *Guiding Principles* of this plan when determining which facilities to utilize for the purposes of a regionalized special education classroom.

Leased Facility:

MCOE shall only enter into a lease agreement with an LEA for the use of a facility when the following two (2) conditions are met:

³ Prior to the Operational Steering Committee (OSC) approval of a program transfer the OSC shall review a draft of the Facilities Plan, which shall include pupil data that reflects the potential loss of pupils in MCOE operated regionalized special education classrooms due to the program transfer.

1. The LEA is offering a facility beyond their current facility obligation; and
2. The facility is not located on an active comprehensive PK-12 school site.

A facility lease shall not be more than five (5) years in length. The LEA's notification to the SELPA concerning the availability of a facility that may be leased by the MCOE shall be consistent with all the notification procedures and timelines identified in this plan.

Facility Fee:

When an LEA or LEAs within an Area are able to provide a facility consistent with the Facilities Plan and the facility is utilized by the MCOE for the purposes of a regionalized special education classroom, no Facility Fee shall be assessed to the LEA.

When an LEA or LEAs are unable to provide a facility consistent with the Facilities Plan a Facility Fee may be assessed to the LEA/LEAs.

The Facility Fee shall be as follows:

- \$23,040 per school year each year the calculated Facilities Plan is in place and the LEA(s) are unable to provide a facility consistent with their identified obligation.

The guidelines for the application of a Facility Fee are as follows:

1. Circumstances When a Facility Fee Is Not Incurred

- a. Facility Offered by LEA that Adheres to the Operational Tenets and Deemed Inappropriate by MCOE

An LEA that provides a facility is not required to pay a Facility Fee if MCOE determines the facility is inappropriate. A facility may be deemed inappropriate for any of the following reasons:

- The location is geographically undesirable based on program need.
- The grade level of the site does not align with the grade-level needs of MCOE.

- b. Facility Offered by LEAs Collectively within an Area and Deemed Inappropriate by MCOE

LEAs within an Area that collectively owe a facility because the LEAs with pupils totals between one (1) and four (4) collectively equal five (5) or more shall not incur a Facility Fee if the facility offered is deemed inappropriate by MCOE.

- c. LEA Unable to Provide a Facility but One Is Located Through Area Collaboration
If an LEA is initially unable to provide a facility but, after collaboration with other LEAs in the Area, a facility is identified for use, the LEA shall not be required to

pay a Facility Fee.

- d. LEAs with a Collective Facility Requirement Locate a Facility Through Collaboration
LEAs within an Area that collectively owe a facility and locate a facility through Area collaboration shall not incur a Facility Fee.

2. Circumstances When a Facility Fee Is Incurred

- a. LEA Unable to Provide a Facility After Area Consultation
After consulting with other LEAs in the Area, if an LEA is unable to provide a facility, it shall incur a Facility Fee.
- b. LEAs with a Collective Requirement Unable to Provide a Facility
LEAs within an Area that collectively owe a facility and are unable to provide one after collaborative efforts shall collectively pay a proportionate share of the Facility Fee based on December 1 Pupil Count of students enrolled in MCOE classes.

Acceptable reasons for an LEA not providing a facility under this plan are restricted to limited availability of facilities. The LEA(s) reasons surrounding their inability to provide a facility shall be reviewed by the SELPA prior to concurrence.

3. Circumstances When a Facility Credit is Applied

- a. LEA Provides a Facility that Adheres to the Operational Tenets in Excess of the Facility Obligation Requirement and Utilized by the MCOE

All monies collected through the Facility Fee shall be held by the SELPA and used to pay for costs incurred by the MCOE as a result of establishing or relocating facilities provided under the Facilities Plan. Facility Fee monies may also offset costs incurred when an LEA is required to move a MCOE operated regionalized special education classroom to another campus within the LEA.

When the Facility Fee monies are insufficient to cover costs, additional funds may be allocated through the Fiscal Allocation Plan at the direction of the OSC.

Maintenance and Operation of Facilities - LEA Responsibilities

The LEA providing the facility shall be responsible for preparing and maintaining the facility for occupancy (i.e., cleaning, painting, carpeting and general repairs) as outlined in the MCOE Partnership Agreement.

The LEA providing the facility shall be responsible for general repairs and maintenance.

Modernization, upgrades and restructuring related to matters that are part of the permanent structure, including all attachments to the structure (bathrooms, lights, windows, heating/air conditioning, window blinds, doors, carpet, plumbing, sinks, electrical, cabinetry, etc.) are the responsibility of the LEA, and shall be completed on the same schedule as LEA operated classrooms.

The LEA providing the facility shall provide custodial services on LEA owned sites during the regular and extended school year in the same proportion as provided to LEA operated classrooms.

The LEAs within an Area with four (4) to one (1) pupils that collectively owe a facility shall be responsible for a proportionate share of the maintenance costs associated with the operation of a MCOE regionalized special education classroom identified above. An LEA's proportionate share shall be determined by the number of pupils in MCOE operated regionalized special education classrooms as determined by the count of students taken on the last Friday of December before the winter break.

Facilities shall be ready for occupancy at least two (2) weeks prior to the first day of school. The LEA may request an extension with the MCOE when extenuating circumstances will not permit the LEA to meet the two (2) week timeline.

Maintenance and Operation of Facilities - MCOE Responsibilities

The MCOE shall be responsible for any maintenance and support regarding the MCOE owned furniture, computers, and classroom materials that are stored/utilized at the facility.

The MCOE shall be responsible for any maintenance and support regarding the MCOE owned furniture, computers, and classroom materials that are stored/utilized at a leased facility.

The MCOE shall be responsible for the cost of custodial services for facilities owned and/or leased by the MCOE.

The MCOE shall be responsible for required remodeling and restoration of facilities upon occupying or vacating a regionalized special education classroom (i.e., ramps, handrails, bathroom facilities, etc.) that are deemed necessary for the student population that the facility shall serve or served. Remodeling shall be done only in consultation and collaboration with the LEA at which the facility is located. The SELPA's member LEAs shall share all of the costs associated with the remodeling and restoration of an LEA facility that houses a MCOE regionalized special education classroom.

Maintenance and Operation of Facilities – Special Circumstances

When an LEA provides a facility beyond their obligation, the LEA and the MCOE shall determine the agency responsible for maintenance and operation of the facility prior to entering into a facility agreement. The SELPA office shall facilitate the discussion between the LEA and the MCOE regarding the responsibilities for maintenance and operation of the facility.

Relocation of Facilities

At the end of a five (5) year facility agreement when the facility is no longer available for MCOE occupancy the following shall occur:

- The MCOE shall be responsible for moving the class to the new facility and the SELPA's member LEAs shall share all costs associated with the move.

During a five (5) year facility agreement when the MCOE's need for classrooms change (i.e., reduction of program, expansion of program whether funded or unfunded, etc.) or program needs change (e.g., shift of age of pupils, need for more or less regionalized special education classrooms at a particular grade level, etc.) the following shall occur:

- The MCOE shall be responsible for moving the class to the new facility and SELPA's member LEAs shall share all costs associated with the move.

During a five (5) year facility agreement when the LEA notifies the SELPA Director and the MCOE that a regionalized special education classroom can no longer be operated by the MCOE during the following school year the following shall occur:

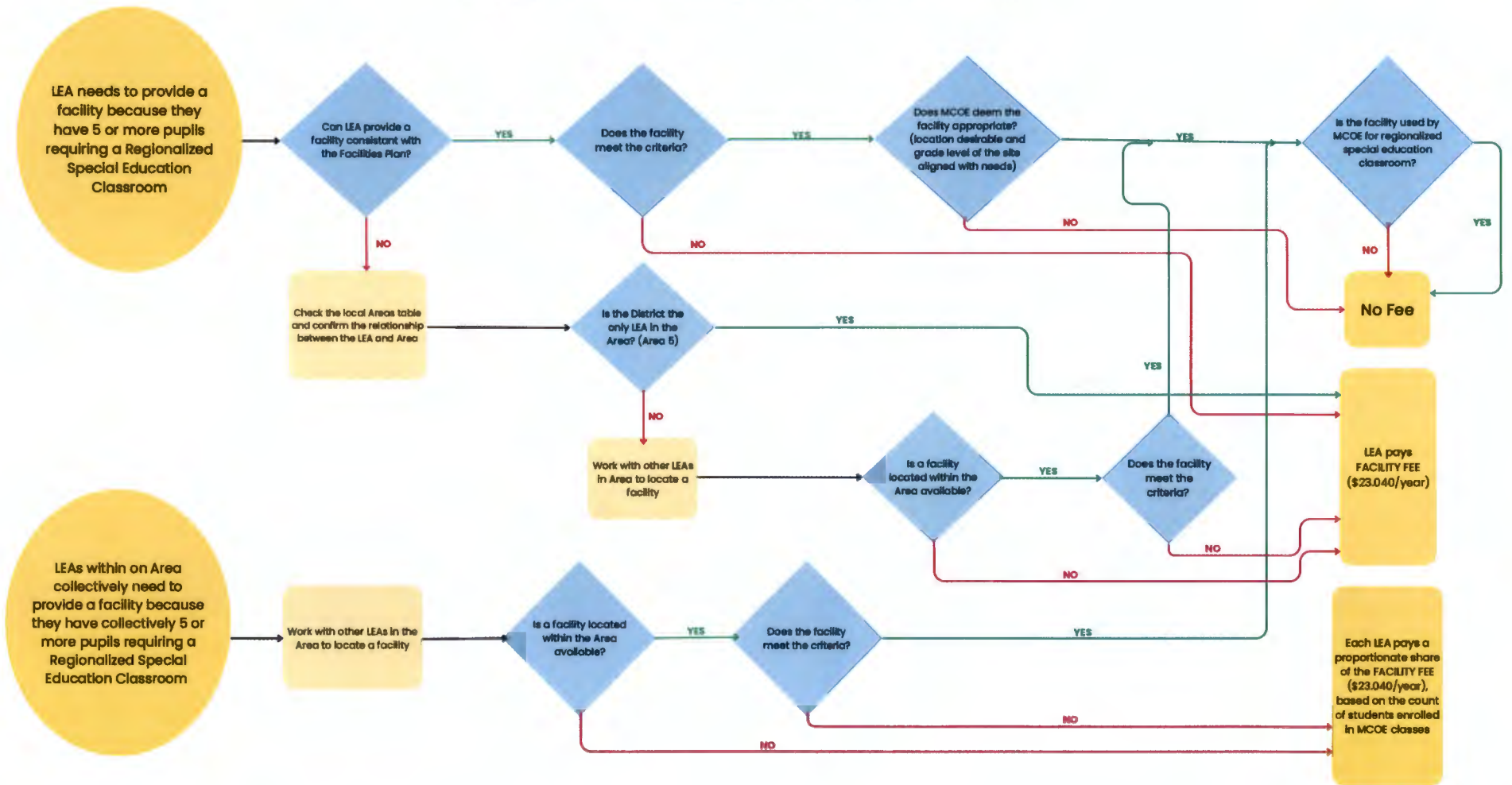
- The LEA that notified the SELPA and the MCOE that a regionalized special education classroom will no longer be available to the MCOE shall be responsible for moving the class and all costs associated with the move, including utilities, site preparation/modification, installation of a facility (portable classroom) and required hookups.

When unanticipated emergency circumstance arise regarding facilities and MCOE operated regionalized special education classrooms, any LEA within the Marin County SELPA may call for a meeting to review the Facilities Plan to consider amendments, following prior notification to the all of the SELPA's member LEAs.

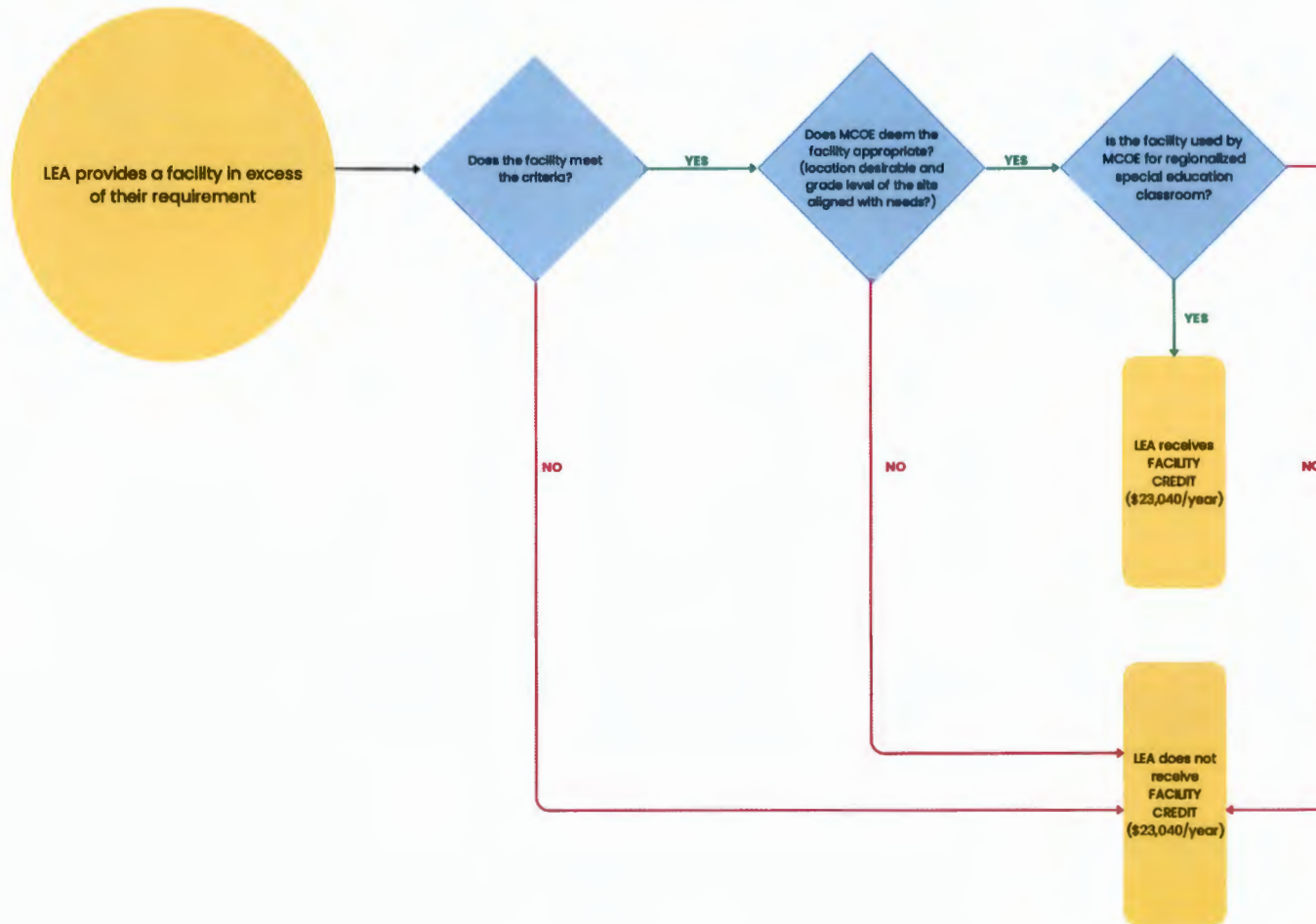
Appeal/Dispute Resolution

An LEA may request a waiver of any part of the Facilities Plan by submitting a written request to the Operational Steering Committee (OSC). The request shall outline the specific portions of the plan that the LEA desires to waive, the reason(s) for the LEA's request and suggested options for meeting the requirements of the Facilities Plan. Prior to formal submission to the OSC for consideration, the SELPA Director shall meet with the LEA's Superintendent or Designee to review the request, assess the options, and make recommendations to the LEA regarding their request.

Addendum: Facilities Plan Facility Fee & Credit Process



Addendum: Facilities Plan Facility Fee & Credit Process



School District and Marin County Office of Education Regionalized Program Partnership Agreement

Vision

To cultivate a safe, welcoming, and inclusive educational environment where **all students are our students**, regardless of background or ability. Students are meaningfully included in academic, social, and extracurricular activities across settings throughout the school day and families can feel part of the school community.

Mission

To provide individualized, strengths-based special education services that maximize participation in general education, ensure compliance, and prepare students for life beyond school.

Purpose

To establish a shared responsibility and clearly defined expectations related to the practices that support inclusive education for students with extensive support needs; and obligations related to the use, maintenance, operation, and relocation of facilities between Marin County Office of Education (MCOE) and school districts in Marin County.

Guiding Principles

- **Belonging:** All students are valued members of the school community.
 - **Access:** Equitable access to general education curriculum, activities, and facilities.
 - **Collaboration:** Inclusion is a shared responsibility among MCOE and Districts.
 - **High Expectations:** All students are held to high academic and social expectations with appropriate support.
 - **Student-Centered:** Decisions are based on individual student needs, strengths, preferences, and IEP goals.
-

PARTNERSHIP TEAM

Administrators	Site Principal: MCOE Program Manager:	
Admin Support	Site Secretary: MCOE Administrative Assistant:	
Information Systems/Technology (IS)	IS contact: Internal Wifi network: Wifi password: School Site District Email (if applicable):	
Facilities Contact		
Nurse	Site Nurse: MCOE Nurse:	
Teachers	MCOE Special Education Teacher: District Special Education Teacher(s): General Education Teachers (e.g., grade level, buddy class): Specials Teachers (e.g., Art, Music, Physical Education, Garden): School Club/Committee Advisors: Other:	
Support Staff	MCOE Paraeducators:	
School Hours/ Bell Schedule	Site:	Regionalized Program Grade Level/s:
Service Providers/ Itinerants Name and email address.	Occupational Therapy: Physical Therapy: Speech-Language Pathologist: Adaptive Physical Educator Psychologist: Vision Specialist: Deaf Hard Hearing Teacher	
School Lunches	District Contact: -Information on how to sign up for and access school breakfast and lunch for each school district varies. Most require families to create an account and order 2 weeks to 30 days in advance.	

Roles and Responsibilities

Unless otherwise amended or terminated, this agreement shall be effective for a term of five (5) years from the date of execution by both parties.

- Term start date: **July 1, 2026**
- Term end date: **June 30, 2031**

Collectively, we will:

- Support all students who attend this school: All students are *our* students.
- Provide support and training for staff/students as needed, which may include, but not limited to:
 - Ability awareness
 - Evidence-based teaching strategies and curriculum collaboration
 - Behavior intervention plan
 - Emergency safety plans
- Participate in IEP meetings as appropriate.
- Identify current and anticipated participation opportunities.

Site Administrators will:

- Proactively include the MCOE regionalized class when scheduling access to shared/common spaces (*e.g., speech room, gym, rainy days*).
- Identify partner general education teachers for MCOE regionalized classroom in grade-level specials/electives
- Support collaboration time between MCOE special education and general education teachers.
- Ensure families of students in the MCOE regionalized class receive communication regarding volunteer opportunities, parent/teacher associations, etc.

General and Special Education Teachers will:

- Participate in IEP meetings, even if not in person, by providing written input related to their areas of expertise.
- Collaborate to review each student's support needs and discuss opportunities for ability awareness training for school-site staff and/or students.
- Collaborate on support at least quarterly to discuss what's working/what's not, and problem-solve next steps.

MCOE Support Staff (Paraprofessionals, Therapists, etc.) will:

- Work with students in the MCOE regionalized class on identified goal(s)

- Prompt fade instruction, support student independence
- Model student-specific techniques and interventions for others.

Implementation and Monitoring

- MCOE teachers will participate in school site team meetings as appropriate.
- MCOE and district representative(s) will meet **at least two times per year** to plan participation opportunities.
 - Participants will include at minimum: **Superintendent or designee, school site administrator, MCOE Program Manager/Director, District Special Education Director, MCOE Special Education Teacher(s), and at least one General Education Teacher (as applicable)**
 - The parties agree to meet on the following dates and times:

 - Identify person(s) responsible for sending meeting notifications.

TOPIC	DISTRICT/SITE	SHARED	MCOE
STUDENT SUPPORTS			
MCOE students are included in school-wide activities based on individual readiness and support needs. (eg., assemblies, spirit days, open house, any changes in the regular school schedule, etc.)	-Provide access to internal school calendars.	-Ensure MCOE Special Education Teacher and parents receive school-site emails. -Welcome families to campus. -Collaborate with site staff to schedule inclusive participation opportunities.	-Notify families of events when appropriate. -Plan curriculum and supervision. -Provide paraprofessional support as needed.
Student ID Cards	-Provide student ID cards as provided for all other students on campus.		
Yearbook	-Ensure those responsible for the yearbook include the students in the MCOE class and that the class is appropriately labeled as "Mr. or Mrs. __ Class" and not identified as a special education class.	-Review yearbook content before printing.	-Ensure parent permission for yearbook photos. -Provide photographs/information for yearbook creators.

TOPIC	DISTRICT/SITE	SHARED	MCOE
Field Trips	<ul style="list-style-type: none"> -Provide opportunities same as the general education students. -Provide the necessary district field trip documentation to be signed for parent approval. 	<ul style="list-style-type: none"> -Create a sense of belonging for all students on the trip. -Ask questions and problem-solve any student-specific needs. 	<ul style="list-style-type: none"> -Ensure appropriate supervision. -Complete the MCOE Field Trip Request form as well as the district forms.
Instructional Programs (e.g., music, art, PE, garden, library, gym, etc.)	<ul style="list-style-type: none"> -Identify opportunities available for students to integrate with same-aged peers. 	<ul style="list-style-type: none"> -Integrate students with same-age peers in specials when appropriate. 	<ul style="list-style-type: none"> -Schedule a meeting with the school administrator as early as possible to discuss student-specific integration opportunities.
Statewide Assessments		<ul style="list-style-type: none"> -Coordinate testing schedules and identify locations. 	<ul style="list-style-type: none"> -Conduct statewide assessments.
FOOD SERVICES & DAILY OPERATIONS			
Meal Programs	<ul style="list-style-type: none"> -Ensure access to district school meal programs (including Free and Reduced Lunch where applicable). -Provide access to lunchtime facilities. 		<ul style="list-style-type: none"> -Ensure students can participate in the district school meal program. -Support student participation in general education lunchtime activities.
Daily Operations	<ul style="list-style-type: none"> -Support daily operational integration (mailboxes, calendars, schedules, communications). 		
INSTRUCTIONAL MATERIALS AND TECHNOLOGY			
Textbooks, Supplemental and Other Resources	<ul style="list-style-type: none"> -Ensure access to curriculum for students participating in general education settings. 	<ul style="list-style-type: none"> -Discuss necessary materials for mainstreaming and reverse mainstreaming. 	<ul style="list-style-type: none"> -Provide curriculum and supplemental materials for special day class.
Classroom Technology	<ul style="list-style-type: none"> -Provide the same technology as all other classrooms on site. -IEP-specific technology is the responsibility of the DSEA. 		<ul style="list-style-type: none"> -Provides the following: -A black/white printer/copier.

TOPIC	DISTRICT/SITE	SHARED	MCOE
			<ul style="list-style-type: none"> -Color printing can be done at MCOE. -A monitor, if needed to project lessons.
Equipment Access	-Ensure access to copier, internet, phone, and emergency communication systems.	-Resolve concerns related to equipment and technology.	
SCHOOL CLIMATE, DISCIPLINE, AND SAFETY			
Discipline Procedures		-Collaborate on discipline decisions if needed.	<ul style="list-style-type: none"> -Issue a suspension letter if needed. -Align discipline procedures with IEP requirements and manifestation determination laws.
Safety		-Collaborate in the instance that there is an imminent safety concern.	-Notify the program manager of safety issues within a reasonable amount of time.
Accident/Injury/Behavior Reports	-Fill out district reports related to students/staff incidents in the general education setting.		-Fill out MCOE incidents report related to students/staff in the regionalized program.
Emergency Response	<ul style="list-style-type: none"> -Notify MCOE staff of dates/times of scheduled emergency/safety drills. -Include staff and families in emergency notification systems. -Provide emergency supplies. 		-Participate in all site emergency drills.
IEP COLLABORATION			
IEP Scheduling			-Schedule and facilitate all IEP meetings.

TOPIC	DISTRICT/SITE	SHARED	MCOE
General Ed Participation	-Participate in IEP meetings when mainstream placement is being considered, when a student is currently mainstreamed in their class, or when they can contribute relevant written input.		-Ensure a general education teacher is present or can provide written input if appropriate. -The Program Manager will collaborate with DSEA when a general education cannot be provided by the school site.
STAFF INCLUSION AND PROFESSIONAL COLLABORATION			
Staff Communication	- Include MCOE staff in site-specific communication.		
Professional Learning	-Notify the MCOE teacher and program manager at least 1 month in advance of in-services that would benefit instruction and collaboration on-site.		-Attend monthly MCOE professional development(PD) and school-site PD as appropriate.
Staff Appreciation	-Include MCOE staff social opportunities on campus.		
ADMINISTRATION, CLERICAL, AND HEALTH SERVICES OPERATIONS			
Administrative Support	-Collaborate when and IEP meeting requires a conference room. -Provide access to separate room for speech/OT services if needed and available.		-Collaborate with site administrator and administrative support to schedule separate rooms if needed.
Student Registration		-Ensure student is entered into appropriate student information systems	-Maintain student registration paperwork. -Provide necessary

TOPIC	DISTRICT/SITE	SHARED	MCOE
			student information to the administrative support secretary (i.e., emergency contacts, retraining orders, health care plans, etc.)
Health Services	<p>-Provide access to site nurse in case of an emergency.</p> <p>-Provide access to emergency equipment as needed (epi-pen, first aid supplies, etc.)</p>		-Report health and safety emergencies to MCOE nurses.
Bell Schedule		<p>-Collaborate on student pick up and drop off times. (MCOE follows the school's bell schedule. Occasionally, MCOE offsets pick up and drop off times to minimize traffic.)</p>	
FACILITIES			
Facility Preparation and Readiness	<p>-Prepare and maintain the facility for occupancy, including painting, routine maintenance and general repairs.</p>		
Facility Preparation and Readiness	<p>-Ensure facilities are available no later than two(2) weeks prior to the first instructional day of the school year.</p> <p>(The LEA may request an extension from MCOE when extenuating circumstances prevent compliance with this timeline.)</p>		
Considerations	<p>-Consider appropriate placement of the classrooms, taking into consideration grade of students, mobility challenges, uneven pavement, noise, distance</p>		

TOPIC	DISTRICT/SITE	SHARED	MCOE
	from the bathrooms and cafeteria, etc.		
Campus Access	-Provide equitable access to shared spaces, playgrounds, and campus facilities.		
Custodial Services	-Ensure classroom is/are cleaned daily same as other classrooms (e.g trash dumped, floor mopped, carpet vacuumed, soap and paper towels refilled, etc.).		
Restrooms	-Ensure appropriate restrooms are available and accessible for student use.		-Communicate with the site administrator as early as possible if a changing table is needed and/or space for a Hoyer lift.
Work Orders	-School-site administrator will inform the MCOE teacher and program manager of the appropriate person to communicate with if facility issues arise.		-Submit work orders with MCOE related to classroom furniture as appropriate.
Classroom Set-Up: Furniture.	-Provide furniture if available. The furniture should be clearly labeled with district tags. -In the general education setting, the students in the MCOE classroom should have a designated seat or space with a name tag, etc., following the GenEd Teacher's setup of the classroom.	-Ensure classroom is appropriately furnished.	-Provide furniture and specialty equipment as needed, clearly labeled with MCOE tags.
Telephones/Classroom Keys	-Provide information and access to room keys and a classroom telephone if provided to all other classrooms.		-Replace and incur costs related to lost keys. -Provide a telephone line if needed.
Repairs, Upgrades, Renovations	-The school site will provide the same repairs, upgrades, and renovations as other		

TOPIC	DISTRICT/SITE	SHARED	MCOE
	classrooms on site. -Notify MCOE of renovations/repairs.		
Classroom Moves	-Incur the cost of classroom moves if the district determines the need to move.		-Incur the cost of classroom moves if MCOE determines the need to move. -Provide packing materials for MCOE staff. -Pack all classroom materials.
Extended School Year (ESY)	-Anticipate the use of the same classroom for the purposes of Extended School Year (ESY). -Ensure access to restrooms for staff and students. -Provide janitorial services daily.		

TRANSPORTATION

Pick-up and delivery times, parking lot support, and traffic flow are coordinated to include Special Ed buses from:

District of Residence Is:

The Transportation Agency Contact Is:

Novato Unified: Nicholas Cruz
 Miller Creek: Marie Henrio
 Shoreline Unified: Emily Kerran

All other school districts, Marin Pupil Transportation – Melissa Remy

Agreement and Commitment

We, the undersigned, commit to advancing inclusive practices and shared responsibility so that **every student belongs, participates, and succeeds.**

Unless otherwise amended or terminated, this agreement shall be effective for a term of five (5) years from the date of execution by both parties.

- Term start date: **July 1, 2026**
- Term end date: **June 30, 2031**

SENT IN THE SUMMER BY MCOE TO THE FOLLOWING: SUPERINTENDENT (OR HIS/HER DESIGNEE), MCOE SPECIAL EDUCATION DIRECTOR, DISTRICT SPECIAL EDUCATION DIRECTOR, DISTRICT CBO, SITE LEVEL PRINCIPAL

Name	Role	Signature	Date
	District Superintendent		
	District Sped Director		
	Site Principal		
	District General Education Teacher		
	District Education Specialist		
	MCOE Program Manager		
	MCOE Education Specialist		



SELPA Policy E-1

Facilities Plan

Adopted, OSC, April 24, 2015
Revised OSC, April 2021

FACILITIES PLAN

Guiding Principles:

The Marin County Special Education Local Plan Area (SELPA) Facilities Plan is formulated on the belief that regionalized special education classrooms should:

- Maximize opportunities for special education pupils to be educated in the least restrictive environment (LRE) on comprehensive school sites closest to their district of residence as possible;
- Comply with Section 504 of the Rehabilitation Act of 1973 (Amended as Public Law 93-516) and the Individuals with Disabilities Education Improvement Act of 2004, 34 CFR Parts 300 and 303;
- Enhance special education pupils' ability to participate with typically developing and age appropriate peers;
- Facilitate the provision of space for ancillary related services needed to support pupil achievement;
- Be located in a manner that minimizes transportation time for special education pupils;
- Be located on isolated sites only when it is determined that the special education pupils being served in that setting could not benefit from being located on a comprehensive school site;
- Maximize opportunities to establish long-term agreements for regionalized classroom space to facilitate continuity for special education pupils; and
- Always be taken into considered by a local educational agency (LEA) when the LEA is in the process of upgrading or building new pupil facilities within their district.

The guiding principles establish an underlying responsibility for all of the SELPA's member local educational agencies (LEAs) to ensure that appropriate facilities are available on a year-to-year basis for all pupils that require a regionalized special education classroom placement in order to meet their identified educational needs.

Facility Determination Formula:

By utilizing current pupil data, the SELPA's member LEAs shall offer facilities for the purposes of a Marin County Office of Education (MCOE) operated regionalized special education classrooms that are (1) within their district boundaries; (2) located on district PK-12 school sites; or (3) extend an opportunity to the MCOE to utilize a leased facility.

LEAs shall be grouped by Areas. When the established pupil threshold is met, each Area within the SELPA is responsible for providing the MCOE with a facility for pupils who reside within their Area and require a regionalized special education classroom placement operated by the MCOE. The Areas are as follows:

Area 1: Ross Valley School District, Kentfield School District, Ross School District, Lagunitas School District

Area 2: Tamalpais Union High School District, San Rafael High School District

Area 3: Mill Valley School District, Larkspur-Corte Madera School District, Sausalito Marin City School District, Reed School District

Area 4: Miller Creek School District, San Rafael Elementary School District, Nicasio School District

Area 5: Novato

Area 6: Lincoln School District, Laguna Joint School District, Shoreline Unified School District, Bolinas-Stinson School District

Each LEA within each Area shall be required to provide a facility to operate a regionalized special education classroom based upon the formula identified below:

Number of Pupils Within the LEA/LEAs Requiring a Regionalized Special Education Classroom	Number of Regionalized Special Education Facilities Required by the LEA/LEAs
0-4	0
5-14	1
15-24	2
25-34	3
34-44	4
45-54	5
55-64	6
65-74	7
75-84	8

Approved, OSC February 14, 2007

85-94	9
95-104	10

Each LEA within an Area that individually does not meet the minimum threshold to provide a facility (5 or more pupils) shall have their individual LEA's pupil totals added together collectively within the Area. When the collective total of each LEA that possesses between 4 (four) and one (1) pupils within an Area equals five (5) or more pupils the formula identified above shall be applied to these LEAs as a group.¹ The determination of which LEA is responsible for the provision of the facility shall be at the discretion of the Area. However, the decision shall be grounded in the Guiding Principles of the Facilities Plan.

Operational Tenets:

In order to exhaust all LEA's facility options, the use of leased facilities by the MCOE shall only be accessed as a last resort. In the determination of the use of a leased facility the SELPA's LEAs must insure the leased facility aligns with the *Guiding Principles* of the Facilities Plan. The SELPA's member LEAs shall share all operational costs associated with a facility that is leased by the MCOE.

Facilities shall be provided to the MCOE consistent with the age of the pupils needing to be served. LEAs within each Area shall work collaboratively to ensure preschool, elementary, and secondary pupils in MCOE operated regionalized special education classrooms have facilities that permit a pupil's access to same-aged peers.

An LEA may provide a facility to the MCOE on a campus that serves pupils at an alternative grade/age. The appropriateness of this facility shall be determined by the MCOE. The MCOE shall use the Guiding Principles identified in this plan as a framework to determine the appropriateness of a facility for the purposes of a regionalized special education classroom. Facilities utilized for the purposes of this plan shall:

- Be compliant with the American with Disabilities Act (ADA); and
- Meet minimum state and federal standards for classroom space.

Procedures:

The Marin County SELPA Facilities Plan shall be recalculated and approved by the OSC every five (5) years. The following procedures shall be used to determine the facility requirement of each LEA within the Marin County SELPA:

No later than February 1st the MCOE shall meet with the SELPA's member LEAs to begin to discuss and determine MCOE's regionalized facility needs for the subsequent school year.

Commencing on March 1, 2021 and every five years after, the SELPA Director shall provide each LEA with:

A count of the pupils being served within a MCOE operated regionalized special education classroom as of the last Friday before the Winter Break of that school year.

- Pupils currently being served by the MCOE in a facility owed by the MCOE shall be removed from the LEA's pupil count for the purposes of the Facilities Plan.
- Pupils currently being served by the MCOE in a facility leased by the MCOE shall be included in the LEA's pupil count for the purposes of the Facilities Planⁱⁱ.
- The LEA's pupil count shall be aggregated to identify the current grade level of each pupil being served in a MCOE operated regionalized special education classroom.

No later than April 1st, each LEA shall notify the SELPA Director and the MCOE of the location(s) within the LEA where a regionalized special education classroom may be operated. The identified facility shall need to be available on or before August 1st and permit occupancy for five (5) years or until the next recalculation and approval of the Facilities Plan. When an LEA is offering a facility in excess of their obligation, the LEA and the MCOE may enter into a facilities agreement that is shorter or longer than five (5) years if both agencies mutually agree to the duration of the agreement.

No later than April 1st, each LEA shall notify the SELPA Director and the MCOE of the location(s) within the LEA where a regionalized special education classroom may no longer be operated by the MCOE during the following school year.

At the request of the MCOE, the SELPA shall work with the member LEAs to identify appropriate facilities for the purposes of this plan. No later than May 15th, the MCOE shall establish a class roster for each MCOE operated regionalized special education classroom and notify the SELPA and the SELPA's member LEAs of the facilities that will be utilized to operate the classrooms.

Facility agreements shall commence on August 1st and end on July 30th.

A facility shall be available to the MCOE to operate a regionalized special education classroom during the regular and extended school year. A facility for the purposes of this plan is a general classroom that is comparable to the size of a classroom offered for general education or other like programs at that school site. The facility offered shall be no less than 750 square feet unless mutually agreed upon by the LEA and the MCOE.

When an LEA does not have the resources to provide a facility consistent with the Facilities Determination Formula the following shall occur:

The LEA shall reach agreement with another LEA within the Area to provide the necessary facility to operate a regionalized special education classroom(s). The agreement for the transfer of responsibility for the provision of a facility between the LEAs shall meet all of the conditions identified in this plan and occur at no cost to the SELPA or the MCOE. The agreement shall meet the obligation of the LEA to provide facilities under this plan; or

The LEA shall reach agreement with another LEA within the Marin County SELPA to provide the necessary facility to operate a regionalized special education classroom(s). The agreement for the transfer of responsibility for the provision of a facility between the LEAs shall meet all of the conditions identified in this plan and occur at no cost to the SELPA or the MCOE. The agreement shall meet the obligation of the LEA to provide facilities under this plan; or

The LEA shall provide the necessary facilities by bearing all costs associated with the location and placement of a portable classroom within the LEA in order to house a MCOE operated regionalized special education classroom for the length of the facilities agreement.

When an LEA is unable to reach an agreement or locate an appropriate facility, the LEA shall follow the procedures identified in the *Facility Fee* section of this plan.

When the Operational Steering Committee (OSC) has approved an LEA to conduct a program transfer the following shall occurⁱⁱⁱ:

1. The Facilities Plan shall be recalculated and approved by OSC prior to a program transfer going into effect.
2. No later than January 15th, the LEA engaging in the program transfer shall provide the SELPA Director with a pupil count for the pupils they anticipate will no longer be served by the MCOE in a regionalized special education classroom as a result of the program transfer.
3. Following receipt of the LEA's anticipated reduction in pupil count, the SELPA shall apply a 15% attrition rate to the pupil count provided by the LEA for the purposes of the program transfer. Following the application of the 15% attrition rate, the LEA's pupils affected by the program transfer shall be removed from LEA's pupil count provided by the SELPA Director on March 1st .
4. No later than January 15th, any LEA that intends to have a pupil be served in another LEA operated special education classroom rather than a MCOE operated regionalized classroom shall provide the SELPA Director with a pupil count for the pupils they anticipate will no longer be served by the MCOE as a result of the program transfer.
5. Following receipt of the LEA's anticipated reduction in pupil count, the SELPA shall apply a 15% attrition rate to the pupil count provided by the LEA for the purposes of the program transfer. Following the application of the 15% attrition rate, the LEA's pupils affected by program transfer shall be removed for the LEA's pupil count provided by the SELPA Director on March 1st .

When an LEA within the Marin County SELPA is in the first year of a program transfer the following shall occur:

1. The Facilities Plan shall be recalculated and approved by the OSC.
2. On March 1st, the SELPA Director shall provide each LEA with:

A count of the pupils being served within a MCOE operated regionalized special education classroom as of the last Friday before the Winter Break of that school year.

- Pupils currently being served by the MCOE in a facility owed by the MCOE shall be removed from the LEA's pupil count.
- Pupils currently being served by the MCOE in a facility leased by the MCOE shall be included in the LEA's pupil count for the purposes of the Facilities Plan.
- The LEA's pupil count shall be aggregated to include the current grade level of each pupil being served in a MCOE operated regionalized special education classroom

When the Facilities Plan procedures yield an excess of facilities, the MCOE shall apply the *Guiding Principles* of this plan when determining what facilities to utilize for the purposes of a regionalized special education classroom.

Leased Facility:

MCOE shall only enter into a lease agreement with a LEA for the use of a facility when the following two (2) conditions are met:

- The LEA is offering a facility beyond their current facility obligation; and
- The facility is not located on an active comprehensive PK-12 school site.

A facility lease shall not be more than five (5) years in length. The LEA's notification to the SELPA concerning the availability of a facility that may be leased by the MCOE shall be consistent with all of the notification procedures and timelines identified in this plan.

Facility Fee:

When an LEA or LEAs within an Area is able to provide a facility consistent with the Facilities Plan and the facility is utilized by the MCOE for the purposes of a regionalized special education

classroom, no Facility Fee shall be assessed to the LEA.

When an LEA or LEAs are unable to provide a facility consistent with the Facilities Plan a Facility Fee may be assessed to the LEA/LEAs. The Facility Fee shall be as follows:

- \$23,040 per school year each year the calculated Facilities Plan is in place and the LEA(s) are unable to provide a facility consistent with their identified obligation.

The guidelines for the application of a Facility Fee are as follows:

- When the LEA is able to provide a facility, but the facility is deemed inappropriate by the MCOE, the LEA shall not be required to incur a Facility Fee.
 - A facility may be deemed inappropriate by the MCOE for any of the following reasons:
 - Geographically undesirable location due to lack of program need within the geographic area;
 - Grade level of site for which the classroom is located does not match the grade level needs of the MCOE4 ; and/or
 - Classroom is not properly equipped for the students that will occupy the space.
- When the LEAs within an Area that have four (4) to one (1) pupils collectively owe a facility and are able to provide a facility, but the facility is deemed inappropriate by the MCOE, the LEAs shall not be required to incur a Facility Fee.
- When the LEA is unable to provide a facility the LEA shall work with the LEAs within the Area to locate a facility for the purposes of a MCOE operated special education regionalized classroom. When a facility is located, the LEA shall fulfill their requirement for the provision of a facility.
- When the LEAs within an Area that have four (4) to one (1) pupils collectively owe a facility within the Area and are unable to provide a facility the LEAs shall work with the LEAs within the Area to locate a facility for the purposes of a MCOE operated special education regionalized classroom. When a facility is located, the LEAs shall fulfill their requirement for the provision of a facility.

- After consultation with the LEAs within their Area, if the LEA is unable to provide a facility, the LEA shall pay a Facility Fee. Acceptable reasons for an LEA not providing a facility under this plan are restricted to limited availability of facilities. The LEA's reasons surrounding their inability to provide a facility shall be reviewed by the SELPA prior to concurrence.
- After consultation with the LEAs within their Area, if the LEAs within an Area that collectively require a facility (LEAs with pupil totals between 1 and 4 that collectively equal 5 or more) are unable to provide a facility, each LEA within this group shall pay a Facility Fee. Acceptable reasons for an LEA not providing a facility under this plan are restricted to limited availability of facilities. The LEAs reasons surrounding their inability to provide a facility shall be reviewed by the SELPA prior to concurrence.

All monies collected through the Facility Fee shall be held by the SELPA and used to pay for costs incurred by the MCOE as a result of establishing or relocating facilities provided under the Facilities Plan. Facility Fee monies may also offset costs incurred when an LEA is required to move a MCOE operated regionalized special education classroom to another campus within the LEA.

When the Facility Fee monies are insufficient to cover costs, additional funds may be allocated through the Fiscal Allocation Plan at the direction of the OSC.

Maintenance and Operation of Facilities - LEA Responsibilities

The LEA providing the facility shall be responsible for preparing and maintaining the facility for occupancy (i.e., cleaning, painting, carpeting and general repairs).

The LEA providing the facility shall be responsible for general repairs and maintenance. Modernization, upgrades and restructuring related to matters that are part of the permanent structure, including all attachments to the structure (bathrooms, lights, windows, heating/air conditioning, window blinds, doors, carpet, plumbing, sinks, electrical, cabinetry, etc.) are the responsibility of the LEA, and shall be completed on the same schedule as LEA operated classrooms.

The LEA providing the facility shall provide custodial services on LEA owned sites during the regular and extended school year in the same proportion as provided to LEA operated classrooms.

The LEAs within an Area with four (4) to one (1) pupils that collectively owe a facility shall be responsible for a proportionate share of the maintenance costs associated with the operation of a MCOE regionalized special education classroom identified above. An LEA's proportionate share shall be determined by the number of pupils in MCOE operated regionalized special education classrooms as determined by the October 2nd pupil count of that school year.

Facilities shall be ready for occupancy at least two (2) weeks prior to the first day of school. The LEA may request an extension with the MCOE when extenuating circumstances will not permit the LEA to meet the two (2) week timeline.

Maintenance and Operation of Facilities - MCOE Responsibilities

The MCOE shall be responsible for any maintenance and support regarding the MCOE owned furniture, computers, and classroom materials that are stored/utilized at the facility.

The MCOE shall be responsible for any maintenance and support regarding the MCOE owned furniture, computers, and classroom materials that are stored/utilized at a leased facility.

The MCOE shall be responsible for the cost of custodial services for facilities owned and/or leased by the MCOE.

The MCOE shall be responsible for required remodeling and restoration of facilities upon occupying or vacating a regionalized special education classroom (i.e., ramps, handrails, bathroom facilities, etc.) that are deemed necessary for the student population that the facility shall serve or served. Remodeling shall be done only in consultation and collaboration with the LEA at which the facility is located. The SELPA's member LEAs shall share all of the costs associated with the remodeling and restoration of an LEA facility that houses a MCOE regionalized special education classroom.

Maintenance and Operation of Facilities – Special Circumstances

When an LEA provides a facility beyond their obligation, the LEA and the MCOE shall determine the agency responsible for maintenance and operation of the facility prior to entering into a facility agreement. The SELPA office shall facilitate the discussion between the LEA and the MCOE regarding the responsibilities for maintenance and operation of the facility.

Relocation of Facilities

At the end of a five (5) year facility agreement when the facility is no longer available for MCOE occupancy the following shall occur:

- The MCOE shall be responsible for moving the class to the new facility and the SELPA's member LEAs shall share all costs associated with the move.

During a five (5) year facility agreement when the MCOE's need for classrooms change (i.e., reduction of program, expansion of program whether funded or unfunded, etc.) or program needs change (e.g., shift of age of pupils, need for more or less regionalized special education classrooms at a particular grade level, etc.) the following shall occur:

- The MCOE shall be responsible for moving the class to the new facility and SELPA's member LEAs shall share all costs associated with the move.

During a five (5) year facility agreement when the LEA notifies the SELPA Director and the MCOE that a regionalized special education classroom can no longer be operated by the MCOE during the following school year the following shall occur:

- The LEA that notified the SELPA and the MCOE that a regionalized special education classroom will no longer be available to the MCOE shall be responsible for moving the class and all costs associated with the move, including utilities, site preparation/modification, installation of a facility (portable classroom) and required hookups.

When unanticipated emergency circumstance arise regarding facilities and MCOE operated regionalized special education classrooms, any LEA within the Marin County SELPA may call for a meeting to review the Facilities Plan to consider amendments, following prior notification to the all of the SELPA's member LEAs.

Appeal/Dispute Resolution

An LEA may request waiver of any part of the Facilities Plan by submitting a written request to the Operational Steering Committee (OSC). The request shall outline the specific portions of the plan that

the LEA desires to waive, the reason(s) for the LEA's request and suggested options for meeting the requirements of the Facilities Plan. Prior to formal submission to the OSC for consideration, the SELPA Director shall meet with the LEA's Superintendent or Designee to review the request, assess the options, and make recommendations to the LEA regarding their request.

References

ⁱFor example, within an Area LEA A = 2 pupils, LEA B = 1 pupil, and LEA C = 4 pupils. LEA A, B, and C pupil totals shall be added together collectively to equal 7 pupils. Under the formula, LEA A, B, and C shall provide one (1) facility. Conversely, within an Area LEA A = 1 pupil, LEA B = 2 pupils, and LEA C = 1 pupil. LEA A, B, and C pupil totals shall be added together collectively to equal 4 pupils. Under the formula, LEA A, B, and C shall not be required to provide a facility.

ⁱⁱ The inclusion of pupils being served in leased facilities in the Facilities Plan pupil count serves the following functions: (1) Provides the OSC with an accurate count of pupils that require an LEA facility within the Area/SELPA; and (2) Encourages LEAs to identify and provide facilities within their Area in order to reduce the operational costs associated with a leased facility for all of the SELPA's member LEAs.

ⁱⁱⁱ Prior to the Operational Steering Committee (OSC) approval of a program transfer the OSC shall review a draft of the Facilities Plan, which shall include pupil data that reflects the potential loss of pupils in MCOE operated regionalized special education classrooms due to the program transfer.

Approved, OSC February 14, 2007

Annotation – Agenda Item 6.8
Operational Steering Committee
May 27, 2026

Agenda Item

6.8 Policy and Procedures for IEP Team Referral to a Special Day Class Placement:
First Read

Item Type

Action

Summary of Key Issues

The current policy required updating to reflect current practices and clarify roles and responsibilities among the District of Special Education Accountability and District of Service. The revision removes prior ambiguity, including identifying the Marin County Office of Education as a program operator, rather than a district, and establishes clearer expectations around standard levels of services and associated costs. The revisions improve consistency and implementation procedures across local educational agencies.

Summary of Previous OSC Action

The OSC adopted SELPA Policy C-9: Policy and Procedures for IEP Team Referral to a Nonsevere Special Day Class Placement at the February 14, 2007 OSC meeting.

Recommendation

None

Attachments to this Agenda Item

Attachment 1: Draft SELPA Policy C-9: Policy and Procedures for IEP Team Referral to a Special Day Class Placement

Attachment 2: SELPA Policy C-9: Policy and Procedures for IEP Team Referral to a Nonsevere Special Day Class Placement



DRAFT SELPA Policy C-9

Policy and Procedures for IEP Team Referral to a Special Day Class Placement

First Read by OSC May 27, 2026

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Policy and Procedures for IEP Team Referral to a Special Day Class Placement

Policy

This policy governs the referral and placement of students with disabilities into Special Day Class (SDC) programs within the Marin County Special Education Local Plan Area (SELPA). Placements under this policy refer specifically to SDCs operated by any SELPA Local Education Agency (district), including the Marin County Office of Education.

The purpose of this policy is to ensure appropriate, collaborative, and legally compliant placements for students whose needs cannot be met in their District of Residence (DOR)/District of Special Education Accountability (DSEA). The policy promotes inter-agency cooperation while supporting the equitable distribution and utilization of regional special education programs.

The implementation of this policy and its associated procedures must align with applicable State and Federal laws and regulations governing special education, including provisions of the Individuals with Disabilities Education Act (IDEA) and the California Education Code.

Referrals must be facilitated through a coordinated Individualized Education Program (IEP) team meeting, with representation from both the sending and receiving districts. Parents and guardians are integral members of the IEP team and must be involved in all decisions regarding placement.

Any student enrolled in an SDC under this policy is considered a resident of the DSEA and is enrolled in the District of Service (DOS) for programmatic purposes. Placements shall not be deemed inter-district transfers, as the student remains the responsibility of the District of Special Education Accountability. Thus, the DOS is responsible for implementing the educational program provided in the student's IEP, initiating timely communication, and collaborating with the DSEA around all aspects of the student's IEP.

The DSEA retains primary responsibility for program development and the offer of a FAPE. The DSEA also remains a proper party to initiate and/or defend any and all legal disputes, claims, complaints, due process filings or civil litigation related to student's educational program pursuant to this policy. The DOS also may be a proper party to such disputes with respect to allegations regarding a failure to implement the IEP and may be found to be independently liable for such failure.

All data produced or compiled by either the DSEA or DOS in relation to a referral to a SDC shall be considered confidential unless it can be obtained as a public record and shall not be shared with a third party without the prior written consent of the other entity. Both the DSEA and DOS shall protect the said data and information from unauthorized use and disclosure by the observance of the same or more effective procedures as each entity requires of its own personnel. Pursuant to Education Code section 49076(a)(2)(G) and 34 CFR sections 99.31(a)(1) and 99.7(a)(3)(iii), a local educational agency may share information from student records with a contractor or consultant with a legitimate educational interest who has a formal

written agreements regarding the provision of outsourced institutional services or functions by the contract or consultant. Consistent with this authorization, the DSEA and DOS agree that the disclosure of information from student records under this policy will comply with the requirements of Education Code sections 49073 et seq., the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99, as amended), and any other applicable state and federal laws and regulations regarding educational records, data privacy and confidentiality, and further agree to adhere to the requirements of such laws and regulations in carrying out their responsibilities under this policy.

The District of Service and District of Special Education Accountability will defend, indemnify, and hold the other party, its officers, employees, and agents harmless from and against any and all claims, damages, and liability arising out of the performance of this policy but only in proportion to and to the extent such claims, damages, or liability are caused by or result from the negligent or intentional acts or omissions of the indemnifying party, its officers, agents, or employees. The amount of the contribution shall be determined by an informal resolution between the superintendents, or designees, going before the SELPA Governing Board and identifying who will incur the cost of this process.

If concerns arise related to the terms of this policy, the District of Service and District of Special Education Accountability are encouraged to resolve concerns at the lowest level of authority as possible. If a resolution cannot be achieved, the SELPA's Governing Board will hear and decide any unresolved disputes related to the policy at the next scheduled SELPA governing board meeting.

Procedures for IEP Team Referral to a Special Day Class Placement

Working Definitions

- **District:** All districts located within the Marin County SELPA, including the Marin County Office of Education.
- **Sending District:** The District of Special Education Accountability (DSEA); also known as "District of Residence (DOR)," referring a student to a special day class.
- **Receiving District:** The District of Service (DOS); any other district that operates a special day class and may receive a student referral for placement consideration.
- **Special Day Class:** a self-contained special educational program with a special education teacher as the teacher of record, also known as an SDC.

Eligibility and Preliminary Considerations

Referrals may be initiated when:

- 1) The DSEA does not operate an appropriate SDC at the student's grade level;
- 2) The student's educational needs require specialized support and services not available within the DSEA;
- 3) The DOS recommends a change in placement because the student's educational needs require support and services not available in the current program.

Referral Process

- 1) **Parent Notification and Consent:** Parent/guardian consent is required for exchange of student information between sending and receiving district. Both the sending and receiving district shall protect student data and information for confidentiality.
 - a) The current IEP and current assessments must be provided to the receiving district at least five (5) school days in advance of any scheduled program visit. In case of preschool data, the timeline is within six (6) months.
 - b) The receiving district will acknowledge receipt of referral within five (5) business days.
- 2) **Program Observation:** Receiving district staff may observe the student as part of the placement consideration process.
- 3) **Determination of Placement:** The receiving district may deny the referral if there is no appropriate SDC at the student's grade level, the SDC program has reached district-capacity, and/or the site lacks appropriate general education inclusive opportunities or necessary behavioral supports.
- 4) **Placement Appropriateness:** The receiving district shall provide written confirmation to the sending district that they can serve the student within fifteen (15) school days from date of referral.
- 5) **Joint IEP Meeting:** A joint IEP team meeting that includes at least one (1) district administrative designee of both the sending and receiving districts shall be convened no more than twenty (20) business days from date of referral to discuss student information

and observation by receiving district staff. The sending district will accommodate IEP team member participation by video, phone, or in-person.

- a) The sending district representative attending the IEP will facilitate the IEP meeting, designate a note-taker prior to the IEP meeting, which may be the receiving district representative, and make the formal offer of FAPE.
- b) The sending district shall finalize the IEP document within seven (7) calendar days of the IEP team meeting and distribute the IEP for signatures from all relevant parties and affirm the IEP in SEIS.

Placement Process

Transportation, Specialized Equipment, and Records: Upon receipt of parental consent, the sending district will coordinate transportation, transfer of specialized equipment, and records.

- 1) The sending district will transfer the student record in SEIS to the receiving district.
- 2) The receiving district will provide access to the DSEA identified administrator and all service providers.
- 3) The sending district will arrange for and provide all necessary specialized equipment and materials consistent with the student's IEP upon placement.
- 4) The receiving district will collaborate with the DSEA in the identification of any necessary low incidence materials and equipment and potential sources to acquire low incidence materials and equipment in a timely manner.
- 5) The sending district will coordinate special education transportation and bears fiscal responsibility for transportation.

After Placement Process

- 1) **Schedule Annual (Plan Review) IEP Meeting:** The DOS representative will contact the DSEA and other IEP team members at least sixty (60) calendar days prior to the due date of an annual (plan review) IEP to schedule an IEP meeting.
- 2) **Parent Request for IEP Meeting:** Within one (1) business day of receipt of a request by a parent for an IEP meeting, the DOS will notify the DSEA and facilitate scheduling of meeting.
- 3) **Notice of Meeting:** The DOS will send Notice of Meeting with an excusal form, if appropriate, at least ten (10) calendar days prior to the IEP meeting.
- 4) **IEP Attendance:** A DSEA administrator/administrative designee will attend all IEP meetings in cooperation with DOS personnel.
- 5) **IEP Note-Taker:** The IEP Note-Taker will be identified and mutually agreed upon at the start of the IEP meeting.
- 6) **Draft IEP:** The DSEA will have access to review IEP documents in SEIS prior to the IEP meeting. The DOS will ensure that the DSEA representative receives a copy of all draft IEP documents sent to the parent/guardian prior to the IEP meeting.
- 7) **Interpretation/Translation Services:** The DOS will attempt to provide IEP-related interpretation or translation services utilizing appropriate staff members, when necessary. When staff are unable to provide the service, the DSEA will be notified accordingly and the DOS shall arrange for a private agency to provide the service, to be billed at cost to the DSEA, unless the DSEA elects to provide the interpreter or translator.
- 8) **Delivery of FAPE:** The DOS will provide all services identified as its responsibility in the

- IEP. If the DOS is unable to implement any portion of the IEP and believes the student cannot receive a FAPE in its program, the DOS shall provide written notice thereof to the DSEA. As necessary, the DSEA and DOS shall coordinate and conduct an IEP meeting.
- 9) **Request for Assessment:** If the parent/guardian requests that a student placed in a special education program operated by the DOS be assessed for additional IEP eligibility and/or services, or makes any request requiring action by the DSEA, the DOS shall within one (1) business day provide notice to the DSEA so that the DSEA may evaluate the request/recommendation and respond within the appropriate timeline. In collaboration with the DOS, the DSEA will identify the appropriate assessor(s) to complete the requested assessment.
- a) If Prior Written Notice (PWN) is required, the PWN will be written by the DSEA in collaboration with the DOS. The DSEA shall be responsible for sending the PWN to the student and their parent/guardian.
- 10) **Triennial (Re-evaluation):** The DOS will conduct triennial (re-evaluation) and/or assessments to determine student eligibility for additional related services.
- a) Under any circumstance, the DSEA may request to utilize its own service provider(s) by making a request in writing to the DOS representative/designee.
- b) The agency that conducts the assessment is responsible for developing the Assessment Plan, soliciting parent consent, completing the assessment(s) in timelines outlined in state and federal law, and scheduling an IEP meeting to share assessment results.
- c) The DOS will contact the DSEA and other IEP team members at least thirty (30) days prior to the due date to schedule an IEP team meeting.
- 11) **Related Services¹:** Unless otherwise agreed by the DSEA and DOS, the DOS will be responsible for the provision of related service(s) for which the student is deemed eligible.
- 12) **IEP Implementation:** The DOS will track the delivery of IEP services at the end of each month and make available for review by the DSEA, upon request.
- 13) **Attendance Logs:** The DOS will provide the DSEA with a monthly attendance log of all DSEA students enrolled in the DOS programs, upon request.
- 14) **Student Discipline:** The DOS will notify the DSEA when a student has received a suspension. The DOS will provide the DSEA with a copy of the suspension notice sent to the parent/guardian.
- 15) **Manifestation Determination:** A Manifestation Determination meeting will be held in accordance with IDEA through the cooperation of the DSEA and DOS when necessary.
- 16) **Progress Reporting:** Progress reports will be provided as specified in the student's IEP. The DOS will provide the DSEA with notice via email that progress has been reported.
- 17) **Costs/Billing:** Students served in an SDC outside their DSEA may be transferred from the DOS's count to the DSEA's count for the purpose of determining MCOE Regionalized Excess Costs. This adjustment provides a "credit" to the DOS in the MCOE Excess Cost distribution for services rendered.
- a) The DOS and DSEA will enter into a written agreement specifying financial

¹ The DOS shall provide the DSEA with information regarding the services offered by the DOS in the DOS SDC upon referral. If a student is deemed eligible for a service not provided by the DOS within its SDC, then it is the responsibility of the DSEA to provide the required service(s) upon placement.

responsibility for any costs associated with services in excess of the standard level of service² provided within the SDC. Unresolved cost disputes may be referred to SELPA mediation or formal dispute resolution.

- b) The DOS and DSEA may enter a Memorandum of Understanding for the provision of special education services to a student served in a special day class and not be included in the count for determining MCOE Regionalized Excess Costs. A copy of the Memorandum of Understanding between the DSEA and DOS shall be provided to the SELPA Director.

Legal Disputes and Resolution Process

When an appropriate placement cannot be identified:

- 1) The sending district notifies the SELPA Director in writing, providing documentation of rejected placements and justifications.
- 2) The SELPA Director reviews all materials, consults with districts, and may direct participation in a placement IEP meeting.
- 3) If disagreement persists, either party may appeal to the Operational Steering Committee (OSC), whose decision is binding unless formally contested through dispute resolution or due process channels outlined in the Local Plan.
- 4) If a legal dispute arises regarding a student's educational program and/or the DOS assessment(s), the DOS will fully cooperate with the DSEA, including but not limited to making its employees and documents available for testimony and documentary evidence.

The DOS shall indemnify and hold the DSEA harmless from any adjudicated liability related to the DOS's negligent, reckless, unlawful or intentional acts arising out of its obligations under this policy and procedures. In the event that an administrative body or court of law determines that the claim of a student arises out of the negligent, reckless, unlawful or intentional acts of the DOS, the DOS will be obligated to provide a contribution to the DSEA in accordance with its proportionate share of liability. The amount of the contribution shall be determined by an information resolution between the superintendents, or designees, going before the SELPA Governing Board and identifying who will incur the cost of this process.

Addendum: Incarcerated or Unidentified DOR Youth

In cases involving court-dependent or incarcerated youth without a Marin-based DOR, the SELPA assumes responsibility for coordination of identification, assessment, and placement. SELPA may contract with Marin districts to provide services, with funding drawn from designated SELPA budget allocations. Responsibility reverts to an identified district upon change in legal status or determination of residency.

² The DOS shall provide the DSEA with information regarding the standard level of service offered by the DOS in the DOS SDC upon referral. If a student is deemed eligible for a service not provided by the DOS within its SDC, then it is the responsibility of the DSEA to provide the required service(s) upon placement.

Legal References

- 34 CFR §300.00 FAPE
- 34 CFR §300.42 IEP
- 34 CFR §300.343 IEP Meetings
- 34 CFR §300.344 IEP Team
- 34 CFR §300.345 Parent Participation

California Education Code §56340-56347
Instructional Planning and Individualized Education Program

DRAFT



SELPA Policy C-9

Policy and Procedures for IEP Team Referral to a Non- Severe Special Day Class Placement

Approved by OSC February 14, 2007

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The purpose of this policy is to identify an appropriate special day class placement option(s) and to encourage the orderly placements of students in special day classes other than those operated by their District of Residence (DOR). To maintain maximum flexibility in the Marin Special Education Local Plan Area (SELPA), it will be necessary for districts which operate special day classes to be willing to accept students from other districts when their special day class is the appropriate one for the individual student in question. Placements shall be activated through a coordinated Individual Education Program (IEP) Team meeting involving the “sending” and “receiving” districts subject to the attached procedures. Placements under this policy refer to any special day class operated within the Marin SELPA and operated by a SELPA Local Education Agency or the Marin County Office of Education. Districts are strongly encouraged to utilize SELPA sponsored local mediation prior to utilizing this policy.

While encouraging collaboration and cooperation on the part of districts, it is understood that the primary responsibility for referral, placement, program, and due process issues remain with the District of Residence. It is further recognized that the implementation of this policy and procedures needs to be responsive to State and Federal regulations for placement.

Special education students may be placed into any appropriate class by a joint IEP team, or through the interim placement process, consisting of representatives of the “sending” and “receiving” districts in a special day class program outside their DOR. For purposes of this policy the student shall be considered to be enrolled in the district of service and remains a resident of the district of residence. (When the District of Residence cannot be determined for an incarcerated youth receiving services through Mental Health, refer to the addendum attached to this policy.)

Parents’ requests for an inter-district transfer outside the IEP process are subject to the requested district’s inter-district transfer policy.

Finally, this policy does not apply to the transfer of students from one school to another within the same operating district.

PROCEDURES FOR INTER-DISTRICT SPECIAL DAY CLASS PLACEMENTS

Definitions

District: For purposes of this policy, the Marin County Office of Education shall be considered a district.

The “sending” district is the district of residence

The "receiving" district is any other district that operates a special day class.

I. Procedures for "Sending" and "Receiving" Districts

Parents/guardians are an integral part of the placement process and will be involved whenever consideration for a change of placement or interim placement occurs.

A. The Advisory Steering Committee (ASC), at its monthly meeting, shall determine the number of special day class pupils that constitute a full caseload for each special day class.

1. Using numbers provided by the SELPA, each grade area (K-5, 6-8, 9-12, RSP/SDC & Transition) will receive a definition of full, for the purpose of implementing this policy.

2. Prior to ASC agreeing to change the definition of "full" for a particular grade level, all special day classes at that level need to be at or above that definition.

B. The administrator of the "sending" district shall:

1. Determine through consultation with the SELPA Director if a potential "receiving" district's special day class is below the definition of full prior to communicating with the administrator of the "receiving" district(s).

2. Consider the following factors when determining if a transfer to a special day class or an interim placement under this policy is needed:

a. The "sending" district does not operate an SDC at the student's age/grade level.

b. The "sending" district's appropriate special day class(es) is at or greater than the ASC determined full caseload.

c. The unique aspects of the student's needs or disabilities require an out-of district special day class.

3. Upon obtaining permission for "Release and Exchange of Information" from the parents,

ensure that all of the following data is accurate and presented to the "receiving" district(s) for review:

- a. Student information including:
 - Student Name
 - Birth date
 - Parent names Address
 - Phone Number

- b. Current assessments for all areas of suspected disabilities. (Current means within a maximum of two-calendar years.) c. If a student is due for a three-year evaluation within five months before the impending transfer or interim placement, the “sending” district will complete a comprehensive assessment by the due date, unless the “receiving” district agrees to conduct the three-year evaluation.

4. Notify the parent of the student and the administrator of the potential “receiving” district(s) of the request to consider a student for placement.

5. After obtaining consent for assessment from the parent, the administrator of the “sending” district will provide an opportunity for a staff member from the potential receiving district(s) to observe the student in question.

6. Provide copies of all assessment reports and IEPs to the appropriate administrator(s) of the “receiving” district(s) at least five (5) school days in advance of parent’s visit pursuant to paragraph 8 below.

7. Notify the SELPA Director or designee of the intent to utilize this policy by providing duplicate copies of all information presented to the receiving district(s).

8. Coordinate with the “receiving” district(s) appropriate administrator(s) the opportunity for parents to visit potential program placements prior to the scheduled joint IEP Team placement meeting.

9. Coordinate the scheduling and notification of parents and staff members of the “sending” district and the identified “receiving” district of the joint IEP Team placement meeting.

10. Conduct the joint IEP Team placement meeting and assume all duties related to an IEP Team meeting. [Steps 5-10 may not be appropriate or utilized in the case of an interim placement.]

11. Forward all student records to the selected “receiving” district as soon as possible after the Joint IEP Team decision or interim placement is reached and parental consent is received.
 12. Coordinate with the selected “receiving” district the arrangements for transportation of the student to the new school. In all cases, the district of residence is financially responsible for all transportation costs.
 13. Commit District of Residence attendance at all subsequent IEP team meetings. The District of Service coordinates the meeting with the District of Residence.
- a. The administrator of the “receiving” district shall:
- i. Consider the following factors when determining that its special day class is not appropriate for the student.
 1. The “receiving” district does not operate a special day class at the student’s grade level.
 2. The “receiving” district’s special day class is at or greater than the ASC determined full caseload. (If any operator is below the definition of full for a particular grade level, the receiving district shall enroll the student if the IEP Team has determined it is an appropriate placement.)
 3. The “receiving” district site lacks appropriate mainstreaming opportunities for the student.
 4. The unique aspects of the student’s needs or disabilities including:
 - Frequency of discipline referrals
 - Frequency of suspensions
 - Behavior plan that cannot be implemented on site.
 - Unique components of the special day class
 - ii. Send a representative to all Joint IEP Team meetings called for the purpose of this policy.
 - iii. Assume case management responsibilities for the student.
 - iv. Assume responsibility for ensuring that annual and triennial assessments are completed

for the student, unless the District of Residence administrator indicates a desire to assume responsibility for annual and/or triennial assessments.

v. Invite appropriate District of Residence staff to Annual Review IEP Meetings.

b. To facilitate placement of the student in a timely fashion the following timelines shall apply. (At any time the “sending” district or the “receiving” district may request a reduction in the days allowed within the timeline to expedite implementation of this policy. When deemed necessary, the SELPA Director or designee may facilitate an accelerated implementation of this policy by reducing the days allowed within the timeline.)

- i. The “receiving” district(s) will acknowledge receipt of the referral or request for interim placement by either phone or fax within five (5) business days of receiving the referral.
- ii. The “receiving” district(s) will have fifteen (15) business days to make a decision regarding whether placement may be appropriate and to notify the “sending” district of that decision. All requests for additional information or observations must be completed within the 15 days after receiving consent for assessment from the parent.
- iii. The “sending” district will arrange for the joint IEP Team placement meeting to be scheduled no later than twenty (20) business days (30 days in the case of an interim placement) after receiving notice from the “receiving” district(s) that the student is appropriate.

14. Procedures For Resolving an Inability to Find Appropriate Placement

When the “sending” district cannot arrange for an appropriate placement, the following procedures will apply:

Level 1:

a. Within five (5) business day of the decision to utilize any these procedures, , the administrator of the “sending” district shall:

- i. Notify the SELPA Director or designee, in writing, of the following: (1) the need for an inter-district or interim placement, (2) which potential receiving districts have rejected the student and (3) the reasons for the rejection.
- ii. Forward all current/updated information to the SELPA Director or designee.

b. The SELPA Director or designee shall:

- i. Review all assessment reports, IEPs, and procedures and request that the “sending” district provide any missing information
- ii. Review the current definition of “full” as determined by ASC respective to which special day classes are below the definition.
- iii. Determine the appropriateness of the request as determined by the needs of the student, by evaluating compliance with the procedures outlined in this policy and by the identified need for a special day class. NOTE: Any placement decision is the prerogative of the IEP Team. Placement into a special day class for purposes of implementing this policy must be so indicated on the IEP.
- iv. Notify the potential “receiving” district(s) of the need to re-consider a student for placement and convene a meeting of the “sending” district and the potential “receiving” district(s) to attempt to resolve the issues. As a result of that meeting, determine if a special day class placement under this policy is warranted, identify the appropriate “receiving” district and direct the designated “receiving” district to attend an IEP Team meeting to place the student in that district’s special day class.
- v. Under special circumstances, the SELPA Director or designee may request that each party agree to mediate a resolution to the placement request prior to the utilization of this policy.

Level 2:

A. In the event either the “sending” district or the “receiving” district disagrees with the decision of the SELPA Director or designee, the parties involved may appeal to the Operational Steering Committee (OSC). This appeal must be submitted to the SELPA Director or designee within five (5) business days of the decision; the appealing district may request a special meeting of OSC to hear the appeal.

B. The OSC will do the following:

1. Review the assessment data and any other documentation relevant to the case in question.
2. Render a decision using the procedures outlined in the Local Plan. The decision will be

final unless either party to the dispute invoke the dispute resolution process in the Marin SELPA Local Plan, or unless revised in a Due Process Hearing or court order.

15. PROCEDURES FOR DETERMINING “EXCESS COSTS” ARISING FROM INTERDISTRICT SPECIAL DAY CLASS PLACEMENTS

- a. Administrators from the “sending” and the “receiving” districts shall enter into an agreement for excess costs prior to the IEP Team meeting placing the student into a special day class. A written agreement shall be completed outlining fiscal responsibility for additional costs. Such an agreement may also include any costs resulting from Due Process or Compliance issues.
- b. Either district may request assistance from the SELPA Director or designee in the development of the excess costs agreement. If an agreement regarding excess costs between the “sending” and “receiving” district cannot be reached either SELPA level local mediation or the dispute resolution process in the Marin SELPA Local Plan shall be utilized.
- c. Special day class costs shall include everything normally provided to the “receiving” district’s special day class including but not limited to the following:
 - Special day class teacher
 - Instructional assistants
 - Instructional supplies
 - Speech therapy and normal psychological services
 - Case management
 - Note: The “sending” district and “receiving” district may enter into an agreement for extraordinary case management costs prior to the IEP meeting placing the student in the special day class.
 - Administrative support
 - Note: The “sending” district and “receiving” district may enter into an agreement for extraordinary administrative support costs prior to the IEP meeting placing the student in the special day class.
 - Mainstreaming opportunities
- d. The district of residence is financially responsible for the following costs.
 - 1:1 or additional classroom Aides
 - Behavior Intervention Plan Development
 - Special equipment

- Physical or Occupational Therapy services
- Adapted P.E. services
- Interpreters
- Home instruction
- Transportation
- Other NPA assessments or services
- Independent educational evaluations
- Unusually high level of DIS services

(Defined as those situations where the provision of service will place the service provider over the State or district defined caseload, or where a district has had to hire additional staff, including a Non Public Agency, in order to meet the identified need at the time of initial placement into the “receiving” district.)

Legal References

- 34 CFR §300.300 FAPE
- 34 CFR §300.342 IEP
- 34 CFR §300.343 IEP Meetings
- 34 CFR §300.344 IEP Team
- 34 CFR §300.345 Parent Participation

California Education Code §56340-56347

Instructional Planning and Individualized Education Program



MARIN SPECIAL EDUCATION LOCAL PLAN AREA

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Memorandum of Understanding IEP Team Referral to a Special Day Class Placement

The Marin SELPA “Policy and Procedures for IEP Team Referrals to a Special Day Class Placement” outlines those services provided by an LEA for a student in a Special Day Class (SDC) that can be considered excess costs. SDC costs provided by the operator shall include the SDC teacher, the Instructional Assistant(s) assigned to the SDC, instructional supplies, speech therapy, typical psychological services, case management, administrative support and mainstreaming opportunities. The district of residence is financially responsible for 1:1 or additional classroom instructional assistants, the development of a Behavior Intervention Plan, specialized equipment, physical therapy, occupational therapy, adapted physical education, interpreters, home instruction, transportation, other Non Public Agency services and independent educational evaluations. Furthermore, the district of residence is financially responsible for any provision of service that will place the operator over the State or district defined case load, or where the operator has had to hire additional staff, including a Non Public Agency, in order to meet the identified need at the time of initial placement into the operator’s SDC. In addition to the above, the district of residence and the SDC operator may enter into an agreement for extraordinary costs relating to administrative needs, case management or other related services.

In situations where an operator has been named as a respondent to due process, the district of residence and the operator may enter into an agreement for any and all subsequent costs.

AGREEMENT

By signing below it is understood and agreed that the district of residence will be responsible for the delineated excess costs incurred from providing services to the student indicated. The district of residence may request appropriate documentation of services provided and resulting costs.

STUDENT: _____ DOB: _____

DISTRICT OF RESIDENCE: _____

DISTRICT OF SERVICE: _____ SERVICE: _____

EXCESS COST SERVICE PROVIDED BY DISTRICT OF SERVICE	EXCESS COST
TOTAL DUE:	

Signature, District of Residence Superintendent or Designee/Date

Signature, District of Service Superintendent or Designee/Date

ADDENDUM – PROVISION OF SERVICE

The Marin SELPA office provides support to Local Educational Agencies in ensuring that students receive those services identified in an IEP. Through the Local Plan, the 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. The Marin County Office of Education has been identified as the service provider for these students. Special education students residing in LCI or foster family homes not requiring nonpublic school services are the responsibility of the district in which the LCI or foster family home is located.

To facilitate placements under the specific circumstances outlined below, the responsibility for the identification, assessment and IEP process for students requiring a specific type of non public school placement will be the direct responsibility of the SELPA office.

For the SELPA office to be considered the service provider, all of the following parameters must apply:

1. The student must have been identified as a ward of the court;
2. The student must be incarcerated within Marin.
3. The District of Residence is not in Marin County, and cannot be determined.
4. Placement into an out of state facility must be recommended by Community Mental Health.

Staffing:

The SELPA office may contract with any available LEA within Marin County to provide the appropriate IEP Team services. This may include assessment team members and classroom staff.

Funding:

A separate line item in the Regionalized Services section of the SELPA Budget shall be established to provide an appropriate level of funding for identified SELPA staff needs. Funding for student placements shall be through a separate Fiscal Allocation Plan Set Aside, and shall be only for identified IEP services, which may include transportation. Funding above the approved operating budget is at the discretion of the Operational Steering Committee. Funding will not be provided for residential costs unless ordered by a court of law.

Cessation of Services:

Upon receipt of a diploma, cessation of legal responsibility, change in status (including aging out) or the identification of a responsible District of Residence in Marin County, the Marin SELPA office will transfer responsibility to the appropriate agency.

Annotation – Agenda Item 6.9
Operational Steering Committee
May 27, 2026

Agenda Item

6.9 2026 -2027 Marin County SELPA Committee Meeting Calendar Revision

Item Type

Action

Summary of Key Issues

The 2026 - 2027 Marin County SELPA Committee Meeting Calendar requires a revision for the months of December, January, and April to align with school district calendars and superintendent meetings.

Summary of Previous OSC Action

The OSC adopted the 2026 – 2027 Marin County SELPA Committee Meeting Calendar at the April 1, 2026 OSC meeting.

Recommendation

The SELPA Director recommends the OSC adopt the revised 2026 – 2027 Marin County SELPA Meeting Calendar as presented.

Attachments to this Agenda Item

Attachment 1: 2026 – 2027 Marin County SELPA Committee Meeting Calendar -
Revision

Attachment 2: 2026 – 2027 Marin County SELPA Committee Meeting Calendar



DRAFT

**COMMITTEE MEETING CALENDAR
2026 - 2027**

Operational Steering Committee (8:00 am)

July 2026 Dark	August 2026 Dark	September 2, 2026 MCOE	October 7, 2026 MCOE	November 4, 2026 MCOE	December 2026 Dark
January 13, 2027 MCOE	February 3, 2027 MCOE	March 3, 2027 MCOE	April 14, 2027 MCOE	May 26, 2027 MCOE	June 16, 2027 MCOE

Advisory Steering Committee (9:00 am)

July 2026 Dark	August 12, 2026 MCOE	September 16, 2026 Virtual	October 14, 2026 MCOE	November 18, 2026 Virtual	December 16, 2026 MCOE
January 20, 2027 Virtual	February 24, 2027 MCOE	March 10, 2027 Virtual	April 21, 2027 MCOE	May 12, 2027 Virtual	June 9, 2027 MCOE

Business Advisory Committee (11:00 am)

July 2026 Dark	August 2026 Dark	September 2026 Dark	October 14, 2026 Joint Meeting with ASC at 11:00 am	1 st Interim November 18, 2026 Joint Meeting with ASC at 11:00 am	December 2026 Dark
January 2027 Dark	2 nd Interim February 24, 2027 Joint Meeting with ASC at 11:00 am	Preliminary Budget March 17, 2027	April 21, 2027	May 12, 2027 Joint Meeting with ASC at 11:00 am	June 9, 2027 Joint Meeting with ASC at 11:00 am

Special Education Advisory Committee (9:30 am – 11:00 am)

July 2026 Dark	August 2026 Dark	September 22, 2026 MCOE	October 2026 Dark	November 17, 2026 MCOE	December 2026 Dark
January 2027 Dark	February 23, 2027 MCOE	March 23, 2027 MCOE	April 2027 Dark	May 11, 2027 MCOE	June 2027 Dark



COMMITTEE MEETING CALENDAR

2026 - 2027

Operational Steering Committee (8:00 am)

July 2026 <i>Dark</i>	August 2026 <i>Dark</i>	September 2, 2026 MCOE	October 7, 2026 MCOE	November 4, 2026 MCOE	December 2, 2026 MCOE
January 6, 2027 MCOE	February 3, 2027 MCOE	March 3, 2027 MCOE	April 7, 2027 MCOE	May 26, 2027 MCOE	June 16, 2027 MCOE

Advisory Steering Committee (9:00 am)

July 2026 <i>Dark</i>	August 12, 2026 MCOE	September 16, 2026 Virtual	October 14, 2026 MCOE	November 18, 2026 Virtual	December 16, 2026 MCOE
January 13, 2027 Virtual	February 24, 2027 MCOE	March 10, 2027 Virtual	April 14, 2027 MCOE	May 12, 2027 Virtual	June 9, 2027 MCOE

Business Advisory Committee (11:00 am)

July 2026 <i>Dark</i>	August 2026 <i>Dark</i>	September 2026 <i>Dark</i>	October 14, 2026 Joint Meeting with ASC at 11:00 am	1 st Interim November 18, 2026 Joint Meeting with ASC at 11:00 am	December 2026 <i>Dark</i>
January 2027 <i>Dark</i>	2 nd Interim February 24, 2027 Joint Meeting with ASC at 11:00 am	Preliminary Budget March 17, 2027	April 21, 2027	May 12, 2027 Joint Meeting with ASC at 11:00 am	June 9, 2027 Joint Meeting with ASC at 11:00 am

Special Education Advisory Committee (9:30 am – 11:00 am)

July 2026 <i>Dark</i>	August 2026 <i>Dark</i>	September 22, 2026 MCOE	October 2026 <i>Dark</i>	November 17, 2026 MCOE	December 2026 <i>Dark</i>
January 2027 <i>Dark</i>	February 23, 2027 MCOE	March 23, 2027 MCOE	April 2027 <i>Dark</i>	May 11, 2027 MCOE	June 2027 <i>Dark</i>

**Annotation – Agenda Item 6.10
Operational Steering Committee
May 27, 2026**

Agenda Item

6.10 Appointment of the 2026 -2027 Operational Steering Committee and Chairperson

Item Type

Action

Summary of Key Issues

The 2026 - 2027 Operational Steering Committee that represents each of the SELPA's six (6) regions needs to be established. The Marin County SELPA Local Plan states that the Operational Steering Committee shall elect their Chairperson on an annual basis.

Summary of Previous OSC Action

The 2025 - 2026 Operational Steering Committee and Chairperson were appointed at the May 28, 2025 OSC Meeting.

Recommendation

None

Attachments to this Agenda Item

Attachment 1: Draft 2026 - 2027 Marin County SELPA Operational Steering Committee Membership



**2026 -02027 Marin County SELPA
Operational Steering Committee Membership**

Area/Member	District Representation
Area 1: David Rice, Ross School District Alternate: Brett Geithman, Larkspur Corte Madera School District	Tamalpais Union High School District; Larkspur-Corte Madera School District; Ross School District
Area 2: Tyler Graff, Ross Valley School District Alternate: Barbara Snekkevik, Nicasio School District	Ross Valley School District; Nicasio School District; Lagunitas School District; Shoreline Unified School District
Area 3: Raquel Rose, Kentfield School District Alternate: Elizabeth Kaufman, Mill Valley School District	Bolinas-Stinson Union School District; Reed Union School District; Sausalito-Marin City School District; Mill Valley School District; Kentfield School District
Area 4: Kristy Treewater, Miller Creek School District Alternate: Carmen Diaz Ghysels, San Rafael City Schools	Miller Creek Elementary School District; San Rafael Elementary School District; San Rafael High School District
Area 5: Tracy Smith, Novato Unified School District Alternate: Julie Synyard, Novato Unified School District	Novato Unified School District
Area 6: John Carroll, Marin County Office of Education Alternate: Janelle Campbell, Marin County Office of Education	Marin County Office of Education; Laguna Joint School District
<p>Chair: TBD Term: 2026 - 2027</p>	

Annotation – Agenda Item 7.1
Operational Steering Committee
May 27, 2026

Agenda Item

7.1 Marin County SELPA Autism Demonstration Site Recognition

Item Type

Information

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment 1: Achievement of Implementation Fidelity Evidence-Based Practices for Autism: Task Analysis – Tara Costello

Attachment 2: Achievement of Implementation Fidelity Evidence-Based Practices for Autism: Prompting – Tara Costello

Attachment 3: Achievement of Implementation Fidelity Evidence-Based Practices for Autism: Task Analysis – Sarah Dawyn Brady

Attachment 4: Achievement of Implementation Fidelity Evidence-Based Practices for Autism: Prompting – Sarah Dawyn Brady

Attachment 5: Achievement of Implementation Fidelity Evidence-Based Practices for Autism: Task Analysis – Banafsheh Gholami

Attachment 6: Achievement of Implementation Fidelity Evidence-Based Practices for Autism: Prompting – Banafsheh Gholami



**ACHIEVEMENT OF IMPLEMENTATION
FIDELITY
EVIDENCE-BASED PRACTICES FOR AUTISM:
*Task Analysis***

Awarded to:

Tara Costello

Lucas Valley Elementary School

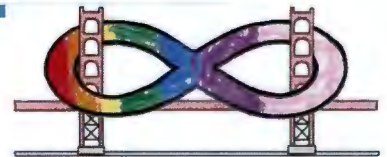
Miller Creek School District

CAPTAIN Bridges

CAPTAIN COACH: Andrew Weiher



May 27, 2026





**ACHIEVEMENT OF IMPLEMENTATION
FIDELITY
EVIDENCE-BASED PRACTICES FOR AUTISM:
*Prompting***

Awarded to:

Tara Costello

Lucas Valley Elementary School

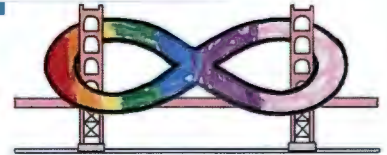
Miller Creek School District

CAPTAIN Bridges

CAPTAIN COACH: Andrew Weiher



May 27, 2026





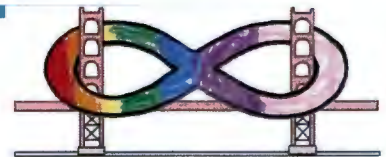
**ACHIEVEMENT OF IMPLEMENTATION
FIDELITY
EVIDENCE-BASED PRACTICES FOR AUTISM:
*Task Analysis***

Awarded to:

Sarah Dawyn Brady
Lucas Valley Elementary School
Miller Creek School District
CAPTAIN Bridges
CAPTAIN COACH: Andrew Weiher



May 27, 2026





**ACHIEVEMENT OF IMPLEMENTATION
FIDELITY
EVIDENCE-BASED PRACTICES FOR AUTISM:
*Prompting***

Awarded to:

Sarah Dawyn Brady

Lucas Valley Elementary School

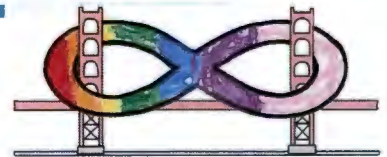
Miller Creek School District

CAPTAIN Bridges

CAPTAIN COACH: Andrew Weiher



May 27, 2026





**ACHIEVEMENT OF IMPLEMENTATION
FIDELITY
EVIDENCE-BASED PRACTICES FOR AUTISM:
*Task Analysis***

Awarded to:

Banafsheh Gholami

Lucas Valley Elementary School

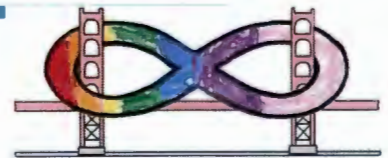
Miller Creek School District

CAPTAIN Bridges

CAPTAIN COACH: Andrew Weiher



May 27, 2026





**ACHIEVEMENT OF IMPLEMENTATION
FIDELITY
EVIDENCE-BASED PRACTICES FOR AUTISM:
*Prompting***

Awarded to:

Banafsheh Gholami

Lucas Valley Elementary School

Miller Creek School District

CAPTAIN Bridges

CAPTAIN COACH: Andrew Weiher



May 27, 2026



**Annotation – Agenda Item 7.2
Operational Steering Committee
May 27, 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