



AGENDA

Operational Steering Committee

September 2, 2026

8:00 am Open Session

Marin County Office of Education

1111 Las Gallinas Ave, San Rafael

1.0 Call Public Session to Order

Raquel Rose, Superintendent, Kentfield School District

Operational Steering Committee:

Area 1: David Rice, Superintendent, Ross Madera 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: Kristy Treewater, Superintendent, Miller Creek School District

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

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

Area 5 is the Novato Unified School District

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

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

Marin County SELPA Staff:

Rebecca Minnich, SELPA Executive Director

Brian Mangold, SELPA Coordinator

2.0 Establishment of Quorum

3.0 Consent Agenda

(Members may remove items from the Consent Agenda)

3.1 Approval of Minutes from May 27, 2026 OSC Meeting

3.2 Approval of Agenda for September 2, 2026 OSC Meeting

Rebecca Minnich, SELPA Director

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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 Action Items

5.1 2026 – 2027 Interagency Memorandum of Understanding Between Golden Gate Regional Center and Marin County SELPA Local Educational Agencies Regarding IDEA Part C Services

The 2026 – 2027 Interagency Memorandum of Understanding Between Golden Gate Regional Center and Marin County SELPA Local Education Agencies Regarding IDEA Part C Services will be presented for adoption.

5.2 Second Reading: Marin County SELPA 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 second reading and consideration of adoption.

6.0 Discussion Items

6.1 2026 – 2027 Regionalized Special Education Classrooms and Services

Information will be presented regarding the continuum of regionalized special education classes and services available to the SELPA's member LEAs during the 2026 - 2027 school year.

7.0 Information Items

7.1 Supporting Innovative Practices (SIP) Grant Award Activity Update

Information will be presented regarding upcoming activities supported by Supporting Innovative Practices to continue the development of systems that support inclusive practices.

7.2 2026 – 2027 Marin County SELPA Professional Learning Opportunities

Information will be presented regarding the 2026 – 2027 Professional Learning Opportunities offered by the Marin County SELPA, including the new cohorts to support districts with implementing systems that support inclusive practices, positive behavioral programming, and universal design for learning.

7.3 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: October 7, 2026 - 8:00 a.m. – Marin County Office of Education

11.0 Adjournment

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Annotation – Agenda Items 3.1 & 3.2
Operational Steering Committee
September 2, 2026

Agenda Item

- 3.1 Approval of Minutes from May 27, 2026 OSC Meeting
- 3.2 Approval of Agenda for September 2, 2026 OSC Meeting

Item Taken

Action

Summary of Key Issues

The minutes of the May 27, 2026 OSC meeting and the agenda for the September 2, 2026 OSC meeting are presented for adoption.

Summary of Previous OSC Action

None

Recommendation

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

Attachments to this Agenda Item

Attachment: Minutes, Operational Steering Committee Meeting, May 27, 2026



MINUTES
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

Tracy Smith called the meeting to order at 8:09 am.

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

In attendance: Tracy Smith, John Carroll, Tyler Graff, and David Rice.

2.0 Establishment of Quorum

A quorum was established with four (4) members in attendance at the time the meeting was called to order.

3.0 Consent Agenda

(Members may remove items from the Consent Agenda)

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

- 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**

The Consent Agenda was approved as presented.

Motion: David Rice

Second: John Carroll

Carried: Unanimous

4.0 Public Comment

Government Code § 54954.3 provides that the public will have an opportunity to address the board on any item described on a regular or special meeting agenda either before or during the consideration of the item. Per MCOE Board Policy 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.

The OSC received written public comment from Kelly Lahey on May 26, 2026. The written public comment was shared at the meeting and is attached to the Minutes from the May 27, 2026 OSC meeting.

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.

The public hearing was opened at 8:10 am. There was no public comment.

The SELPA director provided information about the SELPA Annual Budget Plan including projected revenues and projected expenditures.

The public hearing was closed at 8:13 am.

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.

The public hearing was opened at 8:14 am. There was no public comment.

The SELPA director provided information about the SELPA Annual Service Plan.

The public hearing was closed at 8:15 am.

6.0 Action Items

6.1 2026 – 2027 Marin County SELPA Annual Budget Plan

The 2026 - 2027 Annual Budget Plan will be presented for adoption.

The SELPA Director presented the 2026 - 2027 Marin County SELPA Annual Budget Plan for adoption. The 2026 – 2027 Marin County SELPA Annual Budget Plan was adopted as presented.

Motion: John Carroll Second: David Rice Carried: Unanimous

6.2 2026 - 2027 Marin County SELPA Annual Service Plan

The 2026 - 2027 Annual Service Plan will be presented for adoption.

The SELPA Director presented the 2026 - 2027 Marin County SELPA Annual Service Plan for adoption. The 2026 – 2027 Marin County SELPA Annual Service Plan was adopted as presented.

Motion: John Carroll Second: Tyler Graff Carried: Unanimous

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.

The SELPA Director presented the 2025 - 2026 Marin County Special Education Ad Hoc Recommendations for consideration and adoption.

The Ad Hoc Committee recommended the following regarding the Marin County SELPA Facilities Plan:

- *A revision of the current SELPA Policy E-1: Facilities Plan to improve coherence,*
- *The addition of two (2) addenda, and*
- *The inclusion of a Partnership Agreement between the Marin County Office of Education and the SELPA's member districts.*

The Ad Hoc Committee recommended the following regarding the Low Incidence Fiscal Allocation Plan:

- *A five-year review cycle of the Low Incidence Fiscal Allocation Plan, unless the requests for reimbursement exceed the set-aside for two consecutive years, and*
- *The inclusion of a narrative in the Low Incidence Fiscal Allocation Plan.*

The Ad Hoc Committee recommended the following regarding an Extraordinary Cost Risk Pool:

- *Reestablish an Extraordinary Cost Risk Pool at 1% of AB 602 Allocation in the 2027 – 2028 school year;*
- *Include a tiered funding methodology to support small districts with potential catastrophic fiscal impact and large districts with extraordinarily high-cost placements.*

The Operational Steering Committee discussed the recommendations as presented.

The SELPA Director provided additional information regarding how districts may access reimbursement from the California Department of Education for special education transportation and extraordinary costs associated with nonpublic school placements.

The SELPA Director presented the timeline for future Ad Hoc Committee activities.

Motion: David Rice Second: John Carroll Carried: Unanimous

6.4 2026 - 2027 AB 602 Fiscal Allocation Plan

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

The SELPA Director presented the 2026 - 2027 AB 602 Fiscal Allocation Plan for adoption. The SELPA Director confirmed that the Average Daily Attendance (ADA) included in the AB 602 Fiscal Allocation Plan is the best of three (3) years for each individual Local Educational Agency in the SELPA.

Motion: David Rice Second: John Carroll Carried: Unanimous

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.

The SELPA Director presented the 2026 - 2027 Special Education Preschool Grants Fiscal Allocation Plan for adoption.

Motion: John Carroll Second: David Rice Carried: Unanimous

6.6 2026 - 2027 Low Incidence Fiscal Allocation Plan

The 2026 - 2027 Special Low Incidence Fiscal Allocation Plan will be presented for adoption.

The SELPA Director presented the 2026 - 2027 Low Incidence Fiscal Allocation Plan for adoption.

Motion: John Carroll

Second: David Rice

Carried: Unanimous

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.

The SELPA Director presented the Marin County SELPA Policy E-1: Facilities Plan for a first reading and consideration of adoption. The SELPA Director shared that the Facilities Plan was revised to include the recommendations of the 2025 – 2026 Ad Hoc Committee. The proposed revisions addressed the following:

- ***Removal of Lincoln Union School District;***
- ***Addition of one (1) operation tenet to support inclusive practices;***
- ***Revision of the date of pupil count for facility determination;***
- ***Revision of facilities fee formula for an area without a facility;***
- ***Addition of a visual processing map; and***
- ***Addition of Marin County Office of Education Partnership Agreement.***

The County Superintendent of Schools, John Carroll, inquired about the facility fee formula. The SELPA Director provided further information about the collective responsibility of districts to ensure a facility is offered to the Marin County Office of Education and the rationale for the proposal to proportionately distribute costs among districts that determine they cannot collectively offer a facility.

Motion: Tyler Graff

Second: John Carroll

Carried: Unanimous

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.

The SELPA Director presented the Policy and Procedures for IEP Team Referral to a Special Day Class Placement for a first reading. The OSC recommended moving the Policy and Procedures for IEP Team Referral to a Special Day Class Placement for a second reading.

Motion: John Carroll

Second: David Rice

Carried: Unanimous

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.

The SELPA Director presented the 2026 – 2027 Marin County SELPA Committee Meeting Calendar revision for consideration and adoption.

Motion: John Carroll Second: David Rice Carried: Unanimous

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.

The SELPA Director presented the 2026 - 2027 Operational Steering Committee and Chairperson recommendations. The OSC discussed the 2026 – 2027 Operational Steering Committee chairperson position and appointed Raquel Rose.

Motion: Tracy Smith Second: Tyler Graff Carried: Unanimous

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.

The SELPA Director shared information regarding the Marin County SELPA Autism Demonstration Site at Lucas Valley Elementary School, the work of the Regional Implementation Lead and CAPTAIN Cadre, and the support the educational staff in the classroom receive to implement evidence-based practices with fidelity. The Regional Implementation Lead, Andrew Weiher, presented the classroom staff with Implementation Awards. The Special Education Director for the Miller Creek School District and the classroom teacher made statements of appreciation for the opportunity to build a stronger program that supports outcomes for students with disabilities.

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.

The SELPA Director shared information regarding the work of the Marin County SELPA's Special Education Advisory Committee. The Special Education Advisory Committee hosted four (4) workshops this school year. The SELPA Director shared

the Committee's interest in increasing parent representation on the committee and participation in workshops.

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 Marin County SELPA will be reviewing its Local Plan as part of the three-year cycle. An ad hoc committee will be formed in the 2026 – 2027 school year to review the Local Plan and bring forward recommendations to the OSC for consideration.*
- *The Marin County SELPA received two (2) written notices of Program Transfer for the 2027 – 2028 school year. The Nicasio School District submitted notification of its intent to transfer the resource specialist program and the Miller Creek School District submitted its intent to transfer elementary Extensive Support Needs programs for students with autism.*
- *The Marin County SELPA Professional Development calendar for the 2026 – 2027 school year has been distributed to Special Education Directors of the SELPA's member LEAs. Based on California Dashboard data and Compliance and Improvement Monitoring (CIM) indicators and LEA performance, the SELPA is targeting the following areas: positive behavioral programming, evidence-based practices for students with autism, inclusion, and universal design for learning.*

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

The Board agreed to waive the June OSC meeting.

11.0 Adjournment

The meeting was adjourned at 9:25 am.

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SELPA HEARING PUBLIC COMMENT 5.27.26

My name is Kelly Lahey. I am a parent in this SELPA, a COPAA-trained Special Education Advocate, and a TASH and Cal-TASH presenter on academic access for students with IDD and high support needs.

I am here representing both my own experience and that of a broader group of students and families across this SELPA.

I am here to highlight systemic issues related to academic access, diploma pathways, and program design, **issues that reflect gaps in SELPA guidance, training, and implementation, and that must be addressed in the SELPA Local Plan.**

I am also providing this comment to ensure these issues are clearly documented in the public record as this committee moves into planning.

At the February 2026 Cal-TASH Conference, CDE representatives stated clearly: **Every high school student should be on a diploma path. No exceptions.** They clarified that **access to enrolled grade-level standards is required, including through alternate standards, and that this is not the same as lowering instruction.**

However, multi-grade functional life skills and academic-FLS programs and classrooms throughout this SELPA are being presented as meeting these requirements when they do not. **In the absence of SELPA guidance in the use of these classes in place of grade level instruction and content, this functions as permission for these practices to continue.**

SELPA plays a central role through the Local Plan, funding, service, and guidance. When core areas like standards access, LRE, and standards-based instruction are not addressed, the system cannot meet IDEA requirements.

SELPA Response – In response to a recent request for information, SELPA confirmed that it does not provide guidance in several critical areas necessary to ensure lawful and equitable educational access for students with disabilities.

Specifically, SELPA indicated that it:

- Does not provide guidance, training, or technical assistance on multi-grade instructional design or alignment to enrolled grade-level standards. This gap in guidance leads to a pervasive misrepresentation of Specialized Academic Instruction (SAI) as a service that can only be delivered by a special education teacher and only within restrictive, segregated settings. **This interpretation is inconsistent with IDEA, which defines SAI as a service-not a placement-and does not limit its delivery to specific personnel or environments.** The routine use of segregated placements for students receiving special education supports reflects a systemic misapplication of the law. Segregation was never intended as a default or justification for service delivery; rather, the law is explicitly designed to protect against such exclusion. Yet this practice remains widespread across Marin County Schools within this SELPA.

- Limits standards-alignment guidance to IEP goals, rather than addressing alignment of core instruction, curriculum, and course content to enrolled grade-level standards per IDEA mandate. IEP goals support grade level general ed content and curriculum access they do not replace this.
- Does not provide guidance on curriculum development or implementation of standards-based instruction, including alt standards, which is necessary for IDEA implementation and for which districts are remiss.

The issue is not whether guidance is requested, **the issue is that adequate guidance does not exist.**

The Alternative Pathway is rapidly evolving and requires ongoing updates and training. SELPA materials exist but are outdated and lack implementation guidance. They do not explain how to align instruction to enrolled grade-level standards, CCC and EE. Districts have demonstrated that they lack the skillset, expertise and commitment to provide this access and look to SELPA for guidance. This gap is a green light to reinforce and perpetuate:

Instruction that is **not aligned to enrolled grade-level standards** ; Programs that substitute **functional or simplified content** for academic instruction; **Multi-grade classrooms** without individualized standards alignment; The awarding of **course credit without standards-based evidence of learning**.

For HS students this results in students being placed on a diploma pathway in name, while being systematically denied the **instruction required to meaningfully access it.**

This omission has significant real-world consequences.

Parent acceptance of reduced expectations does not make those expectations lawful. It reflects a pattern of systemic misinformation and denial of access to legally required educational standards. **This limitation is significant.**

In conclusion, the issues presented here reflect a gap in SELPA guidance and training. Districts cannot be expected to implement without clear and direct training. Where that guidance is not provided, inconsistent and non-aligned practices will continue. SELPA is uniquely positioned to leverage existing local expertise and training and infrastructure to ensure districts are supported with individuals with known necessary knowledge and skills in the area. This is a systems issue that requires a systems level response.

I am asking SELPA to formally incorporate these issues and develop clear, actionable guidance and training.

Absent that action, the system will continue to operate without the infrastructure necessary to ensure district compliance with IDEA and FAPE.

Annotation – Agenda Item 5.1
Operational Steering Committee
September 2, 2026

Agenda Item

- 5.1 2026 – 2027 Interagency Memorandum of Understanding Between Golden Gate Regional Center and Marin County SELPA Local Educational Agencies Regarding IDEA Part C Services

Item Type

Action

Summary of Key Issues

None

Summary of Previous OSC Action

The OSC approves the Interagency Memorandum of Understanding Between Golden Gate Regional Center and Marin County SELPA/Local Education Agencies Regarding IDEA Part C Services annually.

Recommendation

The SELPA Director recommends that the Operational Steering Committee approves the 2025 – 2026 Interagency Memorandum of Understanding Between Golden Gate Regional Center and Marin County SELPA/Local Educational Agencies Regarding IDEA Part C Services as presented.

Attachments to this Agenda Item

Attachment: 2026 - 2027 Interagency Memorandum of Understanding Between Golden Gate Regional Center and Marin County SELPA/Local Educational Agencies Regarding IDEA Part C Services

**INTERAGENCY MEMORANDUM OF UNDERSTANDING
BETWEEN
GOLDEN GATE REGIONAL CENTER AND
MARIN COUNTY SELPA/LOCAL EDUCATIONAL AGENCIES
REGARDING IDEA PART C SERVICES
2026 - 2027**

I. AGREEMENT

The parties to this agreement are Golden Gate Regional Center (GGRC) and the Marin County Special Education Local Plan Area (SELPA), Marin County Office of Education (MCOE), and all other local education agencies (LEA) programs that operate Early Start Programs within Marin County, hereafter referenced as Marin SELPA/LEAs. This agreement applies to activities and services performed on behalf of infants/toddlers and toddlers birth to thirty six months of age, and their families who are eligible for early intervention services under Title 14, California Early Intervention Services Act, Chapter 4, Section 95014, and Part C 303.16.303.300: (34 CFR Part 303.)

II. PURPOSE

The purpose of this agreement is to describe selected policies and procedures of GGRC and Marin SELPA/LEAs, relating to the implementation of Part C of the Individuals with Disabilities Education Act (IDEA), hereinafter referred to as Part C. GGRC and Marin SELPA/LEAs will work cooperatively with parents and with other appropriate agencies to enhance coordination, delivery, and quality of services for families. Specifically, this agreement will define the obligation for provision of services of each party, the financial responsibilities of each party, procedures for resolving disputes, and other required components necessary to ensure effective cooperation and coordination between Marin SELPA/LEAs and GGRC.

III. INTERAGENCY COLLABORATION

A. Financial Responsibility

GGRC and Marin SELPA/LEAs will operate within the provisions of the State Interagency Agreement executed between the Department of Developmental Services and the California Department of Education in July 2000. Due to the importance of provisions "Payer of Last Resort", those pertinent sections of the state interagency agreement are incorporated below:

1. "Payer of Last Resort" means the Regional Center or Local Education Agency that is ultimately responsible to arrange, provide, or pay for appropriate early intervention services, which are defined in 34 CFR, Section 303.12 and listed on and Individualized Family Service Plan (IFSP) as a required service. All other providers or payers will have been considered.
2. Local Education Agency (LEA): The MCOE will be the payer of last resort for those infants/toddlers with solely visual, hearing or severe orthopedic impairment, or any combination thereof, who meet the criteria in Sections 56026 and 56026.5 of the Education Code and in Subdivisions (a) (b) (d) or (e), of Section 3030 and Section 3031 of Title 5 of the California Code of Regulations.

3. Regional Center: The Regional Center will be the payer of the last resort for all Part C eligible infants/toddlers. This includes dually eligible infants/toddlers who may be eligible for Regional Center and eligible for early intervention services from MCOE, due to low incidence disabilities. It will not include infants/toddlers with solely visual, hearing, or severe orthopedic impairments, or any combination thereof who meet the criteria in, Sections 56026 and 56026.5 of the Education Code and in Subdivisions (a), (b), (d) or (e), of Section 3030 and Section 3031 of Title 5 of the California Code of Regulations (See Title 14, California Early Intervention Services Act, Chapter 4, Section 95014, and Part C 303.16, 303.300).

4. GGRC is the designated payer of the last resort for infants/toddlers served by GGRC and infants/toddlers jointly served by GGRC and the MCOE. The MCOE shall provide services to infants/toddlers who have solely low incidence (SOLE) disabilities and/or are dually eligible up to the MCOE maximum funded capacity of twenty-six (26) infants/toddlers. Once the MCOE reaches its maximum funded capacity, at MCOE's discretion, it will refer dually eligible infants/toddlers and families to GGRC who will then assume responsibility for providing appropriate Part C services, except for children with solely low incidence disabilities. MCOE and GGRC will share information about available openings under maximum funded capacity or maintenance of effort.

B. Information Exchange

GGRC and MCOE staff will have regularly scheduled meetings to exchange information regarding infant/toddler and family needs and services and information about the status of the MCOE maximum funded capacity. Both agencies also agree to participate in regular meetings to discuss Early Start service delivery, agency procedures, changes in funding, and other pertinent matters that may affect services to those mutually served. It is also the forum for discussion regarding new resource development and the identification of gaps in services and other matters of mutual concern.

For planning purposes, GGRC will send a monthly non-child identifiable demographic list of students (Birth to 3) currently enrolled in GGRC Programs to MCOE/relevant LEA (MCOE shall receive information on behalf of all LEAs except for students residing in Sausalito Marin City School District, Mill Valley School District, Ross Valley School District, San Rafael Elementary School District, and Novato Unified School District). As part of the child find requirements for transition, GGRC will send individual notification to MCOE/relevant LEA of all children ages 2.6 to 36 months who are currently receiving GGRC services. The notifications will serve as notifications of children potentially eligible for Part C services. In addition, GGRC will provide the MCOE/relevant LEA with information (child's name, date of birth, child's primary language, parent contact information, Part C service coordinator's name and contact information, and language(s) spoken by the parents) for infants/toddlers beginning at age 2.6 pursuant to Subsection E ("Transition Procedures") of Section IV ("Program Implementation") of this Agreement. GGRC will further, with parent permission, provide the MCOE/relevant LEA with records if the family has opted to sign a release.

IV. PROGRAM IMPLEMENTATION

A. Referral Process

GGRC will be the single point of entry for most eligible infants/toddlers; however, the MCOE will provide intake of infants/toddlers with solely low incidence disabilities. The agency receiving the initial referral will contact the family and notify the other agency of the referral if it appears that the child may be eligible for services from the other agency and will be reviewed and acted upon within appropriate timelines. Every effort will be made to work collaboratively with parents to enhance communication among families and agencies.

Referrals to GGRC Early Start will be directed to the:

Intake Department
Golden Gate Regional Center
1900 S. Norfolk St. Suite 100
San Mateo, CA 94403
Phone: 888.339.3305
Fax: 888.339.3306 intake@ggrc.org

Referrals to the MCOE/ Early Start Program will be directed to the:

Marin County Office of Education
Special Education Services/Early Start Program
Attn: Stacey Tachiki and Tracy Totman
1111 Las Gallinas Ave
San Rafael, CA 94903
Phone: 415.499-6615
Fax.: 415.491-0981

Referrals will be accepted at all times during the year by both agencies. The forty-five (45) day intake timeline begins on the day the complete referral is received, as documented on each agency's Early Start Referral Form. (For children in Foster Placement, written consent must be received by the person(s) holding the Educational Rights for the child prior to initiating the assessment and evaluation). Referrals between GGRC and MCOE must be exchanged (as indicated) within five (5) working days of the receipt of the complete referral.

When the complete referral is received by GGRC or the MCOE, a service coordinator will be assigned by the Early Start Program Coordinator for that agency (see Service Coordination).

Once a complete referral is received, and a service coordinator is assigned, an assessment/evaluation for eligibility will be scheduled by the service coordinator.

B. Service Coordination

For children with solely low incidence disabilities, MCOE will provide the service coordination. GGRC will assume responsibility for service coordination of children eligible for services that do not have a solely low incidence disability. Both agencies will carry out service coordination responsibilities as noted in Section 52121 in the Early Start Regulations and will collaboratively determine which agency is responsible for service coordination for children who are dually eligible.

C. Initial Assessment/Evaluation Procedures and Exchange of Information

With written parental consent, qualified Early Intervention Staff from the appropriate agency will provide assessments and evaluation based on the following considerations: which agency received the referral, the priorities, needs and concerns of the family, the agency most likely to have services for which the child and family may be eligible, and the status of the mandated capacity for education. The assessment and evaluation may be conducted jointly, with parental consent, if services are likely to be provided by both agencies. MCOE has responsibility for assessments/evaluations for children with solely low incidence disabilities and/or children who may be dually eligible until MCOE reaches the funded capacity of twenty-six (26) children. GGRC has responsibility of assessments/evaluations for all other children who may be eligible for GGRC and for children who may be jointly eligible beyond the MCOE capacity of 26 children. Assessments and Evaluations will be conducted in accordance with 17 CCR, Sections 52082, 52084, and 52086. Assessment/Evaluation data and information obtained by one agency will be made available to the other agency for use in determining eligibility and service needs, with parent permission.

Note: If a referral is received by GGRC or MCOE of a child previously unknown to either agency who is within 6 months of turning age 3, an assessment and evaluation will be conducted, and an initial IFSP will be developed, which includes transition planning and a date for referral to MCOE/LEA.

D. Individualized Family Service Plans (IFSP)

Both parties to this Agreement will participate in the multi-agency IFSP meeting for any child served by both agencies. Neither agency will make a commitment for the other agency.

The initial IFSP meeting will be held within forty-five (45) days of the documented receipt of the complete referral. The IFSP will contain current information on the child's level of performance, the family's priorities, needs and concerns, potential outcomes, and services to be provided. A schedule of services will be noted on the IFSP, with breaks in service indicated. The IFSP team shall determine procedures to ensure the provision of necessary services during periods of breaks when services are required as noted on the IFSP. GGRC and MCOE may provide services to eligible children as described in the IFSP until the child turns age 3.

The service coordinator will provide written notice of all IFSP meetings to the family and to parties providing services. Every attempt will be made to schedule meetings for multi-agency participation, with consideration of appropriate timelines. The parents and GGRC and MCOE will participate in the annual IFSP and 6-month review meetings for any child served by both agencies. When a service is requested of either agency whose representative cannot attend the IFSP meeting or be otherwise available, the meeting must be rescheduled. Agreements cannot be made without participation by both agencies.

Both agencies agree that early intervention services shall be provided in a timely manner.

Both agencies will follow rules and regulations in accordance with Subchapter 3, Articles 1 and 2, Section 52100, et seq. Any changes made to the IFSP must be documented and a copy sent to the other agency.

If English is not the primary language of the family, and the Service Coordinator or available staff does not speak that language, it is agreed the Service Coordinator's agency will provide the services of an interpreter. The IFSP will provide necessary translation services.

E. Transition Procedures

GGRC, MCOE, and SELPA will work together to assist with smooth transition from services under Part C of the Individuals with Disabilities Education Act (IDEA) to services under IDEA, Part B. GGRC, MCOE, and SELPA will schedule quarterly meetings with service coordinators and LEA representatives to plan for transition, to assist with calendaring transition meetings for families. Participants in the quarterly "Forum" will have opportunities for input regarding ways to improve either agency's services to eligible children and families. GGRC and SELPA will work closely with the local Family Resource Center and SELPA's CAC to support parents and develop strategies to increase parent knowledge of rights and involvement in transition planning.

1. TRANSITION PLANNING

- California has determined that all children being serviced in Early Start programs are potentially eligible for LEA special education and related services at the age of three. Therefore, all eligible children must be referred to Part B Services.
- When a child receiving Early Start Services approaches 30 months of age, the service coordinator from the agency responsible will initiate the transition process from IDEA Part C to Part B services.
- The parent is notified that transition planning will occur within the next three to six (3-6) months and no later than 90 days before the child's third birthday. The IFSP Meeting is held to review the child's progress and parents are notified of the termination of early start services as of the child's 3rd birthday.

2. NOTIFICATION OF TRANSITION PLANNING CONFERENCE

- The GGRC service coordinators are required to notify the child's/family's school district of residence with or without the parents' consent. Parents should be informed about the mandatory referral notification process during the transition planning discussions. In the event the family objects to Part B services, they may decline the assessment plan offered by the LEA.
- All children eligible for Part C services must have a Transition Planning Conference to plan the transition steps necessary for movement into services under Part B. The Transition Planning Conference must be scheduled no later than ninety (90) days prior to the child's third (3rd) birthday, and at the discretion of all parties, no earlier than nine (9) months prior to the child's third (3rd) birthday. Transition Planning Conferences should happen well before the Notification of the

Potentially Eligible.

Transition Planning Conferences must meet all IFSP accessibility requirements. The Parties agree that mutual cooperation and collaboration in the scheduling process is important to facilitating the transition planning process. The GGRC service coordinator shall make best efforts to schedule the Transition Planning Conference at a date and time that works for all parties, including the parents and LEA representative. The LEA's participation is critical to the LEA being able to provide the parents with information about Part B preschool services. In the event of limited family availability, the LEA shall also make best efforts to make itself available at a date and time that works for the family. Transition Planning Conferences are IFSPs and must be written up, reviewed, and signed by all attendees.

3. C O N T E N T OF TRANSITION PLANNING CONFERENCE

At the Transition Planning Conference, the team will plan the transition steps necessary for movement into services of Part B IDEA and exit from Early Start – Part C IDEA. The Transition Planning Conference must include parent concerns and priorities regarding transition, information regarding general education preschool opportunities including Head Start, and child development programs (private and public), steps to prepare the toddler for changes in service delivery, including steps to help the toddler adjust to, and function in, a new setting; and when the Transition Planning Conference is not considered a Notification of Potentially Eligible to the LEA.

4. P O T E N T I A L L Y E L I G I B L E

The State of California has determined that ALL children in Early Start are “potentially eligible” for Part B services at age of three (3). No later than 90 days prior to the age of three (3), GGRC will provide a directory of information of “potentially eligible” students, which is called the Notification of Potentially Eligible (NOPE), to the LEA where the student resides. This is in accordance with Family Educational Rights and Privacy Act (FERPA) and Child Find responsibility of Part B IDEA.

The Notification of Potentially Eligible (NOPE) will include (34 CFR Sec. 303.401 (d)):

- Child's name and date of birth;
- Parent contact information (including names, addresses and telephone numbers); and
- Service coordinator's name and contact information.

The NOPE may additionally include:

- Release/Exchange of Information Form;
- The language spoken by the child and family; and
- With parent consent, Early Start records, including IFSPs and developmental reports

5. N O T I F I C A T I O N OF Potentially Eligible

The Notification of Potentially Eligible is considered a formal notification. MCOE/LEA will work with GGRC on the timeline for notification/referral which will be no later than ninety (90) days before the 3rd birthday. A referral for evaluation and assessment/evaluation for services under Part B of the IDEA, Title 20 USC Sections 1400- 1420, no later than ninety (90) days prior to the 3rd birthday or before the LEA's break in school services longer than 5 days if the child will become three (3)

years of age during a break in school services. The Transition Planning Conference IFSP shall contain steps necessary to satisfy the referral and the IEP development requirements contained in Education Code Sections 56321 and 56344. The State of California does not have an opt-out policy for parents and parents cannot decline a Notification of Potentially Eligible (under FERPA). Parents will be informed of this procedure and that Early Start Records are protected under HIPAA. Early Start Records require Release of Information by the parent before they can be provided to any LEA.

6. L E A RESPONSE TO NOPE

Once the NOPE is received by the Local Education Agency, the LEA will review the referral and determine if an assessment and evaluation would be appropriate. The LEA will respond to the parent in writing within fifteen (15) days of receipt of the referral. If the LEA agrees that the child should be assessed/evaluated, a proposed Assessment/Evaluation Plan which includes a Prior

Written Notice with a cover letter will be mailed to the family. The parent will sign accepting or declining the proposed Assessment/Evaluation Plan under Part B of the IDEA. If, after reviewing the referral, the LEA does not agree to assess/evaluate the child. A Prior Written Notice will be sent to the family within fifteen (15 days) upon receipt of the referral. The LEA will provide a referral status and any other relevant information to the GGRC Service Coordinator, once GGRC obtains appropriate exchange/release of information and parent consent.

7. L A N T E R M A N ELIGIBILITY DETERMINATION

GGRC will complete evaluations by age three (3) to determine if a children will continue to be served over the age of three (3) and will develop Person Centered Individual Program Plans to ensure continuation of services under the Lanterman Act. If GGRC determines through assessment and evaluation that the child will not continue to receive services through GGRC, the parent will be provided information about alternative services. If MCOE/LEA determines through evaluation that the child will likely not be eligible for services under Part B, information will be given to the family for alternative services.

8. I E P DEVELOPMENT

The LEA is obligated to develop an IEP, as appropriate, before the child's third (3rd) birthday for any child deemed eligible for special education services. The LEA is obligated to consider the unique circumstances of each child with an IEP and consider whether the implementation of the IEP should begin on the child's third birthday or one a date most appropriate for the child and the program where the child would receive appropriate services and/or placement. The IEP Team, with parent consent, will invite GGRC Service Coordinator to the IEP.

9. S E R V I C E S DURING SUMMER BREAK

GGRC may provide or purchase services only for preschoolers determined eligible for regional center services under the Lanterman Act. (Title 17, Chapter 2, Subchapter 3, Article 3, 52112 (f). GGRC continues to act as the payer of last resort when the LEA and other payment resources have been exhausted. The purchase of educational services by regional center has been

suspended except for the following exceptions: If GGRC is requested to fund services for a child during a time when school is not in session and the child is a Lanterman eligible child, the Regional Center may grant an exemption. The exemption would be on an individual basis in extraordinary circumstances to permit the purchase of a service identified above when the Regional Center determines that the service is a primary or critical means for ameliorating the physical, cognitive, or psychosocial effects of the child's developmental disability, or the service is necessary to enable the child to remain in his or her home and no alternative service is available to meet the child's need. This is based on a multidisciplinary team process.

10. "LATE REFERRALS"

For children who are referred to GGRC and or/MCOE between the ages of 2-years 6-months and 2-years 10.5-months, transition planning will occur simultaneously with the development of the initial IFSP. The LEA will be notified as early as possible, but in no case later than at the time of eligibility. For children who are referred to GGRC and/or MCOE forty-five (45) to ninety (90) days before the 3rd birthday, a notification/referral will be made to the LEA by GGRC and/or the MCOE. It is the responsibility of the IFSP service coordinator to provide the family with transition planning information as required in Title 17 CCR 52112. A transition conference may be held but is not mandatory. For children referred to GGRC and/or MCOE less than or equal to 45 days before the 3rd birthday, a referral will be made to the LEA only with parent consent.

Notification of Potentially Eligible (NOPE), Transition Planning Conference with the LEA is not required. Both parties agree to abide by the timetable of activities outlined in the IFSP transition plan document.

11. EXIT IFSP

Exit IFSP will be developed with parent by the third birthday to review outcomes and completion of the steps for Transition. The Exit IFSP can be completed in conjunction with the IEP.

F. Transfer of Infants/toddlers with Existing Individual Family Service Plans (IFSPs)

In accordance with 17 CCR Section 52111, GGRC/MCOE, as appropriate shall arrange for delivery of similar early intervention services as soon as possible for children who have moved to Marin County. Assignment of the service provider will be determined using referral procedures as described above, and IFSP review meeting will be held within thirty (30) days.

G. Coordination of Child-Find Activities

GGRC and MCOE will provide early intervention services to all eligible children within Marin County and will coordinate child find efforts within the community. Every effort will be made to provide information to the general public and to public and private agencies about the availability of early intervention services throughout Marin County.

Each agency, as appropriate agrees to conduct specific efforts to inform home visiting programs, Child Protection and Welfare (foster care and child protective services) including Child Abuse Treatment and Prevention Act, Family Violence Prevention and Services Act, Early Hearing Detection and

Intervention (EHDI), Children's Health Insurance Program (CHIP), homeless shelters, domestic violence shelters and agencies, Child Care (including Early Head Start/Head Start, and private/public childcare programs), pediatricians, hospital neo-natal intensive care units, and other programs that serve children from birth to 3 years regarding the availability of services.

GGRC and MCOE shall inform primary referral sources of the:

- Eligibility criteria for early intervention services;
- Types of early intervention services available through the Early Start Program;
- Names of contact persons and telephone numbers for GGRC and the MCOE Early Start program;
- Federal requirement that a referral shall be made to the GGRC or MCOE Early Start Program within seven (7) working days of identification of an infant or toddler who is in need of early intervention services.

Referrals of children who may be in need of early intervention services will be actively solicited from community members. Efforts will be ongoing to identified children who are not yet in programs or children who have left the program prior to 2 years 11 months who may be eligible for services. The family will be informed of how to access services.

V. Surrogate Parents

Marin County SELPA will continue to implement a Surrogate Parent Program in accordance with the California Education Code. Staff development will include requirements contained in 17 CCR Section 52175. The IFSP service coordinator will arrange for a Surrogate Parent if needed.

VI. Procedural Safeguards

Each agency shall provide annually a written notification to all children and families enrolled in Early Start Programs within Marin County notifying families of their right to appropriate early intervention services as stipulated in State and Federal statutes. The statement of parent's rights shall be provided to parents at the time of referral for assessment/evaluation, initial enrollment in the program and any subsequent IFSP meetings, and upon request.

VII. Dispute Resolution

The following steps will be followed if a dispute arises between GGRC and SELPA/LEAs as to:

- The eligibility of the child;
- Which agency is responsible for the child and family assessment and evaluation, service coordination, and the development and implementation of the IFSP; and/or
- Which agency is responsible for the provision or purchase of early intervention services?

Step (a): Every attempt will be made to resolve the dispute at the lowest possible administrative level starting with the supervisory level up to the agency Executive Director at GGRC and MCOE SELPA administrator.

Step (b): If the resolution of the dispute is not achieved, the two parties will request technical assistance from the Department of Developmental Services (DDS) and California Department of Education (CDE).

Step (c): If resolution cannot be reached within 120 calendar days for the date of request for mediation/facilitation or technical assistance; the issue will be jointly referred to DDS and CDE for a state-level review and resolution.

Step (d): The state level review will be conducted jointly by DDS and CDE and a decision rendered within 120 calendar days of receipt of the written request for review and resolution.

If a dispute arises between a parent and a provider agency:

- During the pendency of a dispute involving Early Intervention Services, the child will continue to receive the Early Intervention Services currently stated on the IFSP and agreed to by the parent.
- If the mediation or due process hearing involved the initiation of a service, the child shall receive those services that are not in dispute.
- Nothing in these dispute resolution procedures shall preclude a parent or an agency from initiating due process or complaint procedures in accordance with 34 CFR Sections 303.420-303.425 or 34 CFR Sections 303.510-303.512 respectively.

VIII. AGREEMENT IMPLEMENTATION

Both agencies agree to semi-annual meeting of LEA, MCOE, SELPA, and GGRC Service Coordinators for joint staff development regarding the implementation of Part C. Both agree to notify the other party of any conferences or workshops pertinent to the implementation of Part C. Early Start program staff and administrators of GGRC and MCOE as well as the local school district special education directors and/or their designees will receive a copy of this Agreement and be informed of the contents of this Agreement for implementation. Future training may be held if new procedures are developed, or this Agreement is substantially modified.

IX. TERM OF AGREEMENT AND REVIEW SCHEDULE

The term of this agreement shall be from July 1, 2026 through June 30, 2027. The parties will review this agreement annually for renewal.

X. NOTICE TO THE PARTIES

All notices to be given by the parties to this agreement shall be in writing and served by depositing the same in the United States Post Office as follows:

NOTICE TO SELPA:

DISTRICT SITE/DEPARTMENT	Marin County SELPA
HEAD OF SITE/DEPARTMENT	SELPA
CONTACT PERSON	Rebecca Minnich
STREET ADDRESS	1111 Las Gallinas Avenue
CITY, STATE, ZIP	San Rafael, CA 94903
TELEPHONE	(415) 499-5875
FAX	(415) 4999-5813

NOTICE TO MCOE:

DISTRICT SITE/DEPARTMENT	Early Start Director
HEAD OF SITE/DEPARTMENT	Special Education Department
CONTACT PERSON	Stacey Tachiki
STREET ADDRESS	1111 Las Gallinas Avenue
CITY, STATE, ZIP	San Rafael, CA 94903
TELEPHONE	(415) 499-6615
FAX	(415) 491-0981

NOTICE TO GGRC:

AGENCY	Golden Gate Regional Center
CONTACT NAME	Elisha Prather, Manager Early Start Services
STREET ADDRESS	1900 S Norfolk Suite 100
CITY, STATE, ZIP	San Mateo, CA 94403
TELEPHONE	415-374-0443

XI. EXECUTION; EXECUTION IN COUNTERPARTS

- A. Original copies of this agreement shall be executed by the respective party's authorized signatory(ies).
- B. This agreement may be executed in one or more counterparts, each of which shall be deemed an original agreement, but all of which shall be considered one instrument and shall become a binding agreement when one or more counterparts have been signed by each of the parties and delivered to the other, provided that any other conditions herein regarding the effectiveness of this agreement have been met.

XII. SIGNATURES OF THE PARTIES

IN WITNESS WHEREOF, with the signatures of their authorized representatives, the parties hereby execute this agreement.

For GOLDEN GATE REGIONAL CENTER APPROVED: DocuSigned by: Eric Zigman	For Marin County Office of Education and SELPA/LEAs APPROVED: DocuSigned by: Rebecca Minnich
Eric Zigman 08/12/2026 11:26:50 PM PDT Executive Director GGRC DocuSigned by: Brenda Gonzales	Rebecca Minnich 06/26/2026 12:28:17 PM PDT SELPA Executive Director Marin County SELPA
Brenda Gonzales, LMFT Director of Intake, Early Start and Clinical Services 07/12/2026 3:04:34 PM PDT	John Carroll, County Superintendent of Schools, Marin County Office of Education

Annotation – Agenda Item 5.2
Operational Steering Committee
September 2, 2026

Agenda Item

- 5.2 Second Reading: Marin County SELPA Policy and Procedures for IEP Team Referral to a Special Day Class Placement

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

The SELPA Director recommends OSC adoption of the Marin County SELPA Policy and Procedures for IEP Team Referral to a Special Day Class Placement, replacing SELPA Policy C-9.

Attachments to this Agenda Item

- Attachment 1: Draft 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



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

First Read by OSC May 27, 2026

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



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

Approved by OSC February 14, 2007

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

1111 Las Gallinas Avenue PO Box 4925, San Rafael, CA 94913

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 6.1
Operational Steering Committee
September 2, 2026

Agenda Item

6.1 2026 – 2027 Regionalized Special Education Classrooms and Services

Item Type

Discussion

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment 1: 2026 - 2027 Marin County Office of Education Regionalized Special
Education Services

Attachment 2: 2026 - 2027 Marin County SELPA Regionalized Special Education Programs

MCOE REGIONALIZED SPECIAL EDUCATION SERVICES

2026-2027

	PROGRAM/STRAND	DISTRICT OF LOCATION	SCHOOL SITE	GRADES
EARLY INTERVENTION	EARLY START	MCOE	Magnolia Park	Ages 0-3
	DHH	MCOE	Magnolia Park	PreK- TK
	ESN	MCOE	Marindale	PreK
	ESN	MCOE	Marindale	PreK
	ESN – Extensive Needs	MCOE	Marindale	PreK
	ESN	MCOE	Marindale	PreK
ELEMENTARY PROGRAMS	ESN	MILL VALLEY	Edna Maguire	TK – K
	ESN	ROSS VALLEY	Hidden Valley	TK – K
	ESN	NOVATO	Lu Sutton	TK – K
	ESN	MILLER CREEK	Lucas Valley	TK – K
	ESN	MILLER CREEK	Vallecito	TK – K
	ESN	MILL VALLEY	Edna Maguire	1 – 2
	ESN	ROSS VALLEY	Hidden Valley	1 – 2
	SDA – Skills Dev. Academy	MILLER CREEK	Vallecito	1 – 2
	ESN	NOVATO	Olive	K – 4
	ESN	KENTFIELD	Bacich	K – 5
	ESN	NOVATO	Hamilton	3 - 5
	ESN	NOVATO	Olive	3 – 5
	ESN	REED	Bel Aire	3 – 5
	ESN	ROSS VALLEY	Manor	3 – 5
	ESN	NOVATO	San Jose MS	6 – 8
	ESN	NOVATO	Hamilton	6 – 8
	ED	NOVATO	Compass	6 – 8
SECONDARY/ TRANSITION PROGRAMS	ESN	SAN RAFAEL	Terra Linda HS	9 - 12
	ESN	TUHSD	Redwood HS	9 - 12
	ESN	TUHSD	Redwood HS	9 - 12
	ED	NOVATO	Compass	9 - 12
	ESN	MCOE	Grant Grover	12+
	ESN	MCOE	Grant Grover	12+
	SDA	MCOE	Grant Grover	12+
	SDA	COLLEGE OF MARIN	IVC	12+
ITINERANT SERVICES	Resource Specialist	Rurals	Various	TK-8
	Visual Impairment/OM	Various	Various	preK-12+
	Deaf/Hard of Hearing	Various	Various	preK-12+
	Adapted PE	Various	Various	K-12+
	AAC/AT Consults	Various	Various	PreK-12+

Marin County SELPA Regionalized Special Day Class Programs

	Mild/Mod (Preschool)	Mild/Mod (Elementary)	Mild/Mod (High School)	Mild/Mod Skills Development	Autism (Elementary)	Autism (Middle School)	Autism (High School)	Counseling Enriched	ESN (Preschool)	ESN (Elementary)	ESN (High School/ Transition)
Marin County Office of Education				1-2 (1) 12+ (2)				6-8 (1) 9-12 (1)	4	TK-K (5) 1-2 (3) K-5 (2) 3-5 (4) 6-8 (2)	9-12 (3) 12+ (2)
Mill Valley	1	6-8 (2)									
Miller Creek		TK-2 (1) 3-5 (1) 6-8 (1)									
Novato	2	TK-2 (2) 2-3 (1) 3-4 (1) 6-8 (2)	2 12+ (1)		TK-2 (1) 3-5 (1)	1	1	3-5 (1) 6-8 (1) 9-12 (1)			
Ross Valley		K-5 (2) 6-8 (1)									
San Rafael Elementary		K-2 (1) 3-5(1) 6-8 (1)							2	TK-8 (5)	
San Rafael High								1			1
Shoreline		2-8 (1)	1								
Tamalpais Union			2					5			

Adaptive Physical Education and Low Incidence Itinerant Services are regionalized and provided by the Marin County Office of Education. Resource Specialist and Learning Center Programs are excluded from regionalized programs.

Annotation – Agenda Item 7.1
Operational Steering Committee
September 2, 2026

Agenda Item

7.1 Supporting Innovative Practices (SIP) Grant Award Activity Update

Item Type

Information

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment: Supporting Innovative Practices Grant Award Activities

SUPPORTING INNOVATIVE PRACTICES (SIP) GRANT ACTIVITIES



Activity Summary

Marin County SELPA and its member Local Educational Agencies (LEAs) continue to prioritize inclusive practices that increase access, participation, and outcomes for students with disabilities in general education environments. Through professional learning, systems improvement efforts, and collaborative planning, Marin County SELPA continues to support its LEAs with building sustainable structures that support inclusive schools for students with disabilities.

Universal Design For Learning	Evidence Based Practices for Students with Autism	Communities of Practices	Early Childhood Learning Environments
			

2025 - 2026 Activities

During the 2025-26 school year, the Marin County SELPA and its member LEAs engaged in activities designed to strengthen inclusive systems and educator capacity, including:

- Building awareness and implementation of inclusive practices across school sites.
- Expanding professional learning opportunities focused on Universal Design for Learning (UDL), inclusive instruction, and equitable access to curriculum.
- Supporting school and district teams in examining LRE data and identifying opportunities to increase access to general education settings.

- Participating in statewide and regional inclusion initiatives designed to share best practices and advance inclusive systems.

2026 - 2027 Planned Activities

The Marin County SELPA and its member LEAs will continue to support to inclusive practices through the following activities:

Systems Improvement & Statewide SIP Participation

- Meet with Supporting Innovative Practices (SIP) staff to identify strengths, priorities, and next steps for advancing inclusive systems.
- Engage with statewide early childhood inclusion initiatives through the California Early Childhood Special Education Network (CalECSE).
- Participate in statewide communities of practice, professional learning opportunities, coaching, and technical assistance focused on inclusive education.

Universal Design for Learning (UDL) Implementation Collaborative

- Two LEAs will engage with Open Access in a year-long UDL Implementation Collaborative to move from foundational understanding to system-wide implementation.
- LEAs will examine current practices, reduce barriers to learning, and strengthen access and participation for all students.

Positive Behavioral Intervention and Supports (PBIS) and Inclusive Systems Development

- Three LEAs will engage with California PBIS in a three-year professional learning series focused on creating coherent and inclusive school systems.
- LEAs will align instructional and behavioral practices, integrate UDL and PBIS frameworks, and strengthen social-emotional learning to support all students, including students with disabilities.

Inclusion Leadership Academy

- Three LEAs will participate in an Inclusion Leadership Academy facilitated in partnership with SIP.
- Leadership teams will analyze data and complete the Blueprint for Inclusion Self-Assessment to identify improvement priorities and align district initiatives, policies, and practices that expand inclusive opportunities and increase LRE outcomes
- Teams will develop and present a capstone project demonstrating progress toward building inclusive systems rooted in belonging, equity, and shared responsibility.

Annotation – Agenda Item 7.2
Operational Steering Committee
September 2, 2026

Agenda Item

7.2 2026 – 2027 Marin County SELPA Professional Learning Opportunities

Item Type

Information

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment: 2026 – 2027 Marin County SELPA Professional Learning Opportunities
Calendar



Marin County SELPA 2026-2027 Professional Learning Opportunities

Legal

Legal Updates for Education Specialists, School Psychologists & Related Service Providers (Virtual)
3:00 pm - 4:00 pm January 27

Legal Updates for Administrators and Administrative Designees (Virtual)
9:00 am - 10:00 am February 10

Special Education Legal Hot Topics: Monthly Lunch Series (Virtual)
12:00 pm - 1:00 pm October 12, January 25, & March 22

Behavior

Behavior Intervention and Emergency Intervention (In Person) *September 29 8:30 am - 11:30 pm*

Safety Care - New Certification 2-day training (In Person) *8:30 am - 3:30 pm*
September 10 & September 11 and February 3rd and 4th
Cost: \$150 per person (2-days)

Transition Planning

Transition Planning/Alternative Pathway to a Diploma (Virtual) *1:00 pm - 3:00 pm*
October 8 (High School Case Managers) March 2 (8th Grade Case Managers)

IEP Facilitation

Facilitating Legally Compliant IEPs - 3 part series (In Person) *8:15 am -12:00 pm*
For Site Administrators and Case Managers October 22, December 10 & March 9

Coaching Sessions/Office Hours (Virtual) *12:00 pm -1:00 pm or 3:30 pm - 4:30 pm*
November 16, January 11, February 8, April 12

Paraeducator Series

Paraprofessional Academy: 5 Part Series (In Person) *2:30 pm - 3:30 pm*
September 16th, September 30, October 14, October 28, November 18



Marin County SELPA 2026-2027 Professional Learning Opportunities

SEIS

SEIS Office Hours (Virtual) 2:00 pm - 3:00 pm
October 15, November 19, December 17, January 14, February 11, March 18, April 15, May 13, June 17

CALPADS

Fall 1 Office Hours (Virtual) 1:30 pm - 2:30 pm
October 19 and November 2

End of Year (EOY) 1:30 pm - 2:30 pm
May 17 and May 31

Administrative Support Staff

Administrative Support Staff New School Year Orientation (In Person, 9:00 - 10:30 am)
September 25

Administrative Support Staff End of Year Wrap Up (In Person, 9:00 - 10:30 am)
April 28

SELPA Community of Practices & Academies

California PBIS 3.0: Marin County Cohort

Quarterly Meetings (full day, in-person): September 15, December 8, February 9, April 13
District Participation: Reed Union, Ross Valley, Mill Valley

Inclusion Academy 1.0

Trimester Trainings (8:30 - 2:30, in-person): October 20, January 27, and March 18
One (1) two-hour virtual session: Date TBD after first training
District Participation: Shoreline Unified, Novato Unified, Sausalito Marin City

Universal Design for Learning Community of Practice with Open Access

Trimester Trainings (12:30 - 3:30, in-person): August 12, September 22, February 23, and May 18th
Monthly Meetings (virtual) - dates and times TBD
District Participation: Ross Valley, Marin County Office of Education - Special Education

California Autism Professional Training and Information Network (CAPTAIN)

Trimester Trainings (8:30 - 12:00, in-person): October 19, January 25, March 15
Coaching (60 minutes, in-person): November, February, May - dates TBD
Office Hours (virtual, 2:45 pm - 3:45 pm): December 7 and April 19
District Participation: Bolinas Stinson, Lagunitas

**Annotation – Agenda Item 7.3
Operational Steering Committee
September 2, 2026**

Agenda Item

7.3 Marin County SELPA Special Education Advisory Committee

Item Type

Information

Summary of Key Issues

None

Summary of Previous OSC Action

None

Recommendation

None

Attachments to this Agenda Item

Attachment: Marin County SELPA Special Education Advisory Committee Membership,
August 2026

**Marin County SELPA
SEAC Membership
August 2026**

MEMBER	REPRESENTING	DISTRICT	TERM EXPIRES
<i>Vacant</i>	Special Education Parent	Bolinas Stinson	<i>Vacant</i>
Arwen Brown	Special Education Parent	Miller Creek Elementary	December 31, 2026
<i>Vacant</i>	Special Education Parent	Kentfield	<i>Vacant</i>
<i>Vacant</i>	Special Education Parent	Laguna Joint	<i>Vacant</i>
<i>Vacant</i>	Special Education Parent	Lagunitas	<i>Vacant</i>
<i>Vacant</i>	<i>Special Education Parent</i>	Larkspur Corte Madera	<i>Vacant</i>
Christina Fass	Special Education Staff	Marin County Office of Education	December 31, 2026
Birgit Switenki	Community Agency	Matrix	December 31, 2026
<i>Vacant</i>	Special Education Parent	Mill Valley	<i>Vacant</i>
<i>Vacant</i>	Special Education Parent	Nicasio	<i>Vacant</i>
Kristin Cikowski	<i>Special Education Parent</i>	Novato	March 31, 2027
<i>Vacant</i>	Special Education Parent	Reed	<i>Vacant</i>
<i>Vacant</i>	Special Education Parent	Ross	<i>Vacant</i>
<i>Vacant</i>	Special Education Parent	Ross Valley	<i>Vacant</i>
<i>Vacant</i>	Special Education Parent	San Rafael Elementary	<i>Vacant</i>
<i>Vacant</i>	Special Education Parent	San Rafael High	<i>Vacant</i>
<i>Vacant</i>	Special Education Parent	Sausalito Marin City	<i>Vacant</i>
<i>Vacant</i>	Special Education Parent	Shoreline	<i>Vacant</i>
<i>Vacant</i>	Special Education Parent	Tamalpais	<i>Vacant</i>