

**SPECIAL EDUCATION LOCAL PLAN AREA
SUPERINTENDENTS' AND OPERATION'S MEETING**

Wheatland School District
111 Main Street
Wheatland, CA 95692

Agenda

October 22, 2025



Special Education Local Plan Area

Superintendents' Council

Patrick Brose
Matt Taylor
Chris Mahurin
Jordan Reeves
Craig Guensler
Rob Gregor
Jeff Roberts, Ed. D
Nicole Newman, Ed. D
Louise Miller

Operation's Council

Patrick Brose
Jennifer Nelson
Kimberly Bentonwolfgram
Rusty Gordon
Toni Vernier
Erin Oaks
Samantha Chan
Lauren Link
Melonie Soland



Kristen Nottle-Powell, Ed. D
Assistant Superintendent of Special Education & SELPA

**SPECIAL EDUCATION LOCAL PLAN AREA
SUPERINTENDENT’S AND OPERATION’S MEETING
Wednesday, October 22, 2025 – 10:30 a.m.
Wheatland School District
111 Main Street, Marysville, CA 95692**

AGENDA

1. CALL TO ORDER, ATTENDANCE, AND PLEDGE OF ALLEGIANCE
2. PUBLIC COMMENTS

Persons wishing to address the Board (Agenda Items and/or Non-Agenda Items) are requested to fill out a “Request to Speak” card before the start of the meeting and give it to the Secretary, Board President, or Superintendent. Individual speakers will be allowed five minutes to address the Board - fifteen minutes’ total time for public input on each item.

The California Government Code, Section 54595.2(a)(2) states, *“No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3.”*

3. APPROVAL OF AGENDA – Page: 2-4 **ACTION ITEM**
4. CONSENT AGENDA
- 4.1 APPROVAL OF September 24, 2025 MINUTES – Page: 5-8 **ACTION ITEM**

The above items are self-explanatory. All items on the Consent Agenda are considered a routine item or one that has been previously discussed. Any Superintendent or Operations Council may request that an item be pulled for further discussion.

5. LEGISLATIVE UPDATES
- 5.1 ASSEMBLY BILL 1224 – Pages: 9-16 **INFORMATION ITEM**
Assembly Bill update regarding substitute teacher special education assignment limit.
- 5.2 ASSEMBLY BILL 784 – Pages: 17-18 **INFORMATION ITEM**
Assembly Bill update regarding special education services for students who are Deaf and Hard Hearing.
- 5.3 ASSEMBLY BILL 1412 – Pages: 19-23 **INFORMATION ITEM**
Assembly Bill update regarding special education services for military children.

6. FISCAL & FINANCE SERVICES

6.1 SELPA FINANCE REPORT OCTOBER 2025 – Pages: 24-28

INFORMATION ITEM

State SELPA resource guide for End of Year Reports, Maintenance of Effort forms, grants reporting timelines, and federal funding updates.

7. PROFESSIONAL DEVELOPMENT

7.1 SELPA ALTERNATE DISPUTE RESOLUTION
CONFERENCE MARCH 19-20, 2026 – Page: 29-30

INFORMATION ITEM

Training to support mediation and arbitration as processes to proactively resolve disputes in special education.

7.2 STRENGTHENING PARTNERSHIPS FOR STUDENTS
WITH DISABILITIES WEBINAR SERIES – Page: 31

INFORMATION ITEM

Webinar, a series that offers a unique opportunity for collective learning regarding special education related topics.

7.3 CALIFORNIA UNIVERSAL DESIGN FOR LEARNING
“LEADING THE WAY” SUMMIT, JANUARY 8-9, 2026

INFORMATION ITEM

Training regarding an educational approach focused on making learning accessible for all students.
Registration link: <https://ccee-ca.org/event/ca-udl-summit-2026-registration-open/>

8. MONITORING AND REPORTING

8.1 ANNUAL PRIVATE SCHOOLS MEETING – Page: 32

INFORMATION ITEM

Notice of annual private schools meeting to be held via zoom on November 3, 2025 at 9:00am.

8.2 NON-PUBLIC AGENCY CONTRACTOR RATES

INFORMATION ITEM

Discussion regarding SELPA equalization of contractor rates, to provide special education services to students with disabilities.

9. GENERAL INFORMATION

9.1 LOCAL EDUCATION AGENCY SHARE

INFORMATION ITEM

Opportunity for local education agency members to provide any updates, information, and resources for their district.

11. ADVANCED PLANNING

**INFORMATION/
ACTION ITEM**

11.1 NEXT REGULAR MEETING
NOVEMBER 19, 2025 – 10:30AM
LOCATON: YCOE BUSINESS CENTER
1114 YUBA STREET
MARYSVILLE, CA 95901

12. ADJOURN

ACTION ITEM

TOPIC	DISCUSSION	ACTION TAKEN
1. CALL TO ORDER	Kristen Nottle-Powell called a meeting of Superintendents’ and Operation’s Council to order at 10:36am on September 24, 2025, at 1114 Yuba Street, Marysville, CA 95901	CALLED TO ORDER: 10:36 a.m.
ATTENDANCE, PLEDGE OF ALLEGIANCE	<p>Craig Guensler, Rob Gregor, Jennifer Nelson, Kimberly BentonWolfgram, Rusty Gordon, and Toni Vernier.</p> <p>In absents was Patrick Brose, Nicole Newman and Louise Miller.</p> <p>Kristen Nottle-Powell led the council in the Pledge of Allegiance.</p>	QUORUM PRESENT: Yes
2. PUBLIC COMMENTS	There were no public comments.	
3. APPROVAL OF AGENDA	<p>Kristen Nottle-Powell directed the council members to the September 24, 2025, Agenda for their review and approval.</p> <p>Upon a motion by Craig Guensler, duly second by Toni Vernier, the council unanimously approved the September 24, 2025, Agenda as presented.</p>	<p>MOTION: To approve the September 24, 2025 Agenda as presented.</p> <p>MOTION: Craig Guensler SECOND: Toni Vernier</p> <p>ROLL CALL VOTE: Craig Guensler - Aye Rob Gregor - Aye Jennifer Nelson - Aye Kimberly BentonWolfgram - Aye Rusty Gordon - Aye Toni Vernier - Aye MOTION APPROVED (6/0)</p>

<p>4. CONSENT AGENDA</p>	<p>Kristen Nottle-Powell directed the council members to the August 27, 2025, Consent Agenda for their review and approval.</p> <p>Upon a motion by Craig Guensler, duly second by Jeff Roberts, the council unanimously approved August 27, 2025, Consent Agenda as presented.</p>	<p>MOTION: To approve the Consent Agenda as presented.</p> <p>MOTION: Craig Guensler SECOND: Rob Gregor</p> <p>ROLL CALL VOTE: Craig Guensler - Aye Rob Gregor - Aye Jennifer Nelson - Aye Kimberly BentonWolfgram - Aye Rusty Gordon - Aye Toni Vernier - Aye MOTION APPROVED (6/0)</p>
<p>5. FISCAL & FINANCE SERVICES</p>	<p>5.1 Approval for Fiscal Year 2024-2025 Carryover</p> <p>Aaron Thornsberry presented the 2024-2025 carryover of Low Incidence Equipment funds in the amount of \$13,057.58.</p> <p>Upon a motion by Rob Gregor, duly second by Craig Guensler, the council unanimously approved Fiscal Year 2024-2025 carryover funds.</p>	<p>MOTION: To approve of Fiscal Year 2024-2025 Carryover</p> <p>MOTION: Rob Gregor SECOND: Craig Guensler</p> <p>ROLL CALL VOTE: Craig Guensler - Aye Rob Gregor - Aye Jennifer Nelson - Aye Kimberly BentonWolfgram - Aye Rusty Gordon - Aye Toni Vernier - Aye MOTION APPROVED (6/0)</p>
<p>6. POLICIES & PROCEDURES</p>	<p>6.1 SELPA Policy SP.028 Update</p> <p>Kristen Nottle-Powell presented the SELPA Policy SP.028 update as requested from the last meeting. Working with Sutter County and reaching out to last years providers.</p>	

<p>7. PROFESSIONAL DEVELOPMENT</p>	<p>7.1 The Data Advantage Season 6 Series</p> <p>Kristen Nottle-Powell presented an upcoming, 3-part training series, for special education data processors.</p> <p>7.2 Improvement Science Basics</p> <p>Kristen Nottle-Powell presented training for educators that can help with effective changes to their classrooms, schools and districts.</p> <p>7.3 System Improvement Leads Summit</p> <p>Kristen Nottle-Powell presented a training that will have valuable resources for positive outcomes for students.</p>	
<p>8. MONITORING AND REPORTING</p>	<p>8.1 CALPADS Fall Roadshow Training Dates</p> <p>Kristen Nottle-Powell presented an upcoming training with dates and locations.</p> <p>8.2 C3 July 2025 Report</p> <p>Kristen Nottle-Powell presented SELPA Meeting Calendar for 2025-2026, for their review and approval.</p>	
<p>9. SPECIAL EDUCATION SERVICES</p>	<p>9.1 Non-Public Agency Contractor Rates</p> <p>Kristen Nottle-Powell shared all information available. Will continue with conversation at next meeting.</p>	

<p>10. GENERAL INFORMATION</p>	<p>10.1 Local Education Agency Share</p> <p>Kristen Nottle-Powell shared that a lot of the districts are having issues trying to provide services to students. Rob added his vision for the future.</p>	
<p>11. ADVANCED PLANNING</p>	<p>11.1 Next Regular Board Meeting October 22, 2025 – 10:30 a.m. Location: Wheatland School District, 111 Main Street, Wheatland, CA 95692</p>	
<p>12. ADJOURNMENT</p>	<p>There being no further business for discussion, the meeting was adjourned.</p> <p>Upon a motion by Rob Gregor, duly second by Craig Guensler, the council unanimously adjourned September 24, 2025, Superintendents’ and Operation’s Council meeting at 11:22 a.m.</p>	<p>MOTION: To adjourn at 11:22am</p> <p>MOTION: Rob Gregor SECOND: Craig Guensler</p> <p>ROLL CALL VOTE: Craig Guensler - Aye Rob Gregor - Aye Jennifer Nelson - Aye Kimberly BentonWolfgram - Aye Rusty Gordon - Aye Toni Vernier - Aye MOTION APPROVED (6/0)</p>

Respectfully submitted,
Donna Silva
 SELPA Secretary III, Yuba County Office of Education

Kristen Nottle-Powell, Ed. D
 Assistant Superintendent of Special Education & SELPA

Assembly Bill No. 1224

Passed the Assembly September 10, 2025

Chief Clerk of the Assembly

Passed the Senate September 9, 2025

Secretary of the Senate

This bill was received by the Governor this _____ day
of _____, 2025, at _____ o'clock ____M.

Private Secretary of the Governor

CHAPTER _____

An act to add and repeal Section 44303 of the Education Code, relating to teachers.

LEGISLATIVE COUNSEL'S DIGEST

AB 1224, Valencia. Teacher credentialing: substitute teachers: days of service.

Existing law requires the Commission on Teacher Credentialing to establish standards and procedures for the issuance and renewal of credentials, certificates, and permits. Existing regulations prohibit a holder of an emergency substitute teaching permit from substitute teaching during the school year for any one teacher (1) for more than 30 days for a holder of an emergency 30-day substitute permit or an emergency substitute teaching permit for prospective teachers or (2) for more than 60 days for a holder of a career emergency substitute permit. Existing law authorizes a person holding a valid credential authorizing substitute teaching to serve as a substitute for the appropriately credentialed special education teacher for not more than 20 cumulative school days for each special education teacher absent during each school year, except as otherwise provided. Existing law, notwithstanding those provisions or any other law, temporarily authorized, until July 1, 2024, any holder of a credential or permit issued by the commission that authorizes the holder to substitute teach in a general, special, or career technical education assignment to serve in a substitute teaching assignment aligned with their authorization, including for staff vacancies, for up to 60 cumulative days for any one assignment.

Existing law authorizes the commission to waive provisions governing the preparation or licensing of educators in certain situations. If a suitable fully prepared teacher is not available to the school district, existing law requires the school district to make reasonable efforts to recruit first a candidate who is qualified to participate and enrolls in an approved internship program in the region of the school district and then a candidate who is scheduled to complete the preliminary credential requirements within 6 months. Existing regulations authorize a local employing agency

to request a teaching permit for statutory leave when a teacher of record is unable to provide services due to a statutory leave and certain requirements are met.

This bill, until January 1, 2029, and notwithstanding any other law, would reestablish the above-described 60-cumulative day authorization for any one assignment in a school district, county office of education, or charter school, if the local educational agency has entered into a collective bargaining agreement with the employee organization that includes a specific process for the assignment of substitute teachers or, before using the authorization, the local educational agency that has not entered into a collective bargaining agreement with the employee organization that includes a specific process for the assignment of substitute teachers has adhered to specified requirements related to whether the substitute will serve in a position in which the teacher on record is currently on statutory leave or the assignment is for a vacant position, as provided. The bill would require a school district or charter school, before assigning a substitute teacher pursuant to these provisions for more than 20 cumulative days in a special education assignment or 30 cumulative days in any one assignment, to either (1) obtain approval from the governing board or body at a regularly scheduled public meeting if the assignment is foreseeable or (2), if the assignment is not foreseeable due to urgent circumstances, provide specified information related to the assignment to the governing board or body as an informational item at the next regularly scheduled public meeting of the governing board or body, as provided. If a local educational agency assigns a substitute teacher pursuant to these provisions and the substitute teacher does not have a preliminary or professional clear credential, the bill would require the local educational agency, concurrently within 30 days of the assignment, to provide the substitute teacher with, among other things, access to professional development opportunities. The bill would require each county superintendent of schools, on a quarterly basis, to report to the respective county board of education the total number of substitute teachers employed by the county superintendent of schools who served during the prior quarter for more than 20 cumulative days in a special education assignment or 30 cumulative days in any one assignment, as provided. If a local educational agency makes an assignment where a substitute teacher teaches for more than 20 cumulative days in

a special education assignment or 30 cumulative days in any one assignment, the bill would require the local educational agency, commencing with data from the 2026–27 school year, to annually report specified information to the Commission on Teacher Credentialing related to those assignments.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares all of the following:

(a) California’s public education system continues to experience teacher shortages, particularly in high-need subject areas and schools serving low-income pupils, English learners, and pupils with disabilities.

(b) (1) In recent years, the state has sustained the number of pathways available to help local educational agencies fill classrooms when fully credentialed teachers are not available, including, but not limited to, the short-term staff permit, provisional internship permit, teaching permit for statutory leave, emergency career substitute permit, and internship programs.

(2) These pathways generally require evidence of recruitment efforts, governing board approval, and some form of professional preparation, support, or training which reflects California’s longstanding commitment to ensuring that flexibility in staffing is accompanied by safeguards for instructional quality.

(c) The Legislature affirms that the long-term solution to staffing shortages must be a sustained commitment to fully credentialed, appropriately assigned teachers in every classroom.

(d) It is the intent of the Legislature that the flexibility provided by this act that allows substitute teachers to serve up to 60 cumulative days per assignment be used only as a stopgap in rare circumstances where a higher quality option is not viable or not immediately available.

(e) It is further the intent of the Legislature that this temporary policy be accompanied by a focused effort from the Commission on Teacher Credentialing to review its regulations to determine whether existing substitute permit options, such as the teaching permit for statutory leave and the emergency career substitute permit, could be made more flexible, accessible, or responsive to local educational agency needs, while maintaining appropriate

safeguards for instructional quality and equity. The Legislature affirms that the commission already has the authority under existing law to make any regulatory changes deemed appropriate as a result of this review.

(f) This act is not intended to replace or diminish California's commitment to educator quality, but to provide limited, time-bound flexibility while the state strengthens and modernizes the substitute permitting framework.

SEC. 2. Section 44303 is added to the Education Code, immediately following Section 44302, to read:

44303. (a) Notwithstanding any other law, if a local educational agency complies with subdivision (b) or has entered into a collective bargaining agreement with the employee organization that includes a specific process for the assignment of substitute teachers, any holder of a credential or permit issued by the Commission on Teacher Credentialing that authorizes the holder to substitute teach in a general, special, or career technical education assignment may serve in a substitute teaching assignment aligned with their authorization, including for staff vacancies, for up to 60 cumulative days for any one assignment in the local educational agency.

(b) Before using the authorization pursuant to subdivision (a), a local educational agency that has not entered into a collective bargaining agreement with the employee organization that includes a specific process for the assignment of substitute teachers shall do either or both of the following, as applicable:

(1) If the substitute will serve in a position in which the teacher on record is currently on statutory leave, employ all available and suitable substitute teachers who hold a teaching permit for statutory leave, as described in Section 80022 of Title 5 of the California Code of Regulations.

(2) For assignments in vacant positions, or where the use of a teaching permit for statutory leave is not allowed under existing law, make reasonable efforts to recruit an individual for the assignment pursuant to Section 44225.7.

(c) Before assigning a substitute teacher pursuant to the authority provided in this section for more than 20 cumulative days in a special education assignment or 30 cumulative days in any one assignment, a school district or charter school shall do either of the following, as applicable:

(1) If the assignment is foreseeable, obtain approval from the governing board or body at a regularly scheduled public meeting. The item shall include the schoolsite and assignment details, the anticipated duration, and a statement that the assignment is being made under the authority of this section.

(2) If the assignment is unforeseeable due to urgent circumstances, the school district or charter school shall provide the information described in paragraph (1) as an informational item at the next regularly scheduled public meeting of the governing board or body. This informational item shall also include a brief explanation of the unforeseen circumstances that prevented advance approval pursuant to paragraph (1).

(d) Each county superintendent of schools shall, on a quarterly basis, report to the respective county board of education at a regularly scheduled meeting held in accordance with public notification requirements the total number of substitute teachers employed by the county superintendent of schools who served during the prior quarter for more than 20 cumulative days in a special education assignment or 30 cumulative days in any one assignment pursuant to this section.

(e) (1) If a local educational agency assigns a substitute teacher pursuant to the authority provided in this section and the substitute teacher does not have a preliminary or professional clear credential, the local educational agency shall, concurrently within 30 days of the assignment, provide all of the following to the substitute teacher:

(A) Access to professional development opportunities.

(B) An orientation training that includes, but is not limited to, classroom management, academic instructional strategies, and pupil and staff safety protocols.

(C) Mentoring opportunities, including, but not limited to, a partnership with an experienced teacher or school administrator.

(2) Local educational agencies may use existing trainings to satisfy the requirements of paragraph (1).

(f) (1) Local educational agencies shall, commencing with data from the 2026–27 school year, annually report to the Commission on Teacher Credentialing the number of assignments where a substitute teacher served for more than 20 cumulative days in a special education assignment or 30 cumulative days in any one

assignment through the California Statewide Assignment Accountability System.

(2) Reporting pursuant to paragraph (1) shall include a separate identification of placements where a substitute served due to a vacant teaching position where no teacher of record exists or due to a teacher leave where a teacher of record exists but is absent.

(g) (1) This section does not constitute a change in existing law which provides that emergency credentialed substitute teachers serving in assignments beyond their authorized period or substitute teachers serving in vacant teaching positions are not considered properly assigned as described in Sections 33126, 35186, and 44258.9.

(2) This section does not amend the definition of a vacant teacher position pursuant to Section 33126 or a teacher vacancy pursuant to Section 35186.

(h) This section does not amend the requirements of a short-term staff permit, provisional internship permit, or teaching permit for statutory leave, as described in Sections 80021, 80021.1, and 80022, respectively, of Article 2 of Chapter 1 of Division 8 of Title 5 of the California Code of Regulations.

(i) For purposes of this section, “local educational agency” means a school district, county office of education, or charter school.

(j) This section shall remain in effect only until January 1, 2029, and as of that date is repealed.

Approved _____, 2025

Governor

Assembly Bill No. 784

CHAPTER 44

An act to amend Section 56031 of the Education Code, relating to special education.

[Approved by Governor July 14, 2025. Filed with Secretary of State July 14, 2025.]

LEGISLATIVE COUNSEL'S DIGEST

AB 784, Hoover. Special education: specialized deaf and hard-of-hearing services.

Existing law requires local educational agencies to identify, locate, and assess individuals with exceptional needs and to provide those individuals with a free appropriate public education in the least restrictive environment, with special education and related services, as reflected in an individualized education program. Existing law defines “special education” as specially designed instruction, at no cost to the parent, to meet the unique needs of individuals with exceptional needs. Existing law includes in that definition speech-language pathology services and certain other services if the service is considered special education rather than a designated instruction and service or related service under state standards.

This bill would prohibit those provisions from being construed to prohibit an individualized education program from including specialized deaf and hard-of-hearing related services as the only services.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares all of the following:

(a) Deaf or hard-of-hearing pupils have unique communication, language, and educational access needs that may not always require placement in a special day class or receipt of core academic instruction by a special education teacher.

(b) Sections 3051.16 and 3051.18 of Title 5 of the California Code of Regulations establish specialized services for pupils with hearing impairments that may include language and communication development, auditory skill development, and educational accommodations and supports.

(c) “Specialized deaf and hard of hearing services,” as identified by Service Code 710 of the California Special Education Management Information System, refers to related services that may be provided in isolation from other special education services, based solely on the pupil’s assessed needs.

(d) There is a need to clarify that these services may be delivered as standalone services and may be appropriately contracted through certified nonpublic, nonsectarian agencies when a teacher of a deaf or hard-of-hearing pupil is not delivering core academic instruction, but rather is delivering related services supporting the pupil's access and communication.

SEC. 2. Section 56031 of the Education Code is amended to read:

56031. (a) "Special education," in accordance with Section 1401(29) of Title 20 of the United States Code, means specially designed instruction, at no cost to the parent, to meet the unique needs of individuals with exceptional needs, including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education.

(b) In accordance with Section 300.39 of Title 34 of the Code of Federal Regulations, special education includes each of the following, if the services otherwise meet the requirements of subdivision (a):

(1) Speech-language pathology services, or any other designated instruction and service or related service, pursuant to Section 56363, if the service is considered special education rather than a designated instruction and service or related service under state standards.

(2) Travel training.

(3) Vocational education.

(c) Transition services for individuals with exceptional needs may be special education, in accordance with Section 300.43(b) of Title 34 of the Code of Federal Regulations, if provided as specially designed instruction, or a related service, if required to assist an individual with exceptional needs to benefit from special education.

(d) Individuals with exceptional needs shall be grouped for instructional purposes according to their instructional needs.

(e) This section shall not be construed to prohibit an individualized education program from including specialized deaf and hard-of-hearing related services as the only services.

Assembly Bill No. 1412

CHAPTER 453

An act to amend Sections 48204.3 and 56325 of the Education Code, relating to special education.

[Approved by Governor October 7, 2025. Filed with Secretary
of State October 7, 2025.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1412, Jeff Gonzalez. Special education: pupil transfers: residency requirements: records.

(1) If an individual with exceptional needs, as defined, transfers from outside the state to a district, as defined, in the state, or transfers from district to district, within the same academic year, existing law requires local educational agencies, as defined, to provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the parents, until the local educational agency conducts a federally required assessment, if determined to be necessary by the local educational agency, and develops a new individualized education program, if appropriate, that is consistent with federal and state law.

This bill would require a local educational agency, within 30 days of receipt of official records or specified unofficial records, to either adopt and implement the individualized education program previously adopted for the pupil or develop, adopt, and implement a new individualized education program for the pupil that is consistent with federal and state law, if applicable. To the extent the bill would impose additional duties on local education agencies, the bill would impose a state-mandated local program.

(2) Existing law ratifies the Interstate Compact on Educational Opportunity for Military Children, as specified.

Existing law requires the new school in which an individual with exceptional needs enrolls to take reasonable steps to promptly obtain the pupil's records from their previous school, including the individualized education program and supporting documents and any other records relating to the provision of special education and related services to the pupil, pursuant to specified federal law.

This bill would expressly require those reasonable steps to also be consistent with specified requirements of the Interstate Compact on Educational Opportunity for Military Children, and would require the new school to accept unofficial records provided by the pupil's parent or guardian until validated by official records, consistent with specified requirements of the Interstate Compact on Educational Opportunity for Military Children.

To the extent the bill would impose additional duties on local educational agencies, the bill would impose a state-mandated local program.

(3) Existing law provides that each person between 6 and 18 years of age not exempted is subject to compulsory full-time education and requires a person subject to compulsory education to attend the public full-time day school or continuation school or classes in the school district in which the residence of the parents or legal guardian is located. Existing law provides that a pupil complies with the residency requirements if the pupil's parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order, and requires a parent to provide proof of residence in the school district within 10 days after the published arrival date provided on official documentation.

This bill would expressly provide that the above-described provisions apply to all pupils whose parent is an active duty member of the Armed Forces of the United States, including pupils eligible for services or accommodations pursuant to the federal Individuals with Disabilities Education Act, Section 504 of the federal Rehabilitation Act of 1973, or the federal Americans with Disabilities Act of 1990, as applicable. The bill would require school districts, upon notification that a pupil who is enrolling pursuant to the above-described provisions is receiving, or may eligible to receive, services or accommodations pursuant to federal law, to promptly coordinate with the pupil's parents and previous school, as provided. To the extent the bill would impose additional duties on local educational agencies, the bill would impose a state-mandated local program.

(4) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

The people of the State of California do enact as follows:

SECTION 1. Section 48204.3 of the Education Code is amended to read:
48204.3. (a) For purposes of this section, the following definitions apply:

(1) "Active military duty" means full-time military duty status in the active uniformed service of the United States, including members of the California National Guard and the State Guard on active duty orders pursuant to Title 10 or 32 of the United States Code or Part 1 (commencing with Section 100) of Division 2 of the Military and Veterans Code.

(2) "Military installation" means a base, camp, post, station, yard, center, home port facility for any ship, or other activity under the jurisdiction of the United States Department of Defense or the United States Coast Guard.

(3) “Parent” means the natural or adoptive parent or guardian of a dependent child.

(b) (1) Notwithstanding Section 48200, a pupil complies with the residency requirements for school attendance in a school district, if the pupil is a pupil whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order.

(2) For purposes of paragraph (1), “pupil” includes a pupil eligible for services or accommodations pursuant to the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), or the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.), as applicable.

(c) A school district shall accept applications by electronic means for enrollment, including enrollment in a specific school or program within the school district, and course registration for pupils described in subdivision (b).

(d) (1) The parent shall provide proof of residence in the school district within 10 days after the published arrival date provided on official documentation.

(2) For purposes of paragraph (1), a parent may use any of the following addresses as related to their military move:

(A) A temporary on-base billeting facility.

(B) A purchased or leased home or apartment.

(C) Federal government or public-private venture off-base military housing.

(e) Upon notification that a pupil enrolling pursuant to this section is receiving, or may be eligible to receive, services or accommodations pursuant to the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), or the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.), as applicable, the school district shall promptly coordinate with the pupil’s parents and previous school pursuant to Section 56325 to ensure the timely exchange of records and to reduce any delays in the pupil receiving comparable services or accommodations from the school district, including, but not limited to, implementation of their individualized education program, individualized family service plan, or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), as applicable.

SEC. 2. Section 56325 of the Education Code is amended to read:

56325. (a) (1) As required by subclause (I) of clause (i) of subparagraph (C) of paragraph (2) of subsection (d) of Section 1414 of Title 20 of the United States Code, the following shall apply to special education programs for individuals with exceptional needs who transfer from district to district within the state. In the case of an individual with exceptional needs who has an individualized education program and transfers into a district from a district not operating programs under the same local plan in which the

individual with exceptional needs was last enrolled in a special education program within the same academic year, the local educational agency shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the parents, for a period not to exceed 30 days, by which time the local educational agency shall adopt the previously approved individualized education program or shall develop, adopt, and implement a new individualized education program that is consistent with federal and state law.

(2) In the case of an individual with exceptional needs who has an individualized education program and transfers into a district from a district operating programs under the same special education local plan area of the district in which the individual with exceptional needs was last enrolled in a special education program within the same academic year, the new district shall continue, without delay, to provide services comparable to those described in the existing approved individualized education program, unless the parent and the local educational agency agree to develop, adopt, and implement a new individualized education program that is consistent with federal and state law.

(3) (A) As required by subclause (II) of clause (i) of subparagraph (C) of paragraph (2) of subsection (d) of Section 1414 of Title 20 of the United States Code, the following shall apply to special education programs for individuals with exceptional needs who transfer from an educational agency located outside the State of California to a district within California. In the case of an individual with exceptional needs who transfers from district to district within the same academic year, the local educational agency shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the parents, until the local educational agency conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the local educational agency, and develops a new individualized education program, if appropriate, that is consistent with federal and state law.

(B) (i) For purposes of subparagraph (A), a local educational agency shall, within 30 days of receipt of official or unofficial records, either adopt and implement the individualized education program previously adopted for the pupil or develop, adopt, and implement a new individualized education program for the pupil that is consistent with federal and state law, if applicable.

(ii) For purposes of clause (i), “unofficial records” has the same meaning as described in subdivision (A) of Article IV of the Interstate Compact on Educational Opportunity for Military Children, as specified in Section 49701.

(b) (1) To facilitate the transition for an individual with exceptional needs described in subdivision (a), the new school in which the individual with exceptional needs enrolls shall take reasonable steps to promptly obtain the pupil’s records, including the individualized education program and

supporting documents and any other records relating to the provision of special education and related services to the pupil, from the previous school in which the pupil was enrolled, pursuant to paragraph (2) of subsection (a) of Section 99.31 of Title 34 of the Code of Federal Regulations and consistent with the Interstate Compact on Educational Opportunity for Military Children, as specified in subdivision (A) of Article I, subdivision (E) of Article II, and subdivisions (B) and (C) of Article V of Section 49701, as applicable.

(2) The previous school in which the individual with exceptional needs was enrolled shall take reasonable steps to promptly respond to the request from the new school.

(3) The new school in which the individual with exceptional needs enrolls shall accept unofficial records provided by the pupil's parent or guardian pending validation by the official records, consistent with the requirements of the Interstate Compact on Educational Opportunity for Military Children, as specified in subdivision (A) of Article I, subdivision (E) of Article II, and subdivisions (B) and (C) of Article V of Section 49701, as applicable.

(c) If whenever a pupil described in subdivision (a) was placed and residing in a residential nonpublic, nonsectarian school, prior to transferring to a district in another special education local plan area, and this placement is not eligible for funding pursuant to Section 56836.165, the special education local plan area that contains the district that made the residential nonpublic, nonsectarian school placement is responsible for the funding of the placement, including related services, for the remainder of the school year. An extended year session is included in the school year in which the session ends.

SEC. 3. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

SELPA ADMINISTRATORS OF CALIFORNIA

Finance Committee

October 2025

[Prior Finance Reports](#)

[SELPA Finance Committee Resources](#)
[SELPA Finance Committee Report Summaries](#)

SELPA Admin Leadership Institute - [Finance Presentation](#)

Updates and Reminders

- EOY/MOE Forms
 - [Subsequent Year Tracking Form](#)
 - [SYT Instructions](#)
 - [Exemptions](#)
 - [Excess Cost Form](#)
 - [Table 8](#)
 - [SEMA Sample](#)
 - [SEMB Sample](#)
 - [SYT Verification Checklist](#)
- Expenditure Reports for Federal Grants
 - 2023-24
 - Final/Report 7 due by October 10 (and Indirect Cost Report)
 - For expenditures from July 1 to September 30
 - 2024-25
 - Report 4 due by October 30
 - For expenditures from July 1 to September 30
- ADR Grants - Timeline
 - 2023-24 SPED ADR Grant (Grant Award Period: 7/1/23 - 9/30/25)
 - Progress Report #2 due October 10, 2025
 - Final Budget Summary due October 10, 2025
 - 2024-25 SPED ADR Grant (Grant Award Period: 7/1/24 - 9/30/26)
 - Progress Report #1 due October 10, 2025
 - **Send all ADR Grant documents to ADR@cde.ca.gov**
 - 2025-26
 - CDE's goal is for Grant Award Notifications to be sent out in November
- [Extraordinary Cost Pool Application Window Open](#): 2024-25 - Due by Oct 31, 2025 - The Minimal Threshold to qualify: The threshold amount for 2024-25 for SELPAs that are not considered Necessary Small SELPAs as defined in *EC* Section 56836.21 is \$98,992.16. If the total reimbursable amount exceeds current year appropriation, all claims will be prorated.
 - To be eligible for reimbursement, the following documentation must be submitted:
 - Make sure that any NPS invoices you share are clearly itemized, delineating services like clinical mental health, education, room & board, etc.;
 - Redact any of the students' personally identifiable information from the proof you submit, such as name, social security number and date of birth;
 - Instead, add the 'Student Record Number' at the top of each page of documents you submit.
 - Transportation needs to be excluded.
 - **Claims are to be submitted through Principal Apportionment Data Collection (PADC) by October 31, 2025.**
 - [Extraordinary Cost Pool Supplemental Form](#): This form assists local educational agencies (LEAs) in recording monthly expenditures for each student's claim and reporting the total costs in the Principal Apportionment Data Collection (PADC) Web Application. The CDE recommends LEAs include this form as part of the supporting documentation for each claim.
- Census Day Data Collection for Low Incidence student counts (Oct 1) - for those who have low incidence allocation models, it is recommended to pull D1 and D2 for low incidence disabilities out of your SED system, as it is not possible to back into the apportionment data. **If you haven't done this yet, do it today.**

MOE Workgroup:

- MOE Documents are starting to be submitted to CDE (Due by November 15)
 - Turned in Table 8 reports appear to look okay on first review
 - PCRA on SEMA and SYT
 - There is a lack of accuracy on indicating PCRA on SYT
 - Program Cost Report Allocation (PCRA) amounts on the SYT need to match what is indicated on the SEMA
 - If the amount is \$0 or the PCRA amount is equal to/lower on the SYT than on the SEMA, it's usually okay, but if the amount on the SYT is higher, then it is not allowed.
 - PCRA allows for LEAs to allocate costs that are not directly charged to specific programs
- Federal Grants - 611 (RES 3310) and 619 (RES 3315)
 - Final Reports for FY23 (23-24) are due by October 10.
 - Final payments sent to the division that does the payments by November 15
 - Do NOT submit late - there could be a problem paying late submissions due to government shutdown
 - Private School Proportionate Share (PSPS) - If any SELPAs need to transfer their PSPS, they must send in their letter, and it must include the correct fiscal years
 - Why would a SELPA request to transfer funds?
 - If a LEA/SELPA has attempted to consult and show expenditure of their PSPS obligation, but there were no schools, no students, or no response to their attempts to consult, so they were not able to spend their RES 3311 or RES 3317 funds.
 - When can they request to transfer funds?
 - Once June of the final year of the grant passes, the SELPA/LEA is allowed to write a letter to CDE and ask to transfer their PSPS obligation back into RES 3310 or RES 3315.
 - If CDE approves, the SELPA/LEA can spend the dollars and can include them in the final expenditure report as part of RES 3310 or RES 3315
 - CDE does the transfer uniquely and checks in with SELPAs
 - PSPS calculation is required by Report 4 (due October 30)
 - CCEIS - CDE checks the 15% set aside closely
 - Make sure all CCEIS participants are sending in their information and data with their Progress Reports, and they spend all of their set aside.
 - CDE will not send out final payments (FY 23/24) for RES 3310 and RES 3315 unless the 15% is fully spent
- CDE Fiscal Division (Alexa) is working on making the CALPADS data set on SELPA LEA membership calibrate - closures, mergers, movement, name and authorizer changes, etc. of LEAs and Charters
 - Important for IDEA calculations
- **Question from the Field:** For PSPS, should LEAs be calculating all eligible and potentially eligible students (EOY4 Data Count) for eligible private schools **only** or should they also include students who are potentially eligible in non eligible (for profit) private schools? PSPS is only for verified non profit private schools so do for profit private schools need to be included (there seems to be confusion around this from CDE data)?
 - Shortest answer: DO NOT include for profit - will get confirmation and CDE (Chris) will try to give a citation
 - Highest level federal response - as long as it is non-profit

Finance Bulletin - Economic and Revenue Updates - September 2025

Economic Update -

- U.S. real Gross Domestic Product (GDP) grew at 3.3%, in the second quarter, up from the 0.5 contraction in the first quarter. Growth was driven by net exports.
- U.S. headline inflation accelerated to 2.9% year-over-year at its fastest pace since January 2025.
- Year-over-year Core inflation—which excludes food and energy— remained the same at 3.1% year-over year, its highest level since February 2025. The acceleration is driven by broad based increases in consumer prices attributed to the tariffs.
- Shelter inflation—which includes owners’ equivalent rent and residential rent—declined for the third straight month from 3.8 in June to 3.6 in August.
- Gas prices declined for the 15th consecutive month.

U.S. Labor Market Update (Important for hiring and Bargaining)

- In August 2025, the U.S. unemployment rate ticked up to 4.3% from 4.2% in July.
 - The U.S. added 22,000 nonfarm payroll jobs in August, driven by increases in private educational and health services and leisure and hospitality. Seven of eleven major industry sections lost jobs in August.

CA Labor Market Update (Important for hiring and Bargaining)

California’s unemployment rate remained unchanged at 5.5% in August 2025. The number of unemployed persons increased by 5700 (0.5%). Six sectors added jobs including Private education and health services; five sectors lost jobs.

Building Activities (Important for Property Taxes)

Building permits for homes is down 6.6% from a year ago. The median price of a home decreased to \$884,050 from \$899,790.

Monthly Cash Report (Important because of any potential need for Deferrals) -

Preliminary General Fund agency cash receipts were \$1.7B, or 12.8%, above the Budget Act forecast for August.

- Personal income tax cash receipts were \$1.1 billion, or 13.6%, **above forecast** in August and were \$2.3B above forecast cumulatively since April.
- Corporation tax cash receipts were \$286 million, or 261.2%, **above forecast** in August and were \$296 million above forecast cumulatively since April.
- Preliminary sales and use tax receipts were \$27 million, or 0.7%, **below forecast** in August, bringing the cumulative shortfall since April, including minor revisions to prior months, to \$169 million.

2025-26 Comparison of Actual and Forecast Agency General Fund Revenues
(Dollars in Millions)

Revenue Source	AUGUST 2025				Percent Difference	2025-26 YEAR-TO-DATE			
	Forecast	Actual	Difference	Percent Difference		Forecast	Actual	Difference	Percent Difference
Personal Income	\$7,857	\$8,928	\$1,071	13.6%	\$16,064	\$17,431	\$1,367	8.5%	
Withholding	7,601	8,509	908	11.9%	15,372	16,682	1,310	8.5%	
Estimated Payments	261	320	\$9	22.5%	585	724	139	23.8%	
Final Payments	246	294	48	19.6%	514	599	85	16.6%	
Other Payments	452	476	24	5.4%	1,036	941	-95	-9.2%	
Refunds	-550	-502	48	-8.8%	-1,123	-1,177	-53	4.7%	
MHSF Transfer	-141	-160	-19	13.6%	-288	-312	-24.5	8.5%	
Corporation	\$110	\$396	\$286	261.2%	\$1,443	\$1,303	-\$140	-9.7%	
Estimated Payments	225	197	-28	-12.4%	1,301	1,062	-240	-18.4%	
PTET Payments	77	127	50	64.7%	193	258	65	33.7%	
Other Payments	245	301	57	23.1%	576	645	69	12.0%	
Refunds	-437	-229	208	-47.5%	-627	-662	-34	5.4%	
Sales & Use	\$4,067	\$4,040	-\$27	-0.7%	\$5,504	\$5,427	-\$77	-1.4%	
Insurance	\$767	\$857	\$89	11.6%	\$834	\$937	\$103	12.4%	
Pooled Money Interest	\$291	\$237	-\$55	-18.8%	\$492	\$546	\$54	11.0%	
Alcohol	\$32	\$30	-\$2	-7.1%	\$76	\$79	\$3	3.9%	
Tobacco	\$3	\$4	\$0	14.7%	\$6	\$6	\$0	2.8%	
Other	\$91	\$417	\$326	359.5%	\$187	\$633	\$446	239.1%	
Total	\$13,218	\$14,908	\$1,689	12.8%	\$24,606	\$26,363	\$1,757	7.1%	

This is an agency cash report and the data may differ from the Controller's report to the extent that cash received by agencies has not yet been reported to the Controller. The personal income total includes Individual Shared Responsibility Penalty Transfers. The forecast is from the 2025-26 Budget Act. General Fund agency cash receipts for the entire 2024-25 fiscal year were \$2.7 billion above the 2025-26 Budget Act forecast.

Federal News

The President, Senate, and House have made budget proposals for FY 25/26. Both the Senate and House rejected the Administration's proposal to consolidate IDEA components and proposed an increase to IDEA.

- Article - [Senators - Including Republicans - Reject All of Trump's Proposed Education Cuts](#) - EducationWeek - 7/31/25
- Article- [House Lawmakers Endorse Some—But Not All—of Trump's Education Cuts](#)-EducationWeek-9/3/25

	FY 24/25 Final	President's Proposal FY 25/26	Senate Proposal for FY 25/26	House Proposal for FY 25/26
Part B - 611	\$14,213,704,000	\$14,891,264,000 (block grant for Part B-611, Part B-619, and Part D)	\$14,263,704,000	\$14,233,704,000
Part B - 619 (preK)	\$420,000,000	0	\$420,000,000	\$420,000,000
Part C	\$540,000,000	\$540,000,000	\$540,000,000	\$540,000,000
Part D, Total	\$257,560,000	0	\$257,560,000	\$258,560,000
Special Olympics	\$36,000,000	\$36,000,000	\$36,000,000	\$41,000,000
TOTAL APPROPRIATION	\$15,487,264,000	\$15,467,264,000	\$15,517,264,000	\$15,493,264,000

Due to the Senate not coming to an agreement or an agreed upon Continuing Resolution (CR), a government shutdown went into place at 12:01 a.m. on October 1. A CR is a stopgap measure to fund the federal government at FY 2025 through the expiration of the CR.

The below is some information regarding the impact to California schools (via Capitol Advisors):

- **ED will operate with a skeleton crew.** Of roughly 1,700 ED employees, 1,485 would be furloughed. That means student aid operations (Pell Grants and federal student loans) continue, but most other ED functions slow. If a shutdown extends beyond a week, ED anticipates recalling additional staff.
- **Title I and IDEA state grants continue "as usual."** ED's plan states it will make new Title I and IDEA funding available and allow states and grantees to draw down already-awarded funds. For many programs, FY 2025 funds are still available to draw.
- **Head Start and Impact Aid (federal property and military) could be affected.** If the shutdown drags on, these programs might have to deal with missed payments, depending on grant timing.
- **Advance-funded programs are a mixed bag.** By law, advance FY 2026 appropriations are scheduled to become available October 1. ED's plan says obligations and payments for programs with enacted advance funding "may continue," depending on the length of the shutdown and funds on hand. It explicitly mentions Title I and IDEA availability, but is silent on whether all advance dollars (for example, career technical education or Title II)

will be fully released on October 1. Expect some uncertainty here.

- **What might pause or stop?** Look for pauses to work done in the Office of Civil Rights, new (non-Pell) grants, discretionary grantmaking, and most guidance and regulatory work, unless legally required.
- **Pay, personnel and possible layoffs.** All federal employees, whether furloughed or working, will receive back pay after a shutdown ends, but they are not paid during it. Federal contractors do not receive back pay. ED's plan does not reference mass layoffs, although the White House and Office of Management and Budget (OMB) have **told** agencies to be prepared for potential reductions in force if a prolonged shutdown occurs.

A link to the ED contingency plan can be found [here](#). More broadly, the effects of a federal shutdown are varied. Social Security, Veterans' benefits, and Medicare/Medicaid funding will continue, but many facilities operated by the federal government will be closed.



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KEYNOTE PRESENTERS



For more than 20 years, **Jennifer Wolfsheimer** has dedicated her career to advancing disability rights and special education policy. She spent over a decade at the U.S. Department of Education’s Office of Special Education Programs (OSEP), where she worked to strengthen national implementation of the Individuals with Disabilities Education Act (IDEA). Building on her federal experience, Jennifer has since partnered with state educational agencies across the country to improve systems for dispute resolution, data use, and general supervision. With a unique blend of legal training, policy expertise, and lived experience, she helps agencies meet IDEA compliance requirements while focusing on meaningful outcomes for students with disabilities.

Jennifer Hall Lee grew up on Staten Island in New York with a dad who was a police officer and a mom who was a social worker at Willowbrook State School, the institution that housed mentally disabled people. She and several others, along with parents, forced the closure of Willowbrook and ensuing scandal covered on television by Geraldo Rivera. This event led to the deinstitutionalization of mentally disabled people across the nation and it was Jennifer’s first experience with politics, power and the ability for citizens to create change. Jennifer currently serves as Vice President of the Pasadena Unified School District Board. She is also a writer, visual effects editor, and has produced her own independent documentary films.



Kevin Schaefer is currently the Director of the Supporting Innovative Practices (SIP) project through the El Dorado COE. In this role, Kevin works to improve educational outcomes for students with disabilities through the provision of high-quality leadership and support to the California Department of Education and Local Educational Agencies throughout the state. Additionally, he provides organizational support by promoting continuous improvement processes and alignment of initiatives that focus on creating environments of belonging that honor the diversity of learners. His varied background as a special education teacher, administrator, and national/state technical assistance provider has led to expertise in the areas of systems change.

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The California Department of Education, Special Education Division, in partnership with the Seeds of Partnership project, invite you to join this engaging webinar series.

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By learning together, we can build stronger connections that empower students to do their best both academically and personally. Each session will include a variety of topics, such as strategies for effective communication, ways to strengthen family-school relationships, insight into systems, programs, supports, best practices and approaches.

Who should attend? Parents, educators, administrators, leaders, and parent center staff – all of whom support students with disabilities.



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www.seedsofpartnership.org/webinarandvideo.html

Recorded sessions will be available at this web page



July 24,
2025

August 28,
2025

September 25,
2025

October 23,
2025

No sessions
November/
December

January 22,
2026

February 26,
2026

March 26,
2026

April 23,
2026

May 28,
2026



If you have questions about this webinar series please contact Seeds of Partnership by email at seeds@scoe.net





YUBA COUNTY PRIVATE SCHOOLS MEETING

Monday, November 3, 2025

9:00 a.m.

This meeting will be held virtually via Zoom.

<https://yubacoe-org.zoom.us/j/82047402795?pwd=IH5vACqYiBIO1NINICazVnORpat9Uo.1>

Meeting ID: 820 4740 2795

Meeting Purpose:

- ✓ Review Consultation Process
- ✓ Review Legal Requirements
- ✓ Review Child Find Obligations and Process
- ✓ Review Special Education Eligibility
- ✓ Review Private School Provisions and Proportionate Share
- ✓ Review LEA Responsibilities for Special Education Services

For more information, contact:
The SELPA Office at 530-749-4871