SPECIAL EDUCATION LOCAL PLAN AREA
SUPERINTENDENTS' AND OPERATION'S MEETING
Yuba County Office of Education Business Center
1114 Yuba Street, Beckwourth Room,
Marysville, CA 95901

Agenda

November 19, 2025

Special Education Local Plan Area

Superintendents' Council	Operation's Council
Patrick Brose	Patrick Brose
Matt Taylor	Jennifer Nelson
Chris Mahurin	Kimberly Bentonwolfgram
Jordan Reeves	Rusty Gordon
Craig Guensler	Toni Vernier
Rob Gregor	Erin Oaks
Jeff Roberts, Ed. D	Samantha Chan
Nicole Newman, Ed. D	Lauren Link
Louise Miller	Melonie Soland

YCOE
Yuba County Office of Education
Better Together

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

SPECIAL EDUCATION LOCAL PLAN AREA MEETING
Wednesday, November 19, 2025 – 10:30 a.m.
Yuba County Office of Education Business Center
1114 Yuba Street, Beckwourth Room, Marysville, CA 95901

AGENDA

1. CALL TO ORDER, ATTENDANCE, AND PLEDGE OF ALLEGIANCE

2. PUBLIC COMMENTS

This item is being placed on the agenda to allow any member of the public to speak on agenda items and non-agenda items or to share information with the council.

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 **ACTION ITEM**

4. CONSENT AGENDA **ACTION ITEM**

4.1 APPROVAL OF OCTOBER 22, 2025, MEETING MINUTES – Pages 1-4

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 Board Member may request that an item be pulled for further discussion.

5. FISCAL SERVICES

5.1 NON-PUBLIC AGENCY (NPA) CONTRACTOR RATES **INFORMATION ITEM**

Discussion regarding NPA offering equalization of contractor rates.

5.2 CALIFORNIA COMMISION ON TEACHER CREDENTIALING (CCTC) TEACHER RESIDENCY GRANT **INFORMATION ITEM**

Discussion of CCTC Teacher Residency Grant as a Local Educational Agency (LEA) consortium application.

5.3 SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) NOVEMBER 2025 FINANCE REPORT **INFORMATION ITEM**
Pages - 5-8

Contains information regarding how to complete maintenance of effort forms, economic and revenue updates, state and federal budget news, and government shutdown updates.

6. LEGISLATIVE UPDATES

6.1 ASSEMBLY BILL 560 – SPECIAL EDUCATION CASELOAD LIMITS **INFORMATION ITEM**
Pages - 9-12

Requires equal distribution of initial assessments across all resource specialists and, by July 1, 2027, the State Superintendent of Public Education must develop and publish recommendations for maximum adult to pupil staffing ratios for special classes serving students ages 3-22 with consultative input from educators working in special education, administrators, fiscal staff, parents of children with exceptional needs, researchers, and advocates.

6.2 SENATE BILL 373 – SPECIAL EDUCATION AND NON-PUBLIC SCHOOLS **INFORMATION ITEM**
Pages - 13-29

Requires local education agencies to provide pupils placed in an out of state NPS a copy of their procedural safeguards, develop a pupil interview tool by July 1, 2026, conduct pupil empathy interviews, report results to the state, and for superintendents to ensure restraint and seclusion practices are consistent with California laws.

7. MONITORING AND REPORTING

7.1 CALIFORNIA LONGITUDINAL PUPIL ACHIEVEMENT DATA SYSTEM (CALPADS) **INFORMATION ITEM**

For the 2025-2026 school year, data used to calculate disproportionality will be pulled from CALPADS on the initial certification deadline of December 12, 2025, rather than at the close of the amendment window.

8. PROFESSIONAL DEVELOPMENT

8.1 DEVELOPING COLLABORATIVE RELATIONSHIPS WITH PARENTS THROUGHOUT THE SPECIAL EDUCATION EVALUATION PROCESS **INFORMATION ITEM**
Pages - 30-31

Workshop focuses on how assessors can build stronger, collaborative relationships with parents during the assessment process and when presenting assessments and conclusions at IEP meetings.

8.2 UNDERSTANDING & SUPPORTING STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER & AUTISM **INFORMATION ITEM**
Pages - 32-33

5-hour webinar exploring evidence-based approaches to ADHD and Autism in students.

8.3 LEGAL PRO-TIPS & HOT TOPICS FOR 2026 **INFORMATION ITEM**
Page - 34

Full-day virtual conference to support practitioners primarily responsible for Individual Education Plan development and facilitation, as well as Individuals with Disabilities Education Act implementation, who work proactively with parents as partners in the IEP process.

8.4 STATEWIDE ALTERNATIVE DISPUTE RESOLUTION COMMUNITY OF PRACTICE **INFORMATION ITEM**
Page - 35

Community of practice which meets four times a year via zoom to develop shared resources, professional development, and replicable program models for ADR.

9. ADVANCED PLANNING

9.1 NEXT REGULAR BOARD MEETING **INFORMATION/ ACTION ITEM**
DATE: JANUARY 28, 2026
TIME: 10:30 A.M.
LOCATION: PLUMAS LAKE ELEMENTARY SCHOOL DISTRICT
2743 PLUMAS SCHOOL RD. PLUMAS LAKE, CA 95961

10. ADJOURN **ACTION ITEM**

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

Wednesday, October 22, 2025 – 10:30 a.m.
Wheatland School District, 111 Main Street, Wheatland, CA 95692

TOPIC	DISCUSSION	ACTION TAKEN
1. CALL TO ORDER	Kristen Nottle-Powell called a meeting of Superintendents' and Operation's Council to order at 10:35am on October 22, 2025, at 111 Main Street, Wheatland, CA 95692	**CALLED TO ORDER**: 10:35 am
ATTENDANCE, PLEDGE OF ALLEGIANCE	Craig Guensler, Rob Gregor, Jennifer Nelson, Rusty Gordon, Toni Vernier, Angela Gouker, Lauren Link, Joe Lodigiani. In absence: Patrick Brose, Chris Mahurin and Louise Miller. Kristen Nottle-Powell led the council in the Pledge of Allegiance.	**QUORUM PRESENT:** Yes
2. PUBLIC COMMENTS	There were no public comments.	
3. APPROVAL OF AGENDA	Kristen Nottle-Powell directed the council members to the October 22, 2025, Meeting Agenda for their review and approval. Upon a motion by Craig Guensler, duly second by Rob Gregor, the council unanimously approved the October 22, 2025, Meeting Agenda as presented.	**MOTION:** To approve the September 24, 2025 Agenda as presented. **MOTION:** Craig Guensler **SECOND:** Rob Gregor **ROLL CALL VOTE:** Craig Guensler - Aye Rob Gregor - Aye Jennifer Nelson - Aye Rusty Gordon - Aye Toni Vernier – Aye Angela Gouker – Aye Lauren Link – Aye Joe Lodigiani - Aye **MOTION APPROVED (8/0)**

4. CONSENT AGENDA	Kristen Nottle-Powell directed the council members to the September 24, 2025, Meeting Minutes for their review and approval. Upon a motion by Craig Guensler, duly second by Rob Gregor, the council unanimously approved the September 24, 2025, Meeting Minutes as presented.	**MOTION:** To approve the September 24, 2025 Agenda as presented. **MOTION:** Craig Guensler **SECOND:** Rob Gregor **ROLL CALL VOTE:** Craig Guensler - Aye Rob Gregor - Aye Jennifer Nelson - Aye Rusty Gordon - Aye Toni Vernier – Aye Angela Gouker – Aye Lauren Link – Aye Joe Lodigiani - Aye **MOTION APPROVED (8/0)**
5. LEGISLATIVE UPDATES:	**5.1 ASSEMBLY BILL 1224** Kristen Nottle-Powell presented information on assembly bill 1224 in regard to long term substitutes / training. This bill was vetoed. **5.2 ASSEMBLY BILL 784** Kristen Nottle-Powell presented information on assembly bill 784 in regard to Deaf and Hard of Hearing Services. This bill passed. **5.3 ASSEMBLY BILL 1412** Kristen Nottle-Powell presented information on assembly bill 1412 in regards to military families with students with Individual Education Plans being accepted into special education services within 30 days.	
6. FISCAL & FINANCE SERVICES	**6.1 SELPA Finance Report** Kristen Nottle-Powell presented the SELPA Finance Report, which has links to helpful documents (EOY Reports, etc).	

7. PROFESSIONAL DEVELOPMENT	**7.1 SELPA ALTERNATE DISPUTE RESOLUTION CONFERENCE – MARCH 19-20, 2026** Kristen Nottle-Powell shared information regarding an upcoming ADR conference for school administrators, directors and coordinators. **7.2 STRENGTHENING PARTNERSHIPS FOR STUDENTS WITH DISABILITIES** Kristen Nottle-Powell shared information regarding a webinar series for educators, administrators, leaders that can help support students with disabilities. **7.3 SYSTEM IMPROVEMENT LEADS SUMMIT** Kristen Nottle-Powell shared information regarding a training that supports positive outcomes for students.	
8. MONITORING AND REPORTING	**8.1 ANNUAL PRIVATE SCHOOLS MEETING** Kristen Nottle-Powell presented a flyer for the upcoming annual private schools meeting. She requested it to be posted at school sites. **8.2 NON-PUBLIC AGENCY CONTRACTOR RATES** Kristen Nottle-Powell discussed increases in NPA / NPS contractor rates.	

9. GENERAL INFORMATION	**9.1 LOCAL EDUCATION AGENCY SHARE** There were no comments.	
10. ADVANCED PLANNING	**11.1 Next Meeting** **November 19, 2025 – 10:30 a.m.** **Location: YCOE Business Center Beckwourth Room,** **1114 Yuba Street, Marysville, CA 95901**	
11. ADJOURNMENT	There being no further business for discussion, the meeting was adjourned. Upon a motion by Craig Guensler, duly second by Rob Gregor, the council unanimously adjourned October 22, 2025, Superintendents' and Operation's Council meeting at 10:50 a.m.	**MOTION:** To adjourn at 10:50 am **MOTION:** Craig Guensler **SECOND:** Rob Gregor **ROLL CALL VOTE:** Craig Guensler - Aye Rob Gregor - Aye Jennifer Nelson - Aye Rusty Gordon - Aye Toni Vernier – Aye Angela Gouker – Aye Lauren Link – Aye Joe Lodigiani - Aye **MOTION APPROVED (8/0)**

Respectfully submitted,
Heather Tedder
Admin. Support for Special Education, Yuba County Office of Education

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

SELPA ADMINISTRATORS OF CALIFORNIA

Finance Committee
November 2025
Prior Finance Reports

SELPA Finance Committee Resources
SELPA Finance Committee Report Summaries

Updates and Reminders

- EOY/MOE Forms - DUE TO CDE BY NOVEMBER 15
  - Subsequent Year Tracking Form
  - SYT Instructions
  - Exemptions
  - Excess Cost Form
  - Excess Cost Slides
  - Table 8
  - SEMA Sample
  - SEMB Sample
  - SYT Verification Checklist
- Expenditure Reports for Federal Grants
  - 2024-25
    - Report 4 due by October 30
      - For expenditures from July 1 to September 30
- Part C Early Intervention Program Grant Applications are due November 30, 2025
  - Early Start resources and guidance Padlet page
  - Part C Application
  - Part C Budget Summary
  - Part C Expenditure Report

MOE Workgroup:

RES 3310

- The FY 25-26 federal grant awarded to California is, overall, $6 million less than the FY 24-25 grant.
- Therefore, if your SELPA/LEA overall student population, Free or Reduced-Priced Meal data (FRPM), or Private Pupil Count decreased then it is likely your overall grant award will decline.
- There are more SELPAs with a reduction in the grant award for 2025-26 than had a decrease in 2024-25.
- This is for RES 3310 only
- Are sure we will be getting the money?
  - Federal funds have been appropriated by Congress, and held by the Budget, but still no specific update on flow of funds.

Leadership Change?

- If there is a SELPA Director or Superintendent change at any time, SELPA Directors can email ideagrants@cde.ca.gov with "Superintendent/SELPA Director change" to provide the new information.
- This will help to make sure GANs are getting to the correct person for signature
- GANs will be going back to electronic signature (most likely Adobe Sign) - CDE had previously changed back to wet signatures after the COVID-19 Pandemic.

Other Information

- SEMAI forms (on SACSWEB) should be released by now.
  - Special education expenditures should be monitored throughout the year to ensure MOE compliance and PRIOR TO the closing of financial records at the end of the fiscal year.

Finance Bulletin - Economic and Revenue Updates - October 2025

Economic Update -

- U.S real Gross Domestic Product (GDP) grew at 3.8%, in the second quarter, up from the 0.6 contraction in the first quarter. Growth was driven by net exports (4.8%) and personal consumption (1.7%).
- Due to the ongoing federal government shutdown that has impacted several federal statistical agencies, no new labor market data is yet available for September 2025.
- The U.S. consumer price inflation report for September 2025 was delayed and is scheduled to be released on October 24, 2025.

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

- Due to the ongoing federal government shutdown that has impacted several federal statistical agencies, no new labor market data is yet available for September 2025. The U.S. consumer price inflation report for September 2025 was delayed and is scheduled to be released on October 24, 2025.

CA Labor Market Update (Important for hiring and Bargaining)

- No report due to the government shutdown.

California Personal Income (Important for Budget Development)

- California personal income increased 4.9 percent (SAAR) in the second quarter of 2025. The main contributor to California personal income growth in the second quarter of 2025 was wages and salaries (2.6 percentage points). Wages and salaries increased 5.6 percent year-over-year.

Building Activities (Important for Property Taxes)

- Building permits for homes is down 5.5% from a year ago. Single-family unit permits are down 7.5% from the previous year and multi-family unit permits are down 2.6%. The median price of a home decreased to $883,050 from $899,790.

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

Preliminary General Fund agency cash receipts were $2.1B, or 11.9%, above the Budget Act forecast for September.

- Personal income tax cash receipts were $2.3 billion, or 21.4%, **above forecast** in September and were $4.7B above forecast cumulatively since April.
- Corporation tax cash receipts were $46 million, or 1.6%, **below forecast** in September but were $249 million **above** forecast cumulatively since April.
- Preliminary sales and use tax receipts were $45 million, or 1.6%, **below forecast** in September, bringing the cumulative shortfall since April, including minor revisions to prior months, to $213 million.

2025-26 Fiscal Year-to-Date "Big Three" Tax Revenues
(In millions)

	Forecast	Actual	Difference
Personal Income Tax	$27,044	$30,761	$3,717
Corporation Tax	$4,397	$4,211	-$186
Sales and Use Tax	$8,322	$8,200	-$122
Total	$39,763	$43,172	$3,409

Source: DOF

State Budget News

LAO Report - The 2025-26 Budget: Overview of the Spending Plan

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

Government Shutdown Updates

The federal government shutdown is entering its fifth week after the Senate failed to advance a continuing resolution (CR) to fund operations through November 21, 2025. Despite ongoing talks between Senate leaders and the Trump Administration, no agreement was reached before adjournment, meaning the shutdown will continue into the week of November 3rd. While the majority of California's TK-12 schools are primarily funded through state and local sources, the shutdown is creating uncertainty around key federal programs that support students and families, including the Supplemental Nutrition Assistance Program (SNAP).

The Trump Administration previously noted it couldn't legally use the SNAP Contingency Reserve Fund to pay for food assistance benefits. Several states sued, and two federal judges — Indira Talwani (Massachusetts) and John McConnell Jr. (Rhode Island) — ruled that the administration must continue issuing SNAP benefits. Judge McConnell issued a temporary restraining order, finding that halting benefits would cause irreparable harm to millions of families and calling the administration's actions "arbitrary." He directed the USDA to use the $5.25B contingency fund and maintain existing SNAP work-requirement waivers.

As it pertains to schools, the impacts are indirect (i.e., school funding will not be impacted, however, parents may not be earning an income, may not have access to food, etc.). Indirect impacts may

cause additional stressors on students and their families during this time which could have impacts on learning and/or attendance.

Federal Government Shutdown Enters Fifth Week - SSCal

Special Education Layoffs Halted
A federal judge temporarily halted the Administration's plan to impose major staff cuts at the U.S. Department of Education (ED). These cuts could have had a significant impact around special education funding and oversight. U.S. District Judge Susan Illston of the Northern District of California issued an order preventing any further reductions in force, including within offices responsible for enforcing the Individuals with Disabilities Education Act (IDEA). The ruling requires furloughed employees, including those from the Office of Special Education (OSEP) and Rehabilitative Services (DOR), to return to work once the government reopens. During the shutdown, 121 employees had been laid off, leaving only a small number of staff to manage IDEA programs, including but not limited to, enforcement of IDEA and grant development and distribution. .

The government is expected to appeal the court's ruling. For now, the injunction provides temporary protection for staff overseeing IDEA implementation, helping to stabilize operations and funding oversight. Meanwhile, the California Department of Education continues its regular process for distributing IDEA grants to local agencies, which are typically issued each February. The court ruling halting the layoffs is likely just a temporary setback as Trump proceeds with his broader mission of closing the ED.

As noted above, Federal IDEA funding is expected to continue, however, concerns exist with the capacity to navigate a transition from federal to state (if the ED shutters and states become responsible for previously held responsibilities of the federal government.

Department of Education Closure
Although the layoffs are paused, the Administration's broader goal of closing or restructuring the Department of Education remains unchanged. Officials have proposed shifting special education oversight to the Department of Health and Human Services, with Secretary Linda McMahon arguing that education should be returned to state control. There is a feeling of concern that the removal of federal oversight may deny vulnerable children the services they're guaranteed under law (this is not necessarily the case as it pertains to CA, a state that has been supportive of SpEd).

AUTHENTICATED
ELECTRONIC LEGAL MATERIAL

Assembly Bill No. 560

CHAPTER 560

An act to amend Section 56362 of, and to add Section 56364.3 to, the Education Code, relating to special education.

[Approved by Governor October 10, 2025. Filed with Secretary of State October 10, 2025.]

LEGISLATIVE COUNSEL'S DIGEST

AB 560, Addis. Special education: resource specialists: special classes.

(1) Existing law requires local educational agencies, as defined, to identify, locate, and assess individuals with exceptional needs and to provide those pupils 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 requires each special education local plan area to ensure that a continuum of program options is available to meet the needs of individuals with exceptional needs for special education and related services, as required by federal law. Existing law requires the continuum of program options to include, among other options, a resource specialist program, designated instruction and services, and special classes, as provided.

Existing law requires the resource specialist program to provide, among other things, monitoring of pupil progress on a regular basis, participation in the review and revision of individualized education programs, as appropriate, and referral of pupils who do not demonstrate appropriate progress to the individualized education program team. Existing law requires caseloads for resource specialists to be stated in specified local policies and in accordance with regulations established by the State Board of Education, and prohibits a resource specialist from having a caseload that exceeds 28 pupils.

This bill would require local educational agencies to take all reasonable steps to distribute the workload associated with initial assessments across all resource specialists employed by the local educational agency in an equal manner, unless otherwise collectively bargained. By imposing additional duties on local officials, the bill would impose a state-mandated local program.

(2) Existing law requires special classes that serve pupils with similar and more intensive educational needs to be available, and authorizes special classes to enroll pupils only when the nature or severity of the disability of the individual with exceptional needs is such that education in the regular classes with the use of supplementary aids and services, including curriculum modification and behavioral support, cannot be achieved satisfactorily.

This bill would require the Superintendent of Public Instruction, on or before July 1, 2027, to recommend a maximum adult-to-pupil staffing ratio for those special classes, as provided, and to post the recommendation on the department's internet website. The bill would require the Superintendent to report their recommendations to the appropriate policy and fiscal committees of the Legislature and the state board on or before April 1, 2027, as specified.

(3) 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 56362 of the Education Code is amended to read:

56362. (a) The resource specialist program shall provide, but not be limited to, all of the following:

(1) Provision for a resource specialist or specialists who shall provide instruction and services for those pupils whose needs have been identified in an individualized education program developed by the individualized education program team and who are assigned to regular classroom teachers for a majority of a schoolday.

(2) Provision of information and assistance to individuals with exceptional needs and their parents.

(3) Provision of consultation, resource information, and material regarding individuals with exceptional needs to their parents and to regular staff members.

(4) Coordination of special education services with the regular school programs for each individual with exceptional needs enrolled in the resource specialist program.

(5) Monitoring of pupil progress on a regular basis, participation in the review and revision of individualized education programs, as appropriate, and referral of pupils who do not demonstrate appropriate progress to the individualized education program team.

(6) Emphasis at the secondary school level on academic achievement, career and vocational development, and preparation for adult life.

(b) The resource specialist program shall be under the direction of a resource specialist who is a credentialed special education teacher, or who has a clinical services credential with a special class authorization, who has had three or more years of teaching experience, including both regular and special education teaching experience, as defined by rules and regulations of the Commission on Teacher Credentialing, and who has demonstrated

the competencies for a resource specialist, as established by the Commission on Teacher Credentialing.

(c) Caseloads for resource specialists shall be stated in the local policies developed pursuant to Section 56195.8 and in accordance with regulations established by the board. A resource specialist shall not have a caseload that exceeds 28 pupils.

(d) Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes.

(e) Resource specialists shall not enroll a pupil for a majority of a schoolday without approval by the pupil's individualized education program team.

(f) At least 80 percent of the resource specialists within a local plan shall be provided with an instructional aide.

(g) Local educational agencies shall take all reasonable steps to distribute the workload associated with initial assessments across all resource specialists employed by the local educational agency in an equal manner, unless otherwise collectively bargained.

SEC. 2. Section 56364.3 is added to the Education Code, to read:

56364.3. (a) On or before July 1, 2027, the Superintendent shall recommend a maximum adult-to-pupil staffing ratio for special classes authorized pursuant to Section 56364.2 for pupils 3 to 22 years of age, inclusive, and post the recommendation on the department's internet website.

(b) In making the recommendation required pursuant to subdivision (a), the Superintendent shall do all of the following:

(1) (A) Consult with all of the following individuals:

(i) Current credentialed education specialists teaching in a special class setting. A majority of the individuals consulted pursuant to this paragraph shall meet this requirement.

(ii) Administrators and chief business officials serving at schoolsites, school districts, county offices of education, and special education local plan areas.

(iii) Paraprofessionals serving in special class settings.

(iv) Parents of pupils with exceptional needs who are served in special class settings.

(B) The individuals consulted pursuant to subparagraph (A) shall represent the state's geographic diversity, including, but not limited to, rural, urban, and high-need regions.

(2) Consult with researchers and representatives with expertise in inclusive practices and advocates focused on equity and disability rights.

(3) Consider all of the following:

(A) The varying needs of pupils, including pupils with mild to moderate support needs and pupils with extensive support needs.

(B) The varying needs of pupils by age.

(C) The types of school settings, including preschools, elementary schools, secondary schools, and nonpublic schools.

(D) Existing practices among local educational agencies.

(E) Other states' adult-to-pupil ratios for special classes.

(F) Other constraints, including, but not limited to, workforce and facility needs, and conditions in small and rural local educational agencies.

(G) The effects on the education of pupils with disabilities in the least restrictive environment, as required by the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

(H) Determining appropriate staffing ratios to enhance pupil outcomes in accordance with the principles of the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and state law.

(I) The supports needed for general education and special education educators to succeed in implementing inclusive models.

(c) Notwithstanding Section 10231.5 of the Government Code, the Superintendent shall report their recommendations to the appropriate policy and fiscal committees of the Legislature and the state board on or before April 1, 2027, consistent with the requirements of Section 9795 of the Government Code.

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.

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AUTHENTICATED
ELECTRONIC LEGAL MATERIAL

Senate Bill No. 373

CHAPTER 579

An act to amend Sections 49001, 56301, 56366.1, 56366.4, 56366.12, and 56836.20 of the Education Code, relating to special education.

[Approved by Governor October 10, 2025. Filed with Secretary of State October 10, 2025.]

LEGISLATIVE COUNSEL'S DIGEST

SB 373, Grove. Special education: nonpublic, nonsectarian schools or agencies.

(1) Existing law requires local educational agencies to identify, locate, and assess individuals with exceptional needs and to provide those pupils 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 requires, in accordance with specified federal laws, parents to be given a copy of their rights and procedural safeguards, as specified.

This bill would require pupils to also be given a copy of their rights and procedural safeguards. By imposing additional duties on local educational agencies, the bill would impose a state-mandated local program.

(2) Existing law permits, under certain circumstances, contracts to be entered into for the provision of special education and related services by nonpublic, nonsectarian schools or agencies, as defined. Existing law authorizes a master contract for special education and related services provided by a nonpublic, nonsectarian school or agency only if the school or agency has been certified by the Superintendent of Public Instruction as meeting specified standards relating to special education and related services and facilities for individuals with exceptional needs. Existing law requires, before certification, the Superintendent to conduct an onsite review of the facility and program for which the applicant seeks certification, as specified.

This bill, commencing with the 2026–27 school year, would require the Superintendent, before certifying a nonpublic, nonsectarian school located outside of California, to take additional actions, including, among other things, to review policies on restraint and seclusion to evaluate consistency with California laws. The bill would require, during an onsite review of a nonpublic, nonsectarian school located outside of California, the Superintendent to interview all pupils with individualized education programs to discuss progress and address any concerns respecting any limitations due to the pupils' disabilities, as specified. The bill would require the Superintendent, by July 1, 2026, to develop a tool for purposes of the interviews, as provided, and would require the tool to be made available to local educational agencies for their own use, which the bill would authorize.

Existing law requires a nonpublic, nonsectarian school or agency that seeks certification to file an application with the Superintendent on forms provided by the State Department of Education, and to include specified information on the application.

This bill would add assurances of compliance with specified laws relating to behavioral interventions to be included in that required information on the application.

Existing law requires, commencing with the 2020–21 school year, a local educational agency that enters into a master contract with a nonpublic, nonsectarian school to conduct at least one onsite monitoring visit during each school year to the nonpublic, nonsectarian school at which the local educational agency has a pupil attending and with which it maintains a master contract. Existing law requires the monitoring visit to include, among other things, an observation of the pupil during instruction and a walkthrough of the facility. Existing law requires the local educational agency to report the findings resulting from the monitoring visit to the department within 60 calendar days of the onsite visit. Existing law requires, before June 30, 2020, the department to, with input from special education local plan area administrators, create and publish criteria for reporting this information to the department.

This bill would require the monitoring visit to include, for a pupil placed in a nonpublic, nonsectarian school located outside of California, an in-person interview with the pupil, in a manner consistent with the pupil's individualized education program, to evaluate the pupil's health and safety. The bill would require the local educational agency to report the findings resulting from the monitoring visit to the department using a specified form developed and published by the department on its internet website. The bill would require, on or before July 1, 2026, the department to update the form to require, for nonpublic, nonsectarian schools located outside of California, additional findings to be reported to the department. The bill would also require the local educational agency to conduct a quarterly check-in with a pupil attending the nonpublic, nonsectarian school located outside of California through an unmonitored telephone call in a manner consistent with the pupil's individualized education program.

Existing law requires the Superintendent to make a determination on an application for certification within 120 days of receipt of the application and to certify, conditionally certify, or deny certification to the applicant. If certification is denied, existing law requires the Superintendent to provide reasons for the denial.

This bill, commencing with the 2026–27 school year, would require, for a nonpublic, nonsectarian school located outside of California, the Superintendent to make available, upon request from a local educational agency or special education local plan area, specified information and documentation relating to certification, if available. The bill would require a local educational agency to disclose the information received, if available, to the parent or guardian at the time the individualized education program team considers placement of the pupil in a nonpublic, nonsectarian school

or agency, as specified. By imposing additional duties on local educational agencies, the bill would impose a state-mandated local program.

Existing law requires a nonpublic, nonsectarian school to ensure private and confidential communication between a pupil of the nonpublic, nonsectarian school and members of the pupil's individualized education program team, at the pupil's discretion.

This bill would explicitly require a nonpublic, nonsectarian school to ensure privacy and confidentiality of telecommunication in this circumstance and would require a nonpublic, nonsectarian school to also ensure private and confidential communication between a pupil and the department's Constituent Services Office.

(3) 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. This act shall be known, and may be cited, as the California Accountability for Placements in Education Act.

SEC. 2. Section 49001 of the Education Code is amended to read:

49001. (a) For the purposes of this section, "corporal punishment" means the willful infliction of, or willfully causing the infliction of, physical pain on a pupil. An amount of force that is reasonable and necessary for a person employed by or engaged in a public school to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment within the meaning and intent of this section. Physical pain or discomfort caused by athletic competition or other such recreational activity, voluntarily engaged in by the pupil, is not and shall not be construed to be corporal punishment within the meaning and intent of this section.

(b) No person employed by or engaged in a public school shall inflict, or cause to be inflicted corporal punishment upon a pupil. Every resolution, bylaw, rule, ordinance, or other act or authority permitting or authorizing the infliction of corporal punishment upon a pupil attending a public school is void and unenforceable.

(c) For purposes of this section, "public school" includes a school operated by a school district or a county office of education, a charter school, a nonpublic, nonsectarian school, and a state special school for the blind or the deaf.

SEC. 3. Section 56301 of the Education Code is amended to read:

56301. (a) All children with disabilities residing in the state, including children with disabilities who are homeless children or are wards of the state and children with disabilities attending private, including religious, elementary and secondary schools, regardless of the severity of their disabilities, and who are in need of special education and related services, shall be identified, located, and assessed and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services as required by Sections 1412(a)(3) and 1412(a)(10)(A)(ii) of Title 20 of the United States Code. A child is not required to be classified by their disability so long as each child who has a disability listed in Section 1401(3) of Title 20 of the United States Code and who, by reason of that disability, needs special education and related services as an individual with exceptional needs defined in Section 56026.

(b) (1) In accordance with Section 300.111(c) of Title 34 of the Code of Federal Regulations, the requirements of this section also apply to highly mobile individuals with exceptional needs, including migrant children, and children who are suspected of being an individual with exceptional needs pursuant to Section 56026 and in need of special education, even though they are advancing from grade to grade.

(2) In accordance with Section 300.213 of Title 34 of the Code of Federal Regulations, the local educational agency shall cooperate in the efforts of the federal Secretary of Education, under Section 6398 of Title 20 of the United States Code, to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among other states, health and educational information regarding those children.

(c) (1) The child find process shall ensure the equitable participation in special education and related services of parentally placed private schoolchildren with disabilities and an accurate count of those children. Child find activities conducted by local educational agencies, or where applicable, the department, shall be similar to those activities undertaken for pupils in public schools.

(2) In accordance with Section 1412(a)(10)(A)(ii)(IV) of Title 20 of the United States Code, the cost of the child find activities in private, including religious, elementary and secondary schools, may not be considered in determining whether a local educational agency has met its obligations under the proportionate funding provisions for children enrolled in private, including religious, elementary and secondary schools.

(3) The child find process described in paragraph (1) shall be completed in a time period comparable to that for other pupils attending public schools in the local educational agency.

(d) (1) Each special education local plan area shall establish written policies and procedures pursuant to Section 56205 for use by its constituent local agencies for a continuous child find system that addresses the relationships among identification, screening, referral, assessment, planning, implementation, review, and the triennial assessment. The policies and procedures shall include, but need not be limited to, written notification to

all parents of their rights under this chapter, and the procedure for initiating a referral for assessment to identify individuals with exceptional needs.

(2) In accordance with Section 1415(d)(1)(A) of Title 20 of the United States Code and Section 300.504(a) of Title 34 of the Code of Federal Regulations, parents and pupils shall be given a copy of their rights and procedural safeguards once every school year and at all of the following times:

(A) Upon initial referral or parental request for assessment.

(B) Upon receipt of the first state complaint under Section 56500.2 in a school year.

(C) Upon receipt of the first due process hearing request under Section 56502 in a school year.

(D) When a decision is made to make a removal that constitutes a change of placement of an individual with exceptional needs because of a violation of a code of pupil conduct in accordance with Section 300.530(h) of Title 34 of the Code of Federal Regulations.

(E) Upon request by a parent or pupil.

(3) A local educational agency may place a current copy of the procedural safeguards notice on its internet website, if the internet website exists, pursuant to Section 1415(d)(1)(B) of Title 20 of the United States Code.

(4) The contents of the procedural safeguards notice shall contain the requirements listed in Section 1415(d)(2) of Title 20 of the United States Code and Section 300.504(c) of Title 34 of the Code of Federal Regulations.

(e) Child find data collected pursuant to this chapter, or collected pursuant to a regulation or an interagency agreement, are subject to the confidentiality requirements of Sections 300.610 to 300.627, inclusive, of Title 34 of the Code of Federal Regulations.

SEC. 4. Section 56366.1 of the Education Code is amended to read:

56366.1. (a) A nonpublic, nonsectarian school or agency that seeks certification shall file an application with the Superintendent on forms provided by the department, and shall include all of the following information on the application:

(1) A description of the special education and designated instruction and services provided to individuals with exceptional needs if the application is for nonpublic, nonsectarian school certification.

(2) A description of the designated instruction and services provided to individuals with exceptional needs if the application is for nonpublic, nonsectarian agency certification.

(3) A list of appropriately qualified staff, a description of the credential, license, or registration that qualifies each staff member rendering special education or designated instruction and services to do so, and copies of their credentials, licenses, or certificates of registration with the appropriate state or national organization that has established standards for the service rendered.

(4) (A) (i) Commencing with the 2020–21 school year, documentation that the nonpublic, nonsectarian school or agency will train staff who will have contact or interaction with pupils during the schoolday in the use of

evidence-based practices and interventions specific to the unique behavioral needs of the nonpublic, nonsectarian school's or agency's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the schoolday, and annually to all staff who have any contact or interaction with pupils during the schoolday.

(ii) For a nonpublic, nonsectarian school or agency that was in existence as of the January 1 immediately preceding a school year, documentation that the nonpublic, nonsectarian school's or agency's staff members who will have contact or interaction with pupils during the schoolday have received training that complies with the requirements of subparagraphs (B) and (C).

(B) The training described in this paragraph shall be selected and conducted by the nonpublic, nonsectarian school or agency and shall satisfy all of the following conditions:

(i) Be conducted by persons licensed or certified in fields related to the evidence-based practices and interventions being taught.

(ii) Be taught in a manner consistent with the development and implementation of individualized education programs.

(iii) Be consistent with the requirements of Article 5.2 (commencing with Section 49005) of Chapter 6 of Part 27, relating to pupil discipline.

(C) The content of the training described in this paragraph shall include, but is not limited to, all of the following:

(i) Positive behavioral intervention and supports, including collection, analysis, and use of data to inform, plan, and implement behavioral supports.

(ii) How to understand and address challenging behaviors, including evidence-based strategies for preventing those behaviors.

(iii) Evidence-based interventions for reducing and replacing challenging behaviors, including de-escalation techniques.

(D) (i) The contracting local educational agency shall verify the nonpublic, nonsectarian school's or agency's compliance with the requirements of this paragraph, and the nonpublic, nonsectarian school or agency shall report the contracting local educational agency's verification to the Superintendent annually with the annual certification documents described in subdivision (h).

(ii) For a nonpublic, nonsectarian school or agency seeking initial certification, the contracting local educational agency shall verify that the plan and timeline for training provided pursuant to this paragraph are included in the master contract.

(iii) For a nonpublic, nonsectarian school or agency not in existence as of the January 1 immediately preceding a school year, the contracting local educational agency shall, 30 days following the commencement of the school year, verify that the nonpublic, nonsectarian school or agency provided the training required by this paragraph, and shall submit the verification to the Superintendent at that time.

(iv) The nonpublic, nonsectarian school or agency shall maintain written records of the training provided pursuant to this paragraph, and shall provide written verification of the training upon request.

(5) Commencing with the 2021–22 school year, documentation that the administrator of the nonpublic, nonsectarian school holds or is in the process of obtaining one of the following:

(A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities.

(B) A pupil personnel services credential that authorizes school counseling or psychology.

(C) A license as a clinical social worker issued by the Board of Behavioral Sciences.

(D) A license in psychology regulated by the Board of Psychology.

(E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation.

(F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator.

(G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences.

(H) A license as an educational psychologist issued by the Board of Behavioral Sciences.

(I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences.

(6) An annual operating budget.

(7) Affidavits and assurances necessary to comply with all applicable federal, state, and local laws and regulations that include criminal record summaries required of all nonpublic, nonsectarian school or agency personnel having contact with minor children under Section 44237.

(8) Assurances of compliance with Article 5 (commencing with Section 49000) and Article 5.2 (commencing with Section 49005) of Chapter 6 of Part 27, and Section 56521.1, relating to behavioral interventions.

(9) Commencing with the 2024–25 school year, a nonpublic nonsectarian school shall include assurances that for any pupil served by the school who is a foster child as defined in subdivision (a) of Section 48853.5, the school agrees to do both of the following:

(A) Serve as the school of origin of the foster child, as applicable pursuant to subdivision (g) of Section 48853.5.

(B) Allow the foster child to continue their education in the school, as applicable pursuant to subdivisions (f) and (g) of Section 48853.5.

(b) (1) The applicant shall provide the special education local plan area in which the applicant is located with the written notification of its intent to seek certification or renewal of its certification. The local educational agency representatives shall acknowledge that they have been notified of the intent to certify or renew certification. The acknowledgment shall include

a statement that representatives of the local educational agency for the area in which the applicant is located have had the opportunity to review the application at least 60 calendar days before submission of an initial application to the Superintendent, or at least 30 calendar days before submission of a renewal application to the Superintendent. The acknowledgment shall provide assurances that local educational agency representatives have had the opportunity to provide input on all required components of the application.

(2) If the local educational agency has not acknowledged an applicant's intent to be certified 60 calendar days from the date of submission for initial applications or 30 calendar days from the date of the return receipt for renewal applications, the applicant may file the application with the Superintendent.

(3) The department shall provide electronic notification of the availability of renewal application materials to certified nonpublic, nonsectarian schools and agencies at least 120 days before the date their current certification expires.

(c) If the applicant operates a facility or program on more than one site, each site shall be certified.

(d) If the applicant is part of a larger program or facility on the same site, the Superintendent shall consider the effect of the total program on the applicant. A copy of the policies and standards for the nonpublic, nonsectarian school or agency and the larger program shall be available to the Superintendent.

(e) (1) Before certification, the Superintendent shall conduct an onsite review of the facility and program for which the applicant seeks certification. The Superintendent may be assisted by representatives of the special education local plan area in which the applicant is located and a nonpublic, nonsectarian school or agency representative who does not have a conflict of interest with the applicant. The Superintendent shall conduct an additional onsite review of the facility and program within three years of the effective date of the certification, unless the Superintendent conditionally certifies the nonpublic, nonsectarian school or agency, or unless the Superintendent receives a formal complaint against the nonpublic, nonsectarian school or agency. In the latter two cases, the Superintendent shall conduct an onsite review at least annually.

(2) In carrying out paragraph (1), the Superintendent may verify that the nonpublic, nonsectarian school or agency has received a successful criminal background check clearance and has enrolled in subsequent arrest notice service, pursuant to Section 44237, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency.

(3) Commencing with the 2026–27 school year, the Superintendent shall also do all of the following before certifying a nonpublic, nonsectarian school located outside of California:

(A) Review assurances provided pursuant to paragraph (8) of subdivision (a) relating to behavioral interventions to evaluate consistency with California laws.

(B) Ensure that pupils have been provided a copy of their rights and procedural safeguards, as referenced in Section 300.504(a) of Title 34 of the Code of Federal Regulations, and information on how to contact the department's Constituent Services Office, upon admission to the nonpublic, nonsectarian school and that this information is accessible and require the telephone number for the department's Constituent Services Office to be prominently displayed at the nonpublic, nonsectarian school.

(C) Review policies, procedures, and practices of the nonpublic, nonsectarian school to determine if there is a clear and confidential process for residents to report grievances without fear of retaliation and review the process for investigating and reporting internal and external resident complaints.

(D) Examine the use of positive behavioral reinforcement systems, including if the nonpublic, nonsectarian school correctly implements behavior intervention pursuant to Chapter 5.5 (commencing with Section 56520) and manifestation determinations pursuant to Section 300.530(e) of Title 34 of the Code of Federal Regulations, and provide a copy of the nonpublic, nonsectarian school's policies on behavior intervention to pupils and parents of pupils enrolled in the nonpublic, nonsectarian school.

(E) Review protocols for identifying signs of abuse or neglect, both physical and psychological, for consistency with the mandated reporting requirements of Section 11165.7 of the Penal Code, ensure that all staff are trained to recognize these signs, and review any behavior emergency reports required pursuant to Section 56521.1 to ensure compliance with that section.

(4) Commencing with the 2020–21 school year, a local educational agency that enters into a master contract with a nonpublic, nonsectarian school shall conduct, at minimum, all of the following:

(A) An onsite visit to the nonpublic, nonsectarian school before placement of a pupil if the local educational agency does not have any pupils enrolled at the school at the time of placement.

(B) At least one onsite monitoring visit during each school year to the nonpublic, nonsectarian school at which the local educational agency has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the pupil through the individual service agreement between the local educational agency and the nonpublic, nonsectarian school, a review of progress the pupil is making toward the goals set forth in the pupil's individualized education program, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, a walkthrough of the facility, and, for a pupil placed in a nonpublic, nonsectarian school located outside of California, an in-person interview with the pupil, in a manner consistent with the pupil's individualized education program, to evaluate the pupil's health and safety. The local educational agency shall report the findings resulting from the monitoring visit to the department, using the "Local Educational Agency Onsite Visit for Nonpublic School" form developed and published by the department on its internet website,

within 60 calendar days of the onsite visit. On or before July 1, 2026, the department shall update the form to additionally require, for nonpublic, nonsectarian schools located outside of California, all of the following findings to be reported to the department:

(i) A summary of the local educational agency's interview of pupils to assess their perceptions of the nonpublic, nonsectarian school and the services provided, including whether pupils feel that they are treated with respect and dignity and whether nonpublic, nonsectarian school staff maintain appropriate professional boundaries. The local educational agency may also use the tool used by the Superintendent to conduct interviews or develop its own interview tool and shall respect any limitations caused by the pupil's disability and conduct the interview in a manner consistent with the pupil's individualized education program.

(ii) Evidence of positive behavioral support, for which the local educational agency shall examine the use of positive behavioral reinforcement systems, including if the nonpublic, nonsectarian school correctly implements behavior intervention pursuant to Chapter 5.5 (commencing with Section 56520) and manifestation determinations pursuant to Section 300.530(e) of Title 34 of the Code of Federal Regulations.

(iii) Evidence of screening for abuse and neglect, for which the local educational agency shall review the protocols for identifying signs of abuse or neglect, both physical and psychological, and ensure that all staff are trained to recognize these signs through a review of any behavior emergency reports required pursuant to Section 56521.1.

(C) A quarterly check-in with a pupil attending the nonpublic, nonsectarian school located outside of California through an unmonitored telephone call, in a manner consistent with the pupil's individualized education program.

(f) (1) The Superintendent shall make a determination on an application within 120 days of receipt of the application and shall certify, conditionally certify, or deny certification to the applicant. If the Superintendent fails to take one of these actions within 120 days, the applicant is automatically granted conditional certification for a period terminating on August 31 of the current school year. If certification is denied, the Superintendent shall provide reasons for the denial. The Superintendent shall not certify the nonpublic, nonsectarian school or agency for a period longer than one year.

(2) Commencing with the 2026–27 school year, for a nonpublic, nonsectarian school located outside of California, the Superintendent shall make available, upon request from a local educational agency or a special education local plan area, the following information, if available:

(A) The certification status of the nonpublic, nonsectarian school or agency, including whether certification was granted, denied, revoked, suspended, or granted with conditions.

(B) A summary of the findings supporting the Superintendent's determination, including any corrective actions or areas of noncompliance identified.

(C) Access to relevant documentation used to support the determination, including compliance review reports and any findings resulting from onsite monitoring visits.

(3) A local educational agency shall disclose the information received in paragraph (2), if available, to the parent or guardian at the time the individualized education program team considers placement of the pupil in a nonpublic, nonsectarian school or agency.

(4) The local educational agency shall document in the individualized education program that the information described in paragraph (2), if available, was provided to the parent or guardian and that the parent or guardian was given an opportunity to review and discuss the information as part of the placement decision.

(5) This subdivision does not authorize the disclosure of any personally identifiable information and shall be consistent with applicable state and federal pupil privacy laws.

(g) Certification becomes effective on the date the nonpublic, nonsectarian school or agency meets all the application requirements and is approved by the Superintendent. Certification may be retroactive if the nonpublic, nonsectarian school or agency met all the requirements of this section on the date the retroactive certification is effective. Certification expires on December 31 of the terminating year.

(h) The Superintendent annually shall review the certification of each nonpublic, nonsectarian school or agency. For this purpose, a certified nonpublic, nonsectarian school or agency annually shall update its application between August 1 and October 31, unless the state board grants a waiver pursuant to Section 56101. The Superintendent may conduct an onsite review as part of the annual review.

(i) (1) The Superintendent shall conduct an investigation of a nonpublic, nonsectarian school or agency onsite at any time without prior notice if there is substantial reason to believe that there is an immediate danger to the health, safety, or welfare of a child. The Superintendent shall document the concern and submit it to the nonpublic, nonsectarian school or agency at the time of the onsite investigation. The Superintendent shall require a written response to any noncompliance or deficiency found.

(2) A nonpublic, nonsectarian school or agency shall notify the department and the local educational agency with which it has a master contract of any pupil-involved incident at the school or agency in which law enforcement was contacted. This notification shall be provided in writing, no later than one business day after the incident occurred.

(3) With respect to a nonpublic, nonsectarian school or agency, the Superintendent shall conduct an investigation, which may include an unannounced onsite visit, if the Superintendent receives evidence of a significant deficiency in the quality of educational services provided, a violation of Section 56366.9, or noncompliance with the policies expressed by subdivision (b) of Section 1501 of the Health and Safety Code by the nonpublic, nonsectarian school or agency. The Superintendent shall document the complaint and the results of the investigation and shall provide

copies of the documentation to the complainant, the nonpublic, nonsectarian school or agency, and the contracting local educational agency.

(4) Violations or noncompliance documented pursuant to paragraph (1) or (3) shall be reflected in the status of the certification of the nonpublic, nonsectarian school or agency, at the discretion of the Superintendent, pending an approved plan of correction by the nonpublic, nonsectarian school or agency. The department shall retain for a period of 10 years all violations pertaining to certification of the nonpublic, nonsectarian school or agency.

(5) In carrying out this subdivision, the Superintendent may verify that the nonpublic, nonsectarian school or agency received a successful criminal background check clearance and has enrolled in subsequent arrest notice service, pursuant to Section 44237, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency.

(j) The Superintendent shall monitor the facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standards-focused instructional materials used, of an existing certified nonpublic, nonsectarian school or agency on a three-year cycle, as follows:

(1) The nonpublic, nonsectarian school or agency shall complete a self-review in year one.

(2) The Superintendent shall conduct an onsite review of the nonpublic, nonsectarian school or agency in year two.

(3) The Superintendent shall conduct a followup visit to the nonpublic, nonsectarian school or agency in year three.

(k) (1) During an onsite review of a nonpublic, nonsectarian school located outside of California, the Superintendent shall interview all pupils with individualized education programs to discuss progress and address any concerns respecting any limitations due to the pupils' disabilities at the following times:

(A) If the nonpublic, nonsectarian school is the subject of an investigation pursuant to subdivision (i).

(B) If there is a change in certification status or during the year-three monitoring followup visit specified in paragraph (3) of subdivision (j).

(C) If the nonpublic, nonsectarian school has pupil-level findings from year two.

(2) On or before July 1, 2026, the Superintendent shall develop an interview tool to be used for interviews with pupils to assess the pupils' perceptions of the nonpublic, nonsectarian school and the services provided, discuss progress, and address any concerns. The interview tool shall require interviews to include, at minimum, the pupil's perceptions of being treated with respect and dignity and of whether the staff maintain appropriate professional boundaries. This tool shall be made available to local educational agencies upon request to conduct interviews.

(*l*) (1) Notwithstanding any other law, the Superintendent shall not certify a nonpublic, nonsectarian school or agency that proposes to initiate or expand

services to pupils currently educated in the immediate prior fiscal year in a juvenile court program, community school pursuant to Section 56150, or other nonspecial education program, including independent study or adult school, or both, unless the nonpublic, nonsectarian school or agency notifies the county superintendent of schools and the special education local plan area in which the proposed new or expanded nonpublic, nonsectarian school or agency is located of its intent to seek certification.

(2) The notification shall occur no later than the December 1 before the new fiscal year in which the proposed or expanding school or agency intends to initiate services. The notice shall include the following:

(A) The specific date upon which the proposed nonpublic, nonsectarian school or agency is to be established.

(B) The location of the proposed program or facility.

(C) The number of pupils proposed for services, the number of pupils currently served in the juvenile court, community school, or other nonspecial education program, the current school services including special education and related services provided for these pupils, and the specific program of special education and related services to be provided under the proposed program.

(D) The reason for the proposed change in services.

(E) The number of staff who will provide special education and designated instruction and services and hold a current valid California credential or license in the service rendered.

(3) In addition to the requirements in subdivisions (a) to (f), inclusive, the Superintendent shall require and consider the following in determining whether to certify a nonpublic, nonsectarian school or agency as described in this subdivision:

(A) A complete statement of the information required as part of the notice under paragraph (1).

(B) Documentation of the steps taken in preparation for the conversion to a nonpublic, nonsectarian school or agency, including information related to changes in the population to be served and the services to be provided pursuant to each pupil's individualized education program.

(4) Notwithstanding any other law, the certification becomes effective no earlier than July 1 if the nonpublic, nonsectarian school or agency provided the notification required pursuant to paragraph (1).

(m) (1) Notwithstanding any other law, the Superintendent shall not certify or renew the certification of a nonpublic, nonsectarian school that also operates a licensed children's institution, unless all of the following conditions are met:

(A) The entity operating the nonpublic, nonsectarian school maintains separate financial records for each entity that it operates, with each nonpublic, nonsectarian school identified separately from any licensed children's institution that it operates.

(B) The entity submits an annual budget that identifies the projected costs and revenues for each entity and demonstrates that the rates to be charged are reasonable to support the operation of the entity.

(C) The entity submits an entitywide annual audit that identifies its costs and revenues, by entity, in accordance with generally accepted accounting and auditing principles. The audit shall clearly document the amount of moneys received and expended on the educational program provided by the nonpublic, nonsectarian school.

(D) The relationship between various entities operated by the same entity are documented, defining the responsibilities of the entities. The documentation shall clearly identify the services to be provided as part of each program, for example, the residential or medical program, the mental health program, or the educational program. The entity shall not seek funding from a public agency for a service, either separately or as part of a package of services, if the service is funded by another public agency, either separately or as part of a package of services.

(2) For purposes of this section, "licensed children's institution" has the same meaning as it is defined by Section 56155.5.

(n) (1) The nonpublic, nonsectarian school or agency shall be charged a reasonable fee for certification. The Superintendent may adjust the fee annually commensurate with the statewide average percentage inflation adjustment computed for local control funding formula allocations pursuant to Section 42238.02, as implemented by Section 42238.03, of unified school districts with greater than 1,500 units of average daily attendance if the percentage increase is reflected in the school district local control funding formula allocation pursuant to Section 42238.02, as implemented by Section 42238.03, for inflation purposes. For purposes of this section, the base fee shall be the following:

(1) 1–5 pupils	$ 300
(2) 6–10 pupils	500
(3) 11–24 pupils	1,000
(4) 25–75 pupils	1,500
(5) 76 pupils and over	2,000

(2) The nonpublic, nonsectarian school or agency shall pay this fee when it applies for certification and when it updates its application for annual renewal by the Superintendent. The Superintendent shall use these fees to conduct onsite reviews, which may include field experts. A fee shall not be refunded if the application is withdrawn or is denied by the Superintendent.

(o) (1) Notwithstanding any other law, only those nonpublic, nonsectarian schools or agencies that provide special education and designated instruction and services using administrators and staff who hold a certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered are eligible to receive certification. Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified. Commencing with the 2021–22 school year, this paragraph shall not apply to administrators.

(2) Commencing with the 2021–22 school year, notwithstanding any other law, only those nonpublic, nonsectarian schools or agencies that provide special education and related services using administrators who hold or are in the process of obtaining a credential, degree, or license in accordance with paragraph (5) of subdivision (a) are eligible to be certified.

(3) The state board shall develop regulations to implement this subdivision.

(p) In addition to meeting the standards adopted by the state board, a nonpublic, nonsectarian school or agency shall provide written assurances that it meets all applicable standards relating to fire, health, sanitation, and building safety.

(q) (1) Notwithstanding subdivision (n) of Section 44237, and for purposes of enabling the Superintendent to carry out the duties pursuant to this section, a nonpublic, nonsectarian school or agency shall, upon demand, make available to the Superintendent evidence of a successful criminal background check clearance and enrollment in subsequent arrest notice service, conducted pursuant to Section 44237, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency.

(2) The nonpublic, nonsectarian school or agency shall retain the evidence and store it in a locked file separate from other files.

SEC. 5. Section 56366.4 of the Education Code is amended to read:

56366.4. (a) The Superintendent may revoke or suspend the certification of a nonpublic, nonsectarian school or agency for any of the following reasons:

(1) Violation of an applicable state or federal rule or regulation, or aiding, abetting, or permitting the violation of an applicable state or federal rule or regulation.

(2) Falsification or intentional misrepresentation of an element of the application, pupil records, or program presented for certification purposes.

(3) Conduct in the operation or maintenance of the nonpublic, nonsectarian school or agency that is harmful to the health, welfare, or safety of an individual with exceptional needs, including, but not limited to, the use of interventions prohibited by subdivision (d) of Section 56521.1 and subdivision (a) of Section 49005.8.

(4) Failure to comply with a provision in the master contract with the local educational agency.

(5) Failure to notify the department in writing of any of the following within 45 days of the occurrence:

(A) Changes in credentialed, licensed, or registered staff who render special education and related services, ownership, management, or control of the nonpublic, nonsectarian school or agency.

(B) Major modification or relocation of facilities.

(C) Significant modification of the nonpublic, nonsectarian school or agency program.

(6) Failure to implement recommendations and compliance requirements following an onsite review of the school or agency.

(7) Failure to provide appropriate services, supplies, equipment, or facilities for a pupil as required in the pupil's individualized education program.

(8) Failure to notify the Superintendent in writing within 10 days of the revocation or suspension of a license or permit, including, but not limited to, a residential care license, business license, or other required license or permit.

(9) Failure to implement a pupil's individualized education program.

(10) Failure to notify the Superintendent in writing within 10 days of the death of a pupil or any other individual of unnatural causes within the school or agency, including the circumstances surrounding the death and appropriate preventative measures being taken or recommended.

(b) If an investigation conducted by the department results in a finding that pupil health or safety has been compromised or is in danger of being compromised at a nonpublic, nonsectarian school or agency, the department may immediately suspend or revoke the certification of the nonpublic, nonsectarian school or agency.

(c) The Superintendent shall notify contracting local educational agencies and the special education local plan area in which the nonpublic, nonsectarian school or agency is located of the determination to suspend or revoke state certification.

(d) If the Superintendent determines that a nonpublic, nonsectarian school or agency has violated the certification requirements pursuant to this section and revokes the certification, the nonpublic, nonsectarian school or agency; the site administrator, business, organization, or entity involved in the administration of the nonpublic, nonsectarian school or agency whose certification was revoked; and the site administrator, business, organization, or entity whose nonpublic, nonsectarian school or agency certification was revoked at any time previously, shall not be eligible to apply for recertification of the school or agency for two full years from the date of revocation.

SEC. 6. Section 56366.12 of the Education Code is amended to read:

56366.12. A nonpublic, nonsectarian school shall ensure private and confidential communication, including telecommunication, between a pupil of the nonpublic, nonsectarian school and members of the pupil's individualized education program team and the department's Constituent Services Office, at the pupil's discretion.

SEC. 7. Section 56836.20 of the Education Code is amended to read:

56836.20. (a) The cost of master contracts with nonpublic, nonsectarian schools and agencies that a special education local plan area enters into shall not include any of the following costs that a special education local plan area may incur:

(1) Administrative or indirect costs of the special education local plan area.

(2) Direct support costs for the special education local plan area.

(3) Transportation costs provided either directly, or through a nonpublic, nonsectarian school or agency contract for use of services or equipment

owned, leased, or contracted, by a special education local plan area for any pupils enrolled in nonpublic, nonsectarian schools or agencies, unless provided directly or subcontracted by that nonpublic, nonsectarian school or agency pursuant to subdivisions (a) and (b) of Section 56366.

(4) Costs for services routinely provided by the special education local plan area including the following, unless the board grants a waiver under Section 56101:

(A) School psychologist services other than those described in Sections 56324 and 56363 and included in a master contract and individual services agreement under subdivision (a) of Section 56366.

(B) School nurse services other than those described in Sections 49423.5, 56324, and 56363 and included in a master contract and individual services agreement under subdivision (a) of Section 56366.

(C) Language, speech, and hearing services other than those included in a master contract and individual services agreement under subdivision (a) of Section 56366.

(D) Modified, specialized, or adapted physical education services other than those included in a master contract and individual services agreement under subdivision (a) of Section 56366.

(E) Other services not specified by a pupil's individualized education program or funded by the state on a caseload basis.

(5) Costs for nonspecial education programs or settings, including those provided for individuals with exceptional needs between the ages of birth and five years, inclusive, pursuant to Sections 56431 and 56441.8.

(6) Costs for nonpublic, nonsectarian school or agency placements outside of the state unless the board has granted a waiver pursuant to subdivisions (e) and (f) of Section 56365.

(7) Costs for related nonpublic, nonsectarian school pupil assessments by a school psychologist or school nurse pursuant to Sections 56320 and 56324.

(8) Costs for services that the nonpublic, nonsectarian school or agency is not certified to provide.

(9) Costs for services provided by personnel who do not meet the requirements specified in subdivision (m) of Section 56366.1.

(10) Costs for services provided by public school employees.

(b) A nonpublic, nonsectarian school or agency shall not claim and is not entitled to receive reimbursement for attendance unless the site where the pupil is receiving special education or designated instruction and services is certified.

SEC. 8. 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.

O

Developing Collaborative Relationships with Parents Throughout the Special Education Evaluation Process

The workshop will focus on how assessors can build stronger and more collaborative relationships with parents from the beginning of the assessment process, during assessment, and when presenting assessment conclusions at IEP meetings.



January 29, 2026

Virtual Training ~ CEUs Available

9:00 a.m. to 12:00 p.m.

$75.00

plus a 2.25% service fee

REGISTER HERE!

About the Presenter

Michael Hass, Ph.D. is Professor Emeritus and former coordinator of the graduate programs in School Counseling and School Psychology at the Attallah College of Educational Studies at Chapman University. Dr. Hass also holds a volunteer appointment as a Visiting Professor at Vietnam National University, University of Education, Hanoi, Vietnam.

Dr. Hass is the author of Interviewing for Assessment: A Practical Guide for School Counselors and School Psychologists, co-author with Dr. Jeanne Anne Carriere of Writing Useful, Accessible, and Legally Defensible Psychoeducational Reports and Interviewing for Assessment: A Guide for School Psychologists and School Counselors, and co-author with Dr. Amy Ardell of Student Mental Health in the Classroom: Essentials for Teachers. He is also the editor emeritus of the journal Contemporary School Psychology. In 2016, he earned the California Association of School Psychologists' Sandra Goff Memorial Award for exemplary contributions to School Psychology in California and the nation.

His research interests include assessment, school mental health, strength-based approaches to counseling and psychotherapy, and resilience. He received his training in School Psychology and School Counseling at California State University, Northridge, and earned an interdisciplinary doctorate in Social Relations from the University of California, Irvine. Dr. Hass has over 40 years of experience as a School Psychologist and psychotherapist and holds licenses in California as an Educational Psychologist, Marriage and Family Therapist, and Professional Clinical Counselor.

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50 YEARS OF IDEA

SELPA Administrators of California — Special Education Local Plan Area

CEPA — Continuing Education Provider

CAMFT — Continuing Education Program Approval Program

Learning Objectives

1. Participants will understand the barriers to collaboration, including overassessment and over-reliance on standardized tests.
2. Participants will understand the importance of clearly understanding parents' concerns going into the assessment and clearly communicating how those concerns were addressed when presenting assessment results.
3. Participants will learn practical strategies for collaboratively interviewing parents to gain a comprehensive understanding of their concerns.
4. Participants will learn how to integrate assessment data to draw meaningful conclusions that extend beyond simple numbers.
5. Participants will learn how to present assessment conclusions to IEP Team members, including parents, in a way that is meaningful, easily understood, and relevant to the student's day-to-day life.

Agenda

9:00 to 9:15
Introduction and prefacing comments
9:15 to 9:45
Barriers to finding time to collaborate: over-testing and over-reliance on standardized scores
9:45 to 10:15
Clearly understanding parent concerns: Strategies for connection and gathering information
10:15 to 10:30
Break
10:30 to 11:00
Making meaning out of data
11:00 to noon
Presenting assessment results in a way that is meaningful, easily understood, and relevant to the student's day-to-day life.



Workshop Pre-Registration Fee is **$75.00**. Continuing education units are available for an additional **$15.00**. FEES ARE NON-REFUNDABLE except as indicated below. Payment is only accepted within OMS registration by credit card. Sorry, no purchase orders. Note that a **2.25% service fee** is applied to total charges.

You may only register online through the OMS system **starting on November 4, 2025**, at the URL link below:
https://stateselpa.k12oms.org/2722-273730
You MUST use this Password in order to register: **01292026**

This course is designed for school psychologists and mental health professionals such as LMFTs, LCSWs, LPCCs and LEPs, and it meets the qualifications for **3 hours** of continuing education credit for School Psychologists from the National Association of School Psychologists, and for LMFTs, LCSWs, LPCCs and LEPs as required by the California Board of Behavioral Sciences. SELPA Administrators of California, Provider #1032771, is approved by both NASP and the California Association of Marriage and Family Therapists (CAMFT) to sponsor continuing education for LMFTs, LCSWs, LPCCs and LEPs. SELPA Administrators of California maintains responsibility for the program and all its content.

Course completion certificates will be awarded at the end of the course in exchange for a completed evaluation form. Details at: https://tinyurl.com/CEPAandNASPinfo The course evaluation for this course must be completed within 7 days of the event, by February 5, 2026. Refund/Cancelation Policy is available at: https://tinyurl.com/CEPAandNASPinfo To obtain the grievance policy, see https://tinyurl.com/CEPAandNASPinfo and to report a grievance please email register@selpa.info

Zoom registration link/instructions will be provided to all registered participants a few days before conference via email provided at time of registration. Please make sure you check your JUNK or SPAM folders for emails from OMS Notifications.

In Focus: Understanding & Supporting Students with ADHD & Autism

Presented by:

Sam Goldstein, Ph.D.



March 13, 2026

Full-day ~ Virtual ~ CEUs Available

8:30 a.m. to 2:30 p.m.

Brief Description

Join Dr. Sam Goldstein for an inspiring, practical 5-hour webinar exploring evidence-based approaches to ADHD and Autism in students. Learn to recognize overlapping symptoms, apply effective interventions, and implement classroom and counseling strategies that empower learners, improve outcomes, and foster resilience, leaving participants informed, equipped, and ready to make meaningful change.

Session Detail

This engaging and practical 5-hour webinar designed for educators, school psychologists, and related professionals. This workshop explores the complexities of ADHD and Autism Spectrum Disorder, focusing on how these conditions often overlap and influence learning, behavior, and emotional development. Dr. Goldstein will share the latest research on diagnosis, treatment, and classroom interventions, emphasizing strategies that educators can apply immediately to support student success.

Through case examples, discussion, and evidence-based practices, participants will gain a deeper understanding of executive function, attention, emotional regulation, and social skills challenges common among students with ADHD and Autism. Attendees will leave with concrete tools for improving focus, reducing behavioral struggles, fostering self-regulation, and building resilience in their students.

This interactive session highlights practical approaches for collaboration between teachers, school psychologists, and families, promoting a strengths-based mindset and inclusive educational environments. Dr. Goldstein's inspiring and compassionate approach ensures participants walk away not only informed but uplifted—ready to make a meaningful difference in the lives of students who learn and think differently.

Learning, understanding, and compassion can truly change lives, and this workshop shows you how.

About The Presenter

Sam Goldstein earned his Ph.D. in School Psychology from the University of Utah and is a licensed psychologist and certified school psychologist in the state of Utah. He is also board-certified as a pediatric neuropsychologist and is listed with the Council for the National Register of Health Service Providers in Psychology. He is a Fellow of the American Psychological Association and the National Academy of Neuropsychology. He serves as an adjunct assistant professor in the Department of Psychiatry at the University of Utah School of Medicine. He has authored, co-edited, or co-authored over fifty clinical and trade publications, three dozen textbook chapters, nearly three dozen peer-reviewed scientific articles, and ten psychological and neuropsychological tests. Additionally, he is the founder and former editor-in-chief of the Journal of Attention Disorders. Since 1980, he has served as clinical director at The Neurology, Learning and Behavior Center in Salt Lake City, Utah, conducting over 700 neuropsychological evaluations of children and adults annually. His new book, Tenacity in Children, examines the seven instincts that define our humanity and what it means to raise children.

$99
plus a 2.25% service fee

OMS Registration Link:
https://stateselpa.k12oms.org/2722-273731

Learning Objectives

1. **Understand the Neurodevelopmental Foundations of ADHD and Autism**
   Participants will describe the core cognitive, behavioral, and emotional characteristics of ADHD and Autism Spectrum Disorder (ASD), with attention to overlapping and distinct features, consistent with NASP Domain 1 (Data-Based Decision Making and Accountability).
2. **Apply Evidence-Based Assessment and Diagnostic Practices**
   Participants will identify current best practices in evaluating ADHD and ASD within school settings, including the use of multiple data sources, cultural responsiveness, and differential diagnosis, aligned with NASP Domain 2 (Consultation and Collaboration).
3. **Implement Practical, Evidence-Based Interventions**
   Participants will learn to design and apply classroom and counseling strategies that improve attention, executive function, and self-regulation for students with ADHD and/or ASD, consistent with NASP Domain 4 (Interventions and Mental Health Services to Develop Social and Life Skills).
4. **Promote Strengths-Based and Inclusive Educational Practices**
   Participants will integrate a strengths-based perspective to enhance engagement, resilience, and social- emotional learning among neurodiverse students, reflecting NASP Domain 5 (School-Wide Practices to Promote Learning).
5. **Enhance Collaboration Among Educators, Families, and Support Staff**
   Participants will develop collaborative approaches that support effective communication, intervention consistency, and shared responsibility for student success, aligned with NASP Domain 7 (Family–School Collaboration Services).

Time-Ordered Agenda

8:30 – 9:00 a.m. | Welcome and Overview
Introduction and objectives of the session; Framing neurodiversity: From deficits to differences; Overview of ADHD and Autism Spectrum Disorder (ASD) in schools; Setting the tone: Understanding, empathy, and empowerment

9:00 – 9:30 a.m. | Neurodevelopmental Foundations
The science of attention, self-regulation, and executive function; Shared and distinct features of ADHD and ASD' Brain–behavior connections and developmental trajectories' Q&A: Common misconceptions

9:30 – 10:00 a.m. | Assessment and Identification
Evidence-based assessment tools and processes; Differentiating ADHD from ASD and comorbid presentations; Role of educators and school psychologists in data collection; Case example discussion

10:00 – 10:15 a.m. | Break

10:15 – 10:45 a.m. | Evidence-Based Interventions: Core Strategies
Classroom and counseling supports that work; Supporting executive function, attention, and self-regulation; Instructional and behavioral frameworks (MTSS, PBIS, SEL integration)

10:45 – 11:15 a.m. | Addressing Co-Occurring Challenges
Emotional regulation, anxiety, and social communication difficulties; Helping students build resilience and problem-solving skills; Interactive case study

11:15 – 11:45 a.m. | Collaboration and Systems Support
Partnering with families, teachers, and multidisciplinary teams; Promoting consistent interventions across settings; Advocacy and resource navigation for educators

11:45 a.m. – 12:15 p.m. | Lunch Break

12:15 – 12:45 p.m. | Strengths-Based and Inclusive Practices
Building self-efficacy and positive identity in neurodiverse students; Designing inclusive classrooms and school cultures; Using student interests to drive engagement and growth

12:45 – 1:15 p.m. | Practical Tools and Resources
Evidence-based programs and digital tools; Recommended readings, organizations, and supports for ongoing learning; Handouts and implementation guides

1:15 – 1:45 p.m. | Integrating Research into Practice
Translating neuropsychological principles into daily routines; Monitoring progress and adjusting interventions; Group reflection: 'What will you do differently tomorrow?"

1:45 – 2:15 p.m. | Inspiration and Resilience in Practice
The role of mindset, patience, and perspective; Uplifting stories of student growth and transformation; Dr. Goldstein's resilience model and closing reflections

2:15 – 2:30 p.m. | Q&A and Wrap-Up
Open discussion and participant takeaways; Final thoughts: Empowering educators to change lives

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https://stateselpa.k12oms.org/2722-273731
*You MUST use this Password in order to register: **03132026***

*This course is designed for school psychologists and mental health professionals such as LMFTs, LCSWs, LPCCs and LEPs, and it meets the qualifications for **5 hours** of continuing education credit for School Psychologists from the National Association of School Psychologists, and for LMFTs, LCSWs, LPCCs and LEPs as required by the California Board of Behavioral Sciences. SELPA Administrators of California, Provider #1032771, is approved by both NASP and the California Association of Marriage and Family Therapists (CAMFT) to sponsor continuing education for LMFTs, LCSWs, LPCCs and LEPs. SELPA Administrators of California maintains responsibility for the program and all its content.*

Course completion certificates will be awarded at the end of the course in exchange for a completed evaluation form. Details at: https://tinyurl.com/CEPAandNASPinfo The course evaluation for this course must be completed within 7 days of the event, by March 20, 2026. Refund/Cancelation Policy is available at: https://tinyurl.com/CEPAandNASPinfo To obtain the grievance policy, see https://tinyurl.com/CEPAandNASPinfo and to report a grievance please email register@selpa.info

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Legal Pro-Tips & Hot Topics for 2026

A full-day, virtual mini-conference

SELPA Administrators of California is proud to host this unique professional learning opportunity intended to support practitioners with primary responsibility for IEP development and facilitation, as well as IDEA implementation, who work proactively with parents as partners in the IEP process.

Wednesday, February 18, 2026
8:30 AM - 3:15 PM



Our panelists provide services at no cost to the Association. Proceeds will support philanthropy and student/parent participation at SELPA Legislative Sharing Day, where families, allies, educational partners, and legislators collaborate on issues that further our mission: To champion educational access and opportunities for students with disabilities in California.

$75
plus 2.25% service fee

Register now at:
https://stateselpa.k12oms.org/2722-269065

Questions? Contact us at register@selpa.info

Our expert presenters...



8:30 to 9:30 a.m.
Navigating Away from Due Process & Toward Creative Resolution
Tilman Heyer
Heyer Gutierrez, LLP



9:45 to 10:45 a.m.
The 2025-26 Year In Review
Jan E. Tomsky
Fagen Friedman & Fulfrost LLP



11:00 a.m. to 12 Noon
Administrative Designee Training, Techniques & Tips
E. B. Bell
Atkinson Andelson Loya Ruud & Romo



1:00 to 2:00 p.m.
Addressing Chronic Absenteeism, Mental Health & Shortened Days
Jennifer Rowe Gonzalez
JRG Legal Consulting



2:15 to 3:15 p.m.
The Hottest Topics from the Field
Jonathan P. Read
Fagen Friedman & Fulfrost, LLP

aalrr Atkinson, Andelson Loya, Ruud & Romo
A Professional Law Corporation

F3 Law

HG Heyer Gutierrez

JRG Legal Consulting
A Professional Corporation

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2025-2026

Statewide ADR Community of Practice

Fridays

1:00pm - 2:30pm

https://zoom.us/j/95939728745?pwd=7IDaBiDabTVMpElGGGXhPQJxCJTWYN.1

Meeting ID: 959 3972 8745

Passcode: 423823

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