SPECIAL EDUCATION LOCAL PLAN AREA
SUPERINTENDENTS' AND OPERATION'S MEETING
Plumas Lake Elementary School District
2743 Plumas School Road
Plumas Lake, CA 95961

Agenda

January 28, 2026

YUBA COUNTY SELPA

Special Education Local Plan Area

Superintendents' Council	Operation's Council
Patrick Brose	Patrick Brose
Matt Taylor	Jennifer Nelson
Chris Mahurin	Kimberly Benton Wolfgram
Jordan Reeves	Rusty Gordon
Craig Guensler	Toni Vernier
Rob Gregor	Erin Oakes
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, January 28, 2026 – 10:30 a.m.
Plumas Lake Elementary School District
2743 Plumas School Road, Plumas Lake, 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 6522any 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 NOVEMBER 19, 2025, MEETING MINUTES – Pages 1-6

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. MEETING CALENDAR

5.1 2025-2026 YUBA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA MEETING CALENDAR Page - 7 **INFORMATION ITEM/ ACTION ITEM**

Request to change March meeting date from 25th to either March 18 or April 1.

6. FISCAL SERVICES

6.1 NON-PUBLIC SCHOOL AND NON-PUBLIC AGENCY CONTRACTOR RATES **INFORMATION ITEM**

Update Re: Non-Public School Rate Negotiation Process and collection of current rates from Non-Public Agencies.

6.2 INDEPENDENT EDUCATIONAL EVALUATION **INFORMATION ITEM**
Pages 8–23

Discussion of revision to current policy in support of cost containment.

6.3 SPECIAL EDUCATION LOCAL PLAN AREA DECEMBER 2025 FINANCE REPORT **INFORMATION ITEM**
Pages 24–27

Contains Information regarding first interim reminders, economic and revenue updates, state, and federal budget news.

6.4 2025-26 PROJECTED YUBA COUNTY OFFICE OF EDUCATION REGIONAL PROGRAM EXCESS COSTS **INFORMATION ITEM**
Pages 28-30

A revised projection of 2025-26 Yuba County Office of Education regional program excess costs with a comparison to 2024-25 actual results and the original 2025-26 projection.

7. LEGISLATIVE UPDATES

7.1 ASSEMBLY BILL 560 – SPECIAL EDUCATION CASELOAD LIMITS **INFORMATION ITEM**
Page - 31

Update regarding how stakeholder input for caseload recommendations and staffing ratios will be obtained. Yuba County Office of Education Director of Special Education to present draft information regarding program planning impact of AB560.

8. SPECIAL EDUCATION LOCAL PLAN AREA PROFESSIONAL DEVELOPMENT

8.1 KEY CONSIDERATIONS FOR SUPPORTING ENGLISH PROFICIENCY IN DUALLY IDENTIFIED STUDENTS **INFORMATION ITEM**
Page – 32

Workshop series focusing on key considerations for supporting English proficiency in dually identified students.

8.2 BUILDING A BETTER TOMORROW TOGETHER **INFORMATION ITEM**
Page - 33

Literacy workshop provided by the Council for Exceptional Children covering new California screening and intervention requirements.

8.3 IN FOCUS: UNDERSTANDING AND SUPPORTING STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER& AUTISM **INFORMATION ITEM**
Pages – 34-35

5-hour webinar re evidence-based approaches to Attention Deficit Hyperactivity Disorder and Autism in students.

8.4 DESIRED RESULTS DEVELOPMENTAL PROFILE SPRING 2026 ONLINE PROFESSIONAL DEVELOPMENT SCHEDULE
Page – 36

INFORMATION ITEM

DRDP 2026 online professional development schedule including a question and answer for technical assistance as well as a "Sneak Peak" at DRDP 2025.

8.5 STRENGTHENING PARTNERSHIPS FOR STUDENTS WITH DISABILITIES 25-26 WEBINAR SERIES
Page - 37

INFORMATION ITEM

Webinar series to support parents and educators working with students with disabilities. Topics cover effective communication, ways to strengthen family-school relationships, and insight into systems, programs, supports, best practices, and approaches.

8.6 REFRAMING YOUR THERAPY FOR SOCIAL PRAGMATIC SUCCESS
(IT'S REALLY NOT THAT DIFFICULT)
Pages – 38-39

INFORMATION ITEM

Training for speech and language therapists which covers how to address the social pragmatic needs of students whose neural wiring is different.

8.7 RE: CONSTITUENT SUPPORT SERVICES OFFICE
Page - 40

INFORMATION ITEM

Contact details for the Constituent Support Offices whose mission is to enhance communication and provide meaningful support to families navigating the special education system.

9. ADVANCED PLANNING

9.1 NEXT REGULAR BOARD MEETING
DATE: FEBRUARY 25, 2026
TIME: 10:30 A.M.
LOCATION:
YUBA COUNTY OFFICE OF EDUCATION BUSINESS CENTER
BECKWOURTH ROOM,
1114 YUBA STREET,
MARYSVILLE, CA 95901

INFORMATION/ ACTION ITEM

10. ADJOURN **ACTION ITEM**

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

Wednesday, November 19, 2025 – 10:30 a.m.
Yuba County Office of Education Business Center, 1114 Yuba St., Marysville, CA 95901

TOPIC	DISCUSSION	ACTION TAKEN
1. CALL TO ORDER	Kristen Nottle-Powell called a meeting of Superintendents' and Operation's Council to order at 10:32 am on November 19, 2025, at 1114 Yuba Street, Beckwourth Room, Marysville, CA 95901	**CALLED TO ORDER:** 10:32 am
ATTENDANCE, PLEDGE OF ALLEGIANCE	Kimberley Benton Wolfgram, Patrick Brose, Rusty Gordon, Rob Gregor, Erin Oakes, Toni Vernier, Sean Reimers, Joe Lodigiani. In absence: Matt Taylor 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 November 19, 2025, Meeting Agenda for their review and approval. Upon a motion by Toni Vernier, duly second by Rob Gregor, the council unanimously approved the November 19, 2025, Meeting Agenda as presented.	**MOTION:** To approve the November 19, 2025, Agenda as presented. **MOTION:** Toni Vernier **SECOND:** Rob Gregor **ROLL CALL VOTE:** Kimberly Benton Wolfgram – Aye Patrick Brose – Aye Rusty Gordon - Aye Rob Gregor - Aye Erin Oakes - Aye

		Toni Vernier – Aye Joe Lodigiani - Aye **MOTION APPROVED (7/0)**
4. CONSENT AGENDA	Kristen Nottle-Powell directed the council members to the October 22, 2025, Meeting Minutes for their review and approval. Upon a motion by Rob Gregor, duly second by Rusty Gordon, the council unanimously approved the October 22, 2025, Meeting Minutes as presented.	**MOTION:** To approve the October 22, 2025, Agenda as presented. **MOTION:** Rob Gregor **SECOND:** Rusty Gordon **ROLL CALL VOTE:** Kimberly Benton Wolfgram – Aye Patrick Brose – Aye Rusty Gordon - Aye Rob Gregor - Aye Erin Oakes - Aye Toni Vernier – Aye Joe Lodigiani - Aye **MOTION APPROVED (7/0)**
5. FISCAL & FINANCE SERVICES:	**5.1 Non-Profit School and Non-Public Agency (NPA) Contractor Rate** Kristen Nottle-Powell discussed NPS and NPA offering equalization of contractor rates. **5.2 CA Commission on Teacher Credentialing (CCTC) Teacher Residency Rate** Kristen Nottle-Powell discussed the application for the CCTC Teacher Residency Grant as a Local Educational Agency consortium. **5.3 Special Education Local Plan Area (SELPA) November 2025 Finance report**	

	Kristen Nottle-Powell presented the SELPA Finance Report which contains information on 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 Ed Caseload Limits** Kristen Nottle- Powell presented information on assembly bill 560 which is proposing 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 & Non Public Schools** Kristen Nottle- Powell presented information on senate bill 373 which is proposing 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	**8.1 CA LONGITUDINAL PUPIL ACHIEVEMENT DATA SYSTEM CALPADS** Kristen Nottle-Powell shared information 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** Kristen Nottle-Powell presented a flyer for an upcoming workshop which 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** Kristen Nottle-Powell presented a flyer for an upcoming 5-hour webinar exploring evidence-based approaches to ADHD and Autism in students.	

	8.3 LEGAL PRO-TIPS & HOT TOPICS FOR 2026 Kristen Nottle-Powell presented a flyer for an upcoming 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.	
9. GENERAL INFORMATION	**9.1 LOCAL EDUCATION AGENCY SHARE** There were no comments.	
10. ADVANCED PLANNING	**11.1 Next Meeting** **January 28, 2026 – 10:30 a.m.** **Location: Plumas Lake Elementary School District** **2743 Plumas School Rd.** **Plumas Lake, CA 95961**	
11. ADJOURNMENT	There being no further business for discussion, the meeting was adjourned. Upon a motion by Patrick Brose, duly second by Rob Gregor, the council unanimously adjourned November 19,	**MOTION:** To adjourn at 11:47 am **MOTION:** Patrick Brose **SECOND:** Rob Gregor **ROLL CALL VOTE:** Kimberly Benton Wolfgram – Aye Patrick Brose – Aye Rusty Gordon - Aye

	2025, Superintendents' and Operation's Council meeting at 11:47 a.m.	Rob Gregor - Aye Erin Oakes - Aye Toni Vernier – Left early Joe Lodigiani - Aye **MOTION APPROVED (6/0)**

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

Yuba County SELPA

Special Education Local Plan Area

935 14th Street
Marysville, CA 95901

Phone: 530-749-4873
Fax: 530-741-6500

2025-2026 Yuba County SELPA Meeting Calendar

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
SELPA Joint Superintendents'/ Operations Governance Council *10:30 a.m.* *In-Person*	-	27th Plumas Lake Elementary School District	24th Yuba County One Stop	22nd Wheatland School District	19th Yuba County One Stop	-	28th Plumas Lake Elementary School District	25th Yuba County One Stop	25th Wheatland School District	22nd Yuba County One Stop	27th Yuba County One Stop	-
SELPA Finance Committee *9:00 a.m.* *In-Person*	-	-	8th	-	-	-	-	-	16th	-	18th	-
SELPA Community Advisory Committee *3:30 p.m.* *In-Person*	-	-	17th	-	12th	-	21ST	-	18th	-	-	-

Additional Information

- All SELPA Superintendents'/Operations Governance Council meetings are held in-person at the location listed above.
- All SELPA Finance meetings are held in-person at the Yuba COE Main Office – Oak Room.
- All SELPA CAC meetings are held in-person at the Yuba COE Main Office – Oak Room.

Independent Educational Evaluation

The Yuba County Special Education Local Plan Area ("SELPA") has developed this policy, corresponding procedures and criteria that govern Independent Education Evaluations (IEE). (20 USC §1415; EC §56506[c] and §56329[b]; 34 CFR §300.502) For purposes of this policy, the term "*SELPA*" also includes the school district and/or administrative unit responsible for your child's education. Parents should be sure to read the entire document carefully. The policy, procedures, and criteria are to be read in conjunction with one another as one comprehensive document. Parents who need additional information about IEEs should contact the SELPA Director for Yuba County contact the California Department of Education as outlined in their Notice of Procedural Safeguards.

Parents have the right to request an IEE at public expense if they disagree with an evaluation completed by the local educational agency (LEA). Parents may request one IEE in response to each evaluation completed by the LEA, which must be funded unless the LEA files for an administrative hearing to challenge the request. If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the LEA uses when it initiates an evaluation, to the extent to those criteria are consistent with the parent's right to an IEE (34 CFR §300.502 (e)(1)). Local Education Agencies may not impose other conditions or timelines that are inconsistent with the LEA's criteria used to initiate its own evaluations and/or would deny the student's and parent's right to obtain an IEE at public expense.

Notice to Parents

1. Please read this document before obtaining or paying for an IEE. This policy delineates your right to, and limitations regarding public agency payment or reimbursement for the IEE.
2. Before obtaining an IEE, please contact the special education administrator to discuss your child's assessment and related questions and options.
3. The local education agency (LEA); better known as the district or county office of education, will not automatically reimburse parents who unilaterally obtain IEEs.
4. Parents may only request one publicly funded IEE for each evaluation completed by the LEA. A request for an IEE must be made within two years of the date of the LEA's evaluation report.

Definitions

"*Independent Educational Evaluation*" means an evaluation conducted by a qualified examiner who is not employed by the responsible local educational agency (LEA).

"*Parent*" means the holder of educational rights of a student and includes a parent, guardian, or surrogate parent.

"*Public Expense*" means that the LEA ensures the IEE is provided at no cost to the parent.

"*Qualified Examiner*" means an evaluator who is competent to perform evaluations through criteria established by the SELPA in accordance with California Education Code §56322.

Parameters for Seeking IEE

The SELPA requires that the parent first inform the LEA, either in writing or during an IEP meeting, that the parent:

1. Disagrees with a LEA's evaluation and
2. Is requesting an IEE at public expense.

Explanation of Disagreement

If parents request an IEE at the expense of the LEA, the parents may be asked for a reason why they object to the LEA's evaluation. There is no requirement that the parents specify areas of disagreement with LEA's evaluation as a prior condition to obtaining the IEE.

LEA's Response to a Request for an IEE

Upon request for an IEE at public expense, the LEA will respond *without unnecessary delay*. The LEA may either initiate a due process hearing to show that its evaluation is appropriate or will provide the parent an opportunity to obtain an IEE.

If the LEA initiates a hearing and the final decision is that the LEA's evaluation and/or criteria appropriate the parent still has the right to an IEE, but not at public expense.

If the LEA agrees to fund an IEE, the parent may select a qualified examiner, and/or the LEA may propose a qualified examiner. The LEA will provide a nonexclusive list of public agencies and private individuals who the LEA/SELPA has determined are qualified in their respective areas of evaluation.

If the parent requests an examiner who is not qualified in accordance with the criteria set form in this policy, the LEA will attempt to confer with the parent to determine the unique circumstances justifying the use of an examiner who is not qualified.

1. If the LEA agrees that the unique circumstances justify utilizing and examiner who does not meet the criteria set form in this policy, then the district and parent may proceed with obtaining the IEE from that examiner.

2. If the LEA does not agree that unique circumstances justify the use of an examiner who does not meet the criteria set form in this policy, and the parent does not agree to use an examiner meeting those criteria, the LEA shall initiate a due process request to resolve the dispute.

Timelines Regarding IEEs

The only timeline imposed upon a LEA related to provision of an IEE is that the LEA must respond to the parent's request for an IEE *without unnecessary delay.* In the interest of consistency between public and private evaluations, parents are encouraged to choose an option for additional assessment offered by the district *without unnecessary delay* of receiving the options.

Once the LEA and parent have agreed upon an assessor, the LEA will arrange for, or initiate a contract with the examiner.

LEAs have little to no control related to the behavior of independent assessors, including but not limited the time taken to respond to a request for information, execution of a contract or completion of an IEE.

Information Provided to Parents

Upon request of an IEE, the LEA will provide the parents with a copy of this policy for IEEs and the parent's procedural safeguards.

Parent Initiated Evaluations

If the parents obtain an IEE at private expense or obtains an evaluation by an individual who does not meet the criteria set forth in this policy, the results of the evaluation:

1. Must be considered by the LEA; and
2. May be presented as evidence at a due process hearing regarding that student

Evaluations Ordered by Hearing Officers

If a hearing officer orders an IEE as part of a hearing, the cost of the evaluation must be at the LEA's expense. (See "Option 3")

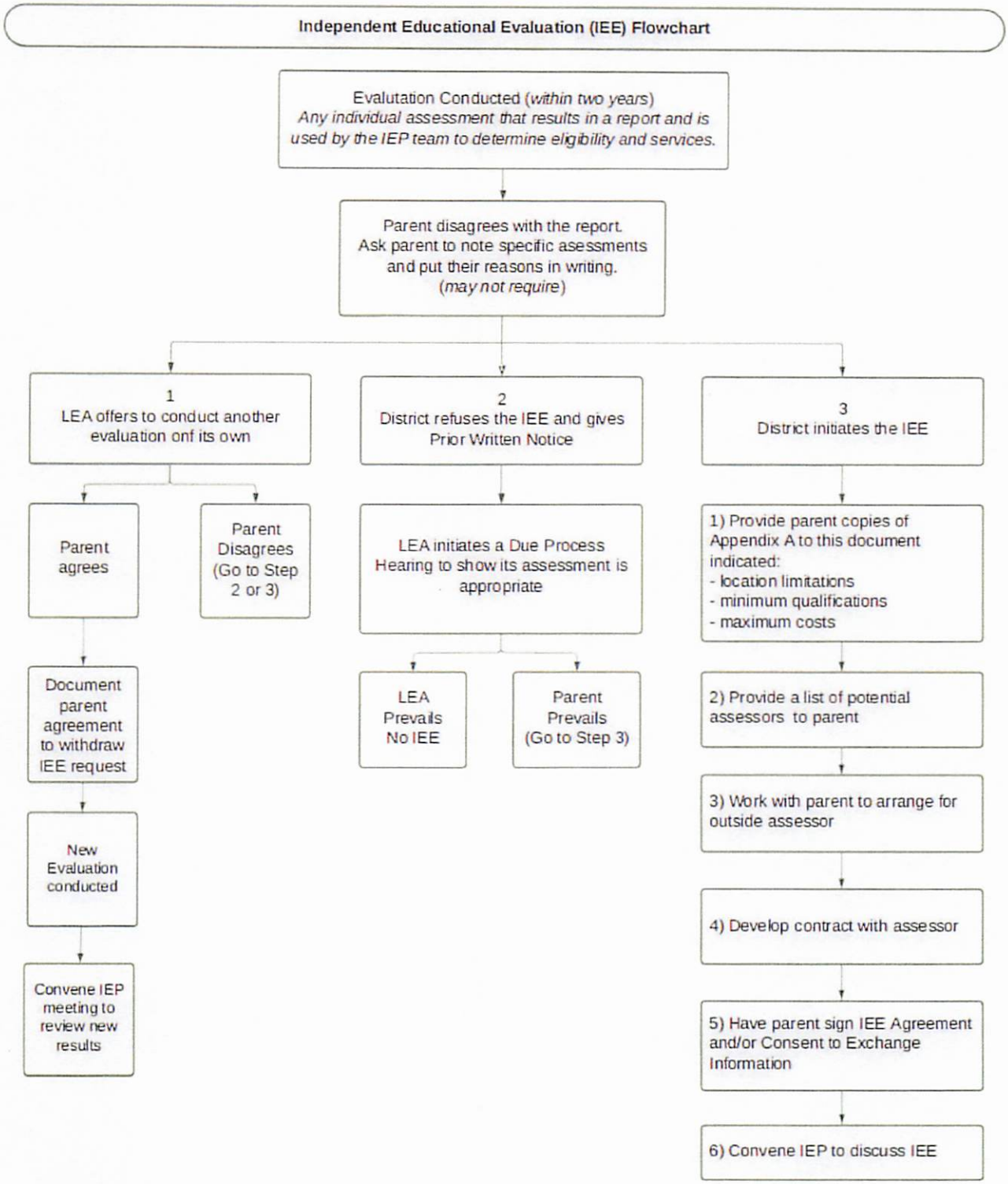
See flowchart Appendix A.

Option 1	Another assessor within the LEA or from SELPA staff. Ideas may include someone who: • Has equal (or better) credentialing/licensure • Has equal (or more) experience assessing students with the suspected area of disability/area of concern • Is at another school in the district (to remove the emotional factor which may be at the current site)

	• Has special training which makes them qualified to conduct this assessment. If LEA and parent agree to this option, the parents must put in writing that they agree to revoke their request for an IEE. However, parents retain the right to dispute the prior assessment and seek an IEE later.
Option 2	Initiate a hearing to show the LEA's evaluation is appropriate. Things to consider in deciding whether to defend the assessment conducted by the LEA: • Was the assessment ***valid***? Was the instrument used appropriate for the disability/area of concern? Did the norming sample include children with the same disabilities/area of concern as the student being assessed? Was the test administered according to the directions in the testing manual? • Are the assessment results ***reliable***? Were there no variables that impacted the ability of the assessor to get a true picture of the student? (i.e., student was not ill, tired, hungry, there were no major absences or gaps in the assessment, the testing location was adequate). Do others who know the student (i.e., teacher, paraeducators, other specialists), feel that the results are typical of/commensurate with the student's skills? • Was the assessor ***qualified***? Did the assessor have the appropriate credentials/licensure, training, and experience to administer the assessment? • Did the assessment address the concerns articulated by the parents in their disagreement? If you decide that your assessment is adequate, complete a "Prior Written Notice to Parent of Action" form indicating that you are refusing to pay for an IEE, the reasons why and factors you considered. Next, file a "Notice of Due Process Complaint" with the Office of Administrative Hearings.
Option 3	Arranging for an IEE at Public Expense 1. Administrator provides parent with a copy of the IEE policy. 2. LEA offers parent a list of assessors. One source of assessors is the list of Nonpublic Agencies with whom the SELPA has a Master Contract. SELPA personnel may not be considered Independent Educational Evaluators if the SELPA provides that service to the district. 3. Parent and Administrator arrange for an outside assessor who meets the requirements for location, qualifications, and maximum cost listed in the SELPA policy. Costs above the maximum allowable amounts will not

	be approved unless the parent can demonstrate that unique circumstances justify going above the cost described. 4. Parent/district may utilize Agreement for IEE form with consent for exchange of information (Appendix B) and/or parent will be required to sign a release of information authorizing communication with the IEE provider. District may refuse to pay for an IEE if parent refuses to sign consent to exchange information. 5. Administrator may develop an Agreement for IEE (Appendix C) for the assessment to be done by the Assessor. Assessor must agree to release their assessment information and results (including protocols) directly to the district before receiving payment from the district. 6. Standard Assessment Plan should not be used. (It would imply a 60-day timeline, which is not applicable). 7. Assessment is conducted. If assessment will include observation, give copy of "Guidelines for Observations by Independent Education Assessors" (Appendix D) to the Assessor. Copy of report is forwarded to district and parent. 8. IEP Team reconvenes to discuss the new Assessment Report. IEE Assessor may attend IEP meeting to review the report and to address any questions from IEP team members.

APPENDIX A


Independent Educational Evaluation (IEE) Flowchart
Evalutation Conducted (within two years)
Any individual assessment that results in a report and is used by the IEP team to determine eligibility and services.
Parent disagrees with the report.
Ask parent to note specific asessments and put their reasons in writing.
(may not require)
1
LEA offers to conduct another evaluation onf its own
2
District refuses the IEE and gives Prior Written Notice
3
District initiates the IEE
Parent agrees
Parent Disagrees (Go to Step 2 or 3)
LEA initiates a Due Process Hearing to show its assessment is appropriate
1) Provide parent copies of Appendix A to this document indicated:
- location limitations
- minimum qualifications
- maximum costs
Document parent agreement to withdraw IEE request
LEA Prevails No IEE
Parent Prevails (Go to Step 3)
2) Provide a list of potential assessors to parent
New Evaluation conducted
3) Work with parent to arrange for outside assessor
4) Develop contract with assessor
Convene IEP meeting to review new results
5) Have parent sign IEE Agreement and/or Consent to Exchange Information
6) Convene IEP to discuss IEE

Yuba County SELPA's Criteria

1. If an IEE is at the LEA's expense, the criteria under which the evaluation is obtains, including the location limitations for the evaluation, the minimum qualifications of the examiner, cost limits, and use of approved instruments must be the same as the criteria that the LEA uses when it initiates an evaluation.
2. Except for the criteria described in the SELPA policy and procedures and criteria, the SELPA imposes no other conditions related to obtaining an IEE at the LEA's expense.

Circumstances Resulting in Evaluations not Funded by the LEA

Because the parent must first disagree with the LEA's evaluation in writing, the LEA does not have an obligation to reimburse parents for privately obtained evaluations obtained prior to the date that the LEA's evaluation is completed and discussed at an IEP team meeting. The LEA is not obligated to reimburse parents for privately obtained evaluations if the parent disagrees with the LEA's evaluation and independently seeks a private evaluation without first notifying the LEA in writing of their disagreement with the LEA's evaluation and requesting an IEE for the LEA except as provided below.

Circumstances Resulting in a Privately Obtained Evaluation Reimbursed by the Yuba County SELPA

The LEA may, but is not required to, reimburse parents for a privately obtained IEE even though the policy above was not followed in any one of the following three circumstances:

1. All the following conditions have been met:
    a) The parent disagreed with the LEA's evaluation,
    b) The parentally obtained evaluations meets the SELPA criteria,
    c) The parent upon request provides the LEA with timely, written consent to exchange information with the examiner,
    d) The parent provides a copy of the written evaluation report and all other documents / tests related to the report, an
    e) The examiner attends the relevant IEP team meeting by phone, virtual platform or in person to discuss his or her findings and provides protocols of all evaluations to the LEA.
2. The LEA's evaluation has not been provided in compliance with the law.
3. The privately obtained evaluation assessed the student in an area of suspected disability that was not previously assessed by the LEA.

Reimbursement will be in accordance with the Yuba County SELPA policy, procedures, and criteria and in an amount no greater that the actual cost to the parents. In all cases, if the LEA initiates a due process hearing to show that the LEA's evaluation is appropriate, no reimbursement shall be made unless ordered by a Hearing Officer.

Evaluator Criteria

Minimum Qualifications for Evaluators

All evaluators must be conducted by persons competent to perform the evaluation as determined by the LEA/SELPA (E.C. 56322).

Evaluators with credentials other than those listed will not be approved unless the parent and LEA agree that the student's unique circumstances warrant utilizing an assessment by an individual who does not meet the criteria.

Type of Evaluation	Qualifications
Academic Achievement	Credentialed Special Education Teacher Credentialed School Psychologist Licensed Educational Psychologist
Adaptive Behavior	Credentialed Special Education Teacher Credentialed School Psychologist Licensed Educational Psychologist
Adaptive Physical Education (APE)	Credentialed Adaptive PE Teacher
Assistive Technology (AT)	Credentialed or Licensed Speech Language Pathologist Credentialed Special Education Teacher
Auditory Acuity	Licensed or Credentialed Audiologist
Auditory Perception/Auditory Processing	Licensed or Credentialed Speech Language Pathologist Credentialed School Psychologist Licensed Educational Psychologist
Augmentative & Alternative Communication (AAC)	Licensed or Credentialed Speech Language Pathologist
Cognitive or Psycho-Educational	Credentialed School Psychologist Licensed Educational Psychologist
Educationally Related Mental Health Services (ERMHS)	Credentialed School Psychologist Licensed Educational Psychologist Licensed Clinical Social Worker Licensed Marriage and Family Therapist
Functional Behavior Assessment	Credentialed School Psychologist Licensed Educational Psychologist Board Certified Behavior Analyst

Health	Licensed Physician School or Registered Nurse
Motor	Licensed Occupational Therapist Licensed Physical Therapist Credentialed Adapted PE Teacher Credentialed Teacher of Students with Orthopedic Impairments
Music Therapy	Board Certified Music Therapist
Occupational Therapy	Licensed Occupational Therapist
Physical Therapy	Licensed Physical Therapist
Speech and Language	Credentialed or Licensed Speech/Language Pathologist
Visual Acuity / Developmental Vision	Licensed Ophthalmologist Optometrist Credentialed Teacher of the Students with Visual Impairments
Functional Vision	Credentialed Teacher of the Visually Impaired
Vision Perception/ Visual Processing / Visual Motor Integration	Credentialed Special Education Teacher Credentialed School Psychologist Licensed Educational Psychologist
Orientation and Mobility	Credentialed Teacher of Students with Visual Impairments
Transition to Adult Life	Credentialed Special Education Teacher

Independent evaluators must agree to release their evaluation information and results to the LEA prior to the receipt of payment for services.

Cost Containment

The cost of an IEE shall be comparable to those costs that the LEA incurs when it uses its own employees or contractors to perform a similar evaluation. Costs include observations, administration and score of tests, report writing and attendance in person (including transportation), via virtual platform or by phone at the IEP team meeting where the IEE is presented. Reimbursement will be in an amount no greater than the actual cost to the parent and will be subject to proof of payment.

Guidelines for all IEE costs are calculated by considering time required for the evaluation and the appropriate LEA employee hourly rate. Costs above these amounts will not be approved unless the parent can demonstrate that such costs reflect unique circumstances justifying the selection of an evaluator whose fees fall outside these criteria.

When insurance will cover all or partial costs of the IEE, the LEA will request that the parent voluntarily have their insurance pay the IEE costs covered by their insurance. However, parents will not be asked to have insurance cover independent evaluation costs if such action would result in a financial cost to the parents including, but not limited to the following:

1. A decrease in available lifetime coverage or any other benefit under an insurance policy,
2. An increase in premiums or the discontinuance of the policy, or
3. An out-of-pocket expense such as payment of the deductible amount incurred in filing a claim unless the parent is willing to have the LEA reimburse them for the amount of the deductible.

As part of the contracted evaluation, independent evaluators must:

1. Provide original protocols of all the evaluations, and
2. Provide a written report prior to the IEP team meeting

Independent evaluators must agree to release their evaluation information and results to the LEA prior to receipt for services. The results of the IEE will be considered in the determination of eligibility, program decisions, and placement of the student with disabilities as required by the Individuals with Disabilities Act (IDEA).

Location

Absent demonstrated extraordinary circumstances pre-approved by the LEA, IEEs paid for by the LEA shall conduct the assessment within a radius of 100 miles from the school of attendance (or if on home hospital or independent study, the home) of the student.

Absent demonstrated extraordinary circumstances pre-approved by the LEA, IEE's paid for by the LEA shall be conducted by evaluators located within Butte, Colusa, Sutter, and Yuba Counties.

Fingerprinting and TB Clearance

All independent Educational Evaluators shall be fingerprinted and have a current TB clearance, consistent with all requirements for public school assessors, on file prior to the administration of any evaluation.

2024-25 Cost Containment for Independent Educational Evaluations (IEE)

As stated in the Yuba County SELPA IEE Policy:

- The cost of an IEE shall be comparable to those costs that the LEA incurs when it uses its own employees or contractors to perform a similar evaluation. Costs include observations, administration and scoring of tests, report writing, and attendance in person (including transportation), via virtual platform or by phone at the IEP team meeting where the IEE is presented. Reimbursement will be in an amount no greater than the actual cost to the parent and will be subject to proof of payment.
- Costs above these amounts will not be approved unless the parent can demonstrate that such costs reflect unique circumstances justifying the selection of an evaluator whose fees fall outside these criteria.

The following table provides cost limitations based upon the types of assessment being conducted. Rates are monitored and adjusted accordingly.

Type of Assessment	Maximum Allowable Rate
Academic Achievement	$ 4,000
Adaptive Behavior	$ 750
Adaptive Physical Education (APE)	$ 2,250
Assistive Technology (AT)	$ 4,500
Audiological Services	$ 3,000
Augmentative & Alternative Communication (AAC)	$ 4,500
Central Auditory Processing Disorder (CAPD)	$ 1,250
Cognitive	$ 2,500
Educationally Related Mental Health Services (ERMHS)	$ 4,500
Functional Behavioral Assessment (FBA)	$ 4,500
Health Assessment	$ 4,000
Music Therapy	$ 2,000
Occupational Therapy (Fine and Gross Motor)	$ 2,500
Orientation and Mobility	$ 2,250
Physical Therapy	$ 2,500

NOTE: Removed Recreational Therapy and Social/Emotional/Behavioral as a stand alone as that is included in Psycho-Educational Assessments.

Psycho-Educational (including cognitive, social emotional, behavior and adaptive behavior)	$ 6,000
Speech and Language	$ 4,000
Visual Acuity / Developmental Vision	$ 1,000
Functional Vision	$ 1,000
Vision Perception/ Visual Processing / Visual Motor Integration	$ 1,000
Transition	$ 2,250

The cost criteria were developed by the Yuba County SELPA through an ongoing process in which evaluators specializing in different disciplines within the region, specifically Yuba County, including the Sacramento region, were contacted. An inquiry was made of each assessor type regarding fees for evaluations, and opinions were solicited as to what constituted a reasonable fee for a particular assessment. Based upon this information received from the assessors and surrounding SELPAs, the SELPA established a reasonable rate for each assessment which became the LEA rate, or cost criteria, for conducting independent evaluations. The cost criteria were not an average of the rates from the assessors contacted, the rates that were too low or too high were disregarded in the determination of the district's independent evaluation cost criteria. The assessors who did not agree to work within the district's cost criteria were not on the SELPA's list of assessors.

YUBA COUNTY SELPA
935 14th Street
Marysville, CA 95901
Phone: 530.749.4873
Fax: 530.741.6235
www.yubacoe.org/SELPA

Yuba County
Special Education Local Plan Area

Yuba County SELPA
Parent/LEA Agreement for Independent Educational Evaluation (IEE)

This will serve as evidence of agreement between _____, parent(s), guardian, or surrogate of _____ and the Local Education Agency (LEA), _____ for an Independent Educational Evaluation, paid for by the LEA, _____, as follows:

*Area(s) of Assessment: _____
Assessor Name: _____
Assessor Qualifications: _____

Assessor will be present at the IEP by telephone, virtual platform, or in person to share findings: ☐ Yes ☐ No

It is agreed that the area(s) of assessment are limited to those specified above. The Assessor meets minimum qualifications as specified in Yuba County SELPA guidelines, unless parent/LEA have agreed to an exception(s). Note exceptions here: _____

Assessment to be administered in _____ language.

The LEA agrees to pay all costs for the above assessments.

Parent/Guardian/Surrogate signature below indicates agreement for LEA to exchange with Assessor reports and other information from the student's educational file necessary to conduct the evaluation.

All parties agree that any services, materials, and/or equipment that may be recommended based on review of this IEE by the IEP team shall not be provided by the assessor and/or his/her agents.

Signatures:

_____ _____ _____
LEA Representative Title Date

_____ _____
Parent/Guardian/Surrogate Date

Note: Complete one agreement per assessor.

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Yuba County
Special Education Local Plan Area

Yuba County SELPA
AGREEMENT FOR INDEPENDENT EDUCATIONAL EVALUATION (IEE)

Local Education Agency (LEA): _____
Street Address: _____
City: _____ State: _____ Zip: _____
LEA Case Manager: _____
Phone: _____ E-mail: _____

Student Name: _____
Grade: _____ D.O.B.: _____ Sex: ☐ Male ☐ Female ☐ Non-Binary

Parent/Guardian/Surrogate Name: _____
Street Address: _____
City: _____ State: _____ Zip: _____
Home Phone: _____ Work Phone: Phone: _____ E-mail: _____

Assessor: _____
Street Address: _____
City: _____ State: _____ Zip: _____
Phone: _____ Fax: _____ E-mail: _____

ESTIMATED MAXIMUM COST: $ _____

Other Provisions/Attachments: _____

IEE Assessor

_____
Name of Assessor

_____
Signature Date

_____
Name and Title

Local Education Agency

_____
Name of Local Education Agency

_____
Signature Date

_____
Superintendent or Authorized Designee

APPENDIX D

GUIDELINES FOR OBSERVATIONS BY INDEPENDENT EDUCATIONAL ASSESSORS

Outside evaluators have the right to observe a student receiving special education services in his or her current placement or any placement proposed by the local education agency (LEA) *if* the public agency's assessment includes, or its assessment procedures permit, such an observation.

- The length of the observation and the location(s) of the observation will be agreed to consistent with LEA policies regarding observations and any observation by the assessor will be equivalent to what the LEA's assessors did or would be allowed to do.

- The independent educational assessors will notify the LEA Special Education Administrator of their request to schedule an observation in writing prior to the date of the observation.

- The LEA Special Education Administrator may coordinate with the school site administrator and independent educational assessors to determine a mutually agreeable time and place for the observation. Observations will be limited to one independent evaluator per day.

- The LEA Special Education Administrator may assign a district staff member to meet the independent assessor and accompany him/her during the observation.

- In order to protect the privacy of other students, there will be no videotaping or recording during observations. There will be no direct contact with students.

- If the independent assessor wishes to discuss the observation with district staff, advance notification of this request will be necessary, so that adequate coverage of students can be arranged.

Legal Authority

Federal Code and Regulations
20 U.S.C. §1415 (b)(1)
34 C.F.R. §300.502
34 C.F.R. §300.503
34 C.F.R. §300.502(b)(4)

California Education Code
§56320
§56327
§56326
§56345
§56506

Case Law and Other Guidance
Student v. Fullerton School District, OAH Case No. 2011061318
Student v. Bellflower Unified School District, OAH Case No. 2015020485
Student v. Goleta Unified School District, OAH Case No. 2014100277
Letter to Anonymous 56 IDELR 175 (OSEP 2010)
Letter to Parker 41 IDELR 155 (OSEP 2004)

SELPA ADMINISTRATORS OF CALIFORNIA

Finance Committee
December 2025
Prior Finance Reports

SELPA Finance Committee Resources
SELPA Finance Committee Report Summaries

Updates and Reminders

- It's First Interim…Now What? (Handout)
- What is First Interim and What should I be Doing? (Slides)

MOE Workgroup

There was no MOE Workgroup for December

Finance Bulletin - Economic and Revenue Updates - November 2025

Economic Update -

- U.S. headline consumer price index (CPI) inflation accelerated from 2.9 percent year-over-year in August 2025 to 3.0 percent in September, marking 5 consecutive months of acceleration. The primary driver is consumer goods impacted by tariffs.
- California headline consumer price index (CPI) inflation accelerated to 3.3 percent in August—the second consecutive bi-monthly increase and the highest rate since June 2024. As with the U.S., the acceleration in headline inflation in August was driven by increases in consumer prices for goods that were more impacted by tariffs including food at home (groceries), household furnishings and operations, recreation, and transportation.
- Due to the federal government shutdown, which started on October 1 and ended on November 12, several federal statistical agencies and data releases were affected, resulting in no GDP data, labor market data, and housing permits data.

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

- Due to the federal government shutdown, which started on October 1 and ended on November 12, several federal statistical agencies and data releases were affected, resulting in no GDP data, labor market data, and housing permits data.

CA Labor Market Update (Important for hiring and Bargaining)

- No report due to the government shutdown.

California Personal Income (Important for Budget Development)

- No current data.

Building Activities (Important for Property Taxes)

- No current data. .

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

Preliminary General Fund agency cash receipts were $2.2B, or 12.7%, above the Budget Act forecast for October.

- Personal income tax cash receipts were $2.1 billion, or 16.9%, **above forecast** in October and were $6.7B above forecast cumulatively since April.
- Corporation tax cash receipts were $75 million, or 2.9%, **below forecast** in October but were $174 million **above** forecast cumulatively since April.
- Preliminary sales and use tax receipts were $26 million, or 1.5%, **above forecast** in October, bringing the cumulative shortfall since April, including minor revisions to prior months, to $187 million.

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

	October 2025				2025-26 YEAR-TO-DATE			
Revenue Source	Forecast	Actual	Difference	Percent Difference	Forecast	Actual	Difference	Percent Difference
Personal Income	**$12,165**	**$14,216**	**$2,051**	**16.9%**	**$39,209**	**$44,977**	**$5,768**	**14.7%**
Withholding	8,860	8,983	122	1.4%	32,235	34,594	2,359	7.3%
Estimated Payments	1,817	3,133	1,316	72.4%	5,204	7,864	2,661	51.1%
Final Payments	3,401	3,899	498	14.7%	4,287	5,057	771	18.0%
Other Payments	590	625	35	5.9%	2,283	2,282	0	0.0%
Refunds	-2,274	-2,160	115	-5.0%	-4,047	-3,974	73	-1.8%
MHSF Transfer	-218	-255	-36	16.6%	-703	-806	-103	14.6%
Corporation	**$2,564**	**$2,489**	**-$75**	**-2.9%**	**$6,960**	**$6,699**	**-$261**	**-3.7%**
Estimated Payments	682	604	-78	-11.4%	4,668	3,801	-866	-18.6%
PTET Payments	1,826	1,828	1	0.1%	2,451	2,952	501	20.4%
Other Payments	676	658	-17	-2.6%	1,928	2,122	194	10.1%
Refunds	-620	-601	19	-3.1%	-2,087	-2,176	-89	4.3%
Sales & Use	**$1,732**	**$1,758**	**$26**	**1.5%**	**$10,054**	**$9,958**	**-$96**	**-1.0%**
Insurance	**$76**	**$33**	**-$43**	**-56.4%**	**$1,123**	**$1,111**	**-$11**	**-1.0%**
Pooled Money Interest	**$290**	**$355**	**$65**	**22.3%**	**$1,033**	**$1,149**	**$115**	**11.2%**
Alcohol	**$34**	**$51**	**$18**	**52.2%**	**$142**	**$156**	**$14**	**10.2%**
Tobacco	**$3**	**$3**	**$0**	**5.9%**	**$12**	**$13**	**$0**	**0.7%**
Other	**$62**	**$171**	**$110**	**178.3%**	**$364**	**$802**	**$437**	**120.1%**
Total	**$16,924**	**$19,076**	**$2,152**	**12.7%**	**$58,898**	**$64,865**	**$5,967**	**10.1%**

This is an agency cash report and the data may differ from the Controller's report to the extent that cash received by agencies has not yet been reported to the Controller. The personal income total includes Individual Shared Responsibility Penalty transfers. The forecast is from the 2025-26 Budget Act.

State Budget News

From the LAO Budget Outlook Executive Summary:

- The LAO projects that while AI expansion is creating buzz, the long term sustainability of that as a revenue source may not be sustainable. The LAO noted that both the California and U.S. economies currently face significant headwinds such as borrowing costs (a key factor in business expansions and major consumer purchases), which remain high. Additionally, new tariffs on imports into the U.S. are creating cost pressures for businesses and consumers.
- Income tax collections have been strong in recent months, growing at double-digit rates. These strong income tax collections are being driven by enthusiasm around AI, which has pushed the stock market to record highs and boosted compensation among the state's tech workers. With so much exuberance surrounding AI, it now appears time to take seriously the notion that the stock market has become overheated. History suggests that the stock market is prone to overreact to major technological advances, even if the technology itself turns out to be revolutionary.
- The 2026-27 budget shortfall is larger than anticipated. Under the projected revenue and spending estimates, the Legislature faces an almost $18B budget problem in 2026-27. This is about $5B larger than the budget problem anticipated by the administration in June, despite improvements in revenue.
    - This is due to the constitutional spending requirements under Proposition 98 (1988) and Proposition 2 (2014) almost entirely offsetting revenue gains.
    - Additionally, the LAO projects costs in other programs to be about $6B higher than anticipated. Starting in 2027-28, it is estimated that structural deficits will grow to about $35B annually due to spending growth continuing to outstrip revenue growth.
- *The LAO suggests addressing the budget problem* through a combination of ongoing solutions: achievable spending reductions and/or revenue increases.
    - The budget problem is now larger than anticipated, despite improvements in

revenue, and the structural deficits are significant and growing.
    - While revenue estimates hedge against a market downturn, they do not reflect the revenue declines the state would experience in a recession.
    - The state has used most of its budget resiliency tools to address prior deficits. If our estimates hold, the Legislature will face a fourth consecutive year of budget problems—all during a period of overall revenue growth.

LAO Report - 2026-27 Budget: California's Fiscal Outlook

Federal News

"Professional Degrees" for Graduate Student Loans

- Newsweek Article (11/21/25) - List of Professional Degrees
- ASHA (11/21/25) - Proposed Definition of "Professional Degree" Programs Would Exclude Audiology and Speech-Language Pathology
- Press Release by USDOE (11/24/25) - Myth vs. Fact: The Definition of Professional Degrees
- Current 34 CFR 668.2

New Inter-Agency Agreements

As reported by SSC, on November 18, 2025, the U.S. Department of Education (ED) announced six new inter-agency agreements with four federal agencies—the U.S. Department of Labor (DOL), the U.S. Department of the Interior (DOI), the U.S. Department of Health and Human Services (HHS), and the U.S. Department of State (State). The programs being transferred are:

- The Office of Elementary and Secondary Education to the DOL
- The Office of Postsecondary's institution-based grants to the DOL
- Indian education programs to the DOI
- On-campus child care support for parents enrolled in college to the HHS
- Foreign medical accreditation to the HHS
- International education and foreign language studies programs to the State

The announced changes do not include movement for the management of special education and student civil rights; however, this is a step that decouples general education from special education unless the Individuals with Disabilities Education Act oversight follows to the DOL.

End of the Government Shutdown

As reported by SSC, on November 12, 2025, the President signed a continuing resolution (CR) that reopened the federal government and restored operations, effectively ending the longest shutdown in history at 43 days.

The CR provides:

- full-year funding for three of the 12 annual appropriations bills for fiscal year (FY) 2026, with funding through September 30, 2026:
    - Agriculture, Rural Development, Food and Drug Administration (Ag-FDA)
    - Military Construction and Veterans Affairs
    - Legislative Branch
- The remaining nine appropriations measures—including the Labor, Health and Human Services, Education, and Related Agencies (LHHS) bill—are temporarily funded through January 30, 2026, giving Congress additional time to negotiate full-year appropriations.
    - As a result, key education programs will continue operating at FY 2025 levels until a broader agreement is reached.
- School Meals and SNAP Fully Funded
- Reductions in Force Reversed from early October
- Affordable Care Act (ACA) Subsidies Not Extended, set to expire at the end of the current plan year

Congress must now finalize funding for the nine remaining bills by January 30, 2026, to avoid another government shutdown.

YUBA COUNTY SELPA
2024/25 FINAL EXCESS COST CALCULATION
Excess Cost Calculation:
8/26/2025

The formula attempts to separate costs in a logical way to isolate costs per setting.
The Excess Cost is divided by the projected pupil count for October 2024
The Excess Cost is then calculated for each entity based on the pupils served
No revenue offset due to full funding allocation back to LEAs (only direct credit of property tax and LCFF transfer)

EXPENSES		Duplicated Visual Impair		Site 097 (Camptonville only) Hearing & Vision Screening		ESN		Total	
Direct Costs		111,640	1.05%	682	0.01%	10,498,986	98.94%	10,611,307.33	10,611,307
Central Admin		1,416		9		133,194		134,619	Admin
Total Estimated Direct Costs		113,056	1.05%	690	0.01%	10,632,180	98.94%	10,745,927	10,745,927
Total Direct Cost Estimate		113,056		690		10,632,180		10,745,927	
Less Object 5100 Subagreements for Services		-66,320		0		-3,684,836		-3,751,156	
Total Direct Costs Less Object 5100		46,736		690		6,947,344		6,994,770	
Indirect	6.01%	2,809		41		417,535		420,386	
Excess Cost Expenses by setting		115,865		732	0.01%	11,049,715		11,166,312	11,166,312
Cost per pupil		32 Students	$ 3,620.79	srv	731.84	172 Students	$ 64,242.53	204 Students	54,736.82	EXCESS COST

Marysville Joint Unified- ESN	164	10,535,774.99
Wheatland El District- ESN	3	192,727.59
Wheatland High Sch Dist - ESN	2	128,485.06
Plumas Elem. Sch Dist- ESN	3	192,727.59
Camptonville-ESN	0	0.00
Total Regional ESN	172	11,049,715.23
Marysville Joint Unified- VI	20	72,415.77
Wheatland Elem - VI	3	10,862.37
Wheatland High Sch Dist-VI	5	18,103.94
CORE Charter	2	7,241.58
Plumas Elem. Sch Dist	1	3,620.79
Career Prep Charter - VI	1	3,620.79
Total Dup VI	32	115,865.24
Camptonville- Hearing & Vision Screening	srv	731.84
TOTAL Nursing	0	731.84
24/25 Excess Cost Expense	204	11,166,312.31

Estimated Excess Cost		Property Taxes	LCFF Transfer	Other Local Revenue	Total Billing	Billed Cost Per Student
Marysville Jt. Unified	**10,608,190.76**	(1,812,211.94)	(2,187,978.00)	(19,279.00)	6,588,721.82	35,808.27
Wheatland Elem	**203,589.96**	(235,124.73)	(22,100.00)	(370.00)	(54,004.77)	(18,001.59)
Wheatland High	**146,589.00**	(193,371.54)	(31,347.00)	(266.41)	(78,395.95)	(11,199.42)
Plumas Elem.	**196,348.38**	(297,986.79)	(28,209.00)	(356.84)	(130,204.25)	(43,401.42)
Camptonville Union	**731.84**	-	-	-	731.84	-
CORE Charter	**7,241.58**	-	-	-	7,241.58	3,620.79
Career Prep Charter	**3,620.79**	-	-	-	3,620.79	3,620.79
CMP		-	-	-	-	-
TOTAL	$ 11,166,312.31	$(2,538,695.00)	$ (2,269,634.00)	$ (20,272.25)	$ 6,337,711.06	$ 31,067.21

INITIAL PROJECTION as of May 9, 2025

YUBA COUNTY SELPA
25/26 ESTIMATED EXCESS COST CALCULATION
Excess Cost Calculation:
5/9/2025

The formula attempts to separate costs in a logical way to isolate costs per setting.
The Excess Cost is divided by the projected pupil count for October 2025
The Excess Cost is then calculated for each entity based on the pupils served
No revenue offset due to full funding allocation back to LEAs (only direct credit of property tax and LCFF transfer)

EXPENSES		Duplicated Visual Impair		Site 097 (Camptonville only) Hearing & Vision Screening		ESN		Total		
Direct Costs		134,043	1.13%	682	0.01%	11,761,509	98.87%	11,896,234	11,896,234	11,896,234.00
Central Admin		1,882		10		165,139		167,031	Admin	
Total Estimated Direct Costs		135,925	1.13%	691	0.01%	11,926,648	98.87%	12,063,265	12,063,265	12,063,265.00
Less Object 5100 Subagreements for Services		0		0		-3,550,100		-3,550,100		
Total Direct Costs Less Object 5100		135,925		691		8,376,548		8,513,165		
Indirect	6.38%	8,672		44		534,424		543,140		
Excess Cost Expenses by setting		144,597		735	0.01%	12,461,072		12,606,405	12,605,670	
Cost per pupil		32 Students	$ 4,518.67	srv	735.37	172 Students	$ 72,448.09	204 Students	61,796.10	EXCESS COST

Marysville Joint Unified- ESN	165	11,953,936
Wheatland El District- ESN	2	144,896
Wheatland High Sch Dist - ESN	2	144,896
Plumas Elem. Sch Dist- ESN	3	217,344
Camptonville-ESN	0	0
Total Regional ESN	172	12,461,072
Marysville Joint Unified- VI	20	90,373
Wheatland Elem - VI	3	13,556
Wheatland High Sch Dist-VI	5	22,593
CORE Charter	2	9,037
CMP - VI	1	4,519
Career Prep Charter - VI	1	4,519
Total Dup VI	32	144,597
Camptonville- Hearing & Vision Screening	srv	735
TOTAL Nursing	0	735
Estimated 25/26 Excess Cost Expense	204	12,606,405

Estimated Excess Cost		Property Taxes	Projected LCFF Transfer	Other Local Revenue	Estimated Total Billing	Billed Cost Per Student
Marysville Jt. Unified	**12,044,309**	(1,745,355.87)	(2,347,701.00)	(21,722.41)	7,929,529.62	42,862.32
Wheatland Elem	**158,452**	(220,711.53)	(22,100.00)	(285.78)	(84,645.12)	(42,322.56)
Wheatland High	**167,490**	(183,176.47)	(31,347.00)	(302.07)	(47,336.02)	(6,762.29)
Plumas Elem.	**217,344**	(279,720.13)	(37,189.00)	(391.99)	(99,956.84)	(33,318.95)
Camptonville Union	**735**	-	-	-	735.37	-
CORE Charter	**9,037**	-	-	-	9,037.33	4,518.67
Career Prep Charter	**4,519**	-	-	-	4,518.67	4,518.67
CMP	**4,519**	-	-	-	4,518.67	4,518.67
TOTAL	$12,606,404.93	$(2,428,964.00)	$ (2,438,337.00)	$ (22,702.25)	$ 7,716,401.68	$ 37,825.50

O:\fiscal-services\Financial Reporting\Special Education CURRENT\2025-26\Billback\25-26 Excess Cost Estimate 05.08.25

REVISED ESTIMATE JANUARY 2026

YUBA COUNTY SELPA
25/26 ESTIMATED EXCESS COST CALCULATION
Excess Cost Calculation:
1/15/2026

The formula attempts to separate costs in a logical way to isolate costs per setting.
The Excess Cost is divided by the projected pupil count for October 2025
The Excess Cost is then calculated for each entity based on the pupils served
No revenue offset due to full funding allocation back to LEAs (only direct credit of property tax and LCFF transfer)

EXPENSES		Duplicated Visual Impair		Site 097 (Camptonville only) Hearing & Vision Screening		ESN		Total	
Direct Costs		168,300	1.37%	682	0.01%	12,109,383	98.62%	12,278,365	12,278,365
Central Admin		2,571		10		184,961		187,542	Admin
Total Estimated Direct Costs		170,871	1.37%	692	0.01%	12,294,344	98.62%	12,465,907	12,465,907
Less Object 5100 Subagreements for Services		-50,000		0		-4,150,381		-4,200,381	
Total Direct Costs Less Object 5100		120,871		692		8,143,963		8,265,526	
Indirect	6.38%	7,712		44		519,585		527,341	
Excess Cost Expenses by setting		178,582		736	0.01%	12,813,929		12,993,247	12,992,511
Cost per pupil		30 Students $ 5,952.74		srv	736.27	186 Students $ 68,892.09		216 Students 60,153.92	EXCESS COST

Marysville Joint Unified- ESN	177	12,193,900
Wheatland El District- ESN	3	206,676
Wheatland High Sch Dist - ESN	2	137,784
Plumas Elem. Sch Dist- ESN	4	275,568
Camptonville-ESN	0	0
Total Regional ESN	186	12,813,929
Marysville Joint Unified- VI	23	136,913
Wheatland Elem - VI	2	11,905
Wheatland High Sch Dist-VI	2	11,905
Plumas Elem. Sch Dist- VI	1	5,953
CORE Charter	1	5,953
Career Prep Charter - VI	1	5,953
Total Dup VI	30	178,582
Camptonville- Hearing & Vision Screening	srv	736
TOTAL Nursing	0	736
Estimated 25/26 Excess Cost Expense	216	12,993,247

Estimated Excess Cost		Property Taxes	Projected LCFF Transfer	Other Local Revenue	Estimated Total Billing	Billed Cost Per Student
Marysville Jt. Unified	**12,330,813**	(1,841,512.10)	(2,347,104.00)	(20,675.56)	8,121,521.29	40,607.61
Wheatland Elem	**218,582**	(232,871.11)	(33,150.00)	(366.50)	(47,805.86)	(15,935.29)
Wheatland High	**149,690**	(193,268.14)	(31,347.00)	(250.99)	(75,176.47)	(18,794.12)
Plumas Elem.	**275,568**	(295,130.65)	(37,612.00)	(462.06)	(57,636.35)	(14,409.09)
Camptonville Union	**736**	-	-	-	736.27	-
CORE Charter	**5,953**	-	-	-	5,952.74	5,952.74
Career Prep Charter	**5,953**	-	-	-	5,952.74	5,952.74
CMP	**5,953**	-	-	-	5,952.74	-
TOTAL	**$12,993,247.21**	**$ (2,562,782.00)**	**$ (2,449,213.00)**	**$ (21,755.11)**	**$ 7,959,497.10**	**$ 39,017.14**

Virginia School/Spring Valley Life Skills												
Virginia School 25/26 No Teacher Ratio			**Virginia School with AB560 Proposal Moderate-severe 8:1 Ratio 25/26 data**			**Virginia School with AB560 Proposal Moderate-severe 8:1 Ratio 26/27 10% student increase**			**Virginia School with AB560 Proposal Moderate-severe 8:1 Ratio 27/28 10% student increase**		
# of Students	# of Teachers	# of Classrooms	# of Students	# of Teachers	# of Classrooms	# of Students	# of Teachers	# of Classrooms	# of Students	# of Teachers	# of Classrooms
			76 / 8 = 9.5 (10 classes needed)			76 students + 10% (7.6) Increase = 83.6 (84 students) 84 / 8 = 10.5 (11 classes needed)			84 students + 10% (8.4) Increase = 92.4 (93 students) 93 / 8 = 11.6 (12 classes needed)		
76	8	8	76	10	10	84	11	11	93	12	12
Class sizes range from 6-12 students			Class sizes of 7-8 students			Class sizes of 7-8 students			Class sizes of 7-8 students		

YCOE Offsite											
YCOE MJUSD Offsite 25/26 No Teacher Ratio			**YCOE MJUSD Offsite with AB560 Proposal Moderate-severe 8:1 Ratio 25/26 data**			**YCOE MJUSD Offsite with AB560 Proposal Moderate-Severe 8:1 Ratio 26/27 10% student increase**			**YCOE MJUSD Offsite with AB560 Proposal Moderate-severe 8:1 Ratio 27/28 10% student increase**		
# of Students	# of Teachers	# of Classrooms	# of Students	# of Teachers	# of Classrooms	# of S65tudents	# of Teachers	# of Classrooms	# of Students	# of Teachers	# of Classrooms
			111 / 8 = 13.875 (14 classes needed)			111 students + 10% (11.1) Increase =122.1 (123 students) 123 / 8 = 15.375 (16 classes needed)			123 students + 10% (12.3) Increase = 135.3 (136 students) 136 / 8 = 17 (17 classes needed)		
111	10	10	111	14	14	123	16	16	136	17	17
Class sizes range from 9-13 students			Class sizes of 7-8			Class sizes of 7-8			Class sizes of 7-8		

MuSE Improving Outcomes for Multilingual & Equitable Learners

CCIP California Collaboration for Impactful Pathways

BAY AREA

Regional English Learner Specialists

Key Considerations for Supporting English Proficiency in Dually Identified Students



Who Should Attend:

- District Office and EL Administrators
- School Administrators
- Special Education Administrators
- EL Teachers and ToSAs
- Special Education Teachers

Multi-Disciplinary Teams Recommended

Register:

https://na.eventscloud.com/852432

Day 1: Thursday, October 30, 2025

Hybrid | 9:00 a.m. - 4:00 p.m.

1290 Ridder Park Drive, San Jose, CA 95131

Systems & Teamwork: Understanding systems approach, define team roles, introduction to key considerations (eligibility and ELPAC scores)

Day 2: Wednesday, January 28, 2026

Virtual | 3:00 - 5:00 p.m.

Instruction & Language Goals: ELD instruction strategies, LAGOs in IEPs & classrooms, case study application

Day 3: Wednesday, March 25, 2026

Virtual | 3:00 - 5:00 p.m.

Assessment & Progress: ELP assessment insights, data-driven decisions, case study on reclassification & language growth

stateandregionalprojects@sccoe.org • 669 - 212 - 4453

www.sccoe.org • ccip.sccoe.org

Council for Exceptional Children | CALIFORNIA

Building a Better Tomorrow Together

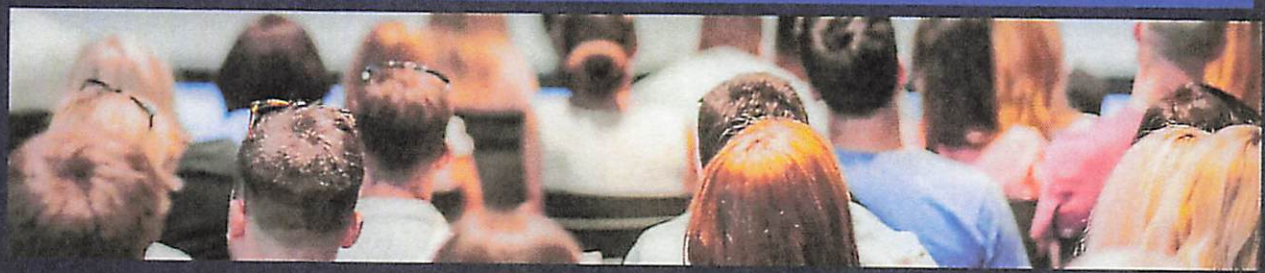
Conference | Feb. 24-25, 2026 | Burlingame, CA

Day 1 - Literacy Workshop

- New CA screening & intervention requirements
- Designed for teachers, administrators & instructional coaches

Day 2 - Conference Strands

- Early Learning: Universal Pre-K/TK Expansion
- Literacy, Dyslexia & ELD
- Inclusion: Boosting LRE Rates in Schools
- Transition: Best Practices for Youth, Families & Educators
- Paraeducators: High-Leverage Topics & Practices



Learn more and register online at

calstatecec.org

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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*Workshop Pre-Registration Fee is **$99.00**. 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/2722-273731

*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

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.

NASP-APPROVED PROVIDER — *Ensuring High Quality Professional Development*

MAKING IT HAPPEN. EACH STUDENT. EVERY DAY.

CAMFT CONTINUING EDUCATION PROVIDER APPROVAL

Spring 2026 Online
Professional Development Schedule

Spring Prep & Q&A Session Two Wednesdays to choose from:
12:00-1:00 pm, January 14 or 3:00-4:00 pm, January 28 | For anyone part of the DRDP process

From Assessment to Action Part 3: Planning with a Purpose
3:00-4:00 pm Monday, February 2 | For assessors

LUDIA Series Part 1: UDL foundations Save the date, registration link coming soon:
12:00-1:00 pm Tuesday, February 10 | For assessors

Effective collaboration & Observation
2:00-3:00 pm Wednesday, February 11 | For anyone part of the DRDP process

LUDIA Series Part 2: Introduction to LUDIA Save the date:
12:00-1:00 pm Tuesday, February 17 | For assessors

Async Data Dig Training Save the date, registration link coming soon:
12:00-1:00 pm Friday, February 20, 2026 | For administrators who handle Indicator 7 data

Effective Collaboration & Observation
12:00-1:00 pm Wednesday, February 25 | For anyone part of the DRDP process

From Assessment to Action Part 4: From Data to Action
3:00-4:00 pm Monday, March 2 | For assessors

LUDIA Series Part 3: Understanding DRDP Reports Save the date:
12:00-1:00 pm Tuesday, March 3 | For assessors

LUDIA Series Part 4: Using LUDIA & DRDP for lesson Design Save the date:
12:00-1:00 pm Tuesday, March 10 | For assessors

Q&A for TA Two Wednesdays to choose from:
12:00-1:00 pm, March 11 or 2:00-3:00 pm, March 25 | For DR Access account users

Preparing for Transitions Two Wednesdays to choose from:
12:00-1:00 pm, April 8 or 2:00-3:00 pm, April 22 | For assessors and administrators

Sneak Peak at DRDP 2025 Two times to choose from:
12:00-1:00 pm Tuesday, May 5 or 3:00-4:00 pm Tuesday, May 5 | For anyone

Reflect on DRDP Process Two Wednesdays to choose from:
12:00-1:00 pm, May 13 or 2:00-3:00 pm, May 27 | For assessors and DR Access account users

draccess.org • info@draccess.org • 1-800-673-9220 • linkedin • instagram • facebook • pinterest • bluesky

Developed by the **Desired Results Access Project** – Napa County Office of Education (12/01/2025)
Funded by CDE, Special Education Division – ©2021 California Department of Education

Strengthening Partnerships for Students with Disabilities

Webinar Series 2025–26

Fourth Thursday of the Month

11:00 a.m.–12:00 p.m.

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



Whether you're a parent seeking to learn more about special education, related supports, and how to deepen your partnership with educators, or an educator looking for strategies to engage and support families, this webinar series offers a unique opportunity for collective learning.

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

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

Scan the QR code or visit the link below to sign up today
www.seedsofpartnership.org/webinarandvideo.html

Recorded sessions will be available at this web page

July 24, 2025	August 28, 2025	September 25, 2025	October 23, 2025	No sessions November/ December
January 22, 2026	February 26, 2026	March 26, 2026	April 23, 2026	May 28, 2026

Seeds of Partnership
Family engagement and professional development in special education

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

SCOE

SELPA
Administrators of California
Special Education Local Plan Area

Reframing Your Therapy for Social Pragmatic Success (It's Really Not That Difficult)

a Virtual Online Conference

Friday, April 17, 2026

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

Presented by

Timothy P. Kowalski, M.A., CCC-SLP, ASDCS



Cost: Registration $50 on or before April 12, 2026 at 5:00 p.m.
A 2.25% service fee will apply. Maximum Number of Participants: 1000

Course Description

Multi-situational social-pragmatics is a concept and skill many of us take for granted. What we say to one person, changes based on who is around us or where we are at that moment. It is a learned skill enabling us to develop the art of conversation. It is highly dependent upon reading visual cues and working memory. For some individuals, it seems as if their neural wiring is different. They experience difficulty interacting with other individuals. They frequently fail to realize the importance other people will play in their lives and resist attempts by others to help them acquire these necessary skills. This presentation will discuss how to acquire the information necessary to evaluate and develop an appropriate intervention strategy to produce positive treatment outcomes. It will help you determine what information is necessary to acquire during the evaluation to allow you to design intervention strategies that actually produce positive change.

Time-Ordered Agenda

8:00am - 8:30am	Registration and Log-In
8:30am - 10:00am	Social deficits, Theory of Mind, Central Coherence, Executive Function & Emotional Intelligence
10:00 to 10:15am	Morning Break
10:15am - 11:30am	Assessment and Goal Development
11:30am - Noon	Lunch Break
Noon - 1:15pm	Intervention Strategies
1:15pm - 1:30pm	Afternoon Break
1:30pm - 2:20pm	Intervention Strategies (cont.)
2:20pm - 2:30pm	Questions & Wrap-up

Learner Outcomes

- List typical social-pragmatic difficulties
- Describe how deficient social-emotional regulation impacts social and academic performance
- Describe how Mirror Neurons impact behavior
- Describe how Theory of Mind, Central Coherence, Executive Function and Emotional Intelligence can impact social and academic behavior
- List treatment techniques to improve the social triad of interaction, communication, and emotional regulation.
- List techniques designed to improve academic success.

Speaker Description

Timothy P. Kowalski, M.A.,C.C.C., ASDCS is a licensed speech-language pathologist and Certified Specialist in Autism Spectrum Disorders. He is an internationally known expert on social-pragmatics and High Functioning Autism Spectrum Disorder/Asperger Syndrome (*hf*ASD/AS). His Orlando practice has seen clients from Europe, South America, Asia and throughout the USA. He regularly consults with schools on best practices for students identified or suspected of having social-pragmatics deficits associated with *hf*ASD/AS and provides school-wide district in-services, and serves as a guest lecturer at universities and colleges. He has worked in a variety of psychiatric healthcare delivery systems including inpatient and outpatient psychiatric hospitals, sex-offender units, and school-based settings. He obtained his Master's degree in Speech Communications from Case Western Reserve University in Cleveland and earned his Bachelor's degree in Communication Disorders from Southern Connecticut State College in New Haven. Mr. Kowalski is the author of eight books: *My Playground Problem*; *Communication Effectiveness; Asperger Syndrome Explained; Social-Pragmatic Success for Asperger Syndrome and Other Related Disorders; Are You In The Zone?; The Source for Asperger's Syndrome; Me, Myself, and You; Understanding Emotions: A Guide for Adults;* and an article *Assessing Social Communication in Asperger Syndrome*. He previously held the position of President for the Florida Speech-Language-Hearing Association, Vice President of Convention and Vice President for Professional Practices in Speech-Language Pathology. He is a member of the American Speech-Language-Hearing Association, the Council of State Speech-Language-Hearing Association Presidents, and the Inter-American Teacher Education Network (ITEN). He is the recipient of FLASHA's 2020 Outstanding Service Award, the 2010 Clinician of the Year Award and was one of 8 national nominees for the 2011 ASHA *Louis M. di Carlo Award for Recent Clinical Achievement*. He also holds the *TEAMS 2000 Speech- Language Pathologist of the Year Award* for his work with Autism in the four-county greater Orlando, Florida metropolitan area and has served on the Board of Directors for the Greater Orlando Chapter of the Autism Society of America and the Center for Independent Living of Central Florida. He regularly presents on a wide variety of issues relative to *hf*ASD at national and international seminars. You will find him to be an entertaining, dynamic presenter who provides insights and strategies that can be immediately implemented.

Financial Disclosures: Honorarium and intellectual property. Non-Financial Disclosures: Past President, FLASHA.

Workshop Pre-Registration Fee is **$50.00**, plus 2.25% service fee. FEES ARE NON-REFUNDABLE.

You may only register online through the OMS system starting on December 8, 2025, at the URL link below:

https://stateselpa.k12oms.org/2722-274784

You **MUST** use this Password in order to register: **04172026**

In order to satisfactorily complete requirements you must stay **for the whole course and submit a fully completed SLP CE Evaluation and Self-Assessment form** at the end of the course. Login and logout times will be recorded and documented. The Evaluation and Self-Assessment Form is turned in to verify your full attendance. The certificate of completion is given out at that time for the same reason. The course evaluation and self-assessment for this course MUST be completed within 7 days of the event, by April 24, 2026.

In the event a program is cancelled or rescheduled by SELPA Administrators of California, fees will be refunded to participants within 30 days of the date of cancellation.

ONLINE ZOOM REGISTRATION LINK/INSTRUCTIONS WILL BE PROVIDED TO ALL REGISTERED PARTICIPANTS A FEW DAYS BEFORE CONFERENCE VIA EMAIL ENTERED/PROVIDED AT TIME OF REGISTRATION.

Make sure you **check your JUNK or SPAM folders** for emails from OMS Notifications/SELPA.

Please provide your California SLP or SLPA license number and ASHA account number when you register. Specify ADA Accommodations if needed.

MAKING IT HAPPEN EACH STUDENT EVERY DAY

This course is offered for 0.5 ASHA CEUs (Intermediate level; Professional area)

ASHA CE APPROVED PROVIDER

Intermediate Level
5 ASHA CEUs

50 YEARS OF IDEA

WELCOME TO THE CONSTITUENT SUPPORT SERVICES OFFICE

The Constituent Support Services Office, part of the Special Education Division of the California Department of Education, is dedicated to resolving conflicts while preserving relationships. Our mission is to enhance communication and provide meaningful support to families navigating the special education system.







We help by:

- Ensuring every family feels heard, valued, and supported
- Addressing issues at the earliest sign of dispute to foster strong individualized education program (IEP) team relationships
- Promoting positive and equitable outcomes for all students with disabilities
- Utilizing resources to transform how special education conflicts are handled in California
- Developing a statewide system of support for dispute prevention and resolution

Our knowledgeable staff can:

- Answer questions
- Provide guidance
- Connect families with the appropriate department personnel



Contact us:

To speak with a member of the Constituent Support Services Office, call 800-926-0648, Monday–Friday, 8 a.m. to 5 p.m. Outside of these hours, please leave a voicemail, and we will return your call within 24 hours.

You can also reach us by email at SEDCO@cde.ca.gov.