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

Agenda

February 25, 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 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, February 25, 2026 – 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 JANUARY 28, 2026, MEETING MINUTES – Pages 1-7

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. SPECIAL EDUCATION LOCAL PLAN AREA POLICIES & PROCEDURES **INFORMATION/ACTION ITEM**

5.1 INDEPENDENT EDUCATIONAL EVALUATION
Pages – 8-23

Discussion and vote on draft IEE policy to enable district and county school psychologists to conduct IEE's.

6. SPECIAL EDUCATION LOCAL PLAN AREA FINANCE **INFORMATION ITEM**

6.1 FEBRUARY 2026 SPECIAL EDUCATION LOCAL PLAN AREA FINANCE REPORT
Pages – 24-28

Contains information regarding updates and reminders, economic and revenue updates, state, and federal budget news.

6.2 SELPA FINANCE COMMITTEE MEETING **INFORMATION ITEM**
MARCH 16, 2026.
Reminder RE: upcoming SELPA finance committee meeting on March 16, 2026.

7. LEGISLATIVE UPDATES

7.1 ASSEMBLY BILL 560 **INFORMATION ITEM**

Update regarding how stakeholder input into recommendations for caseloads and staffing ratios will be obtained.

7.2 SENATE BILL 939 **INFORMATION ITEM**
Pages – 29-32

Bill requires local education agencies to post resources related to neurodiversity developed by the University of California and California State University Collaborate for Neurodiversity and Learning.

8. SPECIAL EDUCATION LOCAL PLAN AREA PROFESSIONAL DEVELOPMENT

8.1 AUTISM DIAGNOSTIC OBSERVATION SCHEDULE **INFORMATION ITEM**

This is a 2-day Virtual Clinical Training on the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2).

8.2 MYTHS AND FACTS ABOUT INCLUSIVE EDUCATION **INFORMATION ITEM**
Page - 33

Workshop series focusing on debunking common misconceptions about inclusive education.

8.3 RESIDENTIAL TREATMENT CENTER
& RELATED SERVICES VENDOR FAIR **INFORMATION ITEM**
Page – 34

Opportunity for district staff to visit vendor tables to gather information regarding residential treatment facilities.

8.4 SUTTER COUNTY SELPA PROFESSIONAL
DEVELOPMENT OPPORTUNITES **INFORMATION ITEM**

Sutter County SELPA offers a range of professional development opportunities available to Yuba County SELPA local education agencies. A list of events can be found on their website at www.sutterselpa.org

8.5 CIM ASSIST WEBINAR **INFORMATION ITEM**
Pages – 35-36

Free webinar on either February 26, 2026 or March 26, 2026 which will teach participants how to use CIMAssist – a free artificial intelligence tool developed by Butte County SELPA to assist local education agencies in developing their Compliance and Improvement Monitoring Plan.

9. GENERAL INFORMATION

9.1 LOCAL EDUCATION AGENCY SHARE **INFORMATION ITEM**

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

10. ADVANCED PLANNING **INFORMATION ITEM**

10.1 NEXT REGULAR BOARD MEETING
DATE: MARCH 18, 2026
TIME:10:30 A.M.
LOCATION:
WHEATLAND SCHOOL DISTRICT
111 Main Street, Wheatland, CA 95692

11. ADJOURN **ACTION ITEM**

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

Wednesday, February 25. 2026 – 10:30 a.m.
YCOE Business Center, 1114 Yuba Street
Marysville, CA 95901

TOPIC	DISCUSSION	ACTION TAKEN
1. CALL TO ORDER :	Kristen Nottle-Powell called a meeting of the Superintendents' and Operation's Council to order at 10:33 a.m. on February 25, 2026, at 1114 Yuba Street Marysville, CA 95901	**CALLED TO ORDER**: 10:33 a.m.
ATTENDANCE, PLEDGE OF ALLEGIANCE:	In Attendance: Patrick Brose, Rob Gregor, Craig Guensler, Jennifer Nelson, Joe Lodigiani, Kimberly Benton Wolfgram, Rusty Gordon, Erin Oakes, Samantha Chan, Dr. Nicole Newman, and Sean Reimers. In absence: Matt Taylor, Jordan Reeves, Dr. Jeff Roberts, Chris Mahurin, Louise Miller, Toni Vernier, Lauren Link, and Melonie Soland. 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 February 25, 2026, Meeting Agenda for their review and approval. Upon a motion by Craig Guensler, duly second by Patrick Brose, the council unanimously approved the February 25, 2026, Meeting Agenda as presented.	**MOTION:** To approve the February 25, 2026, Agenda as presented. **MOTION:** Craig Guensler **SECOND:** Patrick Brose **ROLL CALL VOTE:** Patrick Brose - Aye Rob Gregor – Aye Craig Guensler - Aye Jennifer Nelson – Aye Joe Lodigiani - Aye Kimberly Benton Wolfgram - Aye Rusty Gordon - Aye Erin Oakes – Aye Samantha Chan - Aye **MOTION APPROVED (9/0)**

4. CONSENT AGENDA:	Kristen Nottle-Powell directed the council members to January 28, 2026, Meeting Minutes for their review and approval. Upon a motion by Craig Guensler, duly second by Patrick Brose, the council unanimously approved January 28, 2026, Meeting Minutes as presented.	**MOTION:** To approve the January28, 2026, Minutes as presented. **MOTION:** Craig Guensler **SECOND:** Patrick Brose **ROLL CALL VOTE:** Patrick Brose - Aye Rob Gregor – Aye Craig Guensler - Aye Jennifer Nelson – Aye Joe Lodigiani - Aye Kimberly Benton Wolfgram - Aye Rusty Gordon - Aye Erin Oakes – Aye Samantha Chan - Aye **MOTION APPROVED (9/0)**
5. SPECAIL EDUCATION LOCAL PLAN AREA POLICIES & PROCEDURES:	**5.1 INDEPENDENT EDUCATIONAL EVALUATION:** Discussion and vote on draft IEE policy to enable district and county school psychologists to conduct IEE's. Upon a motion by Rob Gregor, duly second by Rusty Gordon, the council unanimously approved the IEE policy change.	**MOTION:** To approve the draft IEE policy to enable district and county school psychologists to conduct IEE's. **MOTION:** Rob Gregor **SECOND:** Rusty Gordon **ROLL CALL VOTE:** Patrick Brose - Aye Rob Gregor – Aye Craig Guensler - Aye Jennifer Nelson – Aye Joe Lodigiani - Aye Kimberly Benton Wolfgram - Aye Rusty Gordon - Aye Erin Oakes – Aye Samantha Chan - Aye **MOTION APPROVED (9/0)**

6. SPECIAL EDUCATION LOCAL PLAN AREA FINANCE:	**6.1 FEBRUARY 2026 SPECIAL EDUCATION LOCAL PLAN AREA FINANCE REPORT:** Kristen Nottle-Powell presented the SELPA Finance Report, which has links to helpful documents (EOY Reports, etc.). **6.2 SELPA Finance Committee Meeting Reminder for March 16, 2026.**	
7. LEGISLATIVE UPDATES:	**7.1 ASSEMBLY BILL 560- SPECIAL ED CASELOAD LIMITS UPDATE:** Kristen Nottle- Powell presented updated information on assembly bill 560. She will be attending the state Special Education Local Plan Area meeting next month and will have more information then. In the meantime, Kristen will share the AB560 List serve Address. **7.2 SENATE BILL 939 :** Kristen Nottle-Powell shared information regarding Bill 939 which requires local education agencies to post resources related to neurodiversity developed by the University of California and California State University Collaborate for Neurodiversity and Learning.	
8. SPECIAL EDUCATION LOCAL PLAN AREA PROFESSIONAL DEVELOPMENT:	**8.1 AUTISM DIAGNOSTIC OBSERVATION SCHEDULE:** Kristen Nottle-Powell shared information regarding this 2-day Virtual Clinic Training on the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2). **8.2 MYTHS AND FACTS ABOUT INCLUSIVE EDUCATION:** Kristen Nottle-Powell shared information regarding this workshop series focusing on debunking common misconceptions about inclusive education.	

	8.3 RESIDENTIAL TREATMENT CENTER & RELATED SERVICES VENDOR FAIR : Kristen Nottle-Powell shared information regarding this opportunity for district staff to visit vendor tables to gather information regarding residential treatment facilities. **8.4 SUTTER COUNTY SELPA PROFESSIONAL DEVELOPMENT OPPORTUNITES:** Kristen Nottle-Powell shared information regarding Sutter County SELPA offering a range of professional development opportunities available to Yuba County SELPA local education agencies. A list of events can be found on their website at www.sutterselpa.org. **8.5 CIM ASSIST WEBINAR:** Kristen Nottle-Powell shared information regarding a free webinar on either February 26, 2026 or March 26, 2026 which will teach participants how to use CIMAssist – a free artificial intelligence tool developed by Butte County SELPA to assist local education agencies in developing their Compliance and Improvement Monitoring Plan.	
9. GENERAL INFORMATION:	**9.1 LOCAL EDUCATION AGENCY SHARE** There were no comments.	

10. ADVANCED PLANNING:	**10.1 NEXT REGULAR BOARD MEETING:** DATE: MARCH 18, 2026 TIME:10:30 A.M. LOCATION: WHEATLAND SCHOOL DISTRICT 111 Main Street, Wheatland, CA 95692	
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 February 25, 2026, Superintendents' and Operation's Council meeting at 10:59 a.m.	**MOTION:** To adjourn at 10:59 a.m. **MOTION: Patrick Brose** **SECOND: Rob Gregor** **ROLL CALL VOTE:** Patrick Brose - Aye Rob Gregor – Aye Craig Guensler - Aye Jennifer Nelson – Aye Joe Lodigiani - Aye Kimberly Benton Wolfgram - Aye Rusty Gordon - Aye Erin Oakes – Aye Samantha Chan - Aye Dr. Nichole Newman – Aye Sean Reimers - Aye **MOTION APPROVED (11/0)**

Respectfully submitted,
Heidi Bernardis
Special Education Secretary, Yuba County Office of Education

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

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")

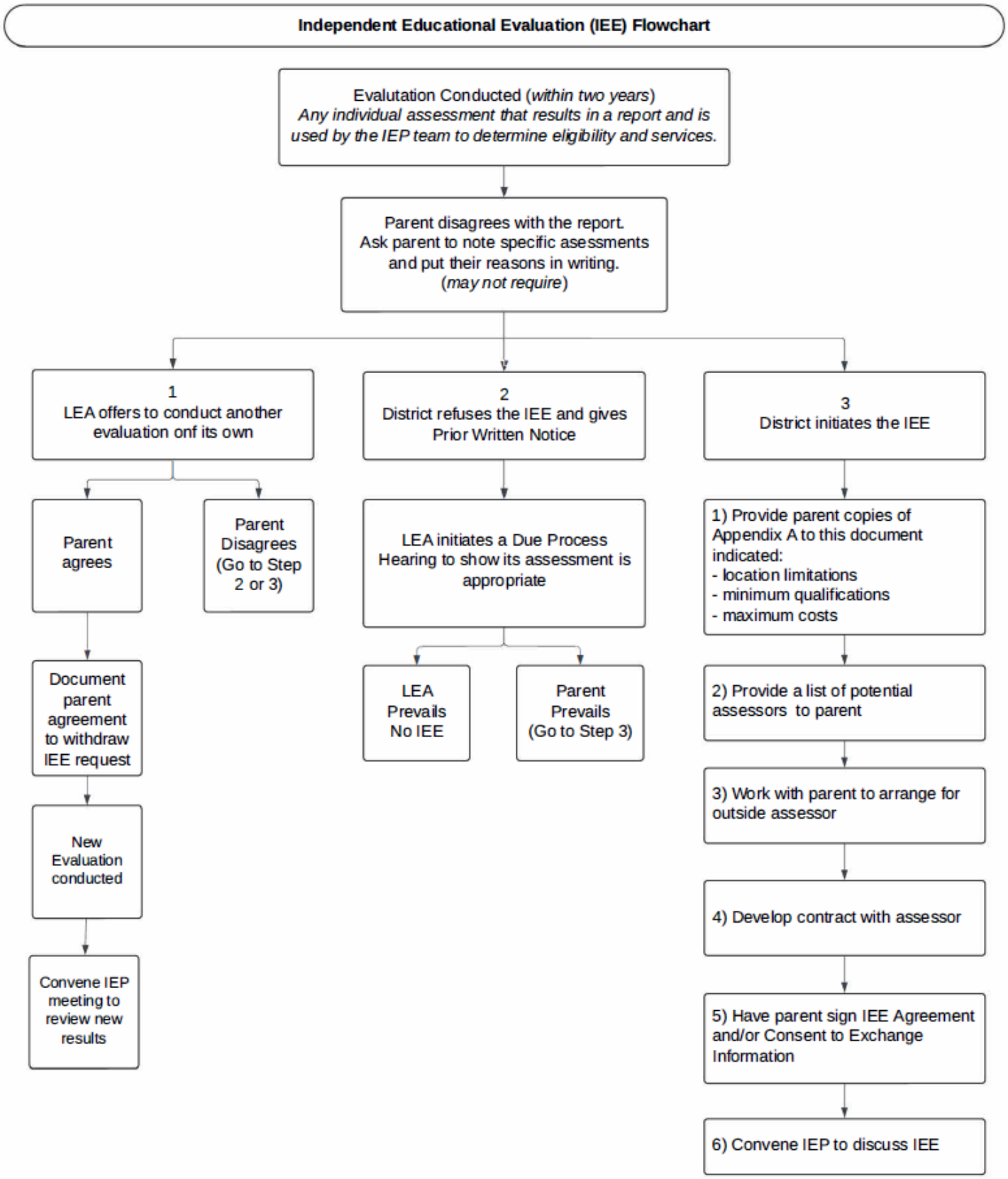
See flowchart Appendix A.

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)
Document parent agreement to withdraw IEE request
New Evaluation conducted
Convene IEP meeting to review new results
LEA initiates a Due Process Hearing to show its assessment is appropriate
LEA Prevails No IEE
Parent Prevails (Go to Step 3)
1) Provide parent copies of Appendix A to this document indicated:
- location limitations
- minimum qualifications
- maximum costs
2) Provide a list of potential assessors to parent
3) Work with parent to arrange for outside assessor
4) Develop contract with assessor
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	**Local Education Agency**
_____	_____
Name of Assessor	Name of Local Education Agency
_____	_____
Signature Date	Signature Date
_____	_____
Name and Title	Superintendent or Authorized Designee

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
February 2026
Prior Finance Reports

SELPA Finance Committee Resources
SELPA Finance Committee Report Summaries

Updates and Reminders

- Starting with the 2022-23 fiscal year, each SELPA is required to report to their member LEAs the amount of funding each LEA generates for the SELPA no later than 30 days after receiving their apportionment. **P-1 Funding Exhibits come out in February (no later than 2/20/26)**
    - Reminder - this is information on what each LEA generates toward the base grant of the total AB 602 funds. How funds are allocated to each LEA is determined by each SELPA's allocation plan.
    - Per a discussion with MOE Workgroup, Ed Code is not clear on which specific apportionment is required (P-1 vs. P-2).
        - Most SELPAs seem to be doing it at P-1, but some are ALSO doing it again at P-2.
        - CDE indicates it does not have to be done multiple times, but in the interest of transparency, it absolutely can be communicated after P-2 as well.
        - The recommendation of the Finance Committee is to report it after both P-1 and P-2.

MOE Workgroup

- CDE Fiscal Division continues to review the Special Ed MOE and other EOY forms. A significant number have been completed.
- Federal Grants
    - RS 3310, RS 3315, RS 3345, and RS 3327 are now going through the approval process (outside of the Special Ed Division). They are unsure of the release date, but are shooting for the Grant Award Notices (GANs) to be sent out by Feb. 14.
    - CDE is looking to move RS 3310 and RS 3315 grants to GovGrants this year, but it is unsure if this is finalized.
    - **REMINDER:** SELPAs/LEAs **cannot** submit an expenditure report until their signed GAN has been returned to CDE. The expenditure report must be dated AFTER the date the GAN is signed by the responsible, local authorized Superintendent.
    - The Proportionate Share (PSPS) Calculation Worksheet has been updated for the grants awarded this year (RS 3310 and RS 3315), and the form will now round up to the nearest dollar. The PSPS Calculation Worksheet usually comes out with the GAN.
    - Any form that needs to be publicly shared will need to be in multiple places - CALTAN and GovGrants are options, and sharing out via our other platforms are possible.
- GovGrants (Electronic Grant Management Software)
    - CDE Fiscal Division has requested every AU get ONE more license in GovGrants; those AUs with multiple SELPAs have been asked to have at least one per SELPA added.
        - It can be the SELPA director or someone working on their behalf - may not always be the SELPA director - it can be the Authorized agent.
        - There are caps on users but CDE is working on increasing the caps - and each AU is supposed to be getting an additional license for the SELPA access
    - The goal is that every SELPA has access so they can ACCEPT grant awards - once CDE gets a grant award signed by the SSPI, then there will be grants assigned in the

system, which will allow communication within the GovGrants system rather than email list
    - They can send out electronic GANs via email, and there are ways to upload information, upload forms (SEMOE and EOY forms could be available via this system this year)
- Issue: Report SEMAI, LEA Projected tab, Local Projected Expenditures section, Line 8980, Contributions from Unrestricted Revenues to State Resources. The Object 8980 contribution amount for resources 2000-2999 & 6010-7810 with goals 5000-5999 does not extract into this cell.
    - THIS ISSUE HAS BEEN FIXED BEGINNING WITH THE SECOND INTERIM

Finance Bulletin - Economic and Revenue Updates - Charts - December 2025

Economic Update -

- U.S. unemployment rate increased by 0.1 percentage point from 4.3 percent in August to 4.4 percent in September, followed by another 0.2-percentage point two-month increase to 4.6 percent in November—its highest rate since September 2021.
- California's unemployment rate increased by 0.1 percentage point from 5.5 percent in August to 5.6 percent in September—its highest rate since November 2021.
- Following the federal government shutdown, federal statistical agencies are still in the process of rescheduling, consolidating, or cancelling data releases. As such, several data releases that are typically reported in the Finance Bulletin such as permits data are not yet available pending revised release schedules.

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. Cumulatively since April, preliminary General Fund agency cash receipts are $9.1 billion, or 6.5 percent, above projections.

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 $454 million, or 3.9 percent, above the Budget Act forecast in November. This overage was driven by personal income tax receipts, which were $543 million above forecast due to higher withholding and lower refunds. Sales and use tax receipts were $169 million lower than projected and corporation tax receipts were $59 million below forecast.

- Personal income tax cash receipts were $543 million, or 8.4 percent, **above** forecast in November and $7.3 billion, or 8.5 percent, **above** forecast cumulatively since April
- Corporation tax cash receipts were are $115 million, or 0.5 percent, **above** forecast cumulatively since April.
- Preliminary sales and use tax receipts were $169 million, or 4.6 percent, **below** forecast in November and $359 million, or 1.5 percent, b**elow** forecast cumulatively since April,

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

	November 2025				2025-26 YEAR-TO-DATE			
Revenue Source	**Forecast**	**Actual**	**Difference**	**Percent Difference**	**Forecast**	**Actual**	**Difference**	**Percent Difference**
Personal Income	**$6,425**	**$6,967**	**$543**	**8.4%**	**$45,634**	**$51,945**	**$6,311**	**13.8%**
Withholding	7,174	7,589	415	5.8%	39,409	42,183	2,773	7.0%
Estimated Payments	286	336	50	17.6%	5,489	8,201	2,711	49.4%
Final Payments	264	267	2	0.9%	4,551	5,325	774	17.0%
Other Payments	466	416	-50	-10.8%	2,748	2,698	-50	-1.8%
Refunds	-1,610	-1,478	132	-8.2%	-5,657	-5,451	205	-3.6%
MHSF Transfer	-115	-125	-10	8.4%	-818	-931	-113	13.8%
Corporation	**$462**	**$402**	**-$59**	**-12.8%**	**$7,422**	**$7,102**	**-$320**	**-4.3%**
Estimated Payments	252	258	6	2.4%	4,919	4,059	-860	-17.5%
PTET Payments	151	187	36	23.8%	2,602	3,139	536	20.6%
Other Payments	424	398	-26	-6.1%	2,352	2,519	168	7.1%
Refunds	-364	-440	-75	20.7%	-2,451	-2,615	-164	6.7%
Sales & Use	**$3,706**	**$3,537**	**-$169**	**-4.6%**	**$13,760**	**$13,495**	**-$265**	**-1.9%**
Insurance	**$716**	**$774**	**$58**	**8.0%**	**$1,839**	**$1,885**	**$46**	**2.5%**
Pooled Money Interest	**$203**	**$233**	**$30**	**14.8%**	**$1,237**	**$1,382**	**$145**	**11.8%**
Alcohol	**$40**	**$26**	**-$14**	**-34.4%**	**$182**	**$183**	**$1**	**0.3%**
Tobacco	**$3**	**$3**	**$0**	**1.5%**	**$15**	**$16**	**$0**	**0.9%**
Other	**$53**	**$119**	**$66**	**125.7%**	**$417**	**$920**	**$504**	**120.8%**
Total	**$11,607**	**$12,062**	**$454**	**3.9%**	**$70,506**	**$76,928**	**$6,422**	**9.1%**

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 - Governor's Proposed Budget for 2026-27

Special Education

- Cost of Living Adjustment of 2.41%
- $509M for equalization - this would bring base rates up to the highest current rate (roughly $999/ADA).

Other Education Items

- Teacher Preparation
  - $250M one-time Prop 98 General Fund to continue educator residency programs through 2029-30.
- Student Support and PD Discretionary Block Grant
  - In addition to the COLA provided to the LCFF and many other TK-12 education programs, the Budget proposes $2.8B one-time Proposition 98 General Fund for a discretionary block grant.
  - These funds will provide LEAs with additional fiscal support to manage attendance and enrollment declines, including those caused by federal government immigration actions, and address rising costs. The funds will also support implementation of statewide priorities including:
    - Professional development for teachers on the English Language Arts/English Language Development (ELA/ELD) Framework and the Literacy Roadmap, with a focus on strategies to support literacy for English learners
    - Professional development for teachers on the Mathematics Framework
    - Teacher recruitment and retention strategies
    - Professional development for TK teachers and site administrators on the principles and guidelines of developmentally appropriate TK instruction
    - Career pathways and dual enrollment expansion efforts consistent with the Master Plan for Career Education.
- Charter School Accountability
  - *No clear information on this item other than the following:*
    - The Budget proposes new requirements for charter schools.

        - It also provides for the use of verified data in the charter school renewal process until June 30, 2028.
- Home to School Transportation
    - $322M one-time and $239.2M ongoing Prop 98 General Fund to reflect higher costs in the Home-to-School Transportation Program.
- Reading Difficulties Risk Screener
    - $40M one-time Prop 98 General Fund to support continued implementation of student reading difficulties screenings.
    - The budget also proposes statutory changes to clarify the appropriate administration of the screeners to ensure the consistency and quality of results.
- LA County School Wildfire Recovery
    - $22.9M one-time Prop 98 General Fund to support LEAs that are continuing to recover from the January 2025 Los Angeles County wildfires.
- Universal and Targeted Assistance
    - $13.3M additional ongoing Prop 98 General Fund, for a total of $131.9M, for county offices of education to provide universal and targeted support to school districts and charter schools, including those eligible for differentiated assistance.
    - This funding will align with updates to LEA assistance and intervention performance criteria that the State Board of Education is required to adopt pursuant to Chapter 8, Statutes of 2025 (AB 121).
    - The Budget includes statutory changes to allow for the updated performance criteria to target longer-term support where the demonstrated needs are greatest.

Capitol Advisors Presentation

Federal News

LHHS FY 2026 Appropriations Agreement- NEW from CAFSE

Congressional appropriators have reached a bipartisan, bicameral agreement on the fiscal year (FY) 2026 Labor, Health and Human Services, Education, and Related Agencies (LHHS) Appropriations Bill. The agreement reflects negotiations between House and Senate leaders and has been released as part of a consolidated appropriations package (often referred to as a "minibus") intended to fund the federal government for the remainder of FY 2026.

The LHHS bill contains the full discretionary budget for the U.S. Department of Education (ED), including funding for the Individuals with Disabilities Education Act (IDEA) and Title I. The negotiated agreement largely aligns with Senate appropriators' priorities and rejects the Administration's proposals to significantly reduce federal TK-12 education funding, restructure ED, or transfer its core functions to other agencies.

Under the agreement, IDEA Part B Grants to States receive a $20 million increase compared to FY 2025 enacted levels. In addition, the agreement includes a $1 million increase for technology, media, and materials and a $2 million increase for Special Olympics Education Programs. The agreement maintains level funding for IDEA Preschool Grants and IDEA Grants for Infants and Toddlers, preserving these programs as separate components of the IDEA structure and rejecting proposals to consolidate them into the Grants to States program.

The agreed-upon LHHS bill is expected to move forward as part of a multi-bill appropriations package that must still be approved by both the House and the Senate and signed by the President before becoming law. While final floor action has not yet occurred, the existence of a bipartisan, bicameral agreement on LHHS and other remaining appropriations bills significantly reduces the likelihood of a federal government shutdown.

	FY 24/25 Final	President's Proposal FY 25/26	Senate Proposal for FY 25/26	House Proposal for FY 25/26	FY 25/26 Congressional Agreement
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	14,233,704,000
Part B - 619 (preK)	$420,000,000	0	$420,000,000	$420,000,000	420,000,000
Part C	$540,000,000	$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	258,560,000
Special Olympics	$36,000,000	$36,000,000	$36,000,000	$41,000,000	38,000,000
TOTAL APPRO-PRIATION	$15,467,264,000	$15,467,264,000	$15,517,264,000	$15,493,264,000	15,490,264,000

STATE OF CALIFORNIA
AUTHENTICATED
ELECTRONIC LEGAL MATERIAL

Senate Bill No. 939

CHAPTER 907

An act to amend Sections 234.5, 234.6, and 32283.5 of the Education Code, relating to educational equity.

[Approved by Governor September 28, 2024. Filed with Secretary of State September 28, 2024.]

SB 939, Umberg. Educational equity: schoolsite and community resources: neurodivergent pupils.

(1) Existing law requires the Superintendent of Public Instruction to post, and annually update, on the State Department of Education's internet website and provide to each school district a list of statewide resources, including community-based organizations, that provide support to youth, and their families, who have been subjected to school-based discrimination, harassment, intimidation, or bullying, including school-based discrimination, harassment, intimidation, or bullying on the basis of religious affiliation, nationality, race, or ethnicity, or perceived religious affiliation, nationality, race, or ethnicity.

This bill would instead (A) require the Superintendent to additionally post, and annually update, on the department's internet website and notify local educational agencies of the availability of the above-described list of resources that provide support for youth, and their families, who have been subjected to school-based discrimination, harassment, intimidation, or bullying, (B) add the basis of neurodiversity or perceived neurodiversity to that list of resources, and (C) require those resources related to the basis of neurodiversity or perceived neurodiversity to include those developed by the University of California and California State University Collaborative for Neurodiversity and Learning.

(2) Existing law requires, commencing with the 2020–21 academic year, each local educational agency, as defined, to ensure that specified information related to pupil safety is readily accessible in a prominent location on the local educational agency's existing internet website in a manner that is easily accessible to parents or guardians and pupils.

This bill would require, commencing with the 2025–26 academic year, each local educational agency to additionally ensure that the resources related to neurodiversity developed by the University of California and California State University Collaborative for Neurodiversity and Learning are readily accessible in a prominent location on the local educational agency's internet website in a manner that is easily accessible to parents or guardians and pupils. To the extent the bill imposes additional duties on

local educational agencies, the bill would create a state-mandated local program.

(3) Existing law requires the department to develop and post on its internet website an online training module to assist all school staff, school administrators, parents, pupils, and community members in increasing their knowledge of the dynamics of bullying and cyberbullying.

This bill would require the online training module to include information about how to support pupils who are bullied for being or being perceived as neurodivergent and include links to the resources related to neurodiversity developed by the University of California and California State University Collaborative for Neurodiversity and Learning.

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

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

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

SECTION 1. Section 234.5 of the Education Code is amended to read:

234.5. (a) (1) The Superintendent shall post, and annually update, on the department's internet website and notify local educational agencies of the availability of a list of statewide resources, including community-based organizations, that provide support to youth, and their families, who have been subjected to school-based discrimination, harassment, intimidation, or bullying, including school-based discrimination, harassment, intimidation, or bullying on the basis of neurodiversity, religious affiliation, nationality, race, or ethnicity, or perceived neurodiversity, religious affiliation, nationality, race, or ethnicity.

(2) The resources included pursuant to paragraph (1) that provide support for youth, and their families, who have been subjected to school-based discrimination, harassment, intimidation, or bullying on the basis of neurodiversity shall include those developed by the University of California and California State University Collaborative for Neurodiversity and Learning.

(b) The department's internet website shall also include a list of statewide resources for youth who have been affected by gangs, gun violence, and psychological trauma caused by violence at home, at school, and in the community.

SEC. 2. Section 234.6 of the Education Code is amended to read:

234.6. (a) For purposes of this article, "local educational agency" means a county office of education, school district, state special school, or charter school.

(b) Commencing with the 2020–21 academic year, each local educational agency shall ensure that all of the following information is readily accessible in a prominent location on the local educational agency's existing internet website in a manner that is easily accessible to parents or guardians and pupils:

(1) The local educational agency's policy on pupil suicide prevention in grades 7 to 12, inclusive, adopted pursuant to Section 215.

(2) The local educational agency's policy on pupil suicide prevention in kindergarten and grades 1 to 6, inclusive, adopted pursuant to Section 215, including reference to the age appropriateness of that policy.

(3) The definition of discrimination and harassment based on sex as described in Section 230. This shall include the rights set forth in Section 221.8.

(4) The Title IX information included on a local educational agency's internet website pursuant to Section 221.61.

(5) A link to the Title IX information included on the department's internet website pursuant to Section 221.6.

(6) The local educational agency's written policy on sexual harassment, as it pertains to pupils, prepared pursuant to Section 231.5.

(7) The local educational agency's policy, if it exists, on preventing and responding to hate violence as described in Section 233.

(8) The local educational agency's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies as described in Section 234.1.

(9) The local educational agency's anti-cyberbullying procedures adopted pursuant to Section 234.4.

(10) A section on social media bullying that includes all of the following references to possible forums for social media bullying:

(A) Internet websites with free registration and ease of registration.

(B) Internet websites offering peer-to-peer instant messaging.

(C) Internet websites offering comment forums or sections.

(D) Internet websites offering image or video posting platforms.

(11) A link to statewide resources, including community-based organizations, compiled by the department pursuant to Section 234.5.

(12) Any additional information a local educational agency deems important for preventing bullying and harassment.

(c) Commencing with the 2025–26 academic year, each local educational agency shall ensure that the resources related to neurodiversity developed by the University of California and California State University Collaborative for Neurodiversity and Learning are readily accessible in a prominent location on the local educational agency's internet website in a manner that is easily accessible to parents or guardians and pupils.

SEC. 3. Section 32283.5 of the Education Code is amended to read:

32283.5. (a) (1) The department shall develop and post on its internet website an online training module to assist all school staff, school administrators, parents, pupils, and community members in increasing their knowledge of the dynamics of bullying and cyberbullying. The online training module shall include, but is not limited to, identifying an act of

bullying or cyberbullying and implementing strategies to address bullying and cyberbullying.

(2) The online training module developed pursuant to paragraph (1) shall include information about how to support pupils who are bullied for being or being perceived as neurodivergent and include links to the resources related to neurodiversity developed by the University of California and California State University Collaborative for Neurodiversity and Learning.

(b) The department shall post on its internet website and annually update a list of available online training modules relating to bullying or bullying prevention.

(c) A school operated by a school district or a county office of education and a charter school shall annually make available the online training module developed by the department pursuant to subdivision (a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

SEC. 4. 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.

Myths and Facts About Inclusive Education

FREE Webinar Series

This series aims to debunk common misconceptions about inclusive education, learn valuable insights to support students with disabilities' access to and success in general education settings. Sessions will feature resources co-developed with the TIES Center and CA Includes.

This 6-part series includes:

Session 1: Does a Student Have to Prove Readiness for a General Ed Setting?
Session 2: Let's Talk About Specially Designed Instruction and Who Can Provide It
Session 3: Supporting Students with Complex Health Needs
Session 4: Placement Decisions and Support for Students with Extensive Behavioral Needs
Session 5: Cost Considerations for Inclusive Education
Session 6: LRE Considerations for Deaf or Hard of Hearing Students



Thursdays
3:30–4:30pm

February 5, 2026–
March 12, 2026

CALIFORNIA INCLUDES
LEARNERS WITH DISABILITIES THRIVE IN A CALIFORNIA FOR ALL

Registration Link:
Register here

Questions or Support:
Stephanie Coleman
scoleman@scoe.net

Educators and educational leaders are invited to join us in building the skills necessary to elevate and support inclusive educational practices that empower all students to thrive in diverse classroom settings.

SCOE
Sacramento County Office of Education
EDUCATION EMPOWERS

RESIDENTIAL TREATMENT CENTER (RTC) & RELATED SERVICES VENDOR FAIR

Tuesday, March 24, 2026 from 8:30 am - 3:30 pm
Irvine Unified School District Learning Center

Hosted by the Irvine Unified School District, Saddleback Valley Unified School District, Newport Mesa Unified School District and the SELPA Administrators of California



Schedule

7:45 - 8:30	Set-Up
8:30 - 9:00	Registration and Breakfast
9:00 - 12:00	Residential Treatment Center Vendors/Displays
12:00 - 1:00	Lunch
1:00 - 1:30	Take Down

Audience

SELPA and School District Residential Treatment Placement Coordinators, Mental Health Coordinators, and other staff involved in the RTC placement process have been invited.

Description

9:00 - 12:00 District staff can visit vendor tables to gather information regarding residential facilities. Prepared brochures from facilities can be distributed. Visual media is encouraged.

Location

Irvine Unified School District Learning Center
3387 Barranca Pkwy. - Rooms 1 and 6
Irvine, CA 92606 Phone: (949) 936-5048
IUSD Learning Center is located 10 minutes from John Wayne Airport (SNA). There are plenty of nearby hotels in Costa Mesa and Irvine. Map included in email invitation.

Registration

Registration deadline is **https://stateselpa.k12oms.org/2722-276059**. The registration deadline is March 12th, 2026. Spaces are first-come, first-served. Each space includes an 8' x 30" table and a max of 3 people. Please bring a tablecloth (none provided). All registration info can be found on the OMS site when you register. **PLEASE NO LATE REGISTRATIONS**.

Cost

$300/Team - This includes attendance for 3 RTC staff along with their lunches. We count on our vendor partners to supply gift card(s) or other items that can be raffled for our district partners at the event (a minimum of $50 value). Raffle prizes will be distributed throughout the day. Please bring these to the registration area on 3/24/26.

Questions

Rae Lynn Nelson, MA LMFT, Connect Education Consulting, Retired SELPA Administrator
Raelynn@connecteducationconsulting.us or 714-335-1350

Individuals who require special accommodations for a disability must email Christina Reyes prior to the event at christinareyes@iusd.org at least 15 working days prior to the event

Butte County SELPA
Special Education Local Plan Area

CIMAssist

Butte County Office of Education & Butte County SELPA

Butte County Office of Education
"Where Students Come First"

Elevate Your CIM Facilitation for 2026!

Leverage AI to Support the Development of More Accurate and Meaningful CIM Plans

As we near the CDE's release of 2026 Annual Determinations for Special Education Compliance & Improvement Monitoring (CIM), the Butte County SELPA is offering a "certification webinar" to orient CIM Facilitators to a new generative AI tool custom built, in collaboration between the Butte County Office of Education and Butte County SELPA, specifically to enhance the value CIM Facilitators bring to their LEA CIM Teams as they support the development of more substantive and high-quality CIM Plans.

NO COST to attend. **Select ONE option below.**

February 26, 2026
1:30 to 3:00 PM

CLICK OR SCAN TO REGISTER

OR

March 26, 2026
10:00 to 11:30 AM

CLICK OR SCAN TO REGISTER

Session Detail

This workshop is primarily designed for expert-level special education practitioners, (i.e. Directors, Coordinators, Program Specialists) who possess specific knowledge about the CDE CIM processes and plan development and who are responsible for leading LEA or SELPA teams in CIM work using an improvement science framework and the materials housed on the CALTAN website. The information presented and the tool that will be shared with participants has wide application to all levels of CIM and similar processes.

Supercharged data analysis
Currency with EdTech
Streamlined meeting times

Increased objectivity
Simplified work flow
Stronger, better plans

Greater plan defensibility
Growing CIM confidence
Heightened creativity

Learning Objectives

- Participants will clearly consider the host of fears and concerns around the use of AI and how to preserve and enhance the interactivity and collaboration that the CIM process requires.
- Participants will learn to rethink the who, what, and when of the CIM process and reorganize those aspects to create efficiencies for their LEAs and SELPAs.
- Participants will gain both practical and creative facilitation strategies they can apply to processes in their LEAs and SELPAs that will improve overall plan quality.

What to Expect

- Within 7 days of the conclusion of each training, the Butte County SELPA will issue a certificate of participation to each attendee along with the link for the CIM Assist GPT, the CIM Assist Implementation Manual, the presentation slides and recording.
- To receive a CIM Assist certificate and materials, attendees will simply need to:
  - maintain consistent engagement in the Zoom webinar over the 90 minutes, which will be measured.
  - complete an exit evaluation and agreement that they will use CIM Assist responsibly and not share the content with non-participants.



Presenters

Aaron Benton
Director, Butte County SELPA

Jacob Carr
Educational Technology Coach
Butte County Office of Education

Erin Love Miller
Program Specialist
Butte County SELPA

Janet Brownell
Educational Technology Coach
Butte County Office of Education

CIMAssist
Butte County Office of Education & Butte County SELPA

Having CIM Assist on your side is like having another super smart member of the CIM team who can save time, add focus, and present balanced data analysis in record time. Using CIM Assist allows you to do better, faster.
~ Nick Syrrist, Director
Shasta County Office of Education

The CIM Assist AI tool leverages the strength of school teams by helping to orient and focus the team on meaningful, achievable changes. CIM Assist does not replace the CIM team, rather it complements their work and promotes the integrity of the process.
~ Kevin Bean, Director
Healdsburg Unified School District

CIM Assist validates that we are on the right track and provides constructive feedback in a concise way. This has streamlined a very time intensive process and increased efficiencies. In the world of education, this is a true gift!
~ Bailey Mannisto-Iches, Program Specialist
Butte County SELPA