



SELPA Superintendents' Council

MEETING AGENDA

October 1st, 2026

2:00 p.m.

General Items

- 1. Approval of Agenda**
- 2. Public Comment**

a. (Individuals may address Board items not on the agenda - limited to 2 minutes)

Action Items

- 3. Approval of June 4th, 2026, SELPA Superintendents' Council Meeting Minutes***

Discussion Items

- 4. IEP Template**
- 5. Mental Health Memorandum of Understanding**
- 6. Shared Aide Model**

Information Items

- 7. SELPA Local Plan & Policies**
- 8. Regional Program Student Enrollment**
- 9. Charter Alternative Programs & SELPA Options**
- 10. Adult Transition Program Discussion**
- 11. SELPA Leadership Report**
- 12. Adjournment**

***Handouts**

Notices:

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Tamara Clay, Assistant Superintendent, El Dorado County SELPA
Dr. Ed Manansala, Superintendent of Schools

SELPA Superintendents' Council Meeting Minutes - UNADOPTED **June 4th, 2026** **Conference Room B-2, EDCOE**

In Attendance:

Carrie Arnett, *Black Oak Mine*; Matthew Barnes, *Camino*; Michael Kuhlman, *El Dorado Union*; Dr. Jennifer Kloczko, *Gold Oak*; Keri Phillips, *Gold Trail*; Grant Coffin, *Indian Diggings*; Dave Scroggins, *Latrobe*; Patrick Paturel, *Pioneer*; Eric Bonniksen, *Placerville*; Kim Little, *Pollock Pines & Silver Fork*; Jim Shoemake, *Rescue*; Dr. Ed Manansala, Wendy Frederickson, Amy Andersen, AnnaMarie King, EDCOE; Elizabeth DeBenedetto, Administrative Assistant.

Not in Attendance:

Dr. David Roth, *Buckeye*; Larry Mahoney, *Mother Lode*

The meeting was called to order at 2:28 PM by Tamara Clay, Assistant Superintendent, El Dorado County SELPA.

General Items

- 1) Superintendent Bonniksen moved to approve the agenda as presented; seconded by Superintendent Paturel.

In favor: All

Opposed: None

Abstaining: None

The motion carries.

- 2) Public Comment for items not on the agenda was opened at 2:29 PM and, with no comment, closed at 2:29 PM.
- 3) Public Hearing for the Proposed Local Plan was opened at 2:30 PM and, with no comment, closed at 2:30 PM.

Action Items

- 4) **Approval of March 5th, 2026 SELPA Superintendents' Council Meeting Minutes**
Superintendent Paturel moved to approve the March 5th Minutes as presented; seconded by Superintendent Kloczko.

In favor: All

Opposed: None

Abstaining: None

The motion carries.



5) Consent Item: Approval of 2026 - 2027 SELPA Superintendents' Council Meeting Dates

Superintendent Little moved to approve the 2026 – 2027 SELPA Superintendents' Council Meeting Dates as presented; seconded by Superintendent Bonniksen.

In favor: All

Opposed: None

Abstaining: None

The motion carries.

6) Consent Item: Approval of 2026 - 2027 Executive Committee Members

County Superintendent Manansala moved to approve the 2026 - 2027 SELPA Superintendents' Council Meeting Dates with the following amendment(s): Superintendent Kloczko's title be changed to reflect her new Doctorate; seconded by Superintendent Shoemake.

In favor: All

Opposed: None

Abstaining: None

The motion carries.

7) Special Circumstances Criteria

Superintendent Kloczko moved to approve the update to the Special Circumstances Criteria as presented; seconded by Superintendent Arnett.

In favor: All

Opposed: None

Abstaining: None

The motion carries.

8) Local Plan Adoption

- a) Section A - Contracts and Certifications**
- b) Section D - Annual Budget Plan**
- c) Section E - Annual Service Plan**
- d) Attachments**

Superintendent Phillips moved to approve the proposed 2026 - 2027 SELPA Local Plan as presented; seconded by Superintendent Kuhlman.

In favor: All

Opposed: None

Abstaining: None

The motion carries.



Discussion Items

9) SELPA Leadership Report

Assistant Superintendent Clay shared an upcoming training opportunity with the California Collaborative for Educational Excellence: the Special Education Leadership Academy.

10) Adjournment

The meeting was adjourned at 2:52 PM upon motion by Superintendent Coffin, seconded by Superintendent Kloczko; no discussion.

In favor: All

Opposed: None

Abstaining: None

The motion carries.

Frequently Asked Questions California IEP Forms Implementation 2026-27

CALIFORNIA IEP FORMS

Why would an LEA consider adopting the California IEP forms?

The California IEP Forms were developed to support student-centered, strengths-based, collaborative, and outcomes-focused IEP practices while maintaining compliance with state and federal requirements.

The forms are designed to help IEP teams:

- Keep the student at the center of the discussion
- Build upon student strengths
- Strengthen connections between present levels, goals, supports, and services
- Promote meaningful participation by students and families
- Support high-quality IEP development and implementation

Will adopting the California IEP Forms change students' services or legal rights?

The Individuals with Disabilities Education Act (IDEA) and California education code and regulations continue to guarantee each student with a disability a free, appropriate public education (FAPE). Each LEA/SELPA is responsible for utilizing forms that meet the requirements under the IDEA.

Are LEAs required to use the California IEP forms?

Currently, each LEA determines which IEP forms they choose to use, as there are no mandated forms. Some special education data systems (also known as IEP systems) require that the LEAs within a SELPA adopt the same form. (For this reason, within this FAQ, LEA/SELPA will be referenced.) With the release of the California IEP forms, these forms may be adopted for implementation, but are not required.

Will the SELPA Administrators' Association adopt these forms as a part of their forms set?

The SELPA Association maintains a set of IEP forms for SELPAs and LEAs to utilize. Many LEAs/SELPAs utilize versions of these forms within their preferred IEP system. The Association has a Forms Committee that facilitates a process for formal revision and adoption of the state IEP forms. If you have any questions, please contact your SELPA.

Where can the California IEP Forms be viewed?

The California IEP Forms are available in English on [CCEE's website](#).

Will the California IEP Forms be available in multiple languages?

Yes, the California IEP Forms will be available in multiple languages. The California Department of Education is required to post on its website the IEP form in the top 10 most common languages other than English by January 1, 2027. Note that the form itself will be available, but the content added by the IEP team will be in the language that the team enters the information. For assistance with translating the content developed at the IEP meeting, please contact your LEA/SELPA.

How are these forms different from other IEP forms?

The legal requirements of the IEP remain the same. What changes is the organization and flow of the document.

The California IEP Forms place greater emphasis on:

- Student strengths
- Student voice and participation
- Meaningful family engagement
- Integrated present levels
- Stronger alignment across the IEP
- Educational benefit

Many existing effective IEP practices continue regardless of which forms are used.

Some LEAs/SELPA may use the SELPA Association IEP forms. A crosswalk between the SELPA Association IEP forms and the California IEP forms is available [here](#).

Will there be additional forms released?

The California IEP forms address the core IEP forms. It is anticipated that LEAs/SELPA will continue to use the supplemental forms such as meeting notices, assessment plans, behavior intervention plans, etc. that they are currently using. The core and supplemental forms listing is available [here](#).

IMPLEMENTATION

When will our LEA begin using the new forms?

As is currently the case, LEAs/SELPA's determine their own IEP forms. Although the California IEP forms are currently available in one special education data system and can be used, LEAs/SELPA's interested in adopting the California IEP forms are encouraged to utilize a systematic approach to implementing new forms.

If you have questions regarding if and when your specific LEA/SELPA will begin using the optional California IEP forms, please contact your LEA and/or SELPA.

Will every LEA begin implementation at the same time?

Each LEA/SELPA will determine their timeline for adopting IEP forms. Some LEAs/SELPA's may be able to start in the 2026-27 school year, while others may start in the 2027-28 school year or beyond.

What training will be available?

Although each LEA/SELPA will determine their individual training needs. The [High Quality IEPs project](#) will provide the following to the LEA/SELPA's implementation team:

- Readiness Assessment
- Orientation
- Trainer of Trainers opportunities
- Office hours
- Convenings for LEA/SELPA adopting the IEP forms
- Ready-to-use training materials
- Ongoing support resources

Will training be available virtually?

The High Quality IEPs project will provide virtual training to LEAs/SELPA's through a trainer-of-trainers model in the [Fall](#) and again in the [Spring](#) to support their implementation team's efforts.

How much training should I expect?

Training will vary based on each LEA/SELPA's implementation plan. Each LEA/SELPA will locally determine the amount of training needed by staff, parents and students as they transition to the California IEP forms.

Will training be required?

Each LEA/SELPA will determine what training will be provided and whether or not it is required.

What support will be available after implementation?

The High Quality IEPs project will continue to provide support to LEA/SELPA implementation teams through technical assistance, convenings and sustainability activities. Each LEA/SELPA will determine the supports that will be available after implementation.

TECHNOLOGY

Will the forms be available in my LEA's IEP system?

Through the California Collaborative for Educational Excellence (CCEE), the state provided funding to have the California IEP forms digitized through a competitive request for proposal process. SEIS was the vendor selected through that competitive process.

The forms are available in SEIS. For availability in other special education data systems, LEAs should contact their vendor to discuss the availability of the California IEP forms within their system.

Will existing SEIS functionality change?

The functionality within SEIS remains the same, however, there are some enhancements within the forms. One example is the ability for the IEP team to enter in the amount of time in the total school week, minutes per week the student is outside of general education, and automatically calculating the percentage of time with nondisabled peers.

Will existing IEPs have to be transferred into the new format?

If an LEA is using SEIS and switches to the California IEP forms, the vast majority of the previous IEP data will continue to be available within the new forms. There are a few fields where data is collected in a different format that may result in a few fields not carrying over.

What happens to current forms and documents?

For any IEPs that have been developed and affirmed within SEIS, those continue to be available within SEIS.

Will the CA IEP forms work with the Test Operations Management Systems (TOMS)?

The functionality of special education data systems to upload data to TOMS is anticipated to function the same as it has with the forms an LEA is currently using.

Do the CA IEP forms align to the CALPADS reporting requirements?

The California Longitudinal Pupil Achievement Data System (CALPADS) is the state's system for collecting data from LEAs. Certain data elements documented in the IEP are reported to CALPADS. The alignment between the CA IEP forms and CALPADS reporting elements can be found [here](#).

SELPA Policies and Administrative Regulations Requiring Revision

Superintendents' Council – Section B / Current-Law Alignment

Purpose. This matrix includes only the Board Policies (BPs) and Administrative Regulations (ARs) that require revision. Most revisions are targeted: either to ensure the SELPA can accurately answer “Yes” to a CDE Section B assurance, to conform the documents to current SELPA governance/practice, or to update requirements that have changed since the policy was adopted.

Working principle: make the minimum changes necessary for CDE compliance, current-law alignment, and accurate description of current SELPA practice.

Document	Why revision is required	Primary revision(s)	Nature of change
BP 1 Comprehensive Local Plan	Section B Q1 (FAPE) and Q2 (Full Educational Opportunity) cite BP 1, but the current policy does not contain the required assurances as stated. It also contains outdated governance references.	Add ages 3–21 FAPE assurance; add Full Educational Opportunity assurance; remove obsolete Agreement for Participation reference; replace Steering Committee with PLC; update terminology/citations.	Section B assurance + current-practice / citation cleanup
AR 1 Comprehensive Local Plan	AR 1 must align with the revised BP 1 and current state/federal definitions. Several provisions are narrower or outdated.	Correct FAPE definition; add nonacademic access; use federal LRE standard (“maximum extent appropriate”); update special-education definition; add current CAC/AASP statutory requirements and citations.	Legal alignment + implementing regulation
BP 2 Identification & Evaluation	Section B Q7 asks the SELPA to attest to the triennial reassessment assurance, but BP 2 does not state that assurance clearly enough.	Add reassessment at least once every three years, or more frequently if appropriate, with current statutory/regulatory cross-references; update evaluation citations.	Section B assurance + citation cleanup
BP 3 Individualized Education Program	Section B Q4 (IEP/IFSP) and Q5 (LRE) rely on BP 3. The current opening needs updating; the full LRE assurance is not stated.	Correct IEP/IFSP language and 20 USC §1436(d) citation; add annual-review language; add full LRE assurance; remove obsolete CAHSEE citations.	Section B assurance + current-law cleanup
BP 8 Compliance Assurances	The current policy’s Local Plan approval language and legal references need to match the current CDE/local process and the complete compliance assurance.	Use current Local Plan adoption/approval wording; retain general compliance assurance; expressly include IDEA, Section 504, ADA, California special education law, and current citations.	Current-process + legal citation alignment
BP 9 Governance	Section B Governance assurance includes a notice-and-hearing protection before a final determination that an LEA is ineligible for IDEA Part B assistance; BP 9 does not include it.	Add the notice-and-hearing assurance; update participating-LEA terminology and governance citations.	Section B assurance + terminology/citation cleanup
AR 9 Governance	AR 9 no longer matches the current Local Plan/governance structure in several places.	Remove obsolete Agreement for Participation framework; update RLA/AU terminology; change Indian Diggings to Omo Ranch; correct SSC acronym; update Executive Committee composition/role; align CAC language with current law/Local Plan.	Current-reality / governance alignment
BP 14 Federal Maintenance of Effort	MOE policy needs to reflect the current federal MOE framework and current CDE/SACS SEMOE reporting structure.	Clarify eligibility vs. compliance standards; align the four permitted MOE methods and Subsequent Years rule; update references to current CDE SEMOE/SACS reporting and current federal citations.	Federal fiscal compliance update
AR 14 Federal Maintenance of Effort	The 2020 regulation reflects an older MOE workflow and omits/uses outdated elements of current federal and CDE reporting requirements.	Align with current SEMA/SEMB/SEMAI and SACS Web processes; incorporate current Subsequent Years Tracking; add the high-cost-fund exception in 34 CFR §300.204(e); modernize the §300.205 adjustment language and remove obsolete NCLB/RTI terminology/process descriptions.	Federal/CDE fiscal procedure update
BP 15 Public Participation	The core public-participation assurance is adequate, but the policy describes a superseded local revision process.	Replace Steering Committee with PLC; remove Executive Committee “approval” role and describe it as advisory input; update public-participation citation to 34 CFR §300.165.	Current-practice + citation alignment