PUBLIC COMMENTS ARE WELCOME

The Santa Barbara County SELPA Community Advisory Committee (CAC) will receive public comments about items appearing on today's agenda, as well as other matters within the subject matter jurisdiction of the CAC. All such comments will be received during the Public Comments section of the agenda. Individuals who address the CAC are limited to three (3) minutes to speak on any item and a total of 10 minutes on all items for their presentation. The CAC may limit the total time for all public comment to 30 minutes. Persons needing additional time are requested to submit the information in writing.

For comments concerning matters not on the agenda, open meeting laws and fairness to other residents who may have an interest in your topic prohibit the CAC from taking action or engaging in extended discussion of your concerns. The CAC may direct staff to meet at a later date with speakers who have specific concerns or needs. The CAC may also direct that an issue be placed on a future agenda for discussion and consideration. This permits the CAC and staff members to prepare and receive necessary information and for the public to be aware that a topic is being formally considered. We appreciate your cooperation.

Due to COVID-19 and Governor Newsom’s Executive Order N-29-20 regarding shelter in place this meeting is being held virtually, with no physical location. Forms are available from the SELPA Coordinator for requests to address the CAC. Should you wish to address the CAC during this virtual meeting please email Lindsay MacDonald, lmacdonald@sbceo.org, to request a form. Persons wishing to make public comments are requested to complete the appropriate form and return it to the Committee Secretary via email.

I. PUBLIC SESSION
   A. Call to Order
   B. Roll Call
   C. Flag Salute
   D. Welcome Guests
II. PUBLIC COMMENTS
Please refer to information in the first section of the agenda above.

III. APPROVAL OF ADDITIONAL EMERGENCY ITEMS
(Government Code Section 54954.3(b)(2))

IV. CONSENT AGENDA ITEMS
A. Minutes of April 6, 2020 Regular Meeting REF: IV-A

B. CAC 2020-2021 Meeting Schedule REF: IV-B
   - October 5, 2020
   - December 7, 2020
   - February 1, 2020
   - April 12, 2020

It is recommended that the Consent Agenda Items A through B be approved as presented.

Motion:__________
Second:__________
In Favor: _________
Opposed: _______
Abstained:________

V. ITEMS SCHEDULED FOR INFORMATION/ DISCUSSION /ADVISEMENT
A. Brown Act Education REF: V-A

B. CAC Role and Purpose – Local Plan §2402 REF: V-B

C. CAC Composition of Membership – Local Plan §2403 REF: V-C

D. Review of CAC current membership/demographics REF: V-D

E. Disseminate/explain mileage reimbursement form – Due at April 2021 meeting REF: V-E

F. CAC Brochure, Informational Flyer, and Meeting Schedule REF: V-F

G. SBCSELPA 2020-2021 Professional Development Offerings & OMS REF: V-G

H. Network Meetings for all Related Services & Teachers

I. SBCSELPA Brochure and Website REF: V-I

J. 2020-2021 CAC Project Discussion

K. SPED Finance Review REF: V-K
L. Presentations for the 2020-2021 year
   • December 2020: G.R.O.W.
   • February 2021: Trauma
   • April 2021: Updates

M. Compliance: SEP and DISPRO

N. SBCSELPA JPA Board Regular Meeting Minutes
   1. March 2, 2020 JPA Board Meeting
   2. May 4, 2020 JPA Board Meeting
   3. June 1, 2020 JPA Board Meeting

O. SIRAS Newsletters
   1. April 2020, Volume 11
   2. May 2020, Volume 12
   3. June 2020, Volume 13
   4. July/August 2020, Volume 14
   5. September 2020, Volume 15

VI. PRESENTATIONS
   A. C.A.P.T.A.I.N.
      Presenter: Robyn Young,
   B. What is SELPA?
      Presenter: Jennifer Connolly, SBCSELPA Coordinator

VII. MISCELLANEOUS AGENDA ITEMS
   A. CAC Member Sharing
      1. SELPA-bration Save the Date
   B. Next Scheduled CAC Meeting:
      December 7, 2020 from 9:30 a.m. – 11:30 a.m.
      Via Zoom due to COVID-19

VIII. ADJOURNMENT
      Motion: ____________
      Second: ____________
      In Favor: ____________
      Opposed: ____________
      Abstained: ____________
I. PUBLIC SESSION
A. Megan Fichter, Vice Chairperson, called the meeting to order at 9:31 a.m.

B. Lindsay MacDonald took roll call.

C. Megan Fichter led the assembly in the Pledge of Allegiance.

D. There were no guests present.

E. Election of Chairperson and Vice Chairperson
   Megan Fichter, Vice Chairperson, reviews the roles and responsibilities of both positions and what reviews what their involvement entails. Jennifer Connolly reviews how she facilitates the preparation and finalization of the agenda prior to each meeting. Karla Curry expressed her interest in being the Chairperson and by mutual agreement of the committee she was nominated.

   Election of Chairperson: Karla Curry expressed her interest in being the Chairperson and by mutual agreement of the committee she was nominated.
   Motion to Approve: Mackenzie Bilkey Second: Sucari Epps

   Election of Vice Chairperson: Sucari Epps volunteered for the position of Vice Chairperson, after discussion the committee mutually agreed to nominate Sucari Epps.
   Motion to Approve: Eva Soohoo Second: Erin Davis
I. **PUBLIC SESSION (continued)**
   E. **Election of Chairperson and Vice Chairperson (continued)**

   **Vote:** 13 – 0. The motion passed with CAC Representatives Mackenzy Bilkey, Norma Cabello, Karla Curry, Erin Davis, Sucari Epps, Kirsten Escobedo, Megan Fichter, Stacey Hansen, Sonia Morison, Jestin St. Peter, Eva Soohoo, Gina Stabile, and Tisha Quaam voting in favor; none opposed.

II. **PUBLIC COMMENTS**

   There were no public comments.

III. **APPROVAL OF ADDITIONAL EMERGENCY ITEMS**

   There were no emergency items presented.

IV. **CONSENT AGENDA ITEMS**

   **A. Minutes of February 3, 2020 Regular Meeting**
   **B. Local Plan Revision (Second Reading/Approval)**

   **Recommendation:** The CAC approve the Consent Agenda Items A – B as presented.

   **Motion to Approve:** Sucari Epps  **Second:** Norma Cabello
   The CAC was satisfied; there were no questions or comments.

   **Vote:** 13 – 0. The motion passed with CAC Representatives Mackenzy Bilkey, Norma Cabello, Karla Curry, Erin Davis, Sucari Epps, Kirsten Escobedo, Megan Fichter, Stacey Hansen, Sonia Morison, Jestin St. Peter, Eva Soohoo, Gina Stabile, and Tisha Quaam voting in favor; none opposed.

V. **PRESENTATIONS**

   **A. SBCSELPA 2019-2020 Annual Update with Executive Director**

   **Presenter:** Ray Avila, SBCSELPA Executive Director

   Ray began his presentation by reviewing the Local Plan revision that was required by the CDE this year, he clarified the reasoning behind doing the revision. Ray explained that we formed a committee and began reviewing the current local plan and incorporating our current local plan into the new templates that have been developed and put out by the CDE for the revision. The Committee met 3 times to review, revise and finalize the local template into the streamlined templates created by the CDE. Michele Lyon was a member of the committee and participated in all 3 meetings. After each committee meeting and behind the scenes the SELPA created the draft revised local plan and put out the draft for a 1st and 2nd reading; there were no major changes between the 2 readings. The revised local plan is and has been presented to SEAM/SEAMBO, CAC, JPA and then to each District Board that is part of the SELPA. The revised local plan must be approved by all groups by May June 1, 2020; however, we have 1 full year to get approval from the individual districts. Ray further shared that may SELPAs in addition to revising their local plan also had to create a procedural manual, however, due to the hard work of our predecessors we already have a very robust procedural handbook. Jennifer Connolly is in the process of reviewing and updating the current procedural handbook to be sure it matches with our revised local plan. The SBCSELPA is very appreciative of everyone’s participation and work on this project. Jennifer comments, to clarify for the group, our current local plan will continue to be the operating local plan until the revised local plan has been approved by all required to approve and the final version has been submitted to the CDE, Ray confirmed that this is correct.
V. PRESENTATIONS (continued)

B. SBCSELPA 2019-2020 Annual Update with Executive Director (continued)

Ray further goes on to share that this meeting is usually when the Director does a year in review, however, due to the current situation with COVID-19 Ray wanted to go over this with the group and discuss what has been going on in relation to education. He acknowledges and thanks those in the district for all the hard work during this uncertain time. As we all know COVID-19 has led to school closure across the county and State. Ray discusses the annual Special Education Plan (SEP) formerly PIR, a compliance item, sharing that the deadlines related to SEP have been postponed until the fall, all these decisions come out of CDE; for now the focus is on students and distance learning. All districts have or are in the process of producing a distance learning plan, special education IEPs must continue to go on in this time, virtually. Students must have equal and equitable access from our general education to our special education students, and the use of technology for student/teacher/service provider connection has been a major focus. Those without access to technology and internet are being provided hard copies of all learning materials. Ray goes on applaud our educators for working with families as they play a new role in teaching their students. Ray highlights and discusses our WRAP team for Mental Health, they are there to support our students during this time that struggle with lack of engagement in education. We had existing WRAP cases and now new cases are continuously being referred to our team. Furthermore, Ray thanks Jennifer for the professional development trainings she is offering during this time through Zoom, last week we had 100s of people participating. The SBCSELPA is hosting a weekly meeting with the directors to discuss, collaborate and offer support during this time as they navigate distance learning. Lastly, Ray discusses the padlets that have been created by SBCSELPA, the link to the padlets was provided in the chat for everyone to access and it is on our website. Ray understands that there are so many questions during this uncertain time and shares that the SBCSELPA is following the CDE as far as guidance and support to our districts. The Committee was satisfied; there were no questions or comments.

C. Second Interim Report for Fiscal Year 2019-2020

Presenter: Kim Hernandez, MSSM, CBO, SBCSELPA Business Official

Kim Hernandez presented to the CAC the Second Interim Report for FY 2019-20 that she presented to the JPA Board in March 2020. Kim reviewed her PowerPoint and explained that this report reviews the SELPA budget health. Kim discussed the schedule of SELPA budget reviews and explained that the second interim is the last budget review before you get to actuals for the end of the year. The SELPA is reporting a position certification for this year. The second interim shows any changes in estimated from first interim and updated projections for multi-years based on Governor’s Budget for 2020-2021, keep in mind the Governor’s Budget was released prior to COVID-19 and so things will most likely change. Kim then briefly reviewed the budget changes from first interim and budget reserves. Next, she reviewed the multi-year projection and explained that it goes along with governor’s budget that is put out, she highlighted that they have kept federal funding flat; and COLA increases were aligned with what the governor recommended but we may have some changes when May revision comes around due to COVID-19. Kim shares that she is always available should anyone have questions regarding any of the budget, they are welcome to reach out to her. The Committee was satisfied; there were no questions or comments.
SBCSELPA CAC
MINUTES OF APRIL 6, 2020 REGULAR MEETING

VI. ITEMS SCHEDULED FOR INFORMATION/DISCUSSION/ADVISEMENT

A. SBCSELPA Professional Development Calendar
Jennifer Connolly shared that as everyone knows the April in person PDs were cancelled due to COVID-19, but the SBCSELPA quickly adjusted and created a daily PD offering via Zoom for the month of April and we intend to continue this until further notice. These virtual PDs are being recorded and will eventually be accessible on the SBCSELPA website for educators to access at a later date. If anyone has any requests for PD topics or suggestions, please contact Jennifer directly to discuss. Megan Fichter inquired about the online PDs and if this information was provided to the Directors to pass on to their staff? Jennifer responded that yes the new virtual PD schedule was given to the directors to pass on to their staff, but it is also posted on the SBCSELPA website and she can pass it along to Megan via email if she would like the PD information. Lindsay MacDonald also commented that the memo and schedule of virtual PDS was included in this agenda to reference. The Committee was satisfied; there were no further questions or comments.

B. SIRAS Newsletters
Jennifer Connolly reviews the SIRAS newsletters and shares that they are all posted on the SBCSELPA website and on the SIRAS homepage for everyone to access. Jennifer informs the group that in March there was notification of form changes and updates. The Committee was satisfied; there were no questions or comments.

C. Review of CAC current membership/demographics
Jennifer Connolly thanks everyone that has been on the CAC the last 2 years, their commitment and input to the CAC is greatly appreciated. Jennifer asks for those whose 2-year term has expired that if they have a suggestion of someone who could replace them could they please forward the persons contact information to Jennifer. Jennifer explains that once she receives the name of someone who would like to be a member of CAC she presents it to their District Special Education Director and once approved by the director the nominee must be presented to the school board for final approval. On the membership list included in the agenda packet the districts in “red” do not have a membership representative. The Committee was satisfied; there were no questions or comments.

D. Disseminate/Explain mileage reimbursement form
Jennifer Connolly reminds the group that the mileage reimbursement forms are due today for their travel to the meetings this past year, she reviews how to complete the form. Lindsay MacDonald requests that once the forms are completed please email them to her at lmacdonald@sbceo.org. The Committee was satisfied; there were no questions or comments.

E. SBCSELPA JPA Board Regular Meeting Minutes:
   1. January 13, 2020 JPA Board Meeting
Jennifer Connolly reviewed the minutes and highlighted in the January 13, 2020 JPA Board meeting minutes that a new board member was sworn in, Antonio Garcia, Superintendent for Santa Maria Joint Union High School District. Jennifer also mentioned that the JPA Board approved updates to the Procedural Handbook, Section 12, Alternative Dispute Resolution (ADR) section and the SBCSELPA Annual Audit Report for FY Ending June 30, 2019.

In the February 3, 2020 JPA Board meeting minutes Jennifer highlighted the SBCSELPA Executive Director’s Report that discussed CDE compliance season. Jennifer also mentioned the presentation Kim Hernandez gave on the Governor’s Budget, pointing out that our current Governor focuses on preschool and dyslexia. The Committee was satisfied; there were no questions or comments.
VI. ITEMS SCHEDULED FOR INFORMATION/DISCUSSION/ADVICEMENT (continued)

F. March 2, 2020 JPA Board Meeting Agenda Item, REF: I-E, SBCSELPA Executive Director’s Report

Jennifer Connolly reviews SBCSELPA Executive Director Report from the March 2, 2020 JPA meeting. Jennifer highlighted the information provided about CDE Compliance and the Coalition for Adequate Funding for Special Education – Education & Advocacy Toolkit for bills that are moving through legislature. The Committee was satisfied; there were no questions or comments.

G. CAC Project Updates/Discussion – Toolkit for Teachers with Resources for Families
   1. Finalization / Circulation & Distribution
   2. 2020-2021 Proposed Project Ideas / Suggestions
      a. Handout/Information to provide to General Education Teachers regarding Special Education

Jennifer Connolly reviews and discusses the status of the finalization of the toolkit. The Parent Handbook has been sent out to be translated into Spanish and we are waiting for that to be completed, hopefully it will be done by the end of April at the latest. As to distribution, Jennifer shared that she surveyed the directors and there are about 40 preschool teachers that could benefit from having this toolkit. Additionally, Jennifer suggested putting the link to the toolkit on SIRAS and the SBCSELPA website so that teachers can easily access the toolkit to share. Jennifer suggested making hard copies for the 40 preschool teachers and distributing them via inter-district mail.

As to 2020-2021 proposed project ideas Michele Lyon suggested creating a cheat sheet for general education teachers on special education. Gina Stabile suggested possibly waiting until the fall to decide on the next project so we can gather more input. Lastly, Jennifer assumes project ideas will come out of the current distance learning situation and the majority of the group agreed with this. The Committee was satisfied; there were no further questions or comments.

H. SELPA-Bration Award Winners

Jennifer Connolly shared that due to the current COVID-19 situation the SBCSELPA has cancelled the event on May 12, 2020 and tentatively rescheduled it to September 15, 2020. The Committee was satisfied; there were no questions or comments.

I. Proposed Presenters for 2020-2021 (TBD)

Jennifer Connolly shares with the group that she would like their input on who they would be interested in having present at the 2020-2021 CAC meetings so that she can work to coordinate the requested presentations. Tisha Quaam suggested a presentation on Assistive Technology / AAC; Erin Davis suggested having transition agencies do presentations; if the group has any other suggestions please email Jennifer your ideas and suggestions. Jennifer surveys the group to see if they would be interested in having the SBCSELPA present on their GROW Program and/or a presentation by the WRAP Team; the majority of the group was supportive of these suggestions. The Committee was satisfied; there were no further questions or comments.
VI. **ITEMS SCHEDULED FOR INFORMATION/DISCUSSION/ADVISEMENT (continued)**

**J. CAC Proposed Meeting Schedule for 2020-2021 (TBD)**

Jennifer Connolly shared with the group that the CAC meetings have typically been on the same day at the SBCSELPA JPA meeting dates, the 2020-2021 JPA schedule is still pending. Jennifer inquires as to whether the group liked the morning meetings best or if an afternoon meeting would work better for scheduling purposes; the majority of the group commented that morning meetings are more convenient for them. Jennifer will be in touch once she has a better idea of the upcoming years JPA meeting schedule to finalize the CAC meeting schedule. The Committee was satisfied; there were no further questions or comments.

VII. **MISCELLANEOUS AGENDA ITEMS**

**A. CAC Member Sharing**

Gina Stabile had a question about food distribution in SYVSEC, both Mackenzie and Jennifer said that as far as they knew Oak Valley is where the food is being distributed. Jennifer did offer to contact some people in the SY area and try to get some more information that she could pass on to her later in the week.

Jennifer Connolly does a check-in with the group and goes around the room to hear from people we have not heard from in the meeting today. Starting with Gina Stabile, from Alpha Resource Center, she shares that Children & Family Advocacy are working remotely and continue to offer support, her main comment was that families are feeling isolated and concerned with benefits and basic needs. Tisha Quaam shares that Lompoc is doing good, offering lots of professional developments for teachers as support currently. Megan Fichter shares that she is a little frustrated with the lack of direction that is being offered to teachers in Orcutt. Erin Davis said that in Guadalupe the main challenge at this time is with the technology and communication/language barrier with parents and families. Mackenzie Bilkey said that all seems to be going ok and just moving along, she also shares that she will be leaving her current position and going back to speech next year. Sonia Morosin shares that they are in the process of distance learning rollout to the families today and trying to navigate that, asking everyone to be patient and hoping next school year will not start this way because it is difficult. Lastly, Norma Cabello, a parent and employee from Guadalupe, shares that she is using seesaw and has included parents as co-teachers to support and she has been volunteering at the school. Jennifer appreciates everyone’s comments and reminds everyone that the SBCSELPA is here to support during this time. The Committee was satisfied; there were no further questions or comments.

**B. Next Scheduled CAC Meeting:**

*To Be Determined – October __, 2020, 9:30 - 11:30 a.m.*

Buellton Recreation Center

301 Second Street, Building A

Buellton, California 93427

VIII. **ADJOURNMENT**

Gina Stabile motioned for adjournment and Norma Cabello seconded the motion to adjourn the meeting at 11:20 a.m. The motion passed unanimously; none opposed and no abstentions.

*Attached is the Zoom Chat transcription.*
SBCSELPA CAC
MINUTES OF APRIL 6, 2020 REGULAR MEETING

ZOOM MEETING INFORMATION:
Topic: Community Advisory Committee (CAC)
Time: Apr 6, 2020 09:30 AM Pacific Time (US and Canada)
Join Zoom Meeting
https://zoom.us/j/322087227?pwd=N2xhNzdqdUo2QXZwVkTiT1ZpMnU2UT09

Meeting ID: 322 087 227
Password: 921533

One tap mobile
+16699009128,,322087227# US (San Jose)
+13462487799,,322087227# US (Houston)
Dial by your location
   +1 301 715 8592 US
Meeting ID: 322 087 227
Password: 921533
Find your local number: https://zoom.us/u/ayOahz8JT
From Sucari Epps to Everyone: 09:43 AM – yes or I
From Mackenzy Bilkey to Everyone: 09:43 AM - I vote Karla for chairperson
From Sonia Morosin to Everyone: 09:43 AM - I vote Carla as the chair
From Norma Cabello to Everyone: 09:43 AM - yes
From Erin Davis to Everyone: 09:43 AM - YES
From Eva Soohoo to Everyone: 09:43 AM - yes
From Kirsten Escobedo to Everyone: 09:43 AM - yes
From Stacey Hansen to Everyone: 09:43 AM - yes
From Megan Fichter to Everyone: 09:43 AM - yes
From Sucari Epps to Everyone: 09:44 AM - second
From Mackenzy Bilkey to Everyone: 09:44 AM - I second I move
From Karla Curry to Everyone: 09:45 AM - yes
From Eva Soohoo to Everyone: 09:45 AM - yes
From Tisha Quam to Everyone: 09:45 AM - second
From Erin Davis to Everyone: 09:45 AM - I SECOND
From Eva Soohoo to Everyone: 09:45 AM - Thank you new chairs!!!
From Sucari Epps to Everyone: 09:46 AM - so moved
From Norma Cabello to Everyone: 09:46 AM - second
From Karla Curry to Everyone: 09:46 AM - second
From Jennifer Connolly to Everyone: 09:53 AM - Welcome Kirsten E.:)
From Kirsten Escobedo to Everyone: 10:04 AM - Yes, a huge THANK YOU to SELPA for the PDs.
From Jennifer Connolly to Everyone: 10:05 AM - 383 participants last week. Our pleasure!
From Kirsten Escobedo to Everyone: 10:05 AM - That is awesome!
From Me to Everyone: 10:07 AM - https://padlet.com/mslaterselpa4200/DistanceLearningResources_COVID19
From Sucari Epps to Everyone: 10:09 AM - thank you
From Erin Davis to Everyone: 10:09 AM - Thank you!!
From Mackenzy Bilkey to Everyone: 10:09 AM - Thank you! No questions :)
From Tisha Quam to Everyone: 10:09 AM - thank you!
From Mackenzy Bilkey to Everyone: 10:28 AM - No questions thank you for sharing
From Tisha Quam to Everyone: 10:31 AM - Thank you - you are always so clear! Will these be accessible through recording? Nevermind!

From Mackenzy Bilkey to Everyone: 10:43 AM - I will send you an email I have a co-worker who is interested

From Me to Everyone: 10:45 AM - Please email mileage form to lmacdonald@sbceo.org

From Gina Stabile to Everyone: 10:46 AM - nope

From Kirsten Escobedo to Everyone: 10:48 AM - Stepping away for a moment

From Mackenzy Bilkey to Everyone: 10:57 AM – none, yes

From Gina Stabile to Everyone: 10:57 AM - yes

From Tisha Quam to Everyone: 10:57 AM - sounds thorough!

From Erin Davis to Everyone: 10:57 AM - yes

From Stacey Hansen to Everyone: 10:57 AM - yes

From Sonia Morosin to Everyone: 10:57 AM - Plans sounds good!

From Norma Cabello to Everyone: 10:57 AM - yes

From Kirsten Escobedo to Everyone: 10:58 AM - I have another meeting and am going to sign off. Thank you everyone for your time and efforts are CAC this year! *on CAC

From Gina Stabile to Everyone: 11:01 AM - yes please

From Erin Davis to Everyone: 11:05 AM - Sounds like fun! Good idea, yes

From Gina Stabile to Everyone: 11:05 AM - yes

From Tisha Quam to Everyone: 11:05 AM - yes

From Erin Davis to Everyone: 11:06 AM - Perhaps transition agencies

From Me to Everyone: 11:06 AM - Erin - I notes your suggestion

From Gina Stabile to Everyone: 11:07 AM - morning

From Erin Davis to Everyone: 11:07 AM - morning

From Tisha Quam to Everyone: 11:07 AM - morning

From Sonia Morosin to Everyone: 11:07 AM - morning for me as well

From Norma Cabello to Everyone: 11:07 AM - mornings

From Gina Stabile to Everyone: 11:07 AM - yes

From Erin Davis to Everyone: 11:07 AM - yes

From Sonia Morosin to Everyone: 11:07 AM - 9:30 to 11 works well for me

From Stacey Hansen to Everyone: 11:07 AM - yes

From Gina Stabile to Everyone: 11:07 AM - yes

From Tisha Quam to Everyone: 11:08 AM - sounds good
From Mackenzy Bilkey to Everyone: 11:09 AM - I say on the board that Oak Valley is serving lunch. That could be true. I don’t remember sorry I just drive by it

From Erin Davis to Everyone: 11:14 AM - amen

From Erin Davis to Everyone: 11:19 AM - Thank you, Jennifer!

From Tisha Quam to Everyone: 11:20 AM - thank you Jennifer!

From Gina Stabile to Everyone: 11:20 AM – moved, motion

From Sucari Epps to Everyone: 11:21 AM - second

From Norma Cabello to Everyone: 11:21 AM - second

From Erin Davis to Everyone: 11:21 AM - You guys are awesome!

From Mackenzy Bilkey to Everyone: 11:21 AM - Thanks everyone! It has been so fun
SBCSELP A CAC MEETING DATES
for the 2020-2021 School Year
(All Monday Dates)

All meetings will begin at noon via Zoom or in the Jonata School Library unless otherwise announced.

**2020**
October 5, 2020
December 7, 2020

**2021**
February 1, 2021
April 12, 2021
The Brown Act

By Jennifer Connolly
Santa Barbara County SELPA
Coordinator
What is The Brown Act?

The Brown Act:

Seeks to ensure deliberations and actions of local governmental entities take place in public meetings where all persons are permitted to attend.

Originally enacted in 1953.

Government Code Section 54950 et seq.
Basic Rules and Purposes

1. Public Commissions, Boards, Councils, and Agencies exist to aid in the conduct of people’s business… actions and deliberations are discussed openly.

2. All meetings of a local agency (including SELPA Community Advisory Committee (CAC)) are open to the public… all people are welcome to attend the meeting of the local agency.

3. (New since COVID) Meetings to be held by video, teleconference or other electronic means during social distancing measures.

4. (New since COVID) Posting of teleconference link.

5. (New since COVID) Allows for members of the public to observe and submit public comments through teleconference or other electronic means.
Key Components

Compliance of Brown Act involves understanding, meaning, and application of:

- Meetings
- Open and Public
- All Persons permitted to attend
CAC- A Legislative Body

The governing body of CAC

- Committees
- Involves cities and school districts supported by SB SELPA
- Elected or appointed members of the local agency

**The Brown Act does not apply to individual decision makers who are not elected or appointed members when they meet with staff, advisors, or colleagues.**
Ad hoc vs. Standing Committees

Ad hoc Committee: has a specific task or assignment that is ongoing, that is comprised of less than a quorum of members of the body.

(not a part of the Brown Act)

Standing Committee: continuing subject matter or regular meeting time that is comprised of less than a quorum of members of the body.

(covered by the Brown Act)
CAC Meetings

Gathering of a majority of the members of the legislative body to hear, discuss, deliberate, or take action upon any item on an agenda.

• Meetings do not need to occur at the same time or place, can take place virtually.
• Includes direct communication through personal attendance or technical attendance.
• Agency representative contacts all members to discuss, confirm meeting dates, and communicate position on legislative body.
CAC Meeting Requirements

1. Meeting of the majority of a legislative body will be held at the time and place set by bylaws of CAC.

2. Special meetings can be called by presiding meeting leader at any time.

3. Written notice of meeting delivered to legislative body in 24 hours before the time of the meeting.

4. Location: CAC meetings are held within the boundaries of the agency jurisdiction or through teleconference.
CAC Agendas

• Written agenda for each meeting provided to legislative body.
• Agenda posted at least 72 hours in advance of regular CAC meeting; 24 hours before a special meeting.
• Agenda items to be discussed including brief description, not to exceed 20 minutes.
• Agenda items for “information only” do not ask for action by legislative body
• Non-Agenda items are prohibited.
  Legislative body can ask a clarifying question.
  Legislative body can make brief announcements.
  Legislative body can request a future agenda item.
• Emergency Agenda items:
  A majority vote is required to add item involving emergency (stoppage affecting public health).
Rights of the Public at CAC Meetings

All persons are permitted to attend.

• Public attendees are not required to register their names or provide information.

• Public attendees have the right to record the meeting.

• Public attendees have the right to review agendas.

• Public attendees can speak on any agenda item before or during the meeting.
Adjournment

Adjournment:

• CAC Legislative body may adjourn meeting to time and place specified.
• Written notice of adjournment must be posted near place of meeting within 24 hours of adjournment.
  
  If meeting adjourned, a new meeting should occur within 5 days of the meeting; if beyond 5 days, a new agenda must be prepared and posted.
• CAC Legislative body votes to adjourn meeting.
Questions???
Role and Purpose

Primary Role: The primary role of the Community Advisory Committee (CAC) is to represent the needs and concerns of the parents, school personnel and community agencies regarding services for individuals with exceptional needs to the policy and administrative entity of the Santa Barbara County Special Education Local Plan Area (SBCSELPA). The SBCSELPA JPA Board shall review and consider comments from the Community Advisory Committee.

Purpose: The purpose of the CAC is to stimulate and maintain the interest, participation, and support of parents and community agencies in the development, and review of the Local Plan in the Santa Barbara County Special Education Local Plan Area.

Primary Responsibilities: The primary responsibilities of the CAC shall be:

1. To meet on a regular basis, a minimum of four times per year in order to allow members of the community to present priority needs and concerns relative to operation of the Local Plan;

2. To establish annual priorities for CAC activities;

3. To recommend to the SBCSELPA JPA Board annual priorities related to the development, amendment, and review of the Local Plan;

4. To encourage community involvement in the development and review of the Local Plan;

5. To assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan;

6. To assist parents in awareness of importance of regular school attendance.

7. To support activities on behalf of individuals with exceptional needs;
2000 ADMINISTRATION

2400 COMMUNITY ADVISORY COMMITTEE

2402 Role and Purpose (Continued)

8. To facilitate ongoing communication between school staff and parents.

9. To communicate CAC activities to regular and special educators, district boards and the constituents that the CAC members represent.

10. To organize parent education activities on the IEP process.

Implementation of Responsibilities:

All of the responsibilities of the CAC specified above are implemented through regularly scheduled meetings/events. Reports of CAC activities are forwarded to the SBCSELPA district administrators for their review.

(EDUCATION CODE SECTION 56194)
Beginning with the 2016-2017 school year, the Community Advisory Committee (CAC) shall consist of twenty-five members, distributed as follows:

1. Thirteen shall be parents or guardians of individuals with exceptional needs who are currently receiving services by a public education agency within the Santa Barbara County SELPA.

2. At least one of the thirteen parents/guardians shall also be a parent/guardian of an individual who is not currently receiving special education services by a public agency within the Santa Barbara County SELPA (SBCSELPA). This parent/guardian may also be a parent/guardian of an individual with exceptional needs.

3. Nine shall be special education certificated staff representing areas within the SBCSELPA similar to the SBCSELPA JPA Board broken down as follows:
   - 3 North County Representatives
   - 3 South County Representatives
   - 1 Santa Barbara County Education Office Representative
   - 1 LEA Charter School Representative
   - 1 Santa Ynez Valley Consortium Representative

4. At least one of the nine special education certificated staff shall possess a general education credential and/or has been a general education classroom teacher.

5. One shall be a professional representative of a community agency.

6. One shall be an adult or student who currently receives or who has previously received special education services by a public education agency within the SBCSELPA.

7. One shall be a special education administrator of a public agency within the SBCSELPA. A different special education administrator will be appointed to each meeting allowing the various districts an opportunity to be a part of the CAC.

8. Any member of the CAC whose primary language is not English may request an interpreter.

(EDUCATION CODE SECTION 56192)

DATE APPROVED: January 3, 1984
2000 ADMINISTRATION

2400 COMMUNITY ADVISORY COMMITTEE

2403 Composition of Membership (Continued)

DATE REVISED: March 3, 1995
DATE REVISED: March 13, 1998
DATE REVISED: December 10, 2001
DATE REVISED: January 6, 2003
DATE REVISED: November 2, 2009
DATE REVISED: June 7, 2010
DATE REVISED: January 9, 2012
DATE REVISED: June 6, 2016
<table>
<thead>
<tr>
<th>Parent Representatives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Blochman Union School District</td>
<td>Carolyn Williams, Grandparent (Term 9/20-6/22) <a href="mailto:cwilliams@trinityoaksranch.com">cwilliams@trinityoaksranch.com</a></td>
</tr>
<tr>
<td>2. Carpinteria Unified School District</td>
<td>Chail Norton, Parent (Term 9/19-6/21) <a href="mailto:chailnorton@gmail.com">chailnorton@gmail.com</a></td>
</tr>
<tr>
<td>3. Goleta Union School District</td>
<td>Norma Cabello, Parent (Term 9/19-6/21) <a href="mailto:Normacabello2131@gail.com">Normacabello2131@gail.com</a></td>
</tr>
<tr>
<td>4. Guadalupe Union School District</td>
<td>Christine Emanuel, Parent (Term 9/19-6/21) <a href="mailto:lifeofhealing@gmail.com">lifeofhealing@gmail.com</a></td>
</tr>
<tr>
<td>5. Hope School District</td>
<td>Amanda Lopez-Soliz, Parent (Term 9/20-6/22) <a href="mailto:Alsolis13@gmail.com">Alsolis13@gmail.com</a></td>
</tr>
<tr>
<td>6. LEA Charter Schools</td>
<td>Jamie Johnson (Term 9/20-6/22) <a href="mailto:Johnson.jamie@lusd.org">Johnson.jamie@lusd.org</a></td>
</tr>
<tr>
<td>7. Orcutt Union School District</td>
<td>Karen Ebner, Parent (Term 9/20-6/22) <a href="mailto:kebner@orcutt-schools.net">kebner@orcutt-schools.net</a></td>
</tr>
<tr>
<td>8. Santa Barbara County Education Office</td>
<td>Marianna Murillo, Parent (Term 9/19-6/21) <a href="mailto:Oscarlpz_8@hotmail.com">Oscarlpz_8@hotmail.com</a></td>
</tr>
<tr>
<td>9. Santa Barbara Unified School District</td>
<td>Dena Davis, Parent (Term 9/19-6/21) <a href="mailto:denadavis67@yahoo.com">denadavis67@yahoo.com</a></td>
</tr>
<tr>
<td>10. Santa Maria-Bonita School District</td>
<td>Deneice Tell, Parent (Term 9/20-6/22) <a href="mailto:detell@sbcwbwell.org">detell@sbcwbwell.org</a></td>
</tr>
<tr>
<td>11. Santa Maria. Joint Union High School District</td>
<td>Sucari Epps, Goleta Coordinator (Term 9/19-6/21) <a href="mailto:sepps@goleta.k12.ca.us">sepps@goleta.k12.ca.us</a></td>
</tr>
<tr>
<td>12. South County</td>
<td>Eva Soohoo, APE Teacher (Term 9/19-6/21) <a href="mailto:esoohoo@sbcceo.org">esoohoo@sbcceo.org</a></td>
</tr>
<tr>
<td>13. SBCEO</td>
<td>Rebecca Atkinson, Teacher (Term 9/20-6/22) <a href="mailto:ratkinson@sbcceo.org">ratkinson@sbcceo.org</a></td>
</tr>
<tr>
<td>14. LEA Charter School</td>
<td>Sonia Morosin, Teacher (Term 9/19 – 6/21) <a href="mailto:smorosin@sbusnified.org">smorosin@sbusnified.org</a></td>
</tr>
<tr>
<td>15. Santa Ynez Valley Consortium</td>
<td>Sarah Rodriguez, Psychologist (Term 9/20-6/22) <a href="mailto:srodriguez@buelltonusd.org">srodriguez@buelltonusd.org</a></td>
</tr>
<tr>
<td>16. Community Agency</td>
<td>Catherine Spencer, TCRC (Term 9/20-6/22) <a href="mailto:espencer@tri-counties.org">espencer@tri-counties.org</a></td>
</tr>
<tr>
<td>17. Adult/Student</td>
<td>Rotating Member</td>
</tr>
<tr>
<td>18. Special Education Administrator</td>
<td>Presenters: October: Jennifer Brown Act, SELPA, December: Alison GROW</td>
</tr>
<tr>
<td>19. October – Frances Evans</td>
<td></td>
</tr>
<tr>
<td>20. February – John Schettler</td>
<td></td>
</tr>
<tr>
<td>21. April – Ray Avila and Nathan Moreno</td>
<td></td>
</tr>
<tr>
<td>22. Presenters: October: Jennifer Brown Act, SELPA, December: Alison GROW</td>
<td></td>
</tr>
<tr>
<td>23. February: Stephan Salter, Trauma Informed Practice</td>
<td></td>
</tr>
<tr>
<td>24. April: Ray SELPA updates</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td></td>
</tr>
</tbody>
</table>
I hereby certify that the following information is a true and correct statement of my actual and necessary travel expenses incurred while on official business for the Santa Barbara County SELPA for

**DATE**

**SIGNATURE OF PAYEE**

*Mileage reimbursement is at the rate set by the Santa Barbara County SELPA Joint Powers Agency Board. Reimbursement for all other expenses is in accordance with Santa Barbara County SELPA Policies and Administrative Rules and Regulations, Policy No. 4651.*

**SIGNATURE OF APPROVAL & DATE**

**NAME**

**TITLE**

**HOME ADDRESS**

**CITY**

**ZIP**

**TELEPHONE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>FROM</th>
<th>TO</th>
<th>PURPOSE</th>
<th>MILES</th>
<th>INCIDENTAL EXPENSE</th>
<th>TIME OF DEPARTURE</th>
<th>TIME OF RETURN</th>
<th>SUB ALLOW.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CLAIM PREPARED BY:** ________________________________

**TOTAL MILES:** _______ @ _______ PER MILE = $_______

**CLAIM TOTAL**
<table>
<thead>
<tr>
<th>DATE</th>
<th>FROM</th>
<th>TO</th>
<th>PURPOSE</th>
<th>MILES</th>
<th>INCIDENTAL EXPENSE</th>
<th>TIME OF DEPARTURE</th>
<th>TIME OF RETURN</th>
<th>SUB ALLOW.</th>
</tr>
</thead>
</table>

Please carry all totals to page 1
What is the CAC and its Importance?

The CAC is a SBCSELPA committee that represents parents, educators, and community agencies and works to support the operation of the SBCSELPA Local Plan - the local requirements for ensuring a free appropriate public education (FAPE) for all individuals with exceptional needs in Santa Barbara County. The CAC meets four to six times a year and is responsible for:

- Supporting activities on behalf of individuals with exceptional needs
- Presenting needs and concerns relative SBCSELPA Local Plan and encouraging community involvement in its review and development
- Organizing and participating in annual CAC events that support the operation of the SBCSELPA Local Plan
- Facilitating ongoing communication between school staff and parents
- Communicating CAC activities to regular and special educators, district boards, and the constituents that the CAC members represent
- Organizing parent education activities on the IEP process
- Assisting in parent awareness of the importance of regular school attendance

CAC Membership

To be considered for membership by affiliated School Board, you must represent at least one of the following:
- Parent of child with special needs
- Special Education Teacher
- Agency for Special Needs
- General Education Teacher

Benefits of CAC Membership

- Be a voice for parents and teachers in the SBC SELPA
- Mileage reimbursement for CAC meetings and events
- Earn SBC SELPA event discounts

2020-2021 CAC Meeting Schedule

- Monday, October 5, 2020
  9:30 a.m.-11:00 a.m.; Zoom
- Monday, December 7, 2020
  9:30 a.m.-11:00 a.m.; Zoom
- Monday, February 1, 2021
  9:30 a.m.-11:00 a.m.; Zoom
- Monday, April 12, 2021
  9:30 a.m.-11:00 a.m.; Zoom

All meetings and events are open to the public. For more information on meetings, events, or membership contact SBCSELPA, 805-683-1424, or visit http://www.sbcselpa.org

SBCSELPA 7/16/2020
¿Qué es el CAC? y su importancia

El CAC es un comité de SBCSELPA que representa a los padres, educadores y a las agencias comunitarias y trabaja para apoyar la operación del Plan Local de SBCSELPA Local Plan - los requisitos locales para asegurar una educación apropiada gratuita (FAPE) para todos los individuos con necesidades especiales en el Condado de Santa Barbara. El Comité CAC se reúne cuatro a seis veces por año y es responsable de:

- Apoyar las actividades en nombre de los individuos con necesidades especiales.
- Presentar las necesidades y preocupaciones relacionadas al Plan Local del SBC SELPA y fomentar la participación comunitaria en su revisión y desarrollo.
- Organizar y participar en eventos anuales del CAC que apoyen la operación del Plan Local del SBC SELPA.
- Facilitar la continua comunicación entre el personal escolar y los padres.
- Comunicar las actividades del CAC a educadores de educación regular y educación especial, mesa directiva de los distritos escolares y a los constituyentes que los miembros del CAC representan.
- Organizar actividades educativas para los padres acerca del proceso del IEP.
- Ayudar a informar a los padres acerca de la importancia de la asistencia.

Participación en el CAC

Para ser considerado como miembro por medio de una Mesa Directiva de Educación afiliada, deberán representar por lo menos uno de lo siguiente:

- Padre de estudiantes con necesidades especiales
- Maestro de Educación Especial
- Agencia para necesidades Especiales
- Maestro de Educación General

Beneficios para Miembros del CAC

- Ser la voz para los padres y maestros en el SBC SELPA
- Reembolso por gastos de transporte para las juntas y eventos del CAC
- Obtener descuentos para eventos del SBCSELPA

Calendario para las Reuniones del CAC 2020-2021

lunes, 5 de octubre 2020: 9:30am a 11:00am, Zoom
lunes, 7 de diciembre 2020: 9:30am a 11:00am, Zoom
lunes, 1 de febrero 2021: 9:30am a 11:00am, Zoom
lunes, 12 de abril 2021: 9:30am a 11:00am, Zoom

Santa Barbara County Special Education Local Plan Area (SBCSELPA)

Community Advisory Committee

A support to the Santa Barbara County SELPA Local Plan

What is the CAC and its Importance?

The CAC is a SBC SELPA committee that represents parents, educators, and community agencies and works to support the operation of the SBC SELPA Local Plan - the local requirements for ensuring a free appropriate public education (FAPE) for all individuals with exceptional needs in Santa Barbara County. The CAC meets four to six times a year and is responsible for:

• Supporting activities on behalf of individuals with exceptional needs
• Presenting needs and concerns relative SBC SELPA Local Plan and encouraging community involvement in its review and development
• Organizing and participating in annual CAC events that support the operation of the SBCSELPA Local Plan
• Facilitating ongoing communication between school staff and parents
• Communicating CAC activities to regular and special educators, district boards, and the constituents that the CAC members represent
• Organizing parent education activities on the IEP process
• Assisting in parent awareness of the importance of regular school attendance

CAC Membership

To be considered for membership by affiliated School Board, you must represent at least one of the following:

• Parent of child with special needs
• Special Education Teacher
• Agency for Special Needs
• General Education Teacher

Benefits of CAC Membership

• Be a voice for parents and teachers in the SBC SELPA
• Mileage reimbursement for CAC meetings and events
• Earn SBC SELPA event discounts
2020-2021 CAC Meeting Schedule

Monday, October 5, 2020
9:30 a.m.-11:30 a.m.
Via Zoom
Meeting ID: 910 1839 8898

Monday, December 7, 2020
9:30 a.m.-11:30 a.m.
Via Zoom
Meeting ID: 987 3664 3573

Monday, February 1, 2021
9:30 a.m.-11:30 a.m.
Via Zoom
Meeting ID: 949 1913 5189

Monday, April 12, 2021
9:30 a.m.-11:30 a.m.
Via Zoom
Meeting ID: 926 2449 1801

All meetings and events are open to the public.

Due to COVID-19 and Governor Newsom’s Executive Order N-29-20 regarding shelter in place this meeting is being held virtually, with no physical location.

For more information on meetings, events, or membership contact SBCSELPA:
Tel. 805-683-1424, or visit https://www.sbcelpa.org

For Zoom meeting information or login please contact:
Lindsay MacDonald, SBCSELPA Executive Secretary: lmacdonald@sbceo.org
Plan del Área Local de Educación Especial del Condado de Santa Bárbara (SBCSELPA)

Comité Consejero Comunitario

Un apoyo al Plan Local SELPA del Condado de Santa Barbara

¿Qué es el CAC? y su importancia

El CAC es un comité de SBC SELPA que representa a los padres, educadores y a las agencias comunitarias y trabaja para apoyar la operación del Plan Local de SBC SELPA Local Plan - los requisitos locales para asegurar una educación apropiada gratis (FAPE) para todos los individuos con necesidades especiales en el Condado de Santa Bárbara. El Comité CAC se reúne cuatro a seis veces por año y es responsable de:

• Apoyar las actividades en nombre de los individuos con necesidades especiales.
• Presentar las necesidades y preocupaciones relacionadas al Plan Local del SBCSELPA y fomentar la participación comunitaria en su revisión y desarrollo.
• Organizar y participar en eventos anuales del CAC que apoyen la operación del Plan Local del SBCSELPA.
• Facilitar la continua comunicación entre el personal escolar y los padres.
• Comunicar las actividades del CAC a educadores de educación regular y educación especial, mesa directiva de los distritos escolares y a los constituyentes que los miembros del CAC representan.
• Organizar actividades educativas para los padres acerca del proceso del IEP.
• Ayudar a informar a los padres acerca de la importancia de la asistencia

Participación en el CAC

Para ser considerado como miembro por medio una Mesa Directiva de Educación afiliada deberán representar por lo menos uno se lo siguiente:

• Padre de estudiantes con necesidades especiales
• Maestro de Educación Especial
• Agencia para necesidades Especiales
• Maestro de Educación General

Beneficios para

• Ser la voz para los padres y maestros en el SBC SELPA
• Reembolso por gastos de transporte para las juntas y eventos del CAC
• Obtener descuentos para eventos del SBCSELPA
Calendario para las Reuniones del CAC 2018-2019

lunes, 5 de octubre 2020
9:30 am a 11:30 am
Via Zoom
Meeting ID: 910 1839 8898

lunes, 7 de diciembre 2020
9:30 am a 11:30 am
Via Zoom
Meeting ID: 987 3664 3573

lunes, 1 de febrero 2021
9:30 am a 11:30 am
Via Zoom
Meeting ID: 949 1913 5189

lunes, 12 de abril 2021
9:30 am a 11:30 am
Via Zoom
Meeting ID: 926 2449 1801

Todas las reuniones y eventos están abiertos al público en general. Para más información acerca de reuniones, eventos o participación, comuníquese con SBCSELPA:
Tel.805-683-1424, o visite www.sbcselpa.org
Professional Development Offerings 2020-2021

Santa Barbara County
Special Education Local Plan Area
SELPA
(Revised October 2020)
# Professional Development Offerings

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Barbara County SELPA</td>
<td>3</td>
</tr>
<tr>
<td>The Law, Child Find</td>
<td>4</td>
</tr>
<tr>
<td>District Special Education Programs</td>
<td>5</td>
</tr>
<tr>
<td>About professional development offerings</td>
<td>6</td>
</tr>
<tr>
<td>How to schedule a professional development offering</td>
<td>6</td>
</tr>
<tr>
<td>Professional Development Calendar of Events by the Month</td>
<td>7</td>
</tr>
<tr>
<td>Professional Development Event Descriptions by Topic</td>
<td>14</td>
</tr>
<tr>
<td>'Mini' LEA Professional Development Topics Available Upon Request</td>
<td>24</td>
</tr>
<tr>
<td>LEA Scheduled 'Mini' Professional Development</td>
<td>29</td>
</tr>
<tr>
<td>SBCSELPA Staff</td>
<td>30</td>
</tr>
<tr>
<td>Presenter contacts</td>
<td>31</td>
</tr>
</tbody>
</table>

## Available Resources

- OMS Online Registration for Events                                   | 34   |
- Special Education Parent Handbook                                    |
- What are all these IEP Documents? Parent Questions for an IEP        |
- SBCSELPA Local Plan                                                  |
- SBCSELPA Procedural Handbook                                         |
- Special Education Parent Handbook                                    |
- Turning 3: Transition from Early Start to Preschool                   |
- SIRAS Systems (IEP development)                                       |
- Santa Barbara SBCSELPA Conference Room                               |

---

This Professional Development Offerings Booklet is updated monthly.
Santa Barbara County Special Education Local Plan Area

SELPA

The Santa Barbara County Special Education Local Plan Area (SBC SELPA) is a Joint powers Agency mandated to govern and facilitate special education programs administered by the Local Education Agencies (LEAs)/school districts within Santa Barbara County.

Santa Barbara County Special Education Local Plan Area (SBC SELPA) provides an array of services to the 20 school districts and 4 charter schools throughout Santa Barbara County. These services include the following:

- Oversight and case management for students placed in residential treatment nonpublic schools (NPSs)
- Wraparound social work services
- Coordinates student mental health IEP related services and NPS placements for LEAs
- Provides BCBA behavioral consult services to LEAs
- Provides educational audiologist consult services to LEAs
- Coordinates with private schools for the support of Child Find and Individual Service Plans (ISPs)
- Allocates funding for special education services
- Providing training opportunities for LEA staff, parents, and community
- Allocates and manages low incidence equipment and services funding
- Develops and governs Local Plan special education policy and procedures for participating LEAs
- Engages in interagency agreements with agencies such as Tri-Counties Regional Center and California Children's Services (CCS)
- Establishes a Community Advisory Committee (CAC) that advises the governing board and assists in parent and school education
- Provides Medical Therapy Units (MTUs) for CCS
- Provides Alternative Dispute Resolution (ADR) to LEAs/districts and parents/guardians
- Provides advisement specific to federal and state special education law
- Provides advisement from State SELPA
- Maintains the Local Plan, Procedural Handbook, and website www.sbcselpa.org for Santa Barbara County SELPA
The Law

The Individuals with Disabilities Education Act (IDEA) and California special education laws guarantee all students with disabilities a Free, Appropriate Public Education (FAPE) in the least restrictive environment. The SBC SELPA and its member districts do not discriminate on the basis of race, color, national origin, religion, sex, or disability in educational programs and activities or employment practices, as required by Title 6 of the Civil Rights Act of 1964, Title 9 of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

Child Find

Special education programs are available to all eligible students with disabilities, ages 0-22 in Santa Barbara County. The Child Find mandate applies to all children who reside within a State, including children who attend private schools and public schools, highly mobile children, migrant children, homeless children, and children who are wards of the state. (20 U.S.C. 1412(a) (3)) This includes all children who are suspected of having a disability, including children who receive passing grades and are "advancing from grade to grade.

All individuals with disabilities residing in the state, including pupils with disabilities enrolled in Elementary and Secondary schools and Private schools, including parochial schools, regardless of the severity of their disabilities, and who are in need of special education and related services, will be identified, located and assessed as required in each district. SBC SELPA, in partnership with the local school districts and county office shall establish written policies and procedures for screening, referral assessment, identification, planning, implementation, review, and three-year triennial assessment for all children who reside in the State of California who are suspected of having a disability. Section 1412 of Title 20 of the U. S. Code.
<table>
<thead>
<tr>
<th>School/Municipality</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adelante Charter School</td>
<td>805-966-7392</td>
</tr>
<tr>
<td>Ballard School District</td>
<td>805-688-4222</td>
</tr>
<tr>
<td>Blochman Union School District</td>
<td>805-922-0334</td>
</tr>
<tr>
<td>Buellton Union School District</td>
<td>805-688-4222</td>
</tr>
<tr>
<td>Carpinteria Unified School District</td>
<td>805-684-7657</td>
</tr>
<tr>
<td>Cold Spring School District</td>
<td>805-964-4711</td>
</tr>
<tr>
<td>College School District</td>
<td>805-922-0334</td>
</tr>
<tr>
<td>Cuyama Joint Unified School District</td>
<td>805-922-0334</td>
</tr>
<tr>
<td>Family Partnership Charter School</td>
<td>805-686-5339</td>
</tr>
<tr>
<td>Goleta Union School District</td>
<td>805-681-1200</td>
</tr>
<tr>
<td>Guadalupe Union School District</td>
<td>805-343-2114</td>
</tr>
<tr>
<td>Hope School District</td>
<td>805-682-2564</td>
</tr>
<tr>
<td>Lompoc Unified School District</td>
<td>805-742-3300</td>
</tr>
<tr>
<td>Los Olivos School District</td>
<td>805-688-4222</td>
</tr>
<tr>
<td>Manzanita Public Charter School</td>
<td>805-734-5600</td>
</tr>
<tr>
<td>Montecito Union School District</td>
<td>805-964-4711</td>
</tr>
<tr>
<td>Orcutt Union School District</td>
<td>805-938-8960</td>
</tr>
<tr>
<td>Santa Barbara Charter School</td>
<td>805-967-6522</td>
</tr>
<tr>
<td>Santa Barbara Unified School District</td>
<td>805-963-4331</td>
</tr>
<tr>
<td>Santa Maria Bonita School District</td>
<td>805-928-1783</td>
</tr>
<tr>
<td>Santa Maria Joint Union High School District</td>
<td>805-922-4573</td>
</tr>
<tr>
<td>Santa Ynez Valley Union High School District</td>
<td>805-688-4222</td>
</tr>
<tr>
<td>Solvang School District</td>
<td>805-688-4222</td>
</tr>
<tr>
<td>Vista del Mar Union School District</td>
<td>805-688-4222</td>
</tr>
</tbody>
</table>
About Professional Development Offerings

Professional Development Offerings are the creation of a survey and direct input from Directors and Special Education Leadership. Each year, the Professional Development offerings are reviewed/revised with District and County Special Education Leadership and staff to ensure all topics emphasize student, district, and the county needs. Presenter(s), dates/times, and locations are subject to change based on staff attendance and venue availability.

How to Schedule a Professional Development Offering

Mini Professional Development Offerings individualized to each district request.

1. Districts: contact Jennifer Connolly at jconnolly@sbceo.org to request the Professional Development topic.
   - Propose dates/time, location
   - Requests must be in writing via email, received a month in advance.

2. The presenter(s) to be contacted by Jennifer Connolly with the Professional Development topic(s) and proposed dates. Presenter(s) will affirm date, location, and time.

3. Districts will receive confirmation of Professional Development date(s), location, and presenter name(s) and presenter(s) contact information within five business days of the request.

4. The Professional Development event to be added to the OMS calendar for tracking purposes.

5. Attendance: Participants of the Mini Professional Development events do not have to register on OMS.

   District Special Education Director or Leadership team encourages participants to attend events. District Special Education Director or Leadership team to confirm number of attendees with presenter(s) for handouts.

6. Presenter(s) subject to change due to unforeseen emergencies.

7. District venues subject to change due to number of participants for Professional Development.

8. If more than one district requests the same topic on the same day, event may include more than one district.

Large Professional Development Offerings for North, Mid, South County

1. Access the SBC SELPA OMS system at https://sbcelpa.k12oms.org/

2. If registrant does not have an account, create an OMS account.

3. Select the link on the calendar and complete the registration.

4. No Phone Registrations
# 2020-2021 Professional Development Calendar of Events by the Month

Presentations are *free* unless indicated. To Register go to [https://sbcselpa.k12oms.org/](https://sbcselpa.k12oms.org/)

This Professional Development Offerings Booklet is updated monthly.

## August 2020

<table>
<thead>
<tr>
<th>August</th>
<th>Host</th>
<th><strong>Time/Location</strong></th>
<th><strong>Title</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>8/6/2020</td>
<td>SBCSELPA</td>
<td>8:30-3:00 Zoom, North SBC</td>
<td>One-Day Refresher, Nonviolent Crisis Prevention Intervention</td>
</tr>
<tr>
<td>8/11/2020</td>
<td>SBCSELPA</td>
<td>1:30-3:00 Zoom All County</td>
<td>SIRAS Summer Updates: review of new SIRAS features developed over the summer.</td>
</tr>
<tr>
<td>8/12/2020</td>
<td>SBCSELPA</td>
<td>8:30-3:00 Zoom All County</td>
<td>Introduction to G.R.O.W. for new staff and new programs.</td>
</tr>
<tr>
<td>8/19/2020</td>
<td>SBCSELPA</td>
<td>1:00-2:00 Zoom G.R.O.W Programs</td>
<td>G.R.O.W for Elementary Programs (For T.L.P. programs only)</td>
</tr>
<tr>
<td>8/20/2020</td>
<td>SBCSELPA</td>
<td>1:00-2:00 Zoom G.R.O.W Programs</td>
<td>G.R.O.W for Middle School Programs (For T.L.P. programs only)</td>
</tr>
<tr>
<td>8/21/2020</td>
<td>SBCSELPA</td>
<td>1:00-2:00 Zoom G.R.O.W Programs</td>
<td>G.R.O.W for High School Programs (For T.L.P. programs only)</td>
</tr>
<tr>
<td>8/25/2020</td>
<td>SBCSELPA</td>
<td>1:30-3:00 Zoom All County</td>
<td><strong>(Repeated)</strong> SIRAS Summer Updates: review of new SIRAS features developed over the summer. Open to All Staff!</td>
</tr>
<tr>
<td>8/26/2020</td>
<td>SBCSELPA</td>
<td>1:00-2:00 Zoom G.R.O.W Programs</td>
<td>G.R.O.W for Elementary Programs (For T.L.P. programs only)</td>
</tr>
<tr>
<td>8/27/2020</td>
<td>SBCSELPA</td>
<td>1:00-2:00 Zoom G.R.O.W Programs</td>
<td>G.R.O.W for Middle School Programs (For T.L.P. programs only)</td>
</tr>
<tr>
<td>8/27/2020</td>
<td>SBCSELPA</td>
<td>8:30-3:00 Zoom, South SBC</td>
<td>One-Day Refresher, Nonviolent Crisis Prevention Intervention</td>
</tr>
<tr>
<td>8/31/2020</td>
<td>SBCSELPA</td>
<td>2:00-3:00 Zoom All County</td>
<td>Digital Tools for Distance Learning</td>
</tr>
</tbody>
</table>
## 2020-2021 Professional Development Calendar of Events by the Month
To Register go to [https://sbcelpa.k12oms.org/](https://sbcelpa.k12oms.org/)

### September 2020

<table>
<thead>
<tr>
<th>September</th>
<th>Host</th>
<th>Time/Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/3/2020</td>
<td>SBCSELPA</td>
<td>8:30-3:00</td>
<td>One-Day Refresher, Nonviolent Crisis Prevention Intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoom, North</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SBC</td>
<td></td>
</tr>
<tr>
<td>9/8/2020</td>
<td>SBCSELPA and</td>
<td>2:00-4:00</td>
<td>C.A.P.T.A.I.N. California Autism Professional Training and Information Network an Introduction for all county Administrators</td>
</tr>
<tr>
<td></td>
<td>C.A.P.T.A.I.N.</td>
<td>Zoom All County Administrators</td>
<td></td>
</tr>
<tr>
<td>9/10/2020</td>
<td>SBCSELPA</td>
<td>1:00-2:30</td>
<td>SIRAS for Translators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoom All County</td>
<td></td>
</tr>
<tr>
<td>9/14/2020</td>
<td>SBCSELPA</td>
<td>2:00-3:00</td>
<td>Virtual Classroom Platforms/ Zoom and Google Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoom All County</td>
<td></td>
</tr>
<tr>
<td>9/15/2020</td>
<td>SBCSELPA</td>
<td>2:00-4:00</td>
<td>Conscious Discipline Modules an Introduction for all county Administrators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoom All County Administrators</td>
<td></td>
</tr>
<tr>
<td>9/16/2020</td>
<td>SBCSELPA</td>
<td>1:30-3:00</td>
<td>Nurses Network</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoom Nurses</td>
<td></td>
</tr>
<tr>
<td>9/17/2020</td>
<td>SBCSELPA</td>
<td>8:30-3:00</td>
<td>One-Day Refresher, Nonviolent Crisis Prevention Intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoom, South SBC</td>
<td></td>
</tr>
<tr>
<td>9/21/2020</td>
<td>SBCSELPA</td>
<td>8:30-12:30</td>
<td>Fall 1 Review with Brian Marcontell from SIRAS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoom All County ADMIN, Clerks, CALPADS</td>
<td></td>
</tr>
<tr>
<td>9/21/2020</td>
<td>SBCSELPA</td>
<td>1:00-2:00</td>
<td>All County Occupational Therapist Network Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoom All County OTs</td>
<td></td>
</tr>
<tr>
<td>9/21/2020</td>
<td>SBCSELPA</td>
<td>2:00-3:00</td>
<td>Digital Tools: Attendance/Tracking Tools/Instructional Assessment Tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoom All County</td>
<td></td>
</tr>
<tr>
<td>9/22/2020</td>
<td>SBCSELPA</td>
<td>2:00-4:00</td>
<td>Trauma Informed Education for All County Administrators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoom All County Administrators</td>
<td></td>
</tr>
<tr>
<td>9/22/2020</td>
<td>SBCSELPA</td>
<td>2:00-4:00</td>
<td>All County Moderate/Severe Teachers Network Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoom All</td>
<td>2:00-2:30 Preschool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Moderate/Severe Teachers</td>
<td>3:30-3:30 High School</td>
</tr>
<tr>
<td>9/23/2020</td>
<td>SBCSELPA</td>
<td>2:00-3:00</td>
<td>All County Speech and Language Pathologists Network Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoom All SLPs</td>
<td></td>
</tr>
<tr>
<td>9/28/2020</td>
<td>SBCSELPA</td>
<td>2:00-3:00</td>
<td>Digital Tools: Communication tools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoom All County</td>
<td></td>
</tr>
<tr>
<td>9/29/2020</td>
<td>SBCSELPA</td>
<td>2:00-4:00</td>
<td>All County Mild/Moderate Teachers Network Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zoom</td>
<td>2:00-2:30 Preschool</td>
</tr>
<tr>
<td>October</td>
<td>Host</td>
<td>Time/Location</td>
<td>Title</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------</td>
<td>-----------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>10/1/2020</td>
<td>SBCSELPA</td>
<td>8:30-3:00 Zoom, North SBC</td>
<td>One-Day Refresher, Nonviolent Crisis Prevention Intervention</td>
</tr>
<tr>
<td>10/6/2020</td>
<td>SBCSELPA</td>
<td>2:00-4:00 Zoom All County</td>
<td>What is SBCSELPA? Updates on Distance Learning in Special Education for all county Administrators</td>
</tr>
<tr>
<td>10/7/2020 - 10/8/2020</td>
<td>SBCSELPA &amp; Lindamood-Bell</td>
<td>12:00-3:30 Zoom Days 1 &amp; 2 of four afternoons workshops</td>
<td>Lindamood-Bell presents Visualizing and Verbalizing: one seat free per district.</td>
</tr>
<tr>
<td>10/13/2020</td>
<td>SBCSELPA and Agency Partners</td>
<td>1:00-3:00 Zoom All County</td>
<td>North County Transition Fair</td>
</tr>
<tr>
<td>10/14/2020 - 10/15/2020</td>
<td>SBCSELPA &amp; Lindamood-Bell</td>
<td>12:00-3:30 Zoom Days 3 &amp; 4 of four afternoons workshops</td>
<td>Lindamood-Bell presents Visualizing and Verbalizing: one seat free per district.</td>
</tr>
<tr>
<td>10/16/2020</td>
<td>CCASP</td>
<td>9:00-12:00 Zoom provided by CCASP</td>
<td>Central Coast School Psychologists Presents: Legal Updates by Wes Parsons from F3. Registration <a href="http://ccasponline.org">http://ccasponline.org</a></td>
</tr>
<tr>
<td>10/19/2020</td>
<td>SBCSELPA</td>
<td>12:00-1:00 Zoom All BCBAs</td>
<td>All County BCBAs Network Meeting</td>
</tr>
<tr>
<td>10/20/2020</td>
<td>SBCSELPA</td>
<td>3:00-4:00 Zoom All OTs</td>
<td>OT Network Meeting</td>
</tr>
<tr>
<td>10/21/2020</td>
<td>SBCSELPA and C.A.P.T.A.I.N.</td>
<td>2:00-2:30 Zoom All County</td>
<td>Evidence Based Practices in Autism by C.A.P.T.A.I.N.</td>
</tr>
<tr>
<td>10/22/2020</td>
<td>SBCSELPA</td>
<td>8:30-3:00 Zoom, South SBC</td>
<td>One-Day Refresher, Nonviolent Crisis Prevention Intervention</td>
</tr>
<tr>
<td>Date</td>
<td>Host</td>
<td>Time/Location</td>
<td>Title</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------</td>
<td>---------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>10/23/2020</td>
<td>SBCSELPA</td>
<td>2:00-3:00 Zoom All SLPs</td>
<td>SLP Network Meeting</td>
</tr>
<tr>
<td>10/27/2020</td>
<td>SBCSELPA</td>
<td>3:00-4:00 Zoom All County</td>
<td>SELPA-Bratton Awards</td>
</tr>
<tr>
<td>10/28/2020-</td>
<td>SBCSELPA</td>
<td>1:30-3:30 Zoom All County</td>
<td>Dyslexia Training Institute</td>
</tr>
<tr>
<td>10/29/2020</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2020-2021 Professional Development Calendar of Events by the Month

**November 2020**

<table>
<thead>
<tr>
<th>November</th>
<th>Host</th>
<th>Time/Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/3/2020</td>
<td>SBCSELPA</td>
<td>8:30-11:30 All county</td>
<td>Jan Tomsky Legal ‘Hot Topics in Special Education’</td>
</tr>
<tr>
<td>11/3/2020</td>
<td>SBCSELPA</td>
<td>2:00-2:00 All M/M Teachers</td>
<td>Mild/Moderate Teachers Network Meeting</td>
</tr>
<tr>
<td>11/4/2020</td>
<td>SBCSELPA</td>
<td>2:00-3:00 All M/S Teachers</td>
<td>Moderate/Severe Teachers Network Meeting</td>
</tr>
<tr>
<td>11/5/2020</td>
<td>SBCSELPA</td>
<td>8:30-3:00 Zoom, North SBC</td>
<td>One-Day Refresher, Nonviolent Crisis Prevention Intervention</td>
</tr>
<tr>
<td>11/19/2020</td>
<td>SBCSELPA</td>
<td>8:30-3:00 Zoom, South SBC</td>
<td>One-Day Refresher, Nonviolent Crisis Prevention Intervention</td>
</tr>
</tbody>
</table>

### 2020-2021 Professional Development Calendar of Events by the Month

**December 2020**

<table>
<thead>
<tr>
<th>December</th>
<th>Host</th>
<th>Time/Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/3/2020</td>
<td>SBCSELPA and Diagnostic Center, S.CA</td>
<td>TBD Zoom provided by DCSoCA</td>
<td>Make a Play: Promoting Social Emotional, Communication, and Cognitive Development through Play (For Preschool/Kindergarten, SLPs, OT, Para Educators, Parents, Psychologists)</td>
</tr>
<tr>
<td>12/9/2020</td>
<td>SBCSELPA and C.A.P.T.A.I.N.</td>
<td>2:00-3:30 Zoom All County</td>
<td>Evidence Based Practices in Autism by C.A.P.T.A.I.N.</td>
</tr>
<tr>
<td>12/10/2020</td>
<td>SBCSELPA and</td>
<td>12:00-3:00 Zoom</td>
<td>Autism Spectrum Disorder (ASD): What Every Para Educator Should Know</td>
</tr>
</tbody>
</table>

To Register go to [https://sbcselpa.k12oms.org/](https://sbcselpa.k12oms.org/)
### 2021 Professional Development Calendar of Events by the Month

To Register go to [https://sbcseлепa.k12oms.org/](https://sbcseлепa.k12oms.org/)

#### January 2021

<table>
<thead>
<tr>
<th>January</th>
<th>Host</th>
<th>Time/Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/20/2021</td>
<td>SBCSELPA and Diagnostic Center, S.CA</td>
<td>8:30-3:00 Zoom</td>
<td>Patterns of Strengths and Weaknesses, presented by the Diagnostic Center, Southern California</td>
</tr>
<tr>
<td>1/21/2021</td>
<td>SBCSELPA and Diagnostic Center, S.CA</td>
<td>TBD Zoom provided by DCSCA</td>
<td>Battery Not Included: Assessing Complex Communication Needs of Students Who Cannot Access Formalized Testing (For SLPs)</td>
</tr>
<tr>
<td>1/27/2021-1/28/2021</td>
<td>SBCSELPA</td>
<td>8:30-3:00 Zoom or In Person North SBC</td>
<td>Two-Day Initial, Nonviolent Crisis Prevention Intervention</td>
</tr>
</tbody>
</table>

#### February 2021

<table>
<thead>
<tr>
<th>February</th>
<th>Host</th>
<th>Time/Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/10/2021-2/11/2021 (tentative date- awaiting response)</td>
<td>SBCSELPA and SLOSELPA</td>
<td>12:00-4:00 Zoom All County</td>
<td><strong>ADOS: Autism Diagnostic Observation Schedule</strong></td>
</tr>
<tr>
<td>2/23/2021</td>
<td>SBCSELPA and Diagnostic Center, S.CA</td>
<td>12:00-3:30 Zoom Provided by DCSCA</td>
<td>Ensuring Successful Transition to Adulthood for Students with Moderate to Severe Disabilities (For Educators, Program Specialists, Admin., Parents)</td>
</tr>
<tr>
<td>2/24/2021</td>
<td>SBCSELPA and C.A.P.T.A.I.N.</td>
<td>8:30-3:00 Zoom All County</td>
<td>Evidence Based Practices in Autism by C.A.P.T.A.I.N. (Cohort 2)</td>
</tr>
</tbody>
</table>

Vision and Adaptive PE training TBD DHH Training TBD
### March 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Host</th>
<th>Time/Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/3/2021</td>
<td>SBCSELPA</td>
<td>8:30-3:00</td>
<td>Two-Day Initial, Nonviolent Crisis Prevention Intervention</td>
</tr>
<tr>
<td>3/3/2021</td>
<td>SBCSELPA</td>
<td>Zoom or In Person</td>
<td></td>
</tr>
<tr>
<td>3/3/2021</td>
<td>SBCSELPA</td>
<td>South SBC</td>
<td></td>
</tr>
<tr>
<td>3/4/2021</td>
<td>SBCSELPA</td>
<td>8:30-3:00</td>
<td>Two-Day Initial, Nonviolent Crisis Prevention Intervention</td>
</tr>
<tr>
<td>3/4/2021</td>
<td>SBCSELPA</td>
<td>Zoom or In Person</td>
<td></td>
</tr>
<tr>
<td>3/4/2021</td>
<td>SBCSELPA</td>
<td>South SBC</td>
<td></td>
</tr>
<tr>
<td>3/9/2021</td>
<td>SBCSELPA</td>
<td>8:30-11:30 South County</td>
<td>Jan Tomsky Legal ‘Hot Topics in Special Education’</td>
</tr>
<tr>
<td>3/9/2021</td>
<td>SBCSELPA</td>
<td>1:00-3:00 North County</td>
<td></td>
</tr>
<tr>
<td>3/10/2021</td>
<td>SBCSELPA and C.A.P.T.A.I.N.</td>
<td>1:00-3:30</td>
<td>Evidence Based Practices in Autism by C.A.P.T.A.I.N.</td>
</tr>
<tr>
<td>3/10/2021</td>
<td>SBCSELPA and</td>
<td>Zoom</td>
<td></td>
</tr>
<tr>
<td>3/16/2021</td>
<td>Diagnostic Center, S.CA</td>
<td>Zoom</td>
<td>Patterns of Strengths and Weaknesses Coaching with Amy Taylor</td>
</tr>
<tr>
<td>3/18/2021</td>
<td>SBCSELPA and Diagnostic</td>
<td>12:00-3:00</td>
<td>Still Not Producing: Assessment and Intervention for Executive Function</td>
</tr>
<tr>
<td>3/18/2021</td>
<td>Center, S.CA</td>
<td>Zoom provided by DCSoCA</td>
<td>Difficulties (For Psychologists, Educators)</td>
</tr>
<tr>
<td>3/17/2021</td>
<td>SBCSELPA</td>
<td>8:30-3:00</td>
<td>Two-Day Initial, Nonviolent Crisis Prevention Intervention</td>
</tr>
<tr>
<td>3/17/2021</td>
<td>SBCSELPA</td>
<td>Zoom or In Person</td>
<td></td>
</tr>
<tr>
<td>3/17/2021</td>
<td>SBCSELPA</td>
<td>South SBC</td>
<td></td>
</tr>
<tr>
<td>3/18/2021</td>
<td>SBCSELPA</td>
<td>8:30-3:00</td>
<td>Two-Day Initial, Nonviolent Crisis Prevention Intervention</td>
</tr>
<tr>
<td>3/18/2021</td>
<td>SBCSELPA</td>
<td>Zoom or In Person</td>
<td></td>
</tr>
<tr>
<td>3/18/2021</td>
<td>SBCSELPA</td>
<td>South SBC</td>
<td></td>
</tr>
</tbody>
</table>

### April 2021

<table>
<thead>
<tr>
<th>April</th>
<th>Host</th>
<th>Time/Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/14/2021</td>
<td>SBCSELPA</td>
<td>8:30-3:00</td>
<td>Two-Day Initial, Nonviolent Crisis Prevention Intervention</td>
</tr>
<tr>
<td>4/15/2021</td>
<td>SBCSELPA</td>
<td>Zoom or In Person</td>
<td></td>
</tr>
<tr>
<td>4/15/2021</td>
<td>SBCSELPA</td>
<td>South SBC</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Host</td>
<td>Time/Location</td>
<td>Title</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------</td>
<td>------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>4/20/2021</td>
<td>SBCSELPA and Diagnostic Center, S.CA</td>
<td>Zoom</td>
<td>Patterns of Strengths and Weaknesses Coaching with Amy Taylor</td>
</tr>
<tr>
<td>4/21/2021-4/22/2021</td>
<td>SBCSELPA</td>
<td>8:30-3:00 Zoom or In Person North SBC</td>
<td>Two-Day Initial, Nonviolent Crisis Prevention Intervention</td>
</tr>
</tbody>
</table>

**2020-2021 Professional Development Calendar of Events by the Month**

To Register go to [https://sbcselpa.k12oms.org/](https://sbcselpa.k12oms.org/)

**May 2021**

<table>
<thead>
<tr>
<th>May</th>
<th>Host</th>
<th>Time/Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/5/2021-5/6/2021</td>
<td>SBCSELPA</td>
<td>8:30-3:00 Zoom or In Person South SBC</td>
<td>Two-Day Initial, Nonviolent Crisis Prevention Intervention</td>
</tr>
<tr>
<td>5/13/2021</td>
<td>SBCSELPA</td>
<td>8:30-3:00 Zoom, North SBC</td>
<td>One-Day Refresher, Nonviolent Crisis Prevention Intervention</td>
</tr>
<tr>
<td>5/19/2021</td>
<td>SBCSELPA and C.A.P.T.A.I.N.</td>
<td>1:00-3:30 Zoom All County</td>
<td>Evidence Based Practices in Autism by C.A.P.T.A.I.N.</td>
</tr>
</tbody>
</table>

Southern California Diagnostic Center Trainings TBD
Professional Development Event Descriptions by Topic

Administrators

SBCSELPA Administrators Academy

Administrators Academy is designed to provide information to new or existing school leaders and Administrators on compliant best practices in special education including topics related to the Annual Performance Indicators Report (PIR) Targets. Sections of the Santa Barbara County SELPA Local Plan and Procedural Handbook will be discussed. Participants will have the opportunity to ask questions and discuss a variety of issues.

The six topics presented on Tuesdays from 2:00-4:00 in the month of September for Administrators Academy will be the following:

1. August 25: SIRAS Updates

2. September 1: G.R.O.W.
   (G.R.O.W. Growth Mindset, Resilience, Other Centered, Work Ethic)


4. September 15: Conscious Discipline Modules, an introduction.

5. September 22: Trauma Informed Practices for Schools

6. October 6: What is SBCSELPA? Special Education and Distance Learning

Assessment

Patterns of Strengths and Weaknesses (PSW)

A Pattern of Strengths and Weaknesses (PSW) is one of the three methods school districts may use when determining a student’s eligibility under Specific Learning Disability (SLD) category. As opposed to the discrepancy model, which informs the team if a student is performing more poorly than expected, PSW seeks to determine why, thus effectively linking assessment to intervention. Participants will be presented with information necessary to understand, interpret, and apply the PSW model to SLD eligibility in order to be consistent with California Special Education law. The different ways of qualifying for SLD will also be presented along with why PSW evolved.
Autism

ADOS Autism Diagnostic Observation Schedule (TBD)

The Autism Diagnostic Observation Schedule (ADOS) is an instrument for assessing Autism Spectrum Disorder. The protocol consists of a series of structured and semi-structured tasks that involve social interaction between the examiner and the individual under assessment. The examiner observes and identifies the potential diagnosis of classic Autistic Disorder or related autism spectrum disorders, allowing a standardized assessment of autistic symptoms. Each subject is administered activities from just one of the four modules. The selection of an appropriate module is based on the developmental and language level of the referred individual. Module 1 is used with children who use little or no speech. Subjects that do use phrase speech but do not speak fluently are administered Module 2. Module 3 is for younger subjects who are verbally fluent. Module 4 is used with adolescents and adjust who are verbally fluent.

Evidence Based Practices in Autism by C.A.P.T.A.I.N.

C.A.P.T.A.I.N. (California Autism Professional Training and Information Network) is dedicated to providing statewide access to training and resources in Evidence Based Practices (EBPs) that are culturally sensitive, family centered, cost effective, and competency based. Supporting locally based trainings with trainers of trainers at the local level. Emphasizing how to use EBPs to assist students in accessing the California Common Core State Standards and developing College and Career Readiness. Providing ongoing training, support, and technical assistance to implement EBPs and ensure fidelity of implementation. Supporting the development of local multiagency collaborations to support consistent use of EBPs. In addition to providing web based access to materials and resources that are vetted and aligned with current EBPs.

Behavior

Behavior Series

Data Collection in Special Education

In this training, participants will have the opportunity to learn about the most common types of data systems used in special education programs (e.g., frequency, duration) and how different IEP goals require different types of data collection. Particular attention will also be given to how to accurately collect ABC data and participants will have opportunities to practice this through case examples and group activities.
Understanding the Functions of Behavior

The focus of this training will be helping participants learn that behaviors are information and serve a number of different functions. Once functions are understood then skills can be developed that allow students to navigate through struggles in a more adaptive manner.

Fundamentals of Behavior

To help educational staff broaden their understanding of “behaviors” in students, this training will introduce them to the science of behavior, including the neuro-biological cycle of behavior that is true for all human beings. Additionally, information related to ACES, trauma, learning challenges, and chronic stress experiences will be presented to help participants examine their own narratives about behaviors in students.

De-Escalation Strategies: Guiding Principles and Next Steps

In this training, participants will have the opportunity to learn guiding principles for de-escalating students during behavioral/emotional responses and the importance of proactive strategies to mitigate escalation cycles.

Behavior Intervention Plans (BIP) (TBD)

SELPA PENT Cadre members will take participants through all the steps of a behavior intervention planning process.

Multi-Tiered System of Supports for Behavior and Social Success

The implementation of school-wide classroom and research-based positive behavior emotional supports promotes successful social and learning outcomes. In this training, a practical application for social/emotional supports to be discussed. Resources for implementing behavior and social/emotional interventions at each tiered level will encompass this training.

Relational Scaffolding: Developing Trust-Based Learning Relationships

Drawing from foundations of interpersonal neurobiology, applied developmental attachment, and specific communication skills; participants will gain a functional understanding of how educators can best utilize relationships with their students to support social-emotional development, academic access, and a culture of emotional inclusion.
Crisis Prevention

Nonviolent Crisis Prevention Intervention:

One-Day Refresher:

The One-Day Refresher Course is designed for persons who need to re-certify and have already taken the Initial Course and received certification.

Investment: $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

Two-Day Initial:

The Two-day Initial Course is designed for school staff working with students who have the potential for demonstrating “acting out” behavior.

Investment: $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

Conscious Discipline Modules

Developed by Dr. Becky Bailey, watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program. At the end of the module, a facilitated discussion will take place to review the information covered.

Digital Tools for Distance Learning

The Digital Tools for Distance Learning four days offers the participant a look at various helpful methods for teaching on a digital platform. During the four Monday’s, participates will become familiar with the following:

Day 1: Monday, August 31, 2:00-3:00: Digital Tools for Distance Learning, an overview

Day 2: Monday, September 14, 2:00-3:00: Virtual Classroom Platforms/ Zoom/ Google Classroom

Day 3: Monday, September 21, 2:00-3:00: Attendance/ Tracking tools/ Instructional Assessment Tools

Day 4: Monday, September 28, 2:00-3:00: Communication Tools
Southern California Diagnostic Center Trainings

**Please follow the steps on the flyer for registration for Diagnostic Center Events. All Diagnostic Center Trainings are prerecorded. A Zoom link will be sent to participants via the Southern California Diagnostic Center.**

S-4: December 3 (Time TBD) Make a Play: Promoting Social Emotional, Communication, and Cognitive Development through Play

Play is more than interacting with classmates and manipulating materials. It is a Purposeful Learning Activity for Young children. Play—both functional and symbolic—provides children with opportunities for social interaction and social communication, as well as a context for constructing representations of previous experiences and knowledge. Symbolic play, which is often an area of challenge for children with Autism, is noted as an important developmental skill associated with language development and cognition. Typically play develops naturally; however, this is not the case for some children, and they require facilitation. Through this training, participants will gain understanding of the stages of object and social play and recognize the impact of play deficits. Participants will be exposed to evidence-based practices which highlight play as the key context to enrich the early childhood learning environment and support the developmental progress of students.

**Audience:** Preschool, transitional kindergarten and kindergarten special education teachers, speech-language pathologists, administrators, occupational therapists, inclusion specialist, parents, para educators, and psychologists.

A-4: December 10 12:00-3:00 Autism Spectrum Disorder (ASD): What Every Para educator Should Know.

An overview of autism spectrum disorder (ASD) and practical information para educators can use for effective teaching. Strategies and behavior supports will be discussed and include visual pacing and closure systems, schedules, prompting hierarchies, and reinforcement principles.

**Audience:** Para educators working with students with ASD.

R-1: January 21 (Time TBD) Battery Not Included: Assessing Complex Communication Needs of Students Who Cannot Access Formalized Testing

Meaningful assessment is an essential first step toward appropriate goals and intervention. However, not all students are responsive to a standard testing approach (e.g., formal test battery dependent on verbal/motor responses). Students with severe and multiple disabilities often experience complex communication disorders which are inseparable from learning and behavior. Students who live in complex bodies present a challenge in determining a
consistent and purposeful response pattern to even begin testing. This training will explore the selection and use of appropriate assessment tools designed to assess a student who cannot access traditional measures. The emphasis will be on utilizing multiple assessment procedures that reveal the student’s strengths and reliable abilities. Participants will gain knowledge of interdisciplinary assessment practices, communication domains to assess, and how to modify existing tools to gain a clearer picture of a student’s communication and learning profile.

**Audience:** Speech-language pathologists. If an attendee is not a speech-language pathologist, they need to attend with an SLP from their district to facilitate appropriate teaming. For example, school psychologists, childhood special education teachers, and/or occupational therapists who are qualified to conduct AAC assessments for their school district.

**S-2: February 23 12:00-3:30 Ensuring Successful Transition to Adulthood for Students with Moderate to Severe Disabilities**

This training will focus on facilitating successful movement from school to post-secondary activities (e.g., integrated employment if applicable, independent living and community participation) for students with moderate to severe disabilities. Movement to postsecondary activities is guided by the student’s strengths, preferences, and interests. Critical to the success of this process is: 1) determining students’ developmental profile, 2) translating students’ developmental profile into postsecondary activities and goals, and 3) lining up postsecondary activities and goals with Indicator 13 and evidence-based Transition practices and predictors for success. Case studies and visual supports will be used to demonstrate application of practices.

**Audience:** Secondary Special educators, program specialists, administrators, and parents.

**R-3: March 18 12:00-3:00 Still Not Producing: Assessment and Intervention for Executive Function Difficulties**

The purpose of this training is to present an advanced overview of the professional field’s current thinking about the role and complexity of executive functioning, the process of measuring executive functioning through multiple means, and ways to apply assessment results to real world supports and interventions. Methods of supporting students’ executive function system within the school environment will be discussed.

**Audience:** School psychologists and anyone with knowledge of psychological tests and psychometrics. Participants should have a basic understanding of executive functioning.
G.R.O.W: G.R.O.W. Growth Mindset, Resilience, Other Centered, Work Ethic (For Therapeutic Learning Programs (T.L.P.)):

Introduction to G.R.O.W. for new programs and staff

Participants will receive an overview of the G.R.O.W. program, learning about everything from the foundational principles to the specific program components. Through direct instruction, videos, group discussion, and in-vivo practice of skills, participants will learn the science behind the program as well as how to put it into practice in the classroom. Although this training is for staff who are new to the G.R.O.W. program, all are welcome to participate.

Skill-Building Sessions

Participants in the G.R.O.W. Skill-Building Sessions can expect to take a deeper dive into the program components covered in the G.R.O.W. Summit. With facilitation, participants will engage in small group role-play activities in order to practice the skills taught in the session. Additionally, participants will have the opportunity to connect and consult with the G.R.O.W. learning community in order to learn from others’ successes and problem-solve barriers to program implementation.

Health

Nurses Network

All countywide nurses are welcome to the Nurse’s Network. This two hour network meeting will provide nurses a chance to collaborate on current changes in school health with COVID-19.

Inclusion (TBD)

Network Meetings

Network Meetings are scheduled meetings with staff that serve students in a similar way. Network meetings is a time for Teachers, Speech and Language
Pathologists, Occupational Therapists, Adapted P.E. Teachers, School Psychologists, Nurses, and BCBAs to collaborate on topics of their profession. Meetings to occur throughout the year each month.

Legal

Jan Tomsky ‘Hot Topics in Special Education’

Jan E. Tomsky is a partner at Fagen, Friedman, & Fulford, LLP, serving clients from the Oakland office. A nationally recognized leader in special education law, Ms. Tomsky has represented school district clients in mediations and due process hearings, as well as in special education-related litigation in both state and federal courts and in the Ninth Circuit Court of Appeals. Her expertise in special education matters has helped scores of districts to address issues and resolve disputes in this specialized field. Additionally, Ms. Tomsky has assisted districts in countless student expulsion hearings, particularly those that involve complex or sensitive issues, and has successfully defended districts’ decisions on appeal to county boards and in court. A popular speaker, Ms. Tomsky is asked to present throughout the country on education and the law. She frequently presents for the Association of California School Administrators, LRP’s national Institute (focusing on legal issues related to educating students with disabilities), the LRP Special Education School Attorneys Conference, and the LRP Directors’ Summit. Ms. Tomsky is the author of Personal Liability for IDEA Violations: Where the Courts Stand, and was a contributing author to The Administrator’s Guide to Building and Maintaining a Comprehensive Autism Program and IDEA Due Process Survival Guide, all of which are LRP publications. Ms. Tomsky presents ‘Hot Topics in Special Education.’

Reading

Dyslexia Training Institute

The Dyslexia Training Institute (DTI) will present a four hour training (2 two hour sessions) on how to identify dyslexia characteristics, student needs and appropriate interventions. The training will include a case study.

Day One Objectives include:

- When and why to include dyslexia in an IEP or 504Plan
- How to identify dyslexia characteristics in a school psych report
- How to identify dyslexia characteristics in student work samples
• How to identify student needs based on data from school psych report and student work samples

Day Two Objectives include:
• What instructional components should remediation include in the areas of decoding, encoding, comprehension and written composition
• Accommodations - what are appropriate & how to support students in using them.

**Cost:** **FREE** for four hours of training.

**Lindamood- Bell: Visualizing and Verbalizing**

The Visualizing and Verbalizing program develops concept imagery- the ability to create an imaged gestalt from language as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.

Includes Kit.

**Related Services**

**CCASP Symposium October 16, 9:00-12:00**

**Legal Updates:** The law requires that districts reassess a student with a disability at least once every three years, when a student’s changed needs merit a reassessment or upon parental or teacher request. Keep in mind the backlog of reassessments facing most districts as a result of COVID-19 closures, our presentation focuses on the essentials of a compliant and defensible reassessment. Drawing practical lessons from recent decisions, we will discuss the review of existing data, the observation component, assessment reports and much more. Wesley B. Parsons Presents from Fagan, Friedman, and Fulfrost.

**Registration on** [https://ccasponline.org](https://ccasponline.org)

**Audience:** School Psychologists, Speech and Language Pathologists, and Special Education Teachers.

Cost: $10 for CCASP Members, $35 for Non-Members.

**SELPA-Bration**

The FIRST Annual SELPA-Bration Awards honors ten staff county wide for their hard work and dedication to students in Special Education. Please join us in honoring ten very deserving recipients.
SIRAS

Summer Updates in SIRAS

SIRAS Systems provides ‘Summer Updates’ information to all staff sharing the new procedures and forms created over the summer. All staff are invited to this one-hour virtual training.

Introduction to SIRAS for New Staff:

An introduction to SIRAS Systems and IEP writing is provided in this two-hour training. Participants will learn how to schedule a meeting, complete IEP forms, work with Goal Wizard, and how to complete the meeting to be finalized in SIRAS. Training intended for new staff.

SIRAS for Translators:

In this training, SIRAS will provide training to staff involved with translating IEP’s into Spanish. A systematic approach will be shown to bilingual staff in how to log into SIRAS, translate each IEP document in SIRAS into Spanish, and how to verify and finalize the changes in SIRAS to send documents home to families.

Transition

Transition Fairs

Transition Fair offers families of students transitioning from middle school to high school and high school and beyond the opportunity to talk and gain resources from local agencies and services.
‘Mini’ LEA Professional Development Topics Available Upon Request

Contact Jennifer Connolly jconnolly@sbceo.org to book a FREE presentation.

Behavior Series

Data Collection in Special Education

In this training, participants will have the opportunity to learn about the most common types of data systems used in special education programs (e.g., frequency, duration) and how different IEP goals require different types of data collection. Particular attention will also be given to how to accurately collect ABC data and participants will have opportunities to practice this through case examples and group activities.

Understanding the Functions of Behavior

The focus of this training will be helping participants learn that behaviors are information and serve a number of different functions. Once functions are understood then skills can be developed that allow students to navigate through struggles in a more adaptive manner.

Fundamentals of Behavior

To help educational staff broaden their understanding of “behaviors” in students, this training will introduce them to the science of behavior, including the neuro-biological cycle of behavior that is true for all human beings. Additionally, information related to ACES, trauma, learning challenges, and chronic stress experiences will be presented to help participants examine their own narratives about behaviors in students.

De-Escalation Strategies: Guiding Principles and Next Steps

In this training, participants will have the opportunity to learn guiding principles for de-escalating students during behavioral/emotional responses and the importance of proactive strategies to mitigate escalation cycles.
**G.R.O.W. Skill-Building Sessions**

Participants in the G.R.O.W. Skill-Building Sessions can expect to take a deeper dive into the program components covered in the G.R.O.W. Summit. With facilitation, participants will engage in small group role-play activities in order to practice the skills taught in the sessions. Additionally, participants will have the opportunity to connect and consult with the G.R.O.W. learning community in order to learn from others’ successes and problem-solve barriers to program implementation.

**Dates:**

**Elementary Programs (Wednesdays, August 19-October 21)**

**Middle School Programs (Thursdays, August 20-October 22)**

**High School Programs (Fridays, August 21- October 23)**

**Self-Care for the Educator**

Self-Care for Educators provides a time to reflect on your own mental health so that you can more effectively support students. In the course of our work, we are confronted with the challenging aspects of life. As Educators, we are asked to “do more with less,” and work within uncertain funding and restrictive policy contexts. The circumstances the youth of today bring to school often impacts not only our teaching but takes a toll on the school as a whole. Practicing self-care is an important activity that will help you cognitively, physically, and emotionally “bounce back” each day over the long term.

**Parent Support**

**Mental Health for Families: Supporting the Mental Health of Families and Caregivers during Distance Learning**

A presentation of self-care practices during times of acute and chronic stress for parents/guardians/caregivers. In addition, a resource for parents/guardians/caregivers to help support the children in their home during this time of distance learning.

**SIRAS**

**Introduction to SIRAS for new employees**

New Staff will learn the how to maneuver through SIRAS and how to create an IEP in SIRAS.
SIRAS updates

The new features in SIRAS created during the summer 2020 to be reviewed in this one and a half hour training.

Advanced Refresher

The Goal Wizard, Service Logs, and Progress Reports to be reviewed in this one and a half hour training.

Trauma Informed Practices for Schools

Our schools daily must demonstrate cultural humility and responsiveness to youth and their families. In this training, participants will gain an understanding of trauma and stress on the youth of today and their families. Participants will also examine their own perspectives that they may bring to their work places. Topics of safety and predictability and today’s varying family dynamics brought to schools will be discussion points. Participants will explore how to support diverse populations, social emotional learning, and provide resilience.

Crisis and Triage: Supporting a Community of Safety and Welfare for Students (and Staff!)

Participants will gain a functional understanding of basic crisis and triage principles in the contexts of both individual and community support systems, and as they apply to the role educators hold in the lives of youth. Participants will have the opportunity to bolster their crisis response with tools and perspective to support students, colleagues, and themselves.

Conscious Discipline Modules

1. **Introduction to Conscious Discipline Modules**
   Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

   **Targeted Audience:** Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) Program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

2. **Conscious Discipline Modules: “Consequences”**
   Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end
of the module, a facilitated discussion will take place to review the information covered.

Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

3. Conscious Discipline Modules: “Creating the School Family”
   Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

   Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

5. Conscious Discipline Modules: “Choices”
   Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

6. Conscious Discipline Modules: “Becoming Brain Smart, Parts 1 and 2”
   Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.
Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

7. Conscious Discipline Modules: “Composure”
Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.

Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

Targeted Audience: Any staff supporting a G.R.O.W. (TLP, TLC, STEPS, etc.) program: Teacher, Mental Health Therapist, School Psychologist, Site Administrator, BCBA, paraprofessional, Program Coordinator, Special Education Director.
### LEA Scheduled ‘Mini’ Trainings for 2020/2021

#### August

<table>
<thead>
<tr>
<th>Date</th>
<th>LEA</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 3:</td>
<td>SBCEO</td>
<td>Introduction to SIRAS</td>
</tr>
<tr>
<td>August 5:</td>
<td>Guadalupe</td>
<td>Facilitated IEP Meetings</td>
</tr>
<tr>
<td>August 8:</td>
<td>Orcutt</td>
<td>Introduction to SIRAS</td>
</tr>
<tr>
<td>August 13:</td>
<td>Lompoc</td>
<td>Introduction to SIRAS</td>
</tr>
<tr>
<td>August 14:</td>
<td>Lompoc</td>
<td>Introduction to SIRAS</td>
</tr>
<tr>
<td>August 17:</td>
<td>SBUnified</td>
<td>Introduction to SIRAS</td>
</tr>
<tr>
<td>August 18:</td>
<td>SBCEO</td>
<td>CPI Refresher</td>
</tr>
<tr>
<td>August 18:</td>
<td>Hope</td>
<td>Self-Care for the Educator</td>
</tr>
<tr>
<td>August 18:</td>
<td>SYVSEC</td>
<td>Behavioral Foundations for Starting the School Year</td>
</tr>
<tr>
<td>August 19:</td>
<td>Hope</td>
<td>Behavior</td>
</tr>
<tr>
<td>August 20:</td>
<td>Guadalupe</td>
<td>SIRAS Service Logs and Electronic Signature form</td>
</tr>
<tr>
<td>August 24:</td>
<td>Hope</td>
<td>CPI (refresher)</td>
</tr>
<tr>
<td>August 25:</td>
<td>SYVSEC</td>
<td>Assuming Positive Intention: What This Is &amp; How to Use Self-Management to Apply It</td>
</tr>
<tr>
<td>August 26:</td>
<td>Carpinteria</td>
<td>Moving Forward with Conscious Discipline &amp; Behavior</td>
</tr>
</tbody>
</table>

#### September

<table>
<thead>
<tr>
<th>Date</th>
<th>LEA</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1</td>
<td>SB PIC Interns</td>
<td>SIRAS Beginners Workshop</td>
</tr>
</tbody>
</table>

#### October

<table>
<thead>
<tr>
<th>Date</th>
<th>LEA</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 5</td>
<td>SMB</td>
<td>SIRAS IEP at a Glance</td>
</tr>
<tr>
<td>October 19</td>
<td>SMB</td>
<td>SIRAS Beginners Workshop</td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
<td>Email</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Dr. Ray Avila</td>
<td>SBCSELPA Executive Director</td>
<td><a href="mailto:ravila@sbceo.org">ravila@sbceo.org</a></td>
</tr>
<tr>
<td>Jennifer Connolly</td>
<td>SBCSELPA Coordinator</td>
<td><a href="mailto:jconnolly@sbceo.org">jconnolly@sbceo.org</a></td>
</tr>
<tr>
<td>Margaret Slater</td>
<td>Office Manager</td>
<td><a href="mailto:mslater@sbceo.org">mslater@sbceo.org</a></td>
</tr>
<tr>
<td>Lindsay MacDonald</td>
<td>Executive Secretary</td>
<td><a href="mailto:lmacdonald@sbceo.org">lmacdonald@sbceo.org</a></td>
</tr>
<tr>
<td>Brian Helt</td>
<td>Clerical Assistant/ Mental Health Clerical Assistant</td>
<td><a href="mailto:bheilt@sbceo.org">bheilt@sbceo.org</a></td>
</tr>
<tr>
<td>Kim Hernandez</td>
<td>Accountant/Business Official</td>
<td><a href="mailto:khernandez@sbceo.org">khernandez@sbceo.org</a></td>
</tr>
<tr>
<td>Rosy Mato-Bucio</td>
<td>SBCSELPA BCBA</td>
<td><a href="mailto:rbucio@sbceo.org">rbucio@sbceo.org</a></td>
</tr>
<tr>
<td>Phil Pandac</td>
<td>SBCSELPA BCBA</td>
<td><a href="mailto:ppandac@sbceo.org">ppandac@sbceo.org</a></td>
</tr>
<tr>
<td>Deborah Umansky</td>
<td>Clinical Psychologist Intern Supervisor</td>
<td><a href="mailto:dumansky@sbceo.org">dumansky@sbceo.org</a></td>
</tr>
<tr>
<td>Taryn Hurvitz</td>
<td>Audiologist</td>
<td><a href="mailto:thurvitz@sbceo.org">thurvitz@sbceo.org</a></td>
</tr>
<tr>
<td>Lisa Foote</td>
<td>AT/AAC Specialist</td>
<td><a href="mailto:lfoote@sbceo.org">lfoote@sbceo.org</a></td>
</tr>
<tr>
<td>Stephan Salter</td>
<td>SBCSELPA Mental Health Specialist/NPS Coordinator</td>
<td><a href="mailto:ssalter@sbceo.org">ssalter@sbceo.org</a></td>
</tr>
<tr>
<td>Alison Lindsey</td>
<td>SBCSELPA Mental Health Specialist/Wraparound Services</td>
<td><a href="mailto:alindsey@sbceo.org">alindsey@sbceo.org</a></td>
</tr>
</tbody>
</table>
Kristy Kenny
Wraparound Services Facilitator

Natalie Facio-Leon
Wraparound Services Facilitator (Bilingual)

Tony Aceves
Youth Support Specialist (Bilingual)

Grace Vega
Youth Support Specialist (Bilingual)

**Presenter(s) Information**

Dr. Ray Avila
SBCSELPA Executive Director
805-683-1424

Jennifer Connolly
SBCSELPA Coordinator
805-683-1424

Alison Lindsey
SBCSELPA Mental Health Specialist/Wraparound
805-683-1424

Rosy Bucio
SBCSELPA BCBA
805-688-1424

Phil Pandac
SBCSELPA BCBA
805-688-1424

Stephan Salter
SBCSELPA Mental Health Specialist/NPS Coordinator
805-688-1424

Robyn Young
Regional Implementation SELPA Lead for C.A.P.T.A.I.N.
Santa Barbara Unified Program Facilitator

**P.E.N.T. Team (Behavior)**

Carrie Hicinbothom
SMB BCBA
chicinbothom@smbsd.net

Yolanda Horton
SMB BCBA
yhorton@smbsd.net

Billy Headrick
Orcutt BCBA
bheadrick@orcutt-schools.net
Rosy Bucio  
SBCSELPA BCBA

Kaitlyn Bathel  
SBUSD School Psychologist

Phil Pandac  
SBSELPA BCBA

C.A.P.T.A.I.N. Team

Robyn Young  
Regional Implementation SELPA Lead for C.A.P.T.A.I.N.

Yolanda Horton  
SMB BCBA

Rosy Bucio  
SBCSELPA BCBA

Lauren Hoffman  
LUSD BCBA

Jermaine Powell  
SBUSD BCBA

Donna Todaro  
SBCEO Special Education Teacher

CPI Presenters North County

Chyelin Andreadakis  
candreadakis@sbceo.org

David Ibsen  
dibsen@buelltonusd.org

Billy Headrick  
bheadrick@orcutt-schools.net

Phil Pandac  
ppandac@sbceo.org

Alison Lindsey  
alindsey@sbceo.org

Jennifer Connolly  
jconnolly@sbceo.org

Rosy Bucio  
rbucio@sbceo.org

Stephan Salter  
ssalter@sbceo.org

Natalie Facio-Leon  
nfacioleon@sbceo.org
CPI Presenters South County

Joe Isaacson       jisaacson@goleta.k12.ca.us
Henly Ngai        hngai@goleta.k12.ca.us
Louisa Wood       lbwood@sbanunified.org
Jermaine Powell   jpowell@sbanunified.org
Chris Osborn      cosborn@sbanunified.org
Alison Lindsey    alindsey@sbcceo.org
Jennifer Connolly jconnolly@sbcceo.org
Rosy Bucio        rbucio@sbcceo.org
Stephan Salter    ssalter@sbcceo.org

ADR Cadre

Jennifer Connolly jconnolly@sbcceo.org
SBCSELPA Coordinator

Patty Moore       pjmoore@alphasb.org
Alpha Resource Center
Manager, Children, Family & Advocacy Services

Deby Geiger       dgeiger@sbcceo.org
SBCEO, Director of Special Education

Karla Curry       kcurry@cusd.net
Carpinteria, Director of Special Education

Jamie Carpio      jcarpio@sbanunified.org
Santa Barbara Unified Program Specialist

Amy Gillespie    agillespie@cusd.net
Carpinteria School Psychologist

Beverly Sherman   bsherman@bueilltonusd.org
Santa Ynez Valley Consortium Coordinator

Cathy Breen      SBCSELPA ADR

Thank you to all of our Presenters, Teams, and Cadre for your time and positive energy!
## Available Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>OMS Calendar of Events</td>
<td><a href="https://sbcsesla.k12oms.org/">https://sbcsesla.k12oms.org/</a></td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td></td>
</tr>
<tr>
<td>SBCSELPA Local Plan</td>
<td><a href="http://www.sbcsesla.org">www.sbcsesla.org</a></td>
</tr>
<tr>
<td><strong>Educators, Parent Resources</strong></td>
<td></td>
</tr>
<tr>
<td>SBCSELPA Procedural Handbook</td>
<td><a href="http://www.sbcsesla.org">www.sbcsesla.org</a></td>
</tr>
<tr>
<td><strong>Educators, Parent Resources</strong></td>
<td></td>
</tr>
<tr>
<td>Special Education Parent Handbook</td>
<td><a href="http://www.sbcsesla.org">www.sbcsesla.org</a></td>
</tr>
<tr>
<td><strong>Parent Resources</strong></td>
<td></td>
</tr>
<tr>
<td>What are all these IEP Documents? Parent Questions for an IEP</td>
<td><a href="http://www.sbcsesla.org">www.sbcsesla.org</a></td>
</tr>
<tr>
<td>Turning 3: Transition from Early Start to Preschool</td>
<td><a href="http://www.sbcsesla.org">www.sbcsesla.org</a></td>
</tr>
<tr>
<td><strong>Parent Resources</strong></td>
<td></td>
</tr>
<tr>
<td>SIRAS Systems (IEP development)</td>
<td><a href="https://www.sirassystems.org">https://www.sirassystems.org</a></td>
</tr>
<tr>
<td><strong>Educators Resources</strong></td>
<td></td>
</tr>
<tr>
<td>Santa Barbara SBCSELPA Conference Room</td>
<td><a href="mailto:bhelt@sbceo.org">bhelt@sbceo.org</a></td>
</tr>
<tr>
<td>To book Santa Barbara SBCSELPA Conference Room</td>
<td></td>
</tr>
</tbody>
</table>

## Professional Development Locations for Larger Events

North:  Santa Maria Bonita Souza Center:  708 Miller St. Santa Maria, CA 93454

Mid- County: Buellton Recreation Center:  301 2nd St. Buellton, CA 93427

South:  SBCSELPA Conference Room:  5385 Hollister Avenue Building 5 Santa Barbara, CA 93111

Zoom Conferencing

---

This Professional Development Offerings Booklet is updated monthly.
What is SBCSELPA?
The Santa Barbara County Special Education Local Plan Area (SBCSELPA) is a Joint Powers Agency mandated to govern and facilitate special education programs administered by the County Education Office, and LEAs/school districts within Santa Barbara County.

Services
- Provides oversight and case management for students placed in residential treatment nonpublic schools (NPSs)
- Provides wraparound social work services
- Coordinates student mental health IEP related services and NPS placements for LEAs
- Provides BCBA behavioral consult services to LEAs
- Provides educational audiologist consult services to LEAs
- Coordinates with private schools for the support of Child Find and Individual Service Plans (ISPs)
- Allocates funding for special education services
- Coordinates and provides training opportunities for LEA staff, parents, and community
- Allocates and manages low incidence equipment and services funding
- Develops and governs Local Plan special education policy and procedures for participating LEAs
- Engages in interagency agreements with agencies such as Tri-Counties Regional Center and California Children Services
- Establishes a Community Advisory Committee (CAC) that advises the governing board and assists in parent education
- Provides Medical Therapy Units (MTUs) for CCS
- Provides alternative dispute resolution (ADR) to LEAs/districts and parents/guardians
- Provides advisement specific to federal and state special education law

Available Resources
- Special Education Parent Handbook
- Materials lending library
- Links and information at www.sbcelpa.org

The Law
The Individuals with Disabilities Education Act (IDEA) and California special education laws guarantee all students with disabilities a free, appropriate public education in the least restrictive environment. The SBCSELPA and its member districts do not discriminate on the basis of race, color, national origin, religion, sex, or disability in educational programs and activities or employment practices, as required by Title 6 of the Civil Rights Act of 1964, Title 9 of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 respectively.

District Special Education Programs
Call your school district’s special education department for specific program information:
- Adelante Charter School 805-966-7392
- Ballard School District 805-688-4222
- Blochman Union School District 805-922-0334
- Buellton Union School District 805-688-4222
- Carpinteria Unified School District 805-684-7637
- Cold Spring School District 805-964-4711
- College School District 805-922-0334
- Cuyama Joint Unified School District 805-922-0334
- Family Partnership Charter School 805-686-5339
- Goleta Union School District 805-681-1200
- Guadalupe Union School District 805-343-2114
- Hope School District 805-682-2564
- Lompoc Unified School District 805-742-3300
- Los Olivos School District 805-922-0334
- Manzanita Public Charter School 805-734-5600
- Montecito Union School District 805-964-4711
- Orcutt Union School District 805-938-8960
- Santa Barbara Charter School 805-967-6522
- Santa Barbara Unified School District 805-963-4331
- Santa Maria-Bonita School District 805-928-1783
- Santa Maria Joint Union HS District 805-922-4573
- Santa Ynez Valley Union HS District 805-688-4222
- Solvang School District 805-688-4222
- Vista del Mar Union School District 805-688-4222
¿Qué es SBCSELPA?

El Plan de Educación Especial del Área Local del Condado de Santa Bárbara (SBCSELPA) es una Agencia de Poderes Unidos obligada a regular y facilitar programas de educación especial administrados por la Oficina de Educación del Condado, agencias locales de educación (conocidas en inglés como LEA), y distritos escolares en el Condado de Santa Bárbara.

Servicios

- Provee supervisión y administración de casos para los estudiantes asignados a escuelas de tratamiento residencial no públicas (NPS)
- Coordina servicios sociales comprensivos
- Coordina los servicios de salud mental estudiantil del IEP DIS y asignaciones NPS para las LEAs
- Coordina servicios de consulta en comportamiento BCBA a las LEAs
- Coordina con escuelas privadas para el apoyo de los recursos de Child Find y los Planes de Servicio Individual (ISPs)
- Distribuye fondos para servicios de Educación Especial
- Coordina y provee oportunidades de entrenamiento para el personal de la LEA, padres y la comunidad
- Distribuye y maneja equipo de baja incidencia y los fondos para servicios
- Desarrolla y gobierna las normas y procedimientos del Plan Local para Educación Especial para las LEAs participantes
- Se involucra en los acuerdos interinstitucionales con agencias tales como Tri-Counties Regional Center y California Children Services
- Establece un Comité Consejero Comunitario (CAC) que aconseja a la mesa directiva y ayuda en la educación para los padres
- Provee Unidades de Terapia Medicas (MTUs) para California Children Services
- Provee alternativas para la resolución de conflictos (conocida como ADR en inglés) a las agencias locales de educación, los distritos escolares, y los padres de familia y apoderados
- Provee asesoría específica a la ley estatal y federal de Educación Especial

Recursos Disponibles

- Manual para Padres de Educación Especial
- Biblioteca de Materiales prestados
- Enlaces e información en www.sbcelpa.org

Una Agencia de Poderes Unidos

CHILD FIND

Los programas de Educación Especial están disponibles para todos los estudiantes con discapacidades elegibles entre 0—22 años de edad en el Condado de Santa Bárbara. Si usted tiene una razón para creer que su niño necesita servicios de educación especial debido a una discapacidad física, mental, emocional, de aprendizaje o problemas del habla, por favor comuníquese a su distrito escolar local o al SBCSELPA para asistencia.

5385 Hollister Ave, Bldg. 5
Mail Box 107
Goleta, CA 93111
Tel. 805-683-1424
Website: www.sbcelpa.org
Fax 805-967-1960

La Ley

El Acta Educativa para Personas con Discapacidades (IDEA) y las leyes de educación especial de California garantizan a todos los estudiantes con discapacidades una educación apropiada publica gratis en el ambiente menos restringido. La SBCSELPA y sus distritos miembros no discriminan en base a raza, color, origen nacional, religión, sexo o discapacidad en programas y actividades educativas, como se requiere de acuerdo al Titulo 6 del Acta de Derechos Civiles de 1964, Titulo 9 de Enmiendas Educativas de 1972 y Sección 504 del Acta de Rehabilitación de 1973 respectivamente.

Programas de Educación del Distrito

Comuníquese con el Departamento de Educación Especial de su Distrito para información sobre programas específicos.

<table>
<thead>
<tr>
<th>Programa</th>
<th>Teléfono</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adelante Charter School</td>
<td>805-966-7392</td>
</tr>
<tr>
<td>Ballard School District</td>
<td>805-688-4222</td>
</tr>
<tr>
<td>Blochman Union School District</td>
<td>805-922-0334</td>
</tr>
<tr>
<td>Buellton Union School District</td>
<td>805-688-4222</td>
</tr>
<tr>
<td>Carpinteria Unified School District</td>
<td>805-684-7657</td>
</tr>
<tr>
<td>Cold Spring School District</td>
<td>805-964-4711</td>
</tr>
<tr>
<td>College School District</td>
<td>805-922-0334</td>
</tr>
<tr>
<td>Cuyama Joint Unified School District</td>
<td>805-922-0334</td>
</tr>
<tr>
<td>Family Partnership Charter School</td>
<td>805-686-3339</td>
</tr>
<tr>
<td>Goleta Union School District</td>
<td>805-681-1200</td>
</tr>
<tr>
<td>Guadalupe Union School District</td>
<td>805-343-2114</td>
</tr>
<tr>
<td>Hope School District</td>
<td>805-682-2564</td>
</tr>
<tr>
<td>Lompoc Unified School District</td>
<td>805-742-3300</td>
</tr>
<tr>
<td>Los Olivos School District</td>
<td>805-922-0334</td>
</tr>
<tr>
<td>Manzanita Public Charter School</td>
<td>805-734-5600</td>
</tr>
<tr>
<td>Montecito Union School District</td>
<td>805-964-4711</td>
</tr>
<tr>
<td>Orcutt Union School District</td>
<td>805-938-8960</td>
</tr>
<tr>
<td>Santa Barbara Charter School</td>
<td>805-967-6522</td>
</tr>
<tr>
<td>Santa Barbara Unified School District</td>
<td>805-963-4331</td>
</tr>
<tr>
<td>Santa Maria-Bonita School District</td>
<td>805-928-1783</td>
</tr>
<tr>
<td>Santa Maria Joint Union HS District</td>
<td>805-922-4573</td>
</tr>
<tr>
<td>Santa Ynez Valley Union HS District</td>
<td>805-688-4222</td>
</tr>
<tr>
<td>Solvang School District</td>
<td>805-688-4222</td>
</tr>
<tr>
<td>Vista del Mar Union School District</td>
<td>805-688-4222</td>
</tr>
</tbody>
</table>

SELPA235 12-6-17 (S)
Guiding Principles of the Funding Model

Special Education Fiscal Allocation Plan (Local Plan 3204) has been designed to:

1. Provide an incentive for operating cost effective programs for students in public school programs.
2. Provide no incentive for districts to over-identify students for special education services.
3. Provide full-funding for regional programs that is 100% pay-as-you-go funded by LEAs.
4. Ensure that special education funding is distributed proportionately to LEAs.
5. Acknowledge that the AB 602 Funding Allocation Model will not cover the total costs of special education services.
6. Recognize that districts have been, and will need to continue general fund contributions to cover special education costs.
7. Keep program requirements in mind as well as the requirement in Federal law (Title 20 U.S.C. §1413(a)(2)(C)(i) and Title 34 CFR §300.205) that there are restrictions when an LEA may reduce the level of special education expenditures “from local funds below the level of those expenditures for the preceding fiscal year.”
SPED Revenue

Federal Funding

- IDEA Part B, Resource 3310
  Distributed to LEAs based on P-2 Average Daily Attendance (ADA)

- Preschool, Resource 3315
  Distributed to Elementary Schools based on P-2 ADA (no charter)

- Mental Health, Resource 3327
  Distributed to SELPA to pay for residential costs of Non-Public School (NPS) Placements

State Funding

- AB602, Resource 6500
  State allocates revenue based on an equalized per pupil (ADA) rate of $625 per ADA.
  After off-the-top costs, the remaining amount is distributed to LEAs based on the LEA's P-2 ADA.

- Mental Health, Resource 6512
  Distribute to SELPA based on budget to pay for WRAP teams, Mental Health Professionals, and professional development.
  Remaining funds distributed to LEAs for mental health services based on prior year P-2 ADA.
Regional Programs are operated by the County and districts support all students in SB County. Examples of programs: Mod-Severe, Deaf and Hard of Hearing, GROW, Occupational Therapy...

Program Operators are paid monthly by the districts with students served by the programs.

Costs are paid based on the percentage of time the students are served in the program, down to the minute served in some programs.

Financial caps are in place to limit admin, clerical, and related services support (i.e. psyche/behavior support, nurse, speech language...) in all of the Regional Programs.
Other SPED Funding/Expenses

- SBCSELPA receives funds for Low Incidence Materials and Services for students with orthopedic, visually, or hearing impaired disabilities.

- SBCSELPA receives funding for Out of Home Care based on number of beds.

- SBCSELPA allocates funding for legal fees for LEAs
Questions?

Presented by Kim Hernandez, CBO, MSSM
Accountant and Business Official
Santa Barbara County SELPA
805-683-1424
I. **PUBLIC SESSION**

A. **Call to Order**

The regular meeting of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) Joint Powers Agency Board was called to order by Cary Matsuoka at 12:02 p.m. at the Jonata School Library, Buellton, CA.

B. **Roll Call**

Lindsay MacDonald took membership roll call.

Members Present: Debbie Blow  
John Davis  
Randy Haggard  
Anne Hubbard, Vice Chairperson  
Cary Matsuoka, Chairperson  
Susan Salcido

Members Absent: Amy Alzina, Clerk  
Trevor McDonald

Others Present: Ray Avila, SBCSELPA Executive Director and Secretary to the Board, and other SBCSELPA staff:  
Jennifer Connolly, SBCSELPA Coordinator  
Kim Hernandez, SBCSELPA Chief Business Official  
Lindsay MacDonald, SBCSELPA Executive Secretary

C. **Flag Salute**

Cary Matsuoka led the assembly in the Pledge of Allegiance.

D. **Welcome Guests**

Cary Matsuoka welcomed guests: Kirsten Escobedo, Assistant Superintendent, Special Education, Santa Barbara County Education Office.

E. **SBCSELPA Executive Director’s Report**

Ray Avila highlighted item #5 on his report regarding CDE Compliance Updates, sharing that terminology changed this year for annual Performance Indicator Review (PIR) to Special Education Plan (SEP) Review. The CDE Mega-Letters have gone out to the LEA’s, County wide we have nineteen (19) districts going through Targeted Monitoring, one (1) district going through Intensive Monitoring, and two (2) districts going through Significant
E. SBCSELPA Executive Director’s Report (Continued)

Disproportionality. Ray also informed the Board that his monthly State SELPA meeting was at the end of the week and he would report back with any important updates at our next meeting. The Board was satisfied; there were no questions or comments.

II. PUBLIC COMMENTS

There were no public comments.

III. APPROVAL OF ADDITIONAL EMERGENCY ITEMS

There were no additional emergency items presented.

IV. APPROVAL OF ACTION AGENDA

Recommendation: The JPA Board approve the Action Agenda as presented.

Motion to Approve: Susan Salcido Second: Debbie Blow

Vote: 6 – 0 The motion passed with JPA Board Members Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

V. CONSENT AGENDA

The JPA Board took action on Items A - C:

A. Minutes of February 3, 2020 Regular Meeting

B. Ratification of Payment of Claims: 01-600176 – 01-5600186; 01-601035 – 01-601048; 01-601974 – 01-601987.

C. 2019 – 2020 Nonpublic School (NPS) Individual Service Agreements (ISAs)

Recommendation: The JPA Board approve Consent Agenda Items A through C as presented.

Motion to Approve: Randy Haggard Second: Susan Salcido

The Board was satisfied; there were no questions or comments.

Vote: 6 – 0 The motion passed with JPA Board Members Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

VI. PRESENTATION

A. Second Interim Report for Fiscal Year 2019-2020, Presenter Kim Hernandez

Kim Hernandez, CBO, MSSM, SBCSELPA Business Official presented on the Second Interim Report beginning with a review of the SELPA budget reviews followed by a review of what Second Interim is. Second Interim is the last budget test before actuals at year-end, a review of current projections, now through the end of the year and subsequent 2 years. The SBCSELPA has received a positive certification, meaning we will meet our financial obligations. Next Kim reviewed what is in the Second Interim Report, (1) any changes in estimates from First Interim and (2) updated projections for multi-years based on Governor’s Budget for 2020-2021. Budget changes form First Interim include increase in revenue, increase in expenses, and decrease in expenses; Kim listed specific items under each category on her PowerPoint slide. You can see that we had an increase in expenses, but we also have budget reserves for certain expenses and a decrease in other expenses, with the various ups and downs it ends up being a wash for us at the end; the excel spreadsheet shows that the bottom line remains the same. $40.5k of $100k of reserve that the Board assigned
A. Second Interim Report for Fiscal Year 2019-2020, Presenter Kim Hernandez (Continued)

from FY18-19 Ending Fund Balance was used to cover net total increase. We still have $629,651 of unassigned monies.

Kim then reviewed Nonpublic School Placement (NPS) remaining funds and based on current placements and expenditures, she is anticipating at least $1M remaining in the Non-MH and MH NPS placement accounts at year-end. The Board will allocate 19-20 Ending Fund Balance at the Start of 20-21. Typically, the Board directs SELPA to allocate the funding back to the districts in the fall. This year, SELPA allocated $746,814 of Mental Health funds to the districts in the fall of 2019.

Lastly was the multi-year projection, 2 years subsequent revenue and expenses. Kim does not anticipate any carryovers but we probably will have some in which the JPA Board will advise how to allocate. Another excel spreadsheet was provided to show the multi-year projection and she is confident that we will continue to have a positive certification.

Susan Salcido asked about the WRAP team and whose step and column is used for their salary schedule, Kim advised that currently Santa Barbara Charter is who pays them so they are under SBUSD. Cary Matsuoka asks for a recommendation from Ray as to regional deferred maintenance budget reserves, currently $25,000 remaining in this account and he would suggest the increase it by $25,000 to start the year at $50,000, Cary requests to have this increase planned into budget adoption.

Cary Matsuoka comment on NPS and how those numbers have decreased and that Kim shares every year as we the New Year with same as pervious year of $1.9M is set aside and then leftover is distributed. Kim also comments that in a funding model committee meeting it has been discussed and agreed that we should rather hold money in reserves and distribute back out later then have to collect the money from the Districts at the end of the year.

Lastly, Cary also comments on the multi-year projection and how this Board has been on a mission to not carry such high balances, started at approximately a 40% reserve, last year it got smaller, about 8%, which he is comfortable at but would not suggest going any lower. These lower reserves allowed the money to go back out into the Districts. The Board was satisfied; there were no further questions or comments.

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

A. Certification of Second Interim Report for Fiscal Year 2019-2020

Recommendation: The JPA Board certify the Second Interim Report for Fiscal Year 2019-2020 as presented.

Motion to Approve: Debbie Blow Second: Randy Haggard
The Board was satisfied; there were no questions or comments.

Vote: 6 – 0 The motion passed with JPA Board Members Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Cary Matsuoka and Susan Salcido voting in favor; none opposed.
B. **SBCSELPA Employee 1% COLA Salary Increase for 2020-2021**

**Recommendation:** The JPA Board approve a 2020-2021 1% COLA salary increase for SBCSELPA staff as presented.

**Motion to Approve:** Susan Salcido
**Second:** Debbie Blow

Cary Matsuoka reminded the Board that this item was discussed in closed session at the February 3, 2020 JPA Board meeting. The Board was satisfied; there were no further questions or comments.

**Vote:** 6 – 0 The motion passed with JPA Board Members Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

C. **Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Additional Paraprofessional Support for Hapgood Preschool Program**

**Recommendation:** The JPA Board approve the SBCEO request for additional Paraprofessional support for Hapgood Preschool Program as presented.

**Motion to Approve:** Randy Haggard
**Second:** Antonio Garcia

Ray Avila reviews that the dust has settled and kids have been placed and so it is that time when the regional programs often request additional support. Ray confirms that all 3 requests in this agenda were presented to SEAM and he visited each site with other representatives. Kirsten Escobedo explains that this is a request for additional paraprofessional support and the reason for the need is that this is a busy class and for safety reasons. Ray comments that this is a great classroom that sits next to a general education classroom of their peers. Kristen also confirmed this request is for the remainder of this year and will be re-evaluated next year. The Board was satisfied; there were no questions or comments.

**Vote:** 6 – 0 The motion passed with JPA Board Members Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

D. **Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Funding for Program Expansion for Preschool SDC / “Preschool Plus”**

**Recommendation:** The JPA Board approve the SBCEO request for funding for program expansion for Preschool SDC / “Preschool Plus” as presented.

**Motion to Approve:** Debbie Blow
**Second:** Anne Hubbard

Kirsten Escobedo reviewed the request and what “Preschool Plus” is, essentially a resource for preschoolers. This request is for an additional staff person in the preschool plus model; they have taken the guidelines in the local plan and applied it to this model. Currently they have the staff allocated to serve 32 students, but they project to be 17 over cap by the end of the school year, this is ongoing because they continue to grow. The Board was satisfied; there were no questions or comments.

**Vote:** 6 – 0 The motion passed with JPA Board Members Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Cary Matsuoka and Susan Salcido voting in favor; none opposed.
E. Santa Barbara County Education Office (SBCEO) Regional Program Operator
Request for Funding of Additional Paraprofessional Support for Lompoc LEAP Program

Recommendation: The JPA Board approve the SBCEO request for additional Paraprofessional support for Lompoc LEAP Program as presented.

Motion to Approve: Randy Haggard Second: Debbie Blow
Kirsten Escobedo reviewed the request, reminding everyone that LEAP is the autism program and that this request is being made due to a need based on behavioral concerns and activities of daily living in the class. Ray comments that this teacher is great; she is one of the SELPA-bration award recipients. Kirsten also confirmed that this request is just for the remainder of this year. The Board was satisfied; there were no questions or comments.

Vote: 6 – 0 The motion passed with JPA Board Members Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

F. Santa Barbara County Education Office (SBCEO) Regional Program Operator
Request for Funding of Additional Paraprofessional Support for Orcutt Academy Preschool

Recommendation: The JPA Board approve the SBCEO request for additional Paraprofessional support for Orcutt Academy Preschool as presented.

Motion to Approve: Randy Haggard Second: Antonio Garcia
Kirsten Escobedo reviewed the request, explaining that the number of students is already over the cap and it has been for a while now. Kirsten also confirmed that this request is just for the remainder of this year. The Board was satisfied; there were no questions or comments.

Vote: 6 – 0 The motion passed with JPA Board Members Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

VIII. ITEMS FOR INFORMATION AND DISCUSSION
A. SBCSELPA Local Plan Revision (First Reading)
Ray Avila reviews why the Local Plan revision is taking place and what it entails. He explains that a Local Plan Committee was formed and met several times to review and revise our current local plan and the first draft has now been put together and it will be brought back for the Second Reading/Approval in May. Ray comments that there were no major revisions just mainly imputing the information into templates that the CDE is now requiring. The current SBCSELPA Local Plan has about 12 main sections, the main parts that received content revisions/updating was information regarding assessments and finances. Ray further explained that the Susan Salcido, SBCEO Superintendent, will have to sign off on the revised local plan, and after the JPA Board approves the final plan then each District will have to present it to their Board for approval. Ray reminds everyone that he is happy to attend any District Board meetings if requested, the SBCSELPA is here as a resource in getting this approved by all the required entities. The deadline to have the revised Local Plan submitted to the CDE is June 30, 2020. Several of the Board members comment that if they could receive the final approved plan as soon as possible they would appreciate it because getting it on their respective District Board agendas can be a task. The Board was satisfied; there were no questions or comments.
B. SBCEO First Interim Report and Analysis and Recommendations
Ray Avila confirms that we received a positive certification. The Board was satisfied; there were no questions or comments.

C. SBCSELPA Office Lease Renewal
Ray Avila shares that we still have not received a response from the property manager regarding a 3-5 year lease extension proposal. Ray brought up the discussion of the current options to extend as outlined in our current lease for 1 or 2 years. Cary Matsuoka commented that we are currently in an owners market and that we should discuss where the Board is comfortable should we receive longer lease option proposals from the owners. Cary asks what the cap should be over 5 years; if they offer a 5-year lease with a 3% increase over 5 years the Board approved that Ray can tentatively accept, a 4% increase Ray should bring back to the Board for review and decision in May. The Board was satisfied; there were no further questions or comments.

D. Santa Barbara Charter School Notice of Termination of MOU
Ray Avila reviews that WRAP is a direct service and SELPA cannot employ them, that is why SB Charter is their employer, however, they have since notified us that they are too small to continue to take on this responsibility and do not wish to renew the MOU at the end of this year. Ray shares that he met with the Donna Lewis, Superintendent of Goleta Unified School District, to discuss the possibility of GUSD taking over this MOU, which seemed natural because they are our RLA/AU. Donna was receptive to the idea and said she would need to discuss it with fiscal services. Ray confirmed that prior to the Board meeting Conrad Tedeschi confirmed that GUSD was agreeable to taking over this MOU and so this MOU will be on the May agenda for approval. Ray also mentioned that Conrad would like to discuss an increase in the current fee for this service/reimbursement, which is currently 1.5% of the total amount each month; this is very low and not standard rate. Susan Salcido inquired as to how changing to GUSD would affect the WRAP team’s salary (step and columns), Ray explained that he did review and compare the SBUSD and GUSD salary schedule for classified employees and the change will result in a small salary increase. Cary Matsuoka brings to the Boards attention that we should be aware that when the WRAP team becomes employees of GUSD the collective bargaining of GUSD affects them, and so they have a 6-month probationary period and then become permanent employees, which is not the case when the Charter school acts as their employer. Cary comments that they should schedule a 4-month review for each employee, Ray confirms that he conducts the reviews and then informs the District, and this should be explicitly outlined in the MOU before CSCA is alerted of it. The Board was satisfied; there were no further questions or comments.

E. Resignation Notification from Amanda Palen, SBCSELPA Youth Support Specialist (YSS)
Ray Avila confirms that we do not intend to fill this position at this time because there is not a need; based on the referrals submitted in the future we will fill the position based on need. This will create a cost savings at this time. The Board was satisfied; there were no questions or comments.

F. Terms of 2020-2021 Employment Contract for Rosy Matos-Bucio as SBCSELPA Board Certified Behavior Analyst (BCBA)
Ray Avila reviews that the BCBA salaries are 90 percent funded by the Districts who purchase their time, for example, Phil Pandac primarily serves SMUJUSD and Rosy serves South County and the SYVSEC. Ray comments that Rosy’s services are in high demand and currently her days are maxed out, so he is proposing increasing her contract by 10 days to allow her time for SELPA work, primarily professional development training, in addition to her work at the Districts. Rosy’s revised contract will be presented to the Board in May with
the other contracts that are renewed annually in May. The Board was satisfied; there were no questions or comments.

G. **SBCSELPA Special Education Parent Handbook Revisions/Updates**
Ray Avila shares that Jennifer Connolly has lead committee work to review and update the Special Education Parent Handbook, although this does not require Board approval we wanted to notify the Board that this handbook has been updated. Jennifer also shares that it is in the process of being translated into Spanish and then both versions will be distributed to the Districts. The Board was satisfied; there were no further questions or comments.

H. **JPA Board Membership Term Expirations**
Ray Avila reviews the current Board membership and points out that 2 members will be retiring this year, Cary Matsuoka and Debbie Blow, and 2 members terms expire this year, Randy Haggard and Antonio Garcia, leaving 4 seats open to fill. Ray comments that we are hopeful that Randy and Antonio will renew their membership terms, Cary comments that due to size it is probably important that Antonio be at the table. Debbie comments that it is also important to smaller districts represented for balance, Orcutt is in the middle, and other members concur with Debbie. Cary comments that he would be happy to encourage his successor to fill his seat since they are a large district that should be represented. The Board was satisfied; there were no further questions or comments.

I. **SBCSELPA Professional Development**
Ray Avila reminds the Board that since there is no April JPA meeting we have provided the P.D. calendar for March and April. Ray also shares that we have a legal training scheduled for the following day on note taking in IEPs. Anne Hubbard asks if Project Read training will be offered in the upcoming year, Jennifer Connolly responds that she plans to survey the Districts and we will offer Project Read or something similar depending on the survey results. Jennifer also comments that CPI trainings have been full lately. The Board was satisfied; there were no further questions or comments.

J. **LEA/District Costs Associated with Due Process SBCSELPA Year-to-Date Account Balances**
The Board was satisfied; there were no questions or comments.

K. **SBCSELPA Legal Fees Year-to-Date Reserve**
The Board was satisfied; there were no questions or comments.

L. **Nonpublic School (NPS) Year-to-Date Placement Expenditures**
Cary Matsuoka comments to the Board that after reviewing the last three (3) charts that we receive regularly that these numbers are not an accident, he would like to recognize that we have done well and worked hard and as a result these numbers are not maxed out which was not always the case previously. The Board was satisfied; there were no further questions or comments.

IX. **MISCELLANEOUS AGENDA**

A. **Items Proposed for Future Action or Discussion**
Jennifer Connolly shared about the SELPA-bration and that the 2020 award winners have been selected and Jennifer is in the process of personally notifying each award recipient. Susan Salcido commented that she appreciates the SBCSELPA putting this together; she also requested that a memo listing all of the award winners and those who were nominated and will receive honorable mention recognition. There were no other items proposed for future action or discussion.
B. **Next Scheduled JPA Board Meeting:** May 4, 2020, 12:00 p.m.  
Jonata Middle School Library, Buellton, CA

X. **PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEMS**  
There were no public comments.

XI. **CLOSED SESSION** The JPA Board adjourned to Closed Session at 1:08 p.m.  
A. **Confidential Nonpublic School (NPS) Student Updates**

B. **Evaluation of the SBCSELPA Executive Director**

XII. **RECONVENE TO PUBLIC SESSION:** Cary Matsuoka called the meeting back into Public Session at 1:23 p.m. The Board took action as appropriate.

XIII. **ADJOURNMENT**  
Cary Matsuoka adjourned the meeting at 1:24 p.m.

_________________________  __________________________
Cary Matsuoka, Chairperson  Ray Avila, Secretary
Santa Barbara County SELPA  Santa Barbara County SELPA

_________________________
Date  _______________________

SBCSELPA JPA BOARD  
MINUTES OF MARCH 2, 2020 REGULAR MEETING
B. Next Scheduled JPA Board Meeting:  May 4, 2020, 12:00 p.m.  
Jonata Middle School Library, Buellton, CA

X. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEMS  
There were no public comments.

XI. CLOSED SESSION The JPA Board adjourned to Closed Session at 1:08 p.m.  
A. Confidential Nonpublic School (NPS) Student Updates  
B. Evaluation of the SBCSELPA Executive Director

XII. RECONVENE TO PUBLIC SESSION: Cary Matsuoka called the meeting back into Public  
Session at 1:23 p.m. The Board took action as appropriate.

XIII. ADJOURNMENT  
Cary Matsuoka adjourned the meeting at 1:24 p.m.

Signature Attached
Cary Matsuoka, Chairperson  
Santa Barbara County SELPA  
6/2/2020  
Date  

Ray Avila/Secretary  
Santa Barbara County SELPA  
5/4/20  
Date

SBCSELPA JPA BOARD  
MINUTES OF MARCH 2, 2020 REGULAR MEETING
B. **Next Scheduled JPA Board Meeting:** May 4, 2020, 12:00 p.m.
Jonata Middle School Library, Buellton, CA

X. **PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEMS**
There were no public comments.

XI. **CLOSED SESSION** The JPA Board adjourned to Closed Session at 1:08 p.m.
   A. **Confidential Nonpublic School (NPS) Student Updates**
   
   **B. Evaluation of the SBCSELPA Executive Director**

XII. **RECONVENE TO PUBLIC SESSION:** Cary Matsuoka called the meeting back into Public Session at 1:23 p.m. The Board took action as appropriate.

XIII. **ADJOURNMENT**
Cary Matsuoka adjourned the meeting at 1:24 p.m.

[Signature]
Cary Matsuoka, Chairperson
Santa Barbara County SELPA

[Signature]
Ray Avila, Secretary
Santa Barbara County SELPA

Date: 6/2/2020

SBCSELPA JPA BOARD
MINUTES OF MARCH 2, 2020 REGULAR MEETING
I. PUBLIC SESSION
   A. Call to Order
      The regular meeting of the Santa Barbara County Special Education Local Plan Area
      (SBCSELPA) Joint Powers Agency Board was called to order by Cary Matsuoka at 12:04 p.m.
      via Zoom (Meeting ID: 966-5056-9185).

   B. Roll Call
      Lindsay MacDonald took membership roll call.

      Members Present: Amy Alzina, Clerk
                       Debbie Blow
                       Antonio Garcia
                       Randy Haggard
                       Anne Hubbard, Vice Chairperson
                       Trevor McDonald
                       Cary Matsuoka, Chairperson
                       Susan Salcido

      Members Absent: None

      Others Present: Ray Avila, SBCSELPA Executive Director and Secretary to the Board,    
                       and other SBCSELPA staff:                                            
                       Lindsay MacDonald, SBCSELPA Executive Secretary
                       Jennifer Connolly, SBCSELPA Coordinator
                       Kim Hernandez, SBCSELPA Business Official
                       Margaret Slater, SBCSELPA Office Manager
                       Kirsten Escobedo, Asst. Supt. of Special Education, SBCEO

   C. Flag Salute
      Cary Matsuoka led the assembly in the Pledge of Allegiance.

   D. Welcome Guests
      There were no guests.
E. SBCSELPA Executive Director’s Report
Ray Avila highlighted item #5 CDE Compliance Updates and noted that the California Department of Education is delaying some compliance items from June 30th to November 15th. He noted that both he and Jennifer Connolly are working with districts in our SELPA to ensure that their data reporting is completed in a timely manner. The Board was satisfied; there were no comments or questions.

II. PUBLIC COMMENTS
There were no public comments.

III. PUBLIC HEARING
A. Santa Barbara County SELPA 2020-2021 Annual Budget and Service Plans
   Cary Matsuoka convened the Public Hearing at 12:07 p.m. for public comment, hearing none;
   Cary Matsuoka adjourned the Public Hearing at 12:07 p.m.

IV. APPROVAL OF ADDITIONAL EMERGENCY ITEMS
There were no additional emergency items presented.

V. APPROVAL OF ACTION AGENDA
Recommendation: The JPA Board approve the Action Agenda as presented.

Motion to Approve: Susan Salcido Second: Randy Haggard

Vote: 8 – 0 The motion passed with JPA Board Members Amy Alzina, Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Trevor McDonald, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

VI. CONSENT AGENDA
The JPA Board took action on Items A - M:
A. Minutes of March 2, 2020 Regular Meeting
B. Ratification of Payment of Claims: 01-603056 – 01-603083, 01-603804 – 01-603817, 01-604740 – 01-604757, 01-605733 – 01-605745, 01-606696 – 01-606726, 01-607840 – 01-607861, 01-608756 – 01-609556 – 01-609556, 01-609564, 01-610173 – 01-610181, 01-610867 – 01-610880.
C. 2019-20 Nonpublic Agency (NPA) Rates
D. SIRAS Systems Service Contract Renewal for 2020-2022
E. SB-PIC (SBCSELPA / UCSB) APPIC Doctoral School Psychologist Intern 20-21 Match and Services Agreement
F. Memorandum of Understanding (MOU) Between SBCSELPA and Goleta Union School District (GUSD) as Employer of Record for Special Education Social Work “Wrap Around Like” (WRAP) Individual Education Plan (IEP) Related services Team to SBCSELPA Member LEAs for the 2020-2021 School Year
G. Employment Contract Renewal for Jennifer Connolly as SBCSELPA Coordinator
H. Employment Contract Renewal for Stephan Salter as SBCSELPA Mental Health Specialist / Wraparound Team Coordinator
I. Employment Contract Renewal for Taryn Hurvitz as SBCSELPA Audiologist
J. Employment Contract Renewal for Alison Lindsey as SBCSELPA Mental Health Specialist
K. Employment Contract Renewal for Rosy Matos-Bucio SBCSELPA Board Certified Behavior Analyst
VI. CONSENT AGENDA (Continued)

L. Employment Contract Renewal for Philbert Pandac as SBCSELPA Board Certified Behavior Analyst
M. Employment Contract Renewal for Deborah Umansky as SBCSELPA Mental Health Specialist Clinical Psychologist

Recommendation: The JPA Board approve Consent Agenda Items A through M as presented.

Motion to Approve: Randy Haggard Second: Antonio Garcia
The Board was satisfied; there were no questions or comments.

Vote: 8 – 0 The motion passed with JPA Board Members Amy Alzina, Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Trevor McDonald, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

VII. PRESENTATION

There was no presentation.

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

A. SBCSELPA 2020-2021 Annual Budget and Service Plans

Recommendation: The JPA Board approve the SBCSELPA Annual Budget and Service Plans as presented.

Motion to Approve: Debbie Blow Second: Randy Haggard
Ray Avila stated that the SBCSELPA 2020-2021 Annual Budget and Service Plan was something that the JPA Board approved each year and that this year it was part of the revision to the Local Plan. He asked Kim Hernandez to walk the board through the information being presented. Kim commented that while the Annual Budget and Service Plan was for 2020-2021 it uses information available in February at P-1. She commented that the report provides projections for both revenue and expenditures and includes a projected COLA of 2.29% but does not include the projected addition of $100 per ADA. The Board was satisfied; there were no further questions or comments.

Vote: 8 – 0 The motion passed with JPA Board Members Amy Alzina, Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Trevor McDonald, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

B. Santa Barbara County SELPA Local Plan Revision (Second Reading/ Approval)

Recommendation: The JPA Board approve the SELPA Local Plan Revision as presented.

Motion to Approve: Susan Salcido Second: Debbie Blow
Ray Avila reported that the Local Plan revision was part of a state-wide effort mandated by the California Department of Education. He further reported that the revision has been in process since the start of the year and has been vetted by the Community Advisory Committee (CAC), SEAM and SEAMBO, and the JPA Board. The Local Plan has been through two reading with each group. While there have been no major changes to the Local Plan, some language has been updated and minor revisions have been made at the
VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION (Continued)

B. Santa Barbara County SELPA Local Plan Revision (Second Reading/Approval) (Continued)

recommendation of the CAC, SEAM and SEAMBO and the JPA Board. Susan Salcido thanked Ray for the phenomenal job that he and his staff have done in updated the Local Plan. Cary Matsuoka encouraged the superintendents to obtain local approval of this document. The Board was satisfied; there were no further questions or comments.

Vote: 8 – 0 The motion passed with JPA Board Members Amy Alzina, Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Trevor McDonald, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

C. SBCSELPA Office Lease Extension and Update

Recommendation: The JPA Board approve the SBCSELPA Office Lease Extension and Update as presented.

Motion to Approve: Randy Haggard  Second: Anne Haggard

Ray Avila reported that the SELPA is exercising their option to extend their lease for one more year. He reported that he had met with the property management company on March 17, 2020 and learned that the building where the SELPA office is currently located has been sold. The SELPA will be moving to another building within the same complex when the COVID-19 crisis is behind us. The new owner of the building will be responsible for remodeling the SELPA’s new location and moving the office. The Board was satisfied; there were no questions or comments.

Vote: 8 – 0 The motion passed with JPA Board Members Amy Alzina, Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Trevor McDonald, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

D. Santa Barbara County Education Office (SBCEO) Regional Program Request for Continued Funding of Additional Instructional Assistance (IA) Support for the 2020-2021 School Year

Recommendation: The JPA Board approve the Santa Barbara County Education Office (SBCEO) Regional Program Request for Continued Funding of Additional Instructional Assistance (IA) Support for the 2020-2021 School Year as presented.

Motion to Approve: Anne Hubbard  Second: Debbie Blow

Ray Avila asked Kirsten Escobedo to speak to this item. Kirsten reported that the Santa Barbara County Education Office is seeking continued approval during the 2020-2021 school year for three additional instruction assistant position for regional program operated by her office. Ray recommended approval of this item. The Board was satisfied; there were no further questions or comments.

Vote: 8 – 0 The motion passed with JPA Board Members Amy Alzina, Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Trevor McDonald, Cary Matsuoka and Susan Salcido voting in favor; none opposed.
VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION (Continued)

E. Santa Barbara County Education Office (SBCEO) Request to Exceed the Non-Salary Budget Regional Program Cost Caps

Recommendation: The JPA Board approve the Santa Barbara County Education Office (SBCEO) Request to Exceed the Non-Salary Budget Regional Program Cost Caps as presented.

Motion to Approve: Randy Haggard  Second: Antonio Garcia

Ray Avila asked Kirsten Escobedo to speak to this item. Kirsten reported that this request is for replacement and upgrade of technology, assessment kits and protocols for regional programs operated by her office and that the request was in line with previous years requests. The Board was satisfied; there were no further questions or comments.

Vote: 8 – 0 The motion passed with JPA Board Members Amy Alzina, Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Trevor McDonald, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

F. SBCSELPA Residential Nonpublic School Visitation Checklist Form Revision

Recommendation: The JPA Board approve the SBCSELPA Residential Nonpublic School Visitation Checklist Form Revision as presented.

Motion to Approve: Debbie Blow  Second: Susan Salcido

Ray Avila reported that this form was used when SBCSELPA staff visited students who were placed in nonpublic school residential facilities. He commented that the SBCSELPA Mental Health staff has revised the form using model from other SELPAs. The Board was satisfied; there were no questions or comments.

Vote: 8 – 0 The motion passed with JPA Board Members Amy Alzina, Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Trevor McDonald, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

VIII. ITEMS FOR INFORMATION AND DISCUSSION

A. SBCSELPA 2020-2021 Proposed Adopted Budget

Kim Hernandez reported that the SBCSELPA 2020-2021 Proposed Adopted Budget was being brought to the Board for review and would be brought back in June for approval. Cary Matsuoka asked Kim what revisions she might project depending on the Governor’s May Budget Revision. Kim reported that she would take out COLA projections but did not foresee any other revisions being necessary. The Board was satisfied; there were no further questions or comments.

B. SBCSELPA Professional Development Plan for 2020-2021

Ray Avila shared that the COVID-19 crisis has put SBCSELPA Professional Development on a new platform and given staff a glimpse of how to prepare for 2020-2021. Ray reported that the SBCSELPA Professional Development offering via Zoom were well attended in April and that he predicts that the 2020-2021 year will bring a hybrid plan with some offerings in person and others offered via Zoon. Cary Matsuoka asked that there be consideration for professional development that is directed to paraprofessional staff. He also asked that SELPA staff stay in touch with the JPA Board regarding professional development planning as districts are beginning to feel pressure from unions regarding having staff attend
B. SBCSELPA Professional Development Plan for 2020-2021 (Continued)

virtual professional development offerings. The Board was satisfied; there were no further
questions or comments.

C. SBCSELPA Occupational Therapist or Speech Language Specialist, Augmentative
Communication / Assistive Technology Specialist

Ray Avila reported that there has been an ongoing need within our SELPA for AAC/AT
referrals. Many districts are relying on private contractors to meet this need. Ray has
reviewed the need with SEAM and is proposing that the SELPA hire an AAC/AT position on
a Pay As You Go basis for next year following the Ventura County SELPA model. Ray
reported that the next step will be to bring the job descriptions and salary schedules back to
the JPA Board for approval in June. The Board was satisfied; there were no questions or
comments.

D. Local Pan Policy 3204 Appendix B, Attachment 1, Recommended Related Services FTE
Support for Regional Programs by Program Type, and Appendix B, Attachment 3,
Allowable Regional Program Administrative & Classified Clerical Support Charges
(percentages to total program cost) (First Reading)

Ray Avila reported that this proposed policy change was as a result of an earlier request from
the Board to look at efforts to maintain regional programs. An Ad Hoc Committee was
formed with the goal of targeting the neediest population. The committee looked at ways to
provide incentive to operate regional TLP programs. Kim Hernandez presented the Ad Hoc
Committee’s recommendations by increasing the allowable FTE for school psychologist,
BCBA and mental health staff in the programs to .70 FTE combined along with an addition
of .20 FTE for administrative support. Debbie Blow asked whether there would be a cost
savings for her district if this policy were approved and she was able to send her students to a
regional program versus a non-regional program. Kim reported that Orcutt would still have a
cost to send a student to a regional TLP program based on the current Funding Model Pay As
You Go basis. Susan Salcido recommended that the SELPA look at tracking data to see if
providing an incentive to operate a regional program was proving beneficial. Cary Matsuoka
commented that he was cautiously optimistic about this plan but would like to see how it
would play out over a four-year period. He suggested picking a district and see what their
costs would be using this plan. He cautioned that if the cost per student becomes too high it
would tip over the effectiveness of this plan. Ray agreed to pull together this data and
present it to the Board when this item comes back on the June agenda for approval. The
Board was satisfied; there were no further questions or comments.

E. IEPs during COVID-19

Ray Avila brought this item forward as a request for the April SEAM meeting. The special
education directors have asked him to gather information on whether or not districts are
conducting IEP meetings at this time. Anne Hubbard reported that her district is holding
IEPs. They have conducted a hybrid version where some people come into the office and
others participate remotely. She reported that staff have more flexibility to hold the meetings
and the district does not have to employ substitutes. Amy Alzina reported that her district is
holding transitional IEPs for students who will be attending Santa Barbara Unified in the fall
and that parents are reporting that they are pleased with the services they are receiving.
Susan Salcido asked Kirsten Escobedo to speak about how the County is handling IEP
meetings. Kirsten reported that they are holding all types of meetings, annuals, tri-ennials,
VIII. ITEMS FOR INFORMATION AND DISCUSSION (Continued)

E. IEPs during COVID-19 (Continued)
   and transition meetings. They are making decision based on record reviews when no current
   assessments are available. The Board was satisfied; there were no further questions or
   comments.

F. Resignation Notification from Rick Petersen, SBCSELPA Mental Health Specialist
   Ray Avila reported that Rick Petersen has tendered his letter of resignation. He will be
   retiring on June 30th. Ray reported that he is not proposing to replace this position, as
   Stephan Salter and Alison Lindsey will be taking over these duties. The Board was satisfied;
   there were no questions or comments.

G. Community Advisory Committee (CAC) Regular Meeting Minutes
   Ray Avila reported that the Community Advisory Committee had held their final meeting of
   the 2019-2020 school year in April. Jennifer Connolly commented that the CAC had taken
   on a project this year of creating a tool kit for parents of students transitioning from early
   start to preschool. This tool kit will be provided to all preschool teachers and will be posted
   in SIRAS for staff to use. The Board was satisfied; there were no questions or comments.

H. LEA/District Costs Associated with Due Process SBCSELPA Year-to-Date Account
   Balances
   The Board was satisfied; there were no questions or comments.

I. SBCSELPA Legal Fees Year-to-Date Reserve
   The Board was satisfied; there were no questions or comments.

J. Nonpublic School (NPS) Year-to-Date Placement Expenditures
   The Board was satisfied; there were no questions or comments.

IX. MISCELLANEOUS AGENDA

A. Items Proposed for Future Action or Discussion
   Susan Salcido commented that at some point the SBCSELPA would need to approve next
   year’s meeting dates. There were no other items proposed for future action or discussion.

B. Next Scheduled JPA Board Meeting: June 1, 2020, 12:00 p.m.
   Virtually via Zoom (To Be Scheduled)

X. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEMS
   There were no public comments.

XI. CLOSED SESSION The JPA Board adjourned to Closed Session at 1:30 p.m.
   A. Confidential Nonpublic School (NPS) Student Updates

   B. Evaluation of the SBCSELPA Executive Director

   C. Employment Contract Renewal for Ray Avila as SBCSELPA Executive Director
XII. **RECONVENE TO PUBLIC SESSION**: Cary Matsuoka called the meeting back into Public Session at 1:46 p.m. The Board took action as appropriate.

A. **REF: XI-C, Employment Contract Renewal for Ray Avila as SBCSELPA Executive Director Government Code § 54953 (c) (3).** Consideration of a one percent (1%) pay increase effective July 1, 2020 and two-year extension of contract for Executive Director (July 1, 2020 – June 30, 2022).

**Motion to Approve:** Anne Hubbard **Second:** Debbie Blow
The Board was satisfied; there were no questions or comments.

**Vote:** 7 – 0 The motion passed with JPA Board Members Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Trevor McDonald, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

XIII. **ADJOURNMENT**
Cary Matsuoka adjourned the meeting at 1:50 p.m.

_________________________________________  ________________________________
Cary Matsuoka, Chairperson                      Ray Avila, Secretary
Santa Barbara County SELPA                        Santa Barbara County SELPA

_________________________  ________________________________
Date                                                      Date
SBCSELP A JPA BOARD
MINUTES OF MAY 4, 2020 REGULAR MEETING

XII. RECONVENE TO PUBLIC SESSION: Cary Matsuoka called the meeting back into Public Session at 1:46 p.m. The Board took action as appropriate.

A. REF: XI-C, Employment Contract Renewal for Ray Avila as SBCSELP A Executive Director Government Code § 54953 (c) (3). Consideration of a one percent (1%) pay increase effective July 1, 2020 and two-year extension of contract for Executive Director (July 1, 2020 – June 30, 2022).

Motion to Approve: Anne Hubbard Second: Debbie Blow
The Board was satisfied; there were no questions or comments.

Vote: 7 – 0 The motion passed with JPA Board Members Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Trevor McDonald, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

XIII. ADJOURNMENT
Cary Matsuoka adjourned the meeting at 1:50 p.m.

Signature Attached
Cary Matsuoka, Chairperson
Santa Barbara County SELPA
6/2/2020

Ray Avila, Secretary
Santa Barbara County SELPA
6/1/20
SBCSELPA JPA BOARD
MINUTES OF MAY 4, 2020 REGULAR MEETING

XII. RECONVENE TO PUBLIC SESSION: Cary Matsuoka called the meeting back into Public Session at 1:46 p.m. The Board took action as appropriate.

A. REF: XI-C, Employment Contract Renewal for Ray Avila as SBCSELPA Executive Director Government Code § 54953 (c) (3). Consideration of a one percent (1%) pay increase effective July 1, 2020 and two-year extension of contract for Executive Director (July 1, 2020 – June 30, 2022).

Motion to Approve: Anne Hubbard Second: Debbie Blow
The Board was satisfied; there were no questions or comments.

Vote: 7 – 0 The motion passed with JPA Board Members Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Trevor McDonald, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

XIII. ADJOURNMENT
Cary Matsuoka adjourned the meeting at 1:50 p.m.

Cary Matsuoka, Chairperson
Santa Barbara County SELPA

Ray Avila, Secretary
Santa Barbara County SELPA

6/2/2020
Date

Date
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
JOINT POWERS AGENCY BOARD
MINUTES OF JUNE 1, 2020 REGULAR MEETING
Due to the COVID-19 Crisis this meeting was held via Zoom
12:00 p.m.

*There will be no physical location for this meeting due to COVID-19 and Governor Newsom’s Executive Order N-29-20 regarding Shelter in Place.

I. PUBLIC SESSION
   A. Call to Order
      The regular meeting of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) Joint Powers Agency Board was called to order by Cary Matsuoka at 12:06 p.m. via Zoom (Meeting ID: 917-0957-1928).

   B. Roll Call
      Lindsay MacDonald took membership roll call.

      Members Present: Amy Alzina, Clerk
                       Debbie Blow
                       Antonio Garcia
                       Randy Haggard
                       Anne Hubbard, Vice Chairperson
                       Cary Matsuoka, Chairperson
                       Susan Salcido

      Members Absent: Trevor McDonald

      Others Present: Ray Avila, SBCSELPA Executive Director and Secretary to the Board, and other SBCSELPA staff:
                       Lindsay MacDonald, SBCSELPA Executive Secretary
                       Jennifer Connolly, SBCSELPA Coordinator
                       Kim Hernandez, SBCSELPA Business Official
                       Margaret Slater, SBCSELPA Office Manager
                       Kirsten Escobedo, Asst. Supt. of Special Education, SBCEO

   C. Flag Salute
      Anne Hubbard led the assembly in the Pledge of Allegiance.

   D. Welcome Guests
      There were no guests.

   E. Oath of Office for New Chairperson Anne Hubbard
      Ray Avila administered the Oath of Office for Anne Hubbard. She will act as the JPA Board’s new Chairperson.
F. **Renew Membership for Current Board Members Randy Haggard and Antonio Garcia**
   Ray Avila administered the Oath of Office for Randy Haggard and Antonio Garcia who are renewing the membership on the JPA Board.

G. **SBCSELPA Executive Director’s Report**
   Ray Avila thanked Debbie Blow and Cary Matsuoka for their years of service on the JPA Board and as superintendents in Santa Barbara County and wished them both well in their retirement. The Board was satisfied; there were no comments or questions.

II. **PUBLIC COMMENTS**
   There were no public comments.

III. **PUBLIC HEARING**
   A. Santa Barbara County SELPA (SBCSELPA) 2020-2021 Proposed Adopted Budget
      Anne Hubbard convened the Public Hearing at 12:16 p.m. for public comment, hearing non;
      Anne Hubbard adjourned the Public Hearing at 12:17 p.m.

IV. **APPROVAL OF ADDITIONAL EMERGENCY ITEMS**
   There were no additional emergency items presented.

V. **APPROVAL OF ACTION AGENDA**
   **Recommendation:** The JPA Board approve the Action Agenda as presented.
   
   **Motion to Approve:** Randy Haggard  **Second:** Debbie Blow
   
   **Vote:** 7 – 0 The motion passed with JPA Board Members Amy Alzina, Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

VI. **CONSENT AGENDA**
   The JPA Board took action on Items A - G:
   A. **Minutes of May 4, 2020 Regular Meeting**
   B. **Ratification of Payment of Claims:** 01-611727 – 01-613009
   C. **2020-2021 Nonpublic School (NPS) Master Contract and Exhibit A Rates**
   D. **2020-21 Nonpublic Agency (NPA) Master Contract and Exhibit A Rates**
   E. **2020-2021 Nonpublic School (NPS) Individual Service Agreements (ISAs)**
   F. **Agreement between SBCSELPA and the Santa Barbara Psychology Internship Consortium (SB-PIC)**
   G. **2020-2021 Contracts for the Provision of Audiological Services**
   
   **Recommendation:** The JPA Board approve Consent Agenda Items A through G as presented.
   
   **Motion to Approve:** Susan Salcido  **Second:** Antonio Garcia
   
   The Board was satisfied; there were no questions or comments.
   
   **Vote:** 7 – 0 The motion passed with JPA Board Members Amy Alzina, Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

VII. **PRESENTATION**
   There was no presentation.
VIII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

A. Santa Barbara County SELPA (SBCSELPA) 2020-2021 Proposed Adopted Budget

Recommendation: The JPA Board approve the SBCSELPA 2020-2021 Proposed Adopted Budget as presented.

Motion to Approve: Randy Haggard  Second: Debbie Blow
Kim Hernandez walked the board through the changes she had made to the budget since their review of the Proposed Adopted Budget at the May JPA Board Meeting. She commented that there was now no COLA in the budget for the upcoming and two subsequent years and federal funding had been kept flat. She commented that she felt this was a very conservative budget and that the SELPA continues to anticipate an unassigned ending balance in excess of $2 million. Amy Alzina inquired if, due to Distance Learning, the SELPA was anticipating an increase in litigation and if this would have any affect on the SELPA budget. Ray Avila responded by saying that districts and put our Prior Written Notices to cover Distance Learning per CDE guidelines and that this should provide an overall protection to districts and SELPA. He commented that districts have been very proactive in this area. The Board was satisfied; there were no further questions or comments.

Vote: 7 – 0 The motion passed with JPA Board Members Amy Alzina, Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

B. SBCSELPA Office Lease Renewal

Recommendation: The JPA Board approve the SELPA 1-year First Amendment to Net Lease as presented.

Motion to Approve: Debbie Blow  Second: Susan Salcido
Ray Avila reported that the SELPA had received a one-year amendment to the lease for their office space. This lease allows for it to be amended if the SELPA Office is relocated to another building. If that happens the SELPA will have an option for a three to five year lease. The Board was satisfied; there were no questions or comments.

Vote: 7 – 0 The motion passed with JPA Board Members Amy Alzina, Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

C. SBCSELPA Occupational Therapist or Speech Language Specialist, Augmentative Communication / Assistive Technology Specialist

Recommendation: The JPA Board approve the SBCSELPA Request to hire 1 FTE Occupational Therapist or Speech Language Specialist as presented.

Motion to Approve: Randy Haggard  Second: Susan Salcido
Ray Avila reported that this item was presented for Information/Discussion at the May meeting and was being brought forward for Action. The position would be cost neutral as each district will pay to use the AAC/AT Specialist. The Board was satisfied; there were no questions or comments.
C. SBCSELPA Occupational Therapist or Speech Language Specialist, Augmentative Communication / Assistive Technology Specialist (continued)

Vote: 7 – 0 The motion passed with JPA Board Members Amy Alzina, Debbie Blow, Antonio Garcia, Randy Haggard, Anne Hubbard, Cary Matsuoka and Susan Salcido voting in favor; none opposed.

IX. ITEMS FOR INFORMATION AND DISCUSSION
A. Second Interim Report Analysis and Recommendation for Period Ending January 31, 2020
Kim Hernandez reported that the SBCSELPA had received a Positive Certification for their Second Interim Report. The Board was satisfied; there were no questions or comments.

Ray Avila thanked Jennifer Connolly for the work she has done developing and presenting professional development workshops this year, particularly in light of the COVID-19 situation. Jennifer Connolly then presented a summary of 2019-2020 professional development and a proposal of topics that the SELPA will be considering for presentation in 2020-2021. She commented that the SELPA is proposing to use a combination of virtual and in person presentation next year depending on what limitations may be in place. The Board was satisfied; there were no further questions or comments.

C. SBCSELPA 2019-2020 Alternate Dispute Resolution Outcomes (ADR)
Jennifer Connolly reported on the outcomes of the ADR cases that SELPA had engaged in for 2019-2020. She commented that there had been very few cases this year due to the hard work of district teams. She further commented that she is meeting with the SELPA ADR Cadre every month to continue training and discussion of cases. The Board was satisfied; there were no further questions or comments.

D. Local Plan Policy 3204 Appendix B, Attachment 1, Recommended Related Services FTE Support for Regional Programs by Program Type, and Appendix B, Attachment 3, Allowable Regional Program Administrative & Classified Clerical Support Charges (percentages to total program cost) (First Reading)
Ray Avila commented that this proposed change to SELPA Local Plan Policy 3204 would change language around regional program support services, particularly for TLP programs. Kim Hernandez walked the board through the samples that she had created to show what these changes would look like in terms of regional program cost increases. Ray Avila then commented that this proposed policy change would be brought back for JPA Board action at the first board meeting in 2020-2021. The Board was satisfied; there were no further questions or comments.

E. SBCSELPA Procedural Handbook Revisions
Ray Avila commented that the SELPA Procedural Handbook had been revised and update in conjunction with the revision of the Local Plan. While the Procedural Handbook does not require JPA Board approval he provided the board members with the link to the Procedural Handbook padlet for their information and review. The Board was satisfied; there were no further questions or comments.
SBCSELPA JPA BOARD
MINUTES OF JUNE 1, 2020 REGULAR MEETING

IX. ITEMS FOR INFORMATION AND DISCUSSION (continued)
   F. JPA Board Membership Term Expirations
   Ray Avila reported that with two board members retiring there would be a north county non-direct and south county non-direct vacancy to be filled. Cary Matsuoka agreed to reach out to his replacement and encourage her to continue with membership on the JPA Board for the Santa Barbara Unified School District. Debbie Blow commented that any of the eligible superintendents may be interested in filling the north county vacancy. Ray Avila and Anne Hubbard agreed to discuss the vacancies and reach out to superintendents who are eligible to fill the vacancies for new Board members.

   G. Resignation Notification from Megan Faszer, SBCSELPA Youth Support Specialist
   Ray Avila reported that he had received a letter of resignation from Megan Faszer, one of the SELPA’s Youth Support Specialists. He and Stephan Salter will be holding interviews on Wednesday, June 3rd to fill two vacant Youth Support Specialist positions. The Board was satisfied; there were no questions or comments.

   H. LEA/District Costs Associated with Due Process SBCSELPA Year-to-Date Account Balances
   The Board was satisfied; there were no questions or comments.

   I. SBCSELPA Legal Fees Year-to-Date Reserve
   The Board was satisfied; there were no questions or comments.

   J. Nonpublic School (NPS) Year-to-Date Placement Expenditures
   The Board was satisfied; there were no questions or comments.

X. MISCELLANEOUS AGENDA
   A. Items Proposed for Future Action or Discussion
   There were no items proposed for future action or discussion.

   B. Next Scheduled JPA Board Meeting: August TBD, 2020, 12:00 p.m.
      Jovita School Library, Buellton or Zoom TBD

   Ray Avila thanked Debbie Blow and Cary Matsuoka for their service on the JPA Board and wished them well in their retirement. Debbie Blow thanked Ray Avila for the service he had provided to the JPA board in the past two years and commented that she felt confident in the JPA Board was in good hands moving forward. Cary Matsuoka then thanked Ray Avila and reiterated that he felt the Board was in good hands moving forward in these uncertain times.

XI. ADJOURNMENT
   The meeting was adjourned at 1:00 p.m.

Anne Hubbard, Chairperson
Santa Barbara County SELPA

Ray Avila, Secretary
Santa Barbara County SELPA
News Flash

**SIRAS has a new look. Please notice the pie graph on the home page.**

**New Features in SIRAS related to Distance Learning**

New SIRAS is currently developing a digital signature feature for IEP team members with SIRAS accounts and that can be used to obtain a digital consent from parents.

New statistical reports in the Reporting menu>Statistical Reports> Predefined> All services by school which will total the minutes per each service at the school.

New options within the service log in SIRAS to log ‘Distance Learning’ sessions.

New comments added in the Progress Report: ‘Progress up through date of school closure beginning enter date’ and ‘School closure affected progress.’

New Progress Report link that can be copied pasted and sent to parents via email. The Progress Report link is now automatically embedded into an email message if your Outlook is open.

See [Email Progress Report](#) help sheet for further instructions. Google mail users must configure their browser so that it will default to Gmail.

See SIRAS Help sheet for [Setting Your Mail to Default to Google Chrome](#) help sheet.

**To create student lists for SAI, SLP and other Services:**

New Export Preset options. Go to the Tools menu > Data Export > Export Presets to select a Services by export type. A query of students receiving the category of services referenced in the menu choice will be organized and prepare a services export. Choose a service from the menu below the new ‘Service by Type’ button, then click the Service by Type button, then Start Process-Generate Export. Your export will query students receiving the category of services referenced in the menu choice and prepare a services export for you in My Finished Exports section at the bottom of the page. Open the excel sheet, use your filters and sorting functions to prepare the report.
COVID-19 Information

https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp

Due to school closure, should I enter an overdue delay reason if the “late” meeting has yet to be held?

No, wait until the meeting is actually held. Follow guidance about noting reason for delay from Special Education Director, e.g. into the Scheduling notes of the IEP Manager, and/or in Student Info/Student Profile/Notes, and on the additional page of the IEP meeting (once it is held).

Do not use the delay reason of ‘School Break’ as the reason for reporting overdue meetings due to COVID closure. Instead, use delay reasons listed below.

• For Annual IEPs that fall on a day when the LEA is closed and the delay was due to the LEA closure due to COVID-19 quarantine requirements, use School Emergency (60) or Temporary School Closure (75).

• For Triennial IEPs or IFSP reviews that fall on a day when the LEA is closed due to COVID-19, the delay was due to the parent not making the child available for testing. Use Parent Did Not Make Child Available (20) or the delay was due to the LEA closure due to COVID-19 quarantine requirements, use School Emergency (60) or Temporary School Closure (75).

• For IEP (Part B) Initials where the delay was due to the parent not making the child available for testing, use Parent Did Not Make Child Available (20) or the delay was due to the LEA closure due to COVID-19 quarantine requirements, use School Emergency (60).

• For IFSP (Part C) Initials where the delay was due to the parent not making the child available for testing, use Parent Did Not Make Child Available (20) or the delay was due to the LEA closure due to COVID-19 quarantine requirements, use School Emergency (60) or Temporary School Closure (75).
**General Questions for School Closure time in SIRAS**

**My district sent a PWN to each student. What do I need to do in SIRAS?**

If you would like to keep a PDF copy in SIRAS, you can upload a copy of the PWN to the student record in SIRAS (Student Info/Student Profile/Documents File).

**Should I make any changes to the MIS summary page, the Program Setting, or Percent of time in General Education to reflect the School Closure and Distance Learning?**

Please consult with your district Special Education Director before making any changes to the above areas.

**The DRDP due date in SIRAS is May 29th. Are we still expected to do our observations and fill out the DRDP in SIRAS?**

K-12 statewide assessments (SBAC/CAA/ELPAC) have been cancelled for this Spring. We are awaiting an official notice from the CDE about the DRDP.

**How many annuals (and for whom) are due in the next month? Or through the end of the school year?**

Go to your homepage and click on the ‘Upcoming IEPs’ link. The found set are due within the next month. To determine how many are due through the end of the year, go the search button and add criteria Last IEP between for example, 5/1/2019 and 6/30/2019, then press Search to list. This process can be replicated for Triennials using the Upcoming Triennial link in the same way.

---

**Email:**  
support@sirassystems.com  
Issues concerning bugs on forms; SIRAS procedures; troubleshooting questions; IEP Manager; configuration issues; MIS Summary page; CASEMIS and other general questions.

**SIRAS Toll Free Hotline:** 844-33 SIRAS or (844) 337-4727 [M - F: 8:00 to 6:00)
**News Flash**

*C2C MIS/CALPADS End of the Year Training May 19 8:30-11:00. Email jconnolly@sbceo.org for registration Zoom link for the event.*

**New Features in SIRAS**

**Electronic Signature:** The electronic signature is now available for the following forms: Meeting Notice, Assessment Plan, and the Consent and Attendance forms. This feature is available to non-SIRAS users (Parent/Guardian, General Education Teacher or Other Participants). Please contact support@sirassystems.com if you have questions or suggestions concerning this feature. For directions on how to use the electronic signature, please see the support library in the tools section.

**Parent Rights:** The Parent Rights have been added as an optional form to the Pre-Meeting tab, for easy download and/or printing.

**Highlighted Fields:** When the Consent and Attendance form is opened by the parent, the areas they need to initial are now highlighted in yellow. The case manager will not see the yellow highlights in the IEP Manager, only the parent as the recipient. The Save and Close button is also highlighted yellow to remind parents to click that button to send the form back to SIRAS.

**DRAFT IEP:** When the Consent and Attendance form is opened by the parent, there is now a link to the full document. When the parent clicks View Full Document, a copy of the draft IEP with DRAFT watermark is automatically on the IEP. The parent can download this copy to read prior to signing the form.

**Spanish Forms:** When the Translation Req’d box is checked and the forms are developed in Spanish, the parent will receive the form, associated instructions and the draft of the IEP in Spanish, as well as see buttons with Spanish translations.

**Awaiting Parent Consent:** SIRAS has added a new Parent Response, ‘Meeting Continue/Awaiting Consent,’ which advances only the IEP meeting dates in the MIS Summary. Once consent is received, select ‘Accepts the Plan’ and then Finalize.
**Link to Finalized IEP:** SIRAS is developing a password protected link for the final IEP that can be emailed to parents or other participants; more information will be shared once completed.

**Finalizing IEP Meetings during COVID-19:** SIRAS is developing a way to finalize unresolved IEP meetings. The case manager will enter the meeting delay reason and force finalize unresolved IEP meetings before we leave for summer. This will enable the correct information to be reported to CALPADS and prevent a compliance issue.

Finalized IEP meetings that need to be continued or were not held prior to 6/30/2020 can be reactivated in the Fall. See Finalizing Open IEPs during COVID-19 help sheet for specific scenarios.

**COVID-19 Information**

https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp

**All Users**

**Work-Based and Classroom-Based Experience:** Last year, two college/career indicators were released by the CDE which to be collected by CALPADS through the IEP system (SIRAS). The CALPADS Flash #174 released on 4/1/20 renamed and redefined both indicators designed to meet the rigor and accountability of the other college/career measures that contribute to the CA School Dashboard. Check with your program coordinator for their guidance for data collection and submission and read more information on the College Career help sheet linked here.

**Site Administrators**

**DRDP:** In light of school closures due to the COVID-19 pandemic, the CDE is not requiring the submission of rating records that would have been completed between March 16th and June 30th, 2020. You should submit any DRDP rating records that were completed prior to March 16th. Do not submit any partially completed rating records. Enter records completed prior to March 16th into SIRAS by May 29th.

**Overdue as of 6/30/20:** Currently, meetings without meeting dates are not sent to CALPADS. Siras Systems is developing a way to send meeting delay reasons for open IEP meetings that are due by 6/30/2020, but no meeting will be held.

**Email:** support@sirassystems.com
Issues concerning bugs on forms; SIRAS procedures; troubleshooting questions; IEP Manager; configuration issues; MIS Summary page; CASEMIS and other general questions.

**SIRAS Toll Free Hotline:** 844-33 SIRAS or (844) 337-4727 [M - F: 8:00 to 6:00]
News Flash

COVID-19 Information and Resources NEWLY UPDATED:


http://training.sirassystems.org/support/newsletters/COVID_Q&A.pdf

Focuses on New Features and Features in Development in SIRAS related to the impact of COVID-19 on school closures. Explanations of the features listed below are embedded in the Answers to your Questions and will be updated as new developments and guidance become available. Please check back regularly.

New Features in SIRAS

Meetings do not need to be finalized if they are incomplete and postponed. If a meeting will never be completed, it may be force-finalized to preserve the incomplete data.

New eSignature: Form Link Request and Electronic Signature feature handout. http://training.sirassystems.org/support/docs/Email_Form_Links_and_Electronic_Signatures.pdf

UPDATES to Existing Features in SIRAS

The Meeting Excusal form now has an 'Add Page' button for continued meetings located at the top of the page.

Meeting to be continued/Awaiting Consent is renamed to Awaiting Consent. If a meeting has been held and needs to be continued, do not check meeting held until the meeting is completely done. SIRAS is developing changes to the program for continued meetings. See below for more information about finalizing IEP meetings.

The Progress Report has a new tab called 'Links' that show a history of when the parent has opened the link to view the Progress Report. The SIRAS user will also receive a message when parent has opened the Progress Report link.

The Parent initial and signature fields have been locked for all users except the parent. The parent can sign those fields through the link sent after the meeting has been held.

SIRAS will continue to develop improvements and features related to the Electronic Signature, including form related changes over the summer. More details to come in subsequent newsletters related to these changes.
**Meeting Tips**

Finalize your completed meetings (if possible), prior to leaving for Summer Break. If you have questions or are unsure about a situation, contact your District Administrator, SIRAS Administrator and/or SIRAS Support.

If there is a meeting that has not and will not be held (ever), you should Force Finalize it as abandoned [https://training.sirassystems.org/support/docs/Finalizing_IEPs_during_COVID-19.pdf](https://training.sirassystems.org/support/docs/Finalizing_IEPs_during_COVID-19.pdf).

If an IEP team met and completed the meeting without the parent, mark it as Held, Parent did not attend.

For meetings that have been held and awaiting written parent consent, attempt to obtain the signature again by re-sending the link and/or mailing a copy home with a self-addressed stamped envelope. Following unsuccessful attempts to obtain written consent, finalize the IEP in coordination with your district director’s timeline. If finalizing without written consent, use the parent response of ‘Does not accept the plan.’

If/when signatures eventually come in, the Parent Response and the MIS Summary will need to be updated and re-archived by the SIRAS Administrator for CALPADS reporting. Contact him/her if you change the parent response after finalizing.

**Annual/Tri/Reevaluation/Review (30 day) IEP Meetings**

For all open Annual/Tri/Reevaluation/Review (30-day) IEP meetings where the meeting date is overdue, enter the appropriate Meeting Delay Reason. Once the meeting is held and Finalized, the Meeting Delay Reason will be sent to CALPADS along with the rest of the meeting data. If the meeting will not be held by the end of the school year, or will need to be continued next school year, it may be left open. Do not check Meeting Held unless all continuations are complete.

**Initial Evaluation Meetings**

For Initial Evaluation meetings finalized with the Parent Response of Does Not Accept the Plan (Initials only), contact your SIRAS Administrator. The services will need to be removed and the Plan Type changed to Eligible-no IEP, other reason (800) on the MIS Summary, archived and sent to CALPADS.
Over the Summer

If a student with an open meeting in SIRAS is moving out of district over the summer, verify Scheduling Notes and meeting data in the IEP Manager are up-to-date for the next case manager and then Force Finalize as Unresolved. 


Over the summer, all SIRAS records will be grade advanced and Next Year’s Data applied. If there is an open meeting and Meeting Held has been checked; the record will not roll over until the meeting is finalized.

End of Year Data Pull

The End of Year (EOY) data pull is fast approaching. Refer to Errors and Warnings on your SIRAS Home Page and on the MIS Summary page that alert you to compliance concerns. If you are unsure how to resolve Errors and Warnings, contact your SIRAS Administrator for assistance before you leave for summer.

IMPORTANT Information for SPED Data Administrators in SIRAS

The SELPA EOY due date is July 1, 2020: HS districts export your PSTS. NPS discipline must be reported by the district. Review the DSEA extract. CERT Errors in CALPADS must be zero. Verify all CERT Warnings are understood. The SIRAS/CALPADS district teams must review EOY 3 Discipline reports (District + NPS students) 7.6-7.8, EOY 4 reports 16.1-16.6, and Postsecondary 17.3-17.4 (HS only) prior to LEA Approval. SELPA Approval will follow.

Enter Next School Holidays and Progress Reports in SIRAS Calendar: Enter school holidays in excess of 5 days in Tools/SELPA-District-School Admin. Under the same tab in SIRAS, add Progress Report dates for the 2020-2021 school year, using the regular district report card dates. If there are different reporting periods within your district, narrow your focus using the schoolhouse icon to the specific school with different dates. Utilize the “Description” column to name each reporting period (e.g. quarter, trimester, semester, P1, Progress Report 1). Click here for more info: Adding Progress Report Dates as a Calendar Events.

https://training.sirassystems.org/support/docs/Adding_Progress_Report_Dates_as_a_Calendar_Events.pdf
General Information

Where can I find the SPED guidance from CDE?
Refer to CDE SPED COVID-19 Guidance.

https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp

SIRAS Padlet for CALPADS Reporting Help Center (click image below)

https://padlet.com/siras/siras4calpads

SIRAS for CALPADS Reporting Help Center

https://padlet.com/siras/siras4calpads>

Email: support@sirassystems.com
Issues concerning bugs on forms; SIRAS procedures; troubleshooting questions; IEP Manager; configuration issues; MIS Summary page; CASEMIS and other general questions.

SIRAS Toll Free Hotline: 844-33 SIRAS or (844) 337-4727 [M - F: 8:00 to 6:00]
News Flash (UPCOMING TRAININGS)

August 11 AND/OR August 25 (training repeated for all staff) 2:00-3:30: SIRAS UPDATES- a walk through the new forms and changes in SIRAS.

Coming soon:

SIRAS for Spanish Interpreters

‘MINI’ offering for all LEAs:

SIRAS for Beginners (offered by SBCSELPA) for new staff

New Features/ Updates in SIRAS

New procedure for the Meeting Held checkbox:
Users no longer need to check the box after the first part of the meeting occurs. Only check the box once the last continuance has occurred.

Continued meetings in the IEP Manager:
New link ‘Add Contact Attempt or Continuation’ to add a continuation meeting date and log parent contact attempts.
SIRAS has provided support documents related to continued meetings linked here:** How to Add a Continuation Meeting ** Steps to Finishing an IEP** How to Add a Contact Attempt

Email signature links
Last year, some parents were having difficulty accessing the links sent via email. This has been addressed with an improvement to the process for sending the link from SIRAS mail server. To avoid experiencing this difficulty, utilize the new option highlighted in the screenshot.

Form Link Help Sheet

Progress Report links-
The Progress Report has a new tab called ‘Links’ which displays history of when the parent opened the link to view the Progress Report. The SIRAS user will also receive a message when parent opened the Progress Report link.
New Features/ Updates in SIRAS continued

Non-IEP forms Now Savable
   In the Tools menu/Document Library, click the ‘fill in for student:’ checkbox to enable the ability to save the Non-IEP forms

Form changes

Emergency Conditions Provisions form
   CA Special Education Code was amended on July 1, 2020, adding a component to the IEP to discuss and determine provisions for distance learning under emergency conditions. The new form, called ‘Emergency Conditions Provisions,’ which follows the LRE discussion, must be added to the next scheduled IEP.

   This form is now required for annuals, triennials, initials and review 30-day IEP meetings. If you are holding any other type of IEP meeting this year prior to one of these meetings, the team must include the Emergency Conditions Provision form.

Parent Consent and Attendance/Meeting Participation (two new forms)
   Parent consent and attendance have now been separated into two separate IEP forms.

      Attendance/Meeting Participation form, which is essentially an attendance form for all members (including the parent and student). If a continued meeting is scheduled, you can add page(s) for each date the team met.

      Parent/Adult Student Consent form is only for the parent/guardian/adult student to initial and sign when the entire meeting is complete. The email link feature is enabled for both forms.

Labels and Batch forms
   In the Tools menu/Labels and Batch Forms, the ‘Information for Gen Ed’ form can now be printed in batch for your entire found set (your caseload or school).
Reminders

Change Passwords
Although you will be prompted to change your password every 365 days, get ahead of the new school year and change your password now! Go to Tools > My Account and click on Edit Account Details. Enter your new password, confirm and then click Update User Account. If you have forgotten your password over the summer, the Email Password Reset button appears if/when you type in the wrong password. Click on the button to have a password reset link emailed to you.

Review your current student list in SIRAS.
Use the ‘Manage Caseload’ button under the Student Info menu to request students to be added or removed from your caseload. Due to school closure related to COVID-19, the status of your students’ last IEP or Triennial meeting are varied. Use new predefined meeting reports to locate lists of students by the status of their most recent meetings. Go to Reporting> Meeting Reports> Predefined to find meetings that either require action or that would be helpful for you to review.

Use the Meetings list and compliance notification links on your home page to monitor your caseload.
Use the Meetings list to query your students’ meetings at different stages, similarly to the buttons referenced above. Review your students who have Overdue or Upcoming meetings (annuals due within the next 30 days and triennials due within the next 75 days.

Verify parent email address in SIS and SIRAS.
SIRAS is utilizing links to send IEPs to parents and therefore it is important to confirm the email address of parents in both SIRAS and in your district’s Student Information Systems (SIS).
**Administrators and MIS Clerks**

**Change View Scope (little red schoolhouse)**

**Current Year** (default) the regular found set.

**Incoming Students** shows only the records with Next Year’s District/School at your selected district/school.

**Next Year Preview** (rollover preview) includes incoming + the current records not transferring away.

```
Change View Scope

Viewable District/School
Union - 4369708

District of Service/Residence
DOS

Only individually assigned students (may be outside of district/school)

Next year preview:
- Current Year
- Incoming Students
- Next Year Preview

Go | Choose Student
```

**Next Year’s Data:**

Next Year’s Providers and/or Services have replaced Current Services due to the SIRAS rollover/grade advance.

**Grade Advance/Rollover**

Records with an open meeting in past where meeting held has been indicated, will not have the Grade Advance or Next Year Data applied.
Administrators and MIS Clerks

Enter Next School Holidays and Progress Reports in SIRAS Calendar:

Enter school holidays in excess of 5 days in Tools/SELPA-District-School Admin. Under the same tab in SIRAS, add Progress Report dates for the 2020-2021 school year, using the regular district report card dates. If there are different reporting periods within your district, narrow your focus using the schoolhouse icon to the specific school with different dates. Utilize the “Description” column to name each reporting period (e.g. quarter, trimester, semester, P1, Progress Report 1). Click here for more info: Adding Progress Report Dates as a Calendar Events

Staff Changes/SIRAS Accounts

If a SIRAS user has left your district, reassign the students to another service provider and block access to the SIRAS account. If your district has a new staff member who previously worked in our SELPA, the students from their previous caseload will need to be reassigned and inactive students removed before you add access to your district.

General Questions
Where can I find the SPED guidance from CDE? Refer to CDE SPED COVID-19 Guidance.

Special thank you to Brian Marcontell, Steve Ormbrek, and Michael Brown for your guidance through SBCSELPA’s first year in SIRAS! We sincerely appreciate your updates, support with CALPADS, and patience as Santa Barbara County adjusted to SIRAS!

Email: support@sirassystems.com
Issues concerning bugs on forms; SIRAS procedures; troubleshooting questions; IEP Manager; configuration issues; MIS Summary page; CASEMIS and other general questions.

SIRAS Toll Free Hotline: 844-33 SIRAS or (844) 337-4727 [M - F: 8:00 to 6:00]
**News Flash**

NC2B Notice of Reassessment form ‘Required’ form for Triennials is now ‘optional.’

NC8 Triennial Re-evaluation form continues to be ‘optional’ for the IEP meeting before the Triennial to discuss areas of assessment.

SIRAS Updates Training is now on SBCSELPA’s YOUTUBE channel. Please view if you missed it.

SIRAS for Beginners (offered by SBCSELPA) for new staff

**New Features/ Updates in SIRAS**

New procedure for the Meeting Held checkbox:
Users no longer need to check the box after the first part of the meeting occurs. Only check the box once the last continuance has occurred.

Continued meetings in the IEP Manager:
**New** link ‘Add Contact Attempt or Continuation’ to add a continuation meeting date and log parent contact attempts. SIRAS has provided support documents related to continued meetings linked here:** How to Add a Continuation Meeting **Steps to Finishing an IEP** How to Add a Contact Attempt

Email signature links
Last year, some parents were having difficulty accessing the links sent via email. This has been addressed with an improvement to the process for sending the link from SIRAS mail server. To avoid experiencing this difficulty, utilize the new option highlighted in the screenshot.

Form Link Help Sheet

Progress Report links-
The Progress Report has a new tab called ‘Links’ which displays history of when the parent opened the link to view the Progress Report. The SIRAS user will also receive a message when parent opened the Progress Report link.
New Features/ Updates in SIRAS continued

Non-IEP forms Now Savable
In the Tools menu/Document Library, click the ‘fill in for student:’ checkbox to enable the ability to save the Non-IEP forms

Form changes

Emergency Conditions Provisions form
CA Special Education Code was amended on July 1, 2020, adding a component to the IEP to discuss and determine provisions for distance learning under emergency conditions. The new form, called ‘Emergency Conditions Provisions,’ which follows the LRE discussion, must be added to the next scheduled IEP.

This form is now required for annuals, triennials, initials and review 30-day IEP meetings. If you are holding any other type of IEP meeting this year prior to one of these meetings, the team must include the Emergency Conditions Provision form.

Parent Consent and Attendance/Meeting Participation (two new forms)
Parent consent and attendance have now been separated into two separate IEP forms.

Attendance/Meeting Participation form, which is essentially an attendance form for all members (including the parent and student). If a continued meeting is scheduled, you can add page(s) for each date the team met.

Parent/Adult Student Consent form is only for the parent/guardian/adult student to initial and sign when the entire meeting is complete. The email link feature is enabled for both forms.

Labels and Batch forms
In the Tools menu/Labels and Batch Forms, the ‘Information for Gen Ed’ form can now be printed in batch for your entire found set (your caseload or school).

IEP At a Glance
The IEP At a Glance has been revised to include Accommodations, Health Reports, Goals, and Behavior Emergency reports. The IEP At a Glance be printed in batch form for the entire caseload in the Tools menu Labels and Batch Forms. Select Goals, BIP, and Health Report to have these documents accompany the IEP at a Glance.
Back to School Reminders

**Enter** your students’ most recent scores on the SBAC/CAA and ELPAC/VCCALPS into SIRAS. Go to the Student Info menu/ Special Ed. Profile/Assessment Info to enter scores and levels. Once you have entered the data for one student, move quickly through your caseload using the green arrows on the main tool bar.

**Review Electronic Signature request completion**: Check your Incoming Messages on the homepage to see completed signature requests. Go to the meeting in the IEP Manager to verify all needed signatures have been received before finalizing.

**Use the Meetings list and compliance notification links on your home page to monitor your caseload.**
Use the Meetings list to query your students’ meetings at different stages, similarly to the buttons referenced above. Review your students who have Overdue or Upcoming meetings (annuals due within the next 30 days and triennials due within the next 75 days.

**Verify parent email address in SIS and SIRAS.**
SIRAS is utilizing links to send IEPs to parents and therefore it is important to confirm the email address of parents in both SIRAS and in your district’s Student Information Systems (SIS).

**Use the Service Log to track student engagements**: The service log is a tool for providers to log and report services administered to an individual student or group of students. You can log a service, an assessment, or an activity leading to the completion of a goal.

**Communicate with your colleagues**: SIRAS contains many tools for communication. At the beginning of each school year, fill out the Info for Gen Ed (IEP at-a-glance) for each student and send a link to the form (and goals, behavior plan, health plan) to the staff.
Administrators and MIS Clerks

Follow the Fall 1 Data Monitoring Procedures prior to meeting with SELPA. Procedures are posted along with the Fall 1 Certification Checklist on the SIRAS4Admins and SIRAS4CALPADS Padlets of resources. Schedule SELPA and/or SIRAS Fall 1 review meetings now.

https://padlet.com/siras/siras4admins

https://padlet.com/siras/siras4calpads

Fall 1 reminders:

**Archive** the incoming IEP information for transfers new to your district before the first meeting is held.

Once SENR records have been sent for new students, start sending SPED and SSRV files to CALPADS.

**Archive** new initials with pending plan type 300 once parent consent is obtained.

**Exit** students who did not return to school with an exit date and exit reason. Use the actual date of exit (from CALPADS SENR record).

Go to Tools/SELPA/District/School Admin to enter your district/school progress report dates in SIRAS to match the regular report card dates. This will promote consistent progress reporting and benchmark dates for IEPs that have Goals and Benchmarks. Enter your school holidays that are in excess of 5 days to impact the assessment timeline countdown on the IEP Manager.

**Search** Case Manager = blank (queries students with no case manager) and assign case manager to student.

**Search Predefined Queries** for Upcoming +Unscheduled and Overdue + Unscheduled IEPs. Locate Open and Finalized meetings by going to Reporting/Meeting Reports/Predefined. Review meetings that need to be continued, finalized, reactivated or need to have incomplete signature links re-sent.
CALPADS Errors: CERT142 and CERT143 downgraded to Warnings: The CALPADS Team, as of 8/21/20, changed the severity of the CERT142 and CERT143 from fatal errors to warnings. The instructions for this notification were put into Flash #188 and the summary of that Flash.

Compliance Calendar:

September 11   “SELPA Approve” any revised reports per Flash #188
October 7      Fall 1 CALPADS Census Day
December 18     CALPADS Submission Certification
January 29     CALPADS Amendment Deadline

General Questions
Where can I find the SPED guidance from CDE?
Refer to CDE SPED COVID-19 Guidance.

Email: support@sirassystems.com
Issues concerning bugs on forms; SIRAS procedures; troubleshooting questions; IEP Manager; configuration issues; MIS Summary page; CASEMIS and other general questions.

SIRAS Toll Free Hotline: 844-33 SIRAS or (844) 337-4727 [M - F: 8:00 to 6:00]
What is CAPTAIN?

CAPTAIN is a multi-agency network developed to support the understanding and use of Evidence-Based Practices for individuals affected by Autism Spectrum Disorder across California.

www.captain.ca.gov
How many results do you think you would get if you did a search for: “AUTISM TREATMENT”?

www.captain.ca.gov
RESULTS: 204,000,000 FOR AUTISM TREATMENT on May 3, 2020!!!!!
28 EBPs Matrix
Available on the CAPTAIN Website
www.captain.ca.gov
## Training Outcomes Related to Training Components

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Training Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge of Content</td>
</tr>
<tr>
<td>Presentation/Lecture</td>
<td>10%</td>
</tr>
<tr>
<td>Plus Demonstration in Training</td>
<td>30%</td>
</tr>
<tr>
<td>Plus Practice in Training</td>
<td>60%</td>
</tr>
<tr>
<td>Plus Coaching/Admin Support/Data Feedback</td>
<td>95%</td>
</tr>
</tbody>
</table>

FREE High Quality Training: 
**Autism Focused Intervention Resources and Modules** (AFIRM)

Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with ASD from birth to 22 years of age

There’s a Learning Module for most of the 28 EBPs

www.captain.ca.gov
http://afirm.fpg.unc.edu/afirm-modules
Use these Quick Links on the CAPTAIN website to access these FREE EBP resources!

www.captain.ca.gov
Implementing EBPs goes right along with…….

The Individuals with Disabilities Education Act (IDEA)

www.captain.ca.gov
CAPTAIN Website

www.captain.ca.gov

You can easily access all these EBPs, NPDC, NCAEP tools and EBP Resources through the CAPTAIN website!
“Children and families cannot benefit from evidence-based practices that they do not experience.”

- Dean Fixsen, NIRN, 2006

http://nirn.fpg.unc.edu/
Santa Barbara County Special Education Local Plan Area (SBCSELPA)
SBCSELPA STAFF

- **Executive Director, Ray Avila**
- **Coordinator, Jennifer Connolly**
- **Business Official, Kim Hernandez**
- **Office Manager, Margaret Slater**
- **Executive Secretary, Lindsay MacDonald**
- **Clerical Assistant, Brian Helt**
- **Mental Health Staff (6 employees)**
- **BCBA’s, Rosie Bucio and Phil Pandac**
- **Audiologist, Taryn Hurvitz**
- **AT/AAC Specialist, Lisa Foote**
What are SELPAs?

Founded in 1977, SELPAs are dedicated to the belief that all students can learn and that special needs students must be guaranteed equal opportunity to become contributing members of society.
135 SELPAs in California
SELPAAs facilitate:

- high quality educational programs and services for special needs students
- training for parents and educators
SELPAs collaborate with county agencies and school districts to develop and maintain healthy and enriching environments in which special needs students and families can live and succeed.
The SELPA administrators are responsible for assuring that.....
• All individuals with disabilities receive a **free appropriate public education** in the **least restrictive environment**

• All regular education resources are considered and, where appropriate, utilized on a local or regional basis to meet the needs of students with disabilities
• A system exists at the regional level for identification, assessment and placement of disabled students

• A viable system for public education is functioning in the community, with broad participation and interaction involving parents and other agencies serving children and young adults
• annual compliance monitoring and system implementation

• assures non-compliant items that have been identified through Self Reviews, Verification Reviews, Focused Monitoring or Complaints have and continue to be rectified
SELPA Administrators Also... 

- Provide Fiscal Management to LEAs
- Support Transition Planning
- Assist with Program Coordination
- Participate in Interagency Collaboration
- Provide Community Awareness
- Conduct Program Evaluation
- Promote Staff Development
- Collaborate with Special Education Directors and Superintendents
What is SBCSELPA?

Santa Barbara County Special Education Local Plan Area (SBCSELPA), is a Joint Powers Agency that...
Oversees and facilitates the implementation of special education programs administered by the Local Education Agencies (LEAs) or school districts within Santa Barbara County...
Develops policies and procedures for Special Education programs throughout Santa Barbara County...
Offers advisement regarding federal & state special education laws and regulations to all stakeholders (school districts, parents, & community members)
Allocates state and federal funding to all 25 LEAs/school districts in Santa Barbara County to provide special education services to students with disabilities
Coordinates and provides training to school district staff, community members, and parents to further their knowledge in the area of Special Education...
SBCSELPA Registration site for Professional Development online calendar:

https://sbcSELPA.k12oms.org

Watch SBCSELPA YouTube Channel for Professional Development Events.
Facilitates “job-alike” networking meetings for special education professionals...
Establishes a Community Advisory Committee (CAC) that advises the governing board and assists in parent education...
Oversees placement & services of students with more serious disabilities who are placed by IEP teams in *Non Public Schools*
Meets with monthly, collaborates, and supports County-wide Agency Partners
Maintains a website containing a wealth of resources for parents, teachers, and administrators.

Visit www.sbcselpa.org.
Where is the SBCSELPA located?

Current Address:
5385 Hollister Avenue, Building 5
Santa Barbara, CA 93111

(805) 683-1424
(805) 967-1960 (fax)
For more information contact the SBCSELPA at:

Or visit our website at www.sbcseelpa.org.

Dr. Ray Avila  
SBCSELPA Executive Director  
ravila@sbceo.org

Jennifer Connolly  
SBCSELPA Coordinator  
jconnolly@sbceo.org