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 October 5, 2020 Regular Meeting  

<table>
<thead>
<tr>
<th>_motion</th>
<th>_second</th>
<th>_in_favor</th>
<th>_opposed</th>
<th>_abstained</th>
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It is recommended that the Consent Agenda Item A be approved as presented.

V. **ITEMS SCHEDULED FOR INFORMATION/ DISCUSSION/ ADVISEMENT**  
A. Questions from October 5, 2020 CAC meeting

B. SBCSELPA 2020-2021 Professional Development Calendar/Offerings  
   1. SBCSELPA Professional Development Offerings Booklet  
      (Updated November 2020)

C. SBCSELPA JPA Board Regular Meeting Minutes Summary  
   1. August 31, 2020 JPA Board Meeting  
   2. November 2, 2020 JPA Board Meeting

D. SIRAS Newsletters  
   1. October 2020, Volume 16  
   2. November 2020, Volume 17

E. 2021 SELPA-Bration Announcement and Information  
   1. Nomination Form

F. CAC Project Updates/ Discussion  
   1. Transition from Post-Secondary to Adult Guide  
   2. Newsletter (gathered from all LEAs) quarterly, CAC News

VI. **PRESENTATIONS**  
A. G.R.O.W. Presentation  
   Presenters: Alison Lindsey, SBCSELPA Mental Health Specialist &  
   Rosy Bucio, SBCSELPA BCBA

B. SBCSELPA Wraparound – Self-care for Parents & Caregivers during a pandemic  
   Presenters: Kirsty Kenny & Natalie Facio-Leon, SBCSELPA WRAP AROUND  
   Services Facilitators

VII. **MISCELLANEOUS AGENDA ITEMS**  
A. CAC Member Sharing

B. Next Scheduled CAC Meeting:  
   *February 1, 2021 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. Karla Curry, Chairperson, called the meeting to order at 9:34 a.m.

B. Lindsay MacDonald took roll call.

C. Karla Curry led the assembly in the Pledge of Allegiance.

D. There were no guests present.

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 April 6, 2020 Regular Meeting

B. CAC 2020-2021 Meeting Schedule
   **Recommendation:** The CAC approve the Consent Agenda Items A – B as presented.

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

   **Vote:** 15 – 0. The motion passed with CAC Representatives Rebecca Atkinson, Norma Cabello, Karla Curry, Dena Davis, Karen Ebner, Sucari Epps, Monserrat Garcia, Tamika Harris, Jamie Johnson, Joe Ledoux, Amanda Lopez-Soliz, Sonia Morosin, Sarah Rodriguez, Eva Soohoo, Carolyn Williams and Alana Yamamoto voting in favor; none opposed; Amanda Lopez-Soliz abstained.

VI. **PRESENTATIONS**

A. C.A.P.T.A.I.N.
   **Presenter:** Robyn Young
   Robyn Young, Regional Lead for SELPA805 CAPTAIN, presents a PowerPoint presentation that is a general overview of C.A.P.T.A.I.N., California Autism Professional Training and Information Network. The presentation reviews what CAPTAIN is; 28 evidence based practices (EBPs) available on the CAPTIAN website; training outcomes related to training components and necessity of actively providing coaching; free high quality training: Autism Focused Intervention Resources and Modules (AFIRM); quick links resources on the website; implementing EBPs; and research and resources. Robyn is always available should if you have questions or comments you are more than welcome to contact her, and she is happy to discuss CAPTAIN with you. The Committee was satisfied; there were no questions or comments.

V. **ITEMS SCHEDULED FOR INFORMATION/DISCUSSION/ADVICEMENT**

A. Brown Act Education
   Jennifer Connolly reviews that she annually shares the Brown Act and how the meeting is formally run under this act. Specifically, this is a public meeting, and all persons are permitted to attend, this act dates back to 1953. Jennifer further goes on to review her PowerPoint presentation which includes the basic rules and purposes of the meeting, and the new rules since the onset of COVID. Dena Davis asks if the CAC agenda is posted on the website, Lindsay MacDonald confirms that the agenda can be found in 2 locations on our website, under “Breaking News” and the “CAC” tab, along with archived agendas. Jennifer also reviews the key components; CAC – A Legislative Body; Ad hoc vs. Standing Committees; specifics of CAC meetings; CAC meeting requirements; specifics of CAC agendas; rights of the Public at CAC meetings; and adjournment. The Committee was satisfied; there were no questions or comments.

B. CAC Role and Purpose – Local Plan §2402
   Karla Curry reviewed the Local Plan section regarding CAC Role and Purpose, including primary role, purpose, primary responsibilities, and implementation of responsibilities. Jennifer Connolly commented that this group is unique in that we have parents and professionals from the districts, the idea of this group is to learn from each other and what each districts needs are and share them with the Superintendents, Directors, and JPA Board. The Committee was satisfied; there were no questions or comments.
C. CAC Composition of Membership – Local Plan §2403
Karla Curry reviewed the Local Plan section regarding CAC Composition of Membership, specifically the CAC shall consist of 25 members and she reviewed the criteria of those members. Karla conferred with Jennifer that we are a few members short for this year and identified where members were needed from. Jennifer also commented that we would like to find an adult student, she suggested maybe our school partners could rotate bringing someone to each meeting. The Committee was satisfied; there were no questions or comments.

D. Review of current membership/demographics
Karla Curry shared the current list of members for the 2020-21 school year. The Committee was satisfied; there were no questions or comments.

E. Disseminate/explain mileage reimbursement form – Due at April 2021 meeting
Karla Curry reviewed the mileage reimbursement form, which is not needed now due to COVID and meetings being held via zoom. When the meetings are in person you would complete this form and turn it in at the last meeting of the year. The Committee was satisfied; there were no questions or comments.

F. CAC Brochure, Informational Flyer, and Meeting Schedule
Karla Curry reviewed the SBCSELPA brochure and advised that it is available in English and Spanish. The Committee was satisfied; there were no questions or comments.

G. SBCSELPA 2020-2021 Professional Development Offerings & OMS
Jennifer Connolly shared that this is one of her main projects that she spends much of her time coordinating. She reviewed the professional development booklet, specifically district requested trainings, “mini trainings” and how they work. Additionally, SBCSELPA offers large trainings, and she reviewed the current monthly schedules for these bigger trainings, highlighting the October trainings with Linda-mood Bell, CCASP Legal Symposium, CPI classes, SELPA-ration, and Dyslexia Training Institute. Lastly, the final part of the booklet highlights staff and presenters that participate in professional development trainings. This professional development booklet is updated monthly, and the link can be found on our SBCSELPA website. Dena Davis asked if general ed. teachers utilize the trainings, Jennifer responded that these trainings are open to all and our OMS website is where you register and where you can find specifics regarding who each specific trainings targeted audience is. The Committee was satisfied; there were no further questions or comments.

H. Network Meetings for all Related Services & Teachers
Jennifer Connolly reviewed that these are meetings that are being held regularly with mild-moderate teachers, moderate-severe teachers, speech and language pathologists, and OT’s. Jennifer shares that there is usually a brief agenda, an update as to what is happening with the SBCSELPA, and then she allows time for collaboration. The common theme that these professionals have all reported recently is that they feel they are reaching more families and they are having more engagement with parents during this time. Many have shared the challenge of the technology that comes with virtual teaching and that they wish they could be back in the classroom. Karla commented that the teachers she works with seem to feel a lot more comfortable with things now in this Fall semester than they did in the Spring, and the teachers put in a lot of effort over the summer to sharpen their skills. The Committee was satisfied; there were no questions or comments.
I. SBCSELPA Brochure and Website
Karla Curry reviewed the SBCSELPA brochure and website. The Committee was satisfied; there were no questions or comments.

J. 2020-2021 CAC Project Discussion
Karla Curry initiates the discussion of what the CAC project can be for this year, the project will be for the Santa Barbara County and support our mission. Jennifer Connolly shares what previous CAC projects have been, last year was a toolkit for preschool students entering into kindergarten which included the Special Education Parent Handbook, in English and Spanish. Last year the CAC formed ad hoc committees and worked on revising and updating the entire handbook and then had it translated. This handbook is given out at the initial IEP and tri-annual IEP in addition to being on the SBCSELPA website. Additionally, the toolkit included a transitional booklet, Turning 3, which was also updated and translated into Spanish. The year prior the CAC created a Parent IEP Handout, that included suggestions of questions parents should ask during an IEP, available in both English and Spanish. Jennifer opened the floor for suggestions and ideas of what the group would like to create or develop as a group this year. Lindsay MacDonald offered to send out a OneDrive file with copies of the previous year’s projects for the CAC group to review. Karla commented that she researched the internet and other CACs and activities that they have been doing and she saw a lot of parent trainings that are being offered especially in this time of distance learning. Also, Karla saw that some CACs had newsletters that were produced quarterly, as another way to get information out into the community. Jamie Johnson suggested working with the adult transition programs, there are differences between the North and South County resources, possibly create a handbook for the transition into life after school. Tamika Harris asked if there are any videos that parents can watch that show what a basic IEP meeting looks like, Jennifer responds that with zoom we could possibly create a mock IEP meeting tutorial. Dena Davis suggested that that it would be helpful for each district website to have a link to the SBCSELPA website to highlight the resources available. Jennifer commented that she did like the idea of a quarterly newsletter, create a template that we update at each meeting and provide to the districts to post on their websites. Karla offered to gather some examples of other newsletters to review at the next meeting. Dena Davis suggested having SSEPAC committees’ resources highlighted as well. Mariana Murillo commented that we make sure early start parents get the transition process, Jennifer responded maybe thinking more about that making some sort of toolkit for that process. Monse Garcia commented that whatever we decide to push out to the parents making sure that it is also translated into Spanish. Karla commented researching what agencies we can circulate whatever our publication is to so that we are sure to get it into the parents’ hands. Finally, Jennifer proposed everyone think about all these ideas in the next month and at the next meeting we vote on what our project will be. The Committee was satisfied; there were no further questions or comments.

K. SPED Finance Review
Kim Hernandez, SBCSELPA CBO
Kim Hernandez presents a SPED Finance Review PowerPoint presentation which includes the guiding principles of the funding model; SPED revenue, including Federal and State funding; SPED regional expenses; and other SPED funding/expenses. Kim emphasizes that she is always available if you have questions or comments you are more than welcome to contact her, and she is happy to discuss any of these finance components with you. The Committee was satisfied; there were no further questions or comments.
L. Presentations for the 2020-2021 year
Karla Curry reviewed the proposed calendar of presentations for the year. Dena Davis asked what the acronym G.R.O.W. represented, Jennifer clarified that it is “Growth Mindset, Resilience, Other Centered, Work Ethic,” a program created by two SBCSELPA mental health specialists that is county wide and for our students with emotional disturbance disability, alternative to TLP, therapeutic learning program. Further, Jennifer reviewed there would be a “trauma” presentation that would focus on how to handle mental health issues within your students and in your community and then an “update” meeting with the SBCSELPA Executive Director. The Committee was satisfied; there were no further questions or comments.

M. Compliance: SEP and DISPRO
Jennifer Connolly reviews that SEP is the new term that has replaced “program improvement” and SEP stands for “Special Education Plan” and DISPRO refers to “disproportionality” meaning students are being over identified in one disability versus another. For the SEP, this year out of the 25 districts in our county we have 19 that are targeted to do additional work on this plan. The CDE has a range of elements and the State reviews how your district is doing overall and identifies if the district needs work in a particular area. Suspension seems to be a common element that most districts are being targeted for and requiring improvement in that area. Jennifer reviews what the SEP entails and what must be done by each district to create the SEP. Karla comments that it is like a report card for the district and strategies for improvement are looked at. Jamie Johnson further comments that the districts also look at what the cause is and then develop the plan of strategies to address the root cause. The Committee was satisfied; there were no questions or comments.

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
   Jennifer Connolly reviews the JPA Board minutes are provided for information to the CAC to see what the JPA Board is doing. The Committee was satisfied; there were no questions or comments.

O. SIRAS Newsletters
1. April 2020, Vol. 11
5. September 2020, Vol. 15
   Jennifer Connolly reviews the SIRAS newsletters and shares that they are all posted on the SBCSELPA website and the SIRAS homepage for everyone to access. Jennifer shares that SIRAS is our database for writing IEPs. The Committee was satisfied; there were no questions or comments.
VI. **PRESENTATIONS (continued)**

B. **What is SELPA?**

**Presenter: Jennifer Connolly, SBCSELPA Coordinator**

Jennifer Connolly presents a PowerPoint presentation that is a general overview of what the SELPA is and what it does. Jennifer shares that she created this presentation based off of conversations she has had that many people know there is the SELPA out there but they don’t have a clear understanding of what exactly it is we do for the districts we support. The presentation reviews what SELPA stands for; SBCSELPA staff; what SELPAs are; what SELPAs facilitate; policy and procedural manuals SBCSELPA has; advisement; professional development; nonpublic school placement; collaboration with County-wide agency partners; SBCSELPA website; and where SBCSELPA is located. The Committee was satisfied; there were no questions or comments.

VII. **MISCELLANEOUS AGENDA ITEMS**

A. **CAC Member Sharing**

1. **SELPA-bration Save the Date**

Karla Curry reminded everyone that the 1st Annual SELPA-bration is on October 27, 2020 from 3:00 – 4:00 p.m. via zoom. Everyone is invited to attend for all or part of the celebration. The 2nd Annual SELPA-bration is May 4, 2021, which we hope will be in person. The Committee was satisfied; there were no questions or comments.

B. **Next Scheduled CAC Meeting:**

*December 7, 2020, 9:30 - 11:30 a.m.*

Via Zoom due to COVID-19

VIII. **ADJOURNMENT**

Norma Cabello motioned for adjournment and Jamie Johnson seconded the motion to adjourn the meeting at 11:10 a.m. The motion passed unanimously; none opposed and no abstentions.

*Attached is the Zoom Chat transcription.*

**ZOOM MEETING INFORMATION:**

*Topic: CAC Meeting*
*Time: Oct 5, 2020 09:30 AM Pacific Time (US and Canada)*
*Join Zoom Meeting*
https://zoom.us/j/91018398898?pwd=RmlRRlkvVXRWVv3MEZQTkgzRTFpZz09

*Meeting ID: 910 1839 8898*
*Password: 2kLDJT*

One tap mobile
+16699009128,,91018398898#,,,,0#,,908982# US (San Jose)
+12532158782,,91018398898#,,,,0#,,908982# US (Tacoma)

Dial by your location
+1 669 900 9128 US (San Jose)
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+1 646 558 8656 US (New York)
+1 301 715 8592 US (Germantown)
+1 312 626 6799 US (Chicago)

*Meeting ID: 910 1839 8898*
*Password: 908982*

Find your local number: https://zoom.us/u/aboXUQouAi
SBCSELPA CAC
MINUTES OF OCTOBER 5, 2020 REGULAR MEETING

10/5/2020 CAC Meeting – ZOOM CHAT TRANSCRIPT

From Mika Harris to Everyone: 09:30 AM - I am not hearing Jennifer very well. Let me hop out and back on (Mika, TCRC)

From Dena Davis to Everyone: 09:30 AM - I’m here but helping my son on Zoom. We’ll see how this goes. :)

From Norma Cabello to Everyone: 09:31 AM - Hi representing Guadalupe Union School District

From Dena Davis to Everyone: 09:32 AM - When it’s his turn to talk, I need to assist. Otherwise, he should be okay.

From Karen Ebner to Everyone: 09:33 AM - I can’t stay the whole meeting. I’m sorry.

From Sarah Rodriguez to Everyone: 09:38 AM - my kids really enjoyed hearing me say the pledge of allegiance

From Kim Hernandez, SBCSELPA to Everyone: 09:38 AM - That is great, Sarah!

From Jennifer Connolly, SBCSELPA Coordinator to Everyone: 09:44 AM - www.captain.ca.gov

From Dr. Sucari Epps to Everyone: 09:45 AM - The AFIRM modules are awesome Robyn!!

From Jennifer Connolly, SBCSELPA Coordinator to Everyone: 09:45 AM - ryoung@s bunified.org

From Sonia Morosin to Everyone: 09:47 AM - motion to approve

From Alana Yamamoto to Everyone: 09:47 AM - Yes

From Jamie Johnson to Everyone: 09:47 AM - Yes

From Amanda Lopez-Solis to Everyone: 09:47 AM - I think I need to abstain from A and but vote in favor of B

From Dena Davis to Everyone: 09:48 AM - aye

From Sonia Morosin to Everyone: 09:48 AM - yes

From Dr. Sucari Epps to Everyone: 09:48 AM - yes

From Monse Garcia to Everyone: 09:48 AM - yes

From Norma Cabello to Everyone: 09:48 AM - yes

From Dr. Joe Ledoux to Everyone: 09:48 AM - aye

From Dena Davis to Everyone: 09:52 AM - Is the CAC agenda posted on the SELPA website, as well? Go, Lindsay!

From Dena Davis to Everyone: 10:06 AM - I have an idea for a student or two. :)

From Jennifer Connolly, SBCSELPA Coordinator to Everyone: 10:06 AM - great Dena. Let’s talk about it in the meeting.

From Sonia Morosin to Everyone: 10:10 AM - Thank you, Jennifer! I’m attending the Lindamood Bell training this week and I’m so excited!

From Dena Davis to Everyone: 10:12 AM - Do Gen Ed teachers take advantage of these trainings?

From Mika Harris, TCRC to Everyone: 10:26 AM - Are there videos the parents can watch that would show what a basic IEP meeting would look like?

From Sonia Morosin to Everyone: 10:27 AM - I need to go teach again. Thank you!
From Dena Davis to Everyone: 10:28 AM - It would be helpful for every district website to have a link to the SELPA website and highlight the resources available. Not a project necessarily.

From Dr. Sucari Epps to Everyone: 10:29 AM - second to Dena about highlighting resources available county wide to parents

From Dena Davis to Everyone: 10:29 AM - SSEPAC committees can make sure to highlight resources, as well.

From Mariana Murillo to Everyone: 10:29 AM - Very important to make sure early start parents get it during the transition process!

From Monse Garcia to Everyone: 10:31 AM - Can we consider what we decide to push out to parents making sure it’s translated (Spanish)?

From Dena Davis to Everyone: 10:39 AM - Is this in the agenda/packet?

From Jennifer Connolly, SBCSELPA Coordinator to Everyone: 10:39 AM - Yes

From Dena Davis to Everyone: 10:39 AM - Phew! I love this part but need to focus. :)

From Dena Davis to Everyone: 10:47 AM - Is GROW a county acronym for a program or state acronym?

From Jennifer Connolly, SBCSELPA Coordinator to Everyone: 10:48 AM - GROW is a SBSELPA created program.

From Dr. Sucari Epps to Everyone: 10:48 AM - Thanks Kim!

From Jennifer Connolly, SBCSELPA Coordinator to Everyone: 10:48 AM - We will have a presentation coming from our GROW leaders in the next few months.

From Dena Davis to Everyone: 10:49 AM - Curious about the name’s origin. I have a mission to replace mod-severe label. :)

From Kim Hernandez, SBCSELPA to Everyone: 10:50 AM - You are welcome! I enjoyed being here. Anyone can reach out to me at khernandez@sbceo.org. I am going to head out now. Thank you for having me.

From Karla Curry to Everyone: 10:53 AM - 14 Elements

From Dena Davis to Everyone: 10:56 AM - Do you include parents on those committees? I believe SB is.

From Jennifer Connolly, SBCSELPA Coordinator to Everyone: 10:56 AM - Yes parents are included

From Sarah Rodriguez to Everyone: 11:00 AM - Gotta run to another meeting. So much great information. Thank you!!! Looking forward to the next meeting! Thank you!

From Eva Soohoo to Everyone: 11:01 AM - I have teaching commitments and need to sign off. See you next meeting!

From Mariana Murillo to Everyone: 11:03 AM - Thank you everyone, I have to start my son’s G-Tube feeding at 11 am.

From Dena Davis to Everyone: 11:04 AM - Bye, Mariana. :)

From Jamie Johnson to Everyone: 11:10 AM - Aye

From Dena Davis to Everyone: 11:11 AM - I will share next time!
Date: December 7, 2020

To: Community Advisory Committee

From: Jennifer Connolly, SBCSELPA Coordinator

Re: December 2020 and January 2021 Professional Development Offerings

➢ To Register go to https://sbcselpa.k12oms.org/

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<td>12/2/2020</td>
<td>SBCSELPA</td>
<td>2:00-3:30 Zoom All County</td>
<td>Moderate/Severe Teachers Network Meeting</td>
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<td>12/3/2020</td>
<td>SBCSELPA</td>
<td>2:00-3:00 Zoom All County</td>
<td>Mild/Moderate Teachers Network Meeting</td>
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<td>12/8/2020</td>
<td>SBCSELPA</td>
<td>2:00-3:00 Zoom All County</td>
<td>Speech and Language Network Meeting</td>
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<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>
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<td>12/10/2020</td>
<td>SBCSELPA and Southern CA Diagnostic Center</td>
<td>12:00-3:00 Zoom Provided by SCADC</td>
<td>Autism Spectrum Disorder (ASD): What Every Para educator Should Know (For Para educators working with students with ASD)</td>
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<td>12/14/2020</td>
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<td>SBCSELPA and Southern CA Diagnostic Center</td>
<td>8:30-3:00 Zoom</td>
<td>Patterns of Strengths and Weaknesses, presented by the Diagnostic Center</td>
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<td>1/21/2021</td>
<td>SBCSELPA and Southern CA Diagnostic Center</td>
<td>2:00-3:30 Zoom provided by SCADC</td>
<td>Battery Not Included: Assessing Complex Communication Needs of Students Who Cannot Access Formalized Testing (For SLPs)</td>
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<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>
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Vision and Adaptive PE training TBD / DHH Training TBD
Professional Development Offerings 2020-2021

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

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## Available Resources

- OMS Online Registration for Events
- 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

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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.sbcelpa.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.
### District Special Education Programs

<table>
<thead>
<tr>
<th>School/Program</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>
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<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/

This Professional Development Offerings Booklet is updated monthly.

August

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

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

## September

<table>
<thead>
<tr>
<th>Date</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 Zoom, North SBC</td>
<td>One-Day Refresher, Nonviolent Crisis Prevention Intervention</td>
</tr>
<tr>
<td>9/8/2020</td>
<td>SBCSELPA and C.A.P.T.A.I.N.</td>
<td>2:00-4:00 Zoom All County Administrators</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>9/10/2020</td>
<td>SBCSELPA</td>
<td>1:00-2:30 Zoom All County</td>
<td>SIRAS for Translators</td>
</tr>
<tr>
<td>9/14/2020</td>
<td>SBCSELPA</td>
<td>2:00-3:00 Zoom All County</td>
<td>Virtual Classroom Platforms/ Zoom and Google Classroom</td>
</tr>
<tr>
<td>9/15/2020</td>
<td>SBCSELPA</td>
<td>2:00-4:00 Zoom All County Administrators</td>
<td>Conscious Discipline Modules an Introduction for all county Administrators</td>
</tr>
<tr>
<td>9/16/2020</td>
<td>SBCSELPA</td>
<td>1:30-3:00 Zoom Nurses</td>
<td>Nurses Network</td>
</tr>
<tr>
<td>9/17/2020</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>9/21/2020</td>
<td>SBCSELPA</td>
<td>8:30-12:30 Zoom ADMIN, Clerks, CALPADS</td>
<td>Fall 1 Review with Brian Marcontell from SIRAS</td>
</tr>
<tr>
<td>9/21/2020</td>
<td>SBCSELPA</td>
<td>1:00-2:00 Zoom All County OTs</td>
<td>All County Occupational Therapist Network Meeting</td>
</tr>
<tr>
<td>9/21/2020</td>
<td>SBCSELPA</td>
<td>2:00-3:00 Zoom All County</td>
<td>Digital Tools: Attendance/Tracking Tools/Instructional Assessment Tools</td>
</tr>
<tr>
<td>9/22/2020</td>
<td>SBCSELPA</td>
<td>2:00-4:00 Zoom All County Administrators</td>
<td>Trauma Informed Education for All County Administrators</td>
</tr>
<tr>
<td>9/22/2020</td>
<td>SBCSELPA</td>
<td>2:00-4:00 Zoom All Moderate/Severe Teachers</td>
<td>All County Moderate/Severe Teachers Network Meeting</td>
</tr>
<tr>
<td></td>
<td>SBCSELPA</td>
<td>2:00-4:00 Zoom All SLPs</td>
<td>All County Speech and Language Pathologists Network Meeting</td>
</tr>
<tr>
<td>9/28/2020</td>
<td>SBCSELPA</td>
<td>2:00-3:00 Zoom All County</td>
<td>Digital Tools: Communication tools.</td>
</tr>
<tr>
<td>9/29/2020</td>
<td>SBCSELPA</td>
<td>2:00-4:00 Zoom All County</td>
<td>All County Mild/Moderate Teachers Network Meeting</td>
</tr>
<tr>
<td>Date</td>
<td>Host</td>
<td>Time/Location</td>
<td>Title</td>
</tr>
<tr>
<td>--------------</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>9/30/2020</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>
</tbody>
</table>

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

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**October**

<table>
<thead>
<tr>
<th>Date</th>
<th>Host</th>
<th>Time/Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<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 Administrators</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 <em>Days 1 &amp; 2 of four afternoons workshops</em></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><em>Postponed to a later date</em> 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 <em>Days 3 &amp; 4 of four afternoons workshops</em></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>10/23/2020</td>
<td>SBCSELPA</td>
<td>2:00-3:00</td>
<td>SLP Network Meeting</td>
</tr>
<tr>
<td>Date</td>
<td>Host</td>
<td>Time/Location</td>
<td>Title</td>
</tr>
<tr>
<td>--------------------</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>10/27/2020</td>
<td>SBCSELPA</td>
<td>Zoom All SLPs</td>
<td>SELPA-Bration Awards</td>
</tr>
<tr>
<td>10/28/2020-10/29/2020</td>
<td>SBCSELPA</td>
<td>1:30-3:30 Zoom All County</td>
<td>Dyslexia Training Institute</td>
</tr>
</tbody>
</table>

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

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### November

<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>

### December

<table>
<thead>
<tr>
<th>December</th>
<th>Host</th>
<th>Time/Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/2/2020</td>
<td>SBCSELPA</td>
<td>2:00-3:30 Zoom All County</td>
<td>Moderate/Severe Teachers Network Meeting</td>
</tr>
<tr>
<td>12/3/2020</td>
<td>SBCSELPA</td>
<td>2:00-3:00 Zoom All County</td>
<td>Mild/Moderate Teachers Network Meeting</td>
</tr>
<tr>
<td>12/8/2020</td>
<td>SBCSELPA</td>
<td>2:00-3:00 Zoom All County</td>
<td>Speech and Language Network Meeting</td>
</tr>
</tbody>
</table>
### 2021 Professional Development Calendar of Events by the Month

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

#### January

<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 Southern CA Diagnostic Center</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 Southern CA Diagnostic Center</td>
<td>2:00-3:30 Zoom provided by SCADC</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>

Vision and Adaptive PE training TBD DHH Training TBD

#### February

<table>
<thead>
<tr>
<th>February</th>
<th>Host</th>
<th>Time/Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/10/2021-2/2/11/2021 (tentative date- awaiting response)</td>
<td>SBCSELPA and SLOSELPA</td>
<td>12:00-4:00 Zoom All County</td>
<td>ADOS: Autism Diagnostic Observation Schedule</td>
</tr>
<tr>
<td>2/23/2021</td>
<td>SBCSELPA and Southern CA</td>
<td>12:00-3:30 Zoom</td>
<td>Ensuring Successful Transition to Adulthood for Students with Moderate to Severe Disabilities</td>
</tr>
<tr>
<td>Date</td>
<td>Host</td>
<td>Time/Location</td>
<td>Title</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>2/23/2021</td>
<td>SBCSELPA and Southern CA Diagnostic Center</td>
<td>Zoom</td>
<td>Patterns of Strengths and Weaknesses Coaching with Amy Taylor</td>
</tr>
<tr>
<td>2/24/2021</td>
<td>SBCSELPA and C.A.P.T.A.I.N.</td>
<td>8:30-3:00</td>
<td>Evidence Based Practices in Autism by C.A.P.T.A.I.N. (Cohort 2)</td>
</tr>
<tr>
<td>2/25/2021</td>
<td>SBCSELPA</td>
<td>8:30-3:00</td>
<td>One-Day Refresher, Nonviolent Crisis Prevention Intervention</td>
</tr>
</tbody>
</table>

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

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**March**

<table>
<thead>
<tr>
<th>March</th>
<th>Host</th>
<th>Time/Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/3/2021-3/4/2021</td>
<td>SBCSELPA</td>
<td>8:30-3:00</td>
<td>Two-Day Initial, Nonviolent Crisis Prevention Intervention</td>
</tr>
<tr>
<td>3/9/2021 TBD</td>
<td>SBCSELPA</td>
<td>8:30-11:30 South County 1:00-3:00 North County</td>
<td>Jan Tomsky Legal ‘Hot Topics in Special Education’</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>
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<td>3/16/2021</td>
<td>SBCSELPA and Southern CA Diagnostic Center</td>
<td>Zoom</td>
<td>Patterns of Strengths and Weaknesses Coaching with Amy Taylor</td>
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<td>3/18/2020</td>
<td>SBCSELPA and Southern CA Diagnostic Center</td>
<td>12:00-3:00 Zoom provided by SCADC</td>
<td>Still Not Producing: Assessment and Intervention for Executive Function Difficulties (For Psychologists, Educators)</td>
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<td>3/17/2021-3/18/2021</td>
<td>SBCSELPA</td>
<td>8:30-3:00</td>
<td>Two-Day Initial, Nonviolent Crisis Prevention Intervention</td>
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### April

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<td>8:30-3:00 Zoom or In Person South SBC</td>
<td>Two-Day Initial, Nonviolent Crisis Prevention Intervention</td>
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<td>4/20/2021</td>
<td>SBCSELPA and Southern CA Diagnostic Center</td>
<td>Zoom</td>
<td>Patterns of Strengths and Weaknesses Coaching with Amy Taylor</td>
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<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>
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### May

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<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>
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<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>
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</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
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.

**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, participate 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.

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.

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**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 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, & Ful frost, 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 504 Plan
- 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. Keeping 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

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.

Social Emotional: 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.

**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.*
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.

4. **Conscious Discipline Modules: “Assertiveness”**
   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

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<th>Topic</th>
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<tr>
<td>August 3:</td>
<td>SBCEO</td>
<td>Introduction to SIRAS</td>
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<tr>
<td>August 5:</td>
<td>Guadalupe</td>
<td>Facilitated IEP Meetings</td>
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<td>August 8:</td>
<td>Orcutt</td>
<td>Introduction to SIRAS</td>
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<td>August 13:</td>
<td>Lompoc</td>
<td>Introduction to SIRAS</td>
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<tr>
<td>August 14:</td>
<td>Lompoc</td>
<td>Introduction to SIRAS</td>
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<td>August 17:</td>
<td>SBUnified</td>
<td>Introduction to SIRAS</td>
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<tr>
<td>August 18:</td>
<td>SBCEO</td>
<td>CPI Refresher</td>
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<td>August 18:</td>
<td>Hope</td>
<td>Self-Care for the Educator</td>
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<tr>
<td>August 18:</td>
<td>SYVSEC</td>
<td>Behavioral Foundations for Starting the School Year</td>
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<tr>
<td>August 19:</td>
<td>Hope</td>
<td>Behavior</td>
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<tr>
<td>August 20:</td>
<td>Guadalupe</td>
<td>SIRAS Service Logs and Electronic Signature form</td>
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<tr>
<td>August 24:</td>
<td>Hope</td>
<td>CPI (refresher)</td>
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<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>
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#### September

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<th>Date</th>
<th>LEA</th>
<th>Topic</th>
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<tr>
<td>September 1</td>
<td>SB PIC Interns</td>
<td>SIRAS Beginners Workshop</td>
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#### October

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<th>Topic</th>
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<tr>
<td>October 5:</td>
<td>SMB</td>
<td>SIRAS IEP at a Glance</td>
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<td>October 6:</td>
<td>Buellton</td>
<td>Understanding Brain States and Coaching Strategies</td>
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<td>October 14:</td>
<td>SYHS</td>
<td>Understanding Brain States and Coaching Strategies</td>
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<td>October 16:</td>
<td>Carpinteria</td>
<td>SIRAS Beginners Workshop</td>
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<td>October 19:</td>
<td>SMB</td>
<td>SIRAS Beginners Workshop</td>
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<td>October 21:</td>
<td>Manzanita</td>
<td>Understanding Brain States and Coaching Strategies</td>
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<td>October 22:</td>
<td>SBCEO</td>
<td>SIRAS Beginners Workshop</td>
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</table>
October 28  SBCEO Youth Empowerment Summit: Relational Scaffolding: Developing Trust-Based Learning Relationships
October 28  Buellton Oak Valley: Cultivating a Positive School Culture and Emotional Well Being
October 28  Buellton Jonata Jr. High School: Cultivating a Positive School Culture and Emotional Well Being
October 28  Functions of Behavior for NPS/A
October 28  Behavior 101 for NPS/A

**November**

November 2  Orcutt  Accommodations, Modifications, and Grading
November 2  Orcutt  CPI Refresher
November 2  Lompoc  SIRAS Beginners Workshop
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Dr. Ray Avila</td>
<td>SBCSELPA Executive Director</td>
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<tr>
<td>Jennifer Connolly</td>
<td>SBCSELPA Coordinator</td>
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<tr>
<td>Margaret Slater</td>
<td>Office Manager</td>
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<tr>
<td>Lindsay MacDonald</td>
<td>Executive Secretary</td>
</tr>
<tr>
<td>Brian Helt</td>
<td>Clerical Assistant/Mental Health Clerical Assistant</td>
</tr>
<tr>
<td>Kim Hernandez</td>
<td>Accountant/Business Official</td>
</tr>
<tr>
<td>Rosy Mato-Bucio</td>
<td>SBCSELPA BCBA</td>
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<tr>
<td>Phil Pandac</td>
<td>SBCSELPA BCBA</td>
</tr>
<tr>
<td>Deborah Umansky</td>
<td>Clinical Psychologist Intern Supervisor</td>
</tr>
<tr>
<td>Taryn Hurvitz</td>
<td>Audiologist</td>
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<tr>
<td>Lisa Foote</td>
<td>AT/AAC Specialist</td>
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<tr>
<td>Stephan Salter</td>
<td>SBCSELPA Mental Health Specialist/NPS Coordinator</td>
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<tr>
<td>Alison Lindsey</td>
<td>SBCSELPA Mental Health Specialist/Wraparound Services</td>
</tr>
</tbody>
</table>
Kristy Kenny  
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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

**OMS Calendar of Events**  
https://sbcseelpa.k12oms.org/

Professional Development

**SBCSELPA Local Plan**  
www.sbcseelpa.org

Educators, Parent Resources

**SBCSELPA Procedural Handbook**  
www.sbcseelpa.org

Educators, Parent Resources

**Special Education Parent Handbook**  
www.sbcseelpa.org

Parent Resources

**What are all these IEP Documents? Parent Questions for an IEP**  
www.sbcseelpa.org

Parent Resources

**Turning 3: Transition from Early Start to Preschool**  
www.sbcseelpa.org

Parent Resources

**SIRAS Systems (IEP development)**  
https://www.sirassystems.org

Educators Resources

**Santa Barbara SBCSELPA Conference Room**  
bhelt@sbceo.org

To book Santa Barbara SBCSELPA Conference Room

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**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

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This Professional Development Offerings Booklet is updated monthly.
Date: December 7, 2020

To: SBCSELPA Community Advisory Committee

From: Jennifer Connolly, SBCSELPA Coordinator

Re: August 31, 2020 SBCSELPA JPA Board Regular Meeting Minutes

BACKGROUND:

- The Santa Barbara County Special Education Local Plan Area Joint Powers Agency Board is composed of eight Superintendents representing LEAs in Santa Barbara County.

- The Joint Powers Agency Board meets monthly to review Santa Barbara County SELPA’s utilization of available resources, processes and procedures for identification and placement of children with disabilities.

- The SBCSELPA Executive Director reports on a monthly basis during the school year to the JPA Board.

- Highlights from the August 31, 2020 SBCSELPA JPA Board Meeting Minutes are as follows:

  1. Santa Barbara County Superintendents and SBCSELPA Executive Director have met weekly since the school closure due to COVID-19 to discuss distance learning, SB County Public Health information, and to prepare for the re-opening of schools examining several models.


  3. Approval of Nonpublic Schools Individual Service Agreements, master contract with rates and Nonpublic Agency master contract with rates.

  4. A presentation on Ending Fund Balance, SBCSELPA’s reserve accounts, a proposal for allocation of the AB602 and Mental Health Ending Fund Balances was given by Kim Hernandez, SBCSELPA Business Official.

  5. Free Professional Development for all SBCSELPA staff county wide was proposed and approved due to a remaining balance of funding due to the COVID-19 closure in March.

  6. SBCEO Regional Program brought forth requests for additional Instructional Assistance support and for the McClelland Office Space to be used for Itinerant Preschool Services. Both items were approved.

  7. The SBCSELPA Local Plan and Procedural Handbook has been revised and updated. Both documents are on the SBCSELPA website.
Date: December 7, 2020
To: SBCSELPA Community Advisory Committee
From: Jennifer Connolly, SBCSELPA Coordinator
Re: November 2, 2020 SBCSELPA JPA Board Regular Meeting Minutes

BACKGROUND:

➢ The Santa Barbara County Special Education Local Plan Area Joint Powers Agency Board is composed of eight Superintendents representing LEAs in Santa Barbara County.

➢ The Joint Powers Agency Board meets monthly to review Santa Barbara County SELPA’s utilization of available resources, processes and procedures for identification and placement of children with disabilities.

➢ The SBCSELPA Executive Director reports on a monthly basis during the school year to the JPA Board.

➢ Highlights from the November 2, 2020 SBCSELPA JPA Board Meeting Minutes are as follows:

1. Seven students are currently in Nonpublic school placements. LEAs are working hard to maintain students in their least restrictive environments.

2. Nineteen LEAs are completing the Special Education Plans (SEP) to show targeted areas for growth in elements related to CA Dashboard data from CDE. Plans are due December 15.


4. Dr. Ray Avila shared the SBCSELPA’s 2020-2021 Adopted Budget and multi-year projections.

5. The Local Plan revision was approved by California Department of Education.

6. The Tri-Counties Regional Center and SBCSELPA, Part C Interagency Agreement Annual Review was approved and signed.

7. SBCSELPA developed a YouTube channel that houses all of the past professional development from April until the present. No password is needed to view trainings.

JC:lm
**SIRAS NEWS**

Year 2: VOLUME 16  October 2020

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**News Flash**

**IEP 10A:** Meeting participation in Spanish.

**IEP 10B:** Consent for Placement: English and in Spanish pages formatted to look the same.

**From Non-Meeting Forms to Pre-IEP 17:** Notice of Receipt of Referral to Special Education moving Pre-Meeting IEP forms as an optional form for Initial IEPs.

If you are having any issues opening a PDF in SIRAS, please try clearing your cache. For directions on how to clear your cache [click here](#).

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**Now in SBCSELPA Reference Library in Added Forms**

**Alternate Assessment Decision Confirmation Worksheet** is located in the SELPA Reference Library for staff to utilize in discussions of Alternative ELPAC and the California Alternative Assessments (CAAs) added to the ‘Tools’ ‘Added Forms’ SELPA Reference Documents.

**California Alternative Assessment (CAA) worksheet** currently in the Tools’ ‘Added Forms’ SELPA Reference Documents.

**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.

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**New Features/ Updates in SIRAS**

**Toggling between ‘district’ view vs. ‘caseload’ view Preference**

To access your user account preferences go to Tools > My Account or Manage Users and select the Preference tab.

**Default Home Page tab** will appear upon logging in such as the Student Data Overview; Meetings; etc.

**Toggling between ‘district’ view vs. ‘caseload’ view Preference.** Currently Admin. Users see all records in school or district. By clicking on the little red schoolhouse and checking ‘View specifically assigned students’ changes focus on only those students that have been assigned to you. Now under your user ‘Preference’ tab you can default whether you want to view your full range of students as an admin user or just the students you have been assigned to under the Provider tab.
New Features/ Updates in SIRAS continued

Toggling between ‘district’ view vs. ‘caseload’ view continued...

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.

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**

**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.

**Sending links via email:**
If the meeting participant has access to SIRAS, they are to log in SIRAS and sign the Meeting Participation form. Only participants such as the General Education Teacher and the Parent should be sent the form links.

Refer to the form link and eSignature handout: Email Form Links & Electronic Signatures - Steps to Finishing an IEP - How to Add a Contact Attempt - How to Add a Continuation Meeting

**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.

**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.

**Administrators and MIS Clerks**

**Follow the Fall 1 Data Monitoring Procedures prior to submitting 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.

**Review your Student Lists/Predefined/Pending Referrals List.** Sort the list by parent consent. All students with parent consent should have an SSID#. If not, request one and enter it into SIRAS, then archive the record.
Review records with parent consent to see if a pending archive exists. If not, Edit CALPADS Reporting and Force create an archive for CALPADS.

If there is a non C to B student whose parent has since revoked their consent for assessment, set the pending archived record to Do Not Report and delete the associated SPED record from CALPADS.

Review the new Accountability Reports in CALPADS on regular basis. 16.7 and 16.8 will generate a to-do list of IEPs meetings that need to be completed.

Fall 1 reminders:

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.

Compliance Calendar:

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]
News Flash

New Features/ Updates in SIRAS

A virtual meeting link can now be added to the IEP meeting notice. When 'Virtual meeting' is entered as the Place for the IEP meeting, the Conference Link and Password fields will appear. Paste the link and password into the Conference Link and Password fields. Open the IEP meeting notice and the live link will appear on the notice. Parents will have access to the live link from the downloaded notice and on the day of the meeting, users will be able to click the Go To Link button in the IEP Manager to launch the meeting via your browser.

Green check mark added to quickly see which IEP meetings have been held from the Choose student list. A green check mark will appear if the meeting has been held.

Uploaded Documents: Users can now view a document uploaded to the basic forms within the IEP manager basic forms tab. When uploading, attach to Basic IEP Forms and choose the form order. This would be useful when uploading a transcript to attach to the course of study form. The file name and description will appear in the Edit Forms column and paginate with the Preview/Print button.
**Updates for All Users**

**Toggling between ‘district’ view vs. ‘caseload’ view**

SBAC, ELPAC and Alternate ELPAC supports have been updated by the CDE and are being updated in SIRAS.

“Parent Contacted, No Response” will soon be an option added in the dropdown for Parent Response. This will archive the IEP in the IEP Manager and generate a meeting record for CALPADS, so that CDE will know that an IEP meeting was held. The new Parent Response will give the ability to search for meetings where no signatures have been received. If the parent later returns the form with written consent, upload the signed form to the SIRAS record and change the parent response to “Accepts the plan” in the IEP Manager and notify your SIRAS Data administrator. The SIRAS Data administrator will confirm that any changes to the student’s MIS data are properly documented in current and archived records.

Santa Barbara County SELPA
Administrators and MIS Clerks

Review Fall 1 snapshots, certification errors/warnings, submission errors/warnings, and accountability reports from CALPADS, make needed changes to SIRAS records and send the changes to CALPADS. Fall Data Monitoring and Certification Checklists are posted on the SIRAS4Admins and SIRAS4CALPADS Padlets. Schedule meetings with SELPA and/or SIRAS to assist with unresolved errors/warnings. The SELPA deadline for Fall 1 LEA approval is November 20, 2020.

The deadline for Fall DRDP data in SIRAS is December 18, 2020. Report students with all Unable to Rate on the DRDP Exception list and access DRDP Help on the SIRAS4Admins Padlet.

SIRAS is collecting your feedback on the program. Let Siras Systems know how the SIRAS program helps you serve students and work efficiently. Fill out this quick survey at the SIRAS Feedback Survey link.

Compliance Calendar:

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]
Date: December 7, 2020
To: SBCSELPA Community Advisory Committee
From: Jennifer Connolly, SBCSELPA Coordinator
Re: 2021 SELPA-bration Announcement and Information

BACKGROUND:
- The First Annual SELPA-bration was held virtually, due to COVID-19, on October 27, 2020 to honor 10 exceptional staff members across the county in Special Education.
- The recipients of the 2020 SELPA Stars:
  - Donna Tadaro, SBCEO, Preschool Special Education Teacher
  - Henly Ngai, Goleta USD, K-6 Special Education Teacher
  - Sebastian “Stooky” De La Cruz, SBUSD, Jr. High Special Education Teacher
  - Denny McKee, SMJUHSD, High School Special Education Teacher
  - Amanda Jane Belgarde, Lompoc USD, School Psychologist Related Services
  - Joan Carey, Santa Ynez Valley Consortium, Instructional Assistant
  - Louise Dahlquist, Goleta USD, General Education Teacher
  - Heather Anderson, Lompoc USD, School Site Administrator
  - Jestin St. Peter, Hope School District, Special Education Administrator
  - Kelly Kennedy, Safe House, Carpinteria, Agency
- The Second Annual SELPA-bration is scheduled for May 4, 2021 at Glen Annie Golf Course, dependent on the current state of the world.
- It was decided in 2020 that the CAC members would have the privilege of forming an ADHOC committee to review all nomination applications and vote on who would win the award for each category.
- Immediately following the conclusion of the February 1, 2021 CAC meeting, the members of the CAC will form an ADHOC Committee and stay to review the nomination applications and vote on the winner for each category to be honored at the 2021 SELPA-bration. Typically, the ADHOC committee meets until around 12:00 p.m. on that date.
- We are looking forward to the 2nd Annual SELPA-bration, as the first was such a great success.
NOMINATIONS NOW OPEN

The SBCSELPA is proud to announce that nominations for the second annual SELPA-Bration are now being accepted via Survey Monkey. Click the button below to be taken to the official nomination form on Survey Monkey.

ALL NOMINATIONS ARE DUE BY:

**JANUARY 28, 2021**

Click here for 2nd Annual SELPA Bration Nomination Form

This email was sent to lmacdonald@sbceo.org

why did I get this? unsubscribe from this list update subscription preferences

Santa Barbara County SELPA · 5385 Hollister Ave, Bldg 5 · Goleta, CA 93111 · USA
SELPA-Bration 2021 Nomination Form

The Santa Barbara County SELPA-bration recognizes the hard work county Special Education staff, Administrators, and Agencies provide to the unique students they serve.

The SBCSELPA Community Advisory Committee, composed of Parents and Professionals from each LEA in the Santa Barbara County will choose exceptional Special Education staff, Administrators, an Office Clerk, and an agency as award recipients after reviewing the content of this application. The Award recipients are to represent leaders in Special Education. LEAs are encouraged to nominate one person in each category.

Eligibility Requirements:
*Nominee must work with students in Santa Barbara County.

*Nominee must have approval of direct supervisor/Principal.

*Nominee must show the following qualities (leadership, team work/collaboration, positive spirit).

*Nominee must have a minimum of three years of experience in Special Education.

OK
An Introduction to G.R.O.W.

Community Advisory Committee (CAC)
December 7, 2020

Alison Lindsey, LMFT
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Rosy M. Bucio, Ph.D., BCBA-D
SBCSELPA Behavior Specialist
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What is G.R.O.W.?

- G.R.O.W. is a therapeutic wellness framework designed to serve students who have difficulty accessing their education due to their emotional and behavioral needs.

- The G.R.O.W. framework draws from many branches of science, including evidence-based research in education, child development, school/clinical psychology, trauma, neuroscience, behavioral science and interpersonal biology.

- Although comprehensive, G.R.O.W. components are also highly individualized to meet the unique needs of each student.
Growth Mindset

Resilience

G.R.O.W.

Other-Centered

Work Ethic
What Population do G.R.O.W. Programs Serve?

- Students who qualify for Special Education under “Emotional Disturbance”
- When IEP teams have exhausted all other services to meet the social-emotional and behavioral needs of a student and the student is still unable to access his/her education, the team may refer to a G.R.O.W. program.
Santa Barbara County
School Districts

High School District legend:
- Carpinteria Unified
- Cuyama Joint Unified
- Lompoc Unified
- Santa Barbara Unified District
- Santa Maria Joint Union High District
- Santa Ynez Valley Union High District
SBCSELPA Regional & Non-Regional Programs & Referrals

• “Regional Program” refers to programs operated within and for the SELPA by a district or the County Education Office that serves students with like needs/disabilities in a special class.

• It is expected that a student shall be referred for consideration of placement in a regional special class program class only if the student’s needs have not been met successfully in a less restrictive environment with appropriate special education support and intervention.

• It is the expectation that the district of residence will have considered, and where appropriate, utilized all district special education supports and program options prior to considering a referral to a regional program. (refer to Procedural Guidelines Regional Program Referral Checklist)
G.R.O.W. Programs within SBCSELPA: South County

<table>
<thead>
<tr>
<th>Santa Barbara Unified School District (SBUSD)</th>
<th>Goleta Union School District (GUSD)</th>
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</thead>
<tbody>
<tr>
<td><em>Harding Elementary School (K-6)</em></td>
<td><em>Ellwood Elementary School (1-3)</em></td>
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<tr>
<td><em>La Cumbre Junior High School</em></td>
<td><em>Ellwood Elementary School (2-4)</em></td>
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<td><em>Goleta Valley Junior High School</em></td>
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<td>Santa Barbara High School</td>
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<td>San Marcos High School</td>
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<td>Dos Pueblos High School</td>
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G.R.O.W. Programs within SBCSELPA: Mid-County

<table>
<thead>
<tr>
<th>Lompoc Unified School District (LUSD)</th>
<th>Santa Ynez Valley Consortium (SYV Consortium)</th>
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</thead>
<tbody>
<tr>
<td>Clarence Ruth Elementary School (K-6)</td>
<td>Oak Valley Elementary School (K-6)</td>
</tr>
<tr>
<td>Cabrillo High School</td>
<td>Santa Ynez Elementary &amp; Middle School</td>
</tr>
<tr>
<td>TLP II</td>
<td>Santa Ynez High School</td>
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</table>
## G.R.O.W. Programs within SBCSELPA: North-County

<table>
<thead>
<tr>
<th>Santa Maria Bonita School District (SMBSD)</th>
<th>Santa Maria Joint Unified High School District (SMJUHSD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Libbon Elementary School</td>
<td>Earnest Righetti High School</td>
</tr>
<tr>
<td><em>Fesler Junior High School</em></td>
<td>Santa Maria High School</td>
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<td></td>
<td>TLC II</td>
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Staffing in Regional G.R.O.W. Programs

- Special Education Teacher (1.0)
- Mental Health Therapist (.5)
- School Psychologist (.2)
- BCBA (as needed)
- Paraprofessional (1.0)
  - Two paraprofessionals per program, typically
Norms for Our G.R.O.W. Learning Community

• We are ALL learning a “new language”

• This is a journey at a community AND individual level

• Participate with an open mind

• There will be differences of opinion but we maintain professional decorum when addressing them

• It’s about “We” not “Them”
G.R.O.W. Foundational Elements

• Challenging our narratives
  • Default settings and/or intrinsic biases
  • Brain designed to “build narratives”
  • Highly influenced by “peer conformity”
  • We have to “train” our brains to have healthier, more adaptive narratives
  • “Behavior” is data/information/communication

• Brain development & behavior
  • “Neurons that fire together, wire together” - Dr. Dan Siegel
  • Trauma-informed mentality
    • Developmental trauma
    • Big “T” and little “t” trauma
    • Chronic stress
Do the best you can until you know better.

Then when you know better, do better.

-Maya Angelou
Unhelpful Narratives

• Students are in control of their choices at all times
• Kids are products of their home environments; there is little we can do at school
• He’s just being manipulative
• She’s just used to getting away with things
• If we don’t give him a consequence, then we are teaching him it’s ok to behave this way
• In the real world, she won’t have all these opportunities. Aren’t we setting her up for failure?
More Helpful/Adaptive Narratives

- Sometimes children can control their reactions but other times they can’t; Adults are the same way
- Everyone avoids things that aversive or “hard” for them; It’s not just our students
- When people are suffering, they lash out where they feel safe
- Disruptive behavior has a function; we need to understand what that it and support our students
- Behavior change is difficult and takes time
- Sometimes we just have a bad day; Tomorrow is a fresh start
So....

• How adults “narrate/talk” about learning, other humans, school, challenges, and BEHAVIOR impact student engagement and classroom culture

• By shifting our adult narratives, we slowly shift students’ own narratives

For many educators, reframing their students’ behaviors as survival strategies rather than willful disobedience creates a dynamic shift in classroom interactions and behavior management (Resilience in Schools, 2017)
Behavior is Communication!

• As children get older, our perception shifts to seeing their behavior as disobedience, disrespect, or defiance as opposed to seeing it as communication

• As we shift our perception, we shift our intent – our goal becomes stopping the behavior instead of trying to discern the communication behind it
  • Leads to ignoring students’ unmet needs and missing skills

• By welcoming the important communication behind the misbehavior, we can transform it from a socially unacceptable form of communication to one that is acceptable, safe and healthy
Purposefully misbehaving
Attention-seeking
Oppositional
Defiant
Testing limits
Lazy
Avoidant

Physiological state
Faulty perceptions
Emotional responses (shame, embarrassment, etc.)
Stress responses (fight, flight, freeze)
Thoughts or ideas
Physical pain or discomfort
Adaptations to sensory motor processing or preferences
The New Language of Behavior: It Starts With YOU!

• Children don’t make you angry; their “behaviors” push your buttons or “trigger” your responses

• That “trigger” activates your own neuro-biological cycle of behavior, impacting your ability to use your executive/logical brain

• You “walk around” more guarded if you’re “triggered” by certain students’ behaviors

• If we “go in” guarded, we don’t connect authentically; students are tuned into this (i.e., mirror neurons)

• That “trigger” response is your own unhealed wounds/lagging skills/unmet needs

• The million dollar question is....Do I want to hand that down to my own kids/students?

• Know your triggers!

• We need to hit the PAUSE button on the neuro-biological cycle of behavior and become CONSCIOUS of our own responses because...
  Connections on the outside build connections on the inside
DBW TIERs

• Traditional Behavioral Model

G.R.O.W. 1.0

• Hybrid Behavioral & Wellness Model

G.R.O.W. 2.0

• Therapeutic Wellness Model
<table>
<thead>
<tr>
<th>Program Component</th>
<th>G.R.O.W. 1.0</th>
<th>G.R.O.W. 2.0</th>
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<tbody>
<tr>
<td>Academics</td>
<td>Individualized &amp; Differentiated Instruction</td>
<td>Nurturing Environment</td>
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<tr>
<td></td>
<td>Group-based &amp; Project-based Instruction</td>
<td>Effective Academic Instruction</td>
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<tr>
<td></td>
<td>Welcoming Classroom Environment</td>
<td>• Preparation</td>
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<td>• Remediation</td>
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<td>• Differentiation</td>
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<td></td>
<td>• Individualization</td>
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<td></td>
<td>IEP Data Tracking</td>
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<tr>
<td>Self-Regulation</td>
<td>Academic &amp; Behavior Points</td>
<td>Breathing &amp; Wishing Well</td>
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<tr>
<td></td>
<td>Coaching</td>
<td>General Coaching Strategies</td>
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<tr>
<td></td>
<td>Honors Room</td>
<td>Brain States &amp; Corresponding Coaching Modalities</td>
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<tr>
<td></td>
<td>Student Store &amp; Bonus Bucks</td>
<td>Safe Zone/Chill Space</td>
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<tr>
<td></td>
<td>Behavior Contracts &amp; Self-Management</td>
<td>Brain Breaks</td>
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<td></td>
<td>Coping/Calming Spaces</td>
<td>Collaborative &amp; Proactive Solutions (CPS) Model</td>
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<td>Repair Process</td>
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<td></td>
<td>Brain Breaks</td>
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<tr>
<td>Social-Emotional</td>
<td>Quality Relationships</td>
<td>Connected Relationships</td>
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<tr>
<td>Wellness</td>
<td>SEL weekly lessons</td>
<td>The “G.R.O.W. Family”</td>
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<td></td>
<td>Physiology to Learn</td>
<td>Wellness Time</td>
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<td></td>
<td>Counseling- Group &amp; Individual</td>
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<td></td>
<td>G.R.O.W. lessons</td>
<td>G.R.O.W. SEL lessons</td>
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<td></td>
<td>Home-School Collaboration</td>
<td>Home-School Collaboration</td>
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</tbody>
</table>
G.R.O.W. 2.0 Program Components:

**Academics**
- Nurturing Environment
- Effective Instruction
- Preparation
- Remediation
- Individualization
- Differentiation
- IEP Data Tracking

**Self-Regulation**
- Breathing & Wishing Well
- Brain States & Coaching Modalities (CD)
- General Coaching Strategies
- Safe Zone/Chill Space
- Brain Breaks
- Collaborative & Proactive Solutions (CPS) Model

**Social-Emotional Wellness**
- Connected Relationships
- The “GROW Family”
- Wellness Time
- Counseling
- G.R.O.W. SEL Lessons
- Home-School Collaboration
Academics

- Nurturing Environment
- Effective Instruction
- IEP Data Tracking
## Nurturing Environment

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Well-organized</td>
<td>Designated spaces in room (i.e. student cubbies, work spaces, teacher space, calming corner, etc.) all well-organized and clean</td>
</tr>
<tr>
<td>Visuals</td>
<td>G.R.O.W. visuals on walls, inspirational posters/quotes, student art work, pictures of students/staff, etc.</td>
</tr>
<tr>
<td>Soothing music</td>
<td>Music “stations” that can softly play music in the background</td>
</tr>
<tr>
<td>Pleasant smell</td>
<td>Fresh air! Considerations: essential oils</td>
</tr>
<tr>
<td>Basic needs available</td>
<td>Food – source from cafeteria, purchase snacks, fresh fruit, etc. Water – Reusable water bottles, water jug</td>
</tr>
</tbody>
</table>
Effective Instruction

• Preparation & Organization
  • Lesson plans are prepared (it doesn’t mean that everything will get accomplished – but at least there’s a plan)
  • Have a plan b, and c also 😊
  • Must do/May do

• Remediation
  • Correct a deficit rather than teach students to cope with the deficit
  • Improvement of skills through direct instruction
  • Concentration on the specific concepts the student struggles with
  • Consult with related service providers and/or Program Specialists as needed
Effective Instruction, Cont.

• Differentiation
  • Ensuring that what a student learns, how they learn it, and how they demonstrate what they learned MATCHES their readiness level, interests, and preferred mode of learning
  • Utilize multiple teaching modalities (i.e. visual, auditory, written, etc.)
  • Adjust/modify of work production

• Individualization
  • Content, instructional technology, and pace of learning are based on the readiness, current abilities and interest of each student
  • Teaching is specific and targets one need at a time
The Pressure!
If academics isn’t happening for a student (or even all students!) that day, it DOES NOT MEAN THAT STAFF ARE FAILING! It means that we’re addressing the students’ social-emotional needs first so that they will be more available for learning at a later time.
Self-Regulation

- Breathing & Wishing Well
- Brain states & Coaching Modalities
- General Coaching Strategies
- Collaborative & Proactive Solutions (CPS) Model
- Brain Breaks
- Safe Zone/Chill Space
Breathing & Wishing Well

• How WE stay calm and regulated

• We need to hit the PAUSE button on the neuro-biological cycle of behavior and become CONSCIOUS of our own responses
The Three Brain States
(Conscious Discipline)

Brain state dictates behavior
Brain States & Coaching Modalities: This is Our New Language

- Executive
- Emotional
- Survival

→
- Problem Solving
- Connection
- Safety
# Brain States & Coaching Modalities

<table>
<thead>
<tr>
<th><strong>Brain State</strong></th>
<th><strong>Coaching Modality</strong></th>
</tr>
</thead>
</table>
| Executive: Impulse Control/Working Memory/Emotional Regulation/Attention  
  • Willingness  
  • Reflection | Problem Solving:  
  • Practice  
  • CPS Model |
| Emotional: Internal Voice (CD-ROM) - memories  
  • Verbal aggression towards self and/or others  
  • Bullying behavior (i.e. antagonizing, teasing, etc.)  
  • Minor property destruction  
  • Crying/head down/isolating | Connection:  
  • Empathy  
  • Encouragement |
| Survival: Attack/Defend/Surrender  
  • Severe property destruction  
  • Physical aggression towards self and/or others  
  • Elopement | Safety:  
  • Composure  
  • Active Calming |
Conscious Discipline Resources

https://consciousdiscipline.com/
Brain Breaks

• Literally re-wire the brain to form new, more adaptive connections by practicing mindfulness
• Two pre-scheduled times per day (once in the morning and once after lunch)
• Have a list of 10 different pre-planned brain break activities to draw from.
Chill Zone/Safe Space

• Create a space in the classroom that is semi-private & comfortable
• Need to teach what it is and how to use it
• Provide opportunities to practice using it when calm (i.e. color/draw about it, teach others how to use it)
• Have agreements about how adults will interact with students when in this space
• Have to start with creating safety with the adults in the room before you can create a safe zone and expect it to work
Dr. Ross Greene

“No one thinks punishment will teach a kid math or to read,” and “why we put behavior in a different category of developmental delays is beyond me.”

www.livesinthebalance.org
<table>
<thead>
<tr>
<th>LAGGING SKILLS</th>
<th>UNSOLVED PROBLEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty handling transitions, shifting from one mindset or task to another</td>
<td>Difficulty getting out of bed in the morning or in time to get to school</td>
</tr>
<tr>
<td>Difficulty doing things in a logical sequence or prescribed order</td>
<td>Difficulty getting dressed or completing homework (specific assignment)</td>
</tr>
<tr>
<td>Difficulty persisting on challenging or tedious tasks</td>
<td>Difficulty ending the video game to get ready for bed at night</td>
</tr>
<tr>
<td>Poor sense of time</td>
<td>Difficulty coming inside for dinner when praying outside</td>
</tr>
<tr>
<td>Difficulty maintaining focus</td>
<td>Difficulty agreeing with brother about what TV shows to watch after school</td>
</tr>
<tr>
<td>Difficulty considering the likely outcomes or consequences of actions (impulsive)</td>
<td>Difficulty with the details of exams in subjects</td>
</tr>
<tr>
<td>Difficulty considering a range of solutions to a problem</td>
<td>Difficulty brushing teeth before bedtime</td>
</tr>
<tr>
<td>Difficulty expressing concerns, needs, or thoughts in words</td>
<td></td>
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<tr>
<td>Difficulty managing emotional responses to frustration so as to think rationally</td>
<td><strong>UNSOLVED PROBLEMS</strong></td>
</tr>
<tr>
<td>Chronic irritability and/or anxiety significantly impede capacity for problem solving or heightened frustration</td>
<td>Difficulty getting out of bed in the morning or in time to get to school</td>
</tr>
<tr>
<td>Difficulty seeing “gray”/monotone, neat, black &amp; while, thinking</td>
<td>Difficulty getting dressed or completing homework (specific assignment)</td>
</tr>
<tr>
<td>Difficulty deviating from rules, routine</td>
<td>Difficulty ending the video game to get ready for bed at night</td>
</tr>
<tr>
<td>Difficulty handling unpredictability, ambiguity, uncertainty</td>
<td>Difficulty coming inside for dinner when praying outside</td>
</tr>
<tr>
<td>Difficulty shifting from original idea, plan, or solution</td>
<td>Difficulty agreeing with brother about what TV shows to watch after school</td>
</tr>
<tr>
<td>Difficulty taking into account situational factors that would suggest the need to adjust a plan of action</td>
<td>Difficulty with the details of exams in subjects</td>
</tr>
<tr>
<td>Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., “Everyone has to get me,” “Nobody likes me,” “You always blame me. It’s not fair. I’m stupid”)</td>
<td>Difficulty brushing teeth before bedtime</td>
</tr>
<tr>
<td>Difficulty attending to or accurately interpreting social cues/poor perception of social contexts</td>
<td><strong>UNSOLVED PROBLEMS</strong></td>
</tr>
<tr>
<td>Difficulty starting conversations, entering groups, connecting with people/facilitating other basic social skills</td>
<td>Difficulty getting out of bed in the morning or in time to get to school</td>
</tr>
<tr>
<td>Difficulty seeking attention in appropriate ways</td>
<td>Difficulty getting dressed or completing homework (specific assignment)</td>
</tr>
<tr>
<td>Difficulty appreciating how his/her behavior is affecting others</td>
<td>Difficulty ending the video game to get ready for bed at night</td>
</tr>
<tr>
<td>Difficulty empathizing with others, appreciating another person’s perspective or point of view</td>
<td>Difficulty coming inside for dinner when praying outside</td>
</tr>
<tr>
<td>Difficulty appreciating how life is coming across or being perceived by others</td>
<td>Difficulty agreeing with brother about what TV shows to watch after school</td>
</tr>
<tr>
<td>Sensory/motor difficulties</td>
<td>Difficulty with the details of exams in subjects</td>
</tr>
</tbody>
</table>

**UNSOLVED PROBLEMS**
Unsolvable problems are the specific expectations a child is having difficulty meeting. Unsolved problems should be free of maladaptive behavior, free of adult theories and explanations; “split” (not “clumped!”); and specific.

**HOME EXAMPLES**
- Difficulty getting out of bed in the morning or in time to get to school
- Difficulty getting dressed or completing homework (specific assignment)
- Difficulty ending the video game to get ready for bed at night
- Difficulty coming inside for dinner when praying outside
- Difficulty agreeing with brother about what TV shows to watch after school
- Difficulty with the details of exams in subjects
- Difficulty brushing teeth before bedtime

**SCHOOL EXAMPLES**
- Difficulty getting out of bed in the morning or in time to get to school
- Difficulty getting dressed or completing homework (specific assignment)
- Difficulty ending the video game to get ready for bed at night
- Difficulty coming inside for dinner when praying outside
- Difficulty agreeing with brother about what TV shows to watch after school
- Difficulty with the details of exams in subjects
- Difficulty brushing teeth before bedtime
CPS Process

COLLABORATIVE PROBLEM SOLVING

SKILL DEFICITS

DEMANDS OF ENVIRONMENT

UNSOLVED PROBLEMS

PLAN A
MAKE THEM

PLAN B
COLLABORATE

PLAN C
DROP IT

1. EMPATHY
Fully understand their concerns and their perspective.

“I’ve noticed that (observation), what’s up?”

2. PROBLEM DEFINITION
Place your concern on the table.

“The thing is... (describe your concern)”

3. INVITATION
Support them in exploring solutions that are workable and mutually satisfactory.

“I wonder if there’s a way (to address both concerns)?”
CPS Resources

https://www.livesinthebalance.org/
Social-Emotional Wellness

- Connected Relationships
- The “GROW Family”
- Wellness Time
- Counseling
- G.R.O.W. Lessons
Connected Relationships

• Children (and adults 😊) “know” what to do; however, they don’t always do it – depends on what brain state they’re in and if they’re in a connected relationship with you.

• Ingredients for connection:
  • Eye contact
  • Touch
  • Presence
  • Playful situation
The “GROW Family”

• Rituals
  • The brain is pattern seeking → Start the same way and end the same way
  • The more predictable our patterns, the safer we feel → The safer we feel, the better we learn

• Jobs
  • Job board – Everyone has a job. We all contribute to the “GROW family.” Rotate jobs on regular basis.

• Family Gatherings
  • As a class 1x/week
  • Invite students’ family members on a quarterly basis to a GROW event
Wellness Time

• Time built in to the day for staff and students to connect and be in relationship with one-another

• Team-building activities to do with staff and students, such as:
  • Outdoor games
  • Board games
  • Cooking

### Table: What it is vs. What it isn’t:

<table>
<thead>
<tr>
<th>What it is:</th>
<th>What it isn’t:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-driven</td>
<td>Highly structured</td>
</tr>
<tr>
<td>Non-contingent</td>
<td>Earned</td>
</tr>
<tr>
<td>Fun!</td>
<td>Stress-inducing, triggering</td>
</tr>
</tbody>
</table>
Counseling

• Individual counseling
  • Utilize evidence-based models of therapeutic intervention
  • Engage in CPS model, as appropriate (i.e. decided upon by team)

• Group counseling
  • Quarterly rotation through G.R.O.W. SEL curriculums
  • Can be done in conjunction w/ teacher and/or School Psychologist (keeping in mind students’ comfort level and the needs of each classroom)
G.R.O.W. SEL Resources

Growth Mindset: https://padlet.com/alisonlindsey/GROWGrowthMindset
Resilience: https://padlet.com/alisonlindsey/GROWResilience
Others-Centered: https://padlet.com/alisonlindsey/GROWOthersCentered
Work Ethic: https://padlet.com/alisonlindsey/GROWWorkEthic
G.R.O.W. Program Fidelity & Outcomes

• SB-PIC Intern: Laura Morizio

• Fidelity Rubric
  • Multiple raters
  • Data gathered and analyzed on a quarterly basis
  • Full report at year’s end

• Outcome data
  • Data gathered weekly, monthly, and quarterly
  • Examples of data gathered:
    • IEP goals met or not met
    • Occurrence of CPI holds
    • Suspensions/Expulsions
    • Movement to LRE
    • Population-specific (i.e. foster, homeless, poverty, etc.)
G.R.O.W. Website

https://growsbcselpa.wixsite.com/mysite-1
Thank You!
Mental Health For Families: Supporting the mental health of families and caregivers during distance learning

- Kirsty Kenny, SBC SELPA Wraparound Facilitator
- Natalie Faco-Leon, SBC SELPA Wraparound Facilitator

- The COVID-19 global pandemic has impacted our families and our communities for over six months as of September 2020.

- For many, this results in chronic stress with having to adjust to many changes — including (but not limited to) remote learning for students, working from home for caregivers, childcare adjustments, isolation from support networks, possible illness themselves and those they love.

- Self-care is not only a good idea right now, but necessary for the entire family unit!

- This Parent Support PowerPoint discusses why self-care is important, and includes:
  - Quick and easy self-care tips
  - Long term self-care practices
  - Helping our children manage their stress during this time.