Agenda

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting or need this agenda provided in a disability-related alternative format, please contact the SELPA Office at 683-1424. Prompt notification will assist the SELPA to make suitable arrangements.

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.

Forms are available from the SELPA Coordinator for requests to address the CAC. Persons wishing to make public comments are requested to complete the appropriate form and return it to the SELPA Coordinator.

I. PUBLIC SESSION
   A. Call to Order
   B. Roll Call (CAC Member Introductions – share about yourself)
   C. Flag Salute
   D. Welcome Guests
   E. Review the layout of the meeting agenda and how to use the Padlet to find agenda items
II. **PUBLIC COMMENTS**  
Please refer to information in the first section of the agenda above.

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

IV. **CONSENT AGENDA ITEMS**
   A. Minutes of April 12, 2021 Regular Meeting  
   It is recommended that the Consent Agenda Item A be approved as presented.

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   B. **Minutes of May 10, 2021 Regular Meeting**
   It is recommended that the Consent Agenda Item B be approved as presented.

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   C. **Minutes of June 14, 2021 Regular Meeting**
   It is recommended that the Consent Agenda Item C be approved as presented.

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V. **ITEMS SCHEDULED FOR INFORMATION/ DISCUSSION /ADVISEMENT**
   A. **Learning Recovery and Dispute Resolution Plans**  
      1. PowerPoint Presentation by Ray Avila, SBCSELPA Executive Director
   B. **Brown Act Education**  
      1. PowerPoint Presentation
   C. **What is SELPA?**  
      1. PowerPoint Presentation by Jennifer Connolly, SBCSELPA Coordinator
   D. **CAC Role and Purpose – Local Plan §2402**
   E. **CAC Composition of Membership – Local Plan §2403**
   F. **Review of CAC current membership/demographics**
   G. **CAC Brochure, Informational Flyer, and Meeting Schedule**
   H. **SBCSELPA 2021-2022 Professional Development Offerings Booklet**  
      • PD Calendar & OMS (*Where to locate on SELPA website*)
   I. **SBCSELPA Brochure and Website** (*tour website*)  
      • [https://www.sbselpa.org/](https://www.sbselpa.org/)
   J. **2021-2022 CAC Project Discussion**  
      • **Past Projects:** Brochures, IEP Help Sheet, Turning 3 Transition Booklet
      • **Ideas:** Dispute Resolution Parent Friendly Brochure, Family Trainings (*CAC led training? Or Consultant share and then add to info. sheet?*)
V. **ITEMS SCHEDULED FOR INFORMATION/DISCUSSION/ADVISEMENT (continued)**

K. Presentations for the 2021-2022 year
   - **Ideas/Suggestions**
   - **Team Presentations:** CAPTAIN, PENT, Transition Network Team (TNT), Preschool Inclusion Team
   - **December 2021:** ADR Cadre Presentation
   - **February 2022:** CAPTAIN – Autism
   - **April 2022:** SELPA Updates

L. **SBCSELPA JPA Board Meeting Minutes**
   1. July 9, 2021 JPA Board Special Meeting
   2. June 7, 2021 JPA Board Regular Meeting

M. **SIRAS Newsletter – September/October 2021, Vol. 26**

VI. **MISCELLANEOUS AGENDA ITEMS**

A. **CAC Member Sharing** *(Parent & Professional Positive Story Sharing)*

B. **Next Scheduled CAC Meeting:**
   - **Date:** Monday, December 6, 2021
   - **Time:** 9:30 a.m. – 11:30 a.m.
   - **Location:** Sideways Inn, Vintage Hall, Buellton, CA & Via Zoom

VII. **ADJOURNMENT**

   Motion: ____________
   Second: ____________
   In Favor: ____________
   Opposed: ____________
   Abstained: ____________
I. PUBLIC SESSION
A. Call to Order
   Karla Curry, Chairperson, called the meeting to order at 9:38 a.m.

B. Roll Call
   Lindsay MacDonald took roll call.

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

D. Welcome Guests
   Karla Curry introduced Cecilia Prado, Transition Manager, Tri-Counties Regional Center, and Nathan Moreno, Special Education Director for Guadalupe, CAC rotating Administrator. Karla also introduced Ray Avila, SBCSELPA Executive Director, and Kim Hernandez, SBCSELPA Chief Business Official who joined the meeting today. There were no other guests present.
E. Election of Chairperson and Vice-Chairperson

Jennifer Connolly reviewed what the Chairperson and Vice-Chairpersons responsibilities and duties are and how Jennifer assists in facilitating their preparation for the meeting. Jennifer had Karla Curry, current Chairperson, and Sucari Epps, current Vice Chairperson, share about their experience of holding these positions over the last year. Jennifer then turned it back over to Karla to facilitate nominations and voting.

**Nominations:** Carolyn Williams (Vice Chairperson) and Monserrat Garcia (Chairperson or Vice Chairperson)

**Motion to Approve:** Karla Curry Second: Sucari Epps

The group concluded that Jennifer would have follow-up conversations with the 2 people that were nominated and decide who would assume what position after their discussions. The CAC was satisfied; there were no questions or comments.

**Vote:** 12 – 0. The motion passed with CAC Representatives Dena Davis, Karla Curry, Sucari Epps, Nina Esquivias, Monserrat Garcia, Amanda Lopez-Soliz, Nathan Moreno, Mariana Murillo, Catherine Spencer, Eva Soohoo, and Deneice Tell voting in favor; none opposed and no abstentions.

II. **PUBLIC COMMENTS**

There were no public comments.

III. **APPROVAL OF ADDITIONAL EMERGENCY ITEMS**

There were no emergency items presented.

IV. **CONSENT AGENDA ITEMS**

A. Minutes of February 1, 2021 Regular Meeting

**Recommendation:** The CAC approve Consent Agenda Item A as presented.

**Motion to Approve:** Karla Curry Second: Sucari Epps

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

**Vote:** 12 – 0. The motion passed with CAC Representatives Dena Davis, Karla Curry, Sucari Epps, Nina Esquivias, Monserrat Garcia, Amanda Lopez-Soliz, Nathan Moreno, Mariana Murillo, Catherine Spencer, Eva Soohoo, and Deneice Tell voting in favor; none opposed and no abstentions.

V. **PRESENTATIONS**

A. SBCSELPA 2020-21 Annual Update with Executive Director

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

Ray Avila greeted everyone and shared that he is here to update the CAC on what SBCSELPA has been doing this last year, the year of the pandemic. Ray highlighted the 5 objectives that he would be reviewing and updating everyone on in his presentation. The 5 objectives that he reviewed in detail included: 2020-21 SBCSELPA Initiatives – System Improvement Leads in Collaboration with System Improvement Leads (SIL’s); Early Childhood Education; Inclusion Inquiry Network (SBCEO); Mental Health Service and Support; and Reopening “In Person” Learning Efforts.

Catherine Spencer asked if vaccines will be required for staff and students both to return full-time or will it be optional. Ray responded that this is the million-dollar question, and he has participated in several meetings with superintendents about this topic. At this time, they are not required and that
V. **PRESENTATIONS** (continued)

would be a decision made by the California Department of Public Health and our governing agencies, it could be a local decision at some point. Dena Davis thanked Ray for all the good information, and she had a question about the Inclusion Inquiry Network and if the audience participants were District and School Site leaders and if this included students and parents. Ray responded that the first year that it did not include students and parents because they were going out on a fact-finding mission to see what was happening with inclusion but going into the second year it will include students and parents, they plan to have a student panel. Ray also invited Dena to let him know if she is interested because they are trying to find people who are interested. The CAC was satisfied; there were no further questions or comments.

B. **Second Interim Report for Fiscal Year 2020-2021**

**Presenter: Kim Hernandez, SBCSELPA Business Official**

Kim Hernandez presented to the CAC the Second Interim Report for FY 2020-21 that she presented to the JPA Board in March 2021. Kim reviewed her PowerPoint and explained that this report reviews the SELPA budget health. Kim discussed the schedule of SELPA budget reviews and explained that the second interim is the last budget review before you get to actuals for the end of the year. The SELPA is reporting a positive certification for this year. The second interim shows any changes in estimated from first interim and updated projections for multi-years based on Governor’s Budget for 2021-2022. Kim then briefly reviewed the budget changes from first interim and budget reserves. Next, she reviewed the multi-year projection and explained that it goes along with governor’s budget that is put out, she highlighted that they have kept federal funding flat, but recently Biden signed the American Rescue Plan and there is some money set aside for special education in that plan; and COLA increases were aligned with what the governor recommended but we may have some changes when May revision comes around. Kim shares that she is always available should anyone have questions regarding any of the budget, they are welcome to reach out to her.

Dena Davis asked about Districts applying for low incidence funding and applying to the State, Kim clarified that the districts just apply to the SELPA and submit an invoice for reimbursement. The Committee was satisfied; there were no further questions or comments.

VI. **ITEMS SCHEDULED FOR INFORMATION/DISCUSSION/ADVISEMENT**

A. **Questions from February 1, 2021 CAC meeting.**

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

B. **Retirement Announcement of SBCSELPA Office Manager, Margaret Slater**

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

C. **SBCSELPA Office Re-Organization**

*(March 1, 2021 JPA Board Meeting Agenda Item)*

Jennifer Connolly reviewed how the office reviewed and reorganized the SBCSELPA office staff and duties in preparation for the retirement of Margaret Slater. The Committee was satisfied; there were no questions or comments.
SBCSELPA CAC
MINUTES OF APRIL 12, 2021 REGULAR MEETING

VI. ITEMS SCHEDULED FOR INFORMATION/DISCUSSION/ADVICEMENT (continued)

D. SBCSELPA Procedural Handbook, Section 2, Revisions
   1. Assistive Technology (AT) / Augmentative and Alternative Communication (AAC) 
      (December 7, 2020 JPA Board Meeting Agenda Item)
   2. Occupational Therapy (OT) (March 1, 2021 JPA Board Meeting Agenda Item)

Jennifer Connolly reviewed the SBCSLEPA Procedural Handbook accompanies the Local Plan that explains how we do what we do. Jennifer reviewed the specific items that were recently updated and the process that they go through to update the procedural handbook. The Committee was satisfied; there were no questions or comments.

E. SBCSELPA February 1, 2021 JPA Board Regular Meeting Minutes

Jennifer Connolly reviewed the key items on the minutes. The Committee was satisfied; there were no questions or comments.

F. SBCSELPA 2020-2021 Professional Development Calendar/Offerings
   1. SBCSELPA Professional Development Offerings Booklet

Jennifer Connolly highlighted the trainings that are coming up in the immediate future. The Committee was satisfied; there were no questions or comments.

G. SIRAS Newsletters
   1. February 2021, Vol. 20
   2. March 2021, Vol. 21

Karla Curry reviews the recent SIRAS newsletters that are shared in this agenda. SIRAS is the Special Education management system that houses all the districts individualized education plans. Jennifer Connolly puts together these newsletters for all the service providers, teachers, and administrators monthly to keep everyone updated as to what is happening in SIRAS. The Committee was satisfied; there were no questions or comments.

H. Review of CAC Current Membership/Demographics
   1. Thank you to Members Who Have Served 2 Years

Jennifer Connolly thanked the members who have been on the CAC for 2 years. Jennifer asked those whose term is over and will be leaving if they have anyone they know of that could replace them that it would be greatly appreciated if they could share the names of those individuals with Jennifer so that she can reach out to them as she tries to feel these upcoming vacant spots on CAC. The Committee was satisfied; there were no questions or comments.

I. SBCSELPA 2nd Annual SELPA-Bration Winners Announcement
   1. 2nd Annual SELPA-Bration Save the Date

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

*Karla Curry had to leave the meeting at this time, so she turned the meeting over to Sucari Epps to facilitate.
VI. ITEMS SCHEDULED FOR INFORMATION/DISCUSSION/ADVICEMENT (continued)

J. CAC Project Updates/Discussion

1. Transition from Pre-School to Elementary School Brochure
2. Transition from Elementary School to Middle School Brochure
3. Transition from Middle School to High School Brochure
4. Transition from High School to Post Secondary Brochure
5. Transition from High School to Adult Transition Programs Brochure

Jennifer presented the final brochures that were created out of the work the CAC did to put together the questions and answers that are on them. Jamie Johnson took the information and put them in the final brochure format. The Committee was satisfied; there were no questions or comments.

K. Proposed Presenters for 2021-2022 (TBD)

- Ideas/Suggestions: Team Presentations: CAPTAIN, PENT, Transition Network Team (TNT), Preschool Inclusion Team, other ideas gather from CAC

Sucari Epps asked Jennifer to explain what PENT is. Jennifer explained that there is a team of 5 BCBAs that are experts in behavior that attend a training each year and then they are asked to provide professional development to our County on behavior. Sucari shared a couple other ideas with the group and reminded the group that this isn’t the only time to share ideas they can always email Jennifer with ideas anytime. The Committee was satisfied; there were no further questions or comments.

L. CAC Proposed Meeting Schedule for 2021-2022 (TBD)

- October ____, 2021
- December ____, 2021
- February ____, 2022
- April ____, 2022

Jennifer shared that we organize our CAC schedule are the JPA Board schedule and she doesn’t have those final dates yet so that is why the dates are blank. The Committee was satisfied; there were no questions or comments.

VII. MISCELLANEOUS AGENDA ITEMS

A. CAC Member Sharing

Dena Davis commented that the teachers have very amazing during this time of remote learning, for her the collaboration between the parents and the teachers has been very helpful. The Committee was satisfied; there were no questions or comments.

B. Next Scheduled CAC Meeting: To Be Determined - October 2021, 9:30 - 11:30 a.m.

Via Zoom due to COVID-19

VIII. ADJOURNMENT

Sucari Epps motioned for adjournment and Dena Davis seconded the motion to adjourn the meeting at 11:19 a.m. The motion passed unanimously; none opposed and no abstentions.

**Attached is the Zoom Chat transcript**
SBCSELPA CAC
MINUTES OF APRIL 12, 2021 REGULAR MEETING

ZOOM MEETING INFORMATION:
Topic: CAC Meeting
Time: Apr 12, 2021 09:30 AM Pacific Time (US and Canada)

Join Zoom Meeting
https://zoom.us/j/92624491801?pwd=NUXJbUV3Tzl6eUFPMGpsSHhkMjkrdz09

Meeting ID: 926 2449 1801
Passcode: 9iHZvT
One tap mobile
+16699009128,,92624491801#,,,,,*786321# US (San Jose)
+13462487799,,92624491801#,,,,,*786321# US (Houston)

Dial by your location
+1 669 900 9128 US (San Jose)
+1 346 248 7799 US (Houston)
+1 253 215 8782 US (Tacoma)
+1 646 558 8656 US (New York)
+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)
Meeting ID: 926 2449 1801
Passcode: 786321
Find your local number: https://zoom.us/u/adyErO8Lwb
SBCSELPA CAC
MINUTES OF APRIL 12, 2021 REGULAR MEETING

4/12/2021 CAC Meeting – ZOOM CHAT TRANSCRIPT

From Anthony Esquivias to Everyone: 09:28 AM
Not sure how to change my name from Anthony to Nina

From Dena Davis to Everyone: 09:34 AM
Online school is a little loud here. :)

From Dena Davis to Everyone: 09:48 AM
Sorry, need to say no. My two years are up anyhow. :)

From Jennifer Connolly SBCSELPA Coordinator to Everyone: 09:52 AM
No problem Dena. We understand.

From Catherine Spencer--TCRC SB to Everyone: 10:16 AM
teachers are amazing!

will vaccines be required for staff and students both, to return full time? or is it optional

From Ray Avila, Santa Barbara County to Everyone: 10:40 AM
COLA - Cost of Living Adjustment

From Ray Avila, Santa Barbara County to Everyone: 10:50 AM
Thank you to all of our CAC members for your participation! It was good seeing all of you today. I need to move on to my 11:00 appointment. Take care a have a great rest of the school year! Sincerely, Ray

From Dena Davis to Everyone: 10:54 AM
I need to get this info out to SB’s SSEPAC. Great opportunity for families!

From Catherine Spencer--TCRC SB to Everyone: 10:55 AM
cecilia and I will need to jump off to attend an internal TCRC covid call. thank you all for including us!!

From Jennifer Connolly SBCSELPA Coordinator to Everyone: 11:00 AM
April 15 Taft College
April 21 UCDavis Redwood Seeds
April 29 Fresno State Wayfinders

https://sbcSELPA.k12oms.org

From Eva Soohoo to Everyone: 11:00 AM
I also have to leave. Have a great meeting!

From Kim Hernandez, SBCSELPA to Everyone: 11:00 AM
I am going too. Thanks all!
From Jennifer Connolly SBCSELPA Coordinator to Everyone: 11:00 AM
jconnolly@sbceo.org

From Amanda Lopez-Solis to Everyone: 11:02 AM
Looks so great!

From Jennifer Connolly SBCSELPA Coordinator to Everyone: 11:06 AM
sbcSELPA.org

From Mariana to Everyone: 11:19 AM
Thank you all for this great opportunity to learn and share concerns!!

From Dena Davis to Everyone: 11:19 AM
Yes, Thank you!
Date: October 4, 2021

To: SBCSELPA Community Advisory Committee (CAC)

From: Ray Avila, SBCSELPA Executive Director

Re: Learning Recovery & ADR Grants

BACKGROUND:

➢ SBCSELPA Administration attended a CDE Webinar on September 1, 2021, regarding information for one time grant funding for Alternative to Dispute Resolution (ADR) and Learning Recovery efforts (SEE attachment, REF: V-A.1 State SELPA Learning Recovery & ADR Plan Presentation). This funding is $550 million dollars in total for LEAs throughout California. SBCSELPA will receive almost $6 million dollars that could potentially be allocated to the 25 LEAs in our county for those who are interested. SELPAs across the state are allowed to receive up to 20% of the ADR funds for efforts being implemented county wide.

➢ SBCSELPA developed a plan for the ADR portion of the grant funds on behalf of the 25 LEAs in Santa Barbara County (per the CDE guidelines) and submitted this plan to CDE by October 1, 2021. Each LEA in SB County submitted a plan to SBCSELPA for the Learning Recovery portion of the grant funds by September 30, 2021, for review and SBCSELPA then submitted these plans to CDE by the October 1, 2021, deadline date. All LEAs in Santa Barbara County received a fund allocation sheet identifying the amount they are to receive for both ADR and Learning Recovery grant funds (SEE attachment, REF: V-A.2 Learning Loss & ADR Funding Allocation Spreadsheet) and will receive these funds by the end of October 2021.

➢ SBCSELPA and the LEAs in Santa Barbara County have until June 30, 2023, to expend these one time grant funds. SBCSELPA will submit a report to CDE by September 30, 2023, outlining how these funds were used.
ADR COVID & Learning Recovery Workgroup

ADR Committee – Sue Singh, Ed.D., Patty Metheny, Ed.D., Jessica Little, Julianna Gaines
Workgroup Members – Anjanette Pelletier, Mindy Fattig, Jim Anderson, Amy Lambert
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01 Overview of ADR Grants & Reporting Requirements

02 CDE Communication - ADR & Learning Recovery Funds

03 ADR COVID Plan Template

04 Suggestions/Activity for Inclusion in ADR COVID Plans

05 Learning Recovery Plan Template

06 Suggestions/Activity for Inclusion in Learning Recovery Plans
01 Overview of ADR Grants & Reporting Requirements
Current ADR Grants
(Federal dollars, require federal reporting)

ADR Grants 2019-2023 Master List with Links

2019-2020 ADR & ADR-E

2020-2021 ADR & ADR-E

2020-2021 ADR COVID

2021-2022 SPED ADR
Journey

- The journey to the ADR COVID Dispute Prevention & Dispute Resolution & Learning Recovery Plans....
02
CDE
Communication –
ADR &
Learning
Recovery Funds
The apportionment letter and the schedule of apportionment can be accessed on the CDE’s web page at https://www.cde.ca.gov/fg/aa/se/sedpdr.asp

- Warrants mailed to County treasurer 3-4 weeks from 8/23/21
- SACS: Use Resource Code 6536, Special Education, and Revenue Object Code 8590, All Other State Revenue
- As a condition of receiving this funding, SELPAs must meet the programmatic requirements, use of funds, and expenditure reporting prescribed in Section 160 of AB 130.
- Funds allocated will be available for encumbrance until June 30, 2023; the California Department of Education (CDE) will invoice LEAs for any unspent funds after June 30, 2023.
CDE COMMUNICATION ON LEARNING RECOVERY SUPPORT APPORTIONMENT 8/23/21

Information pertaining to this apportionment, including the schedule of apportionment and pupil counts by SELPA used in the calculation, is available on the CDE’s web page at [https://www.cde.ca.gov/fg/aa/se/selrs.asp](https://www.cde.ca.gov/fg/aa/se/selrs.asp).

- Warrants mailed to County treasurer 3-4 weeks from 8/23/21
- SACS: Use Resource Code 6537, Special Education, and Revenue Object Code 8590, All Other State Revenue
- As a condition of receiving this funding, SELPAs must meet the programmatic requirements, use of funds, and expenditure reporting prescribed in Section 161 of AB 130.
- Funds allocated will be available for encumbrance until June 30, 2023; the California Department of Education (CDE) will invoice local educational agencies for any unspent funds after June 30, 2023.
COVID ADR
Plan Template

03
Learning Recovery and Alternative Dispute Resolution Plan Template

Heather Calomese, Director
Shyloah Duncan-Becerril, Associate Director
Special Education Division

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction
Suggestions/activity for Inclusion in ADR COVID Plans
Examples from SELPAs

- Patty - mixed sizes of LEAs
- Mindi – mostly small LEAs
- Jessica – county office runs programs, small LEAs – incorporating other ADR grants
- Amy – single district
Suggestions for Inclusion in ADR COVID Plans

- SELPA’s role, responsibility, accountability regarding use of these funds, tell the stories
- Explicitly describe SELPA level work
- Documenting the work, accountability for use of funds
- Expanding and building on existing ADR COVID plans
Describe the alternative dispute resolution process to be enhanced, augmented, or developed.

- Describe your SELPA Make up
- Describe / provide examples of how COVID has impacted your area (SELPA wide / LEAs / Etc)
- Describe any ADR teaming/staff/etc the SELPA/LEAs have and their response to COVID disputes.
- Describe Dispute trends in the SELPA/LEAs
- Describe current capacity and how this place will enhance augment the current model and previous ADR COVID Grant (what work did you do that this new money will support? How will this assist in sustaining these efforts in the future to create a continuum of ADR within your SELPA and member LEAs)
- Some examples of things the money can be used for and included/planned with your LEAs:
  - Hiring staff -- ADR Coordinator
  - Extra time for ADR experts in your member LEAs and SELPA (providing training to parents on the weekends or after hours?
  - Staff development/training -- more intensive training for ADR experts, getting more general education team members (site principals) trained.
  - Providing training to administrative assistants as they are usually the first people to take the call
  - Use of ADR Consultants (Use of the ADR Co-Op Coaching Cadre)
  - Facilitated IEP training SELPA wide
  - SEL/Restorative Practices/Equity work as it relates to ADR/enhancing relationships
  - Increased Family Engagement - Parent cafes and training in areas such as advocacy, ADR from the family lens, understanding parental safeguards, collaborating with the CAC and coaching and supporting them to create a family network of support. Training would occur during weekends to allow families to attend and the time needed for professionals who are spending all of their days ensuring student safety. Providing access to parents/families and also providing child care.
Continued.....

- Wrights’ Law from Emotions to Advocacy training for parents
- ADR Conferences for staff and families: Our annual ADR Conference, CADRE training, LRP training, Pepperdine ADR training)
- Having trained mediators as a resource- Allowing for a pool of funds to bring in trained mediators to address disputes at the lowest level allows for learning, relationship saving, and also provides a level of stress relief to very taxed professionals.
- Providing funding for neutral SELPA staff to go through the Pepperdine Mediator’s Certification
- Summer series of training for educators and families to keep them connected and relationships strong.
- Developing a training for student led IEPs for secondary aged students
- Developing a SELPA ADR Handbook and incorporating this into the SELPA Procedures Handbook. Having this easily accessible on the newly created website for staff and families is essential.
- Offering Parents/Families/ CAC members access to the annual ADR conference
- Updating web pages for more ease of access for families
- Mini grant opportunities for districts/LEAs to seek for ADR related needs -- how we could show 80% of the funding went to LEAs
Describe how the agency will offer and use the alternative dispute resolution process to address special education complaints filed by families related to COVID-19 and distance learning.

- Describing SELPA model or the continuum of ADR within the SELPA (CADRE is a good resource)
- Providing examples of how the plan will reach ALL students: including ELL, foster/homeless youth, etc.
- Provide examples of how your SELPA will collaborate/coordinate with the local Family Empowerment Center, Family Resource Center, Legal Aide, Neighboring SELPAs, CAC, etc.
- Focus on relationships and access to the dispute continuum for ALL students, with a prevention lens, rather than
- If there are already examples of the LEAs/SELPA providing preventive and proactive approaches to their member LEAs, families, collaborative partnerships (money has already been spent doing this and could be used -- include that!)

Things to think about:

- Requirements of providing access to ALL students
- Collaborative efforts with FEC, FRC, CAC, etc.
- 80% of funds need to be distributed to LEAs - this can be done a variety of ways and locally defined:
  - Mini grants to LEAs could assist with this and your member LEAs could come up with the criteria for applying and then you flow out based on this.
  - Directly to them- you could figure out how much each should get and just flow it to them
  - Agreeing on a SELPA wide model, and journal entering their individual amounts during closing. For example, your SELPA decides to all go in together to hire staff for this -- the SELPA could figure out how much each LEA is “responsible” based on this 80% and journal enter during the closing of the grant to show that the funds were provided to the LEA through a shared cost model.
Activity - In-Person Jamboard
## Additional Ideas

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<th>OUSD SAMPLE</th>
<th>Corona-Norco page 1</th>
<th>SBCU ADR COVID-19 Grant Budget</th>
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<td>New ADR Grant Breakout</td>
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<td>Corona-Norco page 2</td>
<td>SBCU ADR COVID-19 Grant Funding Application</td>
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<td>Activity Responses</td>
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<th>Moreno Valley ADR COVID Grant</th>
<th>SBCU ADR COVID-19 Grant Budget</th>
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<td>East County SELPA Learning Recovery</td>
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<td>ADR COVID-19 Enhancement Plan Template</td>
<td>East County SELPA ADR</td>
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<th>Santa Barbara County Page 1</th>
<th>Sutter County SELPA COVID-19 ADR Grant</th>
<th>Completed ADR COVID-19 Enhancement Plan Template</th>
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<tbody>
<tr>
<td>Santa Barbara County Page 2</td>
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<td>Santa Cruz</td>
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<td>Santa Barbara County Page 3</td>
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<td>Folsom Cordova ADR COVID-19 Enhancement Plan</td>
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<td>Folsom Cordova ADR COVID-19 Grant Budget</td>
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<td>Folsom Cordova ADR COVID-19 Grant Funding Application</td>
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## Additional Ideas continued

<table>
<thead>
<tr>
<th>ADR Continuum- Mt. Diablo</th>
<th>ADR Brochure- Irvine Unified</th>
<th>ADR COVID Plan</th>
<th>ADR Manual- Placer County</th>
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<td>ADR Brochure- Placer County</td>
<td>ADR Services- ABC Unified SELPA</td>
<td>Dispute Resolution Options- LAUSD</td>
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<td>ADR Brochure- San Mateo</td>
<td>ADR Services- Santa Clara</td>
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<td>CDE ADR Grant Application</td>
<td>ADR Brochure- LAUSD English</td>
<td>ADR Facilitators- Santa Clara</td>
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</tr>
<tr>
<td>Learning Recovery Plan</td>
<td>ADR Brochure- LAUSD Spanish</td>
<td>Summa Academy</td>
<td></td>
</tr>
</tbody>
</table>
Learning Recovery Plan Template
The Learning Plan Template

Learning Recovery Plan
Fiscal Year 2021-22
Due Date: October 1, 2021

As a condition of receiving funding, the special education local plan area shall, on or before October 1, 2021, work with its member local educational agencies to develop and submit a plan to the Department of Public Instruction.

If the LEA has LEAs that are using their allocations in different ways due to the unique needs of the LEA, the LEA(s) outline a separate plan for LEAs that addresses their intent to use funds under one SELPA submission.

SELPA Information

Applicable LEAs for the Plan:

Plan Description

Applicable LEAs for the Plan:

LEAs Required to Use Funds

Object Codes

Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Closures (Including Interventions and Interventions that will be used to measure success)

Students Served by Proposed Plan

Implementation Timeline of Proposed Plan or Activities

Proposed Expenditures

Assurance of Matching Funds

I am providing assurance that this plan will meet the grant match requirement required by Learning Recovery Plan Grant. To meet the grant match requirement, the ESEA will make $20,000 to $30,000 of funds available for the amount described in this subgrantee agreement. The grant match expenditure report will require the following items:

- Amount of grant allocation
- Amount of cash match
- List of expenditures for the amount is Purchased Order, Invoice, Voucher, Journal Entry, Labor Report, etc.
- Attestation or certification that the amount qualified as a match for the purpose of the grant
- Agreement that the expenditures are subject to review

SELPA Name

SELPA Director Name

Date

Suggestions/activity for Inclusion in Learning Recovery Plans
Recommended steps for developing the learning recovery plan

- Consult with LEAs include business and ed services staff - zoom meetings, in-person meetings, individual meetings,
- Decide number of plans – one for the SELPA, consortium of LEAs, individual LEAs, or a combination
- Identify activities, uses of the funds – based on consultation work
- Timeline of implementation with deadline of June 2023 – include funds and activities with embedded accountability monitoring for SELPA internal compliance
- Conduct oversight & accountability - quarterly/trimester reporting to SELPA
- Provide ongoing support to LEAs for implementation – regular check-ins, meetings
Suggestions for Inclusion in Learning Recovery Plans

- SELPA’s role, responsibility, accountability regarding provision of learning recovery activities, tell the stories
- Explicitly describe SELPA level work
- Focus on and advance equity
- Documenting the work, accountability for use of funds
Lingering Questions!

Workgroup will be setting up ‘office’ hours to offer support.
Making it Happen
Each Child
Each Day

SELPA Strong!!
SBCSELPA
2021-22 Governor's Enacted Budget (AB 130 Trailer Bill)
One-Time COVID-19 Learning Loss Funding
ADR and Learning Recovery Support & Services

<table>
<thead>
<tr>
<th>District of Service</th>
<th>Special Ed Pupil Count*</th>
<th>Ratio</th>
<th>ADR $1,031,148</th>
<th>Learning Loss $4,640,167</th>
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<td>Adelante Charter</td>
<td>28</td>
<td>0.34%</td>
<td>2,773</td>
<td>15,597</td>
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<td>22</td>
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<td>2,179</td>
<td>12,255</td>
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<td>38,820</td>
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<td>141</td>
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<td>13,963</td>
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<td>Hope Elementary</td>
<td>105</td>
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<td>Lompoc Unified</td>
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<td>20</td>
<td>0.24%</td>
<td>1,981</td>
<td>11,141</td>
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<td>SBCEO - Direct Service</td>
<td>92</td>
<td>1.10%</td>
<td>9,111</td>
<td>51,248</td>
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<td>Santa Barbara Unified</td>
<td>1,872</td>
<td>22.47%</td>
<td>185,384</td>
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<tr>
<td>Santa Ynez Valley Special Ed Consortium</td>
<td>321</td>
<td>3.85%</td>
<td>31,789</td>
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<td>99,921</td>
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<td>Santa Maria-Bonita</td>
<td>1,798</td>
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<td>SBCSELPA (20%)</td>
<td>206,230</td>
<td>0.00%</td>
<td>206,230</td>
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<td><strong>TOTAL</strong></td>
<td><strong>8,330</strong></td>
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<td><strong>1,031,148</strong></td>
<td><strong>4,640,167</strong></td>
</tr>
</tbody>
</table>
The Brown Act

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

The Brown Act:

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

Originally enacted in 1953.

Government Code Section 54950 et seq.
Basic Rules and Purposes

1. Public Commissions, Boards, Councils, and Agencies exist to aid in the conduct of people’s business…
   actions and deliberations are discussed openly.
2. All meetings of a local agency (including SELPA Community Advisory Committee (CAC)) are open to the public…
   all people are welcome to attend the meeting of the local agency.
3. (New since COVID) Meetings to be held by video, teleconference or other electronic means during social distancing measures.
4. (New since COVID) Posting of teleconference link.
5. (New since COVID) Allows for members of the public to observe and submit public comments through teleconference or other electronic means.
Key Components

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

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

The governing body of CAC

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

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

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

(not a part of the Brown Act)

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

(covered by the Brown Act)
CAC Meetings

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

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

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

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

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

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

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

All persons are permitted to attend.

• Public attendees are not required to register their names or provide information.
• Public attendees have the right to record the meeting.
• Public attendees have the right to review agendas.
• Public attendees can speak on any agenda item before or during the meeting.
Adjournment

Adjournment:

- CAC Legislative body may adjourn meeting to time and place specified.
- Written notice of adjournment must be posted near place of meeting within 24 hours of adjournment.
  
  If meeting adjourned, a new meeting should occur within 5 days of the meeting; if beyond 5 days, a new agenda must be prepared and posted.
- CAC Legislative body votes to adjourn meeting.
Questions???
SANTA BARBARA COUNTY
Special Education Local Plan Area
SBCSELPA
WHAT IS A SELPA???

SELPA stands for Special Education Local Plan Area. Founded in 1977, there are 135 plus SELPA districts in California. They believe all students can learn. Students with disabilities are given equal opportunities to learn. Students with disabilities become contributing members of their communities.
SELPAS SUPPORT...

• High quality educational programs and services for students with disabilities.

• Training and support for parents and all educational staff.

• Collaborate with Santa Barbara County Agencies to support families.

• Collaborate with school districts to provide positive learning environments for all students.
S E L P A S  E N S U R E ... 

• All individuals with disabilities receive a free appropriate public education in the least restrictive environment.

• Regular education resources are considered and utilized on a local or regional basis to meet the unique needs of students with disabilities.

• Systems exist for identification, assessment, and placement, services, and supports for students with disabilities.

• A public education system supports participation and interaction of parents and other agencies serving ages 0 through 22 years of age.
COMPLIANCE

SELPA monitors annual compliance with the California Department of Education.

SELPA supports System Implementation.

SELPA assures improvements identified through Self Reviews and Focused Monitoring are reviewed annually.

SELPA supports grant writing to bring monies into districts for programming for students with disabilities.
SANTA BARBARA COUNTY SELPA
25 SCHOOL DISTRICTS/PROGRAMS

South County
Adelante Charter
Carpinteria USD
Cold Spring SD
Goleta USD
Hope SD
Montecito Union SD
Santa Barbara Charter
Santa Barbara USD
SBCEO

Mid County
Ballard SD
Buellton USD
College SD
Lompoc USD
Los Olivos SD
Manzanita Charter
Santa Ynez Valley UHSD
Vista del Mar SD

North County
Blochman USD
Cuyama USD
Family Partnership Charter
Guadalupe USD
Orcutt USD
Santa Maria Bonita SD
Santa Maria Joint UHSD
SBCEO
8,630 students on individual education plans (IEPS) as of October 1, 2021
SANTA BARBARA COUNTY
SELPA LOCATION

5385 Hollister Avenue Building 7
Santa Barbara, CA 93111
(8050-683-1424

Building is directly behind Goleta Valley Cottage Hospital Emergency Room Area.
SBCSELPA STAFF

Front Office:

Executive Director:
Dr. Ray Avila ravila@sbcSELPA.org

Coordinator:
Jennifer Connolly jconnolly@sbcSELPA.org

Office Manager:
Lindsay MacDonald lmacdonald@sbcSELPA.org

Executive Assistant:
Brian Helt bhelt@sbcSELPA.org

Chief Business Official:
Rachel Wigle rwigle@sbcSELPA.org
SBSELPA EXECUTIVE DIRECTOR AND COORDINATOR

• Provide Fiscal Management to the 25 Local Education Agencies (LEAs)/ Districts.
• Assist with Program Coordination.
• Participate in Interagency Collaboration.
• Provide Community Awareness.
• Organize and provide Professional Development.
• Collaborate with Special Education Directors and Superintendents monthly.
• Organize and write grants for funding in support of Special Education.
• Support Transition Planning for students exiting public school at 22 years of age.
• Attends State SELPA monthly meetings.
• Provide data base system ‘SIRAS’ for Individual Education Plans.
SANTA BARBARA COUNTY SELPA, A JOINT POWERS AGENCY...

- Board of Superintendents from Santa Barbara County LEAs.

- SBCSELPA offers advisement to federal and state special education laws and regulations to LEAs, parents, and community members.

- Allocates State and Federal funding to all 25 LEAs in Santa Barbara County in behalf of students with disabilities.

- Follow policies and procedures from:
SBCSELPA SUPPORTS NETWORKING & COLLABORATION

• SBCSELPA Community Advisory Committee (CAC)
• SBCSELPA Network Meetings with all Related Services
• SBCSELPA Transition Network Team (TNT)
• Transition Collaborative with Tri County Regional Center
• Early Start Partners
• Children’s Community Partnership
• Early Childhood and Family Wellness Coalition
• C.A.P.T. A.I.N- Autism Awareness
• PENT-Positive Behavior Supports
• Help Me Grow
• Curriculum Council
• VALCO Committee with SBCEO
SBCSELPA
PROGRAMS
&
SUPPORTS
PROGRAMS & SUPPORTS

Mental Health Continuum of Supports
- Wraparound
- Grow
- Mental Health Non-Public School Placements (NPS)

Non-Violent Crisis Prevention Intervention (NCPI)

Dispute Resolution Meetings

Specialist Services

Professional Development
# SBCSELPa Continuum of Mental Health Services

**Disclaimer:** This document is intended to illustrate how available mental health services constitute Least Restrictive Environment (LRE), inform IEP team determinations, and provide relevant referral information. This document is not intended to be limiting or predetermining of IEP planning needs.

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Considerations</th>
<th>Less Restrictive</th>
<th>More Restrictive</th>
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</thead>
<tbody>
<tr>
<td>Counseling (Individual)</td>
<td>- &lt;45 min/wk&lt;br&gt; - Already attempted interventions to address presenting need in classroom setting</td>
<td>- In addition to student's counseling</td>
<td></td>
</tr>
<tr>
<td>Counseling (Group)</td>
<td>- &lt;45 min/wk&lt;br&gt; - Already attempted interventions to address presenting need in classroom setting</td>
<td>- In addition to student's counseling</td>
<td></td>
</tr>
<tr>
<td>Social Work Services</td>
<td>- School-based, community, or home setting&lt;br&gt; - Already attempted &lt;45 minutes/wk</td>
<td>- In-home/community setting&lt;br&gt; - Referral form SELPA 28A</td>
<td>- Outside SB County / SELPA&lt;br&gt; - Referral form SELPA 28A</td>
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<tr>
<td>Nonpublic School (NPS)</td>
<td>- Day School&lt;br&gt; - Outside SB County / SELPA&lt;br&gt; - Referral form SELPA 28A</td>
<td>If not effective enough...</td>
<td>Nonpublic School (NPS) Residential Treatment Center (NPS/RTC)</td>
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<tr>
<td>Nonpublic School (NPS)</td>
<td>- Day School&lt;br&gt; - Outside SB County / SELPA&lt;br&gt; - Referral form SELPA 28A</td>
<td>As determined necessary AND if other systems abbreviated</td>
<td>(NPS/RTC) In-State</td>
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<tr>
<td>Nonpublic School (NPS)</td>
<td>- Day School&lt;br&gt; - Outside SB County / SELPA&lt;br&gt; - Referral form SELPA 28A</td>
<td>- 24-hour care&lt;br&gt; - Home visits and transition back to district of residence based on progress</td>
<td>Nonpublic School (NPS) Residential Treatment Center (NPS/RTC)</td>
</tr>
<tr>
<td>Nonpublic School (NPS)</td>
<td>- Day School&lt;br&gt; - Outside SB County / SELPA&lt;br&gt; - Referral form SELPA 28A</td>
<td>- 24-hour care&lt;br&gt; - Home visits and transition back to district of residence based on progress</td>
<td>(NPS/RTC) Out-of-State</td>
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<tr>
<td>Nonpublic School (NPS)</td>
<td>- Day School&lt;br&gt; - Outside SB County / SELPA&lt;br&gt; - Referral form SELPA 28A</td>
<td>- Referral form SELPA 28B&lt;br&gt; (Regional Program Only)</td>
<td>- Referral form SELPA 28C&lt;br&gt; (Regional Program Only)</td>
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</tbody>
</table>

**GROW Classrooms**
- TLP<br> - Considerations: - E.D. classification necessary<br> - High school only<br> - Off main campus<br> - Referral form SELPA 28B (Regional Program Only)
- TLP II<br> - Considerations: - E.D. classification necessary<br> - High school only<br> - Off main campus<br> - Referral form SELPA 28C (Regional Program Only)
MENTAL HEALTH STAFF

Mental Health Specialist
Alison Lindsey
alindsey@sbceo.org

Mental Health Specialist
Stephan Salter
ssalter@sbceo.org

Wraparound Services
Wraparound Services Facilitators
Natalie Facio-Leon
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Victoria Navarro
vnavarro@sbceo.org

Youth Support Specialists
Grace Vega
gvega@sbceo.org
Stephanie Guertin
sguertin@sbceo.org
SBCSELPA Wraparound Support Services Facilitators and Youth Support Specialists provide:

- intensive individual student counseling
- parent counseling
- social work-type supports in various settings, including school, home, and in the community

Purpose of Wraparound Services:

- prevent further restrictive educational placements.

Service delivery:

Each approved Referral will be assigned a Wrap Facilitator and a Youth Support Specialist to offer support to the student and family for a minimum of 180 minutes per week, for a period of 6-8 weeks; during/after which the IEP team will meet to review progress towards social-emotional/behavior goals, and status of accessing their education in LRE.

Provides primarily support to students who are eligible for Specialized Education under the qualifier of Emotional Disturbance, and who are at-risk of requiring more restrictive educational placements (Ex. SDC, SBCSELPA G.R.O.W. Program, NPS).
G.R.O.W.
WHAT IS GROW?

A therapeutic wellness framework designed to serve students who have difficulty accessing their education due to their emotional and behavioral needs.
19 GROW programs throughout SBCSELPA serving students from Kindergarten - High School
SBCSELPA maintains funding, referral protocols, and case management supports to LEA’s whose IEP Teams have exhausted all local, less-restrictive educational environments (or where there is an emergency consideration) where the IEP team determines that a Non-Public School placement is the most appropriate Offer of FAPE.

NPS placements are the most restrictive offer of services within the Santa Barbara County SELPA Continuum of Mental Health Services.

- placements require Residential Services as part of FAPE.
- Current residential NPS Placements are in the state of Utah.
- SELPA-funded NPS placements allocate for four parent visits to the NPS per academic year.
- Home visits recommended by the NPS, and agreed to by the IEP Team, to support a student’s transition back to their local LEA / lesser restrictive educational environment.
NONVIOLENT CRISIS PREVENTION INTERVENTION (NCPI)

A program focusing on crisis prevention and intervention with a core philosophy of providing for the Care, Welfare, Safety, and Security of everyone involved in crisis situations.

Participants will be taught skills to safely respond to various levels of risk behavior while balancing the responsibilities of care.

Certification must be renewed every TWO years

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

Refresher Course: One day Refresher Course is designed for persons who need to re-certify and have already taken the Initial Course and received certification.
SBCSELPA and member LEAs is to promote collaborative relationships with parents/guardians.

Alternatives are available for resolving disputes between LEAs and parents/guardians and other agencies to save time and money by avoiding the need to retain costly attorneys, due process and state complaints and to promote ongoing collaborative relationships.

Facilitated IEP Meeting with Trained ADR Cadre Member:

- A trained and impartial person who is not a member of the IEP team assists the IEP team to communicate effectively and work towards agreements with which the members can all feel comfortable.

- The facilitator is not a decision maker or an advisor.

- Facilitation can be used whenever an IEP team wants to improve the effectiveness of communication.

- When conflicts have developed, facilitation can help defuse tensions and restore trust and more positive working relationships.

Facilitated Non IEP Meeting with Trained ADR Cadre Member:

Facilitator attends the non-formal meeting.

Possible meeting topics:
- Programming
- Student Progress

Contact SBCSELPA if needing this support!
SBCSELPA STAFF - SPECIALISTS

Audiologist
Taryn Hurvitz
thurvitz@sbceo.org

AT/AAC Specialist
Lisa Foote
lfoote@sbceo.org

Board Certified Behavior Analyst (BCBAs)
Rosy Bucio
rbucio@sbceo.org

Phil Pandac
ppandac@sbceo.org

Clinical Psychologist, UCSB PIC Intern Supervision
Dr. Deborah Umansky
dumansky@sbceo.org

UCSB Predoctoral Intern at SELPA
Barbara Katic
bkatic@sbecselpa.org

SBCSELPA is 17 Staff Strong!!!
AT/AAC specialist services:

- **Collaborate and consult with IEP team for ongoing consideration process to implement AT solutions and accommodations for student access to:**
  - curriculum
  - support communication needs
  - increase functional independence

- **Assist in researching and training student/staff on chosen AT.**
- **Provide SELPA-wide trainings related to AT/AAC.**
- **Facilitate an IEP team-based formal AT/AAC Assessment when indicated by referral process.**
PROFESSIONAL DEVELOPMENT
HTTPS://SBCSELPACK12OMS.ORG
ONLINE EVENT CALENDAR BY MONTH

CHECK OUT SBCSELPAYOUTUBE CHANNEL FOR RECORDED EVENTS.
HTTPS://WWW.YOUTUBE.COM/CHANNEL/UCKNIYRZQIS5EOPA8IK5XDIW
RESOURCES

• Website: www.sbcsepga.org

• OMS Calendar of Events
  Professional Development
  https://sbcsepga.k12oms.org/

• Special Education Parent Handbook
  www.sbcsepga.org

• SIRAS Systems
  https://www.sirassystems.org

Educators Resources
• SBCSEPGA YouTube Channel for all recorded trainings

• Back2School Padlet of Resources
  https://padlet.com/mslaterselpa4200/trcig7ygy4o0od8uvback2school
For more information contact:
Dr. Ray Avila
SBCSELPA Executive Director
ravila@sbcSELPA.org

Jennifer Connolly
SBCSELPA Coordinator
jconnolly@sbcSELPA.org
2402 Role and Purpose

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

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

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

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

2. To establish annual priorities for CAC activities;

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

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

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

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

7. To support activities on behalf of individuals with exceptional needs;
2400 COMMUNITY ADVISORY COMMITTEE

2402 Role and Purpose (Continued)

8. To facilitate ongoing communication between school staff and parents.
9. To communicate CAC activities to regular and special educators, district boards and the constituents that the CAC members represent.
10. To organize parent education activities on the IEP process.

Implementation of Responsibilities:

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

(EDUCATION CODE SECTION 56194)

DATE APPROVED: January 3, 1984
DATE REVISED: November 8, 1991
DATE REVISED: March 3, 1995
DATE REVISED: November 2, 2009
DATE REVISED: June 6, 2016
Beginning with the 2016-2017 school year, the Community Advisory Committee (CAC) shall consist of twenty-five members, distributed as follows:

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

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

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

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

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

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

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

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

(EDUCATION CODE SECTION 56192)

DATE APPROVED: January 3, 1984
SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

2000 ADMINISTRATION

2400 COMMUNITY ADVISORY COMMITTEE

2403 Composition of Membership (Continued)

DATE REVISED: March 3, 1995
DATE REVISED: March 13, 1998
DATE REVISED: December 10, 2001
DATE REVISED: January 6, 2003
DATE REVISED: November 2, 2009
DATE REVISED: June 7, 2010
DATE REVISED: January 9, 2012
DATE REVISED: June 6, 2016
### Parent Representatives

<table>
<thead>
<tr>
<th>District</th>
<th>Representative</th>
<th>Term</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blochman Union School District</td>
<td>Nina Esquivias</td>
<td>9/20-6/22</td>
<td><a href="mailto:ninaesquivias@yahoo.com">ninaesquivias@yahoo.com</a></td>
</tr>
<tr>
<td>Carpinteria Unified School District</td>
<td>Carolyn Williams, Grandparent</td>
<td>9/20-6/22</td>
<td><a href="mailto:cwilliams@trinityoaksranch.com">cwilliams@trinityoaksranch.com</a></td>
</tr>
<tr>
<td>Goleta Union School District</td>
<td>Tanya Wahlquist, Parent</td>
<td>9/21-6/23</td>
<td><a href="mailto:tanyawahlquist@gmail.com">tanyawahlquist@gmail.com</a></td>
</tr>
<tr>
<td>Guadalupe Union School District</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hope School District</td>
<td>Lea Suazo, Parent</td>
<td>9/21-6/23</td>
<td><a href="mailto:suazolea21@gmail.com">suazolea21@gmail.com</a></td>
</tr>
<tr>
<td>LEA Charter Schools</td>
<td>Amanda Lopez-Soliz, Parent</td>
<td>9/20-6/22</td>
<td><a href="mailto:Absolis13@gmail.com">Absolis13@gmail.com</a></td>
</tr>
<tr>
<td>Lompoc Unified School District</td>
<td>Jamie Johnson</td>
<td>9/20-6/22</td>
<td><a href="mailto:Johnson.jamie@lusd.org">Johnson.jamie@lusd.org</a></td>
</tr>
<tr>
<td>Orcutt Union School District</td>
<td>Karen Ebner, Parent</td>
<td>9/20-6/22</td>
<td><a href="mailto:kebner@orcutt-schools.net">kebner@orcutt-schools.net</a></td>
</tr>
<tr>
<td>Santa Barbara County Education Office</td>
<td>Cynthia Ireland, Parent</td>
<td>9/21-6/23</td>
<td><a href="mailto:cynthia@americansignsinc.com">cynthia@americansignsinc.com</a></td>
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<tr>
<td>Guadalupe Union School District</td>
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<td></td>
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</tr>
<tr>
<td>Santa Maria Bonita School District</td>
<td>Abraham Garcia, Parent</td>
<td>9/20-6/22</td>
<td><a href="mailto:abeonegarcia@yahoo.com">abeonegarcia@yahoo.com</a></td>
</tr>
<tr>
<td>Santa Maria Joint Union High School District</td>
<td>Deneice Tell, Parent</td>
<td>9/20-6/22</td>
<td><a href="mailto:detell@shebwell.org">detell@shebwell.org</a></td>
</tr>
<tr>
<td>Santa Ynez Valley Consortium</td>
<td>Billy Silvola, Parent</td>
<td>9/21-6/23</td>
<td><a href="mailto:bsilvola@buelltonusd.org">bsilvola@buelltonusd.org</a></td>
</tr>
</tbody>
</table>

### Professional Representative

<table>
<thead>
<tr>
<th>District</th>
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</thead>
<tbody>
<tr>
<td>Orcutt (North County)</td>
<td>Alana Yamamoto, Teacher</td>
<td>9/20-6/22</td>
<td><a href="mailto:ayamamoto@orcutt-schools.net">ayamamoto@orcutt-schools.net</a></td>
</tr>
<tr>
<td>Guadalupe (North County)</td>
<td>Monserrat Garcia, Teacher</td>
<td>9/20-6/22</td>
<td><a href="mailto:mgarcia@gusdbobcats.com">mgarcia@gusdbobcats.com</a></td>
</tr>
<tr>
<td>Lompoc (North County)</td>
<td>Joe Ledoux, Lompoc Coordinator</td>
<td>9/20 – 6/22</td>
<td><a href="mailto:ledoux.joe@lusd.org">ledoux.joe@lusd.org</a></td>
</tr>
<tr>
<td>Goleta (South County)</td>
<td>Ashley Johnson, Goleta Coordinator</td>
<td>9/21/06/23</td>
<td><a href="mailto:ajohnson@goleta.k12.ca.us">ajohnson@goleta.k12.ca.us</a></td>
</tr>
<tr>
<td>Carpinteria (South County)</td>
<td>Deanna Uc, Teacher</td>
<td>9/21-6/23</td>
<td><a href="mailto:duc@cusd.net">duc@cusd.net</a></td>
</tr>
<tr>
<td>Hope (South County)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB Unified (South County)</td>
<td>Rebecca Atkinson, Teacher</td>
<td>9/20-6/22</td>
<td><a href="mailto:ratkinson@sbceo.org">ratkinson@sbceo.org</a></td>
</tr>
<tr>
<td>LEA Charter School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa Ynez Valley Consortium</td>
<td>Megan Tice, TOSA</td>
<td>9/21-6/23</td>
<td><a href="mailto:mttice@buelltonusd.org">mttice@buelltonusd.org</a></td>
</tr>
<tr>
<td>Community Agency</td>
<td>Cecelia Prado, TCRC</td>
<td>9/20-6/22</td>
<td><a href="mailto:cprado@tri-counties.org">cprado@tri-counties.org</a></td>
</tr>
<tr>
<td>Adult/Student</td>
<td>TBD by Members</td>
<td></td>
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### Special Education Administrator

**Rotating Member**
- October 4 – Jestin St. Peter
- December 6 – Beverly Sherman
- February 7 – Cherylin Lew
- April 11 – Ray Avila

**Presenters:**
- October: Jennifer Brown Act, SELPA
- December: Alternative to Dispute Resolution (ADR)
- February: CAPTAIN
- April: Ray SELPA updates
What is the CAC and its Importance?

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

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

CAC Membership

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

Benefits of CAC Membership

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

2021-2022 CAC Meeting Schedule

- Monday, October 4, 2021
  9:30a.m.-11:00a.m.; via Zoom
- Monday, December 6, 2021
  9:30a.m.-11:00a.m.; via Zoom
- Monday, February 7, 2022
  9:30a.m.-11:00a.m.; via Zoom
- Monday April 11, 2022
  9:30a.m.-11:00a.m.; via Zoom

All meetings and events are open to the public. For more information on meetings, events, or membership contact SBCSELPA, 805-683-1424, or visit www.http://www.sbcselpa.org
¿Qué es el CAC? y su importancia

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

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

Participación en el CAC

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

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

Beneficios para Miembros del CAC

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

Calendario para las Reuniones del CAC 2021-2022

- lunes, 4 de octubre 2021: 9:30am a 11:00am, a Zoom
- lunes, 6 de diciembre 2021: 9:30am a 11:00am, a Zoom
- lunes, 7 de febrero 2022: 9:30am a 11:00am, a Zoom
- lunes, 11 de abril 2022: 9:30am a 11:00am, a Zoom.

Santa Barbara County Special Education Local Plan Area (SBCSELPA)

Community Advisory Committee (CAC)

A support to the Santa Barbara County SELPA Local Plan

What is the CAC and its Importance?

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

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

CAC Membership

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

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

Benefits of CAC Membership

• Be a voice for parents and teachers in the SBC SELPA
• Mileage reimbursement for CAC meetings and events
Plan del Area Local de Educacion Especial del Condado de Santa Barbara (SBCSELPA)

Comite Consejero Comunitario (CAC)

Un apoyo al Plan Local SELPA de/ Condado de Santa Barbara

Que es el CAC? y su importancia

El CAC es un comite de SBC SELPA que representa a los padres, educadores y a las agendas comunitarias y trabaja para apoyar la operacion del Plan Local de SBC SELPA Local Plan - los requisitos locales para asegurar una educacion apropiada gratis (FAPE) para todos los individuos con necesidades especiales en el Condado de Santa Barbara. El Comite CAC se reun.e cuatro avces por afio y es responsable de:

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

Participacion en el CAC

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

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

Beneficios para

• Ser la voz para los padres y maestros en el SBC SELPA
• Reembolso por gastos de transporte para lasjuntas y eventos del CAC
SBCSELPA CAC MEETING DATES
for the 2021-2022 School Year
(All Monday Dates)

All meetings will be from 9:30 – 11:00 a.m. via Zoom until further notice or otherwise announced.

2021
October 4, 2021
December 6, 2021

2022
February 7, 2022
April 11, 2022

Approved: 10/4/2021
Professional Development Offerings 2021-2022

Santa Barbara County Special Education Local Plan Area SELPA

(September 2021)
### Professional Development Offerings

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**Available Resources**

- OMS Online Registration for Events                                    | 53   |
- 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                                 |      |
- SBCSELPA YouTube Channel for all recorded trainings                    |      |
The Santa Barbara County Special Education Local Plan Area (SBCSELPA) is a Joint powers Agency mandated to govern and facilitate special education programs administered by the Local Education Agencies (LEAs)/school districts within Santa Barbara County.

Santa Barbara County Special Education Local Plan Area (SBCSELPA) 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.
- Coordination of 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](http://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 SBCSELPA and its member districts do not discriminate on the basis of race, color, national origin, religion, sex, or disability in educational programs and activities or employment practices, as required by Title 6 of the Civil Rights Act of 1964, Title 9 of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

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 in need of special education and related services, will be identified, located and assessed as required in each district. SBC SELPA, in partnership with the local school districts and county office shall establish written policies and procedures for screening, referral assessment, identification, planning, implementation, review, and three-year triennial assessment for all children who reside in the State of California who are suspected of having a disability. Section 1412 of Title 20 of the U. S. Code.
<table>
<thead>
<tr>
<th>District</th>
<th>Phone Number</th>
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<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>
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<tr>
<td>College School District</td>
<td>805-922-0334</td>
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<td>Cuyama Joint Unified School District</td>
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<tr>
<td>Family Partnership Charter School</td>
<td>805-686-5339</td>
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<td>Goleta Union School District</td>
<td>805-681-1200</td>
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<tr>
<td>Guadalupe Union School District</td>
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<td>Hope School District</td>
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<td>Lompoc Unified School District</td>
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<td>Los Olivos School District</td>
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<td>Manzanita Public Charter School</td>
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<td>Orcutt Union School District</td>
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<td>Santa Ynez Valley Union High School District</td>
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<td>Solvang School District</td>
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</tr>
<tr>
<td>Vista del Mar Union School District</td>
<td>805-688-4222</td>
</tr>
</tbody>
</table>
About SBCSELPA Professional Development Offerings

Professional Development Offerings are created from feedback of countywide staff input from a yearly survey, CDE targets in Special Education Plans (SEPs), and direct input from countywide Special Education Director and Local Education Agency (LEA) District 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 overall Santa Barbara 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, and location of training.
   - 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 SBCSELPA Online Management System, 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 SBCSELPA OMS system at https://sbcselpa.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.
# 2021-2022 Professional Development Calendar of Events by the Month

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

## July

### American Disabilities Act 31st Anniversary

<table>
<thead>
<tr>
<th>Date/Time/Location</th>
<th>Name of Event</th>
<th>Presenter</th>
<th>Virtual/ In Person</th>
<th>Free/Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-26-7-29-2021 8:30-12:00 (4 days) Lompoc USD</td>
<td>Lindamood Bell Visualizing and Verbalizing</td>
<td>Hosted by Lompoc USD and LMB</td>
<td>Virtual - Lompoc host, SBCSELPA support with additional Staff</td>
<td>$1020 per person includes kit.</td>
</tr>
</tbody>
</table>

This Professional Development Offerings Booklet is updated monthly.
# 2021-2022 Professional Development Calendar of Events by the Month

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

## August

### International Assistance Dog Month

<table>
<thead>
<tr>
<th>Date/Time/Location</th>
<th>Name of Event</th>
<th>Presenter</th>
<th>Virtual/ In person</th>
<th>Free/ Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-2-8-5- 2021 8:30-12:00 (4 days) Lompoc USD</td>
<td>Lindamood Bell Seeing Stars</td>
<td>Hosted by Lompoc USD and LMB</td>
<td>Virtual-Lompoc host, SBCSELPA support with additional Staff</td>
<td>$1020 per person includes kit.</td>
</tr>
<tr>
<td>8-3-2021 (South) SBCSELPA 8:30-3:30</td>
<td>GROW Summit</td>
<td>Alison/Rosy/Barbara</td>
<td>In person</td>
<td>Free</td>
</tr>
<tr>
<td>8-4-2021 (North) SMJUHSD Board Room 8:30-3:30</td>
<td>GROW Summit</td>
<td>Alison/Rosy/Barbara</td>
<td>In person</td>
<td>Free</td>
</tr>
<tr>
<td>8-12-2021 9:00-10:30</td>
<td>Supporting Students with Behavioral Needs in School Settings</td>
<td>Rosy Bucio, SBCSELPA BCBA</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>8-13-2021 10:00-11:30</td>
<td>Antecedent Interventions for Behavior</td>
<td>Phil Pandac, SBCSELPA BCBA</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>8-19-2021 8:30-3:00</td>
<td>CPI Initial</td>
<td>Billy/Bethany</td>
<td>Virtual</td>
<td>$21.49 for the book</td>
</tr>
<tr>
<td>8-19-2021 2:00-3:00</td>
<td>SIRAS for Beginners and new staff</td>
<td>SBCSELPA Jennifer</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>August</td>
<td>Name of Event</td>
<td>Presenter</td>
<td>Virtual/ In person</td>
<td>Fee/ Cost</td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td><strong>Date/ Time/Location</strong></td>
<td><strong>Name of Event</strong></td>
<td><strong>Presenter</strong></td>
<td><strong>Virtual/ In person</strong></td>
<td><strong>Fee/ Cost</strong></td>
</tr>
<tr>
<td>8-26-2021 8:30-3:00</td>
<td>CPI Refresher</td>
<td>Rosy/Jessica</td>
<td>Virtual</td>
<td>$21.49 for the book</td>
</tr>
<tr>
<td>8-31-2021 1:00-3:00</td>
<td>SIRAS Updates for All Staff</td>
<td>SIRAS/SBCSELPA</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td><strong>TBD</strong></td>
<td><strong>Individual Transition Plan (New ITP)</strong></td>
<td><strong>SBCSELPA/Transition Network Team</strong></td>
<td>Virtual</td>
<td>Free</td>
</tr>
</tbody>
</table>

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**September**

**Deaf Specialists Day, September 18**

**International Week of the Deaf, September 20-26**

[https://wfdeaf.org/iwdeaf2021/](https://wfdeaf.org/iwdeaf2021/)

<table>
<thead>
<tr>
<th>September</th>
<th>Date/ Time/Location</th>
<th>Name of Event</th>
<th>Presenter</th>
<th>Virtual/ In person</th>
<th>Free/ Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>9-1-2021 8:00-9:30</td>
<td>TCRC Presentation to Transition Teams</td>
<td>TCRC Team/SBCSELPA</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td></td>
<td>9-2-2021 8:30-3:00</td>
<td>CPI Refresher</td>
<td>Natalie/Jennifer</td>
<td>Virtual</td>
<td>$21.49 for book</td>
</tr>
<tr>
<td></td>
<td>9-2-2021 9:00-10:30</td>
<td>A New Lens on Behavior: Evidence based Knowledge for School Teams</td>
<td>Rosy Bucio, SBCSELPA BCBA</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td></td>
<td>9-3-2021 10:00-11:30</td>
<td>Data Collection for Behavior and IEP Goals</td>
<td>Phil Pandac, SBCSELPA BCBA</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td></td>
<td>9-7-2021 12:30-2:30</td>
<td>CPI Physical Training</td>
<td>Stephan/ Jennifer</td>
<td>SBCSELPA In person</td>
<td>Free</td>
</tr>
<tr>
<td></td>
<td>9-9-2021 5:30-7:00</td>
<td>September School Updates for Families</td>
<td>SBCSELPA and Alpha Resource Center</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>Date/Time</td>
<td>Event Description</td>
<td>Venue/Participants</td>
<td>Type</td>
<td>Fee</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------------</td>
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<td>--------</td>
<td></td>
</tr>
<tr>
<td>9-14-2021 1:30-3:00</td>
<td>SIRAS Service Logs, Batch Printing IEPs, MIS Summary, Emailing Forms and Electronic Signature</td>
<td>SBCSELPA</td>
<td>Virtual/Recorded</td>
<td>Free</td>
<td></td>
</tr>
<tr>
<td>9-15-2021 8:30-11:30</td>
<td>SIRAS CALPADS/MIS</td>
<td>SIRAS Brian/SBCSELPA</td>
<td>Virtual</td>
<td>Free</td>
<td></td>
</tr>
<tr>
<td>9-16-2021 Time 8:30-11:30</td>
<td>English Learners Training</td>
<td>SBCEO/SBCSELPA</td>
<td>In Person at SBCEO</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>9-16-2021 8:30-3:00</td>
<td>CPI Initial</td>
<td>Chris/Jermaine</td>
<td>Virtual</td>
<td>$21.49 for book</td>
<td></td>
</tr>
<tr>
<td>9-21-9-22-2021 12:00-3:30 (Day 1 and 2 of a four-day training)</td>
<td>Lindamood Bell On Cloud9 Math</td>
<td>SBCSELPA/LMB</td>
<td>Virtual</td>
<td>$1020 includes kit.</td>
<td></td>
</tr>
<tr>
<td>9-28-2021 1:00-3:00</td>
<td>Alternative to Dispute Resolution (ADR)</td>
<td>Clare Fowler Recorded and facilitated by SBCSELPA ADR CADRE</td>
<td>Virtual</td>
<td>Free</td>
<td></td>
</tr>
<tr>
<td>9-27-2021 3:30-5:00</td>
<td>Notetaking in IEP Meetings, Keeping it Legal- Adm. Academy</td>
<td>Dr. Margaret Saleh</td>
<td>Virtual</td>
<td>Free</td>
<td></td>
</tr>
<tr>
<td>9-29-2021 12:00-1:30</td>
<td>Fundamentals of ABA</td>
<td>Phil Pandac, SBCSELPA BCBA</td>
<td>Virtual</td>
<td>Free</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Title</td>
<td>Speaker(s)</td>
<td>Location</td>
<td>Cost</td>
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<td></td>
</tr>
<tr>
<td>9-29-2021 1:00-2:30</td>
<td>Creating a Culture of Wellness</td>
<td>Alison Lindsay</td>
<td>Virtual</td>
<td>Free</td>
<td></td>
</tr>
<tr>
<td>9-30-2021 8:30-12:30</td>
<td>Best Practices for Interpreting at IEPs</td>
<td>SBCSELPA and SLOSELPA, Lena Moran Acereto</td>
<td>Virtual Training for Interpreters only</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>9-30-2021 1:00-3:00</td>
<td>‘Hot Topics’ in Special Education</td>
<td>Jan Tomsky, Fagan, Friedman, and Fulfrrost, LLP, CCASP and SBCSELPA</td>
<td>Virtual</td>
<td>Free</td>
<td></td>
</tr>
</tbody>
</table>
2021-2022 Professional Development Calendar of Events by the Month

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**October**

**Dyslexia Awareness Month, Learning Disability Awareness Month**

**ADHD Awareness Month**

**National Physical Therapy Month**

**Vision Therapist Day, October 5**

<table>
<thead>
<tr>
<th>Date/Time/Location</th>
<th>Name of Event</th>
<th>Presenter</th>
<th>Virtual/ In person</th>
<th>Free/Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-5-2021 1:30-3:00</td>
<td>PSW COHORT 1</td>
<td>Diagnostic Center/SBCSELPA</td>
<td>TBD</td>
<td>Free</td>
</tr>
<tr>
<td>10-6-2021 8:30-3:00</td>
<td>English Learners with Disabilities Training: Overview of Section 1: Identification of EL, MTSS and Pre-Referral Interventions</td>
<td>SBCSELPA/ Imperial SELPA/SBCEO</td>
<td>Virtual; hosted by SBCSELPA</td>
<td>Free</td>
</tr>
<tr>
<td>10-7-2021 3:30-5:00</td>
<td>Disability Rights California Alternatives to Conservatorship</td>
<td>SLOSELPA and SBCSELPA Registration: <a href="http://slocoe.k12oms.org/2259-204714">http://slocoe.k12oms.org/2259-204714</a></td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>10-7-2021 8:30-3:00</td>
<td>CPI Initial</td>
<td>Alison/Courtney</td>
<td>Virtual</td>
<td>$21.49 for book</td>
</tr>
<tr>
<td>10-11-2021 2:00-3:30</td>
<td>SIRAS Goal Developer, Meetings, Amendments, Document Library Supports</td>
<td>SBCSELPA</td>
<td>Virtual/Recorded</td>
<td>Free</td>
</tr>
<tr>
<td>Date/Time/Location</td>
<td>Name of Event</td>
<td>Presenter</td>
<td>Virtual/ In person</td>
<td>Free/ Cost</td>
</tr>
<tr>
<td>--------------------</td>
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<td>------------</td>
</tr>
<tr>
<td>Oct 12, 2021 1:00-2:30</td>
<td>Creating a Culture of Wellness</td>
<td>Alison Lindsay</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>Oct 12-13-2021 1:00-3:00</td>
<td>Dyslexia Day 1</td>
<td>Dyslexia Training Institute, SBCSELPA</td>
<td>Virtual</td>
<td>$60 for all three days</td>
</tr>
<tr>
<td>Oct 13-14-2021 1:00-3:00</td>
<td>CPI Physical Training</td>
<td>Jennifer</td>
<td>In Person at SBCSELPA</td>
<td>Free</td>
</tr>
<tr>
<td>Oct 14-15-2021 12:30-3:30 (Day 3 of 5)</td>
<td>Lindamood Bell On Cloud9 Math</td>
<td>SBCSELPA/Lindamood Bell</td>
<td>Virtual</td>
<td>$1020 includes the kit</td>
</tr>
<tr>
<td>Oct 14-15-2021 12:30-3:30 (Day 3 of 5)</td>
<td>Inclusive Education for Students with Mild-Moderate Disabilities</td>
<td>Diagnostic Center/SBCSELPA</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>Oct 19-20-2021 1:00-3:00</td>
<td>Dyslexia Day 2</td>
<td>Dyslexia Training Institute, SBCSELPA</td>
<td>Virtual</td>
<td>$60 for all three days</td>
</tr>
<tr>
<td>Oct 20-21-2021 Recorded training</td>
<td>Maximizing AAC Opportunities Within Routines</td>
<td>Diagnostic Center/SBCSELPA</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>Oct 20-21-2021 12:30-3:30 (Day 4 of 5)</td>
<td>Lindamood Bell On Cloud9 Math</td>
<td>SBCSELPA/Lindamood Bell</td>
<td>Virtual</td>
<td>$1020 includes the kit</td>
</tr>
<tr>
<td>Oct 21-2021 8:30-3:00</td>
<td>CPI Refresher</td>
<td>Louisa/Laurice</td>
<td>Virtual</td>
<td>$21.49 for book</td>
</tr>
<tr>
<td>Oct 26-2021 1:00-3:00</td>
<td>Dyslexia Day 3</td>
<td>Dyslexia Training Institute, SBCSELPA</td>
<td>Virtual</td>
<td>$60 for all three days</td>
</tr>
<tr>
<td>Oct 26-2021 1:00-3:00</td>
<td>PSW COHORT 1 Coaching</td>
<td>Diagnostic Center/SELPA</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>Oct 26-2021-10-28-2021 Time TBD</td>
<td>PSW COHORT 1 Coaching</td>
<td>Diagnostic Center/SELPA</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>Date/Time/Location</td>
<td>Name of Event</td>
<td>Presenter</td>
<td>Virtual/ In person</td>
<td>Free/Cost</td>
</tr>
<tr>
<td>----------------------</td>
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<td>--------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>10-27-2021 12:30-2:30</td>
<td>CPI Physical Training</td>
<td>Jennifer</td>
<td>In Person</td>
<td>Free</td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
<td>North County</td>
<td>SMB Souza</td>
</tr>
<tr>
<td>10-27-2021</td>
<td>Recorded training watch on your own</td>
<td>Maximizing AAC Opportunities within Routines</td>
<td>Virtual and recorded</td>
<td>FREE</td>
</tr>
<tr>
<td>10-28-2021 12:30-3:30</td>
<td>Lindamood Bell On Cloud9 Math</td>
<td>SBCSELPA/Lindamood Bell</td>
<td>Virtual</td>
<td>$1020 includes the kit</td>
</tr>
<tr>
<td>TBD</td>
<td>Transition Assessments</td>
<td>TNT, SBCSELPA</td>
<td>TBD</td>
<td>Free</td>
</tr>
</tbody>
</table>
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**November**

**Epilepsy Awareness Month**

**National School Psychology, November 9**

<table>
<thead>
<tr>
<th>Date/Time/Location</th>
<th>Name of Event</th>
<th>Presenter</th>
<th>Virtual/ In person</th>
<th>Free/Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-2-2021 1:00-3:00</td>
<td>Alternative to Dispute Resolution (ADR)</td>
<td>Clare Fowler Recorded and facilitated by SBCSELPA ADR CADRE</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>11-3-2021 3:00-4:00</td>
<td>Self Care for the Educator</td>
<td>Alison Lindsay</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>11-3-2021 12:30-2:30</td>
<td>CPI Physical Training</td>
<td>Jennifer</td>
<td>In Person at SBCSELPA</td>
<td>Free</td>
</tr>
<tr>
<td>11-3-2021 2 hour recorded training</td>
<td>Keeping the Day Sane: Mental Health 101 for Paraeducators</td>
<td>Diagnostic Center/ SBCSELPA</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>11-4-2021 8:30-3:00</td>
<td>CPI Refresher</td>
<td>Stephan/Bethany</td>
<td>Virtual</td>
<td>$21.49 for book</td>
</tr>
<tr>
<td>11-9-2021 1:00-3:00</td>
<td>Legal Training ‘Hot Topics’</td>
<td>Jan Tomsky Fagan, Friedman, and Fulfrost, LLP, CCASP and SBCSELPA</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>11-10-2021 12:00-1:00</td>
<td>Self Care for the Educator</td>
<td>Alison Lindsay</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>11-10-2021 12:30-2:30</td>
<td>CPI Physical Training</td>
<td>Jennifer</td>
<td>In Person North County SMB Souza</td>
<td>Free</td>
</tr>
<tr>
<td>11-16-11-18-2021 Time TBD</td>
<td>PSW COHORT 1</td>
<td>Diagnostic Center/ SBCSELPA</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>Date/Time/Location</td>
<td>Name of Event</td>
<td>Presenter</td>
<td>Virtual/ In person</td>
<td>Free/ Cost</td>
</tr>
<tr>
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</tr>
<tr>
<td>11-17-2021 1:30-3:00</td>
<td>Present Levels, Progress Reports, Bulk Progress Reports</td>
<td>SBCSELPA</td>
<td>Virtual/Recorded</td>
<td>Free</td>
</tr>
<tr>
<td><strong>November</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Date/Time/Location</strong></td>
<td><strong>Name of Event</strong></td>
<td><strong>Presenter</strong></td>
<td><strong>Virtual/ In person</strong></td>
<td><strong>Free/ Cost</strong></td>
</tr>
<tr>
<td>11-18-2021 8:30-3:00</td>
<td>CPI Initial</td>
<td>Rosy/Jessica</td>
<td>TBD</td>
<td>$21.49 for book</td>
</tr>
<tr>
<td>11-30-2021 8:30-3:00</td>
<td>Meeting the Needs of English Learners with Moderate &amp; Severe Disabilities</td>
<td>Imperial SELPA</td>
<td>Registration <a href="https://www.icoe.org/selpa">https://www.icoe.org/selpa</a></td>
<td>Free</td>
</tr>
<tr>
<td><strong>TBD (night, 2 hours)</strong></td>
<td><strong>Parent Training</strong></td>
<td><strong>Alpha Resource/SBCSELPA</strong></td>
<td><strong>TBD</strong></td>
<td><strong>Free</strong></td>
</tr>
<tr>
<td><strong>TBD</strong></td>
<td><strong>DHH Training</strong></td>
<td><strong>SBCSELPA</strong></td>
<td><strong>TBD</strong></td>
<td><strong>Free</strong></td>
</tr>
</tbody>
</table>

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**December**

**International Day of Persons with Disabilities - December 3**

<table>
<thead>
<tr>
<th>Date/ Time/Location</th>
<th>Name of Event</th>
<th>Presenter</th>
<th>Virtual/ In person</th>
<th>Free/ Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-1-2021 One hour recorded training</td>
<td>Mindfulness Practice: The Educator's Guide to Help Students Practice Mindfulness</td>
<td>Diagnostic Center/SBCSELPA</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>12-1-2021 12:30-2:30</td>
<td>CPI Physical Training</td>
<td>Jennifer</td>
<td>In Person at SBCSELPA</td>
<td>Free</td>
</tr>
<tr>
<td>12-7-2021</td>
<td>PSW COHORT 1 Wrap up</td>
<td>Diagnostic Center/SBCSELPA</td>
<td>In Person</td>
<td>Free</td>
</tr>
<tr>
<td>12-8-2021 12:30-2:30</td>
<td>CPI Physical Training</td>
<td>Jennifer</td>
<td>In Person North County SMB Souza</td>
<td>Free</td>
</tr>
<tr>
<td>12-9-2021 1:00-3:00</td>
<td>Adapted P.E. Training</td>
<td>Dr. Beth Foster</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>TBD</td>
<td>OT Training</td>
<td>SBCSELPA/OT</td>
<td>TBD</td>
<td>Free</td>
</tr>
</tbody>
</table>

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## January

### Chronic Traumatic Encephalopathy (CTE) Awareness

<table>
<thead>
<tr>
<th>Date/Time/Location</th>
<th>Name of Event</th>
<th>Presenter</th>
<th>Virtual/ In person</th>
<th>Free/Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-11-2022 8:30-3:00</td>
<td>English Language Learners Training: Overview of Section 2: Pre-Referral and Referral, Assessment, and IEP Processes</td>
<td>SBCSELPA/Imperial SELPA/SBCEO</td>
<td>Virtual; hosted by SBCSELPA.</td>
<td>Free</td>
</tr>
<tr>
<td>1-12-2022 3.5 hours recorded</td>
<td>An Introduction to the What’s and Not’s of ADHD and Implications</td>
<td>Diagnostic Center/SBCSELPA</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>1-19-2022 8:30-10:30</td>
<td>SIRAS Updates with SIRAS</td>
<td>SBCSELPA/SIRAS</td>
<td>Virtual/Recorded</td>
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</tr>
<tr>
<td>1-27-2022 8:30-3:00</td>
<td>CPI Initial</td>
<td>Phil/ Jennifer</td>
<td>TBD</td>
<td>$21.49 for book</td>
</tr>
<tr>
<td>1-27-2022 8:30-3:00</td>
<td>Writing Linguistically Appropriate Goals and Objectives for Els with Disabilities</td>
<td>Imperial SELPA</td>
<td>Registration at <a href="https://www.icoe.org/selpa">https://www.icoe.org/selpa</a></td>
<td>Free</td>
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**TBD**

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<thead>
<tr>
<th>Date/Time/Location</th>
<th>Name of Event</th>
<th>Presenter</th>
<th>Virtual/ In person</th>
<th>Free/Cost</th>
</tr>
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<tbody>
<tr>
<td>TBD</td>
<td>PSW COHORT 2</td>
<td>Diagnostic Center/SBCSELPA</td>
<td>TBD</td>
<td>Free</td>
</tr>
</tbody>
</table>
2021-2022 Professional Development Calendar of Events by the Month

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

**February**

**Vision Awareness Month**

<table>
<thead>
<tr>
<th>February</th>
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<tbody>
<tr>
<td><strong>Date/ Time/Location</strong></td>
<td><strong>Name of Event</strong></td>
<td><strong>Presenter</strong></td>
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<td><strong>Free/ Cost</strong></td>
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<tr>
<td>2-17-2022 8:30-3:00</td>
<td>CPI Refresher</td>
<td>Jermaine/Joe</td>
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<td>$21.49 for book</td>
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<tr>
<td><strong>TBD (Night, 1 hour)</strong></td>
<td>Parent Training</td>
<td>Alpha Resource/SBCSELPA</td>
<td>TBD</td>
<td>Free</td>
</tr>
<tr>
<td><strong>TBD</strong></td>
<td>PSW COHORT 1 Coaching</td>
<td>Diagnostic Center/SBCSELPA</td>
<td>TBD</td>
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</table>

This Professional Development Offerings Booklet is updated monthly.
### March

**Developmental Disabilities Month**

**Down Syndrome Day, March 21**

<table>
<thead>
<tr>
<th>Date/Time/Location</th>
<th>Name of Event</th>
<th>Presenter</th>
<th>Virtual/ In person</th>
<th>Free/ Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-1-2021 2:00-3:00</td>
<td>SIRAS Searches, Statistical Reports, Special Factors/ Low Incidence</td>
<td>SBCSELPA</td>
<td>Virtual/Recorded</td>
<td>Free</td>
</tr>
<tr>
<td>3-2-2021 1:00-3:00</td>
<td>Alternative to Dispute Resolution (ADR)</td>
<td>Clare Fowler Recorded and facilitated by SBCSELPA ADR CADRE</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>3-2-2022 3 hours recorded</td>
<td>Evidence-Based Practices for Students with Mild-Moderate Autism Spectrum Disorder</td>
<td>Diagnostic Center/ SBCSELPA</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>3-3-2022 8:30-3:00</td>
<td>CPI Refresher</td>
<td>Phil/Courtney</td>
<td>TBD</td>
<td>$21.49 for book</td>
</tr>
<tr>
<td>3-9-2022 8:30-3:00</td>
<td>English Learners with Disabilities Training: Overview of Section 3: Education Programs and Instructional Strategies</td>
<td>SBCSELPA/ Imperial SELPA/SBCEO</td>
<td>Virtual; hosted by SBCSELPA</td>
<td>Free</td>
</tr>
<tr>
<td>Date/Time/Location</td>
<td>Name of Event</td>
<td>Presenter</td>
<td>Virtual/ In person</td>
<td>Free/ Cost</td>
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<tr>
<td>3-15-2021 9:00-10:30</td>
<td>SIRAS Behavior Intervention Plans</td>
<td>SBCSELPA</td>
<td>Virtual/Recorded</td>
<td>Free</td>
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<tr>
<td>March</td>
<td></td>
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<tr>
<td>Date/ Time/Location</td>
<td>Name of Event</td>
<td>Presenter</td>
<td>Virtual/ In person</td>
<td>Free/ Cost</td>
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<tr>
<td>3-31-2022 8:30-3:00</td>
<td>CPI Initial</td>
<td>Stephan/Laurice</td>
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<tr>
<td>TBD</td>
<td>PSW COHORT 2 Coaching</td>
<td>Diagnostic Center/SBCSELPA</td>
<td>TBD</td>
<td>Free</td>
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<td>TBD</td>
<td>ADR Training for CADRE</td>
<td>Clare Fowler/SBCSELPA</td>
<td>TBD</td>
<td>Free</td>
</tr>
<tr>
<td>TBD</td>
<td>Colleges Series</td>
<td>SBCSELPA/TNT</td>
<td>TBD</td>
<td>Free</td>
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</tbody>
</table>

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2021-2022 Professional Development Calendar of Events by the Month

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April

Autism Awareness Month

Occupational Therapist Day, April 1

International Day of American Sign Language

Administrative Professionals Day, April 27

Administrative Assistants Day, April 27

<p>| April |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| <strong>Date/ Time/Location</strong> | <strong>Name of Event</strong> | <strong>Presenter</strong> | <strong>Virtual/ In person</strong> | <strong>Free/ Cost</strong> |
| 4-6-2022 8:30-3:00 | English Learners with Disabilities Training: Overview of Section 4: Proposing Exit from Special Education Services | SBCSELPA and Imperial County SELPA | Virtual | Free |
| 4-13-2022 8:30-10:30 | Legal Training ‘Hot Topics’ | Jan Tomsky | Virtual | Free |
| 4-14-2022 8:30-3:00 | CPI Initial | Chyelin/Natalie | TBD | $21.49 for book |
| 4-26-2021 1:00-3:00 | Alternative to Dispute Resolution (ADR) | Clare Fowler ‘LIVE’ and facilitated by SBCSELPA ADR CADRE | Virtual | Free |
| 4-27-2022 8:30-3:00 | Pathway Towards Reclassification of English | Imperial SELPA | Registration at <a href="https://www.icoe.org/selpa">https://www.icoe.org/selpa</a> | Free |</p>
<table>
<thead>
<tr>
<th>Date/Time/Location</th>
<th>Name of Event</th>
<th>Presenter</th>
<th>Virtual/ In person</th>
<th>Free/ Cost</th>
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<tbody>
<tr>
<td>4-28-2022 8:30-3:00</td>
<td>CPI Refresher</td>
<td>Alison/Chris</td>
<td>TBD</td>
<td>$21.49 for book</td>
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<tr>
<td>TBD (night, 1 hours)</td>
<td>Parent Training</td>
<td>Alpha Resource/SBCSELPA</td>
<td>TBD</td>
<td>Free</td>
</tr>
<tr>
<td>TBD</td>
<td><em>PSW COHORT 2 Wrap Up</em></td>
<td>Diagnostic Center/SBCSELPA</td>
<td><em>In Person</em></td>
<td>Free</td>
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<tr>
<td>TBD</td>
<td>Residential Colleges Series</td>
<td>SBCSELPA/TNT</td>
<td>TBD</td>
<td>Free</td>
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<tr>
<td>TBD</td>
<td>Vision Training</td>
<td>SELPA/Vision</td>
<td>TBD</td>
<td>Free</td>
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</tbody>
</table>

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**May**

**Mental Health Awareness Month**

**National Adapted P.E., May 1**

**Teacher Appreciation, May 2-May 6**

**Nurses, May 6**

**Speech and Language Month, May 18**

<table>
<thead>
<tr>
<th>Date/Time/Location</th>
<th>Name of Event</th>
<th>Presenter</th>
<th>Virtual/In person</th>
<th>Free/Cost</th>
</tr>
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<tbody>
<tr>
<td>5-4-2022 8:30-11:30</td>
<td>SIRAS Updates and End of Year Reminders with SIRAS</td>
<td>SBCSELPA/SIRAS</td>
<td>Virtual/Recorded</td>
<td>Free</td>
</tr>
<tr>
<td>5-5-2022 8:30-3:00</td>
<td>CPI Initial</td>
<td>Louisa/Joe</td>
<td>TBD</td>
<td>$21.49 for book</td>
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<tr>
<td>5-10-2022 5:00-8:00</td>
<td>SELPA-Bration</td>
<td>SBCSELPA</td>
<td>In person</td>
<td>TBD</td>
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<tr>
<td>5-12-2022 8:30-3:00</td>
<td>CPI Refresher</td>
<td>Billy/Jennifer</td>
<td>TBD</td>
<td>$21.49 for book</td>
</tr>
<tr>
<td>5-24-2022 8:30-3:00</td>
<td>English Language Learners Training: Overview of Section 5: Reclassification from English Learner Status</td>
<td>SBCSELPA and Imperial County SELPA</td>
<td>Virtual</td>
<td>Free</td>
</tr>
<tr>
<td>TBD</td>
<td>GROW</td>
<td>Alison/Rosy</td>
<td>In person</td>
<td>Free</td>
</tr>
<tr>
<td>TBD</td>
<td>Nurses Training</td>
<td>SBCSELPA</td>
<td>TBD</td>
<td></td>
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</tbody>
</table>
Professional Development Event Descriptions by Topic

Adapted P.E. (TBD)

Alternative to Dispute Resolution (ADR)

SBCSELPA and member LEAs promote collaborative relationships with parents or guardians and community agencies ensuring students with disabilities receive free and appropriate education (FAPE). SBCSELPA provides to member LEAs, parents/guardians, and agencies throughout Santa Barbara County alternatives for resolving disputes or misunderstandings in the IEP Process. The Alternative to Dispute Resolution (ADR) goal is to restore positive communication with parents, guardians, and LEAs. ADR meetings save time and money by promoting ongoing collaborative relationships with parents, LEAs, and community agencies. Participants will learn how to organize and orchestrate effective IEP Team meetings and about a Facilitated IEP Team meeting.

Clare Fowler Mediate.com: http://www.clarefowler.com/

SBCSELPA ADR Cadre and Clare Fowler provide a four, two-hour series on Alternative to Dispute Resolution (ADR) techniques. September 28 (Day 1) will focus on the importance of pre-planning for IEPs, Facilitated IEPs Meetings and Conferences. November 2 (Day 2) will explore de-escalation strategies for when tensions rise in meetings. March 29 (Day 3) encompasses understanding mental health environments, students and the talent of liberation and communication in particular tackling demographic and mental obstacles through difficult conversations. The final day of the series, April 26 shines a spotlight on resolution with unfinished business including multiple stakeholders. Day 1-3 are recorded training with the SBCSELPA ADR Cadre as facilitators of the events. Day 4 is a ‘live’ event virtually with Clare Fowler and the SBCSELPA ADR Cadre.

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 Special Education Plans (SEP) Targets. Participants will have the opportunity to ask questions and learn about the many programs and procedures of the Santa Barbara County SELPA.

Topics and Dates TBD
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 to be consistent with California Special Education law. The different ways of qualifying for SLD will also be presented along with why PSW evolved.

Assistive Technology (TBD)

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 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 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)

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.

Creating a Culture of Wellness How to support Intentionally and Meaningfully Support Staff Well-Being

Now more than ever, school staff – from teachers to paraprofessionals to office personnel – need to feel connected to and supported by their school family. This past year has taken a toll on everyone and has highlighted the need to, intentionally and meaningfully, support the social-emotional wellness not only of our students, but also of our staff. After all, if our staff do not have the skill set needed to regulate their own emotions, how are they able to teach it to students?
In this two-part workshop, we will cover the concept of emotional intelligence, how to use these skills to enhance and promote the wellness of the educators you support, and most importantly, how to cultivate it within yourself to be a more effective leader. Together, we will review your existing staff wellness practices, discuss new ideas to enhance these practices, and build new practices that lend themselves to the improvement of staff well-being, and in turn, student well-being and school climate.

Audience: School Psychologists, Site Administrators (Principals, Assistant Principals), Special Education Administrators (Directors, Program Coordinators, etc.), Superintendents, Assistant Superintendents.

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: $21.49 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

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

Investment: $21.49 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.
**CPI Physical Training**

Two-hour Unit 8 and 9 Physical Interventions training. In person. Offered in North and South County. All Participants must wear comfortable clothing, bring blue CPI card, water, and wear masks. Trainings offered in North and South Counties.

**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.

**Deaf and Hard of Hearing (TBD)**

**Diagnostic Center of Southern California Trainings**

All Diagnostic Center Trainings are prerecorded and FREE. A Zoom link will be sent to participants via the Southern California Diagnostic Center upon registering in SBCSELPA online registration system https://sbcelpa.k12oms.org.

**R-7: October 14: Inclusive Education for Students with Mild-Moderate Disabilities**

Focus of this training is inclusive education and best practices for educating students with mild to moderate disabilities in inclusive settings. Topics discussed: how to utilize research-based practices to develop and implement programs that encourage learning and growth for all students, including but not limited to inclusive education models, effective planning and collaboration, identifying the demands within the learning environment, understanding each individual learner needs, accommodations vs. modifications, differentiation and universal design.

**Audience**: multidisciplinary teams working with students with mild-moderate disabilities in inclusive settings. District Administrators, Special Education Teachers, General Education Teachers, School Psychologists, Speech and Language Pathologists, Occupational Therapists, and Paraeducators.

**Time**: 1.75 hours (recorded training)

**R-13 Maximizing AAC Opportunities Within Routines**

Young Children learn through routines and play. As language learning requires a rich meaningful context, it is important that we support our students using AAC within the daily routines at school and at home. This training will review why routines and understanding development
matter, how to turn routines into learning opportunities, ways to create communication opportunities and support our student within their routines, and ideas on how to differentiate activities for a range of abilities.

Audience: Teachers, paraeducators, SLPs, OTs, parents,

**M-6: November 3: Keeping the Day Sane: Mental Health 101 for Paraeducators**

Many adults handle behavior scenarios with tactics that actually escalate student emotions rather than improve them, resulting in a decrease in student readiness for participation and learning. This training will equip staff with basic knowledge and easy-to-learn strategies that help staff be more successful and keep students safe and ready to learn.

**Audience:** Paraeducators, Special Education Teachers, Administrators, School Psychologists, ERMHS staff, School Counselors and other IEP team members.

**M-8: December 1: Mindfulness Practice: The Educator’s Guide to Help Students Practice Mindfulness**

There is a growing body of research that shows the effectiveness of mindfulness practices for children and adolescents to help regulate their emotions and develop positive coping strategies. Mindfulness practices are also considered an effective intervention to develop empathy and decrease anxiety and aggressive behaviors.

**Audience:** Special Education teachers, School Psychologists, Administrators LCSWs, LMFTs, LPCCs, Clinical Psychologists, ERMS staff or school counselors.

Time: 1 hour (recorded training)

**S-1: January 12: An Introduction to the What’s and Not’s of Attention Deficit Hyperactivity Disorder (ADHD) and Implications**

An introduction to the understanding and complexity and multifaceted aspects of Attention Deficit Hyperactivity Disorder (ADHD). Cognitive, behavioral, social, and academic issues associated with the condition will be discussed. Focus is placed on critical role of executive functioning (i.e., self-regulation and self-goal directed behavior) and how this functioning explains many of the challenges faced by students with ADHD. Professionals require the understanding of the disorder as it is necessary for effective development and implementation of strategies and supports. Techniques and strategies will be shared that can support students who face challenges associated with ADHD.

**Audience:** School psychologists and anyone with knowledge of psychological tests and psychometrics. Participants should have a basic understanding of executive functioning.

Many interventions exist for Autism Spectrum Disorder (ASD). However, scientific research has found only some of these interventions to be effective. The interventions that researchers have shown to be effective are called evidence-based practices (EBPs). Primary reasons for using EBPs are that the students demonstrated improved outcomes, the interventions are legally defensive, and the use of EBPs align with best practices in education. This training will provide the history on identification of EBPs for ASD and support the understanding and use of EBPs for individuals affected by mild-moderate ASD.

**Audience:** School personnel working with students with mild-moderate ASD.

**Time:** 1.75 hours (recorded training)

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**English Learners with Disabilities Trainings with Imperial County SELPA**

**October 6:** An overview of Section 1 of the California Practitioner’s Guide. Identification of English Learners, Multi-Tiered System of Supports (MTSS), and Pre-Referral Interventions.

**January 11:** An overview of Section 2 of the California Practitioner’s Guide. Pre-Referral and Referral, Assessment, and IEP Processes.

**March 9:** An overview of Section 3 of the California Practitioner’s Guide. Education Programs and Instructional Strategies.

**April 6:** An overview of Section 4 of the California Practitioner’s Guide. Proposing Exit from Special Education Services,

**May 24:** An Overview of Section 5 of the California Practitioner’s Guide. Reclassification from English Learner Status.

All trainings are 8:30-3:00 and FREE.

Registration on [https://sbcelselpa.k12oms.org](https://sbcelselpa.k12oms.org).

Additional offered by Imperial SELPA (registration on Imperial SELPA website: [https://www.icoe.org/selpa](https://www.icoe.org/selpa))

November 30: Meeting the Needs of English Learners with Moderate & Severe Disabilities
January 27: Writing Linguistically Appropriate Goals and Objectives for Els with Disabilities

April 27: Pathway Towards Reclassification of English Learners with Significant Cognitive Disabilities

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 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 to learn from others’ successes and problem-solve barriers to program implementation.

GROW Summit

Wow, it has been A YEAR. Take a deep breath (or three) and come join us as we check-in and review how far we have come with G.R.O.W. during the 2021-2022 school year. Participants will have an opportunity to connect with your colleagues from around the county and to share in your successes and challenges in program implementation. As always, this is a space where participants have permission to feel and to “grow” along with us in our journey to create the therapeutic wellness model that is G.R.O.W. We look forward to “seeing” you there!

Audience: Any and all staff who work in and/or support G.R.O.W. programs within SBCSELPA.
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.

Best Practices in IEP Interpretation with Lena Moran Acereto

Participants will learn or refine the skills needed for interpretation in Individualized Education Plan (IEP) settings. Terminology and remote interpretation will be reviewed in this four hour training.

Legal

Jan Tomsky ‘Hot Topics in Special Education’

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

The On Cloud Nine® Math Program, from Lindamood-Bell, develops the ability to image and verbalize the concepts and processes of math. Concept imagery and numeral imagery are integrated with language to improve both mathematical reasoning and mathematical computation. On Cloud Nine® instruction is effective for elementary math instruction and as an intervention for students of any age or grade level experiencing difficulty in math or not performing to their potential.

The underlying skills that On Cloud Nine® builds are the foundational skills needed to be successful in higher math.

On Cloud Nine® Math develops a student’s ability to:

- Image numerals, numerical concepts, and the number line.
- Count by ones, twos, fives, and tens, and establish imagery for the base-ten math concept.
- Add and subtract with carrying and borrowing.
- Multiply and divide — and comprehend those functions.
- Solve word problems.
- Comprehend decimals and fractions.

Cost: $1020 for five, three-hour sessions; includes the kit.

Network Meetings for all Related Services

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.

Nonpublic Schools and Nonpublic Agency Behavior Trainings: (open to all LEAs as well)

NPS/A requirements for annual renewal of certification, including the following as specified in Education Code 56366.1

Requirements for NPS/A renewal of certification:

1. Documentation of NPS/A staff training in the use of evidence-based practices and interventions specific to the unique behavioral needs of the NPS/A pupil population.
2. Trainings shall be provided annually within 30 days of employment to new staff and all staff implementing behavior related services in the NPS/A. (see Attachment)

In response to the requirements for annual renewal of certification, SBCSELPA offers behavior trainings encompassing evidence-based practices and interventions.

Each training satisfies the following conditions:

1. Conducted by licensed or certified persons in fields related to evidence-based practices and interventions.
2. Taught in manner consistent with the development and implementation of individualized education programs.

SBCSELPA offers the following trainings that fulfill the new requirements of AB1172 for an NPS/A.

**August 12, 9:00-10:30:** Supporting Students with Behavioral Needs in School Settings (Free)

**August 13, 10:00-11:30:** Antecedent Interventions for Behavior (Free)

**August 19, 8:30-3:00:** Nonviolent Crisis Prevention Intervention (CPI) Initial (new to CPI) $20 for book.

**August 26, 8:30-3:00:** Nonviolent Crisis Prevention Intervention (CPI) Refresher (renewals) $20 for book.

**September 2, 8:30-3:00:** Nonviolent Crisis Prevention Intervention (CPI) Refresher (renewals) $20 for book.

**September 2, 9:00-10:30:** A New Lens on Behavior: Evidence Based Knowledge for School Teams (Free)

**September 3, 10:00-11:30:** Data Collection for Behavior and IEP Goals (Free)

**September 10, 10:00-11:30:** Fundamentals of ABA (Free)

**September 16, 8:30-3:00:** Nonviolent Crisis Prevention Intervention (CPI) Initial (new to CPI) $20 for book.

**Occupational Therapy (TBD)**
Reading

Dyslexia Training Institute

The Dyslexia Training Institute (DTI) returns for three days of training in Dyslexia and Reading Interventions.
Cost: $60 for six hours of training.

SELPA-Bration

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

Third Annual SELPA-Bration May 10, Glen Annie Golf Course Frog Bar and Grill, 5:00-8:00.

September School Updates with SBCSELPA and Alpha Resource Center

Santa Barbara County Public Health and Local Education Agencies present School Updates to families.

SIRAS

Summer Updates in SIRAS

August 31, 1:00-3:00: 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.

SIRAS Boot Camps

August 19, 2:00-3:00: 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, and how to complete the meeting to be finalized in SIRAS. Training intended for new staff.

September 14, 1:30-3:00: Topics: Service Logs. Batch Printing IEPs for General Education staff, the MIS Summary page, and Emailing Forms Link and Electronic Signatures to be reviewed in this one and a half hour virtual training.

October 11, 2:00-3:30: Topics: Goal Developer, Various Meetings, Amendments, and the Document Library/Added Forms to be reviewed in this one and a half virtual training.
November 17, 1:30-3:00: Topics: Present Levels of Performance, generating Progress Reports, and generating Bulk Progress Reports to be reviewed in this one and a half hour virtual training.

March 1, 2:00-3:00: Topics: Searches, Statistical Reports, Special Factors/Low Incidence, and additional features in SIRAS to be reviewed in this one-hour virtual training.

March 15, 9:00-10:30: Topics: Behavior Intervention Plans reviewed in this hour and a half-hour virtual training.

SIRAS Trainings with SIRAS Team:

September 15: 8:30-11:30: Topics: CALPADS/ CASEMIS information updates

January 19, 8:30-10:30: Topics: Preparing for Transition Meetings. preparing for Statewide Assessment to be reviewed in this three-hour virtual training.

May 4, 8:30-11:30: Topics: End of year Calpads, Next Years Data, recap and reminders for year closure.

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

Colleges Tours

Explore options of college programs in Santa Barbara County and beyond. Participants will learn about residential placements, adult living, entrance requirements, and coursework in this multi-day series.

Audience: Parents, students, Guidance Counselors, School Psychologists, Agencies and all Educators.

Individual Transition Plan (ITP) Training

Participants will learn how to complete the new Individual Transition Plan (ITP) in SIRAS.

Audience: High School Special Education Teachers, Special Education Transition Age Teachers, Special Education Middle School Teachers.
Tri-County Regional Center (TCRC) Presentation to High School Programs

Tri-County Regional Center presents an overview of services and supports provided to high school programs throughout Santa Barbara County.

Audience: High School Mild-Moderate, Moderate-Severe Special Education Teachers, Administrators, Transition Age Youth Staff and Teachers.

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.

Transition Assessment Training (TBD)

A review of vetted Transition Assessments provided in this training. Participants will learn about various free resources for measuring students’ skills in preparation for transition from high school to post-secondary education.
Mini’ LEA Professional Development Topics Available Upon Request

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

**Behavior Series**

**Understanding Brain States & Behavior**

Participants will be introduced to the applied science of brain states and behavior regulation. The goal of this mini-PD is for staff to begin to understand the underpinnings for all human escalation cycles and how “behavior” is not unique to students with behavioral challenges. Staff will be guided through current research on the topic and have the opportunity to participate in activities that help integrate the content that is presented.

**Supporting Students with Behavioral Needs in School Settings**

This introductory mini-PD offers participants a brief overview of traditional vs brain-based perspectives on student dysregulation and challenges staff to reflect on their own narratives about student problem behavior. Additionally, a variety of proactive evidence-based practices for mitigating challenging behavior will be presented and participants will have an opportunity to apply strategies to case-studies in a small group activity.

**How To “Coach” Students**

This mini-PD is focused on practical, hands-on, evidence-based strategies for giving students feedback, offering supporting, and “correcting” pre-escalation behavior. Staff will reflect on how they like to be “coached” and then apply the scientific information shared to case examples they self-generate. The goal is for participants to walk away with a fresh perspective on how “coaching” vs correcting and/or inadvertent shaming of students could broadly help all the students they serve.

**Default vs GROW: How our “Lens” Impacts the Way We Support Students**

This mini-PD will start with a brief review of brain states and how behavior escalates in all humans, followed by an outline of the differences between “default” vs “GROW” lenses. The objective is for participants to understand what influences our perspectives and responses to student behavior and how students, especially students with challenging behavior, deserve scientific coaching practices rooted in dignity not punishment procedures.

**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.

SELPA 28: SBCSELPA Continuum of Mental Health Services

Late in 2020, an Ad-Hoc Committee was formed to revise the SBCSSELPA Continuum of Mental Health. This training is to introduce the new Continuum, discuss its function/limitations, and to provide information on two added services to the Continuum: Social Work Services and Parent Counseling.

SELPA 28A: SBCSELPA Wrap Supports Referral - recorded available on SBCSELPA YouTube Channel

The new Santa Barbara County SELPA Wrap Referral is here—and it’s fillable! This short training will explain what Wrap supports are, how the referral process works, and how to document on an IEP. This training will be recorded and available for viewing at your convenience.

Brain-Based Behavioral Perspectives and Support Strategies

Drawing from foundations of interpersonal neurobiology, applied developmental attachment, and specific communication skills; participants will gain a functional understanding of how educators can best support students who present with relational and behavioral challenges. Staff will then be able to calibrate their approach to meet the needs of the student as they exist in the moment, supporting emotional resilience and academic success.
Relational Scaffolding

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.

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.

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.

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.

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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.


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‘Mini’ LEA Professional Development Topics Available Upon Request

List of events offered updated monthly.

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

July
July 28: Lompoc BIP

August
August 2, 3, 4th: GROW Series (at SELPA 2nd and 3rd; in Santa Maria 4th)
August 5: Guadalupe CPI Training
August 6: SBCEO SIRAS Beginners Training
August 10: Orcutt SIRAS Beginners Training
August 12: SBCEO Montecito Union CPI Training
August 13: Buellton CPI
August 16: Hope: Behavior Training
August 16: Goleta CPI Training
August 16 & 17: SB Unified & Goleta Unified BIP 101 Refresher Series
August 16: Buellton: Welcome to RULER: How SEL Makes the Biggest Difference
August 18: Hope Supporting Students Behavior As We Return to School: Evidence Based Strategies
August 23: Buellton Welcome Back to Brain-Based Behavioral Support
August 26: SB Unified Welcome Back to Brain-Based Behavioral Support
August 30: Santa Ynez Welcome Back to Brain-Based Behavioral Support

September
September 3: SBPIC SELPA Overview, GROW, WRAP Information

October

November

December

January

February
March
April
May
June
SBCSELPA Staff

(New Office) 5385 Hollister Avenue Bld. 7 Santa Barbara, CA 93111 805-683-1424

Dr. Ray Avila ravila@sbceo.org
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Wraparound Services Facilitator (Bilingual)

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Youth Support Specialist (Bilingual)

Grace Vega gvega@sbceo.org
Youth Support Specialist (Bilingual)
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Stephan Salter  
SBCSELPA Mental Health Specialist/NPS Coordinator  805-688-1424
Robyn Young  
Regional Implementation SELPA Lead for C.A.P.T.A.I.N.  Santa Barbara Unified Program Facilitator

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### CPI Presenters North County

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### CPI Presenters (District only Trainers)

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<td>Elizabeth Acker</td>
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<tr>
<td>Lauren Hoffman</td>
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</tr>
</tbody>
</table>
Thank you to all Presenters, Teams, and Cadre for your time and positive energy!
Available Resources

OMS Calendar of Events
Professional Development
https://sbcselpa.k12oms.org/

SBCSELPA Local Plan
Educators, Parent Resources
www.sbcselpa.org

SBCSELPA Procedural Handbook
Educators, Parent Resources
www.sbcselpa.org

Special Education Parent Handbook
Parent Resources
www.sbcselpa.org

What are all these IEP Documents? Parent Questions for an IEP
Parent Resources
www.sbcselpa.org

Turning 3: Transition from Early Start to Preschool
Parent Resources
www.sbcselpa.org

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

SBCSELPA YouTube Channel for all trainings
Santa Barbara SBCSELPA Conference Room
bhelt@sbceo.org

To book Santa Barbara SBCSELPA Conference Room

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 7 Santa Barbara, CA 93111 (new location)
Zoom Conferencing

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

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

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

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

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

CHILD FIND
Special education programs are available to all eligible students with disabilities, ages 0-22 in Santa Barbara County. If you have reason to believe your child needs special education due to a physical, mental, emotional, learning or speech problem please contact your local school district for assistance or the SBCSELPA.
El Plan de Educación Especial del Área Local del Condado de Santa Bárbara (SBCSELPA) es una Agencia de Poderes Unidos obligada a regular y facilitar programas de educación especial administrados por la Oficina de Educación del Condado, agencias locales de educación (conocidas en inglés como LEA), y distritos escolares en el Condado de Santa Bárbara.

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

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

**¿Qué es SBCSELPA?**

**La Ley**

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

**Programas de Educación del Distrito**

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

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**Selpa235 12-6-17 (S)**
I. PUBLIC SESSION
   A. Call to Order
      This special meeting of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) Joint Powers Agency Board was called to order by Anne Hubbard at 3:06 p.m. via Zoom (Meeting ID: 961 4631 3979).

   B. Roll Call
      Lindsay MacDonald took membership roll call.

      Members Present:  Amy Alzina, Clerk (Arrived at 3:24 p.m.)
                        Anne Hubbard, Chairperson
                        Randal Haggard, Vice-Chairperson
                        Trevor McDonald
                        Hilda Maldonado
                        Susan Salcido (Arrived at 3:23 p.m.)

      Members Absent:  Antonio Garcia
                       Luke Ontiveros

      Others Present:  Ray Avila, SBCSELPA Executive Director and Secretary to the Board, and other SBCSELPA staff:
                       Lindsay MacDonald, SBCSELPA Office Manager
                       Jennifer Connolly, SBCSELPA Coordinator
                       Kim Hernandez, SBUSD Assistant Superintendent Business Services

   C. Flag Salute
      Ray Avila led the assembly in the Pledge of Allegiance.

   D. Welcome Guests
      There were no guests present for the meeting.

II. PUBLIC COMMENTS
    There were no public comments.
III. ITEMS SCHEDULED FOR ACTION/CONSIDERATION
   A. SBCSELPA Chief Business Official Salary Schedule Salary Increase
      1. Kim Hernandez Letter of Resignation
      2. SBCSELPA Job Posting on EDJOIN
      3. Summary of CBOs, Director of Fiscal Services, and Business Managers in CA Schools (SBCSELPA Internal Salary Comparison)
      4. State SELPA Association Listserv Salary Comparison
      5. School Services of California, Inc. Directors Salaries
      6. Chief Business Official Salary Multi-Year Projection and Supporting Documents
      7. Current SBCSELPA Chief Business Official Job Description
      8. Resolution of the Governing Board of SBCSELPA JPA to Establish a SELPA Pass-Through Revenue Fund, in accordance with Education Code Section 42840

   Recommendation: The JPA Board approve the SBCSELPA request for a salary increase for Chief Business Official position as presented.

   Motion to Approve: Randal Haggard  Second: Hilda Maldonado
   Vote: 6 – 0 The motion passed with JPA Board Members Amy Alzina, Randal Haggard, Anne Hubbard, Trevor McDonald, Hilda Maldonado, and Susan Salcido voting in favor; none opposed.

   Ray Avila reviewed the board memo and apprised the board of the recent CBO vacancy at the SBCSELPA office and the reason for the CBO salary increase request. Ray then asked Kim Hernandez, former SBCSELPA CBO, to review REF: III-A.6, Chief Business Official Salary Multi-Year Projection and Supporting Documents for the Board, to give them a detailed understanding of the financial projection of increasing the salary of the CBO and how it would impact the adopted budget. The Board was satisfied; there were no questions or comments.

   Since Board members Susan Salcido and Amy Alzina arrived late to the meeting Ray and Anne Hubbard confirmed with each of them individually that they had an opportunity to review the special meeting agenda and attachments and did not have any questions prior to voting on this action item, each of them confirmed that they had reviewed all the materials and had no questions.

IV. ADJOURNMENT
   The meeting was adjourned at 3:26 p.m.

   [Signatures]

   Anne Hubbard, Chairperson
   Santa Barbara County SELPA
   Date: 9/14/21

   Ray Avila, Secretary
   Santa Barbara County SELPA
   Date: 9/13/21
**SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**
**JOINT POWERS AGENCY BOARD**
**MINUTES OF June 7, 2021, REGULAR MEETING**
Due to the COVID-19 Crisis this meeting was held via Zoom 12:00 p.m.

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

I. **PUBLIC SESSION**
   A. **Call to Order**
      The regular meeting of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) Joint Powers Agency Board was called to order by Anne Hubbard at 12:00 p.m. via Zoom (Meeting ID: 999 7627 6694).

   B. **Roll Call**
      Lindsay MacDonald took membership roll call.

      Members Present: Amy Alzina, Clerk
                       Anne Hubbard, Chairperson
                       Randal Haggard, Vice-Chairperson
                       Trevor McDonald
                       Hilda Maldonado (Arrived at 12:30 p.m.)
                       Luke Ontiveros
                       Susan Salcido

      Members Absent: Antonio Garcia

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

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

   D. **Welcome Guests**
      Anne Hubbard welcomed guests to the meeting.
E. **Renew Membership for Current Board Members Amy Alzina, Anne Hubbard, and Trevor McDonald**
   Ray Avila administered the Oaths of Office to Amy Alzina, Anne Hubbard and Trevor McDonald who have agreed to continue their membership on the JPA Board for another two (2) year term, specifically the 2021-22 and 2022-23 school years. The Board was satisfied; there were no questions or comments.

F. **SBCSELPA Executive Director’s Report**
   Ray Avila highlighted information included in his Executive Director’s Report related to two (2) Assembly Bills and two (2) Senate Bills that have passed through the Senate and Assembly and are being sent to the Governor. All four (4) bills involved funding for education, and it is hoped they will be signed by the Governor. The Board was satisfied; there were no questions or comments.

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

III. **PUBLIC HEARING**
   The Public Hearing for the Santa Barbara County SELPA 2021-22 Proposed Adopted Budget was convened by Anne Hubbard at 12:08 p.m. There were no comments, and the hearing was adjourned by Anne Hubbard at 12:09 p.m.

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

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

   **Motion to Approve:** Susan Salcido  
   **Second:** Randal Haggard

   **Vote:** 6 – 0 The motion passed with JPA Board Members Amy Alzina, Randal Haggard, Anne Hubbard, Trevor McDonald, Luke Ontiveros, and Susan Salcido voting in favor; none opposed.

VI. **CONSENT AGENDA:** The JPA Board took action on Items A - J:
   A. **Minutes of May 3, 2021 Regular Meeting**
   B. **Ratification of Payment of Claims:** 01-647896 - 01-647910, 01-648722 – 01-648736, 01-649372 – 01-649377, 01-650389 – 01-650402.
   C. **2020-21 & 2021-2022 Nonpublic School (NPS) Individual Service Agreements (ISAs)**
      1. 20-21 Individual Service Agreement: Copper Hills Youth Center
      2. 21-22 Individual Service Agreement: Care Youth Corporation – Falcon Ridge Ranch
      3. 21-22 Individual Service Agreement: Copper Hills Youth Center
      4. 21-22 Individual Service Agreement: New Haven
      5. 21-22 Individual Service Agreement: Provo Canyon
   D. **2021-2022 Nonpublic School (NPS) Master Contract Rates**
      1. Exhibit A Rates Sheet: Care Youth Corporation – Falcon Ridge Ranch
      2. Exhibit A Rates Sheet: Copper Hills Youth Center
      3. Exhibit A Rates Sheet: New Haven
      4. Exhibit A Rates Sheet: Provo Canyon School
      5. Exhibit A Rates Sheet: Three Points Center
VI. **CONSENT AGENDA (Continued)**

E. **2021-2022 Nonpublic Agency (NPA) Master Contract Rates**
   1. Exhibit A Rates Sheet: 3 Chords Inc., dba Therapy Travelers
   2. Exhibit A Rates Sheet: 360 Degree Therapy
   3. Exhibit A Rates Sheet: AYA Healthcare
   4. Exhibit A Rates Sheet: Children’s Therapy Network (Revised)
   5. Exhibit A Rates Sheet: Goodfellow Occupational Therapy
   6. Exhibit A Rates Sheet: New Life Physical Therapy Services
   7. Exhibit A Rates Sheet: Pioneer Healthcare

F. **2021-2022 Legal Service Agreements**
   1. Adams Silva & McNally
   2. Atkinson, Adelson, Loya, Ruud & Romo
   3. Dannis Woliver Kelley
   4. Fagen Friedman Fulfrost
   5. Hatch & Cesario
   6. Liebert Cassidy Whitmore
   7. Lozano Smith

G. **Santa Barbara County Education Office (SBCEO) School Business Advisory Services (SBAS) Changes to Authorized Signatures – Attachments F (1) and G (1)**

H. **Extension of Memorandum of Understanding (MOU) between SBCSELPA and Goleta Union School District (GUSD) as Employer of Record for Special Education Social Work WRAP IEP related Services Team**
   1. MOU

I. **SB-PIC (SBCSELPA/UCSB) APPIC Doctoral School Psychologist Intern 2021-22 Match and Services Agreement**
   1. Services Agreement: Emma Pierini (SM-BSD)

J. **Revised Employment Contract Renewal for Deborah Umansky as SBCSELPA Mental Health Specialist, Clinical Psychologist Supervisor**
   1. Revised 2021-2022 Employment Contract

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

**Motion to Approve:** Amy Alzina Second: Trevor McDonald

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

**Vote:** 6 – 0 The motion passed with JPA Board Members Amy Alzina, Randal Haggard, Anne Hubbard, Trevor McDonald, Luke Ontiveros, and Susan Salcido voting in favor; none opposed.

VII. **PRESENTATIONS**

There were no presentations. Ray Avila alerted the Board that next year they could anticipate presentation from some of the System Lead Groups around the state. The Board was satisfied; there were no questions or comments.
VIII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION
   A. Santa Barbara County SELPA (SBCSELPA) 2021-2022 Proposed Adopted Budget
      1. SBCSELPA Proposed Adopted Budget
         Recommendation: The JPA Board approve the SBCSELPA 2021-2022 Proposed Adopted Budget as presented.
         
         Motion to Approve: Amy Alzina  Second: Randal Haggard
         Vote: 7 – 0 The motion passed with JPA Board Members Amy Alzina, Randal Haggard, Anne Hubbard, Trevor McDonald, Hilda Maldonado, Luke Ontiveros, and Susan Salcido voting in favor; none opposed.
         
         Ray Avila asked Kim Hernandez to review the SBCSELPA 2021-2022 Proposed Adopted Budget. She provided the board with an update on items that have changed since the initial presentation of the budget at the May JPA Board meeting. She reported that the COLA for AB602 income has been adjusted from 1.5 % to 4.05% to align with the anticipated COLA for next year. She also commented that Federal revenues remain flat as there is not yet any information on what the anticipated increase in Federal funding will look like. She reported that she is projecting a balanced budget with an anticipated ending balance of $2 million. She does not anticipate any large changes in next year’s budget, and it includes the standard reserve amounts that SBCSELPA typically carries. The Board was satisfied; there were no questions or comments.

   B. Proposed 2021-2022 SBCSELPA JPA Board Meeting Dates
      Recommendation: The JPA Board approve the proposed 2021-2022 SBCSELPA JPA Board Meeting dates as presented.
      
      Motion to Approve: Susan Salcido  Second: Amy Alzina
      Vote: 7 – 0 The motion passed with JPA Board Members Amy Alzina, Randal Haggard, Anne Hubbard, Trevor McDonald, Hilda Maldonado, Luke Ontiveros, and Susan Salcido voting in favor; none opposed.
      
      Ray Avila commented that the 2021-2022 JPA Board meeting dates align with the Superintendents’ Council meeting dates. As yet the August/September 2021 meeting date has not been determined. Lindsay MacDonald will work with the County Education Office to finalize that date and will inform the JPA Board members once a date has been established. The board was satisfied; there were no questions or comments.

IX. ITEMS FOR INFORMATION AND DISCUSSION
   A. Second Interim Report Analysis and Recommendation for Period Ending January 31, 2021
      
      Ray Avila shared that the SBCSELPA had received a Positive Certification for their Second Interim Report. The Board was satisfied; there were no questions or comments.
B. Request to Allow for Private Medical ABA Providers on School District Campuses in SB County
Ray Avila reported that the Santa Ynez Valley Special Education Consortium had requested that this item be shared with the board due to the requests that the Consortium has been receiving for these services. He commented that three districts in the SBCSELPA have received these requests from a specific nonpublic agency. He further commented that other SELPAs have not reported receiving this type of request. He will keep the board informed of developments. The Board was satisfied; there were no questions or comments.

C. SBCSELPA 2020-2021 Alternate Dispute Resolution (ADR)
Jennifer Connolly presented information on the results of 2020-2021 ADR. She highlighted trainings that the SBCSELPA ADR Cadre had attended. She reported that she is applying for additional ADR funding to continue to improve practices and provide support throughout the SBCSELPA. The Board was satisfied, there were no questions or comments.

Jennifer Connolly highlighted the Professional Development offerings from this year. She provided information on the number of workshops and the number of attendees for the 2020-2021 school year. She reported that she will be updating the Professional Development Offerings booklet for the 2021-2022 year and will provide the JPA Board with updates throughout the year. The Board was satisfied; there were no questions or comments.

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

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

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

X. MISCELLANEOUS AGENDA ITEMS
A. Items Proposed for Future Action or Discussion
There were no requests for future agenda items.

Next Scheduled JPA Board Meeting: The date of the next JPA Board meeting is still to be determined, tentatively proposed for August or September 2021. Lindsay MacDonald will continue to work with the County Education Office to finalize the meeting date. The Board was satisfied; there were no questions or comments.

XI. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEM
There were no public comments.

XII. CLOSED SESSION: The JPA Board adjourned to Closed Session at 1:03 p.m.
A. Confidential Nonpublic School (NPS) Student Updates
XIII. **RECONVENE TO PUBLIC SESSION:** The Board took no action.

XIV. **ADJOURNMENT:**

The meeting was adjourned at 1:07 p.m.

Anne Hubbard, Chairperson
Santa Barbara County SELPA

9/14/21
Date

Ray Avila, Secretary
Santa Barbara County SELPA

9/13/21
Date
**New Features in SIRAS**

[IEP 6D] **Postsecondary Transition Plan** form has been revised down from 3 pages to 2 pages.

[IEP 6E] **Course of Study (Diploma & Certificate)** appears once the Course of Study (Grad Plan) box is checked.

**New Flash**

‘Submitted but no longer applicable’: For an open meeting, when you see in the Status column, ”Submitted, but no longer applicable“ this means a new version of the same form has been deployed. To correct this, copy and paste the text from the old form into the new form. Then click the red delete ‘X’ to the right of the form link that is no longer applicable.

Progress Reports First in IEP pages lineup directions:

1. Download Progress Report to PDF.
2. Upload Progress Report to Documents area attaching it to ‘Basic IEP forms.’
3. Add form order as ‘zero’ so appears first in IEP pages lineup.

**SIRAS for Beginners and New Staff (August 19, 2021) presentation has been uploaded to the SBCSELPA YouTube Channel. No passwords required.**

**SIRAS Updates with Michael Brown (August 31, 2021) presentation has been uploaded to the SBCSELPA YouTube Channel. No passwords required.**

Some IEP meetings will now occur in-person. If the LEA would like to utilize the electronic signature while meeting in-person, a dialog box will appear on the parent signature line for the Case Manager to confirm that they are witnessing the parent is signing the IEP (rather than anyone else). This is to be used only for in-person meetings, where the parent would like to sign electronically before they leave the meeting room.
**Helpful Hints**

**Alias/Preferred Name:** If the student has an alias/preferred name coming into SIRAS from your SIS (Q, Aeries, Synergy), that name can be applied to the forms and headers in SIRAS. If you would like this feature enabled, contact your Administrator.

**Student Color Codes:** When viewing student caseloads, **Yellow background**= Pending students, **Grey background**= Inactive students, **White background**= Active students.

**Meeting Types:**

**Review 30 Day Meetings:** Review 30 Day Meetings are considered Annual meetings. Used for IEPs received from out of SBCSELPA. The date of the meeting will change the next IEP date to the following year. **IF** no changes to the out of SELPA IEP, **check** adopt the out of SELPA IEP. Required forms if ‘adopting out of SELPA IEP’ will be Demographics, Meeting Participation, and Consent forms. Users are permitted to make minor changes to other optional forms if needed.

**Other Review Meetings:** Other Review Meetings used for discussing/reviewing progress. Notes page can be used for this meeting.

**Continuation Meetings:** Link ‘Add Contact Attempt or Continuation’ to add a continuation meeting date and log parent contact attempts. SIRAS has provided support documents related to continued meetings linked here:**
**How to Add a Continuation Meeting**  **Steps to Finishing an IEP**  **How to Add a Contact Attempt**
**Santa Barbara Special Education Local Plan Area SELPA**

**SIRAS NEWS**

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**Sending Forms to Families:** Once form is completed, select ‘Manage Links’ next to form. ‘Manage Link,’ field will appear with directions to share forms with the parent. Link with forms comes to parent from 'No Reply' email domain and sometimes goes to spam. ‘Copy to Clipboard’ function allows sender to email link and directions from sender’s school email address.

**Reminders**

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

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

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

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

**Special Education Administrators/ CALPADS/ MIS Clerks**

Fall 1 reminders:

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

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

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

- **Exit** students who did not return to school with an exit date and exit reason. Use the actual date of exit (from CALPADS SENR record).
**School Progress Report Dates:** Go to Tools/SELPA/District/School Admin to enter your district/school progress report dates in SIRAS to match the regular report card dates. This will promote consistent progress reporting and benchmark dates for IEPs that have Goals and Benchmarks. Enter your school holidays that are more than 5 days to impact the assessment timeline countdown on the IEP Manager.

**Search Case Manager** = blank (queries students with no case manager) and assign case manager to student. Search for students without a Case Manager and assign one (leave the Case manager field empty in search).

**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.

**Add Block Access and reassign student associations** for staff who are not returning in the fall.

**Starting in August 2021,** demographic data in SIRAS will be updated by CALPADS files for the whole SELPA provided by processes run by the COE.

**New Terms:** As we have moved away from CASEMIS terms to CALPADS terms, new acronyms/terms have been updated in SIRAS.

- **RLEA** – Reporting LEA, this is replacing District of Service. RLEA can also be referred to as DOA, District of Attendance.
- **DSEA** – District of Special Ed. Accountability, this is replacing District of Residence/Responsibility.
- **DOGR** – District of Geographical Residence, the new District of Residence. School of Residence is located under this district.

**Trainings:** When preparing for trainings, be aware that a copy of the full database from production to training will occur on August 1 and January 1. An export to update user and caseload data more frequently is in development. This is so the ToT can create sample records in training for the purpose of training without it getting overwritten.

Look for Brian’s upcoming Webinars in the siras4calpads padlet.  [https://padlet.com/siras/siras4calpads](https://padlet.com/siras/siras4calpads)

**Email:** support@sirassystems.com

**SIRAS Toll Free Hotline:** 844-33 SIRAS or (844) 337-4727 [M - F: 8:00 to 6:00]
Santa Barbara County
SELPA-bration

* HONORING EXCEPTIONAL SPED STAFF
IN SANTA BARBARA COUNTY

May 10 2022,  5:00-8:00 p.m.
In Person
At the Glen Annie Golf Course
Frog Bar and Grill
SANTA BARBARA COUNTY SELPA
COMMUNITY ADVISORY COMMITTEE (CAC)

Regular Meeting
Public Session – 9:30 a.m.-11:30 a.m.
Sideways Inn, Vintage Hall
114 E. Hwy. 246, Buellton, California 93427
Via ZOOM – Meeting ID: 961 0330 5324

ZOOM INFORMATION

Topic: October 2021 CAC Meeting
Time: Oct 4, 2021 09:30 AM Pacific Time (US and Canada)

Join Zoom Meeting
https://zoom.us/j/96103305324?pwd=NkVvVDBscTFISjlMbgxak5IS2VWUT09

Meeting ID: 961 0330 5324
Passcode: iYns2k

One tap mobile
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+1 346 248 7799 US (Houston)
+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)
+1 646 558 8656 US (New York)

Meeting ID: 961 0330 5324
Passcode: 720026
Find your local number: https://zoom.us/u/adaxH7N0YX