



**SANTA BARBARA COUNTY SELPA
Community Advisory Committee (CAC)
Regular Meeting**

**Monday, October 4, 2021
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**

PUBLIC – Should you wish to attend the SBCSELPA CAC Meeting via Zoom please contact Lindsay MacDonald, SBCSELPA Office Manager, by Monday, October 4, 2021 at 9:00 a.m. to request Zoom Meeting Information and Login. Lindsay MacDonald can be contact via email, lmacdonald@sbceo.org, or by calling the SBCSELPA Office at (805) 683-1424.

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

REF: IV-A

It is recommended that the Consent Agenda Item A be approved as presented.

Motion: _____

Second: _____

In Favor: _____

Opposed: _____

Abstained: _____

V. ITEMS SCHEDULED FOR INFORMATION/ DISCUSSION /ADVISEMENT

A. **Learning Recovery and Dispute Resolution Plans**

REF: V-A

1. PowerPoint Presentation by Ray Avila, SBCSELPA Executive Director

B. **Brown Act Education**

REF: V-B

1. PowerPoint Presentation

C. **What is SELPA?**

REF: V-C

1. PowerPoint Presentation by Jennifer Connolly, SBCSELPA Coordinator

D. **CAC Role and Purpose – Local Plan §2402**

REF: V-D

E. **CAC Composition of Membership – Local Plan §2403**

REF: V-E

F. **Review of CAC current membership/demographics**

REF: V-F

G. **CAC Brochure, Informational Flyer, and Meeting Schedule**

REF: V-G

H. **SBCSELPA 2021-2022 Professional Development Offerings Booklet**

REF: V-H

- PD Calendar & OMS (*Where to locate on SELPA website*)

I. **SBCSELPA Brochure and Website** (*tour website*)

REF: V-I

- <https://www.sbcselpa.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

REF: V-L

1. July 9, 2021 JPA Board Special Meeting
2. June 7, 2021 JPA Board Regular Meeting

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

REF: V-M

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: _____



SANTA BARBARA COUNTY SELPA
Community Advisory Committee (CAC)
Regular Meeting
Monday, April 12, 2021
Public Session 9:30 a.m. – 11:30 a.m.
Via ZOOM – Meeting ID: 926 2449 1801
Minutes

**Members
Present:**

Dena Davis
 Karla Curry, Chair
 Sucari Epps, Vice Chair
 Nina Esquivias
 Monserrat Garcia
 Joe Ledoux (Arrived at 10:50 a.m.)
 Amanda Lopez-Soliz
 Nathan Moreno
 Mariana Murillo
 Catherine Spencer
 Eva Soohoo
 Deneice Tell

**Members
Absent:**

Rebecca Atkinson
 Norma Cabello
 Karen Ebner
 Christine Emanuel
 Abraham Garcia
 Stacey Hansen
 Jamie Johnson
 Sonia Morosin
 Chail Norton
 Sarah Rodriguez
 Jestin St. Peter
 Deneice Tell
 Carolyn Williams
 Alana Yamamoto

Others Present:

Jennifer Connolly
 Lindsay MacDonald
 Ray Avila
 Kim Hernandez
 Cecilia Prado, TCRC

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.

SBCSELPA CAC
MINUTES OF APRIL 12, 2021 REGULAR MEETING

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 **Montserrat 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/ADVISEMENT** *(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 SBCSELPA 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 fill 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/ADVISEMENT** *(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/j/92624491801?pwd=NUxJbUV3Tzl6eUFPMGpsSHhkMjkrdz09>

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 and 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 UC Davis Redwood Seeds

April 29 Fresno State Wayfinders

<https://sbcseipa.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

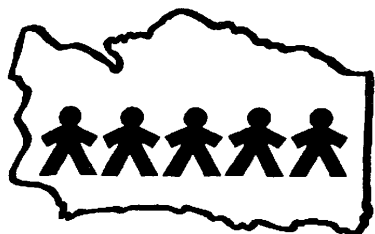
sbcsepa.org

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!



Santa Barbara County
Special Education Local Plan Area
 A Joint Powers Agency

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.

RA/RW:lm



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

Table of contents

02 CDE Communication - ADR
& Learning Recovery Funds

04 Suggestions/Activity for
Inclusion in ADR COVID
Plans

06 Suggestions/Activity for
Inclusion in Learning
Recovery Plans

01 Overview of ADR Grants &
- Reporting Requirements

03 ADR COVID Plan
Template

05 Learning Recovery Plan
Template

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

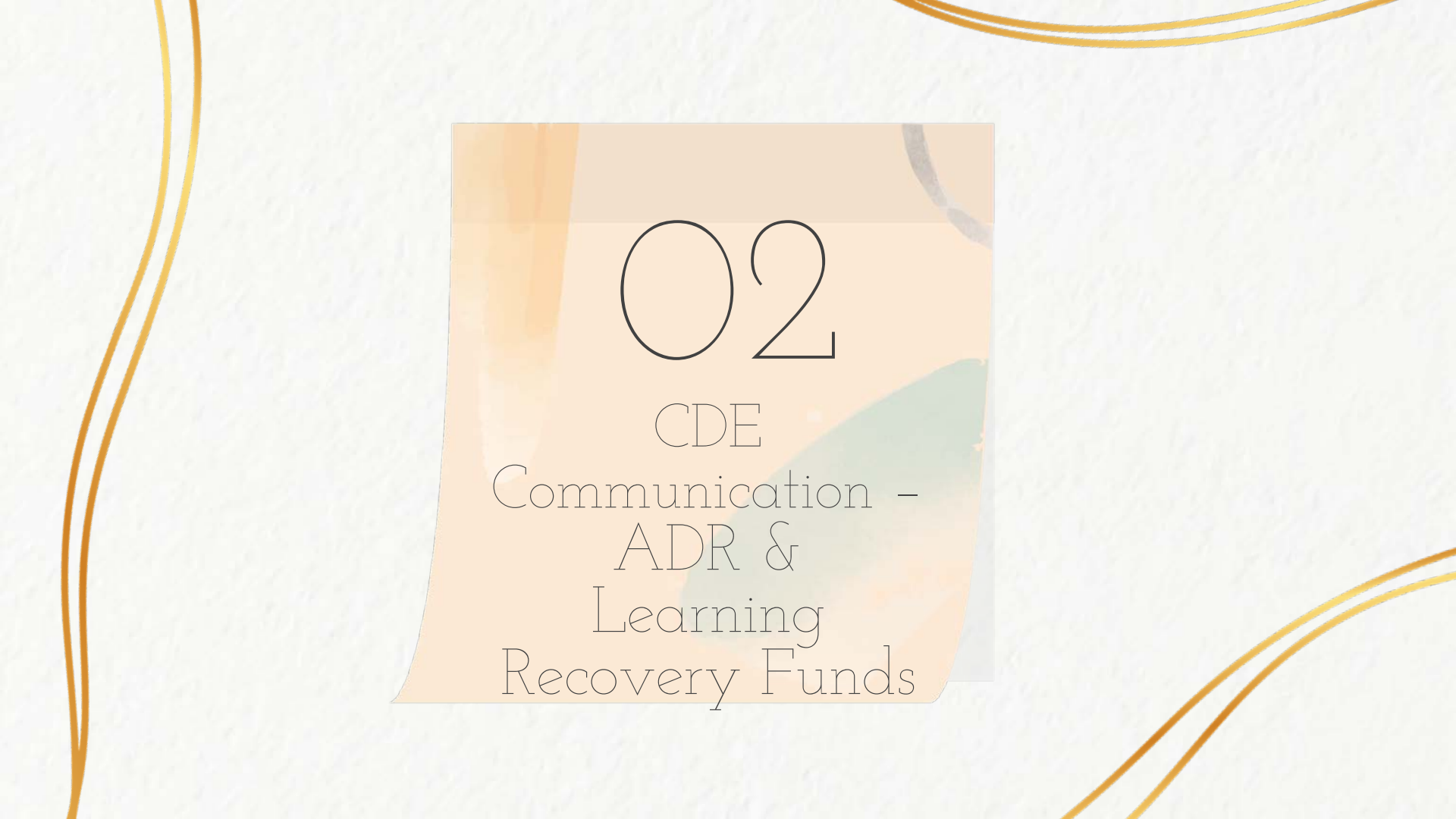
2021-2022

SPED ADR

Journey

- The journey to the ADR COVID Dispute Prevention & Dispute Resolution & Learning Recovery Plans....





02

CDE
Communication –
ADR &
Learning
Recovery Funds



CDE COMMUNICATION ON DISPUTE PREVENTION AND DISPUTE RESOLUTION APPORTIONMENT 8/23/21

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>.

- 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.



03

COVID ADR
Plan Template

The ADR Plan Template



Learning Recovery and Alternative Dispute Resolution Plan Template

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

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

04

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

State SELPA September 2020
New ADR Grant Breakout
Activity Responses

EV SELPA ADR COVID-19 Plan

ADR Grant Brainstorming

Sierra Sands

ADR COVID-19 Enhancement
Plan Template

Santa Barbara County Page 1

Santa Barbara County Page 2

Santa Barbara County Page 3

OUSD SAMPLE

Moreno Valley
ADR COVID
Grant

East County
SELPA
Learning
Recovery

East County
SELPA ADR

Sutter County
SELPA COVID-
19 ADR Grant

Corona-Norco page 1
Corona-Norco page 2
Corona-Norco page 3

SBCU ADR COVID-19
Grant Budget
SBCU ADR COVID-19
Grant Funding
Application

Desert Mountain

Tuolumne County

Completed ADR COVID-
19 Enhancement Plan
Template

Santa Cruz

SBCU ADR COVID-19 Grant
Budget
SBCU ADR COVID-19 Grant
Funding Application

ADR COVID-19 Enhancement
Plan Template

Placer ADR COVID-19
Enhancement Plan

Kern County

UNIFLOW_DO_Selpa

Folsom Cordova ADR COVID-
19 Enhancement Plan
Folsom Cordova ADR COVID-
19 Grant Budget
Folsom Cordova ADR COVID-
19 Grant Funding Application

Additional Ideas continued

ADR Continuum- Mt. Diablo

ADR Brochure- Irvine Unified

ADR COVID Plan

ADR Manual- Placer County

ADR Continuum- SLO County SELPA

ADR Brochure- Placer County

ADR Services- ABC Unified SELPA

Dispute Resolution Options- LAUSD

ADR Continuum- North Santa Cruz County

ADR Brochure- San Mateo

ADR Services- Santa Clara

CDE ADR Grant Application

ADR Brochure- LAUSD English

ADR Facilitators- Santa Clara

Learning Recovery Plan

ADR Brochure- LAUSD Spanish

Summa Academy

05

Learning Recovery Plan Template

The Learning Plan Template

California Department of Education
Special Education Division

(Revised August 2021)

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 Superintendent of Public Instruction.

The requirement states the plan must include:

- how the special education local plan area and its member local educational agencies will implement the requirements;
- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities, and demographics of pupils proposed to be served.

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

SELPA Information

SELPA Name:

SELPA Code:

Plan Description

Applicable LEAs for this Plan

Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success)		
Impacted Areas	Students Served by Proposed Plan	
Additional Support and Services Needed to Address Identified Learning Needs		
Positive Behavior Supports		

Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success)		
Impacted Areas	Students Served by Proposed Plan	
Assessing Learning and Academic Needs of Students		
Social Emotional Needs		
High Quality and Instruction		
Supporting Students Return to In-Person Instruction		
Child Find		
Assessing Students who are Waiting of Initial IEPs		
Complete Overdue IEPs		
Other Impacted Areas (Identify the impacted Area and the plan for using the funds)		

Implementation Timeline of Proposed Plan or Activities

Please describe your plan for implementation, including a timeline and milestones

Proposed Expenditures

Object Codes	Learning Recovery Funds (Expenditures)	Itemized Description and Justification
1. 1000-Certificated Salaries	\$0.00	
2. 2000-Classified Salaries	\$0.00	
3. 3000-Employee Benefits	\$0.00	
4. 4000-Materials and Supplies (cannot exceed 10%)	\$0.00	
5. 5000-Services and other operating costs	\$0.00	
6. Total Direct Costs (Total of 1 through 5)	\$0.00	
7. 6000-Capital Outlay (cannot exceed 10% of allocation or \$10,000 per purchase)	\$0.00	
8. 7300-Indirect Costs CDE approved rate: 0.00%	\$0.00	
9. Total Grant Budget (Total 6 through 8)	\$0.00	

Assurance of Matching Funds

I am providing assurances that this plan will meet the grant cash match requirement required by Learning Recovery Plan Grant. To meet the cash match requirement, the SELPA will create a SELPA-level grant match. For multi-district SELPA's, the SELPA will collect/receive and review the grant match expenditure report for each member LEA.

These expenditure reports will be on file at the SELPA and will be made available upon CDE request. The grant match expenditure report will require the following items:

- Amount of grant allocation
- Amount of cash match
- List of expenditures for the amount (i.e. Purchase Order, Invoice, Payment Voucher, Journal Entry, Labor Report, etc.)
- Attestation or declaration that the amount qualified as a match for the purposes of the grant
- Agreement that the expenditures are subject to review

SELPA Name

SELPA Director Name

Date



06

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

Focus on and advance equity

Explicitly describe SELPA level work

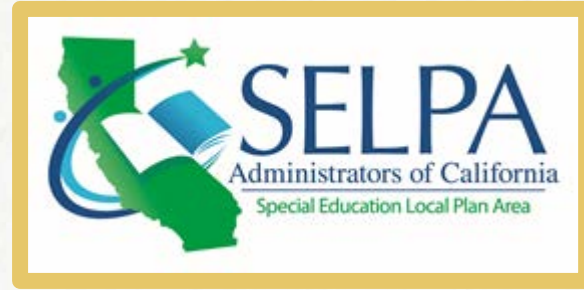
Documenting the work, accountability for use of funds

Lingering Questions!

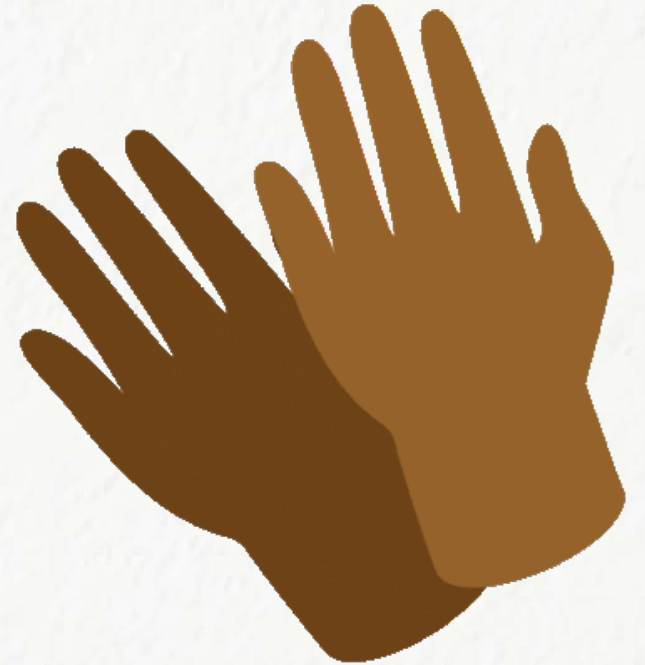
Workgroup will be
setting up 'office' hours
to offer support



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

District of Service	Special Ed Pupil Count*	Ratio	ADR \$1,031,148	Learning Loss \$4,640,167
Adelante Charter	28	0.34%	2,773	15,597
Blochman Union Elementary	22	0.26%	2,179	12,255
Carpinteria Unified	358	4.30%	35,453	199,421
Family Partnership Charter	42	0.50%	4,159	23,396
Goleta Union Elementary	392	4.71%	38,820	218,361
Guadalupe Union Elementary	141	1.69%	13,963	78,543
Hope Elementary	105	1.26%	10,398	58,490
Lompoc Unified	1,436	17.24%	142,207	799,914
Los Olivos Elementary	23	0.28%	2,278	12,812
Manzanita Public Charter	45	0.54%	4,456	25,067
Orcutt Union Elementary	626	7.52%	61,993	348,709
Santa Barbara Charter	20	0.24%	1,981	11,141
SBCEO - Direct Service	92	1.10%	9,111	51,248
Santa Barbara Unified	1,872	22.47%	185,384	1,042,784
Santa Ynez Valley Special Ed Consortium	321	3.85%	31,789	178,811
Santa Maria Joint Union High	1,009	12.11%	99,921	562,056
Santa Maria-Bonita	1,798	21.58%	178,056	1,001,563
SBCSELPA (20%)		0.00%	206,230	-
TOTAL	8,330	Grand Total	1,031,148	4,640,167

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???





REF: V-C

SANTA BARBARA COUNTY

Special Education Local Plan Area

SBCSELP



WHAT IS A SELPA???

SELPAs throughout California



Special Education Local Plan Area (SELPA)

- Founded in 1977.
- 135 plus SELPAS in California.
- 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.





SELPAS ENSURE...

- 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



SELPAs monitor annual compliance with the California Department of Education.



SELPAs support System Implementation.



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



SELPAs support 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@sbcseelpa.org

Coordinator:

Jennifer Connolly jconnolly@sbcseelpa.org

Office Manager:

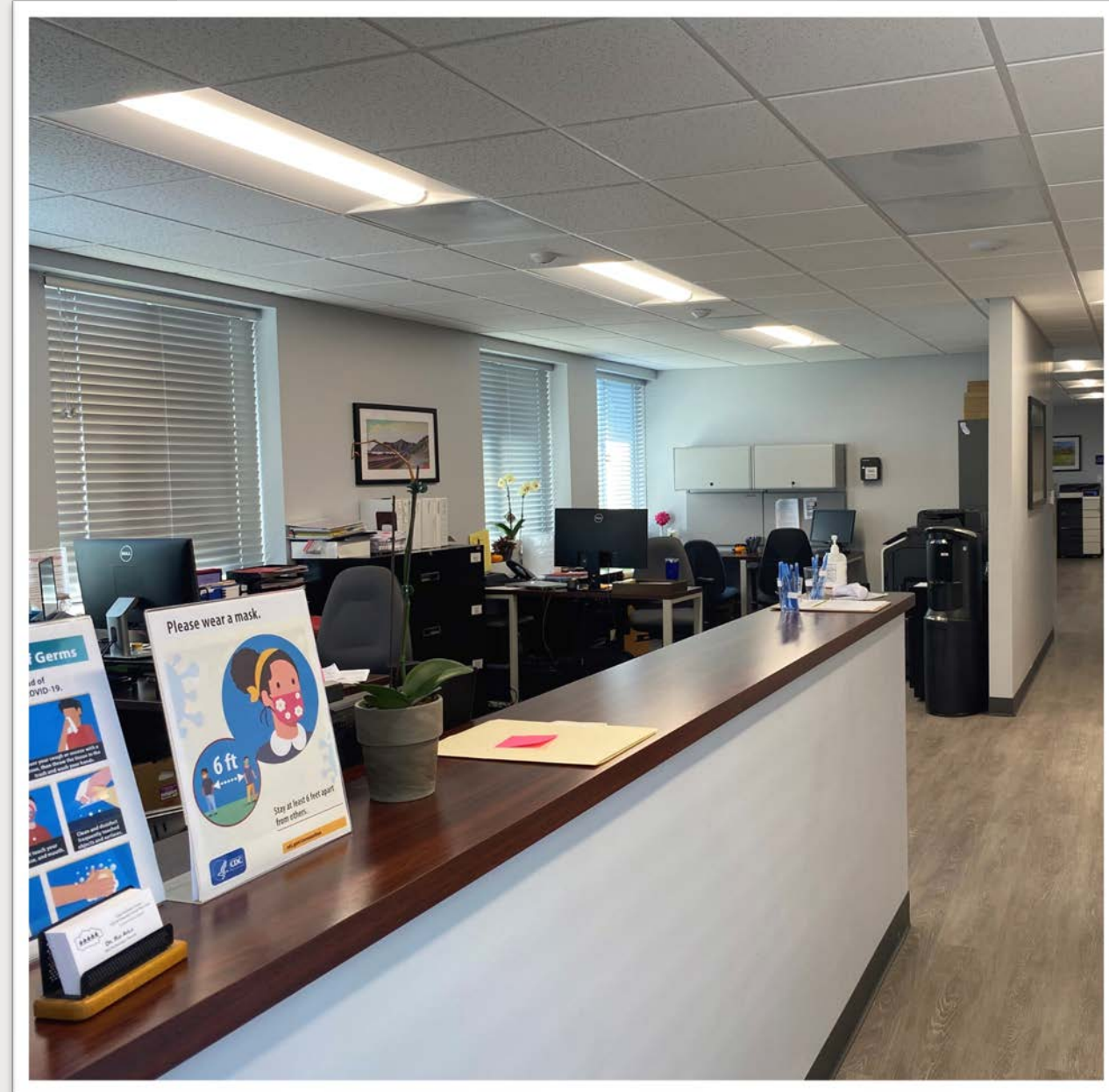
Lindsay MacDonald lmacdonald@sbcseelpa.org

Executive Assistant:

Brian Helt bhelt@sbcseelpa.org

Chief Business Official:

Rachel Wigle rwigle@sbcseelpa.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
Special Education Local Plan Area

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:
the SBCSELPA Local Plan https://www.sbcselpa.org/sites/default/files/2021-07/2020_2021_Local_Plan_Revised_5_3_21.pdf

the SBCSELPA Procedural Handbook https://www.sbcselpa.org/sites/default/files/2021-07/PDF_Pro_Handbook_6_18_2021.pdf



Santa Barbara County
Special Education Local Plan Area

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



The background of the entire image is a gradient of colors from a sunset or sunrise, transitioning from a deep purple at the top to a bright yellow at the bottom. In the foreground, there are dark silhouettes. On the left, a large, jagged silhouette of a rock formation or cliff face is visible. Two hands are reaching towards each other in the center of the frame. One hand is positioned higher and further to the left, while the other is lower and further to the right. The fingers are slightly spread, and the palms are facing each other, creating a sense of tension and hope. The text is overlaid on the right side of the image, in a white, serif font.

SBCSELP A

PROGRAMS
&
SUPPORTS



PROGRAMS & SUPPORTS

Mental Health Continuum of Supports

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

Non-Violent Crisis Prevention Intervention (NCPI)

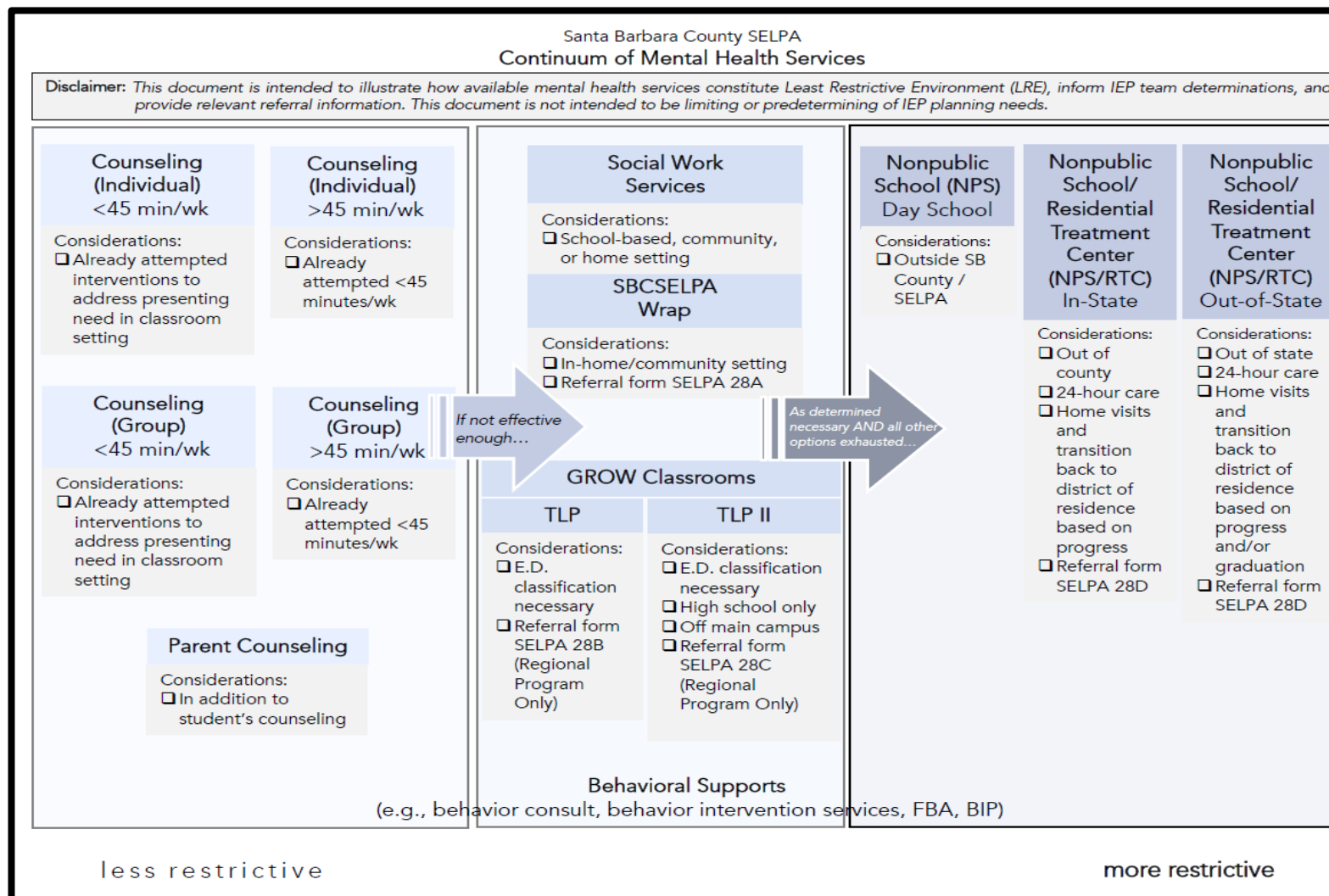
Dispute Resolution Meetings

Specialist Services

Professional Development

SBCSELPA

CONTINUUM OF MENTAL HEALTH SERVICES



MENTAL HEALTH STAFF

Mental Health Specialist

Alison Lindsey

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Mental Health Specialist

Stephan Salter

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Wraparound Services

Wraparound Services Facilitators

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Victoria Navarro

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Youth Support Specialists

Grace Vega

gvega@sbceo.org

Stephanie Guertin

sguertin@sbceo.org





SBCSELPA WRAPAROUND SERVICES

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?

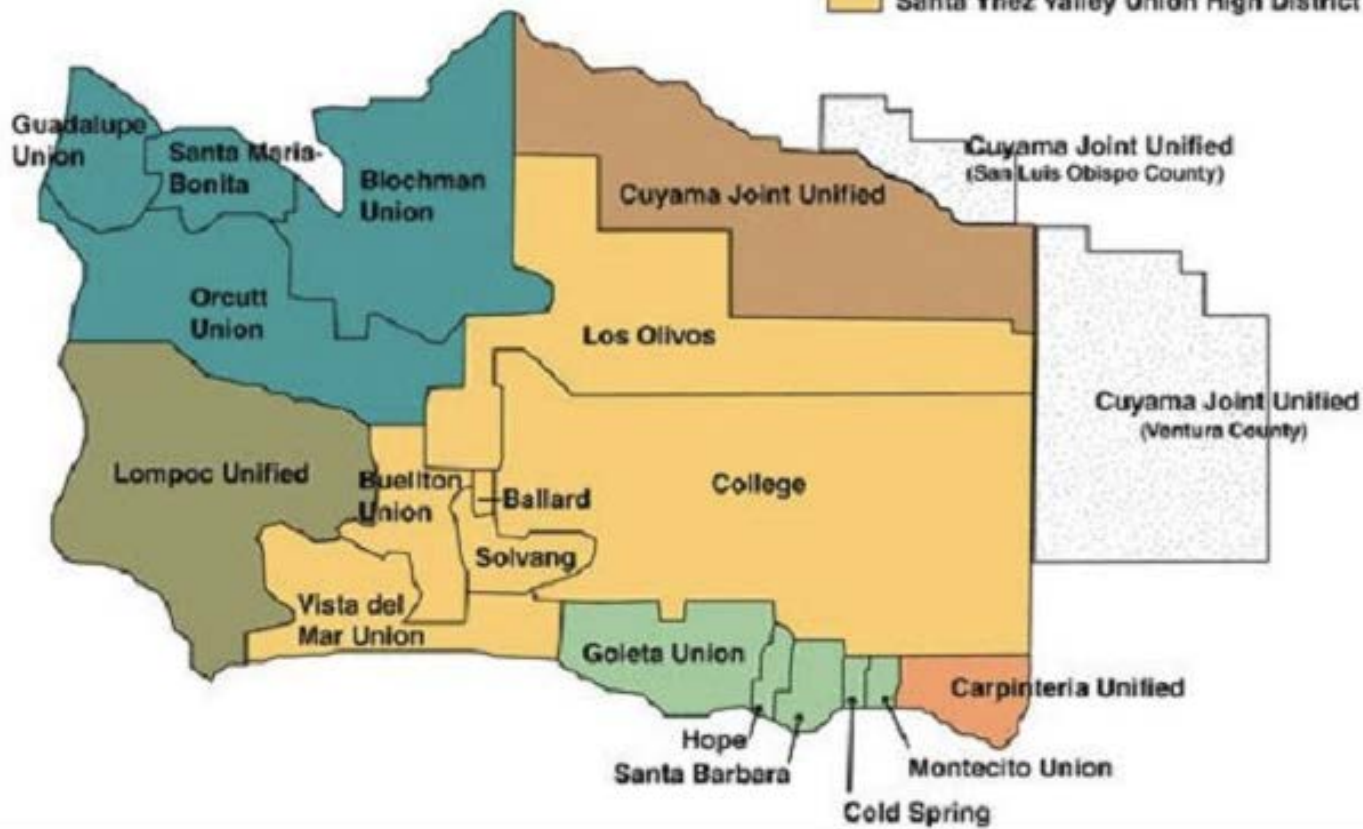
A therapeutic wellness framework designed to serve students who have difficulty accessing their education due to their emotional and behavioral needs.



Santa Barbara County School Districts

High School District legend:

- Carpinteria Unified
- Cuyama Joint Unified
- Lompoc Unified
- Santa Barbara Unified District
- Santa Maria Joint Union High District
- Santa Ynez Valley Union High District



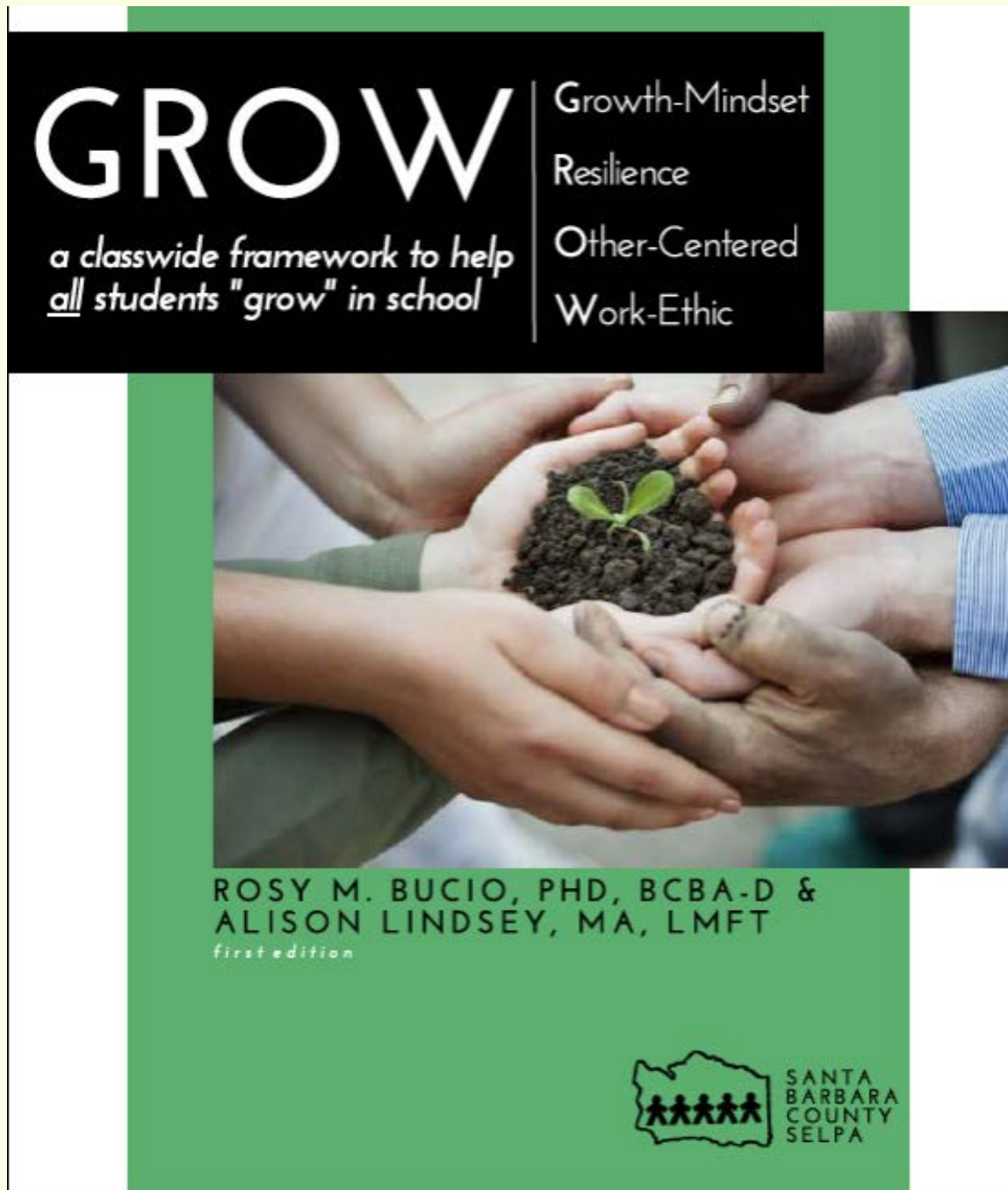
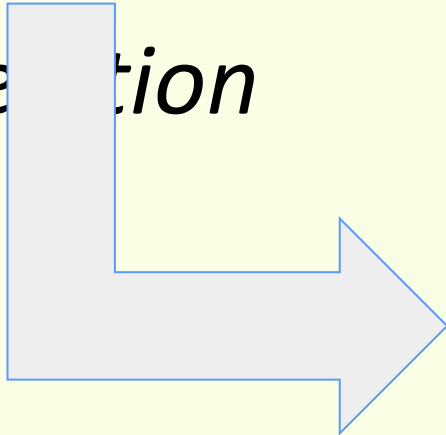
19 GROW
programs
throughout
SBCSELPA
serving students
from
Kindergarten -
High School



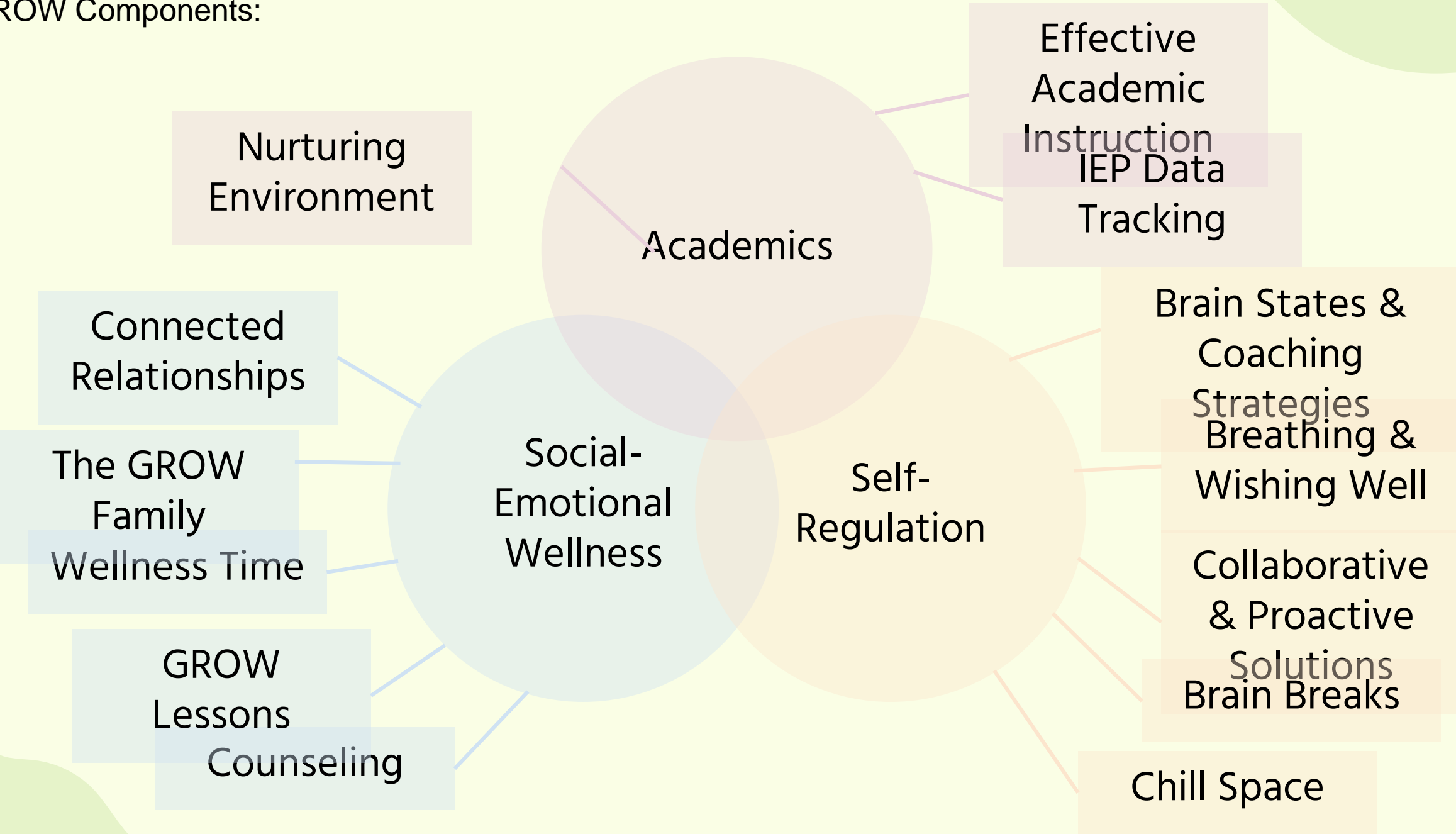
GROW

Manual

first edition



GROW Components:



SBCSELPA - FUNDED MENTAL HEALTH NON-PUBLIC SCHOOL (NPS) PLACEMENTS

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 DISPUTE RESOLUTION MEETINGS

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!

CADRE Continuum of Dispute Resolution Processes & Practices																															
Stages of Conflict	Stage I			Stage II		Stage III			Stage IV			Stage V																			
Levels of Intervention	Prevention			Disagreement		Conflict			Procedural Safeguards			Legal Review																			
Assistance/ Intervention Options	Family Engagement	Participant & Stakeholder Training	Stakeholder Council	Collaborative Rule Making	Parent to Parent Assistance	Case Manager	Telephone Intermediary	Facilitation	Mediation Models	Ombudsperson	Third Party Opinion/Consultation	Resolution Meeting	Mediation Under IDEA	Written State Complaints	Due Process Hearing	Hearing Appeal (Two-Tier Systems)	Litigation	Legislation													
							Dimensions that help clarify placement of the options along the continuum												Third Party Assistance						Third Party Intervention						
																			Decision Making by Parties						Decision Making by Third-Party						
																			Interest-Based						Rights-Based						
																			Informal & Flexible						Formal & Fixed						

<https://www.cadeworks.org/>

SBCSELP A STAFF- SPECIALISTS

Audiologist

Taryn Hurvitz

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AT/AAC Specialist

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Board Certified Behavior Analyst (BCBAs)

Rosy Bucio

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Clinical Psychologist, UCSB PIC Intern Supervision

Dr. Deborah Umansky

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UCSB Predoctoral Intern at SELPA

Barbara Katic

bkatic@sbcseelpa.org



SBCSELPA is 17 Staff Strong!!!



SBC SELPA ASSISTIVE TECHNOLOGY AND AUGMENTATIVE ALTERNATIVE COMMUNICATION (AT/AAC) SPECIALIST SERVICES

AT/AAC solutions range from:

- **No/Low Tech** UDL teaching strategies and classroom/environmental set up, visual supports, pencil grips etc.
- **Mid Tech** calculators, timers, organizational systems, voice output devices.
- **High Tech** Software, apps, extensions to support communication, reading, writing, executive function, and specialized equipment to support students with low incidence disabilities.

Services provided by AT/AAC Specialist:

- 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://SBCSELP.A.K12OMS.ORG](https://SBCSELP.A.K12OMS.ORG)

ONLINE EVENT CALENDAR BY MONTH

CHECK OUT
SBCSELP.A YOUTUBE CHANNEL
FOR RECORDED EVENTS.

[HTTPS://WWW.YOUTUBE.COM/
CHANNEL/UCKNIYRZQIS5EOPA
8IK5XDIW](https://WWW.YOUTUBE.COM/CHANNEL/UCKNIYRZQIS5EOPA8IK5XDIW)

Professional Development Offerings 2021-2022



Santa Barbara County
Special Education Local Plan Area
SELPA

(July 2021)

RESOURCES

- Website: www.sbcselpa.org
- OMS Calendar of Events
Professional Development <https://sbcselpa.k12oms.org/>
- Special Education Parent Handbook www.sbcselpa.org
- SIRAS Systems <https://www.sirassystems.org>

Educators Resources

- SBCSELPA YouTube Channel for all recorded trainings
- Back2School Padlet of Resources
<https://padlet.com/mslaterselpa4200/trcig7ygv4ood8uvback2school>

[illegible]

For more information
contact:

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SBCSELPA Executive
Director

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Jennifer Connolly
SBCSELPA
Coordinator

jconnolly@sbcselfpa.org



SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

2000 ADMINISTRATION

2400 COMMUNITY ADVISORY COMMITTEE

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;

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

2000 ADMINISTRATION

2400 COMMUNITY ADVISORY COMMITTEE

2402 Role and Purpose (*Continued*)

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

Implementation of Responsibilities:

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

(EDUCATION CODE SECTION 56194)

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

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

2000 ADMINISTRATION

2400 COMMUNITY ADVISORY COMMITTEE

2403 Composition of Membership

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

2021-2022 SBCSELPA COMMUNITY ADVISORY COMMITTEE MEMBERSHIP (CAC) Revised July 2021

	First Year Member		Second Year Member		Member Needed
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	Parent Representatives		
1.	Blochman Union School District	Nina Esquivias (Term 9/20-6/22)	ninaesquivias@yahoo.com
2.	Carpinteria Unified School District	Carolyn Williams, Grandparent (Term 9/20-6/22)	cwilliams@trinityoaksranch.com
3.	Goleta Union School District	Tanya Wahlquist, Parent (Term 9/21-6/23)	tanyawahlquist@gmail.com
4.	Guadalupe Union School District		
5.	Hope School District	Lea Suazo, Parent (Term 9/21-6/23)	suazolea21@gmail.com
6.	LEA Charter Schools	Amanda Lopez-Soliz, Parent (Term 9/20-6/22)	Alsolis13@gmail.com
7.	Lompoc Unified School District	Jamie Johnson (Term 9/20-6/22)	Johnson.jamie@lUSD.org
8.	Orcutt Union School District	Karen Ebner, Parent (Term 9/20-6/22)	kebner@orcutt-schools.net
9.	Santa Barbara County Education Office	Cynthia Ireland, Parent (Term 9/21-6/23)	cyntia@americansignsinc.com
10.	Santa Barbara Unified School District		
11.	Santa Maria Bonita School District	Abraham Garcia, Parent (Term 9/20-6/22)	abeonegarcia@yahoo.com
12.	Santa Maria. Joint Union High School District	Deneice Tell, Parent (Term 9/20-6/22)	detell@sbcbswell.org
13.	Santa Ynez Valley Consortium	Billy Silvola, Parent (Term 9/21-6/23)	bsilvola@buelltonusd.org
	Professional Representative		
14.	Orcutt (North County)	Alana Yamamoto, Teacher (Term 9/20-6/22)	avamamoto@orcutt-schools.net
15.	Guadalupe (North County)	Montserrat Garcia, Teacher (Term 9/20-6/22)	mgarcia@gusdbobcats.com
16.	Lompoc (North County)	Joe Ledoux Lompoc Coordinator (9/20 – 6/22)	ledoux.joe@lUSD.org
17.	Goleta (South County)	Ashley Johnson, Goleta Coordinator (9/21/06/23)	ajohnson@goleta.k12.ca.us
18.	Carpinteria (South County)	Deanna Uc, Teacher (Term 9/21-6/23)	duc@cusd.net
19.	Hope (South County)		
20.	SB Unified (South County)		
21.	SBCEO	Rebecca Atkinson, Teacher (Term 9/20-6/22)	ratkinson@sbceo.org
22.	LEA Charter School		
23.	Santa Ynez Valley Consortium	Megan Tice, TOSA (Term 9/21-6/23)	mtice@buelltonusd.org
23.	Community Agency	Cecelia Prado, TCRC (Term 9/20-6/22)	cprado@tri-counties.org
24.	Adult/Student	TBD by Members	
25.	Special Education Administrator	Rotating Member <ul style="list-style-type: none"> • 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

Santa Barbara County
Special Education
Local Plan Area
(SBCSELPA)

Community Advisory



Committee

*A support to the
Santa Barbara County
SELPA Local Plan*

What is the CAC and its Importance ?

The CAC is a 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

Santa Barbara County SELPA

5385 Hollister Ave., Bldg. 7
Santa Barbara, CA 93111
Tel. 805-683-1424

Website: www.sbcselfpa.org



REF: V-G

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.sbcselfpa.org](http://www.sbcselfpa.org)

Plan del Área Local de
Educación Especial del
Condado de Santa Barbara
(SBCSELPA)

Comité Consejero



Comunitario

*Un apoyo al Plan Local
SELPA del Condado de
Santa Barbara*



Santa Barbara County SELPA
5385 Hollister Ave., Bldg. 7
Santa Barbara, CA 93111
Tel. 805-683-1424
Website: www.sbcselfa.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 gratis (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 de lo siguiente:

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

Beneficios para Miembros del CAC

- Ser la voz para los padres y maestros en el SBCSELPA
- 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.

Todas las reuniones y eventos están abiertos al público en general. Para mas información acerca de reuniones, eventos o participación, comuníquese con SBCSELPA , 805-683-1424, o visite www.sbcselfa.org.



Santa Barbara County
Special Education Local Plan Area

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



Santa Barbara County
Special Education Local Plan Area

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 operaci3n del Plan Local de SBC SELPA Local Plan - los requisitos locales para asegurar una educaci3n apropiada gratis (FAPE) para todos los individuos con necesidades especiales en el Condado de Santa Barbara. El Comite CAC se reune cuatro veces por afo 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 participaci3n comunitaria en su revision y desarrollo.
- Organizar y participar en eventos anuales del CAC que apoyen la operaci3n del Plan Local del SBCSELPA.
- Facilitar la continua comunicaci3n entre el personal escolar y los padres.
- Comunicar las actividades del CAC a educadores de educaci3n regular y educaci3n 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

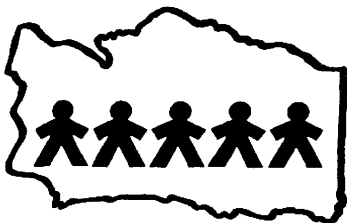
Participacion en el CAC

Para ser considerado como miembro por medio una Mesa Directiva de Educaci3n afiliada deberan representar por lo menos uno de lo siguiente:

- Padre de estudiantes con necesidades especiales
- Maestro de Educaci3n Especial
- Agencia para necesidades Especiales
- Maestro de Educaci3n General

Beneficios para

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



Santa Barbara County
Special Education Local Plan Area
A Joint Powers Agency

APPROVED
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

Table of Contents

	Page
Santa Barbara County SELPA	3
The Law, Child Find	4
District Special Education Programs	5
About professional development offerings	6
How to schedule a professional development offering	6
Professional Development Calendar of Events by the Month	7
Professional Development Event Descriptions by Topic	25
'Mini' LEA Professional Development Topics Available Upon Request	39
LEA Scheduled 'Mini' Professional Development	45
SBCSELPA Staff	47
Presenter contacts	46
CPI Instructors	50
ADR Cadre	52
<u>Available Resources</u>	
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	

Santa Barbara County Special Education Local Plan Area SELPA

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.sbcselpa.org for Santa Barbara County SELPA.

The Law

The Individuals with Disabilities Education Act (IDEA) and California special education laws guarantee all students with disabilities a Free, Appropriate Public Education (FAPE) in the least restrictive environment. The 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.

District Special Education Programs

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	805-684-7657
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	805-688-4222
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 High School District	805-922-4573
Santa Ynez Valley Union High School District	805-688-4222
Solvang School District	805-688-4222
Vista del Mar Union School District	805-688-4222

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/>

July

American Disabilities Act 31st Anniversary

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

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/>

August

International Assistance Dog Month

August				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
8-2-8-5- 2021 8:30-12:00 (4 days) Lompoc USD	Lindamood Bell Seeing Stars	Hosted by Lompoc USD and LMB	Virtual- Lompoc host, SBCSELPA support with additional Staff	\$1020 per person includes kit.
8-3-2021 (South) SBCSELPA 8:30-3:30	GROW Summit	Alison/Rosy/Barbara	In person	Free
8-4-2021 (North) SMJUHSD Board Room 8:30-3:30	GROW Summit	Alison/Rosy/ Barbara	In person	Free
8-12-2021 9:00-10:30	Supporting Students with Behavioral Needs in School Settings	Rosy Bucio, SBCSELPA BCBA	Virtual	Free
8-13-2021 10:00-11:30	Antecedent Interventions for Behavior	Phil Pandac, SBCSELPA BCBA	Virtual	Free
8-19-2021 8:30-3:00	CPI Initial	Billy/Bethany	Virtual	\$21.49 for the book
8-19-2021 2:00-3:00	SIRAS for Beginners and new staff	SBCSELPA Jennifer	Virtual	Free

August				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
8-26-2021 8:30-3:00	CPI Refresher	Rosy/Jessica	Virtual	\$21.49 for the book
8-31-2021 1:00-3:00	SIRAS Updates for All Staff	SIRAS/SBCSELPA	Virtual	Free
<i>TBD</i>	<i>Individual Transition Plan (New ITP)</i>	<i>SBCSELPA/Transition Network Team</i>	<i>Virtual</i>	<i>Free</i>

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/>

September

Deaf Specialists Day, September 18

International Week of the Deaf, September 20-26

<https://wfdeaf.org/iwdeaf2021/>

September				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
9-1-2021 8:00-9:30	TCRC Presentation to Transition Teams	TCRC Team/SBCSELPA	Virtual	Free
9-2-2021 8:30-3:00	CPI Refresher	Natalie/Jennifer	Virtual	\$21.49 for book
9-2-2021 9:00-10:30	A New Lens on Behavior: Evidence based Knowledge for School Teams	Rosy Bucio, SBCSELPA BCBA	Virtual	Free
9-3-2021 10:00-11:30	Data Collection for Behavior and IEP Goals	Phil Pandac, SBCSELPA BCBA	Virtual	Free
9-7-2021 12:30-2:30 SBCSELPA	CPI Physical Training	Stephan/ Jennifer	SBCSELPA In person	Free
9-9-2021 5:30-7:00	September School Updates for Families	SBCSELPA and Alpha Resource Center	Virtual	Free
September				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost

9-14-2021 1:30-3:00	SIRAS Service Logs, Batch Printing IEPs, MIS Summary, Emailing Forms and Electronic Signature	SBCSELPA	Virtual/Recorded	Free
9-15-2021 8:30-11:30	SIRAS CALPADS/MIS	SIRAS Brian/SBCSELPA	Virtual	Free
9-16-2021 Time 8:30-11:30	English Learners Training	SBCEO/SBCSELPA	In Person at SBCEO	\$
9-16-2021 8:30-3:00	CPI Initial	Chris/Jermaine	Virtual	\$21.49 for book
9-21-9-22-2021 12:00-3:30 (Day 1 and 2 of a four-day training)	Lindamood Bell On Cloud9 Math	SBCSELPA/LMB	Virtual	\$1020 includes kit.
9-28-2021 1:00-3:00	Alternative to Dispute Resolution (ADR)	Clare Fowler Recorded and facilitated by SBCSELPA ADR CADRE	Virtual	Free
9-27-2021 2:30-3:30	Proactive Strategies for Working with Teams in the IEP Process- Adm. Academy	ADR Team	Virtual	Free
9-27-2021 3:30-5:00	Notetaking in IEP Meetings, Keeping it Legal- Adm. Academy	Dr. Margaret Saleh	Virtual	Free
9-29-2021 12:00-1:30	Fundamentals of ABA	Phil Pandac, SBCSELPA BCBA	Virtual	Free

9-29-2021 1:00-2:30	Creating a Culture of Wellness	Alison Lindsay	Virtual	Free
9-30-2021 8:30-12:30	Best Practices for Interpreting at IEPs	SBCSELPA and SLOSELPA, Lena Moran Acereto	Virtual Training for Interpreters only	TBD
9-30-2021 1:00-3:00	'Hot Topics' in Special Education	Jan Tomskey, Fagan, Friedman, and Fulfroft, LLP, CCASP and SBCSELPA	Virtual	Free

2021-2022 Professional Development Calendar of Events by the Month

To Register go to <https://sbcselpa.k12oms.org/>

October

Dyslexia Awareness Month, Learning Disability Awareness Month

ADHD Awareness Month

National Physical Therapy Month

Vision Therapist Day, October 5

October				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
10-5 -2021 1:30-3:00	PSW COHORT 1	Diagnostic Center/SBCSELPA	TBD	Free
10-6-2021 8:30-3:00	English Learners with Disabilities Training: Overview of Section I: Identification of EL, MTSS and Pre-Referral Interventions	SBCSELPA/ Imperial SELPA/SBCEO	Virtual; hosted by SBCSELPA.	Free
10-7-2021 3:30- 5:00	Disability Rights California Alternatives to Conservatorship	SLOSELPA and SBCSELPA Registration: http://slocoe.k12oms.org/2259-204714	Virtual	Free
10-7-2021 8:30-3:00	CPI Initial	Alison/Courtney	Virtual	\$21.49 for book
10-11-2021 2:00-3:30	SIRAS Goal Developer, Meetings, Amendments, Document Library Supports	SBCSELPA	Virtual/ Recorded	Free

October				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
10-12-2021 1:00-2:30	Creating a Culture of Wellness	Alison Lindsay	Virtual	Free
10-12-2021 1:00-3:00	Dyslexia Day 1	Dyslexia Training Institute, SBCSELPA	Virtual	\$60 for all three days
10-13-2021 12:30-2:30	CPI Physical Training	Jennifer	In Person at SBCSELPA	Free
10-14-2021 12:30-3:30 (Day 3 of 5)	Lindamood Bell On Cloud9 Math	SBCSELPA/Lindamood Bell	Virtual	\$1020 includes the kit
10-14-2021 2 hours on your own- recorded	Inclusive Education for Students with Mild-Moderate Disabilities	Diagnostic Center/SBCSELPA	Virtual	Free
10-19-2021 1:00-3:00	Dyslexia Day 2	Dyslexia Training Institute, SBCSELPA	Virtual	\$60 for all three days
10-20-2021 Recorded training	Maximizing AAC Opportunities Within Routines	Diagnostic Center/SBCSELPA	Virtual	Free
10-20-2021 12:30-3:30 (Day 4 of 5)	Lindamood Bell On Cloud9 Math	SBCSELPA/Lindamood Bell	Virtual	\$1020 includes the kit
10-21-2021 8:30-3:00	CPI Refresher	Louisa/Laurice	Virtual	\$21.49 for book
10-26-2021 1:00-3:00	Dyslexia Day 3	Dyslexia Training Institute, SBCSELPA	Virtual	\$60 for all three days
10-26-2021- 10-28-2021 Time TBD	PSW COHORT 1 Coaching	Diagnostic Center/SELPA	Virtual	Free

10-27-2021 12:30-2:30	CPI Physical Training	Jennifer	In Person North County SMB Souza	Free
October				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
10-27-2021 Recorded training watch on your own	Maximizing AAC Opportunities within Routines	Southern California Diagnostic Center	Virtual and recorded	FREE
10-28-2021 12:30-3:30 (Day 5 of 5)	Lindamood Bell On Cloud9 Math	SBCSELPA/Lindamood Bell	Virtual	\$1020 includes the kit
<i>TBD</i>	<i>Transition Assessments</i>	<i>TNT, SBCSELPA</i>	<i>TBD</i>	<i>Free</i>

2021-2022 Professional Development Calendar of Events by the Month

To Register go to <https://sbcselpa.k12oms.org/>

November

Epilepsy Awareness Month

National School Psychology, November 9

November				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
11-2-2021 1:00-3:00	Alternative to Dispute Resolution (ADR)	Clare Fowler Recorded and facilitated by SBCSELPA ADR CADRE	Virtual	Free
11-3-2021 3:00-4:00	Self Care for the Educator	Alison Lindsay	Virtual	Free
11-3-2021 12:30-2:30	CPI Physical Training	Jennifer	In Person at SBCSELPA	Free
11-3-2021 2 hour recorded training	Keeping the Day Sane: Mental Health 101 for Paraeducators	Diagnostic Center/ SBCSELPA	Virtual	Free
11-4-2021 8:30-3:00	CPI Refresher	Stephan/Bethany	Virtual	\$21.49 for book
11-9-2021 1:00-3:00	Legal Training 'Hot Topics'	Jan Tomskey Fagan, Friedman, and Fulfroft, LLP, CCASP and SBCSELPA	Virtual	Free
11-10-2021 12:00-1:00	Self Care for the Educator	Alison Lindsay	Virtual	Free
11-10-2021 12:30-2:30	CPI Physical Training	Jennifer	In Person North County SMB Souza	Free
11-16-11-18-2021 Time TBD	PSW COHORT 1	Diagnostic Center/SBCSELPA	Virtual	Free

	Coaching			
11-17-2021 1:30-3:00	Present Levels, Progress Reports, Bulk Progress Reports	SBCSELPA	Virtual/Recorded	Free
November				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
11-18-2021 8:30-3:00	CPI Initial	Rosy/Jessica	TBD	\$21.49 for book
11-30-2021 8:30-3:00	Meeting the Needs of English Learners with Moderate & Severe Disabilities	Imperial SELPA	Registration https://www.icoe.org/selpa	Free
<i>TBD (night, 2 hours)</i>	<i>Parent Training</i>	<i>Alpha Resource/SBCSELPA</i>	<i>TBD</i>	<i>Free</i>
<i>TBD</i>	<i>DHH Training</i>	<i>SBCSELPA</i>	<i>TBD</i>	<i>Free</i>

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2021-2022 Professional Development Calendar of Events by the Month

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December

International Day of Persons with Disabilities- December 3

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

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2021-2022 Professional Development Calendar of Events by the Month

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January

Chronic Traumatic Encephalopathy (CTE) Awareness

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

2021-2022 Professional Development Calendar of Events by the Month

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February

Vision Awareness Month

February				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
2-17-2022 8:30-3:00	CPI Refresher	Jermaine/Joe	TBD	\$21.49 for book
<i>TBD (Night, 1 hour)</i>	<i>Parent Training</i>	<i>Alpha Resource/SBCSELPA</i>	<i>TBD</i>	<i>Free</i>
<i>TBD</i>	<i>PSW COHORT 1 Coaching</i>	<i>Diagnostic Center/SBCSELPA</i>	<i>TBD</i>	<i>Free</i>

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2021-2022 Professional Development Calendar of Events by the Month

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March

Developmental Disabilities Month

Down Syndrome Day, March 21

March				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
3-1-2021 2:00-3:00	SIRAS Searches, Statistical Reports, Special Factors/ Low Incidence	SBCSELPA	Virtual/Recorded	Free
3-2-2021 1:00-3:00	Alternative to Dispute Resolution (ADR)	Clare Fowler Recorded and facilitated by SBCSELPA ADR CADRE	Virtual	Free
3-2-2022 3 hours recorded	Evidence-Based Practices for Students with Mild-Moderate Autism Spectrum Disorder	Diagnostic Center/ SBCSELPA	Virtual	Free
3-3-2022 8:30-3:00	CPI Refresher	Phil/Courtney	TBD	\$21.49 for book
3-9-2022 8:30-3:00	English Learners with Disabilities Training: Overview of Section 3: Education Programs and Instructional Strategies	SBCSELPA/ Imperial SELPA/SBCEO	Virtual; hosted by SBCSELPA	Free

3-15-2021 9:00-10:30	SIRAS Behavior Intervention Plans	SBCSELPA	Virtual/Recorded	Free
March				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
3-31-2022 8:30-3:00	CPI Initial	Stephan/Laurice	TBD	\$21.49 for book
<i>TBD</i>	<i>PSW COHORT 2 Coaching</i>	<i>Diagnostic Center/SBCSELPA</i>	<i>TBD</i>	<i>Free</i>
<i>TBD</i>	<i>ADR Training for CADRE</i>	<i>Clare Fowler/SBCSELPA</i>	<i>TBD</i>	<i>Free</i>
<i>TBD</i>	<i>Colleges Series</i>	<i>SBCSELPA/TNT</i>	<i>TBD</i>	<i>Free</i>

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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

April				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
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 Tomsy	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 https://www.icoe.org/selpa	Free

	Learners with Significant Cognitive Disabilities			
April				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
4-28-2022 8:30-3:00	CPI Refresher	Alison/Chris	TBD	\$21.49 for book
TBD (night, 1 hours)	Parent Training	Alpha Resource/SBCSELPA	TBD	Free
<i>TBD</i>	<i>PSW COHORT 2 Wrap Up</i>	<i>Diagnostic Center/SBCSELPA</i>	<i>In Person</i>	<i>Free</i>
<i>TBD</i>	<i>Residential Colleges Series</i>	<i>SBCSELPA/TNT</i>	<i>TBD</i>	<i>Free</i>
<i>TBD</i>	<i>Vision Training</i>	<i>SELPA/Vision</i>	<i>TBD</i>	<i>Free</i>

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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

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

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 adults who are verbally fluent.

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

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



Behavior

Behavior Series

Data Collection in Special Education

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

Understanding the Functions of Behavior

The focus of this training will be helping participants learn that behaviors are information and serve 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://sbcseelpa.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.

A-1: March 2: Evidence-Based Practices for Students with Mild-Moderate Autism Spectrum Disorder

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)



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://sbcselpa.k12oms.org>.

Additional offered by Imperial SELPA (registration on Imperial SELPA website: <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 Tomsy 'Hot Topics in Special Education'

Jan E. Tomsy is a partner at Fagen, Friedman, & Fulfroft, LLP, serving clients from the Oakland office. A nationally recognized leader in special education law, Ms. Tomsy 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. Tomsy 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. Tomsy 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. Tomsy 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. Tomsy presents 'Hot Topics in Special Education.'

M

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.

N

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 SBCSELPA 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.

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

3. Conscious Discipline Modules: “Creating the School Family.”

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

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

4. Conscious Discipline Modules: “Assertiveness”

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

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

5. Conscious Discipline Modules: “Choices”

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

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

6. Conscious Discipline Modules: “Becoming Brain Smart, Parts 1 and 2.”

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

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

7. Conscious Discipline Modules: “Composure”

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

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

8. Conscious Discipline Modules: “Empathy”

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.

9. Conscious Discipline Modules: “Positive Intent”

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.

10. Conscious Discipline Modules: “Encouragement”

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.

'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

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SBCSELPA Executive Director

Thank you to all Presenters, Teams, and Cadre for your time and positive energy!

Available Resources

OMS Calendar of Events	https://sbcselpa.k12oms.org/
Professional Development	
SBCSELPA Local Plan	www.sbcselpa.org
Educators, Parent Resources	
SBCSELPA Procedural Handbook	www.sbcselpa.org
Educators, Parent Resources	
Special Education Parent Handbook	www.sbcselpa.org
Parent Resources	https://www.sirassystems.org
What are all these IEP Documents? Parent Questions for an IEP	www.sbcselpa.org
Parent Resources	https://www.sirassystems.org
Turning 3: Transition from Early Start to Preschool	www.sbcselpa.org
Parent Resources	https://www.sirassystems.org
SIRAS Systems (IEP development)	https://www.sirassystems.org
Educators Resources	
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,

SBCSELPA

Santa Barbara County Special Education Local Plan Area



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

A Joint Powers Agency



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

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's 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.sbcselfpa.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	805-684-7657
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

SBCSELPA

Condado de Santa Bárbara Plan de Educación Especial del Área Local



CHILD FIND

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

Una Agencia de Poderes Unidos



5385 Hollister Ave, Box 107

Goleta, CA 93111

Tel. 805-683-1424

Website: www.sbcselfpa.org

Fax 805-967-1960

¿Qué es SBCSELPA?

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

Servicios

- Provee supervisión y administración de casos para los estudiantes asignados a escuelas de tratamiento residencial no públicas (NPS)
- Provee servicios sociales comprensivos
- Coordina los servicios de salud mental estudiantil del IEP DIS y asignaciones NPS para las LEAs
- Provee servicios de consultoría 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 padre
- Provee Unidades de Terapia Médicas (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.sbcselfpa.org

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 pública 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 Título 6 del Acta de Derechos Civiles de 1964, Título 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.

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	805-684-7657
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
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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



Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

APPROVED
09/13/2021

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
JOINT POWERS AGENCY BOARD
MINUTES OF JULY 9, 2021, SPECIAL MEETING
Due to the COVID-19 Crisis this meeting was held via Zoom
3:00 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

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.

SBCSELPA JPA BOARD
MINUTES OF JULY 9, 2021 SPECIAL MEETING

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

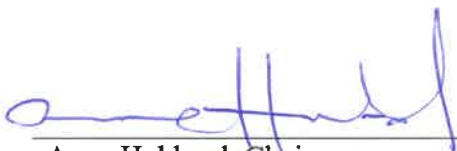
Vote: 6 – 0 The motion passed with JPA Board Members Amy Alzina, Randal Haggard, Anne Hubbard, Trevor McDonald, Hilda Maldonado, and Susan Salcido voting in favor; none opposed.

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.



Anne Hubbard, Chairperson
Santa Barbara County SELPA

9/14/21

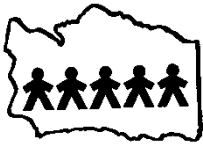
Date



Ray Avila, Secretary
Santa Barbara County SELPA

9/13/21

Date



Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

REF: V-L.2

APPROVED
09/13/2021

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.

SBCSELPA JPA BOARD
MINUTES OF JUNE 7, 2021 REGULAR 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

SBCSELPA JPA BOARD
MINUTES OF JUNE 7, 2021 REGULAR MEETING

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 Fulfroost
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.

SBCSELPA JPA BOARD
MINUTES OF JUNE 7, 2021 REGULAR MEETING

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.

SBCSELPA JPA BOARD
MINUTES OF JUNE 7, 2021 REGULAR MEETING

IX. **ITEMS FOR INFORMATION AND DISCUSSION** *(Continued)*

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.

D. **SBCSELPA Professional Development Summary for 2020-2021 and Proposed Plan for 2021-2022**

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.

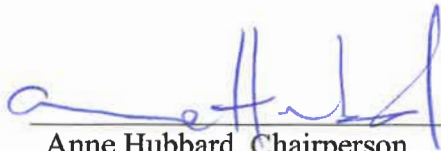
A. **Confidential Nonpublic School (NPS) Student Updates**

SBCSELPA JPA BOARD
MINUTES OF JUNE 7, 2021 REGULAR MEETING

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

Santa Barbara Special Education Local Plan Area SELPA

SIRAS NEWS

Year 3 VOLUME 26

September/October 2021

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.

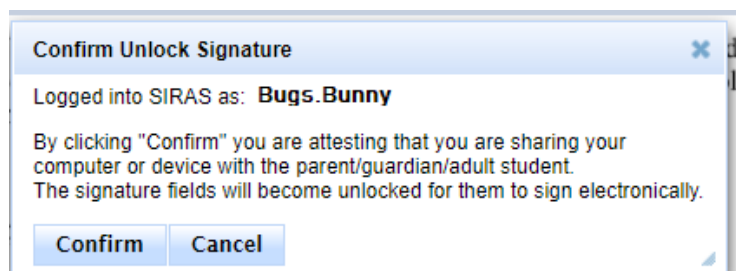
Progress Reports First in IEP pages lineup directions:

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.



Santa Barbara Special Education Local Plan Area SELPA

SIRAS NEWS

Year 3 VOLUME 26

September/October 2021

pg. 2

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.

The screenshot shows the 'Personal Data' section of the SIRAS interface. It includes tabs for Personal, Contacts, Disability/Medical, Notes, and Documents. The 'Personal Data' section contains fields for First Name (Legalfirst), Middle Name, Last Name (Legallast), and a Gender dropdown. Below these are fields for Alternate First Name (Preferredfirst), Alternate Middle Name, and Alternate Last Name. At the bottom, there is a checkbox for 'Display Alternate Name' which is checked, and a preview of the alternate name 'Preferredfirst Legallast'.

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

Year 3 VOLUME 26

September/October 2021

pg. 3

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).

Santa Barbara Special Education Local Plan Area SELPA

SIRAS NEWS

Year 3 VOLUME 26

September/October 2021

pg. 4

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.

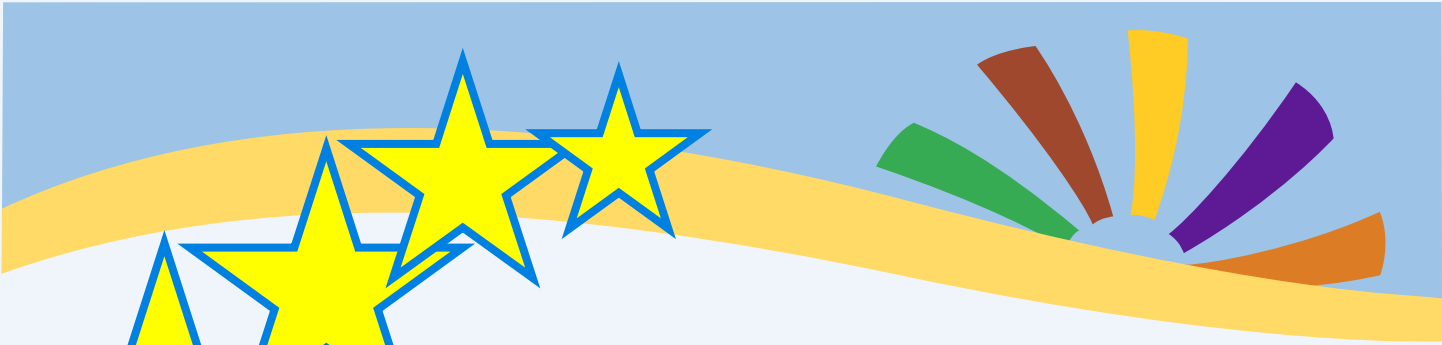
DOGR – District of Geographical Residence, the new District of Residence. School of Residence is located under this district.

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>

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=NkVuVDBscTFISjlMbGpxak5lS2VWUT09>

Meeting ID: 961 0330 5324

Passcode: iYns2k

One tap mobile

+16699009128,,96103305324#,,,*720026# US (San Jose)

+12532158782,,96103305324#,,,*720026# US (Tacoma)

Dial by your location

+1 669 900 9128 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 301 715 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>