# SANTA BARBARA COUNTY SELPA JOINT POWERS AGENCY BOARD

Regular Meeting
Monday, November 1, 2021
Public Session – 12:00 p.m.
Public Meeting Location: SBCSELPA Office
5385 Hollister Ave., Bldg. 7, Santa Barbara, CA 93111
(See Attachment for Additional Public Meeting Locations)
Via ZOOM – Meeting ID: 958 1250 8015

On March 3, 2020, Governor Newsom proclaimed a State of Emergency due to COVID-19 and has issued Executive Order N-29-20 and approved AB361 suspending provisions of the Brown Act allowing meetings via teleconferencing and members of the public to observe and offer comments telephonically or electronically.

# 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 SBCSELPA Office at 683-1424.

Prompt notification will assist the SBCSELPA to make suitable arrangements.

## PUBLIC COMMENTS ARE WELCOME

The Santa Barbara County SELPA JPA Board will receive public comments about items appearing on today's agenda, as well as other matters within the subject matter jurisdiction of the Board. All such comments will be received during the Public Comments section of the agenda. Individuals who address the Board are limited to three (3) minutes to speak on any item and a total of 10 minutes on all items for their presentation. The Board 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 Board from taking action or engaging in extended discussion of your concerns. The Board may direct staff to meet at a later date with speakers who have specific concerns or needs. The Board may also direct that an issue be placed on a future agenda for discussion and consideration. This permits the Board and staff members to prepare and receive necessary information and for the public to be aware that a topic is being formally considered. We appreciate your cooperation.

Due to COVID-19 and Governor Newsom's Executive Order N-29-20 & approved AB361 this meeting is being held virtually, with the option to join at the physical location provided. If you wish to speak on an item listed on this agenda or under public comment, it is requested that you submit a speaker card in advance of the meeting please contact Lindsay MacDonald, <a href="mailto:lamacdonald@sbceo.org">lamacdonald@sbceo.org</a> or (805) 683-1424, to request a form. Persons wishing to make public comments are requested to complete the appropriate form and return it to Lindsay MacDonald via email or another agreed upon method.

# I. PUBLIC SESSION

- A. Call to Order
- B. Roll Call
- C. Flag Salute
- D. Welcome Guests
- E. SBCSELPA Executive Director's Report

# II. PUBLIC COMMENTS

Please refer to information above regarding public comment guidelines.

III. <u>APPROVAL OF ADDITIONAL EMERGENCY ITEMS</u> (Government Code Section 54954.3(b)(2))

IV.	<b>APPROVAL</b>	OF ACTION AGENDA
<b>-</b> ' '		OI HOLION HOLINDI

It is recommended that the JPA Board take action to approve the	Motion:
action agenda as presented/amended.	Second:
	In Favor:
	Opposed:
	Opposed:Abstained:
	Abstained:

#### V. CONSENT AGENDA ITEMS

A. Minutes of October 4, 2021 Regular Meeting

REF: V-A

B. Ratification of Payment of Claims

REF: V-B

C. 2021-22 Nonpublic Agency (NPA) Master Contract Rates

REF: V-C

- 1. Exhibit A Rates Sheet: California Psychare
- 2. Exhibit A Rates Sheet: Hiddleson Listening, Language, and Speech Center

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

Second:\_\_\_\_\_\_
In Favor:\_\_\_\_\_
Opposed:\_\_\_\_\_
Abstained:\_\_\_\_\_

#### VI. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

A. SBCSELPA Local Plan Update/Revisions to Section 9, Policy 3204 AB 602 Special Education Fiscal Allocation Plan, V. Funding for Regional Programs or Services regarding DHH REF: VI-A

1. SBCSELPA Local Plan Section 9, Policy 3204, V. Funding for Regional Programs or Services Proposed Revisions

It is recommended that the JPA Board approve the proposed revisions to the Local Plan, Section 9, Policy 3204 AB 602 Special Education Fiscal Allocation Plan, V. Funding for Regional Programs or Services regarding DHH as presented.

Motion:
Second:
In Favor:
Opposed:
Abstained:

- B. Resolution 21-22-01 Recognizing a State of Emergency and Authorizing Teleconferenced Meetings
- REF: VI-B

1. Resolution 21-22-01

It is recommended that the JPA Board approve the Resolution 21-22-01 Authorizing Teleconferenced JPA Board Meetings as presented.

Motion:	
Second:	
In Favor:	
Opposed:	
Abstained:	

# VII. ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION

A. Approval of Fiscal Year 2021-22 Adopted Budget with Analysis and Recommendations

REF: VII-A

B. Orcutt Union School Districts retraction of Notice of Intent to Take Back Preschool Special Education Services as Non-Regional REF: VII-B

C. SBCSELPA Professional Development

REF: VII-C

D. LEA/District Costs Associated with Due Process SBCSELPA Year-to-Date

REF: VII-D

**Account Balances** 

E. SBCSELPA Legal Fees Year-to-Date Reserve

REF: VII-E

F. Nonpublic School (NPS) Year-to-Date Placement Expenditures

**REF: VII-F** 

# VIII. MISCELLANEOUS AGENDA ITEMS

A. Items Proposed for Future Action or Discussion

B. Next Scheduled JPA Board Meeting:

Date: December 6, 2021

Time: 12:00 p.m.

Location: Via Zoom due to COVID-19 & AB 361

## IX. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEMS

Please refer to information at beginning of agenda regarding public comment guidelines.

#### X. CLOSED SESSION:

A. CONFERENECE WITH LABOR NEGOTIATOR (Government Code §54957.6) REF: X-A Agency Designated Representative: Ray Avila

Unrepresented Employees: Classified and Certificated Staff

Continued from October 4, 2021 JPA Board Meeting

# XI. **RECONVENE TO PUBLIC SESSION:** Report of action taken in Closed Session, as appropriate.

A. REF: X-A, CONFERENCE WITH LABOR NEGOTIATOR (Government Code §54957.6)

Agency Designated Representative: Ray Avila

Unrepresented Employees: Classified and Certificated Staff

Continued from October 4, 2021 JPA Board Meeting

Motion:	Sec	ond:	
In Favor:	Opposed:	Abstained:	

# XII. ADJOURNMENT

# **ZOOM INFORMATION**

**Topic: November 2021 JPA Board Regular Meeting** 

Time: Nov 1, 2021 12:00 PM Pacific Time (US and Canada)

## Join Zoom Meeting

https://zoom.us/j/95812508015?pwd=aURFTVhSYVIPMEtuVVVDbVY5THU4QT09

**Meeting ID: 958 1250 8015** 

Passcode: i85B1c

## One tap mobile

+16699009128,,95812508015#,,,,\*884102# US (San Jose)

+13462487799,,95812508015#,,,,\*884102# 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)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

Meeting ID: 958 1250 8015

Passcode: 884102

Find your local number: https://zoom.us/u/aeGtYt6ZOI

# SANTA BARBARA COUNTY SELPA JOINT POWERS AGENCY BOARD

Regular Meeting Monday, November 1, 2021 Public Session – 12:00 p.m. Additional Public Meeting Locations

Santa Barbara County SELPA 5385 Hollister Ave., Building #7 Santa Barbara, CA 93111

Dr. Amy Alzina, Superintendent COLD SPRINGS SCHOOL DISTRICT 2243 Sycamore Canyon Road Santa Barbara, CA 93108

Mr. Luke Ontiveros, Superintendent SANTA MARIA-BONITA SCHOOL DISTRICT 708 South Miller Street Santa Maria, CA 93454

Dr. Randal Haggard, Superintendent BUELLTON UNION SCHOOL DISTRICT 301 Second Street Buellton, CA 93427 Ms. Hilda Maldonado, Superintendent SANTA BARBARA UNIFIED SCHOOL DISTRICT 720 Santa Barbara Street Santa Barbara, CA 93101

Mr. Trevor McDonald, Superintendent LOMPOC UNIFIED SCHOOL DISTRICT 1301 North A Street Lompoc, CA 93438-8000

Mr. Antonio Garcia, Superintendent SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT 2560 Skyway Drive Santa Maria, CA 93455

Ms. Susan Salcido, Superintendent SANTA BARBARA COUNTY EDUCATION OFFICE

#### SBCSELPA EXECUTIVE DIRECTOR'S REPORT TO JPA BOARD

# **November 1, 2021**

#### 1) Due Process/Dispute Updates -

One Due Process filing in progress and one CDE Investigation.

## 2) Non-Public School (NPS) Placement Update –

We have a total of (3) SBCSELPA funded NPS placements.

## 3) Proposed Legislation that Supports Special Education –

Assembly Bill (AB) 167 was signed into law on September 23, 2021 and provides some muchneeded flexibility in certificated substitute staffing by extending the length of time substitute
teachers can teach, particularly for long-term staffing needs. AB 167 extends to 60
cumulative days for the length of time that substitute teachers may serve in any one
assignment until July 1, 2022. The extension of service in one assignment to 60 days will
allow for long-term substitutes to stay in one assignment during the school year for a longer
period of time. This will be a tremendous help during the current time of teacher shortages
in special education.

#### 4) State Finance Update –

ADR/Learning Recovery "ONE TIME" Funds:

ALL 25 LEA's in SB County have submitted plans and currently have access to these funds. These funds can be expended through May 2023. SB County received approximately \$5.7 million dollars in ADR and Learning Recovery funds!

# 5) WestED Study Upadate (SEGA and Finance) -

The State SELPA Association sent a letter (SEE attached letter to ACSE, REF: I-E.1) to the Advisory Commission on Special Education (ACSE) in response to the study and requesting to present before the Commission on potential impacts of the WestEd Special Education Funding System Report Recommendations.

#### SBCSELPA Administrator Academy –

The Executive Director and Coordinator provided a presentation (SEE PowerPoint titled, "What is SELPA...Hot Topics," REF: I-E.2) this past month to new District and Site level administrators throughout SB County. The Administrator Academy will provide workshops throughout the 2021-2022 academic year informing new administrators of pertinent topics related to special education.

# 7) Annual Private School Meeting -

SBCSELPA hosted the Annual Private School Meeting (SEE PowerPoint titled, "Parentally Placed Students in Private School Training & Meaningful Consultation for Private School Representatives and Parent Representatives," REF: I-E.3) to inform our Private School partners throughout SB County of the support and services provided to eligible students. This workshop had great attendance from both our private school partners and special education administrators.

#### 8) State SELPA Letter to the State Board of Education -

This letter from the State SELPA Association addresses the "New Targets for State Performance Plan Indicators in the Annual Performance Report..." (SEE attached letter, REF: I-E.4).





Special Education Local Plan Area Website: https://selpa.info/

#### 2021-2022 Officers

#### Chair:

Benay Loftus Antelope Valley SELPA 39139 10<sup>th</sup> Street East Palmdale, CA 93550 (661) 274-4136

#### **Chair Elect:**

Patty Metheny, Ed.D. East Valley SELPA 670 E. Carnegie Drive San Bernardino, CA 92408 (909) 252-4507

#### Treasurer:

Elizabeth Engelken Yolo County SELPA 1280 Santa Anita Court Woodland, CA 95776 (530) 668-3787

#### Secretary:

Scott Turner, Ed.D. East San Gabriel Valley SELPA 1400 Ranger Drive Covina, CA 91722 (626) 966-1679

#### Past Chair:

Mindy Fattig Humboldt-Del Norte SELPA 2822 Harris St. Eureka, CA 95503 (707) 441-2051

#### Steering Committee Members

Jim Anderson Mildred Browne Heidi Burgett Tamara Clay Veronica Coates **Steve Collins Matt Devins** Heather DiFede Elizabeth Engelken Mindy Fattig Trina Frazier Amy Lambert Benay Loftus Patty Metheny, Ed.D. Andrew Ownby Anjanette Pelletier Janet Queneau Jason Ramirez Anthony Rebelo Scott Turner, Ed.D.

October 22, 2021

Ms. Havaughnia Hayes-White, Chair Ms. Stacey Adler, Vice Chair Distinguished Members of the Commission Advisory Commission on Special Education Via E-Mail: ACSE@cde.ca.gov

RE: Request to Present Before the Commission on Potential Impacts of WestEd Special Education Funding System Report Recommendations

Dr. Ms. Hayes-White, Ms. Adler, and Distinguished Commissioners:

The SELPA Administrators of California are grateful for the ongoing support and advocacy of policymakers and legislators on behalf of the more than 760,000 students with disabilities in California, their families, and the educators who serve them. The last two years, in particular, our students and our local educational agencies (LEAs) have benefited from historic increases in base rate funding and equalization, with additional commitments to early intervention and low incidence funding.

In light of recommendations in a series of reports produced by WestEd, this coming year will demand focused attention and advocacy in order to prevent serious inequities and educational harm to students with disabilities; to protect the legally-mandated regional structures that provide needed support and a voice for students, parents, and community members; and to ensure improved student outcomes while maintaining fiscal solvency and stability for LEAs in California. Specific trailer bill language already included in Assembly Bill 130 (attached) enables statutory changes that would dismantle the regional design of SELPAs, in alignment with WestEd recommendations.

SELPAs enjoy the widespread satisfaction and support of parents, superintendents, boards of education, teachers, specialists, service providers, and educational leaders. Students and other stakeholders deserve to be properly heard on these recommendations. There is simply too much at stake in this moment for hundreds of thousands of students with disabilities in California. The SELPA Administrators of California Association humbly asks for your support and advocacy in providing ample opportunity for public comment so constituents can provide their own input and perspectives to enable informed decision-making.

The SELPA Association has reviewed the *private* special education funding system report by WestEd with recommendations reminiscent of a 2016 *private* finance study by the Public Policy Institute of California (PPIC), both of which were paid for by the same private foundations. Unlike the PPIC report, which opened with a recognition of the inadequacy of special education funding, WestEd is silent on adequacy but proceeds to recommend the following:

- a) Directly fund LEAs (or school districts, and charter schools), thereby de-funding SELPAs;
- b) Allow LEAs to "opt in or out" of consortium structures such as SELPAs; and

c) Special education funding based on weighted cost factors by disability with three tiers of estimated student costs.

WestEd claims in presentations across the state that directly funding LEAs will result in increased local control and accountability for special education decision-making at the LEA level. They posit student outcomes will improve and be more equitable if LEAs have less external accountability and partnership than exists in current SELPA structures. They assert that assigning cost factors to disability groups will ensure that the "right" students receive the "right" services. Each of these claims is seriously flawed and without validation.

The SELPA Administrators of California Association provided the authors with significant historical information, practitioner perspectives, and feedback over the past two years. We explained in detail how SELPAs, which are educational service agencies (ESAs) by federal definition, administer special education programs and services pursuant to their local plans using local decision-making of their governance councils made up of superintendents (in what many refer to as the original "local control"). In so doing, they are able to ensure student needs are met in an equitable manner in economies of scale across the geographic regions they serve. We provided extensive feedback about the impact of the authors' proposals on the sustainability of existing regionally-provided programs and services, and about the likelihood that LEAs might refuse to partner and coordinate with one another without a mandate to do so. WestEd continues to insist that their finance report recommendations will not impact the coordination, oversight, technical assistance, and accountability that SELPAs currently provide for their LEAs.

It is important to note that pursuant to language in Senate Bill 74 in June 2020, the California Department of Education contracted for a study on special education governance and accountability. The statutory study is being conducted by the *same authors as the private funding system report*, and this statutory study is due to the Legislature by November 2021. The privately-funded funding system report recommendations were developed and released in July 2021, prior to the conclusion of the study on governance and accountability. Nevertheless, the first two finance-specific recommendations (a) and (b) above are present in both sets of recommendations.

There are far too many strong arguments against these recommendations to fairly address in a single letter. Still, some points stand out:

- Because adequacy is not addressed in the report, WestEd is proposing to move around the same inadequate amount of money differently. They propose actually removing significant existing funding out of the AB 602 formula to create a massive extraordinary cost pool requiring submission (and auditing) of claims for individual student programs and services from over 1,500 LEAs. The Coalition for Adequate Funding for Special Education (CAFSE), produced a funding simulation and talking points derived from the study that demonstrate chaotic funding shifts that could occur across the state.
- The recommendations create an ability for LEAs to segregate themselves from certain other LEAs as they "opt out" or form consortia based on local factors which could include socioeconomic disadvantage, racial or ethnic composition, funding levels, and compliance history. Providing this choice will have unintended, undesirable discriminatory, racist, ableist, and/or classist effects that are antithetical to federal law and California law, and to our values as an Association. The requirement that LEAs be part of a SELPA is rooted in California's Master Plan for Special Education, and it exists to provide equity in the continuum of programs and services across regions. Allowing LEAs to opt in or opt out will undoubtedly produce uneven, inequitable outcomes for students with disabilities based on zip code.
- The recommendations have enormous consequences for small and rural LEAs (including many small charter school LEAs), which make up the vast majority of LEAs in the state, who are likely to be unable to develop effective consortia, or to provide a continuum of legally-defensible services and programs, which will in turn harm students and expose LEAs to litigation. Small LEAs with one or more students in need of higher cost programs or services will, without regionally-facilitated efficiencies and economies of scale, be at risk for *insolvency* and non-compliance with IDEA mandates.
- The recommendations of funding weighted cost factors by disability is based on sophisticated statistical modeling used in the business industry to measure factory productivity, but has not previously been

applied to education. Weighted funding by disability was unsuccessful in California, as it resulted in inequities in funding, incentivized over-identification of students into higher-funded disability categories, and encouraged more restrictive placements of students in higher-funded categories.

WestEd puts the terms "equity" and "improved outcomes" front and center in all of its finance report presentations. These are clearly concepts everyone can get behind as being good for all students. Unfortunately, the recommendations offered make it *harder* for us to achieve these goals. By de-funding SELPAs, we would be dismantling the regional structures that enable LEAs to meet student *needs*. We cannot even begin to talk about equity or improving student outcomes when we are no longer able to meet basic student needs. We believe these recommendations increase costs of providing special education programs and services and exacerbate staffing shortages. They ask us to risk allowing limited special education dollars to be used for alternative purposes. They prioritize isolationism and competition over collaboration and teamwork, creating an every-person-for-themselves culture in what is already a highly complex and litigious environment.

The SELPA Association has a strong desire to consistently grow and improve our service to students with disabilities, to their families, and to the educators we support. Recently, we made specific recommendations to the California Department of Education for reform, alignment, and innovation in our respective systems. We are aware of the changes that are needed and occurring, and we look forward to playing a central role in creating the integrated "One System" envisioned by the Statewide Special Education Task Force in 2015. We respectfully disagree that to make meaningful, common sense changes toward that integrated system we must somehow abandon the SELPA model, and in the process, disrupt the local decision-making that makes it possible for us to meet the needs of all our students.

Over the last several decades, the original design of the SELPA regional structure has remained relatively unchanged while the costs of special education services have dramatically increased LEA general fund contributions. At the same time, a changing accountability system has brought new performance indicators, an intentional and public-facing focus on data and measurement, and increasingly ambitious performance targets. As these variables have changed, it has underscored the need for a corresponding commitment to support and strengthen the actual structure of SELPAs across California to truly improve student outcomes.

On behalf of our membership and the LEAs we serve, we thank you for your leadership, and we look forward to engaging further on these matters. We welcome the opportunity to meet, consult, or present on these matters to the Advisory Commission on Special Education as we work together to improve the outlook for special education students in California.

With utmost respect,

Benay Loftus, Chair

Donay So

SELPA Administrators of California

bloftus@palmdalesd.org

www.selpa.info

www.facebook.com/SELPAStrong

#### Attachments or Links:

- AB 130 Trailer Bill language that facilitates statutory changes to AB 602 funding
- CAFSE Simulation of WestEd Finance Report Recommendations
- <u>SELPA Administrators Making It Happen Podcast, Episode 1: "Making It Count SELPA's Role in Special Education Finance"</u>
- SELPA Letter to SBE with attached Compliance Monitoring White Paper



# SANTA BARBARA COUNTY

Special Education Local Plan Area



# 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 <u>a free</u> <u>appropriate public education</u> in <u>the least</u> <u>restrictive environment</u>.
- 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

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** 

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 <u>ravila@sbcselpa.org</u>

**Coordinator:** 

Jennifer Connolly jconnolly@sbcselpa.org

Office Manager:

Lindsay MacDonald <u>lmacdonald@sbcselpa.org</u>

**Executive Assistant:** 

Brian Helt <u>bhelt@sbcselpa.org</u>

**Chief Business Official:** 

Rachel Wigle <u>rwigle@sbcselpa.org</u>



# SBSELPA EXECUTIVE DIRECTOR AND COORDINATOR

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



# SANTA BARBARA COUNTY SELPA, A JOINT POWERS AGENCY...

- Board of Superintendents from Santa Barbara County LEAs.
- SBCSELPA offers advisement to federal and state special education laws and regulations to LEAs, parents, and community members.
- Allocates State and Federal funding to all 25 LEAs in Santa Barbara County in behalf of students with disabilities.
- Follow policies and procedures from: the SBCSELPA Local Plan <a href="https://www.sbcselpa.org/sites/default/files/2021-07/2020\_2021\_Local\_Plan\_Revised\_5\_3\_21.pdf">https://www.sbcselpa.org/sites/default/files/2021-07/2020\_2021\_Local\_Plan\_Revised\_5\_3\_21.pdf</a>

the SBCSELPA Procedural Handbook <a href="https://www.sbcselpa.org/sites/default/files/2021-07/PDF">https://www.sbcselpa.org/sites/default/files/2021-07/PDF</a> Pro Handbook 6 18 2021.pdf



# 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







# PROGRAMS & SUPPORTS

Mental Health Continuum of Supports

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

Non-Violent Crisis Prevention Intervention (NCPI)

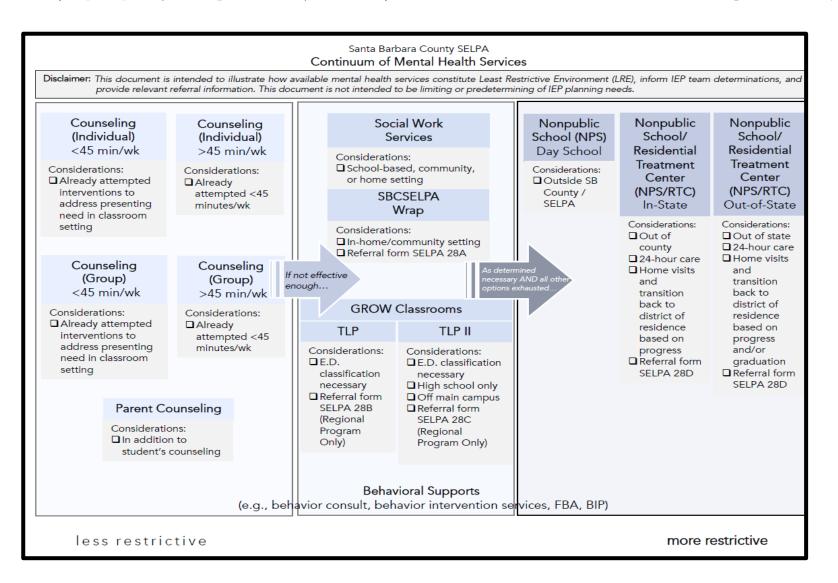
Dispute Resolution Meetings

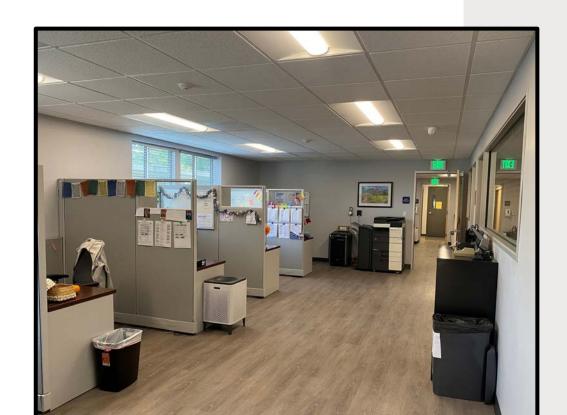
**Specialist Services** 

Professional Development

# SBCSELPA

# CONTINUUM OF MENTAL HEALTH SERVICES





# MENTAL HEALTH STAFF

Mental Health Specialist

Alison Lindsey

alindsey@sbceo.org

Mental Health Specialist

Stephan Salter

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Wraparound Services

Wraparound Services Facilitators

Natalie Facio-Leon

Victoria Navarro

nfacioleon@sbceo.org

vnavarro@sbceo.org

Youth Support Specialists

Grace Vega

Stephanie Guertin

gvega@sbceo.org

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.

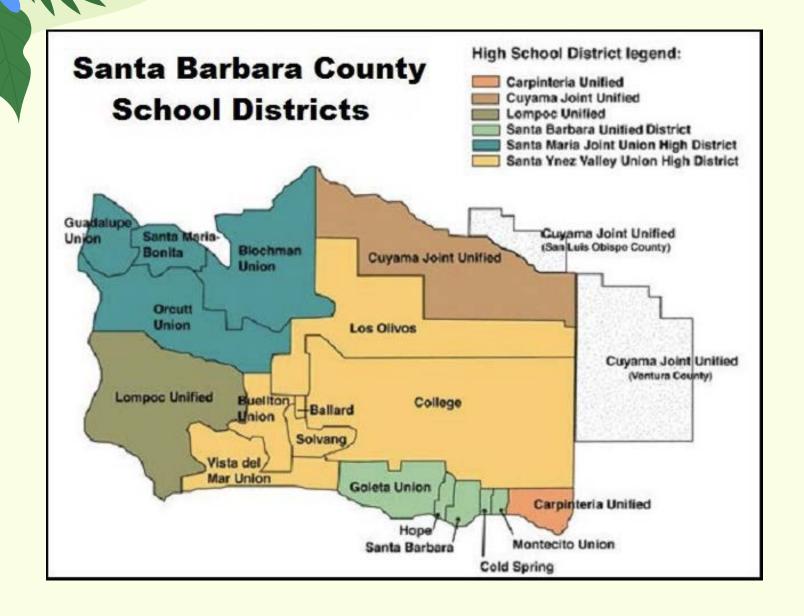


# Growth-Mindset · Other Centered · Resilience · Work Ethic

# WHAT IS GROW?

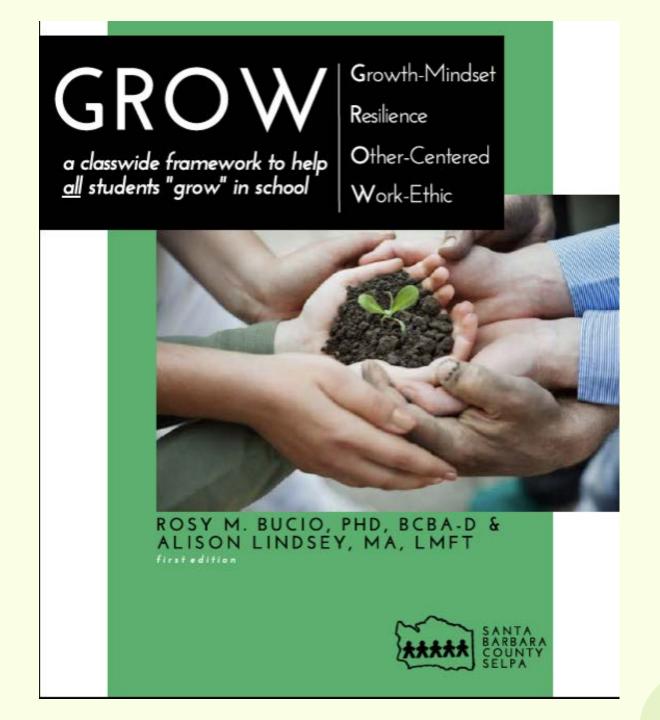
A therapeutic wellness framework designed to serve students who have difficulty accessing their education due to their emotional and behavioral needs.





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

# GROW Manual first e ion



# **GROW Components:**

Nurturing Environment

Academics

Effective
Academic
Instruction
IEP Data
Tracking

Connected Relationships

The GROW
Family
Wellness Time

GROW Lessons Counseling Social-Emotional Wellness

Self-Regulation Brain States &
Coaching
Strategies
Breathing &
Wishing Well

Collaborative & Proactive Solutions Brain Breaks

**Chill Space** 

# 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

<u>Initial Course</u>: 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	Th	Third Party Assistance										Third Party Intervention						
help clarify placement of the	Decision Making by Parties											Decision Making by Third-Party						
options along the continuum	Interest-Based Rights-Ba											sed						
continuum	Informal & Flexible Formal & Fi									ixed								

https://www.cadreworks.org/

# SBCSELPA STAFF- SPECIALISTS

<u>Audiologist</u>

Taryn Hurvitz

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AT/AAC Specialist

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UCSB Predoctoral Intern at SELPA

Barbara Katic

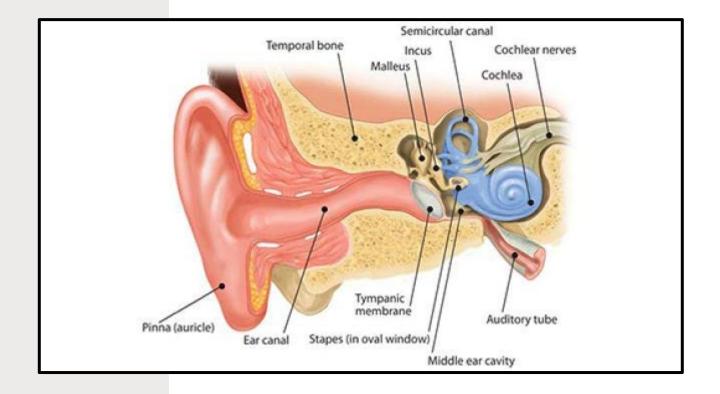
bkatic@sbcselpa.org



SBCSELPA is 17 Staff Strong!!!

#### AUDIOLOGY

- SBCSELPA has an Educational Audiologist on staff
- Educational Audiology services provided to south county and the Santa Ynez Valley Consortium by SBCSELPA Audiologist.
- Educational Audiology services provided to north county and Lompoc by SBCEO Audiologist.
- Educational Audiologists:
  - collaborate with district Deaf and Hard of Hearing teachers.
  - overseas district Hearing Assistive Technology (HAT).







# SBCSELPA 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://SBCSELPA.K12OMS.ORG
ONLINE EVENT CALENDAR BY MONTH

CHECK OUT
SBCSELPA YOUTUBE CHANNEL
FOR RECORDED EVENTS.

HTTPS://WWW.YOUTUBE.COM/ CHANNEL/UCKNIYRZQIS5EOPA 8IK5XDIW Professional
Development
Offerings
2021-2022



Santa Barbara County Special Education Local Plan Area SELPA

(July 2021)

# SPECIAL EDUCATION 'HOT TOPICS'

- Learning Recovery
- Full Inclusion
- Return to In Person Instruction
- Mental Health (students and staff)
- Staff Shortages

#### RESOURCES

• Website: <u>www.sbcselpa.org</u>

• OMS Calendar of Events <a href="https://sbcselpa.kl2oms.org/">https://sbcselpa.kl2oms.org/</a>

Professional Development

Special Education Parent Handbook <u>www.sbcselpa.org</u>

• SIRAS Systems <a href="https://www.sirassystems.org">https://www.sirassystems.org</a>

#### **Educators Resources**

• SBCSELPA YouTube Channel for all recorded trainings

• Back2School Padlet of Resources https://padlet.com/mslaterselpa4200/trcig7ygv4ood8uvback2school For more information contact:

Dr. Ray Avila SBCSELPA Executive Director

ravila@sbcselpa.org

Jennifer Connolly
SBCSELPA
Coordinator

jconnolly@sbcselpa.org





### Santa Barbara County SELPA

Parentally Placed Students in Private School
Training &
Meaningful Consultation for Private School
Representatives and Parent Representatives

Ray Avila, Ed.D.

SBCSELPA Executive Director

Jennifer Connolly, SBCSELPA Coordinator

October 11, 2021

Santa Barbara County

### **AGENDA**



- Welcome and Introductions
- Overview of Legal Requirements
- Funding
- Input on Services and Participation
- Next Steps

### **Presentation Goals**

- Consultation Process
- Child-Find Obligations/Process
- Special Education Eligibility
- Private School Provisions & Expenditure Calculation
- Services
- Questions/Input/Discussion



### **Consultation Process**

- The Local Education Agency (LEA) / district shall ensure timely and meaningful consultation with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services
- SBCSELPA conducts this meeting on behalf of LEAs/districts

# **Training & Consultation Process**

- Private Schools in Santa Barbara County were sent correspondence inviting them to this training & consultation meeting
- Private school officials were invited to provide input through <u>alternate means (response form)</u> if they are unable to participate in this meeting
- LEA Special Education (SPED) Administrators have been invited to participate in this annual training
- Notice of private school child find is posted on <u>SBCSELPA</u> <u>website at sbcselpa.org</u>

### **Consultation Process**

- The SELPA/ LEAs/Districts are required to document that <u>consultation with private</u> <u>schools</u> has occurred
- A document will be collected at the conclusion of this meeting to <u>confirm participation (ZOOM</u> <u>attendance)</u>
- Please <u>make sure you signed in to the chat</u> <u>box (Name, Title, Organization/LEA)</u> to affirm that you have participated



# **IDEA Child-Find Obligations**

 Each LEA/district, special education local plan area (SELPA), or county office shall actively and systematically seek out all individuals with exceptional needs, including children not enrolled in public school programs, who reside within their jurisdiction

# **Child-Find Obligations Cont'd.**

Child-find activities conducted by LEAs/ districts for parentally placed private school children shall be similar to those activities undertaken for pupils in public schools



### Child-Find Activities Cont'd.

- Informing private schools of the child-find process (this meeting)
- Santa Barbara County SELPA annually publishes in the <u>newspaper</u> a notice regarding Child-Find
- Local Education Agency (LEA) and SELPA post child find information on the SBC SELPA and LEA websites
- Child find <u>literature/brochures</u> is distributed in various locations (see attached sample)

# **Child Find Obligations**

• IDEA 2004: Determined that the District where the private school is located or district of location (DOL) is responsible for conducting child-find activities for children enrolled by their parents in private schools.

34 C.F.R. § 300.131; Ed Code § 56171

# Child Find Obligations for Students Attending a Private School Apply to.....

 Students in Kindergarten through grade 12 parentally placed by parents in a private, non-profit private school, or

 \*Students age 3-5 who attend nonprofit private schools that include <u>at</u> <u>least one grade K-8</u>

<sup>\*</sup>The CDE recently clarified that SWDs in Pre K shall not regarded as Parent Enrolled Private School Students



 Students ages 3-5 parentally placed in preschool, non-profit settings who attend nonprofit private schools that include at least one grade K-8<sup>th</sup>

Note: in California students eligible for Special education ages 3-5 attending private schools Shall receive services via an IEP at this time

 Students parentally placed in for-profit private schools



- If it is suspected by the private school that a child may have a disability, they should contact the SPED administrator of the LEA/district where the private school is located (DOL). Per agreement with SB County SPED Directors, the DOL will then contact the child's District of Residence (DOR) to make them aware of the information being shared by the private school.
- If the private school is <u>located outside of Santa Barbara</u> County, the request for assessment can be made to the LEA/district where the private school is located (DOL), or if the parents indicate they are interested in the development of an IEP they may request an assessment from <u>the district of residence</u> (DOR). The DOL will contact the DOR to inquire if the DOR would like to conduct the assessment (newly suggested protocol).
- The LEA/district where the request for assessment is made will need a release of information from the parent/guardian to communicate and seek any records from the DOR (if DOR is not conducting the assessment) and the private school.

# Child-Find Process In Santa Barbara County Cont'd.

- The LEA/district conducting the assessment (DOL or the DOR) will respond to the parent within 15 days of receipt of the written referral with either an assessment plan outlining the areas to be assessed and the persons responsible or a Prior Written Notice letter denying the assessment and the reasons for the determination.
- If assessment is initiated, the LEA/district conducting the evaluation will hold an IEP meeting within 60 days (not counting days between school terms or vacations in excess of 5 days) after receipt of parental consent.

EC 56321



# Child-Find Process Cont'd.

- The private school staff and the parent(s) are encouraged to conduct a student study team (SST) meeting to consider accommodations and supports within the private school and/or if other non-special education services are appropriate prior to conducting a formal assessment for special education prior to referring a student to special education
- The SST may initiate a referral for assessment at that meeting or at a follow-up meeting, if appropriate

# **Determining Eligibility**

 The District of Residence (DOR) will conduct an IEP to determine eligibility for special education unless the parent indicates they are not interested in enrolling in the DOR and want the student to remain in the private school

 Note: to be eligible for special education a student must have a disability that is significant enough that the child requires special education, which is defined as "specially designed instruction" (i.e. services provided by an individual with a special education credential)

# Individual Service Plan (ISP) Process

 If parent/guardian indicates they are not interested in enrolling their child in a public school program in the DOR, the District where the private school is located will conduct an ISP meeting to determine eligibility for special education and potentially offer a Service Plan (SP)

# **Special Education Eligibility**

- A child with a disability is defined by federal law as a child with:
  - Intellectual disabilities, hearing impairment (including deafness), speech or language impairment, visual impairment (including blindness), emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities; and who by reason thereof, needs special education and related services

# Individual Service Plans (ISP)

- In order for the eligible student to receive services in the private school, a <u>Service Plan (SP)</u> must be developed for the private school student and consented to by the parents
- The District of Attendance (DOL) where the private school is located is responsible for developing and implementing the ISP.

# Service Plans (SP) & Triennial Reviews

The <u>SP</u> shall be reviewed annually

 A <u>reassessment</u> occurs every three years to determine continued eligibility for special education and appropriate services

# **Private School Provisions**

 A LEAs/district's <u>obligation</u> to children with disabilities enrolled in private schools is limited

 Under IDEA "no parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school"

# **Private School Provisions**

- Each LEA / District determines the scope and type of services after consultation with private school representatives (this meeting)
- LEA/districts <u>are required to utilize a</u> <u>proportionate share</u> of their special education federal funds to provide services to parentally placed private school students with disabilities



- The amount each LEA/district spends on SPED services for parentally placed private school students with disabilities is formula-driven and district specific.
   The formula derives an average allocation for all IDEA-eligible students with disabilities within the district of residence and multiplies that average by the total number of eligible parentally placed children with disabilities ages \*3 through 21 at private schools within the LEAs/district's jurisdiction
- \*Parentally-placed children ages 3-5 may be included in the calculation if they attend non-profit private schools that include any of the grade K-8<sup>th</sup>.

# Determination of Service Plan Services

The how, where, and by whom SPED and related services will be provided to parentally-placed private school children with disabilities are subjects of the process of consultation (this meeting) among SELPA/LEA/District officials, and private school representatives

# Determining Service Plan Services

After this consultation process, the <u>final</u> <u>decision</u> with respect to the services provided to eligible parentally-placed private school children with disabilities is made by the LEA/district

# Disagreement

 A parent of a child enrolled in a private school has the right to file a due process complaint only related to the LEA/district's child-find activities

 Because there is <u>no individual right</u> to services for children enrolled by their parents in a private school, any complaints regarding an SP can only be filed in accordance with the California Department of Education (CDE's) compliance complaint procedures.

# Disagreement Cont'd.

A private school official has the right to file a complaint with the State Department of Education that the District or SELPA did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school officials. This complaint can be forwarded to:

California Department of Education Special Education Division Procedural Safeguards Referral Service 1430 N Street, Suite 2401 Sacramento, CA 95814

# **Questions/Input/Discussions**





# For more information go to sbcselpa.org or call Ray Avila at 805-683-1424





Special Education Local Plan Area Website: https://selpa.info/

#### 2021-2022 Officers

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Benay Loftus Antelope Valley SELPA 39139 10<sup>th</sup> Street East Palmdale, CA 93550 (661) 274-4136

Chair Elect: Patty Metheny, Ed.D.

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September 20, 2021

Dr. Linda Darling-Hammond, State Board President
Dr. Ilene Straus, State Board Vice President

Distinguished Members of the State Board

California State Board of Education

1430 N Street, Room 5111 Sacramento, California 95814

Via E-Mail: sbe@cde.ca.gov

RE: September 9, 2021 SBE Agenda Information Item 04, entitled, "New Targets for State Performance Plan Indicators in the Annual Performance Report for Part B of the Individuals with Disabilities Education Act of 2004, covering program years 2021-21 through 2025-26"

Dear Dr. Darling-Hammond, Dr. Straus, and Distinguished State Board Members:

On behalf of the SELPA Administrators of California, please allow me to share some thoughts about the new proposed State Performance Plan indicator targets, the general design of our compliance monitoring system, and the potential we have in this moment to truly improve student outcomes.

In special education, improving student outcomes is addressed through high-quality individual education plans (IEPs). We write annual goals for a living. We put a great deal of thought into creating meaningful, attainable goals for our students based on all information available. In fairness, there is sometimes an amount of estimation involved, and many variables can influence the amount of progress we are able to make in a year's time within the academic setting. We have come to understand that, as important as it is to attempt to meet stated goals, the setting of the target is just the beginning, and that the true work comes afterward.

The SELPA Administrators of California have had a seat at the table during discussions about the trajectory these proposed targets should follow over time, and we understand it is likely these targets, once reviewed again, will be approved and established through State Board action. We hope future items will not only acknowledge the challenges involved with setting higher benchmarks, but also express a corresponding commitment to providing the resources necessary to improve the overall design of the compliance monitoring system that will enable us to achieve improved outcomes for students with disabilities.

The SELPA Administrators recently presented to staff of the CDE Special Education Division our **SELPA Compliance Monitoring White Paper** (attached). We highly recommend reading it in its entirety and have highlighted a few pertinent sections that relate to the proposed indicator targets:

- a) Increasing performance targets rapidly over time will, by itself, cause a greater number of LEAs to be identified as "not meeting targets" and therefore require more LEAs to participate in monitoring activities. While this may be entirely obvious, we detail some of the practical and human impacts of increasing selection for monitoring in the *Background* section on page 1, paragraph 3, and in the *Monitoring* section at page 9.
- b) The current "targeted review" Special Education Plan is based on only a single year of not meeting targets and requires the LEA to convene a stakeholder group, review appropriate data in a root cause analysis process, and list strategic improvement actions to improve indicator performance. The plans require effective implementation and periodic progress monitoring as well. As we explain in the section on *Selection* on **page 9**, **paragraph 1**, we believe *multi-year trend data* is more appropriate than use of data in a single year.
- c) An LEA that is not meeting indicator targets for statewide achievement in English language arts or mathematics today, for example, may be likely identified for monitoring in successive years. Therefore, they may very well be going through the same process indicated above and writing a very similar plan each year, never quite able to get out of annual monitoring and plan writing, although they may be making steady progress. (Accountability under the LCAP bears little resemblance to this process.) In addition to using trend data therefore, we also discuss at **page 9, paragraph 2**, why the application of "reasonable progress" criteria, as a behavioral principle, will affirm for some LEAs that their continued effort is meaningful.
- d) We recommend in the *Monitoring* section that we (a) move to *multi-year plans* with annual updates to ensure progress monitoring; (b) focus on *fewer*, *high-leverage practices* most likely to produce gains across multiple indicators; and (c) give focused and meaningful attention to *fewer*, "essential indicators," at page 10-11.
- e) We have outlined a number of big ideas throughout that will require additional directives and resources, such as the creation of a "One System Think Tank" to once and for all reduce the current overlapping, duplicative accountability systems and monitoring processes, and to detangle the competing state and federal policies, selection criteria, terminology, and timelines that perpetuate siloed systems, at pages 6-7.
- f) Finally, at pages 12-13, we propose several adjustments to funding to meet the demands of the accountability system as it is currently designed, including congruence in funding between general education and special education monitoring processes; adjustment to regionalized services/program specialist funding; significant funding commitments to improving a state-of-the-art searchable database; longer-term funding for the work of System Improvement Leads and other similar grantfunded technical assistance providers; and investments in the CDE Special Education Division for technical assistance and resources that can improve data quality, compliance, and performance.

As we state throughout the white paper, the SELPA Administrators of California has been a longtime partner to the California Department of Education and its Special Education Division. Our hope is that as we set more ambitious indicator targets, we also take this opportunity to act intentionally in ways that will make it more

likely students with disabilities and the educators who serve them will be successful. This correspondence and sharing of ideas is intended to build on our collaboration to fulfill our mutual responsibility and common goal: to improve outcomes for students with disabilities.

Thank you very much for your time and consideration. Please feel free to reach out to me if you have any questions.

In service,

Benay Loftus, Chair

SELPA Administrators of California

www.selpa.info

https://www.facebook.com/SELPAStrong

cc: Advisory Commission on Special Education

Encl: SELPA Association Compliance Monitoring White Paper

# In Brief...



#### State SELPA Compliance Monitoring White Paper - July 2021

#### **Background and Philosophy**

- Recognize that selection and monitoring has grown significantly statewide.
- Design all monitoring activities around what we know will improve student outcomes.
- Collaborate on fundamental solutions for underlying systemic issues.
- Stay mindful of the human element in decision-making around data and activities.

#### **Data Quality and Governance**

- Use real-time, current year data to increase relevance of monitoring.
- Refine systems to support improved accuracy in data quality prior to identification.
- Consult practitioners in future developments in the reporting system architecture.
- Design a powerful database that provides automated, universal technical assistance.

#### Communications

- Establish protocols around communications to increase information and clarity.
- Assume best intentions from all LEAs and target support to more challenged LEAs.
- Increase transparency and mutual positive communication.
- · Acknowledge respective interests while staying focused on student outcomes.

#### Alignment and Collaboration

- Advocate for "congruent, efficient, non-duplicative, and integrated" accountability.
- Convene a "One System" think tank to detangle competing accountability systems.
- Front-load opportunities for integration between general and special educators.

#### Selection

- Move to multi-year trend data versus performance in a single year, where possible.
- Expand the application of reasonable progress criteria to all selection, as permitted.

#### Monitoring

- Move to multi-year plans with annual updates to ensure ongoing progress monitoring.
- Focus teams on fewer, high-leverage practices likely to produce gains across indicators.
- Concentrate on fewer "essential indicators" in selection and monitoring.

#### **Technical Assistance**

- Expand collaboration and alignment with SIL and other grant partners across all of CDE.
- Create library of high-quality CDE compliance resources with grant partners and experts.

#### **Funding**

- Seek additional funding to SELPAs to target support to LEAs in Intensive Review.
- Support increased RS/PS funding for data governance and compliance monitoring.
- Allocate significant funding for a CDE database that will truly support all accountability.
- Provide consistent, long-term funding to grant-funded technical assistance partners.

# Compliance Monitoring White Paper

July 2021

#### **Background**

SELPA Administrators of California has long been committed to the Individuals with Disabilities Act's focus on improving outcomes for students with disabilities. For over four decades, our Association members have been a partner alongside the California Department of Education (CDE) Special Education Division in supporting LEAs as they have worked to increase access, expectations, and outcomes for our students. This document has been developed in the same spirit of collaboration and innovation, recognizing our common mission to do right and to do better by the students with disabilities under our care.

Over the last two decades, we have moved from a four-year special education self-review cycle to more frequent, involved, and direct monitoring processes. We began to utilize electronic IEP-generating software systems to save time and effort, but these have now morphed into a means of direct data mining requiring more focused attention and continuous training. Over time, more indicators and elements have become "live," performance targets have become more ambitious, and federal requirements and state-level court monitoring have placed additional pressures on CDE and the accountability system. With all this and the transition from CASEMIS to CALPADS, activities related to selection and monitoring have grown significantly statewide.

While we acknowledge the value of data to drive decision-making, attention on this additional data has impacted SELPA and LEA leaders in key ways. It has challenged us to maintain team motivation and morale, and to attract and retain qualified staff; to stay current ourselves with changing requirements and to keep staff informed of changes; to connect meaningfully with our partners in general education; and to maintain a focus on enhancing special education programming in our LEAs. It has also impacted our ability to attend to other SELPA responsibilities including governance, professional development, interagency collaborations, non-public schools monitoring, dispute resolution and compliance complaint activities, finance, and responding to new legislative priorities.

The data we look at for compliance monitoring tells an important, but incomplete story about the entire nature of the work of SELPAs in providing a continuum of services and placements to all students with disabilities. At the same time, overemphasis on quantitative data and measurement can overwhelm and distort the student success that has occurred in LEAs and SELPAs, and it may not reflect the benefits and gains they have made through their participation in transformational system improvement efforts.

#### **Philosophy**

The CDE Special Education Division recently announced a monitoring philosophy that aims to ensure all monitoring truly drives improved outcomes in providing a free and appropriate public education (FAPE) in the least restrictive environment (LRE). CDE also believes monitoring must address equity and activities must be tailored to meet these two specific goals. Similarly, our Association members believe compliance monitoring activities should focus LEAs and SELPAs on those activities and practices with the greatest likelihood to produce improved outcomes for students with disabilities. We understand improving student outcomes is our mutual responsibility to students and families, and our common goal as a partner in compliance monitoring with the CDE Special Education Division.

Compliance monitoring activities, while important, can often interrupt instead of support the work of LEAs and SELPAs in meeting the needs of their students. When this happens, LEAs and SELPAs need to be able to clearly understand why the data tells the story it does so that they can communicate outward with LEA leadership and key practitioners how their participation in special education monitoring will result in improved student outcomes. The activities LEAs and SELPAs are asked to undertake must not only make sense, but they must be reasonable in scope and length of time to ensure fidelity of implementation with adequate progress monitoring. The human resources, training and support, and the technology necessary to this work must become a state budget priority.

The CDE Special Education Division must collaborate to find fundamental solutions to underlying systemic data and compliance issues and avoid treating symptomatic, situational or temporary issues. LEAs and SELPAs should be encouraged to work at a systems level and they should be further encouraged when appropriate to engage in those high-leverage practices with the greatest potential to simultaneously improve student outcomes across multiple indicator areas and multiple student groups including students with disabilities.

As renowned educational researcher Michael Fullan notes, the endless expansion of machine technology and our constant obsession with data and measurement has narrowed our curriculum and vision and has moved our systems away from the human element and development of social intelligence.<sup>1</sup> We believe that in order to truly focus on the newly articulated goals of improving

"I often feel the monitoring process is a growing pet monster they keep feeding to see how big it can get, but we are what they are feeding to it."

~ An LEA Special Education Director

student outcomes, ensuring FAPE in the LRE, and addressing equity, the CDE Special Education Division must make the human element a central point of mindful reflection.

<sup>&</sup>lt;sup>1</sup> Fullan, M., "The Right Drivers for Whole System Success," Center for Strategic Education Leading Education Series, February 2021.

We believe that, as designers of the accountability system for all students, the entire California Department of Education must give thoughtful consideration to the scope and meaningfulness of what is being asked or expected; to what is being communicated and how it is received; how staff are supported in the process; and whether the effort involved in monitoring processes gives time for improvement activities to take hold. We believe the "what" must always be secondary to the "why" and "how" of this work.

#### **Data Quality and Governance**

SELPA Administrators of California believes that quantitative data points in CALPADS and the California Dashboard are one means of determining compliance and performance, but are not the only way or even always the best way to determine whether LEAs and SELPAs are truly working to improve student outcomes for students with disabilities. Since quantitative data continues to be the primary means for selection for monitoring, it is recommended that determinations be made in light of the following data governance and data quality concerns.

#### **Real-Time Data**

Data used for selection and monitoring should be as close as possible to real-time, current year data. This is essential for special education leaders to get buy-in when collaborating with LEA leaders, to identify the actual improvement that needs to be undertaken, and to properly monitor progress. While the CDE has improved in this capacity, LEAs continue to write and work on special education plans that are quickly made irrelevant based on later notifications that the same indicator targets have now been met. When snapshot data and lag year data is used, it is not possible to demonstrate growth made in critical areas prior to new rounds of selection. These issues impact the perceived accuracy of the data and the overall commitment from LEAs regarding monitoring processes in general. It is not possible for an LEA to engage in an authentic and thorough root cause analysis that will lead to sustainable improvement if the data is not current and relevant.

#### **Data Errors**

Data used for special education compliance is highly consequential and therefore must be as accurate as possible prior to identification, allowing additional time for verification. The accuracy of special education student data is impacted by several factors, but especially by the skill, training, and support provided to a diverse group of end users of special education data systems and LEA CALPADS reporting staff. It requires frequent checks between case managers and LEAs, between LEAs who share responsibilities for reporting, and between LEAs and SELPAs. The opportunity to preview our data is key to ensuring that the *right* LEAs are required to engage in indicator improvement activities versus others who may need to focus on data governance. Oftentimes student-level information is required to properly research the preview data prior to notifications to superintendents, and this takes additional time. CDE should send the student-level lists on which the data is based as a routine practice where possible; expand the preview window to allow enough time for SELPAs and LEAs to ensure

data accuracy; and create a system for resolving data errors and supporting LEA and SELPA teams.

#### **System Architecture**

Systems used for data reporting and submissions must be designed in a way that respects current business practices in special education. The early development of many aspects of the special education reporting architecture in CALPADS did not incorporate the business practices and legal reporting requirements of special education practitioners most familiar with the IEP process. Changes to the terminology, codes, and warnings and errors occur frequently throughout the year. LEAs and SELPAs are sometimes asked to change how they report meetings, services, and placements to better meet the design of CALPADS. There have

When an LEA was recently identified for disproportionality, the SELPA administrator requested a student list from CDE to verify race and ethnicity issues. After confirming the cause was inaccurate data entry on the part of her LEA, she provided the evidence that the errors were fixed and appealed the disproportionality identification. CDE granted the appeal and, as the LEA had a history of data issues, they appropriately asked the SELPA to work with that LEA using the Data Quality Toolkit from the System Improvement Leads, and report back to the FMTA Consultant.

also been many situations where SELPA has reported to CDE and CALPADS new problems discovered with accessibility to and content of reports. Intentional collaboration between the CDE Special Education Division, CALPADS, and SELPAs to address design issues will enhance communication and increase efficiencies in resolving special education data issues and ensure that the IEP development is focused on individual student needs as opposed to system requirements or limitations.

#### **Thinking Bigger**

All relevant indicator and element data for all student data must be pulled into one searchable database, and LEAs and SELPAs should have the ability to easily create trend reports for key indicators or for specific monitoring processes. At this time, SELPAs and LEAs spend a great deal of time simply finding and tracking their own data, and there is no real system to obtain multiple sources of data from multiple time frames. Having all data easily available for general and special educators will remove barriers to collaboration, enable SELPAs to provide true technical assistance to LEAs, and greatly increase efficiencies. While our SELPA System Improvement Leads created powerful data tools that produce trend data for most indicators, this is work that needs additional development and this concept must be prioritized with significant ongoing investment. Ideally, this system would be designed in a way that is predictive, interactive, and intuitive. It would include all data for all students and guide LEAs to appropriate improvement ideas and resources, in essence providing automated universal technical assistance for all students and all plans. This is California, home of the Silicon Valley, and it is time we engage the greater community to get this done for students.

#### **Communications**

SELPA Administrators of California believes effective communication has the potential to significantly reduce confusion and frustration for LEAs and SELPAs in the area of compliance monitoring. Our committees meet regularly with the CDE Special Education Division to help members get the best information so they can then organize it for themselves and their LEAs, and these meetings have a positive impact on the field. We believe this regular communication is mutually beneficial and tied to our common mission to improve student outcomes, and we have some suggestions to deepen our collaboration.

#### **General Thoughts**

Communications protocols should be established between the CDE Special Education Division and our Association regarding compliance monitoring to increase the amount of information provided and the clarity of changes and expectations. One individual should be assigned to assist specifically with managing the frequency of messaging and its perceived urgency, identifying the necessary audiences, monitoring website guidance and content, and ensuring advanced notice of major developments in compliance monitoring. We believe both the establishment of protocols and the designation of a staff member dedicated to creating and disseminating communication are both necessary actions that will ensure the CDE Special Education Division is calibrated across staff and has time to collaborate and review messaging with our Association, and to make sure CDE is then taking the lead on its communications to the field.

#### **Best Intentions**

Communication from CDE on compliance activities should assume best intentions on the part of all LEA and SELPA practitioners in attempting to meet targets and fulfill their legal requirements. In spite of the perceived increase in the number of LEAs in monitoring processes, we do not believe we are largely failing our students with disabilities in the way some might suggest. As stated before, the number of indicators and the processes we use to look at data have changed over time. But even now, the vast majority of LEAs and SELPAs have generally strong compliance and performance records. That said, we also recognize that some of us are failing and need help. We recognize the authority of CDE to impose penalties on LEAs who are perpetually noncompliant. We request that strong language reminding LEAs of the consequences follows a progressive approach and is proportional to the LEA's non-compliance.

#### **Dialogue and Collaboration**

Communications between the Association and the CDE Special Education Division must become increasingly transparent and there must be mutual positive communication and collaboration. In a high stakes, highly litigious environment, it is easy to lose focus and to lose time on activities that may not directly improve student outcomes. We owe it to our students to work through disagreements by learning more about our respective interests in

the positions we take around certain issues. With more frequent collaboration, we can engage in open, honest conversations about the meaningfulness of monitoring and practical implementation difficulties that get in the way of improving student outcomes. A request from our Association for modifications to monitoring should not be interpreted as laziness or shirking legal responsibilities, but it comes from feedback from the field based on the struggles they are having. *Regulation* is a given and of course important until the point at which it starts to interfere with *education*.

#### **Alignment and Collaboration**

Lack of alignment between the varieties of accountability plans required by the California Department of Education has a direct impact on the ability of general and special educators to speak a common accountability vocabulary, prioritize improvement processes and actions, and truly collaborate to improve outcomes for all students including those with disabilities. SELPA Administrators of California provides technical assistance and training to their LEAs for Special Education Plans (Targeted Review, Intensive Review, Preschool Intensive Review, Disproportionality Review, and Significant Disproportionality CCEIS Plans), Data-Identified Non-Compliance (DINC), and Data Verification Reviews. Additionally, each LEA is now required by Education Code to consult with its SELPA on their Local Control and Accountability Plan (LCAP) specific to how the plans appropriately address the needs of students with disabilities. True improvements for students with disabilities can only happen when the hard work is done to align currently competing accountability systems and plans.

#### **One System**

The California Department of Education, including its Special Education Division, should work to ensure accountability activities are "congruent, efficient, non-duplicative, and integrated." By way of illustration, under the current system, a random LEA can be in Intensive Review, Significant Disproportionality, and Differentiated Assistance all for not meeting targets for suspension of students with disabilities. It is possible this LEA can be in monitoring at the same time for three different means of identification, and in separate years. Each monitoring process requires convening stakeholder groups, reviewing qualitative and quantitative data in a root cause analysis process to derive strategic improvement actions to improve indicator performance, and all require effective implementation and periodic progress monitoring meetings.

For Differentiated Assistance, this same random LEA's selection was based on a criteria of not meeting targets for two or more years on the California Dashboard for suspension. The LCAP that addresses the deficiency is a three-year plan that requires an annual update. For Intensive Review, the LEA was selected on an annual basis due to poor performance in a

<sup>&</sup>lt;sup>2</sup> "One System: Reforming Education to Serve All Students," Special Education Task Force Report, 2015.

single year across a combination of the suspension indicator and four other unrelated indicators, using a decile ranking procedure, and Intensive Review plans are one-year plans. For Significant Disproportionality, the LEA's selection was based on risk ratio calculations over three years of trend data and the resulting CCEIS Plans span a 27-month period.

For Differentiated Assistance, additional funding is provided to the county office of education to support the plan development and improvement activities; for Intensive Review, there is no additional funding to support plan development or improvement activities; and for Significant Disproportionality, 15% of federal special education grant funds must be redirected away from special education students to support improvement activities provided to a target population of general education students.

This is the opposite of congruent, efficient, non-duplicative, and integrated.

#### **Priority #1**

The California Department of Education should convene a think tank for the purpose of thoughtfully integrating selection, monitoring, and actionable improvement plan requirements for Special Education Plans and Local Control and Accountability Plans. Additionally, this group should focus on making concrete recommendations and action plans to bring us closer to the State's vision of "One System." This think tank should be composed of general and special education leaders, parents, appropriate divisions of CDE, policy experts, and experts in the design of educational accountability systems. The first goal of the think tank should be to make recommendations that provide immediate relief to educational leaders currently required to implement overlapping, duplicative monitoring processes. Secondarily, this group should work to propose solutions for the long-term to detangle competing state and federal policies, selection criteria, terminology, and the timelines that perpetuate siloes in what should be considered somewhat parallel systems with a common purpose.

An LEA is in disproportionality, significant disproportionality, intensive review, and must submit additional targeted review elements forms with their intensive review. Apart from their disproportionality review and CCEIS plan, they have 8 root cause analyses tied to their intensive review plan, each with a separate set of improvement strategies to be implemented. As the special education director reviews the plans with the superintendent and the LEA leadership team, she listens to their concerns about competing plans and initiatives across the district for all students, and leaves feeling the perception is that these special education plans are a special education issue and not a shared responsibility with general education.

#### **All Means All**

The integration of accountability systems should by design facilitate engagement in regular, meaningful collaboration between general education and special education. Special education students are general education students first and foremost. They generate LCFF dollars just like other students, and the vast majority spend most of their educational time in the general

education setting. The newly required SELPA and LEA consultation on the LCAP is an example of a workaround attempt to integrate special education monitoring plan content within the LCAP. While this is a step in the right direction, our integration and consultation should occur on the front end so that educational leaders are on the same page about LEA-wide initiatives, professional development, and technical assistance. Special Education Plans now require a mix of stakeholders to encourage this integration, and we know the efficiencies and competencies that stem from greater integration will inspire new understandings between general education and special education about equity and inclusive practices, which will in turn improve the services offered through the IEP process and enhance the educational experience of all students.

#### Selection

SELPA Administrators of California believes selection criteria should be redefined to prioritize those indicators that are most essential and impactful to improving student outcomes and that selection should be based on patterns of LEA behavior. Selection processes should also incorporate the extent to which an LEA is making reasonable progress toward indicator improvement prior to identification. Our Association further believes selection and monitoring activities should be consolidated and integrated to primarily address these essential indicators. Plan activities should correspond directly to selection criteria and consist of a few high-leverage activities that are most likely to move the needle for improved student outcomes. Finally, selection must factor in the actual capacity of SELPA, LEA, and CDE staff in writing and reviewing more individual plans than have ever been required.

The following indicators can cause an LEA to be identified for Differentiated Assistance on the California Dashboard for the students with disabilities student group requiring technical support and plans to address those areas as part of the LCAP. They can also cause selection for monitoring activities through special education:

- Graduation Rate (1)
- Statewide Assessment for ELA and Math Participation (3A)
- Statewide Assessment for ELA and Math Achievement (3B)
- Suspension and Expulsion Overall (4A)
- Suspension and Expulsion by Race/Ethnicity (4B)
- Chronic Absenteeism

The following indicators can cause an LEA to duplicate plans across multiple special education processes (e.g. Significant Disproportionality CCEIS Plan, Disproportionality Review, Intensive Review, with additional Targeted Review Indicator forms):

- Suspension and Expulsion Overall (4A)
- Suspension and Expulsion by Race/Ethnicity (4B)
- Least Restrictive Environment (LRE): Separate Schools (5C)
- Disproportionate Representation (9)
- Disproportionate Representation by Disability Category (10).

#### **Multi-Year Trends**

Multi-year trend data should be used in selection for monitoring as opposed to performance in a single year, to the fullest extent possible. In education, when school teams create a plan for behavior, attendance, or academic supports, it is almost always based on observed patterns rather than single events. Just as a student can have a bad day, engage in negative behavior, and receive a warning without the need for a behavior plan or special education assessment, an LEA may provide annual data that does not meet targets based on an anomaly. In small LEAs, this can be the difference of a single student. When patterns emerge, however, development of a plan is logical and appropriate. Currently, Significant Disproportionality and Differentiated Assistance use patterns for selection, and CDE should consider selection for other indicators and elements based on multi-year trends. Using data over time ensures notification comes as no surprise to the LEA, that it is not the result of an anomaly, and it will have the effect of increasing buy-in of LEA teams in system improve work. Additionally, LEAs and SELPAs can proactively offer the most appropriate professional development, coaching, and technical support.

#### **Reasonable Progress**

The application of "reasonable progress" criteria should be expanded to all selection unless barred by federal regulations (i.e. some compliance indicators). As special educators, we understand everyone deserves credit and acknowledgment for their hard work toward meeting targets. Currently, Significant Disproportionality applies a "reasonable progress" criteria to selection, and the California Dashboard also makes allowances for progress even when LEAs fail to meet targets. Given the increasingly challenging performance targets, LEAs who do not meet targets, say for statewide achievement, are likely to be "out" for successive years. In addition to using trend data, reasonable progress is a way to provide a sense of fairness and hope to selection. It encourages good work and builds on it, it fosters a growth mindset, and it reinforces the LEA's efforts in continuous improvement, and "progress" equals "improvement." Selection notifications should also move from a "yes" or "no" for meeting targets to showing growth or change in relation to targets and prior performance. The implementation of reasonable progress criteria affirms that sustainable improvement work takes time and that immediate fixes often do not address the root of the problem of practice.

#### **Monitoring**

The volume of LEAs in some form of special education monitoring has reached a breaking point. For example, a particular multi-district SELPA in 2013-2014 had three of its 22 LEAs identified as not meeting targets. In 2020-2021, 17 of its LEAs are not meeting targets with substantially the same level of performance. All 17 require monitoring activities (14 in Targeted Review three in Intensive Review and two in Significant Disproportionality). The SELPA administrator and program specialist team assist with root cause processes and plan

A SELPA administrator works with a single school LEA in targeted review due to either a single student suspension or not participating in statewide testing. The administrator listens to the LEA leader explain how they have never had any special education compliance issues before and they can't understand how a single, one-time data point requires such extensive monitoring efforts.

development, and now consult with all 22 LEAs on their LCAP Plans. They simultaneously work to support timely and accurate data submission through CALPADS reporting and approvals. The CDE Focused Monitoring and Technical Assistance (FMTA) Consultants struggle to complete timely reviews of the increasing number of plans they are assigned to approve. CCEIS plan reviews also now fall to CDE FMTAs to review and approve, and these have also grown significantly in number. At the same time, our LEAs and SELPAs, and our assigned CDE Consultants, who all believe in doing the right thing for students with disabilities, are operating at a frantic pace to create and approve plans that may not result in the desired outcomes for students. SELPA Administrators of

California believes there are some real opportunities for consolidation and innovation in the area of monitoring.

#### **Multi-Year Plans**

Special Education Plans should move to multi-year plans with annual updates to ensure progress monitoring. Implementation science research informs us that systemic change takes place over three to five years, and that at the site level, it can sometimes take a highly effective principal five to seven years to turnaround performance and school culture. It takes time to build the relationships and trust foundational to change. Implementation of the types of high-leverage practices that will really improve student outcomes (PBIS and restorative practices, MTSS programming, and UDL and inclusive practices) take salesmanship, funding, professional development, and ongoing coaching to ensure fidelity of implementation. It is time to move away from single-year special education plans. The LCAP and CCEIS Plans are comprehensive multi-year plans with annual updates or progress reporting requirements, and plans are adjusted based on progress toward plan goals. Multi-year plans will provide both SELPAs and LEAs needed consistency and a steady focus on a clear set of strategic improvement activities.

#### **Fewer Activities**

Strategic improvement activities should primarily consist of a few high-leverage practices most likely to produce gains across multiple indicators. The current Special Education Plan templates are designed so that each indicator or element has its own form and plan, which suggests root cause analysis and up to five activities be completed each time. For an LEA who is "out" in 6 areas, this may result in a 100-page plan with over 20 separate activities to be implemented. For Differentiated Assistance, when LEAs are identified in multiple areas, their teams determine areas of focus for a comprehensive plan that utilizes high-leverage practices to improve performance across a variety of compliance and performance indicators. For example, a dedicated focus on inclusive practices like Universal Design for Learning (UDL) can, over time, remove barriers to inclusion in general education, improving

performance in the area of least restrictive environment, achievement, suspension, graduation, and dropout rate. The CDE Special Education Division should encourage stakeholder teams to select those practices that will have the greatest likelihood of improving student outcomes, and as few as necessary to ensure LEAs can effectively implement their plans. At the same time, CDE should consider how to improve coherence by aligning these activities with the LCAP as previously discussed.

#### **Fewer Indicators**

Plans should focus on fewer, "essential indicators," and only those for which a root cause analysis is appropriate. When selection is based on multi-year trend data, there will likely be fewer LEAs selected, and if they are selected based on those indicators it is determined have the greatest likelihood to improve student outcomes, the work will become even more focused and meaningful. When teams understand they are writing a multi-year plan to address those data, aligned from the outset with LCAP initiatives, and that they will have time for progress checks and plan adjustment, the likelihood of success increases. The CDE Special Education Division should also work to identify those indicators that are not the proper subject of root cause analysis and provide alternatives to addressing those data. In the end, CDE will have fewer, shorter, but more impactful plans to review. They could then focus extra time and attention to providing technical support, coaching, and training to those LEAs and SELPAs who may consistently struggle with data or meeting other legal requirements.

#### **Technical Assistance**

The CDE Special Education Division should intentionally expand collaboration and alignment with its grant-funded partners in technical assistance, such as the System Improvement Leads (SIL), SELPA Content Leads, SPP-TAP, CCEE, and Supporting Inclusive Practices (SIP). This collaboration can only improve the design and effectiveness of the overall accountability system, especially when it comes to meeting the need of students with disabilities. The CDE Special Education Division should actively partner with divisions across the entire Department to increase alignment and reduce duplication of efforts. The entire Department must create space for and an expectation that all of its various grant partners, including, but not limited to the California Collaborative for Educational Excellence (CCEE), SIL, SELPA Content Leads, and CCSESA Geographic Leads collaborate regularly to align their work, their messaging, and their resources to the field. Greater alignment and collaboration will result in more coherent and high-quality technical assistance and promote the State's focus on a single statewide system of support.

SELPA Administrators of California is pleased the CDE Special Education Division has begun to provide information using Padlet technology and has started to provide recorded trainings. The library of high-quality CDE-developed compliance resources should be expanded to include samples of monitoring plans and rubrics; ideas for interventions, programs, supports, and activities; and additional recorded trainings, including training for

general education on the SEP process, for example. Partners and experts in this work such as SIL and SPP-TAP should be consulted and considered full collaborators in this effort with the CDE Special Education Division. Greater communication and teamwork around compliance monitoring will create common understandings across SELPAs and LEAs, as well as FMTA units and divisions of CDE.

A county educational services leader and SELPA administrator meet to discuss their respective work. They share plans for staffing of technical assistance and accountability plan writing activities and note overlapping efforts. As they review county-wide needs for professional development, they remark how siloed they still feel even after multiple attempts to stay connected. The SELPA administrator mentions attending a powerful training that the county leader and her entire team had already attended when it was offered through her job-alike network at the county level. The SELPA administrator asks whether her network also provides root cause analysis and improvement science trainings, and the county leader comments that they do here and there but that the quality of the SELPA SIL trainings is the best she has received. As they ask each other more about special education plan and differentiated assistance processes, explanations become challenging and at points in the conversation, each expresses some uncertainty even about their own monitoring criteria and areas of responsibility.

#### **Funding**

With ever-expanding, ever-changing accountability systems and requirements, SELPAs are in need of additional funding to meet the new scope of accountability work. Each addition to the list of indicators, each new piece of data submission software to learn, and each new requirement to collaborate, review, approve, or provide oversight must be properly funded at the SELPA level. There must be *congruence* in the area of funding just as there must be with monitoring.

CDE must work to ensure LEAs who are selected for monitoring for any reason are provided the funding necessary to support their improvement efforts, and ensure special education monitoring work is funded in an *equitable* manner. Additional dollars are allocated, for example, for County Offices of Education (COEs) to support LEAs in Differentiated Assistance based on the number of LEAs in this category. Interestingly, more LEAs statewide are identified for Differentiated Assistance due to performance of their students with disabilities than any other student group. While funding for Differentiated Assistance is outside the purview of the CDE Special Education Division, we ask CDE support additional SELPA funding for LEAs identified for Intensive Review as a logical next step toward equity and adequate technical support.

There has been no increase in Regionalized Services/Program Specialist (RS/PS) funding in years, however these staff are most frequently called upon for technical assistance, to support

improvement science activities, and to provide professional development focused on gaps in LEA compliance and performance targets. Still, when RS/PS funds were originally allocated to SELPAs, it was never contemplated that SELPA's work would be as heavily involved with data governance or LEA compliance monitoring. Additional funding would also support LEAs in recruitment, retention, and training of the data technician staff we rely on in this environment of high stakes accountability.

Significant funding must be allocated to design a searchable CDE database, similar to SIL's Improvement Data Center, where all relevant indicator and element data for all students is housed. LEAs and SELPAs should have the ability to easily create trend reports for key indicators or for specific monitoring processes. Ongoing expenditures must be made to support this capability so data accessibility, accuracy, and meaningfulness becomes a non-issue. Having such a powerful tool to drive decision-making will not just increase efficiencies, but it is sure to have far-reaching positive effects on student outcomes.

The SELPA Administrators of California and the LEAs we represent benefit greatly from the expert technical assistance, training, and support provided by the System Improvement Leads (SIL), SELPA Content Leads, Supporting Inclusive Practices (SIP), and SPP-TAP. These grantfunded programs must be fully funded for the longer term to support implementation of strategic improvement activities statewide. Additionally, the CDE Special Education Division should be properly funded to increase the technical assistance and resources it provides to SELPAs and LEAs that will in turn improve data quality, communications, compliance, and performance.

If we are to be committed to the existing accountability system as a means to improve student outcomes, CDE must be willing to secure additional investments to build and nurture that system, to cure the inequities in funding for students with disabilities, and to recognize that additional shifts of monitoring and oversight to SELPAs have both a human and a fiscal impact.





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

# SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA JOINT POWERS AGENCY BOARD MINUTES OF OCTOBER 4, 2021, REGULAR MEETING Due to the COVID-19 Crisis this meeting was held via Zoom 12:00 p.m.

\*There was no physical location for this meeting due to COVID-19 and pursuant to AB 361.

#### 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 12:02 p.m. via Zoom (Meeting ID: 988 5397 9329).

Lindsay MacDonald reminded everyone that was in attendance for the meeting who is to vote when prompted throughout the meeting, only the 8 Board members vote, everyone else can observe. The attendees were satisfied, there were no questions or comments.

#### B. Roll Call

Lindsay MacDonald took membership roll call.

Members Present: Amy Alzina, Clerk

Antonio Garcia

Anne Hubbard, Chairperson

Randal Haggard, Vice-Chairperson

Trevor McDonald Hilda Maldonado Luke Ontiveros Susan Salcido

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

Rachel Wigle, SBCSELPA Chief Business Official Kirsten Escobedo, Asst. Supt. of Special Education, SBCEO

Claudia Echavarria, Director of Special Education, SYVSEC

John Schettler, Director of Special Education, SBUSD

#### C. Flag Salute

Anne Hubbard led the assembly in the Pledge of Allegiance.

#### D. Welcome Guests

Anne Hubbard welcomed all guests to the meeting. Ray Avila greeted the regular attendees Kirsten Escobedo and Claudia Echavarria. Ray then introduced Alisa Eschenbach of Tri-Counties Regional Center (TCRC) who would be doing a presentation later in the meeting. Lastly, Ray greeted and introduced John Schettler, Director of Special Education at SBUSD, who would be participating in a closed session item later in the meeting.

#### E. SBCSELPA Executive Director's Report

Ray Avila highlighted item #4 in his Executive Director's Report related to State finance updates and ADR/Learning Recovery "One Time" Funds. Ray shared that the plans for these funds have been written and submitted to the CDE and the SBCSELPA is now working on the immediate plan to disburse the funds.

Ray also commented on the West Ed SEGA study presentation by Jason Willis from the West Ed Organization at the Superintendents Council meeting that morning. Ray thanked Susan Salcido for her participation in the presentation and the setting of the state for the presentation. Ray shared that he wanted to emphasize to the JPA Board that there is large concern in terms of the ramifications and recommendations, this concern will be emphasized when the official finance report comes out in this study. Ray was hesitant to emphasize that with the Board as he didn't want to prematurely make any statements on behalf of the SELPA Association. Ray did want the Board to know that a very quick compilation of the numbers was done and presented to the State SELPA this last week from financial experts. If this study does have recommendations that go to legislation that potentially impact the funding model there will be some counties that receive more money than other counties, we know that it all comes from the same pot of money of AB 602, but that could potentially mean there would be an inequitable amount of funding for special education from county to county. Specifically, for Santa Barbara County we would go into the negative, potentially losing approximately \$700,000.00 of our special education funding, nothing has been determined at this time hence use of the word "potentially." Just wants everyone to be aware that on the financial end it could have some negative impact in this one area. Ray will keep everyone informed of what State SELPA puts out in terms of advocacy, information, and communication. The Board was satisfied; there were no further questions or comments.

#### II. PUBLIC COMMENTS

There were no public comments.

#### III. APPROVAL OF ADDITIONAL EMERGENCY ITEMS

There were no additional emergency items presented.

#### IV. **CONSENT AGENDA:** The JPA Board took action on Items A - B:

- A. Minutes of September 13, 2021 Regular Meeting
- B. **Ratification of Payment of Claims:** 01-664403 01-664420, 01-665277 01-665288.

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

Motion to Approve: Randal Haggard Second: Susan Salcido

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

**Vote:** 8-0 The motion passed with JPA Board Members Amy Alzina, Antonio Garcia, Randal Haggard, Anne Hubbard, Hilda Maldonado, Trevor McDonald, Luke Ontiveros, and Susan Salcido voting in favor; none opposed.

#### V. **PRESENTATION**

# A. Tri-Counties Regional Center (TCRC), Referral, Identification, and Placement Process of Preschoolers

Presenter: Alisa Eschenbach

Anne Hubbard introduced presenter Alisa Eschenbach of Tri-Counties Regional Center (TCRC), who were joining the meeting at a previous request of Hilda Maldonado to have them come and present to the Board. Alisa was happy to give a general overview of what TCRC is and what they do. Hilda Maldonado commented that she had a very specific question in relation to SBUSD as have a disproportionality of Latino students who are identified as Special Education, and in reviewing the data it appears that many of the students that they enroll in the school system come already identified as special education by TCRC. Hilda was upfront in not knowing the data and so she was looking to confirm that because there is an over representation of Latino students at SBUSD in special education. This is a topic that Hilda is looking to learn more about, the identification process. Alisa said that to answer that it would be helpful to review the Early Start Program.

Alisa began by introducing herself as the Early Start Manager for SLO County and Northern Santa Barbara County. Mika Harris covers the area from Goleta Early Start down to Ventura County border. Alisa shared that in regard to numbers and Santa Barbara County, referrals are really booming in Santa Maria proper and Lompoc.

Alisa provided 3 brochures that were included in the agenda to give details about TCRC and their offerings. The brochures included Early Start Program, Services for School Age Children, and Age Three Transition. As part of the presentation, she reviewed the brochures in greater detail and expanded on explaining what TCRC offers and does. The Board was satisfied; there were no further questions or comments.

#### VI. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

- A. SBCEO Request for Low Incidence "Set Aside" Funds for Cold Spring School District for the 2021-2022 Academic Year
  - 1. SBCEO Request
  - 2. Low Incidence Allocation, Fiscal Year 2021-22, Fall Census Day 10-7-20

**Recommendation:** The JPA Board approve the SBCEO request for Low Incidence SBCSELPA "Set Aside" Funds for Cold Spring School District for the 2021-2022 academic year as presented.

Motion to Approve: <u>Randal Haggard</u> Second: <u>Hilda Maldonado</u> The Board was satisfied; there were no questions or comments.

**Vote:** 7-0 The motion passed with JPA Board Members Antonio Garcia, Randal Haggard, Anne Hubbard, Hilda Maldonado, Trevor McDonald, Luke Ontiveros, and Susan Salcido voting in favor; none opposed. Amy Alzina abstained from voting.

Anne Hubbard introduced this item and reminded the Board that this was on the agenda last month for information and discussion and is now returning as an action item. Anne turned it over to Ray Avila who shared that another document was added to this item for the Board to

#### VI. <u>ITEMS SCHEDULED FOR ACTION/CONSIDERATION</u> (continued)

# A. SBCEO Request for Low Incidence "Set Aside" Funds for Cold Spring School District for the 2021-2022 Academic Year (continued)

review and confirm that there are low incidence funds available for this request that has been made for Cold Spring (Line 4).

Amy Alzina commented that it is hard as a small school district when you get this unexpected student with disabilities that hasn't been budgeted for. Amy also confirmed that she would not be voting on this action item.

Hilda Maldonado asked to clarify if the recommendation was to use all of what is in the 10% set aside for the request or to just give Cold Spring some of that. Ray confirmed that the request is to give Cold Spring all the set aside knowing that there is an amount remaining to allocate out to all the LEAs for the 2021-22 school year. The Board was satisfied; there were no further questions or comments.

#### B. Fund 10 Update and Review of Accruals

- 1. Resolution of the SBCSELPA JPA to Establish a SELPA Pass-Through Revenue Fund, In Accordance with Education Code Section 42840 (Approved 5/3/21)
- 2. Fund 10 Financial Report

**Recommendation:** The JPA Board approve the Fund 10 accrual work for the completed 2020-2021 Unaudited Actuals as presented.

#### Motion to Approve: <u>Luke Ontiveros</u> Second: <u>Antonio Garcia</u>

**Vote:** <u>8 – 0</u> The motion passed with JPA Board Members Amy Alzina, Antonio Garcia, Randal Haggard, Anne Hubbard, Hilda Maldonado, Trevor McDonald, Luke Ontiveros, and Susan Salcido voting in favor; none opposed.

Ray Avila introduced the item and reminded the Board that this item was presented to the Board last month, at which time the Board was informed that with the new Fund 10 there was still some accrual work that needed to be done. At the October 4, 2021 meeting the Board did approve the 2020-21 Unaudited Actuals with the caveat that the rest of the Fund 10 accrual work would be submitted to SBAS by the extension date given of 10/5/2021. Ray confirmed that Rachel Wigle, SBCSELPA CBO, did complete the accrual work and submit it timely to SBAS and so the this is a follow-up on everything. The board was satisfied; there were no questions or comments.

#### C. SBCSELPA Hiring Chief Business Official (CBO)

1. CBO Salary Schedule (Approved 9/13/21)

**Recommendation:** The JPA Board approve the SBCSELPA hiring of Rachel Wigle to fill the Chief Business Official position as presented.

Motion to Approve: Randal Haggard Second: Susan Salcido

**Vote:** 8-0 The motion passed with JPA Board Members Amy Alzina, Antonio Garcia, Randal Haggard, Anne Hubbard, Hilda Maldonado, Trevor McDonald, Luke Ontiveros, and Susan Salcido voting in favor; none opposed.

#### VI. <u>ITEMS SCHEDULED FOR ACTION/CONSIDERATION</u> (continued)

#### C. SBCSELPA Hiring Chief Business Official (CBO) (continued)

Anne Hubbard introduced this item and shared that Randy Haggard mentioned that the Board should approve the hiring of the new SBCSELPA CBO, especially with all the recent movement in filling this position. The board was satisfied; there were no questions or comments.

#### VII. ITEMS FOR INFORMATION AND DISCUSSION

#### A. Review & Discussion of Regional vs. Non-Regional Programs

Ray Avila introduced this item reminding the Board that this is a topic that has been discussed in previous years and something we want to continue to discuss and monitor as it is very important to be sure that we have the continuum of services in special education for our students who need them. In Santa Barbara County we have both regional and non-regional programs, an example being preschool programs, in the South County all preschool programs are non-regional and in the North County the preschool programs are regional. This allows us to have a continual flow of program options and preschool is just one example of a variety of these programs. It is always a goal and fact through Federal law and IDEA that we must have options for our students. Ray thanked Randy and other Board members who have continued to help everyone stay focused on this topic especially when we have districts that may potentially want to transfer back. The board memo for this item gives a summary of what has been discussed in the past around this topic.

Amy Alzina began the discussion by asking about having a blind student to serve and placement for those students that have zero vision. Amy shares that she has a student has student with this disability and it is super challenging to provide an education. Amy asked if there is a regional program in Santa Barbara County to serve those students and how many students with this disability do, we have in the County? Ray shared that it is just a small number of students with this disability and then he deferred to Kirsten Escobedo as she runs this program through SBCEO. Kirsten shares that the regional program for the blind or visually impaired is run by 2 LEAs, the South County regional program is run by SBUSD, and the North County is run by SBCEO. Currently all visually impaired programs at this time are all itinerant, no special day classes for this disability, because of the small number of students that is why they are currently served at their district of residence rather than in a special class. Ray also comments that there is the continual advocacy for least restrictive environments which does play a role in having the student served at their district of residence and receiving itinerant services. Kirsten comments that there are state schools to serve these students, which are free and an option available to IP teams on the continuum and the reason they exist is to provide services to students with like peers.

Anne Hubbard had a question about the G.R.O.W. programs and regional programs for students with an E.D. qualification and that seems to be a challenge for her as a small district and wondered if other small districts are having these same problems. Ray responded that when you think about it in terms of continuum of services this population does give the most angst regarding how many options there are for these students in placement. We do have both regional and non-regional classrooms throughout the county, there are 19 G.R.O.W. classes for our ED population throughout the county but not all of them are regional, but our SPED Directors do a great job on leaning on each other when there isn't a regional program in the proximity by collaborating and often a neighboring district with a non-regional

#### VII. <u>ITEMS FOR INFORMATION AND DISCUSSION</u> (continued)

A. Review & Discussion of Regional vs. Non-Regional Programs (continued) program will serve a student through an MOU, if possible, but there is still always that lingering concern if this doesn't work out.

Lastly, Ray pointed out that the attachment to the memo is the 2020-21 Regional Program list that is in the process of being updated for the 2021-2022 school year and will be shared with everyone as soon as it is ready. Randy Haggard thanked Ray and the Board for continuing to keep this an item of conversation. Susan Salcido comments that she also thanks everyone for the continued discussion on this item. Susan also commented about her concern of the movement of programs that are taken back and the analysis that goes with these requests when they come forward. Susan understands that there is a report that gets presented with these requests and an analysis, but she doesn't think that enough time is taken to examine what this means and how will it impact the districts and there is definitely a spectrum of impact. Susan thinks that in the future it would be helpful when the request comes up that the Board really pauses on it and evaluates the implications. The Board was satisfied; there were no further questions or comments.

#### **B.** Learning Recovery and ADR Grants

Ray Avila presented this item to the Board as a reminder that Santa Barbara County is receiving approximately \$6 million dollars, one-time funds. Ray proceeded to thank the Special Education Directors and Business Officials who met individually with Ray and Jennifer to develop their plans in a 2-week time frame. Ray formally confirmed to the Board that the SBCSELPA submitted individual Learning Recovery Plans for the monies and then one SELPA wide plan for ADR monies, met the 10/1/2021 CDE submission deadline. Next Ray will work with Rachel Wigle, SBCSELPA CBO, to develop the timeline for disbursement of the funds to the LEAs. The SBCSELPA will continue to give the LEAs guidance and direction and reminding them how the funds can be used, the funds can be used through June 2023. Lastly, Ray reminded everyone that there was a PowerPoint presentation included in the agenda packet regarding these grants for everyone to review at their leisure. The Board was satisfied; there were no questions or comments.

#### C. SBCSELPA Professional Development

Jennifer Connolly, SBCSELPA Coordinator, highlighted that it is Dyslexia month, and the Dyslexia Training Institute will be offering 3 trainings this month in honor of Dyslexia. Jennifer also shared that they are rebirthing Patterns of Strengths of Weaknesses, Cohort 1, to talk deeper about this topic. The Board was satisfied; there were no questions or comments.

# D. LEA/District Costs Associated with Due Process SBCSELPA Year-to-Date Account Balances

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

#### E. SBCSELPA Legal Fees Year-to-Date Reserve

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

#### F. Nonpublic School (NPS) Year-to-Date Placement Expenditures

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

#### SBCSELPA JPA BOARD MINUTES OF OCTOBER 4, 2021 REGULAR MEETING

#### VIII. MISCELLANEOUS AGENDA ITEMS

A. Items Proposed for Future Action or Discussion

Amy Alzina requested a future update from Ray regarding the West Ed study. There were no other requests for future agenda items.

**Next Scheduled JPA Board Meeting: Date:** November 1, 2021

**Time:** 12:00 p.m.

Location: Via Zoom due to COVID-19 & AB 361

IX. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEM

There were no public comments.

- X. <u>CLOSED SESSION:</u> The JPA Board adjourned to Closed Session at 1:15 p.m.
  - A. Non-Mental Health Non-Public School (NPS) Referral
  - B. CONFERENCE WITH LABOR NEGOTIATOR (Government Code §54957.6)
    Agency Designated Representative: Ray Avila
    SBCSELPA Unrepresented Employees: Classified and Certificated Staff
- XI. <u>RECONVENE TO PUBLIC SESSION:</u> Anne Hubbard called the meeting back into Public Session at 1:35 p.m. The Board took action as appropriate.
  - A. REF: X-A, Non-Mental Health Non-Public School (NPS) Referral

**Recommendation:** The JPA Board approve a SBCSELPA supported Non-Mental Health Non-Public School placement for the 2021-2022 school year as presented.

Motion to Approve: Hilda Maldonado Second: Randal Haggard

**Vote:** 8-0 The motion passed with JPA Board Members Amy Alzina, Antonio Garcia, Randal Haggard, Anne Hubbard, Hilda Maldonado, Trevor McDonald, Luke Ontiveros, and Susan Salcido voting in favor; none opposed.

B. REF: X-B, CONFERENCE WITH LABOR NEGOTIATOR (Government Code §54957.6)
Agency Designated Representative: Ray Avila
SBCSELPA Unrepresented Employees: Classified and Certificated Staff
The Board took no action; there were no questions or comments.

XII.	٨D	IOI	DNI	<b>TENT</b>
AH.	AIJ		KINIV	THAN

The	meeting	was	adi	iourned	at	1:37	p.m.

Anne Hubbard, Chairperson	Ray Avila, Secretary
Santa Barbara County SELPA	Santa Barbara County SELPA
Date	Date

#### **Board Report**

CHECKS Da	ted 09/28/20	21 through 10/20/2021			
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-666093	09/28/2021	Barbara Katic	01-5860		3,000.00
01-666094	09/28/2021	Crisis Prevention Institute	01-5800		1,950.00
01-666095	09/28/2021	Emily Hattouni	01-5860		3,000.00
01-666096	09/28/2021	Emma Pierini	01-5860		3,000.00
01-666097	09/28/2021	Frontier	01-5910		127.96
01-666098	09/28/2021	Goleta Union School District	01-7281		2,721.29
01-666099	09/28/2021	Great America Financial Svcs.	01-5860		160.65
01-666100	09/28/2021	Hearing Consultants Of Calif.	01-5800		240.00
01-666101	09/28/2021	Luisana Suchilt	01-5860		3,000.00
01-666102	09/28/2021	Monica Galindo	01-5860		3,000.00
01-666103	09/28/2021	Nicholas Scheel	01-5860		3,000.00
01-666104	09/28/2021	Patterson Associates	01-5600		6,199.00
01-666105	09/28/2021	Ray Avila	01-5200		811.00
01-666106	09/28/2021	Robyn Young	01-5800		375.90
01-666107	09/28/2021	Stanley Convergent Security So	01-5860		66.14
01-666108	09/28/2021	Stephanie Guertin	01-4300		9.00
01-667919	10/12/2021	Barbara Katic	01-4300		19.10
01-667920	10/12/2021	Big Green Cleaning Company	01-5860		365.00
01-667921	10/12/2021	Copper Hills Youth Center	01-5890		12,958.00
)1-667922	10/12/2021	Cpr Computer Services	01-5860		1,450.00
01-667923	10/12/2021	Frontier	01-5910		561.72
01-667924	10/12/2021	Goleta Union School District	01-5860		22,708.70
01-667925	10/12/2021	Graciela Vega	01-5200		576.80
01-667926	10/12/2021	Great America Financial Svcs.	01-5860		28.28
01-667927	10/12/2021	Lava Heights Academy	01-5890		12,075.00
01-667928	10/12/2021	Lisa Foote	01-5200		185.36
01-667929	10/12/2021	MDB Consulting	01-5850		500.00
01-667930	10/12/2021	Natalie Facio-Leon	01-5200		337.68
01-667931	10/12/2021	Provo Canyon School, Inc.	01-5890		13,662.00
01-667932	10/12/2021	Ray Avila	01-5200		254.60
01-667933	10/12/2021	Sage Communications, Inc.	01-5910		497.87
01-667934	10/12/2021	Santa Barbara Independent	01-5840		565.00
01-667935	10/12/2021	Santa Barbara Unified District	01-7281		8,488.50
01-667936	10/12/2021	Stanley Convergent Security So	01-5860		587.98
01-667937	10/12/2021	Staples Business Credit	01-4310		195.71
01-667938	10/12/2021	Stephanie Guertin	01-5200		86.18
01-667939	10/12/2021	Verizon Wireless	01-5910		221.92
01-667940	10/12/2021	Victoria Navarro	01-5200		73.81
01-667941	10/12/2021	Visa	01-5800		3,725.61
01-667942	10/12/2021	X Tech Laser Printing Inc.	01-5860		254.22
01-668837	10/19/2021	ALD Telecom	01-5910		85.81
01-668838	10/19/2021	Business Consulting, Marketing , and Content Services, Inc.	01-5860		675.00
01-668839	10/19/2021	Eide Bailly LLP	01-5860		780.00
01-668840	10/19/2021	Frontier	01-5910		81.15
01-668841	10/19/2021	Hearing Consultants Of Calif.	01-5800		285.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE
Page 1 of 2

#### **Board Report**

Checks Da	ted 09/28/20	21 through 10/20/2021			
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-668842	10/19/2021	Jane Harpster	01-5800		3,577.00
01-668843	10/19/2021	Orcutt Union School District	01-7281		1,244.52
01-668844	10/19/2021	Rosy Bucio	01-5200		663.88
01-668845	10/19/2021	Santa Maria-Bonita School Dist	01-7281		2,645.86
01-668846	10/19/2021	Sparkletts	01-4300		153.78
01-668847	10/19/2021	Stanley Convergent Security So	01-5860		66.14
01-668848	10/19/2021	U.S. Bank Equipment Finance	01-5860		227.34
		Tota	Number of Checks 52	:	121,525.46

#### **Fund Recap**

Fund	Description	Check Count	Expensed Amount
01	General Fund	52	121,525.46
	Total Number of Checks	52	121,525.46
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		121,525.46

REF: V-C



# Santa Barbara County Special Education Local Plan Area

A Joint Powers Agency

Date: November 1, 2021

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: 2021-2022 Nonpublic Agency (NPA) Master Contract Rates

#### **BACKGROUND:**

The attached rate sheets for the following nonpublic agency (NPA) contractors are an exhibit to the JPA Board approved NPA Master Contract for the 2021-2022 school year and are being presented for JPA Board approval:

- California Psychcare
- Hiddleson Listening, Language, and Speech Center

**FISCAL IMPACT:** There are no costs to the SBCSELPA. The costs to member LEAs / districts are unknown currently and are dependent on their use of the contractor.

**RECOMMENDATION:** The JPA Board approve the 2021-2022 NPA Master Contract rates for contractor services as presented.

RA:lm

**EXHIBIT A: RATES** 

Provided by:

CONTRACTOR California Psychcare (NONPUBLIC SCHOOL OR AGENCY)	CONTRACTOR NUMBER	<u>2021-22-34</u> (CC	<b>2021-2022</b> ONTRACT YEAR)
Per CDE Certification, total enrollment may not exceed	If blank, th CDE Certif		be as determine by
<b>Rate Schedule.</b> This rate schedule limits the number of LEA st may also limit the maximum number of students that can be p CONTRACTOR, and the charges for such educational and/or re	provided specific services. Spe	ecial education	and/or related services offered by
Payment under this contract may not exceed Total LEA enrollment may not exceed			
		Rate	Period
A. Basic Education Program/Special Education Instruction	<del>-</del>	n/a	<del></del>
Basic Education Program/Dual Enrollment	_	n/a	
Per Diem rates for LEA students whose IEPs authorize less than	a full instructional day shall be	adjusted propo	rtionally.
B. Related Services			
(1) a. Behavior Intervention – BII		\$56.28	Hourly
b. Behavior Intervention – BID		\$82.75	Hourly
a. Behavioral Assessment		\$1,500	Per assessment

EXH	IBIT A: RA	TES			
CON	TRACTOR	Hiddleson Listening Language, and Speed Center	3.	2021-22-49	2021-2022
( <u>NO</u>	NPUBLIC SCI	HOOL OR AGENCY)	<u> </u>	(CC	ONTRACT YEAR)
Per C	DE Certification	n, total enrollment may not excee	d If blank, th  CDE Certif		be as determine by
contract	. It may also lin offered by CON	nit the maximum number of stude	EA students that may be enrolled ints that can be provided specific sech educational and/or related services	ervices. Specia	al education and/or related
	ent under this cor LEA enrollment	ntract may not exceed may not exceed			
				Rate	Period
A. Bas	sic Education Pro	gram/Special Education Instruction	<del>-</del>	n/a	
Bas	sic Education Pro	gram/Dual Enrollment		n/a	
		tudents whose IEPs authorize less	han a full instructional day shall be	adjusted propo	rtionally.
(1)	ated Services Assessment			\$156.08	Hourly
(2)	Auditory/Verl	hal Therany		\$156.08	Hourly
(3)	Parent Confer	1.0		\$156.08	Hourly
(3)	Consultation			\$156.08	Hourly
	IFSP/IEP Part	ticipation		\$156.08	Hourly
(4)		Education Evaluation		\$156.08	Hourly

REF: VI-A



## Santa Barbara County Special Education Local Plan Area

A Joint Powers Agency

Date: November 1, 2021

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SBCSELPA Local Plan, Section 9, Policy 3204 AB 602 Special Education Fiscal

Allocation Plan, V. Funding for Regional Programs or Services regarding DHH

#### **BACKGROUND:**

- An SBCSELPA ADHOC reviewed, revised, and updated the policy regarding "Funding for Regional Programs or Services" as it pertains to Deaf & Hard of Hearing (DHH) of the SBCSELPA Local Plan, Section 9. The necessary updates and changes to Section 9 are indicated on the attached copy (**REF: VI-A.1**).
- ➤ SBCSELPA must ensure that there is a continuation of services for students who may start out in a Deaf and Hard of Hearing SDC program and then, due to medical procedures and/or circumstances, move to General Education classrooms for most of the day with the assistance of an interpreter. This is not a large group of students.
- ➤ The Deaf and Hard of Hearing disability is unique in that the IEP team determines the main mode of communication that the student will use, which could be sign language.
  - SBCSELPA ADHOC suggested that the Local Plan be updated to allow assessment data and an IEP Team recommendation to determine that if a DHH student requires exposure to a community of learners for purposes of FAPE, a referral shall be made to a regional DHH program. The student would be placed on the DHH SDC regional provider's caseload and with support in the general education classroom for more than 50% of the day.
- ➤ The district of residence will pay 50% of the per enrollment day cost of the DHH SDC Program and the cost of the interpreter.
- The district of residence will pay the district of general ed attendance the base LCFF rate as listed on the School Services Dartboard offsetting the cost of the itinerant student's enrollment in general education classes. The district of residence will receive the ADA for the student, to generate ADA revenue & special ed funding.
- ➤ The revisions were previously presented to the SEAMBO and SEAM groups on Friday, October 15, 2021. District/LEA special education administrators and business officials support the proposed revisions.

#### FISCAL IMPACT: No impact.

**RECOMMENDATION:** The JPA Board approve the proposed revisions to the Local Plan, Section 9, Policy 3204 AB 602 Special Education Fiscal Allocation Plan, V. Funding for Regional Programs or Services regarding DHH as presented.

# SANTA BARBARA COUNTY SELPA LOCAL PLAN

## **SECTION 9**

# BUSINESS AND NON-INSTRUCTIONAL OPERATIONS BUDGET PLANNING PROCESS

Budget Planning Process Policies 3201 - 3218

(Revised 10-2021)

#### 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION

#### 3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan (Continued)

#### V. FUNDING FOR REGIONAL PROGRAMS OR SERVICES

All regional program costs will be charged to district/LEA of residence (DOR) on a per pupil basis as follows:

- Per pupil costs will be calculated on days of enrollment not days of attendance and shall be calculated by regional program operators for the moderate-severe programs.
- Regional program operators shall report regional program cost estimates three times annually, October 15<sup>th</sup>, January 15<sup>th</sup> and year end close (July 15<sup>th</sup>); and April 15<sup>th</sup> for Adopted Budget.
- Per pupil costs for July 1<sup>st</sup> through October 31<sup>st</sup> of the given school year will be calculated based on prior year actuals. Following November 1<sup>st</sup> and February 1<sup>st</sup> of a given school year the per pupil costs will be updated using current year estimates for regional program costs and enrollment. Reconciliation of actual regional program costs and enrollment will take place at year end close.
- At year end the per pupil actual daily costs will be calculated using regional program costs divided by total day of enrollment.
- The per pupil costs for Extended School Year will be based on actual regional program costs and enrollment. Enrollment will be based on the number of students who attend at least three days of ESY; and,
- Regional operators of therapeutic learning programs (TLPs) shall also report their current enrollment on March 31st to assist with updating mental health funding calculations.

In addition, regional itinerant services shall be charged to LEAs as follows:

- Only itinerant special education services specified on the services line of the individual education plan (IEP) and listed in CALPADS shall be billable to LEAs.
- The itinerant regional program cost per student shall be calculated by the percentage the student is enrolled compared to the total minutes of all students by program/category.
- The 80% FTE regional audiologist shall be utilized to serve the needs of students with IEPs designated as deaf or hard of hearing (DHH) and shall be funded off the top of the AB 602 funding.

#### 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION

#### 3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan (Continued)

Regional program operators shall submit the following information to the SBCSELPA office on a quarterly basis:

- Students (name, DOB, DOR) receiving itinerant services by program/category
- Total minutes of itinerant services for the quarter.

#### **DHH Services**

If, based on assessment data and an IEP Team recommendation, it is determined that a DHH student requires exposure to a community of learners for purposes of FAPE, a referral shall be made to a regional DHH program.

If it is determined that the regional DHH program can offer a community of learner and that the program placement is appropriate for the student, the place shall take place with the student being placed on the DHH SDC regional providers caseload and with the support in the general education classroom for more than 50% of the day.

#### Regional program costs for these students will be calculated using the following:

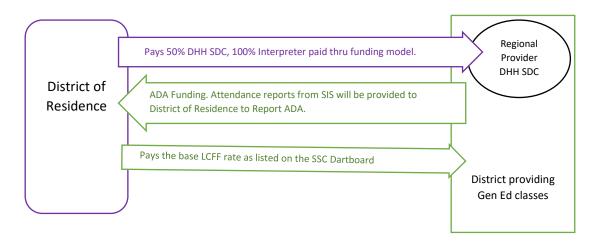
- Students on the regional DHH SDC caseload will be separated into two groups, those who are SDC students and those who are itinerant students with special education support for more than 50% of their day.
- Per student costs for students on the regional DHH SDC caseload who are SDC will be calculated by using the SDC formula with all components and dividing by the number of SDC students to arrive at a per pupil cost. It is understood that costs for the students in the program are based on the number of days of enrollment.
- Per student costs for itinerant students with special education support for more than 50% of their day shall be 50% of the per pupil cost for the program based on their number of days of enrollment in the program.
- The district of residence/accountability shall be responsible for the cost of the interpreter assigned to the student and 50% of the per pupil cost of the regional DHH SDC program based on the number of days of enrollment.
- For itinerant students with special education support for more than 50% of their day.

#### 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION

#### 3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan (Continued)

Through the funding model, the district of residence will be charged Adjusted base LCFF rate by Grade Span of the Individual Students as listed on the School Services Dartboard and paid to the District of General Ed Attendance. The district of residence will receive the ADA for the student, to generate ADA revenue. This is meant to offset the cost of the itinerant student's enrollment in general education classes, while DOR retains ADA for special ed funding.

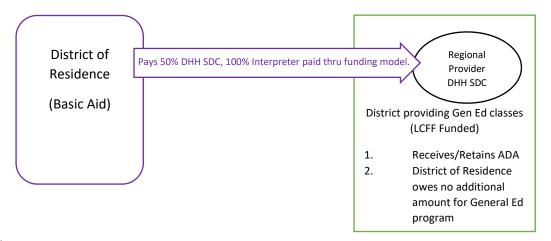


- Exception: If the District of Residence is Basic Aid AND the district of general ed attendance is NOT Basic Aid, then the district of general ed attendance will receive the ADA funding and the district of residence will not owe the district of general ed attendance any additional amounts for the general education program.
- For the students in the regional program in general education for more than 50% of the day, the district where the program is located would maintain the primary enrollment for CALPADS and SIRAS. This will allow the general education teacher of record to take attendance and administer the SBAC. Attendance reports from SIS will be provided to the proper reporting entity based on who receives ADA above.

3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION

3200 BUDGET PLANNING PROCESS

3204 AB 602 Special Education Fiscal Allocation Plan (Continued)



#### See example below:

**CalPADS Student Enrollment** 

Reporting LEA: Orcutt Union (AERIES)
School of Attendance: Ralph Dunlap
District of Residence: Lompoc

CalPADS Special Education Services (SIRAS)

Reporting LEA: Orcutt Union

School of Attendance: Ralph Dunlap

District of Special Ed Accountability: Lompoc

Special Education Service Provider: County Education Office (for Itinerant services)

REF: VI-B



### Santa Barbara County Special Education Local Plan Area

A Joint Powers Agency

Date: November 1, 2021

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Resolution 21-22-01 Recognizing a State of Emergency and Authorizing

Teleconferenced Meetings

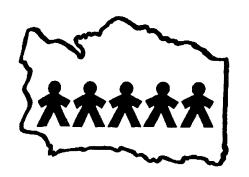
#### **BACKGROUND:**

➤ The SBCSELPA JPA Board meeting dates align with the 2021-22 Superintendents' Meeting schedule. This includes following how the Superintendents meetings are being held, virtual or in person.

- ➤ The adopted 21-22 meeting schedule has the following meeting dates scheduled to be held inperson: December 6, 2021, March 7, 2022, and June 6, 2022 at the Jonata Middle School Library in Buellton.
- ➤ Due to the COVID-19 pandemic, Governor Newsom adopted a series of Executive Orders allowing the legislative bodies of local governments to meet remotely via teleconference if other provisions of the Ralph M. Brown Act ("Brown Act") were followed they would not be considered in violation of the Brown Act.
- Additionally, on September 16, 2021, Governor Newsome signed AB 361, which immediately amended the Brown Act allowing governing boards to continue holding virtual meetings outside the teleconferencing requirements of Government Code section 54953(b), if the board makes a finding that there is a proclaimed State of Emergency, and either (1) state or local officials have imposed or recommended social distancing measures, or (2) meeting in person would present imminent risks to the health or safety of attendees due to the emergency. Governor Newsom declared a statewide emergency due to COVID-19 on March 2020, and social distancing measures have been recommended by the SBCPHD to mitigate the spread of COVID-19.
- ➤ Since the adoption of the original 2021-22 meeting schedule on June 6, 2021, the SBCSELPA JPA Board has since decided to change the December 6, 2021 JPA Board meeting from being held in-person to being held virtually.

FISCAL IMPACT: None.

**RECOMMENDATION:** The JPA Board approve the Resolution 21-22-01 Authorizing Teleconferenced JPA Board Meetings as presented.



## Santa Barbara County Special Education Local Plan Area

A Joint Powers Agency

# Resolution 21-22-01 Recognizing a State of Emergency and Authorizing Teleconferenced Meetings

WHEREAS, in response to the novel coronavirus ("COVID-19") pandemic, Governor Newsom adopted a series of Executive Orders allowing the legislative bodies of local governments to meet remotely via teleconference so long as other provisions of the Ralph M. Brown Act ("Brown Act") were followed; and

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361, which immediately amended the Brown Act allowing governing boards to continue holding virtual meetings outside the teleconferencing requirements of Government Code section 54953(b), if the board makes a finding that there is a proclaimed State of Emergency, and either (1) state or local officials have imposed or recommended social distancing measures, or (2) meeting in person would present imminent risks to the health or safety of attendees due to the emergency; and

WHEREAS, on March 4, 2020, Governor Newsom declared a statewide emergency arising from COVID-19 pursuant to Government Code section 8625; and

WHEREAS, social distancing measures have been recommended by the Santa Barbara County Public Health Department to mitigate the spread of COVID-19; and

WHEREAS, the Santa Barbara County SELPA JPA Board is committed to open and transparent governance in compliance with the Brown Act; and

WHEREAS, the Santa Barbara County SELPA JPA Board is conducting virtual meetings by way of telephonic and/or internet-based services as to allow members of the public to fully participate in meetings and offer public comment.

5385 Hollister Avenue, Bldg. 7 • Santa Barbara, California 93111 • (805) 683-1424

Mailing Address: 5385 Hollister Avenue, Box 107 • Santa Barbara, California 93111

#### **NOW THEREFORE, BE IT RESOLVED**, by the Santa Barbara County SELPA JPA Board:

- 1. The Santa Barbara County SELPA JPA Board has reconsidered the circumstances of the State of Emergency and recognizes that the State of Emergency in the State of California continues to exist due to the COVID-19 pandemic;
- 2. The Santa Barbara County SELPA JPA Board recognizes that social distancing measures remain recommended by state and local officials;
- 3. The Santa Barbara County SELPA JPA Board authorizes the use of teleconferencing for all meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, for a period of thirty (30) days from the adoption of this resolution, or such a time that the Governing Board adopts a subsequent resolution in accordance with Government Code section 54953(e)(3).

**PASSED AND ADOPTED** by the Santa Barbara County SELPA JPA Board on **November 1, 2021**, by the following vote:

AYES: NOES: ABSENT: ABSTAIN:

STATE OF CALIFORNIA COUNTY OF SANTA BARBARA

I, **Ray Avila**, Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date:

Clerk/Secretary of the JPA Governing Board

5385 Hollister Avenue, Bldg. 7 • Santa Barbara, California 93111 • (805) 683-1424

Mailing Address: 5385 Hollister Avenue, Box 107 • Santa Barbara, California 93111

REF: VII-A



# Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307 Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

September 15, 2021

SBAS-9464

TO:

**SELPA** 

FROM:

Bill Ridgeway, Assistant Superintendent

Administrative Services

SUBJECT:

Approval of Fiscal Year 2021-22 Adopted Budget



As required by Education Code Section 42127, our office has reviewed your district's Adopted Budget. As a result of our analysis, I am pleased to notify you that your budget is approved as submitted.

We have conducted a detailed analysis of the budget using the best data available and have concluded it is consistent with the *State-Adopted Criteria and Standards*, or that there are reasonable and valid explanations for not meeting them.

If you have any questions, please feel free to contact me at ext. 5700.

ad

Denice Cora, Administrator
 Stephen Williams, District Financial Advisor
 Dr. Susan Salcido, County Superintendent of Schools

School Business Advisory Services

FAX: (805) 964-3041



# Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307 Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

September 15, 2021

SBAS-9463

TO:

Dr. Ray Avila, Director

Special Education Local Plan Area (SELPA)

FROM:

Denice Cora, Administrator V

Stephen Williams, District Financial Advisor 5600

SUBJECT:

**Adopted Budget Analysis and Recommendations** 

In accordance with the provisions of Education Code Section 42127, our office has completed a review of the district's Adopted Budget. Based on the multiyear projections and assumptions provided by the district, it appears that the district will be able to meet its financial obligations for the current and two subsequent fiscal years while maintaining the required minimum level Reserve for Economic Uncertainties (REU). We are therefore approving the district's Adopted Budget as submitted.

#### Financial Overview

Amid the ongoing coronavirus pandemic, California's economy has experienced unexpected gains in revenues. With the revenue forecast dramatically improved since the 2020 State Budget Act, the Governor's 2021-22 state budget significantly builds upon special education funding augmentations provided over the past two years.

The base Special Education Local Plan Area (SELPA) funding formula is first increased by the compounded COLA of 4.05% and then augmented by \$397 million, resulting in a 2021-22 base rate of \$715 per ADA. SELPA receives the greater of this new ADA rate or their 2020-21 base rate adjusted by the 4.05% compounded COLA, whichever is greater.

Additionally, the cash deferrals have been eliminated for fiscal year 2021-22. The First Principal Apportionment cash deferrals from 2020-21 are now on an accelerated payback schedule.

We ask that the SELPA remain adaptable and flexible in providing educational support services while also focusing on budget management and fiscal solvency. The SELPA's administration should update its budget with the First Interim Report to account for changes in funding as well as to reflect the board approved district allocations of the prior year fund balance.

Adopted Budget Analysis and Recommendations September 15, 2021 SBAS-9463 Page 2

#### General Fund Reserve

The SELPA is projecting an operating surplus in its general fund of approximately \$139,000. This increase, when added to the beginning balance of approximately \$2,747,000, results in a projected ending balance of approximately \$2,886,000.

#### Cash

Based on cashflow projections submitted at Adopted Budget, SELPA anticipates that it will maintain positive ending cash balances in each month during 2021-22. Even with the elimination of cash deferrals and an accelerated payback schedule, we continue to recommend that the SELPA monitor and update its cash flow.

#### Conclusion

Thank you for providing documentation—particularly the board-approved multiyear projections—that supports the district's budget approval. The multiyear projections, with accompanying narrative and assumptions, were helpful in our analysis of the Adopted Budget and in verifying the district's fiscal condition.

We are aware that the information provided reflects the district's current financial position and assumptions and that further adjustments will be made during the year as additional data becomes available. We hope that these comments will be helpful to the district administration and governing board as you plan for the remainder of this year and further develop your multiyear projections.

We wish to express our appreciation to the district staff for their cooperation during this review. If our office can be of further assistance, please call us.

ad

c Lindsay McDonald, Office Assistant
Rachel Wigle, Chief Business Official
Bill Ridgeway, Assistant Superintendent
Dr. Susan Salcido, County Superintendent of Schools



# Santa Barbara County Special Education Local Plan Area

A Joint Powers Agency

Date: November 1, 2021

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Orcutt Union School District (OUSD) Retraction of Notice of Intent to Take Back

Preschool Special Education Services as Non-Regional

#### **BACKGROUND:**

➤ OUSD notified the Santa Barbara County Education Office and SBCSELPA in a letter of intent dated June 24, 2021(SEE attached, REF: VII-B.1), which was provided to the JPA Board at the October 4, 2021 meeting.

- ➤ At the October 4, 2021 JPA Board meeting, the JPA Board was presented with the OUSD letter of intent to operate its Preschool special education programs as non-regional effective the beginning of the 2022-2023 school year.
- ➤ On October 4, 2021, OUSD notified the Santa Barbara County Education Office and SBCSELPA, via a letter (SEE attached, REF: VII-B.2), they were retracting their letter of intent to take back preschool special education services as non-regional programs.
- ➤ OUSD no longer intends to transfer the preschool special education regional programs back to their district. The JPA Board will not be receiving a program transfer plan in November 2021 as required for all program transfers or opening of new regional programs.

RA:lm



# **ORCUTT** Union School District

Where a Dedicated Staff Means Kids Come First

BOARD OF TRUSTEES
SHAUN HENDERSON
LISA MORININI
LIZ BUILLIES

LIZ PHILLIPS MARK STELLER MELANIE WAFFLE

HOLLY EDDS, Ed.D.

District Superintendent
JANET BERTOLDI
Interim
Assistant Superintendent
SUSAN SALUCCI
Assistant Superintendent
NICK TAYLOR, Ed.D.
Assistant Superintendent

June 24, 2021

Susan Salcido Superintendent Santa Barbara County Office of Education 4400 Cathedral Oaks Rd Santa Barbara, CA 93110

Dear Susan,

I want to thank you for your continued support and partnership, particularly in the support and education of our students with special needs. Your staff, and the supportive leadership of Ray Avila, Executive Director for SBCSELPA have been amazing as service providers for our students.

Our district is facing some difficult challenges ahead with regard to our fiscal stability, and we also want to provide a seamless transition to our district programs for students with special needs. It is because of these reasons, we are examining the practicalities of transitioning some programs for our preschool students back to the district. I understand that we must provide you with at least one full school year notice of our intent to do so, and this letter serves as that notice.

I would like to inform you of Orcutt Union School District's intent to take back the following programs in the 2022-23 school year:

- Preschool SDC Programs
- Itinerant Programs for preschool age children
- Extended School Year
- Assessments for preschool age children

We plan to take the time to fully evaluate our options and determine complete feasibility for moving forward with this proposal over the next 4-5 months and make a final decision before November, 2021.

Thank you for your understanding, and we look forward to collaborating with you to ensure a smooth transition for our students, their families, and our staff in the coming year.

Sincerely,

Holly C. Edds, Ed.D. Superintendent

Cc: Ray Avila, Executive Director SBC SELPA

Rusty Gordon, Executive Director Special Education, Orcutt USD

REF: VII-B.2



# ORCUTT Union School District

Where a Dedicated Staff Means Kids Come First



Susan Salcido Superintendent Santa Barbara County Office of Education 4400 Cathedral Oaks Rd Santa Barbara, CA 93110 Received
Santa Barbara
County SELPA
County S

LIZ PHILLIPS
MARK STELLER
MELANIE WAFFLE
HOLLY EDDS, Ed.D.
District Superintendent
JANET BERTOLDI

BOARD OF TRUSTEES SHAUN HENDERSON LISA MORININI

Interim
Assistant Superintendent
SUSAN SALUCCI
Assistant Superintendent
NICK TAYLOR, Ed.D.
Assistant Superintendent

Dear Susan,

I want to thank you for your continued support and partnership, particularly in the support and education of our students with special needs. Your staff, and the supportive leadership of Ray Avila, Executive Director for SBCSELPA have been amazing as service providers for our students and our staff as we have transitioned to a new administrative team in our district.

On June 24, 2021, I provided notice of our intent to take back the following programs in the 2022-23 school year:

- Preschool SDC Programs
- Itinerant Programs for preschool age children
- Extended School Year
- Assessments for preschool age children

As our new team has embarked on a full study of our practices, structures, and services that currently exist here in the district for our TK-12 students, we recognize that there is work yet to be done in these areas. With our limited resources and staff to effect change in some areas, our efforts in the 2022-23 school year should be on continuing to make improvements and provide support to our existing staff and services rather than taking on a new grade level.

To that end, we would like to retract our initial notice of intent at this time. We will continue to evaluate our options and determine feasibility for moving forward at a future time, possibly the 2023-24 school year but we will provide further correspondence prior to June 30, 2022 should we desire to do so.

Thank you for your continued support of our district and our special education students.

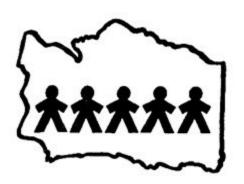
Sincerely.

Holly C. Edds, Ed.D. Superintendent

Cc: Ray Avila, Executive Director SBC SELPA

Rusty Gordon, Executive Director Special Education, Orcutt USD

# Professional Development Offerings 2021-2022



Santa Barbara County
Special Education Local Plan Area
SELPA

(November 2021)

https://padlet.com/mslaterselpa4200/trcig7ygv4ood8uvback2school

# Professional Development Offerings

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#### 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 I FAs.
- 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 <a href="www.sbcselpa.org">www.sbcselpa.org</a> 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 <u>all</u> 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.

<u>All</u> 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 <u>jconnolly@sbceo.org</u> 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. <u>Attendance</u>: Participants of the Mini Professional Development events <u>do not</u> 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 <a href="https://sbcselpa.k12oms.org/">https://sbcselpa.k12oms.org/</a>.
- 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 <a href="https://sbcselpa.kl2oms.org/">https://sbcselpa.kl2oms.org/</a>

# <u>July</u> <u>American Disabilities Act 31st Anniversary</u>

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 <a href="https://sbcselpa.kl2oms.org/">https://sbcselpa.kl2oms.org/</a>

# <u>August</u> <u>International Assistance Dog Month</u>

August				
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Date/ Time/Location	Name of Event	Presenter	Virtual/In	Free/ Cost
8-2-8-5- 2021	Lindamood Bell	Hosted by Lompoc	person Virtual-	\$1020
8:30-12:00 (4 days) Lompoc USD	Seeing Stars	USD and LMB	Lompoc host, SBCSELPA support with additional Staff	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/	Name of Event	Presenter	Virtual/ In	Free/
Time/Location			person	Cost
8-26-2021	CPI Refresher	Rosy/Jessica	Virtual	\$21.49
8:30-3:00				for the
				book
8-31-2021	SIRAS Updates	SIRAS/SBCSELPA	Virtual	Free
1:00-3:00	for All Staff			
TBD	Individual	SBCSELPA/Transition	Virtual	Free
	Transition Plan	Network Team		
	(New ITP)			

This Professional Development Offerings Booklet is updated monthly.

# 2021-2022 Professional Development Calendar of Events by the Month

To Register go to <a href="https://sbcselpa.kl2oms.org/">https://sbcselpa.kl2oms.org/</a>

# <u>September</u>

#### 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/	Name of	Presenter	Virtual/ In	Free/
Time/Location	Event		person	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	SIRAS	SIRAS	Virtual	Free
8:30-11:30	CALPADS/MIS	Brian/SBCSELPA		
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 I and 2 of a four-day training)	Lindamood Bell On Cloud9 Math	SBCSELPA/LMB	Virtual	\$1020 includes kit.
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
9-28-2021 1:00-3:00	Alternative to Dispute Resolution (ADR)	Clare Fowler Recorded and facilitated by SBCSELPA ADR CADRE	Virtual	Free
9-29-2021 1:00-2:30	CAPTAIN EBP	Rosy Bucio and Robyn Young	Virtual	Free

9-29-2021	Fundamentals	Phil Pandac,	Virtual	Free
12:00-1:30	of ABA	SBCSELPA BCBA		
9-29-2021	Creating a	Alison Lindsay	Virtual	Free
1:00-2:30	Culture of	,		
	Wellness			
9-30-3021	Best Practices	SBCSELPA and	Virtual	TBD
8:30-12:30	for Interpreting	SLOSELPA, Lena	Training for	
	at IEPs	Moran Acereto	Interpreters only	
9-30-2021	'Hot Topics' in	Jan Tomsky, Fagan,	Virtual	Free
1:00-3:00	Special	Friedman, and		
	Education	Fulfrost, LLP,		
		CCASP and		
		SBCSELPA		

2021-2022 Professional Development Calendar of Events by the Month

# To Register go to <a href="https://sbcselpa.kl2oms.org/">https://sbcselpa.kl2oms.org/</a>

# <u>October</u>

# Dyslexia Awareness Month, Learning Disability Awareness Month

#### ADHD Awareness Month

#### National Physical Therapy Month

# Vision Therapist Day, October 5

October				
Date/	Name of	Presenter	Virtual/ In	Free/
Time/Location	Event		person	Cost
10-5 -2021 1:30-3:00	PSW COHORT 1	Diagnostic Center/SBCSELPA	TBD	Free
10/6/2021 2:00-3:00	Setting Up An AAC Friendly Classroom	SBCSELPA, Lisa Foote, AT/AAC Specialist	Virtual/recorded	Free
10-6-2021 8:30-3:00	English Learners with Disabilities Training: Overview of Section 1: 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.kl2oms.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/	Name of	Presenter	Virtual/ In	Free/
Time/Location	Event		person	Cost
10-12-2021 1:00-2:30	Creating a Culture of Wellness	Alison Lindsay	Virtual/recorded	Free
10-12-2021	Dyslexia Day 1	Dyslexia Training Institute,	Virtual/recorded	\$60 for
1:00-3:00		SBCSELPA		all three days
10-13-2021	CPI Physical	Jennifer	In Person at	Free
12:30-2:30	Training		SBCSELPA	
10-14-2021	Lindamood Bell	SBCSELPA/Lindamood Bell	Virtual	\$1020
12:30-3:30	On Cloud9 Math			includes
(Day 3 of 5)	Inclusive	Diamentis Conton/CDCCELDA	X75	the kit
10-14-2021 2 hours on your own- recorded	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/recorded	\$60 for all three days
10-20-2021 Recorded training	Maximizing AAC Opportunities Within Routines	Diagnostic Center/SBCSELPA	Virtual/recorded	Free
10-20-2021	Lindamood Bell	SBCSELPA/Lindamood Bell	Virtual	\$1020
12:30-3:30	On Cloud9			includes
(Day 4 of 5)	Math			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/recorded	\$60 for all three days
10-26-2021- 10-28-2021 Time TBD	PSW COHORT I Coaching	Diagnostic Center/SELPA	Virtual	Free

10-27-2021	CPI Physical	Jennifer	In Person	Free
12:30-2:30	Training		North County	
	_		SMB Souza	
October				
Date/	Name of	Presenter	Virtual/ In	Free/
Time/Location	Event		person	Cost
10-28-2021	Lindamood Bell	SBCSELPA/Lindamood Bell	Virtual	\$1020
12:30-3:30	On Cloud9			includes
(Day 5 of 5)	Math			the kit
TBD	Transition	TNT, SBCSELPA	TBD	Free
	Assessments			

2021-2022 Professional Development Calendar of Events by the Month

# To Register go to <a href="https://sbcselpa.kl2oms.org/">https://sbcselpa.kl2oms.org/</a>

# November

# Epilepsy Awareness Month

# National School Psychology, November 9

November				
D /	NT C	D. A.	X7.4 1/T	T. /
Date/	Name of	Presenter	Virtual/ In person	Free/
Time/Location	Event		x7, 1/ 1 1	Cost
11-2-2021 1:00-3:00	Alternative to Dispute Resolution (ADR)	Clare Fowler Recorded and facilitated by SBCSELPA ADR CADRE	Virtual/recorded	Free
11-3-2021 3:00-4:00	Self Care for the Educator	Alison Lindsay	Virtual/recorded	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
11-3-2021 3:00-3:30	A.P.E. Network Meeting	SELPA	Virtual	Free
11-4-2021 8:30-3:00	CPI Refresher	Stephan/Bethany	Virtual	\$21.49 for book
11-8-2021 2:00-3:00	OT Network	SBCSELPA`	Virtual	Free
11-9-2021 1:00-3:00	Legal Training 'Hot Topics'	Jan Tomsky Fagan, Friedman, and Fulfrost, LLP, CCASP and SBCSELPA	Virtual/recorded	Free
11-10-2021 12:00-1:00	Self Care for the Educator	Alison Lindsay	Virtual/recorded	Free

11-10-2021	CPI Physical	Jennifer	In Person North County	Free
12:30-2:30	Training		SMB Souza	
11-16-11-18-2021	PSW	Diagnostic	Virtual	Free
Time TBD	COHORT 1	Center/SBCSELPA		
	Coaching			
11-17-2021	Present	SBCSELPA	Virtual/Recorded	Free
1:30-3:00	Levels,			
	Progress			
	Reports, Bulk			
	Progress			
	Reports			
November				
Date/	Name of	Presenter	Virtual/ In person	Free/
Time/Location	Event		-	Cost
11-18-2021	CPI Initial	Rosy/Jessica	Virtual	\$21.49
8:30-3:00		7 3		for
				book
11-30-2021	Meeting the	Imperial SELPA	Registration	Free
8:30-3:00	Needs of		https://www.icoe.org/selpa	
	English			
	Learners with			
	Moderate &			
	Severe			
	Disabilities			
TBD (night, 2	Parent	Alpha	TBD	Free
hours)	Training	Resource/SBCSELPA		
TBD	Transition	TNT, SBCSELPA	TBD	Free
	Assessments	IIVI, ODCOLLEA		1766
	110000011101110			
TBD	DHH	SBCSELPA	TBD	Free
	Training			1

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# 2021-2022 Professional Development Calendar of Events by the Month To Register go to <a href="https://sbcselpa.kl2oms.org/">https://sbcselpa.kl2oms.org/</a>

# <u>December</u>

#### <u>International Day of Persons with Disabilities- December 3</u>

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
12/1/21 9:00-10:00	Interpreter/ Translator Network	SBCSELPA and SLO SELPA	Virtual	Free
12-1-2021 12:30-2:30	CPI Physical Training	Jennifer	In Person at SBCSELPA	Free
12-7-2021	PSW COHORT  I  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/recorded	Free
TBD	OT Training	SBCSELPA/OT	TBD	Free

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# <u>January</u> <a href="#">Chronic Traumatic Encephalopathy (CTE) Awareness</a>

January				
3 1				
Date/	Name of	Presenter	Virtual/ In person	Free/
Time/Location	Event			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	SIRAS	SBCSELPA/SIRAS	Virtual/Recorded	Free
8:30-10:30	Updates with SIRAS			
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
TBD	PSW COHORT 2	Diagnostic Center/SBCSELPA	TBD	Free

# 2021-2022 Professional Development Calendar of Events by the Month

To Register go to <a href="https://sbcselpa.kl2oms.org/">https://sbcselpa.kl2oms.org/</a>

# **February**

#### Vision Awareness Month

Name of Event	Presenter	Virtual/ In person	Free/ Cost
Interpreter/ Translator Network	SBCSELPA and SLO SELPA	Virtual	Free
CPI Physical Training	SBCSELPA	In person South County at SELPA	Free
ADOS Training	SLO and SBCSELPA	Virtual	\$107 registration closed
CPI Physical Training	SBCSELPA	In person North County SMB Souza Center	Free
CPI Refresher	Jermaine/Joe	TBD	\$21.49 for book
Parent Training	Alpha Resource/SBCSELPA	TBD	Free
PSW COHORT I Coaching	Diagnostic Center/SBCSELPA	TBD	Free
	Interpreter/ Translator Network CPI Physical Training  ADOS Training  CPI Physical Training  CPI Refresher  Parent Training	EventInterpreter/ SBCSELPA and SLO SELPATranslator NetworkSBCSELPACPI Physical TrainingSBCSELPAADOS TrainingSLO and SBCSELPACPI Physical TrainingSBCSELPACPI RefresherJermaine/JoeParent TrainingAlpha Resource/SBCSELPAPSW COHORT IDiagnostic Center/SBCSELPA	Event       SBCSELPA and SLO       Virtual         Interpreter/ Translator Network       SBCSELPA       Virtual         CPI Physical Training       SBCSELPA       In person South County at SELPA         ADOS Training       SLO and SBCSELPA       Virtual         CPI Physical Training       SBCSELPA       In person North County SMB Souza Center         CPI Refresher       Jermaine/Joe       TBD         Parent Training       Alpha Resource/SBCSELPA       TBD         PSW COHORT I       Diagnostic Center/SBCSELPA       TBD

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# 2021- 2022 Professional Development Calendar of Events by the Month

To Register go to <a href="https://sbcselpa.kl2oms.org/">https://sbcselpa.kl2oms.org/</a>

# March

# <u>Developmental Disabilities Month</u>

#### 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/Recorded	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
3-8-2022 12:30-2:30	CPI Physical Training	SBCSELPA	In Person South County at SBCSELPA	Free
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

March				
Date/	Name of	Presenter	Virtual/ In	Free/
Time/Location	Event		person	Cost
3-15-2021	SIRAS Behavior	SBCSELPA	Virtual/Recorded	Free
9:00-10:30	Intervention			
	Plans			
3-29-2022	CPI Physical	SBCSELPA	In Person North	Free
12:30-2:30	Training		County SMB	
			Souza Center	
3-31-2022	CPI Initial	Stephan/Laurice	TBD	\$21.49
8:30-3:00		-		for
				book
TBD	PSW COHORT	Diagnostic	TBD	Free
	2	Center/SBCSELPA		
	Coaching	,		
TBD	ADR Training	Clare	TBD	Free
	for CADRE	Fowler/SBCSELPA		
TBD	Colleges Series	SBCSELPA/TNT	TBD	Free
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This Professional Development Offerings Booklet is updated monthly.

# To Register go to <a href="https://sbcselpa.kl2oms.org/">https://sbcselpa.kl2oms.org/</a>

# **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
4-1-2022 9:00-10:00	Interpreter/ Translator Network	SBCSELPA and SLO SELPA	Virtual	Free
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
4-12-2022 12:30-2:30	CPI Physical Training	SBCSELPA	In Person North County SMB Souza Center	Free
4-13-2022 8:30-10:30	Legal Training 'Hot Topics'	Jan Tomsky	Virtual/recorded	Free
4-20-2022 12:30-2:30	CPI Physical Training	SBCSELPA	In Person South County at SBCSELPA	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	In person-tbd	Free

4-27-2022 8:30-3:00	Pathway Towards Reclassification of English Learners with Significant	Imperial SELPA	Registration at <a href="https://www.icoe.org/selpa">https://www.icoe.org/selpa</a>	Free
	Cognitive Disabilities			
April				
Date/	Name of	Presenter	Virtual/ In person	Free/
Time/Location	Event			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
TBD	PSW COHORT 2 Wrap Up	Diagnostic Center/SBCSELPA	In Person	Free
TBD	Residential Colleges Series	SBCSELPA/TNT	TBD	Free
TBD	Vision Training	SELPA/Vision	TBD	Free

# To Register go to <a href="https://sbcselpa.kl2oms.org/">https://sbcselpa.kl2oms.org/</a>

# 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-Bration	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
TBD	GROW	Alison/Rosy	In person	Free
TBD	Nurses Training	SBCSELPA	TBD	

#### Professional Development Event Descriptions by Topic



#### Adapted P.E.

<u>Properly Assessing Students with Disabilities in Adapted Physical Education and Physical Education:</u> December 9, 1:00-3:00

#### Content Objectives:

- Understand the laws surrounding appropriate assessment within adapted physical education.
- Understand and apply California best practices regarding assessing students with disabilities.
- Learn and be able to apply assessment tools and techniques within your school/ students.
- Analyze assessment tools to best acquire results and build programming.
- Analyze assessment results to develop students' goals and objectives and programming around APE/PE.

Presenter: Dr. Elizabeth (Beth) Foster, Ph.D.

Dr. Elizabeth (Beth) Foster, Ph.D. is an associate professor at West Chester University, PA in adapted physical activity/education (APA/E). She is the APA/E program coordinator and graduate coordinator of the APE graduate certificate. She is currently the assistant director for Camp Abilities in Pennsylvania. Dr. Foster has presented internationally and at national conferences on research and various application-based presentations on vision loss/deaf blindness, adaptations, and assessment across the US within the field of adapted sports and APE. She completed intervener training at the Minnesota Deafblind Project. Dr. Foster was named the 2012 Pennsylvania State Association for Health, Physical Education, Recreation, and Dance Adapted Physical Education teacher of the year. In addition, Dr. Foster has been involved with various adapted sport organizations and disability organizations promoting physical activities, fitness, and adapted sports for all individuals with disabilities.

#### 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.

#### Monday, September 27, 2:30-5:00:

<u>2:30-3:30:</u> *Collaboration and Proactive Strategies for working with Families in the IEP Process*, Alpha Resource Center and SBCSELPA

<u>3:30-5:00:</u> *Notetaking in IEP Meetings, Keeping it Legal*, Margaret Saleh, Esq. former Deputy Superintendent, Goleta Union School District.

#### Monday, October 11, 2:30-4:30:

<u>2:30-3:30:</u> *Supporting Students with Behavior Needs in School Settings*, Dr. Rosy Bucio, BCBA, SBCSELPA

<u>3:30-4:30:</u> SBCSELPA Continuum of Mental Health Services; SBCSELPA Wrap Supports, Stephan Salter, Mental Health Coordinator, SBCSELPA.

#### Monday, October 18, 2:30-4:30:

<u>2:30-3:30:</u> *What is SBCSELPA, Special Education Hot Topics, SBCSELPA Programs*, Dr. Ray Avila, Executive Director, SBCSELPA and Jennifer Connolly, Coordinator, SBCSELPA

<u>3:30-4:30:</u> *Creating Cultures of Wellness in Schools,* Alison Lindsey, Mental Health Specialist, SBCSELPA.

#### 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/ AAC

#### Setting up an AAC Friendly Classroom: 10/6/2021

Lisa Foote, SBC SELPA AT/AAC Specialist will review strategies in how to set up your classroom environment to support AAC users, as well as all students and staff!

#### Learning Objectives:

- -What to do if you have multiple students using different AAC systems in one classroom?
- -How to include a variety of low/no, mid, and high tech AAC options in your classroom depending on student needs.
- -How to navigate the different approaches in embedding AAC into your environment and/or teaching: (core-words, activity-based, routines, peer modeling, structured/unstructured?)
- -Additional tips for building your personal competence in learning to speak and teach AAC throughout the day with your students.

Participants: SDC Teachers, SLPs, OTs, APEs, Parents.

#### Autism

#### ADOS Autism Diagnostic Observation Schedule (TBD)

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

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

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



#### **Behavior**

#### **Behavior Series**

#### Data Collection in Special Education

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

#### Understanding the Functions of Behavior

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

## <u>Creating a Culture of Wellness How to support Intentionally and Meaningfully Support Staff Well-Being</u>

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 <a href="https://sbcselpa.kl2oms.org">https://sbcselpa.kl2oms.org</a>.

#### 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: I 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.

## <u>A-1: March 2: Evidence-Based Practices for Students with Mild-Moderate Autism Spectrum Disorder</u>

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 Imperial SELPA website: <a href="https://www.icoe.org/selpa">https://www.icoe.org/selpa</a>)

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



# <u>G.R.O.W: G.R.O.W. Growth Mindset, Resilience, Other Centered, Work Ethic (For Therapeutic Learning Programs (T.L.P.):</u>

#### 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.



#### Interpreter/ Translator Events

#### 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.

#### Interpreter/ Translator Network

SBCSELPA and in partnership with SLO SELPA provide a time for interpreters and translators who work in special education a time to share learning and resources. One hour Zoom network meetings offered Dec. 1, February 2 and April 1, 9:00-10:00.



#### Legal

#### Jan Tomsky 'Hot Topics in Special Education'

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



#### Math: Lindamood-Bell: On Cloud Nine

The On Cloud Nine® Math Program, from Lindamood-Bell, develops the ability to image and verbalize the concepts and processes of math. Concept imagery and numeral imagery are integrated with language to improve both mathematical reasoning and mathematical computation. On Cloud Nine® instruction is effective for elementary math instruction and as an

intervention for students of any age or grade level experiencing difficulty in math or not performing to their potential.

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

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

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

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



#### Network Meetings for all Related Services

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

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

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

#### Requirements for NPS/A renewal of certification:

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

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

Each training satisfies the following conditions:

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

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

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

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

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

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

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

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

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

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

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

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Occupational Therapy (TBD)

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#### Reading

#### Dyslexia Training Institute

The Dyslexia Training Institute (DTI) returns for three days of training in Dyslexia and Reading Interventions. October 2021

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**

<u>August 19, 2:00-3:00</u>: <u>Introduction to SIRAS for New Staff:</u> 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.

<u>September 14, 1:30-3:00</u>: 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.

<u>November 17, 1:30-3:00</u>: 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.

<u>March 15, 9:00-10:30</u>: 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

<u>January 19, 8:30-10:30</u>: 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 <u>jeonnolly@sbceo.org</u> to book a <u>FREE</u> 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 participates 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 descalating students during behavioral/emotional responses and the importance of proactive strategies to mitigate escalation cycles.

#### SELPA 28: SBCSELPA Continuum of Mental Health Services

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

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

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

#### Brain-Based Behavioral Perspectives and Support Strategies

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

#### Relational Scaffolding

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

#### G.R.O.W. Skill-Building Sessions

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

#### Self-Care for the Educator

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

#### Parent Support

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

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

#### SIRAS

#### <u>Introduction to SIRAS for new employees</u>

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.

<u>Targeted Audience:</u> 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.

<u>Targeted Audience:</u> 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.

<u>Targeted Audience:</u> 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.

<u>Targeted Audience:</u> 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.

<u>Targeted Audience:</u> 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.

<u>Targeted Audience:</u> 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.

<u>Targeted Audience:</u> 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.

<u>Targeted Audience:</u> 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.

<u>Targeted Audience:</u> 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.

<u>Targeted Audience:</u> 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 <u>jconnolly@sbceo.org</u> to book a <u>FREE</u> 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

September 10: Lompoc, SIRAS Training

#### October

#### November

#### December

December 8: Adelante De-escalation

#### January

January 12: CMS New Lens on Behavior

January 19: Adelante Creating Cultures of Care

<u>February</u>

February 9: Adelante ADHD

<u>March</u>

<u>April</u>

<u>May</u>

<u>June</u>

#### SBCSELPA Staff (note new emails)

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

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

Santa Barbara Unified Program Facilitator

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SBSELPA BCBA

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Alpha Resource Center

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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 <a href="https://sbcselpa.k12oms.org/">https://sbcselpa.k12oms.org/</a>

Professional Development

SBCSELPA Local Plan www.sbcselpa.org

Educators, Parent Resources

SBCSELPA Procedural Handbook www.sbcselpa.org

Educators, Parent Resources

Special Education Parent Handbook <u>www.sbcselpa.org</u>

Parent Resources https://www.sirassystems.org

What are all these IEP Documents? Parent Questions for an IEP <a href="www.sbcselpa.org">www.sbcselpa.org</a>

Parent Resources https://www.sirassystems.org

Turning 3: Transition from Early Start to Preschool <a href="www.sbcselpa.org">www.sbcselpa.org</a>

Parent Resources <a href="https://www.sirassystems.org">https://www.sirassystems.org</a>

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

**Educators Resources** 

SBCSELPA YouTube Channel for all recorded trainings

Santa Barbara SBCSELPA Conference Room bhelt@sbceo.org

To book Santa Barbara SBCSELPA Conference Room

Back2School Padlet of Resources <a href="https://padlet.com/mslaterselpa4200/trcig7ygv4ood8uvback2school">https://padlet.com/mslaterselpa4200/trcig7ygv4ood8uvback2school</a>

#### 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

# 2021-22 LEA/District Cost Associated with Due Process SBCSELPA Account Balances

Adelante Charter
Blochman
Carpinteria
Family Partnership Charter
Goleta
Guadalupe
Hope
Lompoc
Manzanita Charter
Orcutt
Santa Ynez Valley Consortium
SBCEO - Direct Service
Santa Barbara Unified
Santa Barbara Charter
Santa Maria JUHSD
Santa Maria-Bonita
TOTAL

	Expended						
	2021-22						
Carryover Funding	Allocation	2021-22	Balance				
	\$ 5,804.00		\$ 5,804.00				
	\$ 5,562.00	\$ -	\$ 5,562.00				
	\$ 10,725.00	\$ -	\$ 10,725.00				
\$ 10,000.00	\$ 6,005.00	\$ -	\$ 16,005.00				
	\$ 14,768.00	\$ 147.50	\$ 14,620.50				
	\$ 8,458.00	\$ -	\$ 8,458.00				
	\$ 7,503.00	\$ -	\$ 7,503.00				
	\$ 30,463.00	\$ -	\$ 30,463.00				
	\$ 6,132.00	\$ -	\$ 6,132.00				
	\$ 18,585.00	\$ -	\$ 18,585.00				
	\$ 42,735.00	\$ -	\$ 42,735.00				
	\$ 16,972.00	\$ -	\$ 16,972.00				
	\$ 41,903.00	\$ -	\$ 41,903.00				
	\$ 5,762.00	\$ -	\$ 5,762.00				
	\$ 27,912.00	\$ -	\$ 27,912.00				
\$ 89,258.23	\$ 50,711.00	\$ -	\$ 139,969.23				
\$ 99,258.23	\$ 300,000.00	\$ 147.50	\$ 399,110.73				

# Total balances as of 10/29/21 Total balances reported 10/29/21

Difference as of 10/29/21

\$ 33,034.00 \$ 387,218.69	\$ 147.50	\$ 399,110.73
	\$ 33,034.00	\$ 387,218.69

-\$32,886.50 \$11,892.04

#### Payments to date to individual legal firms:

Dannis Woliver	\$ -
Fagen Friedman Fulfrost	\$ -
Leibert Cassidy	\$ -
Hatch & Cesario	\$ -
Lozano Smith	\$ 147.50
Peter Sansom	\$ -
Ruderman & Knox	\$ -
SISC Voluntary Coverage	\$ -
Reimbursements to Districts	\$ -

### 2021-22 YEAR TO DATE SELPA LEGAL FEES (RESERVE)

Beginning Balance	\$	325,000.00
	YTD	Expenditures
July	\$	1,085.00
August	\$	-
September	\$	182.50
October	\$	-
November	\$	-
December	\$	-
January	\$	-
February	\$	-
March	\$	-
April	\$	-
May	\$	-
June	\$	-
TOTAL	\$	1,267.50
ENDING BALANCE	\$	323,732.50
Payments to Law Firms:	-	
Dannis Woliver Kelley	\$	-
Fagen Friedman Fulfrost	\$	1,267.50
Law Office of Melissa Hatch	\$	-
Liebert Cassidy Whitmore	\$	-
Lozano Smith	\$	-
Musick, Peeler & Garrett	\$	-
Lana Clark	\$	-
Atkinson, Andelson, Loya	\$	-
Payments to Districts	\$	-

TOTAL 2021-22 LEGAL SETTLEMENTS TO DATE
Settlement Agreements None

REF: VII-F

## 2021-22 Year to Date Nonpublic School Placement Costs

District	# Students Currently Placed	# Students Cumulative Placements	Mental Health Placements Total SELPA Paid	Non-Mental Health Placements SELPA 70% Cost	District Estimated Offset to SELPA Cost	Total Estimated Cost
Lompos Unified - Mental Health Placements	1	1	\$ 41,656.00		\$ 41,343.00	\$ 167,613.00
Santa Barbara Unified - Mental Health Placements	1	2	\$ 41,387.00		\$ 96,915.00	\$ 207,672.00
Santa Maria Jt. Union - Mental Health Placements	1	1	\$ 37,123.00		\$ 95,604.00	\$ 150,288.00
Santa Ynez Valley Consortium - Mental Health Placements	0	1	\$ 12,000.00		\$ 91,224.00	\$ 171,800.00
TOTAL	3	5	\$ 132,166.00	\$ -	\$ 325,086.00	\$ 697,373.00
2021-22 Mental Health NPS Placement Budget			\$ 1,910,000.00			
TOTAL YTD Mental Health Placement Costs			\$ 132,166.00			
Less District Estimated Offset to SELPA Costs			\$ 325,086.00			
Balance Available			\$ 2,102,920.00			
2021-22 Non Mental Health NPS Placement Budget			\$ 360,000.00			
TOTAL YTD Non Mental Health Placement Costs			\$ -			
Balance Available			\$ 360,000.00			

<u>Mental Health Placements</u> = Students with an eligibility of emotionally disturbed placed in a nonpublic school pursuant to an IEP and funded by State Mental Health funding.

<u>Non-Mental Health Placements</u> - Students in these placements are fully paid by the SELPA office with 30% of the costs being billed back to the district at year-end. These are placements that are made through Settlement Agreements for students who do not qualify for Clinical Mental Health services.

#### Reflects all invoices paid as of 5/18/21

## **CLOSED SESSION**

REF: X-A

## CONFERENCE WITH LABOR NEGOTIATOR

(Government Code §54957.6)

Agency Designated Representative: Ray Avila

SBCSELPA Unrepresented Employees:
Classified and Certificated Staff
SBCSELPA Proposed COLA Increase (salary)
for Classified & Certificated Staff
Continued from October 4, 2021 JPA Board Meeting

SBCSELPA JPA Board Meeting November 1, 2021