



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

Monday, December 6, 2021

Public Session – 9:30 a.m.-11:30 a.m.

Sideways Inn, Vintage Hall

114 E. Hwy. 246, Buellton, California 93427

Via ZOOM – Meeting ID: 965 7630 5704

PUBLIC – Should you wish to attend the SBCSELPA CAC Meeting via Zoom please contact Lindsay MacDonald, SBCSELPA Office Manager, by Monday, December 6, 2021 at 9:00 a.m. to request Zoom Meeting Information and Login. Lindsay MacDonald can be contact via email, lmacdonald@sbceo.org, or by calling the SBCSELPA Office at (805) 683-1424.

Agenda

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

PUBLIC COMMENTS ARE WELCOME

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

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

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

I. PUBLIC SESSION

A. Call to Order

B. Roll Call (*CAC Member Introductions – share about yourself*)

C. Flag Salute

D. Welcome Guests

II. PUBLIC COMMENTS

Please refer to information in the first section of the agenda above.

III. APPROVAL OF ADDITIONAL EMERGENCY ITEMS

(Government Code Section 54954.3(b)(2))

IV. CONSENT AGENDA ITEMS

A. Minutes of October 4, 2021 Regular Meeting

REF: IV-A

<p>It is recommended that the Consent Agenda Item A be approved as presented.</p>	<p>Motion: _____ Second: _____ In Favor: _____ Opposed: _____ Abstained: _____</p>
---	--

V. ITEMS SCHEDULED FOR INFORMATION/ DISCUSSION /ADVISEMENT

A. Questions from October 4, 2021 CAC Meeting

REF: V-A

B. SBCSELPA 2021-2022 Professional Development Calendar/Offerings

REF: V-B

1. SBCSELPA Professional Development Offerings Booklet (Updated November 2021)

C. SBCSELPA JPA Board Meeting Minutes

REF: V-C

1. September 13, 2021 JPA Board Regular Meeting
2. October 4, 2021 JPA Board Regular Meeting

D. SIRAS Newsletter – November/December 2021, Vol. 27

REF: V-D

E. 2022 SELPA-Bration Announcement & Information

REF: V-E

- February 7, 2022 CAC meeting – review ballots, voting, in-person
- February 8, 2022 meeting – Buellton, Location – TBD, complete voting in-person
- Ballots to be shared to committee before February 7, 2022 meeting

F. CAC Project Updates/Discussion

REF: V-F

- **Options:** Brochure – resource for families, Parent friendly IEP agenda, Tips for preparation for school, other ideas/suggestions?

VI. PRESENTATION

A. Dispute Resolution in Special Education,

REF: VI-A

Presenter: Jennifer Connolly, SBCSELPA Coordinator

VII. MISCELLANEOUS AGENDA ITEMSA. CAC Member Sharing (*Parent & Professional Positive Story Sharing*)

B. Next Scheduled CAC Meeting:

Date: Monday, February 7, 2022

Time: 9:30 a.m. – 11:30 a.m.

Location: Sideways Inn, Vintage Hall, Buellton, CA & Via Zoom

VIII. ADJOURNMENT

Motion: _____

Second: _____

In Favor: _____

Opposed: _____

Abstained: _____



SANTA BARBARA COUNTY SELPA
Community Advisory Committee (CAC)
Regular Meeting
Monday, October 4, 2021
Public Session 9:30 a.m. – 11:30 a.m.
Sideways Inn, Vintage Hall
114 E. Hwy. 246, Buellton, California 93427
Via ZOOM – Meeting ID: 961 0330 5324
Minutes

Members Present:

Rebecca Atkinson (virtual)
 Karen Ebner
 Ashley Johnson (virtual)
 Jamie Johnson, Chair
 Joe Ledoux
 Cecilia Prado
 Billy Silvola (virtual)
 Jestin St. Peter
 Megan Tice
 Deanna Uc (virtual)
 Carolyn Williams, Vice Chair (virtual)

Members Absent:

Nina Esquivias
 Abraham Garcia
 Monserrat Garcia
 Cynthia Ireland
 Amanda Lopez-Soliz
 Lea Suazo
 Deneice Tell
 Tanya Wahlquist
 Alana Yamamoto

Others Present: Jennifer Connolly
 Lindsay MacDonald

I. PUBLIC SESSION

A. Call to Order

Jamie Johnson, Chairperson, called the meeting to order at 9:35 a.m.

B. Roll Call

Lindsay MacDonald took roll call.

Jamie Johnson requested that since this was the first meeting of the year she wanted to have each member of the CAC introduce themselves to the group and share their affiliation with the group.

C. Flag Salute

Jamie Johnson led the assembly in the Pledge of Allegiance.

D. Welcome Guests

Jamie Johnson greeted everyone and confirmed there were no guests present.

E. Review the layout of the meeting agenda and how to use the Padlet to find agenda items

Jennifer Connolly, SBCSELPA Coordinator, introduced the padlet which is how the CAC agenda and attachments are presented and shared with the group for each meeting. Jennifer did a brief review of how the padlet is set-up and organized, she also reviewed how to navigate the padlet as well. The CAC was satisfied; there were no questions or comments.

II. PUBLIC COMMENTS

There were no public comments.

SBCSELPA CAC
MINUTES OF OCTOBER 4, 2021 REGULAR MEETING

III. **APPROVAL OF ADDITIONAL EMERGENCY ITEMS**

There were no emergency items presented.

IV. **CONSENT AGENDA ITEMS**

A. **Minutes of April 12, 2021 Regular Meeting**

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

Motion to Approve: Joe Ledoux **Second:** Megan Tice

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

Vote: 11 – 0. The motion passed with CAC Representatives Rebecca Atkinson, Karen Ebner, Ashley Johnson, Jamie Johnson, Joe Ledoux, Cecilia Prado, Billy Silvola, Jestin St. Peter, Megan Tice, Deanna Uc, and Carolyn Williams voting in favor; none opposed and no abstentions.

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

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

Jennifer Connolly, SBCSELPA Coordinator, introduced this item and shared that there are 2 amazing grants available this year for funds to help our students and Districts, the ADR COVID grant and the Learning Recovery Grant. Jennifer briefly reviewed what ADR is, Alternative Dispute Resolution, basically it is attempting to resolve a dispute between parent(s) and a District through collaboration and discussion rather than litigation. Additionally, there is Learning Loss which is working to help students because of virtually learning due to the pandemic. Jennifer shared ideas of how the funds can and will be used by the SBCSELPA and within the districts. The allocation of the funds to each District was all shared with the group. Jennifer also reviewed the plans that were required to be submitted to be eligible for the funds and a summary of what was included in the plans that were submitted. Lastly, she shared that the PowerPoint that was included in the agenda has a lot more detail about everything. The Committee was satisfied; there were no questions or comments.

B. **Brown Act Education**

Jennifer Connolly reviewed the Brown Act with her PowerPoint that explains what the Brown Act is and the guidelines it includes regarding local government entities and public meetings. The CAC meeting is governed by the Brown Act. Jennifer reviewed the basic rules and purposes, the CAC as a Legislative Body, the difference between Ad Hoc and Standing Committees, the basics of CAC meetings, CAC meeting requirements, CAC agendas, the rights of the Public at CAC meetings, and adjournment of the meetings. The Committee was satisfied; there were no questions or comments.

C. **What is SELPA?**

Jennifer Connolly reviewed the PowerPoint that is a detailed presentation of what the SELPA is and what it does. This presentation included information about who the SELPA supports, what they ensure, monitoring of compliance, what Districts are part of SBCSELPA, the SBCSELPA location administrators and staff, SBCSELPA JPA Board, SELPA supports, networking and collaboration, programs, Mental Health and WRAP support, GROW, NPS, ADR, and resources. The Committee was satisfied; there were no questions or comments.

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

Jamie Johnson reviewed this item sharing with the group that the primary role of the CAC is to work collaboratively amongst the district representatives, parents, and agency partners. We want to bring information from the schools to the parents and educate the parents on the IEP processes. Jamie also reminded everyone that although this is a structured meeting everyone should feel comfortable to ask

SBCSELPA CAC
MINUTES OF OCTOBER 4, 2021 REGULAR MEETING

V. **ITEMS SCHEDULED FOR INFORMATION/DISCUSSION/ADVISEMENT** *(continued)*

questions about information being shared or of presenters from outside who are sharing with the CAC, and to feel free to share concerns or comments they may have. The Committee was satisfied; there were no questions or comments.

E. CAC Composition of Membership – Local Plan § 2403

Jamie Johnson reviewed this item and went over the guidelines are for who the members of the CAC are, a combination of 13 parents/guardians, 9 school professionals/staff, 1 representative from a professional agency. Membership is a 2-year commitment, members from respective districts must also be approved. The Committee was satisfied; there were no questions or comments.

F. Review of CAC current membership/demographics

Jamie Johnson continued the discussion of CAC composition of membership and reviewed the current membership vacancies. Currently there are 6 vacancies from various districts that we need to recruit for and fill. The CAC is also in need of an adult student who could join and bring information to the committee. The Committee was satisfied; there were no questions or comments.

G. CAC Brochure, Informational Flyer, and Meeting Schedule

Jamie Johnson introduced this item and shared the CAC brochure that is available in both English and Spanish. The brochure talks about the importance of CAC, the membership, the benefits and provides the meeting schedule. The Committee was satisfied; there were no questions or comments.

H. SBCSELPA 2021-2022 Professional Development Offerings Booklet

Jennifer Connolly highlighted the offerings booklet and reviewed the trainings that are coming up in the immediate future, including trainings that we are collaborating on with our neighboring SELPAs. Jennifer shared that the offerings booklet is updated monthly and most everything offered is free, also the information can be found on SELPA website. The Committee was satisfied; there were no questions or comments.

I. SBCSELPA Brochure and Website

Jennifer Connolly shared the SBCSELPA brochure and reviewed the website and its offerings with the CAC. Jennifer reminded everyone that the website is currently under renovation and being updated and the new website should be live in January 2022. The Committee was satisfied; there were no questions or comments.

J. 2021 – 2022 CAC Project Discussion

Jamie Johnson introduced this item and shared the project the CAC created last year brochures for each stage/transition in a child's education. Additionally, she reviewed the other projects that have been created in previous years which included the IEP help sheet and the Turning 3 Transition Booklet. The goal is to create a project that can be completed within the 4 meetings the CAC holds, then once the project is completed Jennifer will present it to the SEAM group for feedback, and finally it is presented to the JPA Board for approval, then translated and sent out to sites to be shared out.

Jamie then opened it up to the group to gather input and ideas from the group for this year's project suggestions. Ideas that were shared and types of resources to share the information included the following:

- **Mental Health & Pandemic, how we are dealing with that in the classroom. Type of Resource – poster. "Tips for Parents in Preparing Your Child for School Each Day."**

SBCSELPA CAC
MINUTES OF OCTOBER 4, 2021 REGULAR MEETING

V. **ITEMS SCHEDULED FOR INFORMATION/DISCUSSION/ADVISEMENT** *(continued)*

- **High School Level Issues/Gaps – Difficulty with credit requirements to obtain diploma. Need to share the gaps with parents and issues to recover credits.**
- **Shift in Understanding of Behavior for Parents. Modeling certain behavior and giving tools to address certain behaviors. Type of Resource – Parent training series and/or resources to direct them to information.**
- **Determine who are we trying to serve with the project / focus on students, staff and/or parents.**
- **Brochure for Parents on how they can help and the resources out there such as Alpha that parents may not know about.**

Jennifer commented that we have the brochures that were created last year and now possibly focusing on getting the information out there. Possibly hosting a parent night to share the information that was shared above as project ideas. How to support parents, students, and staff in the transition back to school. Members suggested a virtual open house with various “booths” that focused on a particular topic that people can choose to go to, “Parent Fair.”

Jennifer further reminded the group that for whatever project we choose we have 3 more meetings to complete the project. Another option for a grander project is to form an Ad Hoc Committee that meets outside of the regular CAC meetings and does more extensive background work and reports back regularly to the CAC at the meetings. Lindsay MacDonald reminded everyone that this is currently information and discussion item and so we would have to bring the final project back as a consent/action item for a vote in December. Due to time restraints Jennifer suggested that Jamie compile the ideas and share them out to everyone for the December meeting so that people can think about the suggestions and be ready to decide at the next meeting. Jamie also reminded everyone that if they think of a new idea then they can forward it to Jennifer who will pass it on to Jamie. At the next meeting the decision of the project will be and determine if an Ad Hoc Committee will be necessary to execute the project. The Committee was satisfied; there were no further questions or comments.

K. Presentations for the 2021 – 2022 year

Jamie Johnson introduced this item and reviewed some ideas/suggestions that were brought up at last years meeting. In December we are scheduled to have an ADR/CADRE presentation, in February 2022 CAPTIAN will do a presentation on autism, and lastly in April 2022 typically Ray Avila, SBCSELPA Executive Director presents updates for the year. The Committee was satisfied; there were no questions or comments.

L. SBCSELPA JPA Board Meeting Minutes

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

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

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

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

SBCSELPA CAC
MINUTES OF OCTOBER 4, 2021 REGULAR MEETING

VII. **MISCELLANEOUS AGENDA ITEMS**

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

B. Next Scheduled CAC Meeting: **December 6, 2021, 9:30 - 11:30 a.m.**
Sideways Inn, Vintage Hall, Buellton, CA &
Via Zoom due to COVID-19

VIII. **ADJOURNMENT**

Cecilia Prado motioned for adjournment and Megan Tice seconded the motion to adjourn the meeting at 11:28 a.m. The motion passed unanimously; none opposed and no abstentions.

****Attached is the Zoom Chat transcript.**

ZOOM MEETING INFORMATION:

Topic: October 2021 CAC Meeting

Time: Oct 4, 2021 09:30 AM Pacific Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/96103305324?pwd=NkVuVDBScTFISjlMbGpxak5lS2VWUT09>

Meeting ID: 961 0330 5324

Passcode: iYns2k

One tap mobile

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

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

Dial by your location

+1 669 900 9128 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

Meeting ID: 961 0330 5324

Passcode: 720026

Find your local number: <https://zoom.us/u/adaxH7N0YX>

SBCSELPA CAC
MINUTES OCTOBER 4, 2021 REGULAR MEETING

10/4/2021 CAC Meeting – ZOOM CHAT TRANSCRIPT

09:30:18 From William Silvola to Everyone:

I'm having CAC fun on my prep....

10:38:56 From Karen Ebner to Everyone:

Need to run to the office. Will be right back.

11:02:47 From Lindsay MacDonald to Everyone:

https://padlet.com/mslaterselpa4200/CAC_Annual_Projects

11:03:15 From Lindsay MacDonald to Everyone:

This is the link to previous CAC projects and I will add the brochures that were created last year to this padlet later today

11:10:32 From William Silvola to Everyone:

A virtual Open House?

11:15:05 From Karen Ebner to Everyone:

I need to leave. Nice meeting all of you. See you in December.

11:15:36 From William Silvola to Everyone:

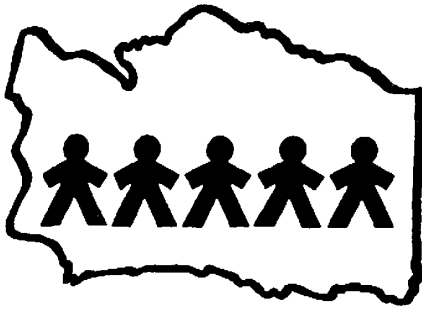
Can we provide the "list" of potential action items to vote on now? (But vote next time)...that way we have a better idea of potentials....

11:24:56 From Jestin St. Peter to Everyone:

Bye everyone. Thank you for the info today.

11:27:50 From William Silvola to Everyone:

My son had a wonderful Special Education Teacher back in the day. Her name was/is Jennifer Connolly (who treated my son as her very own). He always remembers his time with her....



Santa Barbara County Special Education Local Plan Area

A Joint Powers Agency

Date: December 6, 2021

To: Community Advisory Committee (CAC)

From: Jennifer Connolly, SBCSELPA Coordinator

Re: December 2021 & January 2022 Professional Development Calendar

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

DECEMBER 2021

March	Host	Time/ Location	Title
12/1/2021	Diagnostic Center / SBCSELPA	1-hour recorded training	Mindfulness Practice: The Educator's Guide to Help Students Practice Mindfulness
12/1/2021	SBCSELPA & SLO SELPA	9-10 a.m. Zoom	Interpreter/ Translator Network
12/1/2021	SBCSELPA	12:30-2:30 Zoom	CPI Physical Training
12/2/2021	SBCSELPA	11-11:30 am Zoom	Speech and Language Network
12/7/2021	Diagnostic Center / SBCSELPA	In-Person	PSW COHORT 1 - Wrap up
12/8/2021	SBCSELPA	In-Person North Cnty SMB Souza	CPI Physical Training
12/9/2021	Dr. Beth Foster	1:00-3:00 Zoom	Adapted P.E. Training
TBD	SBCSELPA and OT	TBD	OT Training

JANUARY 2022

March	Host	Time/ Location	Title
1/11/2022	SBCSELPA / Imperial SELPA / SBCEO	8:30am-3pm Zoom – hosted by SBCSELPA	English Language Learners Training: Overview of Section 2: Pre-Referral and Referral, Assessment, and IEP Processes
1/12/2022	Diagnostic Center / SBCSELPA	3.5 hours - Recorded	An Introduction to the What's and Not's of ADHD and Implications
1/19/2022	SBCSELPA / SIRAS	Recorded - Virtual	SIRAS Updates with SIRAS
1/27/2022	SBCSELPA – Jennifer & Phil	8:30am-3pm In-Person North Cnty SMB Souza	Initial , Nonviolent Crisis Prevention Intervention
1/27/2022	Imperial SELPA	8:30am - 3pm Zoom	Writing Linguistically Appropriate Goals and Objectives for Els with Disabilities
TBD	<i>Diagnostic Center / SBCSELPA</i>	TBD	PSW COHORT 2

JC:lm

Professional Development Offerings 2021-2022



Santa Barbara County
Special Education Local Plan Area
SELPA

(November 2021)

<https://padlet.com/mslaterselpa4200/trcig7ygv4ood8uvback2school>

Professional Development Offerings

Table of Contents

	Page
Santa Barbara County SELPA	3
The Law, Child Find	4
District Special Education Programs	5
About professional development offerings	6
How to schedule a professional development offering	6
Professional Development Calendar of Events by the Month	7
Professional Development Event Descriptions by Topic	26
‘Mini’ LEA Professional Development Topics Available Upon Request	42
LEA Scheduled ‘Mini’ Professional Development	48
SBCSELPA Staff	50
Presenter contacts	51
CPI Instructors	53
ADR Cadre	54
<u>Available Resources</u>	
OMS Online Registration for Events	55
Special Education Parent Handbook	
What are all these IEP Documents? Parent Questions for an IEP	
SBCSELPA Local Plan	
SBCSELPA Procedural Handbook	
Special Education Parent Handbook	
Turning 3: Transition from Early Start to Preschool	
SIRAS Systems (IEP development)	
Santa Barbara SBCSELPA Conference Room	
SBCSELPA YouTube Channel for all recorded trainings	

Santa Barbara County Special Education Local Plan Area SELPA

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

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

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

The Law

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

Child Find

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

All individuals with disabilities residing in the state, including pupils with disabilities enrolled in Elementary and Secondary schools and Private schools, including parochial schools, regardless of the severity of their disabilities, and in need of special education and related services, will be identified, located and assessed as required in each district. SBC SELPA, in partnership with the local school districts and county office shall establish written policies and procedures for screening, referral assessment, identification, planning, implementation, review, and three-year triennial assessment for all children who reside in the State of California who are suspected of having a disability. Section 1412 of Title 20 of the U. S. Code.

District Special Education Programs

Adelante Charter School	805-966-7392
Ballard School District	805-688-4222
Blochman Union School District	805-922-0334
Buellton Union School District	805-688-4222
Carpinteria Unified School District	805-684-7657
Cold Spring School District	805-964-4711
College School District	805-922-0334
Cuyama Joint Unified School District	805-922-0334
Family Partnership Charter School	805-686-5339
Goleta Union School District	805-681-1200
Guadalupe Union School District	805-343-2114
Hope School District	805-682-2564
Lompoc Unified School District	805-742-3300
Los Olivos School District	805-688-4222
Manzanita Public Charter School	805-734-5600
Montecito Union School District	805-964-4711
Orcutt Union School District	805-938-8960
Santa Barbara Charter School	805-967-6522
Santa Barbara Unified School District	805-963-4331
Santa Maria Bonita School District	805-928-1783
Santa Maria Joint Union High School District	805-922-4573
Santa Ynez Valley Union High School District	805-688-4222
Solvang School District	805-688-4222
Vista del Mar Union School District	805-688-4222

About SBCSELPA Professional Development Offerings

Professional Development Offerings are created from feedback of countywide staff input from a yearly survey, CDE targets in Special Education Plans (SEPs), and direct input from countywide Special Education Director and Local Education Agency (LEA) District Leadership. Each year, the Professional Development offerings are reviewed/revised with District and County Special Education Leadership and staff to ensure all topics emphasize student, district, and the overall Santa Barbara County needs. Presenter (s), dates/times, and locations are subject to change based on staff attendance and venue availability.

How to Schedule a Professional Development Offering

Mini Professional Development Offerings individualized to each district request.

1. Districts: contact Jennifer Connolly at jconnolly@sbceo.org to request the Professional Development topic.
 - Propose dates/time, and location of training.
 - Requests must be in writing via email, received a month in advance.
2. The presenter(s) to be contacted by Jennifer Connolly with the Professional Development topic (s) and proposed dates. Presenter (s) will affirm date, location, and time.
3. Districts will receive confirmation of Professional Development date (s), location, and presenter name (s) and presenter (s) contact information within five business days of the request.
4. The Professional Development event to be added to the SBCSELPA Online Management System, OMS calendar for tracking purposes.
5. Attendance: Participants of the Mini Professional Development events do not have to register on OMS.

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

6. Presenter (s) subject to change due to unforeseen emergencies.
7. District venues subject to change due to number of participants for Professional Development.
8. If more than one district requests the same topic on the same day, event may include more than one district.

Large Professional Development Offerings for North, Mid, South County

1. Access the SBCSELPA OMS system at <https://sbcselpa.k12oms.org/>.
2. If registrant does not have an account, create an OMS account.
3. Select the link on the calendar and complete the registration.
4. No Phone Registrations.

2021-2022 Professional Development Calendar of Events by the Month

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

July

American Disabilities Act 31st Anniversary

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

This Professional Development Offerings Booklet is updated monthly.

2021-2022 Professional Development Calendar of Events by the Month

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

August

International Assistance Dog Month

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

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

This Professional Development Offerings Booklet is updated monthly.

2021-2022 Professional Development Calendar of Events by the Month

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

September

Deaf Specialists Day, September 18

International Week of the Deaf, September 20-26

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

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

September				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
9-14-2021 1:30-3:00	SIRAS Service Logs, Batch Printing IEPs, MIS Summary, Emailing Forms and Electronic Signature	SBCSELPA	Virtual/Recorded	Free
9-15-2021 8:30-11:30	SIRAS CALPADS/MIS	SIRAS Brian/SBCSELPA	Virtual	Free
9-16-2021 Time 8:30-11:30	English Learners Training	SBCEO/SBCSELPA	In Person at SBCEO	\$
9-16-2021 8:30-3:00	CPI Initial	Chris/Jermaine	Virtual	\$21.49 for book
9-21-9-22-2021 12:00-3:30 (Day 1 and 2 of a four-day training)	Lindamood Bell On Cloud9 Math	SBCSELPA/LMB	Virtual	\$1020 includes kit.
9-27-2021 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 12:00-1:30	Fundamentals of ABA	Phil Pandac, SBCSELPA BCBA	Virtual	Free
9-29-2021 1:00-2:30	Creating a Culture of Wellness	Alison Lindsay	Virtual	Free
9-30-2021 8:30-12:30	Best Practices for Interpreting at IEPs	SBCSELPA and SLOSELPA, Lena Moran Acereto	Virtual Training for Interpreters only	TBD
9-30-2021 1:00-3:00	'Hot Topics' in Special Education	Jan Tomskey, Fagan, Friedman, and Fulfroft, LLP, CCASP and SBCSELPA	Virtual	Free

2021-2022 Professional Development Calendar of Events by the Month

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

October

Dyslexia Awareness Month, Learning Disability Awareness Month

ADHD Awareness Month

National Physical Therapy Month

Vision Therapist Day, October 5

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

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

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

2021-2022 Professional Development Calendar of Events by the Month

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

November

Epilepsy Awareness Month

National School Psychology, November 9

November				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
11-2-2021 1:00-3:00	Alternative to Dispute Resolution (ADR)	Clare Fowler Recorded and facilitated by SBCSELPA ADR CADRE	Virtual/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 Tomskey Fagan, Friedman, and Fulfroft, LLP, CCASP and SBCSELPA	Virtual/recorded	Free
11-10-2021 12:00-1:00	Self Care for the Educator	Alison Lindsay	Virtual/recorded	Free

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

This Professional Development Offerings Booklet is updated monthly.

2021-2022 Professional Development Calendar of Events by the Month

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

December

International Day of Persons with Disabilities- December 3

December				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
12-1-2021 One hour recorded training	Mindfulness Practice: The Educator's Guide to Help Students Practice Mindfulness	Diagnostic Center/SBCSELPA	Virtual	Free
12-1-21 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
12-2-2021 11:00-11:30	Speech and Language Network	SBCSELPA	Virtual	Free
12-7-2021	PSW COHORT 1 Wrap up	Diagnostic Center/SBCSELPA	In Person	Free
12-8-2021 12:30-2:30	CPI Physical Training	Jennifer	In Person North County SMB Souza	Free
12-9-2021 1:00-3:00	Adapted P.E. Training	Dr. Beth Foster	Virtual/recorded	Free
<i>TBD</i>	<i>OT Training</i>	<i>SBCSELPA/OT</i>	<i>TBD</i>	Free

This Professional Development Offerings Booklet is updated monthly.

2021-2022 Professional Development Calendar of Events by the Month

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

January

Chronic Traumatic Encephalopathy (CTE) Awareness

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

<i>TBD</i>	<i>PSW COHORT 2</i>	<i>Diagnostic Center/SBCSELPA</i>	<i>TBD</i>	<i>Free</i>
------------	-------------------------	---------------------------------------	------------	-------------

2021-2022 Professional Development Calendar of Events by the Month

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

February

Vision Awareness Month

February				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
2-2-2022 9:00-10:00	Interpreter/ Translator Network	SBCSELPA and SLO SELPA	Virtual	Free
2-2-2022 12:30-2:30	CPI Physical Training	SBCSELPA	In person South County at SELPA	Free
2-3-2-4-2022 8:30-3:00	ADOS Training	SLO and SBCSELPA	Virtual	\$107 registration closed
2-16-2022 12:30-2:30	CPI Physical Training	SBCSELPA	In person North County SMB Souza Center	Free
2-17-2022 8:30-3:00	CPI Refresher	Jermaine/Joe	SBCSELPA IN PERSON	\$21.49 for book
<i>TBD (Night, 1 hour)</i>	<i>Parent Training</i>	<i>Alpha Resource/SBCSELPA</i>	<i>TBD</i>	<i>Free</i>
<i>TBD</i>	<i>PSW COHORT 2 Coaching</i>	<i>Diagnostic Center/SBCSELPA</i>	<i>TBD</i>	<i>Free</i>

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

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

March

Developmental Disabilities Month

Down Syndrome Day, March 21

March				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
3-1-2021 2:00-3:00	SIRAS Searches, Statistical Reports, Special Factors/ Low Incidence	SBCSELPA	Virtual/Recorded	Free
3-2-2021 1:00-3:00	Alternative to Dispute Resolution (ADR)	Clare Fowler Recorded and facilitated by SBCSELPA ADR CADRE	In person	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	SMB Souza (IN PERSON)	\$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	SBCSELPA/ Imperial SELPA/SBCEO	Virtual; hosted by SBCSELPA	Free

	Instructional Strategies			
March				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
3-15-2021 9:00-10:30	SIRAS Behavior Intervention Plans	SBCSELPA	Virtual/Recorded	Free
3-29-2022 12:30-2:30	CPI Physical Training	SBCSELPA	(In Person) North County SMB Souza Center	Free
3-31-2022 8:30-3:00	CPI Initial	Stephan/Laurice	SBCSELPA (IN PERSON)	\$21.49 for book
<i>TBD</i>	<i>PSW COHORT 2 Coaching</i>	<i>Diagnostic Center/SBCSELPA</i>	<i>TBD</i>	<i>Free</i>
<i>TBD</i>	<i>ADR Training for CADRE</i>	<i>Clare Fowler/SBCSELPA</i>	<i>TBD</i>	<i>Free</i>
<i>TBD</i>	<i>Colleges Series</i>	<i>SBCSELPA/TNT</i>	<i>TBD</i>	<i>Free</i>

This Professional Development Offerings Booklet is updated monthly.

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

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 Tomskey	Virtual/recorded	Free
4-14-2022 8:30-3:00	CPI Initial	Chyelin/Natalie	SMB Souza (IN PERSON)	\$21.49 for book
4-20-2022 12:30-2:30	CPI Physical Training	SBCSELPA	(In Person) South County at SBCSELPA	Free

4-26-2021 1:00-3:00	Alternative to Dispute Resolution (ADR)	Clare Fowler 'LIVE' and facilitated by SBCSELPA ADR CADRE	In person on Zoom, Clare Fowler presenter	Free
April				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
4-27-2022 8:30-3:00	Pathway Towards Reclassification of English Learners with Significant Cognitive Disabilities	Imperial SELPA	Registration at https://www.icoe.org/selpa	Free
4-28-2022 8:30-3:00	CPI Refresher	Alison/Chris	SBCSELPA (IN PERSON)	\$21.49 for book
TBD (night, 1 hours)	Parent Training	Alpha Resource/SBCSELPA	TBD	Free
<i>TBD</i>	<i>PSW COHORT 2 Wrap Up</i>	<i>Diagnostic Center/SBCSELPA</i>	<i>In Person</i>	<i>Free</i>
<i>TBD</i>	<i>Residential Colleges Series</i>	<i>SBCSELPA/TNT</i>	<i>TBD</i>	<i>Free</i>
<i>TBD</i>	<i>Vision Training</i>	<i>SELPA/Vision</i>	<i>TBD</i>	<i>Free</i>

This Professional Development Offerings Booklet is updated monthly.

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

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	SBCSELPA (IN PERSON)	\$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	SMB SOUZA (IN PERSON)	\$21.49 for book
5-24-2022 8:30-3:00	English Language Learners Training: Overview of Section 5: Reclassification from English Learner Status	SBCSELPA and Imperial County SELPA	Virtual	Free
<i>TBD</i>	<i>GROW</i>	<i>Alison/Rosy</i>	<i>In person</i>	<i>Free</i>

<i>TBD</i>	<i>Nurses Training</i>	<i>SBCSELPA</i>	<i>TBD</i>	

Professional Development Event Descriptions by Topic



Adapted P.E.

Properly Assessing Students with Disabilities in Adapted Physical Education and Physical Education: 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:

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

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

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

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

3:30-4:30: *SBCSELPA Continuum of Mental Health Services; SBCSELPA Wrap Supports*, Stephan Salter, Mental Health Coordinator, SBCSELPA.

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

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

3:30-4:30: *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 adults who are verbally fluent.

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

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



Behavior

Behavior Series

Data Collection in Special Education

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

Understanding the Functions of Behavior

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

Fundamentals of Behavior

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

De-Escalation Strategies: Guiding Principles and Next Steps

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

Behavior Intervention Plans (BIP)

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

Multi-Tiered System of Supports for Behavior and Social Success

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

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

Now more than ever, school staff – from teachers to paraprofessionals to office personnel – need to feel connected to and supported by their school family. This past year has taken a toll on everyone and has highlighted the need to, intentionally and meaningfully, support the social-emotional wellness not only of our students, but also of our staff. After all, if our staff do not have the skill set needed to regulate their own emotions, how are they able to teach it to students?

In this two-part workshop, we will cover the concept of emotional intelligence, how to use these skills to enhance and promote the wellness of the educators you support, and most importantly, how to cultivate it within yourself to be a more effective leader. Together, we will review your existing staff wellness practices, discuss new ideas to enhance these practices, and build new practices that lend themselves to the improvement of staff well-being, and in turn, student well-being and school climate.

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



Crisis Prevention

Nonviolent Crisis Prevention Intervention:

One-Day Refresher:

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

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

One-Day Initial:

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

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

CPI Physical Training

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

Conscious Discipline Modules

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



Deaf and Hard of Hearing (TBD)

Diagnostic Center of Southern California Trainings

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

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

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

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

Time: 1.75 hours (recorded training)

R-13 Maximizing AAC Opportunities Within Routines

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

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

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

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

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

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

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

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

Time: 1 hour (recorded training)

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

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

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

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

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

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

Time: 1.75 hours (recorded training)



English Learners with Disabilities Trainings with Imperial County SELPA

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

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

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

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

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

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

Registration on Imperial SELPA website: <https://www.icoe.org/selpa>)

November 30: Meeting the Needs of English Learners with Moderate & Severe Disabilities

January 27: Writing Linguistically Appropriate Goals and Objectives for Els with Disabilities

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



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

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

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

Skill-Building Sessions

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

GROW Summit

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

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



Health

Nurses Network

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



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 Tomsy 'Hot Topics in Special Education'

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



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.

N

Network Meetings for all Related Services

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

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

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

Requirements for NPS/A renewal of certification:

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

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

Each training satisfies the following conditions:

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

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

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

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

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

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

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

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

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

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

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



Occupational Therapy (TBD)



Reading

Dyslexia Training Institute

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

August 19, 2:00-3:00: Introduction to SIRAS for New Staff: An introduction to SIRAS Systems and IEP writing is provided in this two-hour training. Participants will learn how to schedule a meeting, complete IEP forms, and how to complete the meeting to be finalized in SIRAS. Training intended for new staff.

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

October 11, 2:00-3:30: Topics: Goal Developer, Various Meetings, Amendments, and the Document Library/Added Forms to be reviewed in this one and a half virtual training.

November 17, 1:30-3:00: Topics: Present Levels of Performance, generating Progress Reports, and generating Bulk Progress Reports to be reviewed in this one and a half hour virtual training.

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

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

SIRAS Trainings with SIRAS Team:

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

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

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

Social Emotional: Relational Scaffolding: Developing Trust-Based Learning Relationships

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



Transition

Colleges Tours

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

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

Individual Transition Plan (ITP) Training

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

Audience: High School Special Education Teachers, Special Education Transition Age Teachers, Special Education Middle School Teachers.

Tri-County Regional Center (TCRC) Presentation to High School Programs

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

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

Transition Fairs

Transition Fair offers families of students transitioning from middle school to high school and high school and beyond the opportunity to talk and gain resources from local agencies and services.

Transition Assessment Training (TBD)

A review of vetted Transition Assessments provided in this training. Participants will learn about various free resources for measuring students' skills in preparation for transition from high school to post-secondary education.

‘Mini’ LEA Professional Development Topics Available Upon Request

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

Behavior Series

Understanding Brain States & Behavior

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

Supporting Students with Behavioral Needs in School Settings

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

How To “Coach” Students

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

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

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

Data Collection in Special Education

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

Understanding the Functions of Behavior

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

Fundamentals of Behavior

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

De-Escalation Strategies: Guiding Principles and Next Steps

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

SELPA 28: SBCSELPA Continuum of Mental Health Services

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

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

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

Brain-Based Behavioral Perspectives and Support Strategies

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

Relational Scaffolding

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

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

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

Self-Care for the Educator

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

Parent Support

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

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

SIRAS

Introduction to SIRAS for new employees

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

SIRAS updates

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

Advanced Refresher

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

Conscious Discipline Modules

1. Introduction to Conscious Discipline Modules

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

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

2. Conscious Discipline Modules: “Consequences”

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

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

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

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

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

4. Conscious Discipline Modules: “Assertiveness”

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

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

5. Conscious Discipline Modules: “Choices”

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

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

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

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

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

7. Conscious Discipline Modules: “Composure”

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

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

8. Conscious Discipline Modules: “Empathy”

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

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

9. Conscious Discipline Modules: “Positive Intent”

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

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

10. Conscious Discipline Modules: “Encouragement”

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

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

‘Mini’ LEA Professional Development Topics Available Upon Request

List of events offered updated monthly.

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

July

July 28: Lompoc BIP

August

August 2, 3, 4th: GROW Series (at SELPA 2nd and 3rd, in Santa Maria 4th)

August 5: Guadalupe CPI Training

August 6: SBCEO SIRAS Beginners Training

August 10: Orcutt SIRAS Beginners Training

August 12: SBCEO Montecito Union CPI Training

August 13: Buellton CPI

August 16: Hope: Behavior Training

August 16: Goleta CPI Training

August 16 & 17: SB Unified & Goleta Unified BIP 101 Refresher Series

August 16: Buellton: Welcome to RULER: How SEL Makes the Biggest Difference

August 18: Hope Supporting Students Behavior As We Return to School: Evidence Based Strategies

August 23: Buellton Welcome Back to Brain-Based Behavioral Support

August 26: SB Unified Welcome Back to Brain-Based Behavioral Support

August 30: Santa Ynez Welcome Back to Brain-Based Behavioral Support

September

September 2: NPA Behavior Series

September 3: SBPIC SELPA Overview, GROW, WRAP Information

September 9: Goleta, Brain States Introduction

September 10: Lompoc, SIRAS Training

September 13: SBUSD, GROW Training

September 13: Santa Ynez Valley Consortium, Brain States Review

September 20: Buellton, RULER Training

September 21: SB Charter, Conscious Discipline Intro.

September 28: Carpinteria School Psychs and Sped Staff (CMS) Brain States Introduction

September 29: Goleta, Brain States Part 2

October

October 6: SBUSD, GROW Training

October 6: Manzanita teachers, A New Lens on Behavior

October 7: Santa Ynez Valley Consortium, Introduction to PRT

October 13: GUSD, GROW Training

October 18: SBUSD, GROW Training

October 19: SB Charter, Conscious Discipline, Coaching

October 22: Santa Ynez Valley Consortium, De-Escalation Strategies within Everyday School Routines

October 22: Santa Ynez Valley Consortium, Functional Communication for ASD

October 27: -Manzanita IAs A New Lens on Behavior Part 2

October 27: Carpinteria Unified IAs, A New Lens on Behavior

November

November 8: Santa Ynez Valley Consortium, How to Respond to Student Stress Cycles

November 10: Manzanita Charter, Brain State Coaching In Practice

November 16: Cold Springs School, A New Lens on Behavior Part 1

November 17: Carpinteria Middle School, A New Lens on Behavior Part 2

November 29: Buellton Unified, RULER

December

December 8: Adelante, De-escalation

January

January 12: CMS New Lens on Behavior

January 19: Adelante Creating Cultures of Care

February

February 9: Adelante ADHD

March

April

May

June

SBCSELPA Staff (note new emails)

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

Dr. Ray Avila	ravila@sbcselfpa.org
SBCSELPA Executive Director	
Jennifer Connolly	jconnolly@sbcselfpa.org
SBCSELPA Coordinator	
Lindsay MacDonald	lmacdonald@sbcselfpa.org
Office Manager	
Brian Helt	bhelt@sbcselfpa.org
Executive Assistant	
Rachel Wigle	rwigle@sbcselfpa.org
Chief Business Official	
Rosy Mato-Bucio	rbucio@sbcselfpa.org
SBCSELPA BCBA	
Phil Pandac	ppandac@sbcselfpa.org
SBCSELPA BCBA	
Deborah Umansky	dumansky@sbcselfpa.org
Clinical Psychologist Intern Supervisor	
Taryn Hurvitz	thurvitz@sbcselfpa.org
Audiologist	
Lisa Foote	lfoote@sbcselfpa.org
SBCSELPA AT/AAC Specialist	
Stephan Salter	ssalter@sbcselfpa.org
SBCSELPA Mental Health Specialist/NPS Coordinator	
Alison Lindsey	alindsey@sbcselfpa.org
SBCSELPA Mental Health Specialist/Wraparound Services	

Natalie Facio-Leon	nfacioleon@sbcseelpa.org
Wraparound Services Facilitator (Bilingual)	
Stephanie Guertin	sguertin@sbcseelpa.org
Youth Support Specialist	
Grace Vega	gvega@sbcseelpa.org
Youth Support Specialist (Bilingual)	

Professional Development Presenter(s) Information

Dr. Ray Avila	ravila@sbcseelpa.org
SBCSELPA Executive Director	805-683-1424
Jennifer Connolly	jconnolly@sbcseelpa.org
SBCSELPA Coordinator	805-683-1424
Alison Lindsey	alindsey@sbcseelpa.org
SBCSELPA Mental Health Specialist/Wraparound	805-683-1424
Rosy Bucio	rbucio@sbcseelpa.org
SBCSELPA BCBA	805-688-1424
Phil Pandac	ppandac@sbcseelpa.org
SBCSELPA BCBA	805-688-1424
Stephan Salter	ssalter@sbcseelpa.org
SBCSELPA Mental Health Specialist/NPS Coordinator	805-688-1424
Robyn Young	ryoung@sbunified.org
Regional Implementation SELPA Lead for C.A.P.T.A.I.N.	
Santa Barbara Unified Program Facilitator	

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

Carrie Hicinbothom	chicinbothom@smbds.net
SMB BCBA	
Yolanda Horton	yhorton@smbds.net
SMB BCBA	
Billy Headrick	bheadrick@orcutt-schools.net
Orcutt BCBA	
Laurice Seely	Seely.laurice@lusd.org
Lompoc School Psychologist	
Cody Jacobs	cjjacobs@sbunified.org

SBUSD BCBA

Phil Pandac

ppandac@sbcselfpa.org

SBSelpa BCBA

C.A.P.T.A.I.N. Team (Autism)

Robyn Young

ryoung@sbunified.org

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

Yolanda Horton

yhorton@smbd.net

SMB BCBA

Rosy Bucio

rbucio@sbcselfpa.org

SBCSELPA BCBA

Lauren Hoffman

hoffman.lauren@lud.org

LUSD BCBA

Jermaine Powell

jpowell@sbunified.org

SBUSD BCBA

Donna Todaro

dtodaro@sbceo.org

SBCEO Special Education Teacher

Meghan Davy

mdavy@alphasb.org

Advocacy Systems Specialist

Alpha Resource Center

CPI Presenters North County

Chyelin Andreadakis	candreadakis@sbceo.org
Billy Headrick	bheadrick@orcutt-schools.net
Phil Pandac	ppandac@sbcsepa.org
Alison Lindsey	alindsey@sbcsepa.org
Jennifer Connolly	jconnolly@sbcsepa.org
Rosy Bucio	rbucio@sbcsepa.org
Stephan Salter	ssalter@sbcsepa.org
Natalie Facio-Leon	nfacio-leon@sbcsepa.org
Bethany Schacherer	bschacherer@smbds.net
David Ibsen	dibsen@buelltonuds.org
Courtney Holloway	cholloway@smbds.net

CPI Presenters South County

Joe Isaacson	jisaacson@goleta.k12.ca.us
Benjamin Ingalls	bingalls@goleta.k12.ca.us
Louisa Wood	lbwood@sbunified.org
Jermaine Powell	jpowell@sbunified.org
Chris Osborn	cosborn@sbunified.org
Alison Lindsey	alindsey@sbcsepa.org
Jennifer Connolly	jconnolly@sbcsepa.org
Rosy Bucio	rbucio@sbcsepa.org
Stephan Salter	ssalter@sbcsepa.org
Laurice Seely	seely.laurice.lusd.org
Natalie Facio-Leon	nfacio-leon@sbcsepa.org

CPI Presenters (District only Trainers)

Amy Gillespie	agillespie@cusd.net
Nico Lopez	nlopez@cusd.net
Jody Dowell	jdowell@smjuhsd.org
Elizabeth Acker	acker.elizabeth@lusd.org
Lauren Hoffman	hoffman.lauren@lusd.org
Tracy Thompson	thompson.tracy@lusd.org
Ashley Smeester	smeester.ashley@lusd.org

ADR Cadre

Jennifer Connolly

jconnolly@sbcseelpa.org

SBCSELPA Coordinator

Patty Moore

pjmoore@alphasb.org

Alpha Resource Center

Manager, Children, Family & Advocacy Services

Dr. Karla Curry

kcurry@cusd.net

Carpinteria, Director of Special Education

Jamie Carpio

jcarpio@sbunified.org

Santa Barbara Unified Program Specialist

Amy Gillespie

agillespie@cusd.net

Carpinteria School Psychologist

Beverly Sherman

bsherman@buelltonusd.org

Santa Ynez Valley Consortium Coordinator

Rusty Gordon

rgordon@smbsd.net

Orcutt, Director of Special Education

Cherylin Lew

clew@goleta.k12.ca.us

Goleta, Director of Special Education

Dr. Joseph Ledoux

ledoux.joseph@lusd.org

Lompoc, Coordinator

Meghan Davy

mdavy@alphasb.org

Advocacy Systems Specialist

Alpha Resource Center

Dr. Ray Avila

ravila@sbcseelpa.org

SBCSELPA Executive Director

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

Available Resources

OMS Calendar of Events	https://sbcselpa.k12oms.org/
Professional Development	
SBCSELPA Local Plan	www.sbcselpa.org
Educators, Parent Resources	
SBCSELPA Procedural Handbook	www.sbcselpa.org
Educators, Parent Resources	
Special Education Parent Handbook	www.sbcselpa.org
Parent Resources	https://www.sirassystems.org
What are all these IEP Documents? Parent Questions for an IEP	www.sbcselpa.org
Parent Resources	https://www.sirassystems.org
Turning 3: Transition from Early Start to Preschool	www.sbcselpa.org
Parent Resources	https://www.sirassystems.org
SIRAS Systems (IEP development)	https://www.sirassystems.org
Educators Resources	
SBCSELPA YouTube Channel for all recorded trainings	
Santa Barbara SBCSELPA Conference Room	bhelt@sbceo.org
To book Santa Barbara SBCSELPA Conference Room	
Back2School Padlet of Resources	https://padlet.com/mslaterselpa4200/trcig7ygv4ood8uvback2school

Professional Development Locations for Larger Events

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

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

South: SBCSELPA Conference Room: 5385 Hollister Avenue Building 7 Santa Barbara, CA 93111 (new location)

Zoom Conferencing

This Professional Development Offerings Booklet is updated monthly,



Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

APPROVED
10/04/2021

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
JOINT POWERS AGENCY BOARD
MINUTES OF SEPTEMBER 13, 2021, REGULAR MEETING
Due to the COVID-19 Crisis this meeting was held via Zoom
12:00 p.m.

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

I. PUBLIC SESSION

A. Call to Order

The regular meeting of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) Joint Powers Agency Board was called to order by Anne Hubbard at 12:02 p.m. via Zoom (Meeting ID: 912 7055 4814).

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 (Arrived at 12:08 p.m.)
Hilda Maldonado
Susan Salcido

Members Absent: Luke Ontiveros

Others Present: Ray Avila, SBCSELPA Executive Director and Secretary to the Board, and other SBCSELPA staff:

Lindsay MacDonald, SBCSELPA Office Manager
Jennifer Connolly, SBCSELPA Coordinator
Jenelle Williams, SBCSELPA Chief Business Official
Kirsten Escobedo, Asst. Supt. of Special Education, SBCEO
Claudia Echavarria, Director of Special Education, SYVSEC

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 then introduced the new SBCSELPA staff members that were joining the meeting to be introduced to the Board. Ray began with the introduction of Barbara Katic our SB-PIC Doctoral Intern. Then he introduced the new SBCSELPA WRAP staff members Victoria Navarro, WRAP Facilitator, and Stephanie Guertin, WRAP YSS. Lastly, Ray introduced Rachel Wigle as the new SBCSELPA CBO as Jenelle Williams has decided to resign for personal reasons after a brief time at the SBCSELPA. Ray concluded by thanking Claudia Echavarria, representing SYVSEC, and Kirsten Escobedo, representing SBCEO, for joining the meeting and regularly being here.

SBCSELPA JPA BOARD
MINUTES OF SEPTEMBER 13, 2021 REGULAR MEETING

E. SBCSELPA Executive Director's Report

Ray Avila highlighted items #4 and #6 in his Executive Director's Report related to State finance updates and ADR/Learning Recovery Funding. Ray began by discussing item #4, sharing that this has been a landmark year for Special Education programs to receive extra funding, about \$3 million has been brought into our County. More importantly is item #6 which is regarding the ADR/Learning Recover Funds and Santa Barbara County is going to receive almost \$6 million from this "one time funding" that the Governor has allocated. Approximately \$100 million in ADR COVID funds and \$450 million in Learning Recovery funds to be received and we have 2 years to spend this money. Ray shared that him and Jennifer are meeting with almost all of the Special Education Directors and some of the business officials in the County to review the plans that are required to be submitted to the CDE. Ray assured the Board that he will continue to update the Board on this item as it further develops.

Hilda Maldonado had a question regarding item #6, CDE Compliance Efforts for 2021-22, *SBUSD (Over Identification of Hispanic Students)* and the 2 other districts with "*Over Identification of White Autism Students.*" Hilda said she has looked in and asked about the number of preschool students that are coming in and it appears that there is a lot of identification by Tri-Counties Regional Center (TCRC). Hilda requested if it could be arranged to have TCRC do a presentation to the Board regarding how is that happening and how does the identification work because SBUSD seems to be inheriting those and as Hilda plans what needs to be done in her district she would like to have a better understanding of how that occurs. Ray confirmed that he would reach out to those partners and put them on a future agenda. 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. APPROVAL OF ACTION AGENDA

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

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

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

V. CONSENT AGENDA: The JPA Board took action on Items A - J:

A. **Minutes of June 7, 2021 Regular Meeting**

B. **Minutes of July 9, 2021 Special Meeting**

C. **Ratification of Payment of Claims:** 01-651204 - 01-651215, 01-652031 – 01-652045, 01-652762 – 01-652777, 01-653479 – 01-653485, 01-654394 – 01-654411, 01-655305 – 01-655328, 01-656221 – 01-656236, 01-656846 – 01-656853, 01-657555 – 01-657566, 01-657567, 01-658325 – 01-658334, 01-659043 – 01-659052, 01-659765 – 01-659774, 01-660479 – 01-660490, 01-661253 – 01-661264, 01-661371 – 01-662018 – 01-662025, 01-662863 – 01-662875.

SBCSELPA JPA BOARD
MINUTES OF SEPTEMBER 13, 2021 REGULAR MEETING

VI. **CONSENT AGENDA:** *(continued)*

- D. **2020-21 & 2021-2022 Nonpublic School (NPS) Individual Service Agreements (ISAs)**
 - 1. 20-21 Individual Service Agreement: Lava Heights Academy
 - 2. 21-22 Individual Service Agreement: New Haven
 - 3. 21-22 Individual Service Agreement: Lava Heights Academy
- E. **2021-2022 Nonpublic School (NPS) Master Contract Rates**
 - 1. Exhibit A Rates Sheet: Casa Pacifica
 - 2. Exhibit A Rates Sheet: Lava Heights Academy
 - 3. Exhibit A Rates Sheet: Three Points Center
 - 4. Exhibit A Rates Sheet: Provo Canyon School
- F. **2021-2022 Nonpublic Agency (NPA) Master Contract Rates**
 - 1. Exhibit A Rates Sheet: AYA Healthcare
 - 2. Exhibit A Rates Sheet: EDTheory
 - 3. Exhibit A Rates Sheet: Platinum Teletherapy
 - 4. Exhibit A Rates Sheet: New Directions DBA ProCare Therapy
- G. **Eide Bailly Auditing Agreement with SBCSELPA**
- H. **2021-22 Research Agreement between the Regents of the University of California, Santa Barbara, and the Santa Barbara County Special Education Local Plan Area**
- I. **Resolution Requesting Inclusion of the Santa Barbara Special Education Local Plan Area (SBCSELPA) in the Social Security Agreement for Medicare-Only Coverage**
- J. **Santa Barbara County Education Office (SBCEO) School Business Advisory Services (SBAS) Changes to Authorized Signatures – Attachment G(1)**

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

Motion to Approve: Susan Salcido **Second:** Hilda Maldonado

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

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

VI. **PRESENTATIONS**

A. **Unaudited Actuals Report Fiscal Year 2020-21**

Presenter: Jenelle Williams, SBCSELPA CBO

Jenelle Williams, SBCSELPA Business Official, presented information related to the SBCSELPA's 2020-2021 Unaudited Actuals and Ending Fund Balance. She reviewed the reporting cycle of the Budget and Reports that occur throughout the year. Jenelle presented information related to the SBCSELPA's various reserve accounts and a proposal for allocation of the AB602 and Mental Health Ending Fund Balances.

This year the SBCSELPA is ending the year with an ending fund balance of \$4,353,741, mostly due to additional revenue that was received this last year primarily for low incidence, which is a little higher than previous years.

Lastly, Jenelle reminded the Board that this is the first year that we are reporting our new Special Education pass-through fund, Fund 10, we took that over from our AU GUSD last spring. We took back this fund which used to be reported by GUSD but now it will be on SELPA's books. The Board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF SEPTEMBER 13, 2021 REGULAR MEETING

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

A. 2020-2021 Unaudited Actuals Financial Report and Ending Fund Balance

1. SBCSELPA Ending Fund Balance
2. Recommendations for Undesignated Balances
3. SBCSELPA Non-MH Ending Fund Balance
4. SBCSELPA Mental Health Ending Balance from SELPA
5. SBCSELPA Calendar for Ending Fund Balance Allocation to LEAs
6. Unaudited Actuals Financial Report

Recommendation: The JPA Board approve the Unaudited Actuals Report as presented and the proposed Ending Fund Balance designations and suggested LEA allocations. Any updates to the Unaudited Actuals Report will be brought back to the board at its October 4, 2021 meeting for approval.

Motion to Approve: Amy Alzina **Second:** Randal Haggard

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

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

B. Santa Barbara County Education Office (SBCEO) Regional Program Request for Expansion of LUSD Fillmore Preschool Special Day Class (SDC) Program for the 2021-2022 School Year

1. SBCEO Request

Recommendation: The JPA Board approve the SBCEO Regional Program request for funding of the expansion of the LUSD Fillmore Preschool SDC Program for the 2021-2022 school year as presented.

Motion to Approve: Amy Alzina **Second:** Hilda Maldonado

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

Ray Avila introduced the item and shared that Kirsten Escobedo was joining us and could share more about this request. Kirsten reviewed the request and that it is to expand the program at Fillmore in LSUSD from a half day preschool program to a full day, she reminded everyone that SBCEO serves students in Lompoc and provides preschool services to them. The proposal is to take this 3-hour per day program and expand to a full day option to provide spaces for an additional number of students to attend for another 3 hours for the rest of the day. Kirsten further provided some updated numbers that are outlined in the item memo that have increased since this memo was written. The board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF SEPTEMBER 13, 2021 REGULAR MEETING

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION: *(continued)*

C. Santa Barbara County Education Office (SBCEO) Regional Program Request for Funding of Additional Instructional Assistance (IA) for LUSD Clarence Ruth Elementary Pre-K LEAP Program for the 2021-2022 School Year

1. SBCEO Request

Recommendation: The JPA Board approve the SBCEO Regional Program request for funding of continued additional IA support for LUSD Clarence Ruth Elementary Pre-K LEAP Program for the 2021-2022 school year as presented.

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

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

Anne Hubbard introduced the item and then turned it over to Kirsten Escobedo to expand on the details of this request. This is another preschool program in LUSD that is for our students with autism that have the most significant needs (behavioral, sensory, pre-academic, etc.) The SELPA Local Plan currently allocates 4 staff to a program with 9 students, that being 1 teacher and 3 paraprofessionals, this program currently has 10 students in it and so that is why this request for an additional paraprofessional to serve the needs of these students in this program. Kirsten confirmed that a representative from SBCSELPA and LUSD went with Andy Evans, Coordinator who supports this program, to visit the classroom and all agreed that this was an appropriate request.

Hilda Maldonado asked since both requests are related to preschools are we seeing an increase in birth rates in the last couple years that this is happening. Ray responded with information he received at his State SELPA, that yes, we are seeing an increase in birth rates statewide, he has not specifically looked at the numbers for SB County recently.

Randy Haggard had a question regarding feedback from SEAMBO in reference to this request. Ray shared that SEAMBO has not officially met for this school year, but this request was presented at SEAM in August and that he did share the information with SEAMBO via email and he has not received any feedback as of today's date. Ray confirmed that he will present this at the first SEAMBO meeting in person to ask if there is any feedback and if there is he will bring it back that would dissuade this decision then Ray would bring it to the JPA Boards attention. The board was satisfied; there were no further questions or comments.

D. SBCSELPA Chief Business Official Salary Schedule Revision

1. Kim Hernandez Resignation Letter
2. EDJOIN Job Posting for CBO
3. SBCSELPA Internal Salary Comparison
4. Listserv Salary Comparison
5. SSC, Inc. Summary of Comparative Salaries
6. Revised CBO Salary Schedule (Approved by JPA Board 7/9/21)
7. Revised Classified Management CBO Salary Schedule

SBCSELPA JPA BOARD
MINUTES OF SEPTEMBER 13, 2021 REGULAR MEETING

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION: *(continued)*

Recommendation: The JPA Board approve the SBCSELPA request for the SBCSELPA Chief Business Official salary schedule to include the revisions as presented.

Motion to Approve: Antonio Garcia **Second:** Amy Alzina

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

Ray Avila reviewed the history behind this request and the Special meeting held in July 2021 at which time the CBO salary was revised but we did not designate the number of days and classify this as a management position and that is why it is necessary to bring this item back.

Ray confirmed the salary schedule would stay the same and showed the 2 additions that would be made to the CBO salary schedule. Anne Hubbard inquired what the number of duty days was previously, and Ray responded that in the past it was just a yearlong position and depending on the seniority of that employee it would determine the number of vacation days earned and would have off. Ray further explained was determined by the number of salary comparisons that were pulled for the previous salary schedule revision.

Susan Salcido inquired about the change to a management position and how that impacts the CBO position. Ray explained in relation to our SELPA its more of title only and allows that person to work alongside the Executive Director and Coordinator. Anne added that they went from being a Business Manager to CBO and Ray concurred with this statement. Ray further confirmed that these modifications were pulled from the previous salary comparison and wanted to bring this position up to the level of what is being seen statewide. Lastly, Randy Haggard asked if these changes would impact salary negotiations in the future since in the past the SELPA has brought forth recommendations and/or question's and then has been treated as a unit, would this separate out the CBO as a manager from that unit. Ray confirmed that no this would not. The board was satisfied; there were no further questions or comments.

VIII. ITEMS FOR INFORMATION AND DISCUSSION

A. Orcutt Union School District Letter of Intent to Take Back Preschool Special Education Services as Non-Regional

1. Year & A Day Notice

Ray Avila reviewed this item and confirmed that Orcutt submitted their year and a day notice. What this district would like to do is transfer back their regional program to their own district, this is specifically for preschool only. The district will need to proceed with completing the appropriate items that are required when determining a take back, specifically, completing an itemized checklist with a proposed plan that will be placed on the November agenda as an action item.

Randy Haggard commented that he would like to revisit the take back of regional programs and the impact overall, we have discussed this several times at prior Board meetings and he would like to bring up this discussion again at a upcoming meeting. Ray responded that he would place it on the November meeting agenda as an information and discussion item. The Board was satisfied; there were no further questions or comments.

SBCSELPA JPA BOARD
MINUTES OF SEPTEMBER 13, 2021 REGULAR MEETING

VIII. ITEMS FOR INFORMATION AND DISCUSSION: *(continued)*

B. Announcement of New SBCSELPA Staff

1. Rachel Wigle, SBCSELPA CBO
2. Barbara Katic, SB-PIC Doctoral Intern
3. Victoria Navarro, WRAP Facilitator
4. Stephanie Guertin, WRAP YSS

Ray reviewed the new SBCSELPA staff that were previously introduced in the earlier part of the meeting when welcoming the guests to the meeting and offered a more detailed brief background for each of the new staff members. The Board was satisfied; there were no questions or comments.

C. SBCSELPA Staff Resignation Notifications

1. Kim Hernandez, SBCSELPA CBO
2. Jenelle Williams, SBCSELPA CBO
3. Kirsty Kenny, WRAP Facilitator
4. Tony Aceves, WRAP YSS

Ray reviewed the recent resignations of SBCSELPA staff. Ray offered thanks and well wishes to the individuals who have moved on to other positions to further their careers and he appreciates all they had done for the SELPA. Lastly, Ray commented that despite these recent resignations the SELPA bounced back and hired some great new people. The Board was satisfied; there were no questions or comments.

D. SBCEO Request for Low Incidence SBCSELPA “Set Aside” Funds for Cold Spring School District for the 2021-2022 Academic Year

Ray Avila introduced this item commenting that this is a unique request and isn't a request that comes often to the JPA Board. In his memo he tried to give a historical timeline of why this type of request is coming. Ray highlighted that this is a request in terms of our low incidence funds and reminded the Board that earlier Jenelle shared that all SELPAs received a huge increase in their low incidence monies last year. With that being said SBCSELPA earmarked some very important items to use up the money in 20-21 but as we saw in the unaudited actuals, we did have the ability to carryover a significant amount of money to this new school year. With that being said a big change occurred to one of our direct service schools, Cold Spring, in terms of their special education enrollment. Cold Spring is considered one of our small schools because of their enrollment numbers. Typically, they receive an adequate amount of funding for the low numbers of special education students they receive each year. 4

This year was unique, and they received more than expected number of students who fall into that low incidence category because of that it had a dramatic increase to their special ed costs, and this happened after they had built their special education budget for the 21-22 school year. Their special ed program are run and supported by SBCEO staff and the increases that are being presented would be part of that. Cold Spring low incidence funding will not cover the costs of the low incidence students that have come onboard in this new school year. Due to all this Cold Spring is having to request if SELPA could look at their “Set Aside” funds which is a line-item allocation for an emergency, unexpected cost comes up, etc. Going into this 21-22 school year the SELPA has a “set aside” of \$99,851.00 which is for emergency usage. In addition, the SELPA has new “set aside” funds for the upcoming 21-22 school year and future emergencies. Ray reviewed that this request from Cold Spring is supported by SBCEO, and they are asking the Board to consider a potential amount of

SBCSELPA JPA BOARD
MINUTES OF SEPTEMBER 13, 2021 REGULAR MEETING

VIII. ITEMS FOR INFORMATION AND DISCUSSION: *(continued)*

money to specifically support their special ed program and the needs of these low incidence students. Ray shared that in working with our CBO that SELPA has been able to identify potentially an amount of money that they could give to Cold Spring for the 21-22 school year, with the approval of the Board.

Randy Haggard asked to confirm this is an informational item and that it would be brought back as an action item after reviewing with staff and he would also need to look back at the budget himself and see what the set aside for the coming year is. Ray confirmed that Randy is correct.

Hilda Maldonado asked what the number of students is that increased at Cold Spring and Ray deferred to Kirsten Escobedo for this. Kirsten confirmed that the new students who are low incidence 2 students, 1 is hard of hearing and 1 is blind. Amy Alzina commented that these are just our low incidence students, currently they are having to dip into their reserve to make ends meet right now. Ray confirmed that after this discussion he will now proceed with bring this item back as an action item.

Lastly, Susan Salcido asked if there had been discussion about future years and the longer-term funding of these students since this is only addressing 21-22. Ray responded that because we have seen such an increase to low incidence funding statewide do to carrying over \$1 million, which is not a good practice, we should be figuring out how to designate these funds year to year since these are going to be ongoing funds. To address this Ray is putting together an Ad Hoc Committee that will include SEAM & SEAMBO members to make recommendations to the Board for the upcoming school year and how we could designate those low incidence funds. The Board was satisfied; there were no further questions or comments.

E. 2021-2022 SBCSELPA Professional Development Offerings Booklet

Jennifer Connolly introduced the Professional Development offerings booklet for 2021-22 school year. She reminded everyone that this booklet is updated monthly and highlighted some key trainings of interest that are coming up in the couple of months. Jennifer is continuing to host as many trainings virtually as possible because that has been a continued request and most trainings are posted on the SBCSELPA YouTube channel to allow staff to access them later.

Hilda Maldonado inquired about how Jennifer and/or SELPA measures application of what is learned and how it is correlated to student outcomes. Jennifer shared that there are evaluations given after every training and then evaluate the responses and look at surveys and various other functions to gather information about the efficacy of the training. Additionally in the winter and spring time she polls the county to see where the staff is needing additional support and seek out presenters in that area and continually re-evaluating how the trainings and offerings are going. Ray commented that we specifically monitor student outcomes for every training, it would be a school district who identified a pattern or trend by working with Jennifer to build trainings around that, usually can be tied to districts SEP or LCAP. The Board was satisfied; there were no further questions or comments.

SBCSELPA JPA BOARD
MINUTES OF SEPTEMBER 13, 2021 REGULAR MEETING

VIII. ITEMS FOR INFORMATION AND DISCUSSION: *(continued)*

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

Ray Avila reminded the Board that this chart shows how we closed the 20-21 school year because we don't have the specific 21-22 allocation yet because we had to wait for unaudited actuals to be completed. In summary shares that this is a healthy balance when looking at the overall legal costs spent by the districts. The Board was satisfied; there were no questions or comments.

G. SBCSELPA Legal Fees Year-to-Date Reserve

Ray Avila again reviewed that this chart displays the SBSELPA legal fees for the close of the 20-21 school year. The bulk of the money is spent on consultant work done with SELPA attorneys and professional development. The Board was satisfied; there were no questions or comments.

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

Ray Avila reviewed the current 21-22 NPS placements and highlighted that currently we only have 3 students in placement. Typically, we start the year off with anywhere from 6-10 students in NPS, we believe that the pandemic has played a large roll in this low number but also our LEAs continue to do amazing work with our local teams to ensure our students are in their least restrictive environment and stay in our county. The Board was satisfied; there were no questions or comments.

IX. MISCELLANEOUS AGENDA ITEMS

A. Items Proposed for Future Action or Discussion

There were no requests for future agenda items.

Next Scheduled JPA Board Meeting: **Date:** October 4, 2021
Time: 12:00 p.m.
Location: Virtual via Zoom

X. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEM

There were no public comments.


XI. CLOSED SESSION: The JPA Board adjourned to Closed Session at 1:08 p.m.


A. Confidential Nonpublic School (NPS) Student Updates

XII. RECONVENE TO PUBLIC SESSION: The Board took no action.

XIII. ADJOURNMENT

The meeting was adjourned at 1:12 p.m.


 Anne Hubbard, Chairperson
 Santa Barbara County SELPA
 10/5/21
 Date


 Ray Avila, Secretary
 Santa Barbara County SELPA
 10/5/21
 Date



Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

Approved
 11/01/2021

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.

SBCSELPA JPA BOARD
MINUTES OF OCTOBER 4, 2021 REGULAR 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.

SBCSELPA JPA BOARD
MINUTES OF OCTOBER 4, 2021 REGULAR MEETING

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: Randal Haggard **Second:** Hilda Maldonado

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

SBCSELPA JPA BOARD
MINUTES OF OCTOBER 4, 2021 REGULAR MEETING

VI. **ITEMS SCHEDULED FOR ACTION/CONSIDERATION** *(continued)*

A. **SBCCEO 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: Luke Ontiveros **Second:** Antonio Garcia

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.

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 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.

SBCSELPA JPA BOARD
MINUTES OF OCTOBER 4, 2021 REGULAR MEETING

VI. **ITEMS SCHEDULED FOR ACTION/CONSIDERATION** *(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

SBCSELPA JPA BOARD
MINUTES OF OCTOBER 4, 2021 REGULAR MEETING

VII. ITEMS FOR INFORMATION AND DISCUSSION (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. **CLOSED SESSION:** 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. **RECONVENE TO PUBLIC SESSION:** 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*)

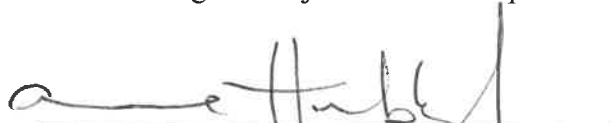
Agency Designated Representative: Ray Avila


SBCSELPA Unrepresented Employees: Classified and Certificated Staff

The Board took no action; there were no questions or comments.

XII. **ADJOURNMENT**

The meeting was adjourned at 1:37 p.m.


 Anne Hubbard, Chairperson
 Santa Barbara County SELPA
 11/3/21
 Date


 Ray Avila, Secretary
 Santa Barbara County SELPA
 11/8/21
 Date

Santa Barbara Special Education Local Plan Area SELPA

SIRAS NEWS

Year 3 VOLUME 27

November/December 2021

New Features in SIRAS

New document replace option within the IEP Manager for an uploaded Assessment Plan and/or Meeting Notice form.

Form links can be sent to multiple email addresses by pressing the Add Recipient button in the dialog box.

New Flash

[CAASPP](#) and [ELPAC](#) supports for 2021-2022 have been updated by the CDE and are now in SIRAS. Updated menu options for [CAASPP](#) and [ELPAC](#) are linked here and have been uploaded to Tools/Added forms.

Finalized IEPs are sent to the CDE as they occur throughout the year. The absence in reporting a timely IEP meeting appears late.

Use the Student Data Overview links on your home page to monitor Upcoming and Overdue meetings for your caseload.



Review your open meetings regularly. Finalize IEP meetings as quickly as possible, right after parent consent has been received. Finalized IEPs are sent to the CDE as they occur throughout the year. The absence in reporting of a timely IEP meeting appears late.

Santa Barbara Special Education Local Plan Area SELPA

SIRAS NEWS

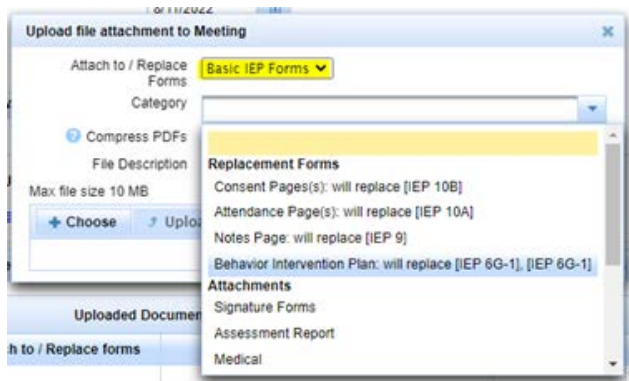
Year 3 VOLUME 27

November/December 2021 pg. 2

New Flash

Users can now replace the SIRAS Behavior Plan with an uploaded Behavior Plan.

- Must select under Attach to/Replace Forms 'Basic IEP Forms'.
- The uploaded form must be a single document, PDF
- File Size must be under 10 megs
- File name should not have any special characters, length 15 characters



Service Logs IEP Implementation Update:

- State ordered to develop an annual data collection that speaks directly to district performance in providing all services promised to SWD in their annual IEPs.
- Special Education Division of CDE to conduct a pilot in the Spring of 2022 to track delivery of service minutes for students with IEPs.
- The collection will be separate from CALPADs.

Suggestions:

- Districts are directed to annual track delivery of service minutes for each student with an IEP.
- Maintain accurate and accessible service delivery records in the form of Service Logs for all Special Education services.
- Special Education Division of CDE to identify a sample of students for the district and SELPA and provide the list. Data Collection to be implemented in 2022-2023 school year.

Santa Barbara Special Education Local Plan Area SELPA

SIRAS NEWS

Year 3 VOLUME 27

November/December 2021 pg. 3

Special Education Administrators/ CALPADS/ MIS Clerks _____

CALPADS Fall 1 snapshots are now available.

Review reports from CALPADS and make needed changes to SIRAS records and send to CALPADS. Follow the Data Monitoring Procedures prior to meeting with SELPA. Procedures are posted on the [SIRAS4Admins and Padlet](#). Schedule SELPA and/or SIRAS Fall 1 review meetings now. A list of 2021-2022 SELPA/CALPADS Reporting Due Dates is [linked here](#).

Review the new Accountability Reports in CALPADS on regular basis.

16.7 and 16.8 generate a to-do list of IEPs meetings that need to be completed. After the meetings have been held, finalize, and send them to CALPADS.

Enter your district/school progress report dates in SIRAS to match the regular report card dates to promote consistent progress reporting/benchmarks.

Enter school holidays that are in excess of 5 days to impact the assessment countdown on the IEP Manager.

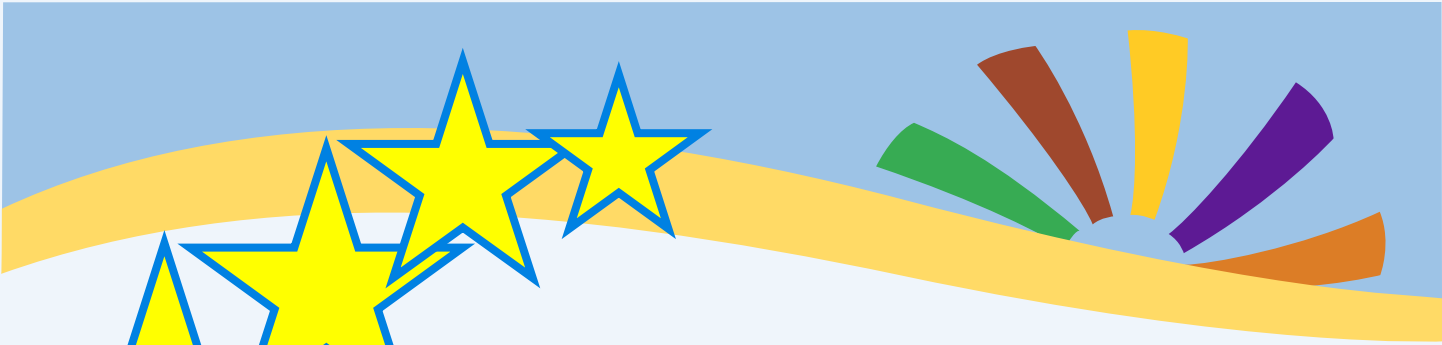
The deadline for Fall DRDP data in SIRAS is December 17, 2021.

Report students with all Unable to Rate on the DRDP Exception list and access DRDP Help on the [SIRAS4Admins](#) Padlet.

Look for Brian's upcoming Webinars in the siras4calpads padlet. <https://padlet.com/siras/siras4calpads>

Email: support@sirassystems.com

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



Santa Barbara County SELPA-bration

★ HONORING EXCEPTIONAL SPED STAFF
IN SANTA BARBARA COUNTY

May 10 2022, 5:00-8:00 p.m.

In Person

At the Glen Annie Golf Course

Frog Bar and Grill



Dispute Resolution in 'Special Education Facilitation' A Collaborative Approach

Jennifer Connolly
SBCSELPA Coordinator



Agenda

- Cultivating Positive Relationships- a teamwork approach.
- Creating Positive Communication.
- Turning Conflict into Collaboration.
- IEP vs. Facilitated IEP: What is the difference?
- SBCSELPA Alternative to Dispute Resolution Process.



Cultivating Relationships in Teamwork

Teamwork

Teamwork sits alongside **trust**, **communication**, and **tolerance** as a building block of the best relationships.

Teamwork is **not** "What can I get out of this relationship?", it's "What can I **bring** to this relationship to make it **better**?"

Teamwork is the combined commitment to overcome obstacles. It's support. It's encouragement. It's working together.

It's rising to the challenge of bettering yourself for the benefit of the whole. It's providing the support & encouragement necessary to help others better themselves and succeed in their endeavors.

Zero Dean

What words do you see that define 'Teamwork?'

Consider how these words cultivate strong relationships?

Imagine...

Successful IEP: What went right?

- Parent and Staff strong communication.
- 'Draft' paperwork shared possibly in advance.
- Staff established a friendly environment for the meeting.
- Parent and Staff had productive conversations.
- Parent felt support of the team for their student.
- All team members had a role in the 'draft' plan and the actions and next steps of the plan.
- Team came to consensus!



Unsuccessful IEP: What went wrong?

- Communication breakdowns.
- Separate agendas.
- Environment at meeting was tense.
- Parent and staff were divided.
- Parent and staff felt unsupported.
- Team unsure of next steps to 'draft' plan and what their roles and actions will be in the plan.
- Continued feelings of 'us' against 'them.'
- Team did not come to consensus.



Building Relationships and Teamwork takes...



Trust



Positive
Communication



Commitment



Shared vision



Encouragement
and hope



Cultivation



Trust is...



Cognitive- thinking with your head...

...thinking, reasoning, judgements based on perceptions and beliefs.

Affective- thinking with your heart...

...confidence that others will act in the best interest of the person.

Behavioral- merging of thinking with your head and turning your heart into actions...

...communication, actions, listening, caring, and dependability.

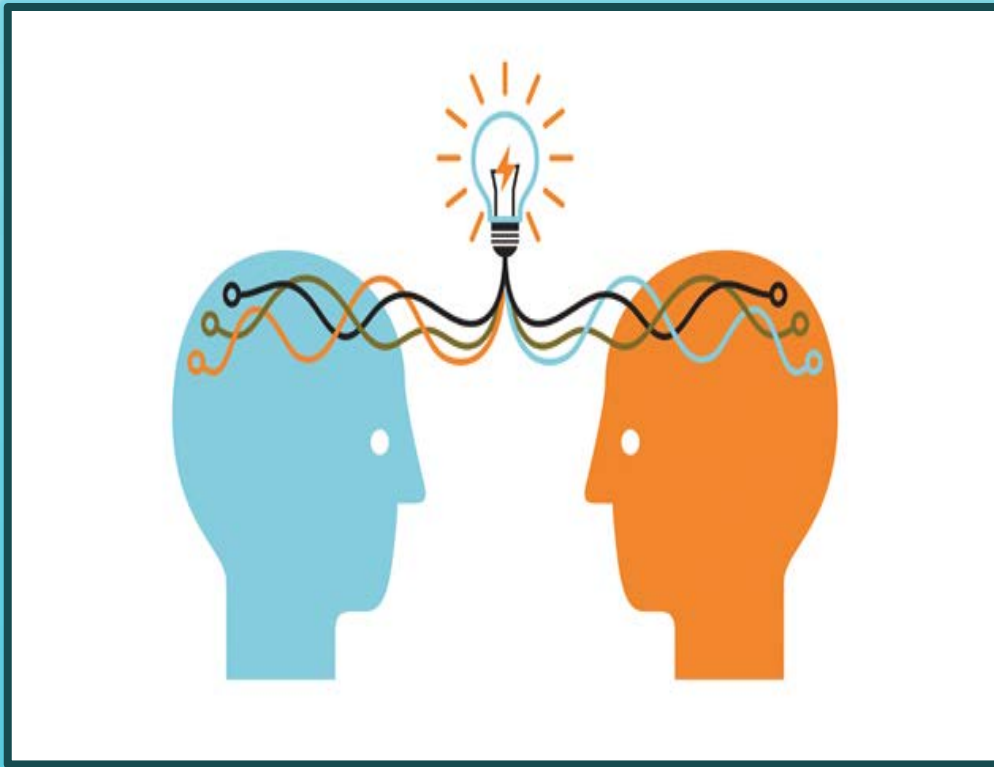
Positive Communication

Take the time to practice positive communication!

- Transparency and Honesty
- Sharing Openly Without Reservation
- Preparing Words Carefully
- Listening Deeply
- Clarifying Messages
- Understanding Messages
- Visuals or Agendas
- Expressing Feelings
- Follow Through



Commitment to a Shared Vision



- Student first, focus on individual and shared needs.
- All team members use their role to contribute to conversations.
- All team members show respect and engage in meaningful discussions.
- Shared understanding of objectives, expectations.
- Shared monitoring.
- Open to suggestions or a change of course.
- Communication is positive and comfortable throughout

Encouragement, Hope, and Cultivation

Your behavior
influences their
behavior.

Keep your
emotions/feelings
in check.

Think positive
intent.

Choose words
carefully.

Share hopes and
dreams.

Cultivate the
relationship with
compassion.





Turning Conflict into Collaboration

‘Setting the
stage’

CADRE Continuum of Dispute Resolution Processes and Practices

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

When IEP Teams are at an impasse... consider a Facilitated IEP!

Facilitated IEPs are:

- Meetings with a trained impartial person (a Facilitator) who is not a normal member of the IEP team.
- Meetings can also be conferences called by either the parent or the school district.

The Facilitator's Role

IS

- Assists the team in communicating effectively.
- Guides the meeting agenda.
- Signs as an attendee of the meeting.
- Encourages 'teamwork' that leads to consensus.
- Watches for misunderstandings and need for clarification.

IS NOT

- A decision maker or advisor.
- Not from the same district.
- Does not endorse or sign the IEP.
- Does not testify at a court hearing or due process.

Why encourage a Facilitated Meeting?



Ensures a safe and respectful environment.



Provides a positive climate for discussion.



Targets clarity and mutual understanding.



Helps repair and build relationships.



Supports the path to consensus.



Increases the probability of an agreed upon IEP or Action Plan.

When to encourage a Facilitated Meeting?



When conflicts have developed.



When communication needs improvement.



When wanting to restore trust.



When wanting to rebuild relationships.

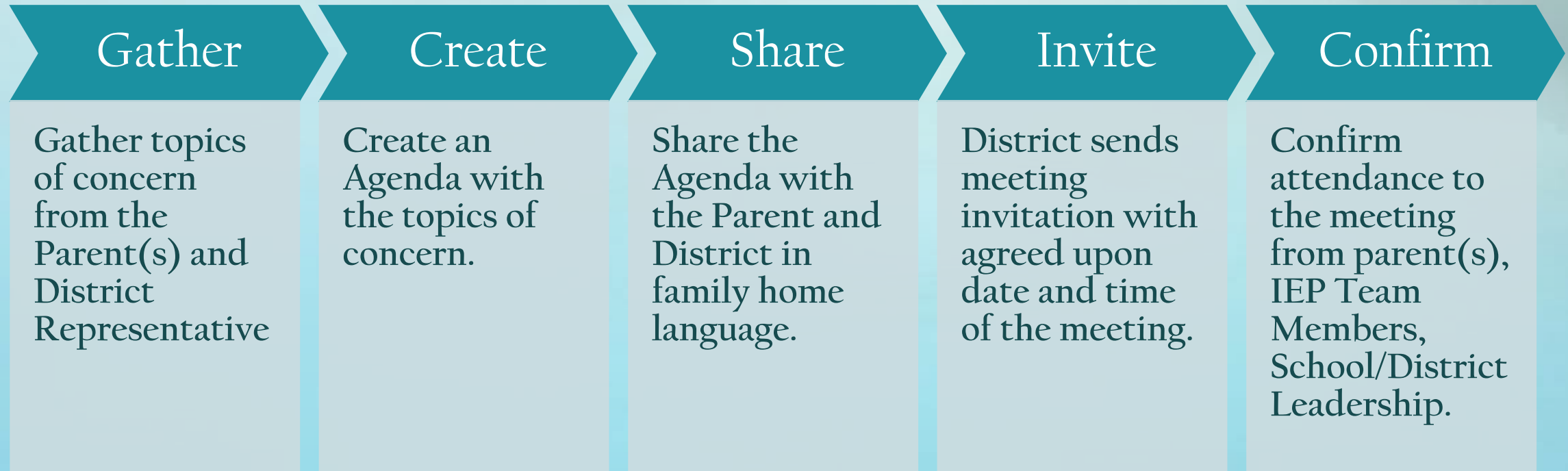


When wanting to clear up confusion with an IEP.

Preparing for the Facilitated IEP a Recipe for a Successful Meeting



Before the Meeting: Communication 'Creating the Agenda'



Resource Support: Sample Agendas.

SBCSELPA 'Parent/Guardian Questions to Ask During An IEP Meeting' handout created by SBCSELPA Community Advisory Committee.

The Ingredients... a Meeting Agenda



Introductions, sharing of roles.

Purpose of the meeting.

Time limitations.

Gather and review group norms.


Review gathered concerns from parent(s) and district.

Highlight areas of consensus.


Create action plan (By Whom, When)

Feedback on meeting.


Virtual Meetings- Tech Check List




Provide link to all members of the meeting in advance.




Create a welcome page for the start of the meeting as the team arrives.




Allow time for technology trouble shooting.



Organize documents for the meeting ahead of time to show virtually.



Tech check all members to ensure, volume and cameras are working.



Consider using the chat box for questions.

Hospitality

- Introductions: Creates an understanding of who's who and roles.
- Purpose: Why is team together? Confirms focus on the meeting.
- Time Limitations: Keeps the agenda moving. Provides an end time.
- Group Norms: Provides 'positive' behavior to the team.
 - Encourages all team members to be heard.
 - Promotes collaboration and conversation.



Suggestion: Chart the above for all team members to see.

Virtual Meeting Norms

Check	Check video and audio before and during the meeting.
Avoid	Avoid multi-tasking or doing other work during the meeting.
Reduce	Reduce background distractions.
Encourage	Encourage all team members to be in 'private space' to ensure confidentiality.
Mute	Mute if not talking to alleviate background noise.
Refrain	Refrain from speaking when another person is speaking.
Keep	Keep camera on throughout meeting to show you are present.

Additional Norms



Encourage team member participation.



Keep focused on student. Bring picture of student if possible for the center of the table.



Use active listening and respectful conversation.



Ask for clarification or additional information when need arises.



Encourage creative problem solving.

Parking Lot



A place to put concerns that are not on the agenda.

A location to put topics to come back to outside of meeting or in another meeting.

Suggestion: *Chart Parking Lot topics.*

Optional Review of Components of IEP

Review	Review	Review	Review	Review
Review relevant educational history.	Review of present levels, where the student is currently academically and emotionally.	Review assessment findings if applicable.	Review progress on goals and recommendations for possible new goals.	Review support recommendation. <ul style="list-style-type: none">● Accommodations● Services and location of services.

Where are We? Temperature Check!



Questions for Consideration:

- ? Have all concerns and desires been discussed?
- ? Has the team come to consensus on the concerns?
- ? Does the relationship between the team members and the parent(s) appear to be moving in a positive direction?
- ? Can we create an 'action plan' where all members have a role?

Consensus

YES

Consensus- IEP moves forward.

Consensus- Plan moves forward.

Relationships grow in right direction.

Student centered meeting was successful!



NO

Restate agreements/ where disagree.

Ask for possible solutions.

Attempt to build smaller consensus.

Propose another meeting.

At last resort.. Due Process.

Finishing Touches to the Meeting

Action Plan and By Whom

- Team creates the plan with due dates and by whom will do the action.
- All team members have a role in the action plan.
 - Creates forward movement
 - Shows team support to the student
 - Provides school team with direction
 - Shows teamwork!

Suggestion: Chart Action Plan and By Whom with Due Dates.



The Finish Line... A New Start!



End on the agreed upon time.

Decide if there is a need for a second meeting.

Thank all team members for the collaboration.

End meeting on a friendly note... starts a new beginning.

Follow up to gain feedback on meeting structure and process.



SBCSELP Alternative to Dispute Resolution Process (ADR)

SBCSELPA ADR

Purpose:

Promote Collaborative Relationships with Parents/Guardians/Adult Students and Districts.

Ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

SBCSELPA ADR Cadre:

Trained Facilitators dedicated to support Parents/Guardians/Adult Students and Districts in conflict resolution. (13 ADR Cadre countywide)



SBCSELPA ADR Process

1. Call to SBCSELPA from Parent/Guardian/Adult Student or District requesting ADR support.
2. Process of ADR explained to caller.
3. SBCSELPA 'ADR Intake' form completed by SBCSELPA during phone call.
4. Agreement to partake in ADR meeting by all parties.
5. SBCSELPA Coordinator contacts Parent/Guardian/Adult Student and District to discuss 'ADR Intake' form.
6. SBCSELPA Coordinator assigns ADR Cadre to the case.
7. ADR Cadre contacts Parent/Guardian/Adult Student and District to set up meeting.
8. ADR Cadre gathers information for agenda and facilitates/attends meeting.

SBCSELPA ADR Process

ADR Cadre Supports

Before the Meeting

- Take notes from phone conversations.
- Create agenda and share with team members.
- Present the team with the SBCSELPA 'ADR Facilitator Code of Ethics' form.
- Prepare for meeting- create charts, review.

During the Meeting

- Guides conversations.
- Keeps Agenda moving.
- Takes notes/charts.
- Watches for needs for clarification.
- Points out areas of consensus.

After the Meeting

- Asks for feedback from the team.
- Provides feedback to SBCSELPA.



Review of Data from Survey and Program Evaluation

Survey:

SBCSELPA provides the team a survey after the meeting to solicit input on the ADR Process.

All survey results are reviewed for feedback to the ADR Cadre.

Program Evaluation:

Program evaluated yearly in May with details presented to SBCSELPA JPA Board.

Evaluation based on:

1)Availability of Cadre 2) Meeting Outcomes 3)Survey Data

?Questions?

Teamwork

Coming together is a beginning keeping
together is a process working together is
success!

- Henry Ford

Resources

Cadre: <https://www.cadreworks.org/>

Clare Fowler: www.ClareFowler.com

https://www.parentcenterhub.org/wp-content/uploads/repo_items/virtual-iep-meeting-tipsheets.pdf

https://promotingprogress.org/sites/default/files/2020-10/tips_from_field_virtual_iep_webinar_508.pdf

Key2Ed: <https://key2ed.com/>

Nick Martin Center for Accord: <http://www.4accord.com/>

Nonviolent Crisis Prevention Intervention (NCPI) <https://www.crisisprevention.com/Our-Programs/Nonviolent-Crisis-Intervention>

Patty Moore Alpha Resource Center, Parent to Parent, Systems Navigation, IEP Training.

SBCSELPA Community Advisory Committee (CAC): ‘Parent/Guardian Questions to Ask During and IEP.’

SBCSELPA ‘Parent/Guardian Questions to Ask During An IEP Meeting’ handout created by SBCSELPA Community Advisory Committee.

SBCSELPA Procedural Handbook Section 12: Alternative to Dispute Resolution.

