SANTA BARBARA COUNTY SELPA
Community Advisory Committee (CAC)
Regular Meeting
Monday, February 1, 2021
Public Session – 9:30 a.m.-11:30 a.m.
Via ZOOM – Meeting ID: 949 1913 5189

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

PUBLIC – Should you wish to attend the SBCSELPA CAC Meeting via Zoom please contact Lindsay MacDonald, SBCSELPA Executive Secretary, by Friday, January 29, 2021 at 5:00 p.m. to request Zoom Meeting Information and Login. Lindsay MacDonald can be contacted 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.

Due to COVID-19 and Governor Newsom's Executive Order N-29-20 regarding shelter in place this meeting is being held virtually, with no physical location. Forms are available from the SELPA Coordinator for requests to address the CAC. Should you wish to address the CAC during this virtual meeting please email Lindsay MacDonald, lmacdonald@sbceo.org, to request a form. Persons wishing to make public comments are requested to complete the appropriate form and return it to the Committee Secretary via email.

I. **PUBLIC SESSION**

  A. Call to Order

  B. Roll Call

  C. Flag Salute

  D. Welcome Guests

II. **PUBLIC COMMENTS**
Please refer to information in the first section of the agenda above.

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

IV. **CONSENT AGENDA ITEMS**
   A. Minutes of December 7, 2020 Regular Meeting   REF: IV-A

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

V. **PRESENTATION**
   A. Brain-Based Behavior Perspectives and Support Strategies   REF: V-A
      Presenter: Stephan Salter, SBCSELPA Mental Health Specialist

VI. **ITEMS SCHEDULED FOR INFORMATION/ DISCUSSION /ADVISEMENT**
   A. Questions from December 7, 2020 CAC meeting

   B. SBCSELPA 2020-2021 Professional Development Calendar/Offerings   REF: VI-B
      1. SBCSELPA Professional Development Offerings Booklet
         (Updated January 2021)

   C. SBCSELPA December 7, 2020 JPA Board Regular Meeting Minutes Summary   REF: VI-C

   D. SIRAS Newsletters   REF: VI-D
      1. December 2020, Volume 18
      2. January 2021, Volume 19

   E. Upcoming Election of 2021-2022 CAC Chairperson & Vice Chairperson

   F. CAC Project Updates/ Discussion   REF: VI-F
      1. Transition from Post-Secondary to Adult Guide

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

   B. Next Scheduled CAC Meeting:
      April 12, 2021 from 9:30 a.m. – 11:30 a.m.
      Via Zoom due to COVID-19

VIII. **ADJOURNMENT**
      Motion: _____
      Second: _____
      In Favor: _____
      Opposed: _____
      Abstained: _____

***Approximately 10:30 – 11:30 a.m. - 2021 SELPA-Bration – Nomination Review**

SANTA BARBARA COUNTY SELPA
Community Advisory Committee (CAC)
Regular Meeting
Monday, December 7, 2020
Public Session 9:30 a.m. – 11:30 a.m.
Via ZOOM – Meeting ID: 987 3664 3573

Minutes

Members Present:	Rebecca Atkinson	Members Absent:	Norma Cabello
	Dena Davis		Karen Ebner
	Karla Curry, Chair		Christine Emanuel
	Sucari Epps		Nina Esquivias
	Frances Evans		Monserrat Garcia
	Abraham Garcia		Stacey Hansen
	Jamie Johnson		Jestin St. Peter
	Joe Ledoux		
	Amanda Lopez-Soliz		
	Nathan Moreno		
	Mariana Murillo	Others Present:	Jennifer Connolly
	Sonia Morison		Lindsay MacDonald
	Chail Norton		Rosy Bucio
	Sarah Rodriguez		Natalie Facio-Leon
	Catherine Spencer		Kirsty Kenny
	Eva Soohoo		Alison Lindsey
	Deneice Tell		
	Carolyn Williams		
	Alana Yamamoto		

I. PUBLIC SESSION
A. Call to Order
Karla Curry, Chairperson, called the meeting to order at 9:33 a.m.

B. Roll Call
Lindsay MacDonald took roll call.

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

D. Welcome Guests
Karla Curry introduced Jesus "Chuy" Alvarez-Cajero, Senior from Carpinteria High School, who joined the meeting as an Adult/Student representative. There were no other guests present.

II. PUBLIC COMMENTS
There were no public comments.

III. APPROVAL OF ADDITIONAL EMERGENCY ITEMS
There were no emergency items presented.

SBCSELPA CAC
MINUTES OF DECEMBER 7, 2020 REGULAR MEETING

IV. **CONSENT AGENDA ITEMS**
   A. Minutes of October 5, 2020 Regular Meeting
   Recommendation: The CAC approve Consent Agenda Item A as presented.

   Motion to Approve: <u>Abraham Garcia</u> **Second:** <u>Sucari Epps</u>
   The CAC was satisfied; there were no questions or comments.

   Vote: <u>18 – 0.</u> The motion passed with CAC Representatives Rebecca Atkinson, Dena Davis, Karla Curry, Sucari Epps, Frances Evans, Abraham Garcia, Jamie Johnson, Joe Ledoux, Amanda Lopez-Soliz, Nathan Moreno, Mariana Murillo, Sonia Morosin, Chail Norton, Sarah Rodriguez, Catherine Spencer, Eva Soohoo, Deneice Tell, Carolyn Williams and Alana Yamamoto voting in favor; none opposed and no abstentions.

V. **ITEMS SCHEDULED FOR INFORMATION/DISCUSSION/ADVISEMENT**
   A. Questions from October 5, 2020 CAC meeting.
   The Committee was satisfied; there were no questions or comments.

   B. SBCSELPA 2020-2021 Professional Development Calendar/Offerings
      1. SBCSELPA Offerings Booklet (Updated November 2020)
   Jennifer Connolly reviewed the professional development calendar for December 2020 and January 2021. The calendar of events is updated monthly, and she highlighted that all the trainings are free. Jennifer shared that in December she is working with the moderate to severe teachers, speech and language therapists, OTs and mild to moderate teachers, she has been meeting with these groups the last few months to create a network of collaboration and time together. Additionally, Jennifer highlights C.A.P.T.A.I.N. which focuses on trainings for staff regarding students with autism; Southern California Diagnostic Center who offers pre-recorded free trainings and then staff has until June to watch the trainings. The agenda includes the professional development booklet which is continuously updated. The Committee was satisfied; there were no questions or comments.

   *Sonia Morison joined the meeting at 9:50 a.m. via Zoom.

   C. SBCSELPA JPA Board Regular Meeting Minutes Summary
      1. August 31, 2020 JPA Board Meeting
      2. November 2, 2020 JPA Board Meeting
   Jennifer Connolly reviews the JPA Board minutes are provided for information to the CAC to see what the JPA Board is doing. Jennifer highlighted in the August 2020 meeting minutes that SBCSELPA has hired Lisa Foote the new Assistive Technology/Augmentative and Alternative Communication Specialist (AT/AAC). Additionally, the SB County Superintendents have been meeting weekly since March 2020 when everything closed to discuss the status of the pandemic and working as a collective to support our staff, students, and families during this time. Jennifer highlighted information regarding nonpublic school (NPS) students and placements from the November 2020 meeting minutes. The November minutes also focus on compliance and mention that 19 of our 25 LEAs have been targeted by CDE for compliance items that they need to work on. These districts have put together a Special Education Plan (SEP) to address the compliance concerns. Lastly, Jennifer shares that the SBCSELPA Local Plan and Procedural Handbook have been reviewed, revised, and updated as directed by the CDE this year. The Committee was satisfied; there were no questions or comments.

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

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

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

Karla Curry shares that this is the announcement of the 2020-2021 SELPA-Bration and the nomination forms are available online this year. This is a time to honor those outstanding individuals who have gone above and beyond to represent their students, families, and school sites. The event will be held on May 4, 2021 this year. Jennifer Connolly reminds everyone that if they were unable to attend last year's SELPA-Bration you can access the recording of the event on the SBCSELPA YouTube channel. The Committee was satisfied; there were no questions or comments.

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

Karla Curry initiates the discussion of the CAC project for this year, highlighting the 2 projects that the group had narrowed it down to. Lindsay MacDonald shared that she created a padlet with the prior annual CAC projects, the link was shared:

https://padlet.com/mslaterselpa4200/CAC_Annual_Projects .

Jennifer Connolly reviews and shares what previous CAC projects have included. Jennifer's first year being on CAC the group created a Parent IEP Handout, that included suggestions of questions parents should ask during an IEP, available in both English and Spanish. IEP meetings can be overwhelming for families and so they created a cheat sheet of thought-provoking questions. Staff can share the handout with families before their IEP meeting, it is also on the SIRAS website.

Secondly, the CAC worked on revising and updating a transitional booklet, Turning 3, for our students moving from Early Start to Preschool. This was an old document that Jennifer inherited which had been created by partners in Tri-Counties Regional Center and a few other agency partners, however, it was outdated and so the CAC updated the document and had it translated into Spanish.

Lastly, last year to accompany the revision of the Local Plan and the Procedural Handbook Jennifer worked to recreate and update the Special Education Parent Handbook. This handbook has an abundance of resources for families, this should be handed out by case managers and support services at the initial IEP as well as the tri-annual IEP. The CAC was a huge help in the revision of this handbook. The hope is that the CAC can annually create something that we support our districts with that we can share with staff and families.

Karla and Jennifer open the conversation to the group so that they can further discuss project thoughts and suggestions for the 2020-2021 CAC group. Sucari Epps asked if we are looking to choose between the 2 projects and/or add on additional projects and work, she wanted some clarification on time and focus. Karla responded that we are looking to focus on 1 project, and it has been narrowed down to the 2 options we have discussed. Sucari comments that the work that might be needed is the transitional guide as the CAC has completed a guide for one population already and

F. **CAC Project Updates/Discussion** (*continued*)

so it might be good to do similar work for another population to have a complete set of toolkits. Dena Davis asked if there was mention in the parent handbook of questions parents might have as their children transition from elementary to junior high level, and junior high to high school, those mini transitions. Jennifer responds confirming that there are not any suggested questions that parents might have during these other transition times. Dena went on to comment then that brings up her idea/suggestion regarding questions parents might have that are not being answered before their student enters jr. high, so she imagined creating something like the IEP Handout for those smaller leaps in their education, because this is a major change for these students. Karla comments that possibly we can include a chapter in the guide about transitioning from elementary to middle and then middle to high school, because best practice when you look at transition is to start looking at it in the middle school age.

Jennifer moves on to discussing the actual creating of the guide rather than just talking about ideas by suggesting we set aside some time to work on this project outside of the regular CAC meeting time. Possibly creating an ad hoc committee that meets for a half an hour after the meeting to develop Dena's idea of some questions that would be on the mind of a parent, child, or professional at those transition ages she suggested. We could create a bank of questions and answers in a document to start by doing that this year and sharing that, this would be a doable project. The idea of the guide Karla suggested could be something we foster in the next couple years and this question-and-answer document would be something we would include in that. Lastly, Jennifer confirms that there is a consensus among the group to have this be the project. The Committee was satisfied; there were no further questions or comments.

VI. **PRESENTATIONS**

A. **An Introduction to G.R.O.W.**
Presenters: Alison Lindsey, SBCSELPA Mental Health Specialist &
Rosy Bucio, SBCSELPA BCBA
Jennifer Connolly introduces Alison Lindsey and Rosy Bucio and the G.R.O.W. program that they facilitate around the county. Alison & Rosy present a PowerPoint presentation that is a general overview of what the G.R.O.W. program is and what it does, there are 19 of these classrooms across the county. G.R.O.W. is a therapeutic wellness framework designed to serve students who have difficulty accessing their education due to their emotional and behavioral needs. They also share the link to the G.R.O.W. website that contains all the information about the program, https://growsbcselpa.wixsite.com/mysite-1 . The Committee was satisfied; there were no questions or comments.

B. **SBCSELPA Wraparound – Self-care for Parents & Caregivers during a pandemic**
Presenters: Kirsty Kenny & Natalie Facio-Leon, SBCSELPA WRAP AROUND Services
Facilitators
Karla Curry introduces Kirsty Kenny and Natalie Facio-Leon who are SBCSELPA WRAP AROUND service providers, they specifically work with students with IEPs that have the qualifiers of emotional disturbance (ED). Kirsty & Natalie present a PowerPoint presentation that they collaborated on which is being offered as a mini-PD through the SBCSELPA. The presentation is designed with parents, guardians, and caregivers in mind during this pandemic, hoping to help guide families during this stressful time by using psychoeducation to talk about the variety of ways this global pandemic may be affecting each family member. Natalie shares that this presentation will soon be offered in a Spanish version. The Committee was satisfied; there were no questions or comments.

SBCSELPA CAC
MINUTES OF DECEMBER 7, 2020 REGULAR MEETING

VII.   **MISCELLANEOUS AGENDA ITEMS**
   A. CAC Member Sharing
   Karla Curry opened the meeting up for member sharing:
   - Dena Davis shared that the CPAC group has met once in SBUSD, this is the staff and parent advisory committee with representatives from all the schools. Shared that it has been a time to listen to how it is going for parents and families and they feel that the leaders and the districts are listening to families and they appreciate the flexibility of teachers and the communication has seemed to be good between all parties.
   - Catherine Spencer from TCRC offered to share as a community agency representative, the entire agency is still working remotely, their transition team will be going from 3 to 1 in the beginning of the year due to 2 members being out on maternity leave.
   - Sarah Rodriguez shared as a school psychologist from Santa Ynez Valley, regarding assessments and how they are going and being done. Confirmed they are doing in-person assessments as needed and seems to be working out well.
   - Mariana Murillo shared as a representative from Alpha Resource Center and a parent, many of the staff continue to work from home while still trying to support the families with information and resources. Have been getting a lot of calls from parents about issues with zoom and their students' classes, it is very had for many students and many challenges for everyone causing behavior issues. Alpha continues to support the families and communicate with the school districts regarding the concerns and challenges, they provide information regarding food bank flyers because of the financial crisis many are experiencing. Alpha is still hosting their parent groups through zoom, but the attendance has gone down because of all the other things that are going on.

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

   B. Next Scheduled CAC Meeting: **February 1, 2021, 9:30 - 11:30 a.m.**
                                                Via Zoom due to COVID-19

   Karla Curry reminded everyone that we are looking for districts to volunteer to bring a student to each meeting, we are trying to get a student who can eventually join on as a representative. Jennifer Connolly reminds everyone that at the February meeting we will have our nominations for the SELPA-bration award winners, and she is hoping that a group of CAC members can stay after the meeting to form an ad hoc committee to review the nominations and vote on the winners. The Committee was satisfied; there were no further questions or comments.

VIII. **ADJOURNMENT**
   Sucari Epps motioned for adjournment and Abraham Garcia seconded the motion to adjourn the meeting at 11:05 a.m. The motion passed unanimously; none opposed and no abstentions.

**Attached is the Zoom Chat transcript

SBCSELPA CAC
MINUTES OF DECEMBER 7, 2020 REGULAR MEETING

ZOOM MEETING INFORMATION:
Topic: CAC Meeting
Time: Dec 7, 2020 09:30 AM Pacific Time (US and Canada)

Join Zoom Meeting
https://zoom.us/j/98736643573?pwd=Nk1iZGJhL2VkU3lzVnNHWEh4OEVaZz09

Meeting ID: 987 3664 3573
Passcode: 2WiSQ5
One tap mobile
+16699009128,,98736643573#,,,,,,0#,,729869# US (San Jose)
+13462487799,,98736643573#,,,,,,0#,,729869# US (Houston)

Dial by your location
        +1 669 900 9128 US (San Jose)
        +1 346 248 7799 US (Houston)
        +1 253 215 8782 US (Tacoma)
        +1 646 558 8656 US (New York)
        +1 301 715 8592 US (Washington D.C)
        +1 312 626 6799 US (Chicago)
Meeting ID: 987 3664 3573
Passcode: 729869
Find your local number: https://zoom.us/u/acWCqNkMhk

12/7/2020 CAC Meeting – ZOOM CHAT TRANSCRIPT

09:43:12   From chuy : hi

09:43:37   From Dr. Sucari Epps : he may need to test his audio

09:44:56   From Dena Davis : Hi Chuy! How cool that you are here!

09:45:43   From chuy : thanks for having me here

09:49:59   From Dena Davis : My son has also been diagnosed with autism. I'm looking forward to   learning more
                about CAPTAIN from Gina Stabile soon.

10:02:23   From Abraham : That's awesome!

10:05:54   From Dena Davis : I meant to look at that, Lindsay. I had an idea for a project but not sure I can help at
                this time.

10:08:11   From Lindsay MacDonald : https://padlet.com/mslaterselpa4200/CAC_Annual_Projects

10:08:22   From Lindsay MacDonald : This is the link to the CAC annual project padlet

10:08:55   From Amanda : Thank you!

10:18:33   From Dena Davis : Or what would the case managers like parents to be thinking about?

10:19:11   From Dena Davis : Short and sweet for sure!

10:20:18	From Dena Davis : Yes, SBUSD does as well.
10:22:05	From Dena Davis : I personally like FAQ's.
10:33:44	From Dena Davis : All educators need this perspective and training. :)
10:35:26	From Jennifer Connolly, Coordinator SBCSELPA : Yes Dena this is an amazing program. Both Alison and Rosy train all county not only GROW programs too.
10:36:19	From Dena Davis : <3
10:37:37	From Jennifer Connolly, Coordinator SBCSELPA : All of the GROW trainings are on our SBCSELPA YouTube channel
10:37:54	From Dena Davis : That is so awesome, Jennifer!
10:43:04	From Dr. Sucari Epps : what is the password to enter the site?
10:43:10	From Alison Lindsey : Thank you for having us! Here are our emails:
10:43:15	From Alison Lindsey : alindsey@sbceo.org
10:43:23	From Alison Lindsey : rbucio@sbceo.org
10:44:36	From Catherine Spencer : i will need to log off in about 10 minutes to deal with some agency covid stuff. thank you so much for having me:)

Brain-Based Behavioral Perspectives and Support Strategies
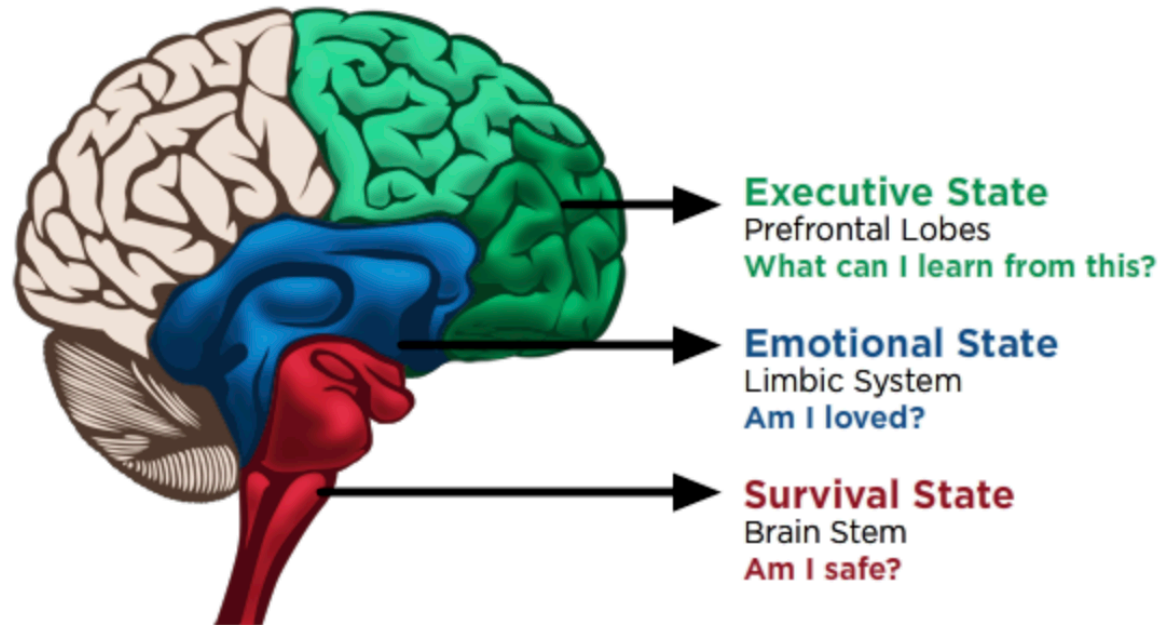
Stephan Salter

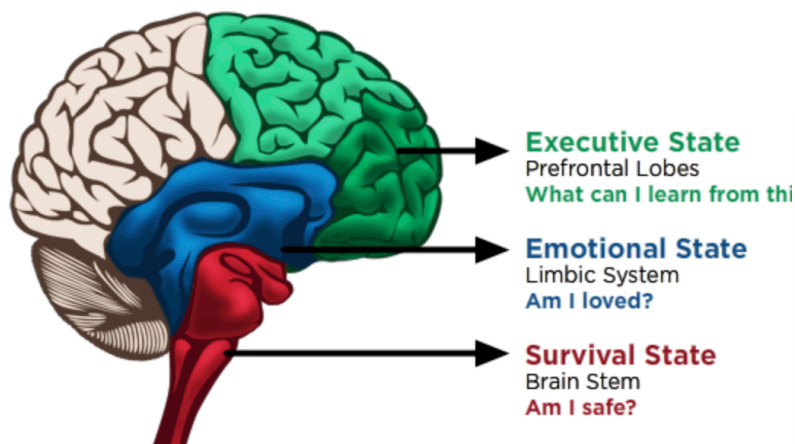LMFT, MACP, MAE

Mental Health Specialist

Santa Barbara County SELPA

The Three Brain States
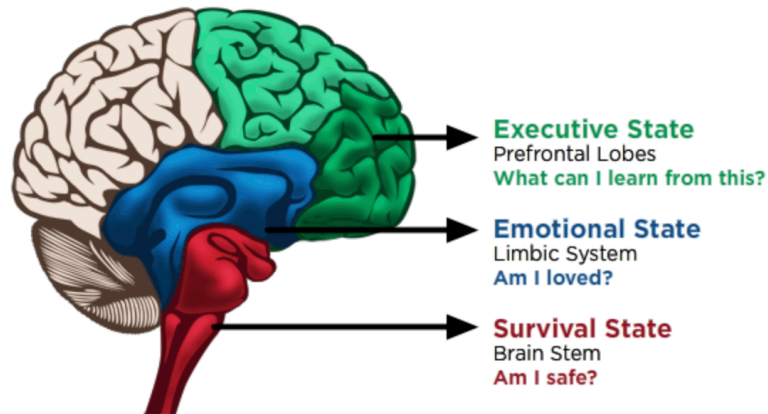### (Conscious Discipline)

Brain state dictates behavior

Executive State
Prefrontal Lobes
What can I learn from this?

Emotional State
Limbic System
Am I loved?

Survival State
Brain Stem
Am I safe?

Executive State
Prefrontal Lobes
What can I learn from thi

Emotional State
Limbic System
Am I loved?

Survival State
Brain Stem
Am I safe?

The Brain + Maslow's Hierarchy of Needs

-Bottom = More fundamental = More rudimentary behavior

-In order to 'advance' to higher Needs, fundamental Needs must be met/ in-tact.

-Expecting a *hungry*, *sick*, or *scared* child to embrace self-esteem, demonstrate respect, and accept vulnerability projects *our* needs for the child onto the child--- not attuning to the *child's actual* needs in real-time.

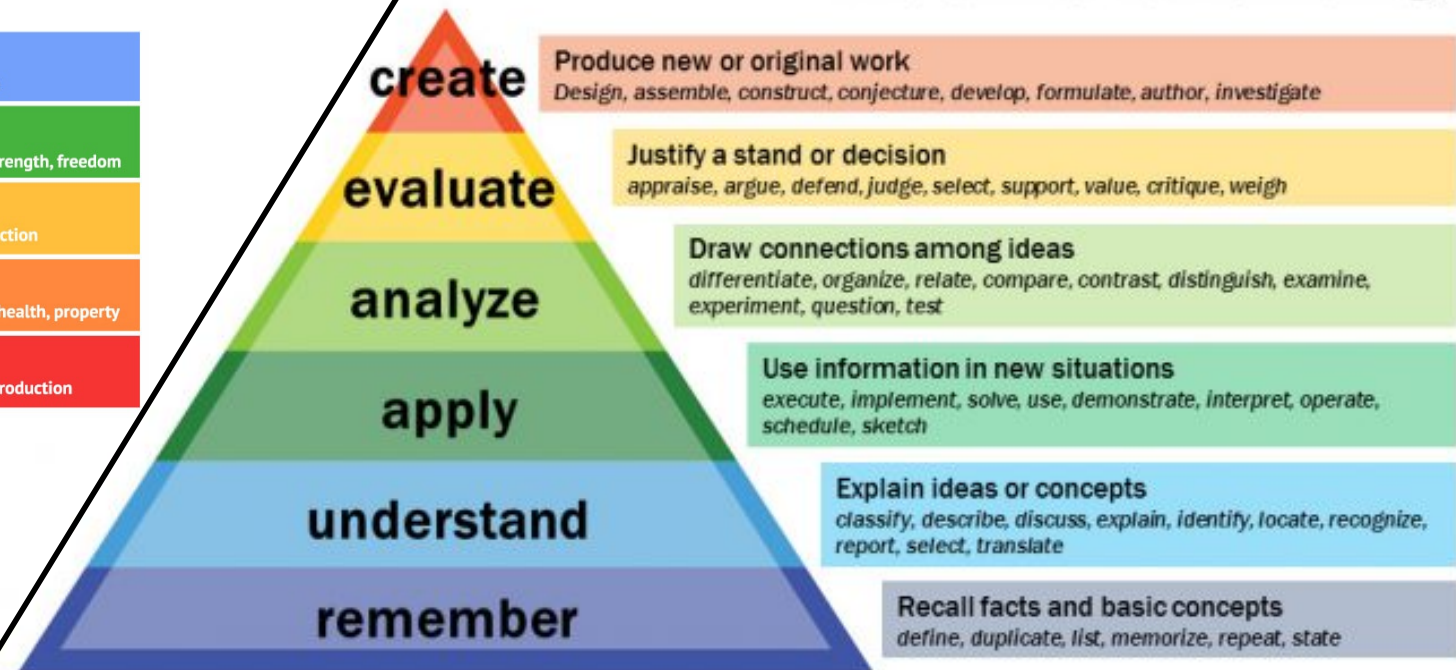-The more compromised a Hierarchy, less access to advanced neural development with robust behavioral options.

Self-actualization
desire to become the most that one can be

Esteem
respect, self-esteem, status, recognition, strength, freedom

Love and belonging
friendship, intimacy, family, sense of connection

Safety needs
personal security, employment, resources, health, property

Physiological needs
air, water, food, shelter, sleep, clothing, reproduction

Executive State
Prefrontal Lobes
What can I learn from this?

Emotional State
Limbic System
Am I loved?

Survival State
Brain Stem
Am I safe?

Self-actualization
desire to become the most that one can be

Esteem
respect, self-esteem, status, recognition, strength, freedom

Love and belonging
friendship, intimacy, family, sense of connection

Safety needs
personal security, employment, resources, health, property

Physiological needs
air, water, food, shelter, sleep, clothing, reproduction

MASLOW BEFORE BLOOM!

The Brain + Maslow + Bloom

Remember to consider Needs

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Vanderbilt University Center for Teaching

Brain States & Coaching Strategies

	What it Looks Like		Coaching Strategies
Executive	• Focused • Cooperative • Polite • Relaxed body	**Problem-solving**	• Propose academic work • Engage in Collaborative & Proactive Solutions (CPS) Model – Plan B conversations • Relationship-building activities • Redirection strategies & choices • Priming • Positive practice of coping skills
Emotional	• Verbal aggression towards staff or peers • Minor property destruction • Physical intimidation • Negative self-talk • Threats to self	**Connection**	• Reduce expectations • Don't add demands • Empathic statements • Noticing language • Offer support • Model using a coping skill without demands

Survival	• Physical aggression towards staff or peers
	• Throwing objects
	• Major property destruction
	• Elopement
	• Shutting down/sleeping
		Safety	• Breathe and wish yourself & student well
			• Reduce/remove expectations and provide space
			• CPI Strategies:
			   • Position, posture, proximity
			   • Tone, volume, cadence
			• Discreetly remove unsafe objects
			• Discreetly redirect others

Takeaways

- Let *your* adult brain guide your perspective & relationship...*not* the child's brain.
- Emphasize *safety* and *connection* as fundamental features of a classroom environment (physical, relational, sensory) to promote fuller brain access/functioning.
- Assume Positive Intent: Kids do well when they *can*. If they aren't doing well, it's because they *can't*, not because they *won't*.
- When we see students presenting as distracted, disruptive, reactive, or unsafe---try to meet the needs of the brain-state "driving" that student's behavior.
- "Won't" is just a <u>now</u> version of "can't".
- Maslow before Bloom!

Brain-Based Behavioral Perspectives and Support Strategies

THANK YOU

Stephan Salter

LMFT, MACP, MAE
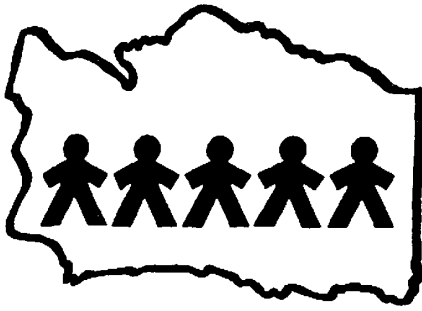
Mental Health Specialist

Santa Barbara County SELPA

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

Date: February 1, 2021

To: Community Advisory Committee

From: Jennifer Connolly, SBCSELPA Coordinator

Re: February 2021 Professional Development Offerings

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

FEBRUARY 2021

February	Host	Time/ Location	Title
2/3/2021	SBCSELPA	2:00-3:30 Zoom All County	Traumatic Brain Injury (TBI)
2/11/2021	SBCSELPA	8:00-9:00 Zoom All County	Occupational Therapy Network Meeting
2/16/2021	SBCSELPA	2:00-3:00 Zoom All County	Moderate/Severe Teachers Network Meeting
2/18/2021	SBCSELPA	2:00-3:30 Zoom All County	Mild/Moderate Teachers Network Meeting
2/23/2021	SBCSELPA and Southern CA Diagnostic Center	12:00-3:30 Zoom Provided by SCADC	Ensuring Successful Transition to Adulthood for Students with Moderate to Severe Disabilities (For Educators, Program Specialists, Admin., Parents)
2/23/2021	SBCSELPA and Southern CA Diagnostic Center	Zoom Time TBD by Coach	Patterns of Strengths and Weaknesses Coaching with Amy Taylor
2/24/2021	SBCSELPA and C.A.P.T.A.I.N.	2:00-3;30 Zoom All County	Evidence Based Practices in Autism by C.A.P.T.A.I.N. (Cohort 2)
2/25/2021	SBCSELPA	8:30-3:00 Zoom South SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
2/25/2021	SBCSELPA	2:00-3:00 Zoom All County	Speech and Language Network Meeting

Professional Development Offerings 2020-2021

Santa Barbara County

Special Education Local Plan Area

SELPA

(Revised January 2021)

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

Santa Barbara County Special Education Local Plan Area

SELPA

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

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

- Oversight and case management for students placed in residential treatment nonpublic schools (NPSs)
- Wraparound social work services
- Coordinates student mental health IEP related services and NPS placements for LEAs
- Provides BCBA behavioral consult services to LEAs
- Provides educational audiologist consult services to LEAs
- Coordinates with private schools for the support of Child Find and Individual Service Plans (ISPs)
- Allocates funding for special education services
- Providing training opportunities for LEA staff, parents, and community
- Allocates and manages low incidence equipment and services funding
- Develops and governs Local Plan special education policy and procedures for participating LEAs
- Engages in interagency agreements with agencies such as Tri-Counties Regional Center and California Children's Services (CCS)
- Establishes a Community Advisory Committee (CAC) that advises the governing board and assists in parent and school education
- Provides Medical Therapy Units (MTUs) for CCS
- Provides Alternative Dispute Resolution (ADR) to LEAs/ districts and parents/guardians
- Provides advisement specific to federal and state special education law
- Provides advisement from State SELPA
- Maintains the Local Plan, Procedural Handbook, and website www.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 SBC SELPA and its member districts do not discriminate on the basis of race, color, national origin, religion, sex, or disability in educational programs and activities or employment practices, as required by Title 6 of the Civil Rights Act of 1964, Title 9 of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

Child Find

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

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

District Special Education Programs

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 Professional Development Offerings

Professional Development Offerings are the creation of a survey and direct input from Directors and Special Education Leadership. Each year, the Professional Development offerings are reviewed/revised with District and County Special Education Leadership and staff to ensure all topics emphasize student, district, and the county needs. Presenter (s), dates/times, and locations are subject to change based on staff attendance and venue availability.

How to Schedule a Professional Development Offering

Mini Professional Development Offerings individualized to each district request.

1. Districts: contact Jennifer Connolly at jconnolly@sbceo.org to request the Professional Development topic.
   - Propose dates/time, location
   - Requests must be in writing via email, received a month in advance.

2. The presenter(s) to be contacted by Jennifer Connolly with the Professional Development topic (s) and proposed dates. Presenter (s) will affirm date, location, and time.

3. Districts will receive confirmation of Professional Development date (s), location, and presenter name (s) and presenter (s) contact information within five business days of the request.

4. The Professional Development event to be added to the OMS calendar for tracking purposes.

5. Attendance: Participants of the Mini Professional Development events do not have to register on OMS.

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

6. Presenter (s) subject to change due to unforeseen emergencies.

7. District venues subject to change due to number of participants for Professional Development.

8. If more than one district requests the same topic on the same day, event may include more than one district.

Large Professional Development Offerings for North, Mid, South County

1. Access the SBC SELPA OMS system at https://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

2020-2021 Professional Development Calendar of Events by the Month

Presentations are *free* unless indicated. To Register go to
https://sbcselpa.k12oms.org/

This Professional Development Offerings Booklet is updated monthly.

August

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

2020-2021 Professional Development Calendar of Events by the Month

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

September

September	Host	Time/ Location	Title
9/3/2020	SBCSELPA	8:30-3:00 Zoom, North SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
9/8/2020	SBCSELPA and C.A.P.T.A.I.N.	2:00-4:00 Zoom All County Administrators	C.A.P.T.A.I.N. California Autism Professional Training and Information Network an Introduction for all county Administrators
9/10/2020	SBCSELPA	1:00-2:30 Zoom All County	SIRAS for Translators
9/14/2020	SBCSELPA	2:00-3:00 Zoom All County	Virtual Classroom Platforms/ Zoom and Google Classroom
9/15/2020	SBCSELPA	2:00-4:00 Zoom All County Administrators	Conscious Discipline Modules an Introduction for all county Administrators
9/16/2020	SBCSELPA	1:30-3:00 Zoom Nurses	Nurses Network
9/17/2020	SBCSELPA	8:30-3:00 Zoom, South SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
9/21/2020	SBCSELPA	8:30-12:30 Zoom All County ADMIN, Clerks, CALPADS	Fall 1 Review with Brian Marcontell from SIRAS
9/21/2020	SBCSELPA	1:00-2:00 Zoom All County OTs	All County Occupational Therapist Network Meeting
9/21/2020	SBCSELPA	2:00-3:00 Zoom All County	Digital Tools: Attendance/Tracking Tools/Instructional Assessment Tools
9/22/2020	SBCSELPA	2:00-4:00 Zoom All County Administrators	Trauma Informed Education for All County Administrators
9/22/2020	SBCSELPA	2:00-4:00 Zoom All Moderate/Severe Teachers	All County Moderate/Severe Teachers Network Meeting 2:00-2:30 Preschool 2:30-3:00 Elementary 3:00-3:30 High School
9/23/2020	SBCSELPA	2:00-3:00 Zoom All SLPs	All County Speech and Language Pathologists Network Meeting
9/28/2020	SBCSELPA	2:00-3:00 Zoom All County	Digital Tools: Communication tools.
9/29/2020	SBCSELPA	2:00-4:00 Zoom	All County Mild/Moderate Teachers Network Meeting 2:00-2:30 Preschool

		All Mild/Moderate teachers	2:30-3:00 Elementary 3;00-3:30 High School
9/30/2020	SBCSELPA and C.A.P.T.A.I.N.	2:00-3:30 Zoom All County	Evidence Based Practices in Autism by C.A.P.T.A.I.N.

2020-2021 Professional Development Calendar of Events by the Month

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

October

October	Host	Time/ Location	Title
10/1/2020	SBCSELPA	8:30-3:00 Zoom, North SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
10/6/2020	SBCSELPA	2:00-4:00 Zoom All County Administrators	What is SBCSELPA? Updates on Distance Learning in Special Education for all county Administrators
10/7/ 2020 - 10/8/2020	SBCSELPA & Lindamood-Bell	12:00-3:30 Zoom **Days 1 & 2 of four afternoons workshops**	Lindamood-Bell presents Visualizing and Verbalizing: one seat free per district.
10/13/2020	SBCSELPA and Agency Partners	1:00-3:00 Zoom All County	*(Postponed to a later date)* North County Transition Fair
10/14/2020 - 10/15/2020	SBCSELPA & Lindamood-Bell	12:00-3:30 Zoom **Days 3 & 4 of four afternoons workshops**	Lindamood-Bell presents Visualizing and Verbalizing: one seat free per district.
10/16/2020	CCASP	9:00-12:00 Zoom provided by CCASP	Central Coast School Psychologists Presents: Legal Updates by Wes Parsons from F3. Registration http://ccasponline.org
10/19/2020	SBCSELPA	12:00-1:00 Zoom All BCBAs	All County BCBAs Network Meeting
10/20/2020	SBCSELPA	3:00-4:00 Zoom All OTs	OT Network Meeting
10/21/2020	SBCSELPA and C.A.P.T.A.I.N.	2:00-2:30 Zoom All County	Evidence Based Practices in Autism by C.A.P.T.A.I.N.
10/22/2020	SBCSELPA	8:30-3:00 Zoom, South SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
10/23/2020	SBCSELPA	2:00-3:00	SLP Network Meeting

10/27/2020	SBCSELPA	Zoom All SLPs	
10/27/2020	SBCSELPA	3:00-4:00 Zoom All County	SELPA-Bration Awards
10/28/2020- 10/29/2020	SBCSELPA	1:30-3:30 Zoom All County	Dyslexia Training Institute

2020-2021 Professional Development Calendar of Events by the Month

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

November

November	Host	Time/ Location	Title
11/3/2020	SBCSELPA	8:30-11:30 All county	Jan Tomsky Legal 'Hot Topics in Special Education'
11/3/2020	SBCSELPA	2:00-2:00 All M/M Teachers	Mild/Moderate Teachers Network Meeting
11/4/2020	SBCSELPA	2:00-3:00 All M/S Teachers	Moderate/Severe Teachers Network Meeting
11/5/2020	SBCSELPA	8:30-3:00 Zoom, North SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
11/19/2020	SBCSELPA	8:30-3:00 Zoom, South SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention

2020-2021 Professional Development Calendar of Events by the Month

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

December

December	Host	Time/ Location	Title
12/2/2020	SBCSELPA	2:00-3:30 Zoom All County	Moderate/Severe Teachers Network Meeting
12/3/2020	SBCSELPA	2:00-3:00 Zoom All County	Mild/Moderate Teachers Network Meeting
12/8/2020	SBCSELPA	2:00-3:00 Zoom All County	Speech and Language Network Meeting

12/9/2020	SBCSELPA and C.A.P.T.A.I.N.	2:00-3:30 Zoom All County	Evidence Based Practices in Autism by C.A.P.T.A.I.N.
12/10/2020	SBCSELPA and Southern CA Diagnostic Center	12:00-3:00 Zoom Provided by SCADC	Autism Spectrum Disorder (ASD): What Every Para educator Should Know (For Para educators working with students with ASD)
12/14/2020	SBCSELPA	2:00-3:00 Zoom All County	OT Network Meeting

2021 Professional Development Calendar of Events by the Month

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

January

January	Host	Time/ Location	Title
1/20/2021	SBCSELPA and Southern CA Diagnostic Center	8:30-3:00 Zoom	Patterns of Strengths and Weaknesses, presented by the Diagnostic Center, Southern California
1/21/2021	SBCSELPA and Southern CA Diagnostic Center	2:00-3:30 Zoom provided by SCADC	Battery Not Included: Assessing Complex Communication Needs of Students Who Cannot Access Formalized Testing (For SLPs)
1/25/2021	SBCSELPA	2:00-3:00 Zoom All County	Occupational Therapy Network Meeting
1/26/2021	SBCSELPA	2:00-3:00 Zoom All County	Moderate/Severe Teacher Network Meeting
1/27/2021	SBCSELPA	2:00-3:00 Zoom All County	Mild/Moderate Teacher Network Meeting
1/28/2021	SBCSELPA	2:00-3:00 Zoom All County	Speech and Language Network Meeting
1/28/2021	SBCSELPA	8:30-3:00 Zoom North SBC	**One-Day Initial**, Nonviolent Crisis Prevention Intervention- without the physical units.

2021 Professional Development Calendar of Events by the Month

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

February

February	Host	Time/Location	Title
2/3/2021	SBCSELPA	2:00-3:30	Traumatic Brain Injury (TBI)
2/11/2021	SBCSELPA	8:00-9:00 Zoom All County	Occupational Therapy Network Meeting
2/16/2021	SBCSELPA	2:00-3:00 Zoom All County	Moderate/Severe Teachers Network Meeting
2/18/2021	SBCSELPA	2:00-3:00 Zoom All County	Mild/Moderate Teachers Network Meeting
2/23/2021	SBCSELPA and Southern CA Diagnostic Center	12:00-3:30 Zoom Provided by SCADC	Ensuring Successful Transition to Adulthood for Students with Moderate to Severe Disabilities (For Educators, Program Specialists, Admin., Parents)
2/23/2021	SBCSELPA and Southern CA Diagnostic Center	Zoom Time TBD by Coach	Patterns of Strengths and Weaknesses Coaching with Amy Taylor
2/24/2021	SBCSELPA and C.A.P.T.A.I.N.	2:00-3;30 Zoom All County	Evidence Based Practices in Autism by C.A.P.T.A.I.N. (Cohort 2)
2/25/2021	SBCSELPA	8:30-3:00 Zoom South SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
2/25/2021	SBCSELPA	2:00-3:00 Zoom All County	Speech and Language Network Meeting

2020-2021 Professional Development Calendar of Events by the Month

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

March

March	Host	Time/Location	Title
3/4/2021	SBCSELPA	8:30-3:00 Zoom or In Person North SBC	**One-Day Initial**, Nonviolent Crisis Prevention Intervention
3/9/2021 TBD	*SBCSELPA*	*8:30-11:30*	*Jan Tomsky Legal 'Hot Topics in Special Education'*

		South County 1:00-3:00 North County	
3/10/2021	SBCSELPA and C.A.P.T.A.I.N.	2:00-3:30 Zoom All County	Evidence Based Practices in Autism by C.A.P.T.A.I.N.
3/16/2021	SBCSELPA and Southern CA Diagnostic Center	Zoom	Patterns of Strengths and Weaknesses Coaching with Amy Taylor
3/18/2020	SBCSELPA and Southern CA Diagnostic Center	12;00-3:00 Zoom provided by SCADC	Still Not Producing: Assessment and Intervention for Executive Function Difficulties (For Psychologists, Educators)
3/18/2021	SBCSELPA	8:30-3:00 Zoom or In Person South SBC	**One-Day Initial**, Nonviolent Crisis Prevention Intervention

2020-2021 Professional Development Calendar of Events by the Month

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

April

April	Host	Time/ Location	Title
4/15/2021	SBCSELPA	8:30-3:00 Zoom or In Person South SBC	**One-Day Initial**, Nonviolent Crisis Prevention Intervention
4/20/2021	SBCSELPA and Southern CA Diagnostic Center	Zoom	Patterns of Strengths and Weaknesses Coaching with Amy Taylor
Date to be determined *(tentative date-awaiting response)*	**SBCSELPA and SLOSELPA**	**12:00-4:00 Zoom All County**	***ADOS: Autism Diagnostic Observation Schedule***

2020-2021 Professional Development Calendar of Events by the Month

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

May

May	Host	Time/ Location	Title
5/6/2021	SBCSELPA	8:30-3:00 Zoom or In Person South SBC	**One-Day Initial,** Nonviolent Crisis Prevention Intervention
5/13/2021	SBCSELPA	8:30-3:00 Zoom, North SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
5/19/2021	SBCSELPA and C.A.P.T.A.I.N.	2:00-3:30 Zoom All County	Evidence Based Practices in Autism by C.A.P.T.A.I.N.

Professional Development Event Descriptions by Topic

A

Administrators

SBCSELPA Administrators Academy

Administrators Academy is designed to provide information to new or existing school leaders and Administrators on compliant best practices in special education including topics related to the Annual Performance Indicators Report (PIR) Targets. Sections of the Santa Barbara County SELPA Local Plan and Procedural Handbook will be discussed. Participants will have the

opportunity to ask questions and discuss a variety of issues.

The six topics presented on Tuesdays from 2:00-4:00 in the month of September for Administrators Academy will be the following:

1. August 25: SIRAS Updates

2. September 1: G.R.O.W.
(G.R.O.W. Growth Mindset, Resilience, Other Centered, Work Ethic)

3. September 8: C.A.P.T.A.I.N: California Autism Professional Training and Information Network

4. September 15: Conscious Discipline Modules, an introduction.

5. September 22: Trauma Informed Practices for Schools

6. October 6: What is SBCSELPA? Special Education and Distance Learning

Assessment

Patterns of Strengths and Weaknesses (PSW)

A Pattern of Strengths and Weaknesses (PSW) is one of the three methods school districts may use when determining a student's eligibility under Specific Learning Disability (SLD) category. As opposed to the discrepancy model, which informs the team if a student is performing more poorly than expected, PSW seeks to determine why, thus effectively linking assessment to intervention. Participants will be presented with information necessary to understand, interpret, and apply the PSW model to SLD eligibility in order to be consistent with California Special Education law. The different ways of qualifying for SLD will also be presented along with why PSW evolved.

Autism

ADOS Autism Diagnostic Observation Schedule (TBD)

The Autism Diagnostic Observation Schedule (ADOS) is an instrument for assessing Autism Spectrum Disorder. The protocol consists of a series of structured and semi-structured tasks that involve social interaction between the examiner and the individual under assessment. The examiner observes and identifies the potential diagnosis of classic Autistic Disorder or related autism spectrum disorders, allowing a standardized assessment of autistic symptoms. Each subject is administered activities from just one of the four modules. The

selection of an appropriate module is based on the developmental and language level of the referred individual. Module 1 is used with children who use little or no speech. Subjects that do use phrase speech but do not speak fluently are administered Module 2. Module 3 is for younger subjects who are verbally fluent. Module 4 is used with adolescents and adjust who are verbally fluent.

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

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

B

Behavior

Behavior Series

Data Collection in Special Education

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

Understanding the Functions of Behavior

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

Fundamentals of Behavior

To help educational staff broaden their understanding of "behaviors" in students, this training will introduce them to the science of behavior, including the neuro-

biological cycle of behavior that is true for all human beings. Additionally, information related to ACES, trauma, learning challenges, and chronic stress experiences will be presented to help participants examine their own narratives about behaviors in students.

De-Escalation Strategies: Guiding Principles and Next Steps

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

Behavior Intervention Plans (BIP) (TBD)

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

Multi-Tiered System of Supports for Behavior and Social Success

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

<u>**C**</u>

<u>**Crisis Prevention**</u>

Nonviolent Crisis Prevention Intervention:

One-Day Refresher:

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

Investment: $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

Two-Day Initial:

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

Investment: $20 for Staff and Parents of students attending public school within Santa Barbara County, $30 all other participants.

<u>**Conscious Discipline Modules**</u>

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.

D

Digital Tools for Distance Learning

The Digital Tools for Distance Learning four days offers the participant a look at various helpful methods for teaching on a digital platform. During the four Monday's, participates will become familiar with the following:

Day 1: Monday, August 31, 2:00-3:00:   Digital Tools for Distance Learning, an overview

Day 2: Monday, September 14, 2:00-3:00: Virtual Classroom Platforms/ Zoom/ Google Classroom

Day 3: Monday, September 21, 2:00-3:00: Attendance/ Tracking tools/ Instructional Assessment Tools

Day 4: Monday, September 28, 2:00-3:00: Communication Tools

Southern California Diagnostic Center Trainings

**Please follow the steps on the flyer for registration for Diagnostic Center Events. All Diagnostic Center Trainings are prerecorded. A Zoom link will be sent to participants via the Southern California Diagnostic Center.

A-4: December 10 12:00-3:00 Autism Spectrum Disorder (ASD): What Every Para educator Should Know.

An overview of autism spectrum disorder (ASD) and practical information para educators can use for effective teaching. Strategies and behavior supports will be discussed and include visual pacing and closure systems, schedules, prompting hierarchies, and reinforcement principles.

Audience*: Para educators working with students with ASD.*

R-1: January 21 (Time TBD) Battery Not Included: Assessing Complex Communication Needs of Students Who Cannot Access Formalized Testing

Meaningful assessment is an essential first step toward appropriate goals and intervention. However, not all students are responsive to a standard testing approach (e.g., formal test battery dependent on verbal/motor responses).

Students with severe and multiple disabilities often experience complex communication disorders which are inseparable from learning and behavior. Students who live in complex bodies present a challenge in determining a consistent and purposeful response pattern to even begin testing. This training will explore the selection and use of appropriate assessment tools designed to assess a student who cannot access traditional measures. The emphasis will be on utilizing multiple assessment procedures that reveal the student's strengths and reliable abilities. Participants will gain knowledge of interdisciplinary assessment practices, communication domains to assess, and how to modify existing tools to gain a clearer picture of a student's communication and learning profile.

Audience: *Speech-language pathologists. If an attendee is not a speech-language pathologist, they need to attend with an SLP from their district to facilitate appropriate teaming. For example, school psychologists, childhood special education teachers, and/or occupational therapists who are qualified to conduct AAC assessments for their school district.*

S-2: February 23 12:00-3:30 Ensuring Successful Transition to Adulthood for Students with Moderate to Severe Disabilities

This training will focus on facilitating successful movement from school to post-secondary activities (e.g., integrated employment if applicable, independent living and community participation) for students with moderate to severe disabilities. Movement to postsecondary activities is guided by the student's strengths, preferences, and interests. Critical to the success of this process is: 1) determining students' developmental profile, 2) translating students' developmental profile into postsecondary activities and goals, and 3) lining up postsecondary activities and goals with Indicator 13 and evidence-based Transition practices and predictors for success. Case studies and visual supports will be used to demonstrate application of practices.

Audience: *Secondary Special educators, program specialists, administrators, and parents.*

R-3: March 18 12:00-3:00 Still Not Producing: Assessment and Intervention for Executive Function Difficulties

The purpose of this training is to present an advanced overview of the professional field's current thinking about the role and complexity of executive functioning, the process of measuring executive functioning through multiple means, and ways to apply assessment results to real world supports and interventions. Methods of supporting students' executive function system within the school environment will be discussed.

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

G

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

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

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

Skill-Building Sessions

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

H

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.

I

Inclusion (TBD)

J

Network Meetings

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

L

Legal

Jan Tomsky 'Hot Topics in Special Education'

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

R

Reading

Dyslexia Training Institute

The Dyslexia Training Institute (DTI) will present a four hour training (2 two hour sessions) on how to identify dyslexia characteristics, student needs and appropriate interventions. The training will include a case study.

Day One Objectives include:
- *When and why to include dyslexia in an IEP or 504Plan*
- *How to identify dyslexia characteristics in a school psych report*
- *How to identify dyslexia characteristics in student work samples*
- *How to identify student needs based on data from school psych report and student work samples*

Day Two Objectives include:
- *What instructional components should remediation include in the areas of decoding, encoding, comprehension and written composition*
- *Accommodations - what are appropriate & how to support students in using them.*

Cost: FREE *for four hours of training.*

Lindamood- Bell: Visualizing and Verbalizing

The Visualizing and Verbalizing program develops concept imagery- the ability to create an imaged gestalt from language as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.

Includes Kit.

Related Services

CCASP Symposium October 16, 9:00-12:00

Legal Updates: *The law requires that districts reassess a student with a disability at least once every three years, when a student's changed needs merit a reassessment or upon parental or teacher request. Keeping in mind the backlog of reassessments facing most districts as a result of COVID-19 closures, our presentation focuses on the essentials of a compliant and defensible reassessment. Drawing practical lessons from recent decisions, we will discuss the review of existing data, the observation component, assessment reports and much more. Wesley B. Parsons Presents from Fagan, Friedman, and Fulfrost.*

Registration on [***https://ccasponline.org***](https://ccasponline.org)

Audience: *School Psychologists, Speech and Language Pathologists, and Special Education Teachers.*

Cost: $10 for CCASP Members, $35 for Non-Members.

SELPA-Bration

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

SIRAS

Summer Updates in SIRAS

SIRAS Systems provides 'Summer Updates' information to all staff sharing the new procedures and forms created over the summer. All staff are invited to this one-hour virtual training.

Introduction to SIRAS for New Staff:

An introduction to SIRAS Systems and IEP writing is provided in this two-hour training. Participants will learn how to schedule a meeting, complete IEP forms, work with Goal Wizard, and how to complete the meeting to be finalized in SIRAS. Training intended for new staff.

SIRAS for Translators:

In this training, SIRAS will provide training to staff involved with translating IEP's into Spanish. A systematic approach will be shown to bilingual staff in how to log into SIRAS, translate each IEP document in SIRAS into Spanish, and how to verify and finalize the changes in SIRAS to send documents home to families.

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

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

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Transition

Transition Fairs

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

Traumatic Brain Injury

Dr. Jarice Butterfield, Former SBCSELPA Director, Certified Brain Injury Specialist. and author of the Traumatic Brain Injury Added-Authorization through California's Teacher Credentialing presents current information on TBI. Dr. Butterfield is also the author of recent book published on <u>Meeting the Needs of Students with TBI in Education.</u>

'Mini' LEA Professional Development Topics Available Upon Request

Contact Jennifer Connolly jconnolly@sbceo.org to book a <u>FREE</u> presentation.

Behavior Series

Data Collection in Special Education

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

data and participants will have opportunities to practice this through case examples and group activities.

Understanding the Functions of Behavior

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

Fundamentals of Behavior

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

De-Escalation Strategies: Guiding Principles and Next Steps

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

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

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

Dates:

Elementary Programs (Wednesdays, August 19-October 21)

Middle School Programs (Thursdays, August 20-October 22)

High School Programs (Fridays, August 21- October 23)

Self-Care for the Educator

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

Parent Support

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

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

SIRAS

Introduction to SIRAS for new employees

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

SIRAS updates

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

Advanced Refresher

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

Trauma Informed Practices for Schools

Our schools daily must demonstrate cultural humility and responsiveness to youth and their families. In this training, participants will gain an understanding of trauma and stress on the youth of today and their families. Participants will also examine their own perspectives that they may bring to their work places. Topics of safety and predictability and today's varying family dynamics brought to schools will be discussion points. Participants will explore how to support diverse populations, social emotional learning, and provide resilience.

Crisis and Triage: Supporting a Community of Safety and Welfare for Students (and Staff!)

Participants will gain a functional understanding of basic crisis and triage principles in the contexts of both individual and community support systems, and as they apply to the role educators hold in the lives of youth. Participants will have the opportunity to bolster their crisis response with tools and perspective to support students, colleagues, and themselves.

Conscious Discipline Modules

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

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

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

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

3. *Conscious Discipline Modules: "Creating the School Family"*
   Staff will, with a facilitator; watch a series of training modules on Conscious Discipline, an evidence-based, trauma-informed social-

emotional learning program, developed by Dr. Becky Bailey. At the end of the module, a facilitated discussion will take place to review the information covered.

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

4. *Conscious Discipline Modules: "Assertiveness"*

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

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

5. *Conscious Discipline Modules: "Choices"*

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

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

6. *Conscious Discipline Modules: "Becoming Brain Smart, Parts 1 and 2"*

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

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

7. *Conscious Discipline Modules: "Composure"*

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

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

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.

LEA Scheduled 'Mini' Trainings for 2020/2021

August

Date	LEA	Topic
August 3:	SBCEO	Introduction to SIRAS
August 5:	Guadalupe	Facilitated IEP Meetings
August 8:	Orcutt	Introduction to SIRAS
August 13	Lompoc	Introduction to SIRAS

August 14:   Lompoc   Introduction to SIRAS

August 17:   SBUnified   Introduction to SIRAS

August 18:   SBCEO   CPI Refresher

August 18:   Hope   Self-Care for the Educator

August 18:   SYVSEC   Behavioral Foundations for Starting the School Year

August 19:   Hope   Behavior

August 20:   Guadalupe   SIRAS Service Logs and Electronic Signature form

August 24:   Hope   CPI (refresher)

August 25:   SYVSEC   Assuming Positive Intention: What This Is & How to Use Sel-Management to Apply It

August 26:   Carpinteria   Moving Forward with Conscious Discipline & Behavior

September

Date	LEA	Topic
September 1	SB PIC Interns	SIRAS Beginners Workshop

October

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

November

November 2   Orcutt   Accommodations, Modifications, and Grading

November 2   SBUSD   GROW

November 2   Lompoc   SIRAS Beginners Workshop

November 3   Lompoc   GROW

November 4   Hope   GROW Consult/PD

November 5   SBUSD   GROW

November 6   SMBSD   GROW

November 9   SBUSD   GROW

November 10   Lompoc   GROW

November 13   SMJUHSD   GROW

November 13   SBPIC   Relational Scaffolding: Developing Trust-Based Learning Relationships

November 16   SBUSD   GROW

November 17   Lompoc   GROW

November 18   SYV Consortium   GROW

November 18   Lompoc   GROW

November 19   SBUSD   GROW

November 20   SMBSD   GROW

December

December 1:   Lompoc GROW

December 2:   Lompoc GROW

December 3:   Lompoc GROW

December 3:   SBUSD GROW

December 4:   SMJUHSD GROW

December 7:   SBUSD GROW

December 8:   LUSD GROW

January

January 8: SBCEO Transitional Youth Services Program Special Education 101

January 13: Hope CPI Physicals

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Cathy Breen SBCSELPA ADR

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

Available Resources

OMS Calendar of Events   https://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

Santa Barbara SBCSELPA Conference Room   bhelt@sbceo.org

To book Santa Barbara SBCSELPA Conference Room

Professional Development Locations for Larger Events

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

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

South: SBCSELPA Conference Room: 5385 Hollister Avenue Building 5 Santa Barbara, CA 93111

Zoom Conferencing

This Professional Development Offerings Booklet is updated monthly.
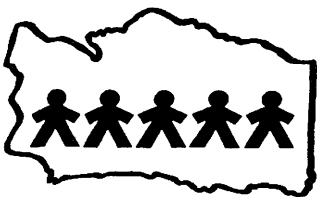
Santa Barbara County
Special Education Local Plan Area
A Joint Powers Agency

Date: February 1, 2021

To: SBCSELPA Community Advisory Committee

From: Jennifer Connolly, SBCSELPA Coordinator

Re: December 7, 2020 SBCSELPA JPA Board Regular Meeting Minutes Summary

BACKGROUND:

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

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

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

➢ Highlights from the December 7, 2020 SBCSELPA JPA Board Meeting Minutes are as follows:

1. Nineteen Local Educational Agency (LEA) were selected by the California Department of Education (CDE) for participation in 'targeted' monitoring for special education improvement activities. Each LEA wrote a Special Education Plan (SEP) that was reviewed by SBCSELPA and submitted to CDE for review and acceptance.

2. Assistive Technology and Augmentative and Alternative Communication (AT/AAC) procedures including new Guidelines for Consideration of AT and Referral for Assessment in AT/AAC were reviewed by Special Education Directors and the JPA Board. All documents were approved.

3. Additional funding has been received by SBCSELPA and shared with LEAs for students qualifying under Low Incidence.

JC:lm

Santa Barbara
Special **E**ducation **L**ocal **P**lan **A**rea
SELPA

SIRAS NEWS

Year 2: VOLUME 18   December 2020

News Flash _____

Reminder

New Features/ Updates in SIRAS _____

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

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

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

Santa Barbara
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SIRAS NEWS

Year 2: VOLUME 18   December 2020 pg. 2

*Updates for All Users*_____

Personnel Supports now List-able and Search-able
The Personnel Supports fields on the [IEP 8] Supplemental Aids and Transportation form will now be mapped for any future IEPs. The supports will be located, but not part of, the services.

Triennial/Reevaluation – no Annual Review
For the SELPAs who disassociate the Evaluation with the Annual Review, that option will be available prior to the creation of the meeting. That option should be used sparingly so that the Annual Review and the 3-year evaluation can be synced.

Progress Report Comments
The COVID-19 reasons for 'Reason not met' and for Goals Comments have been removed from the Progress Report section.

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

Santa Barbara County SELPA

Santa Barbara
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SELPA

SIRAS NEWS

Year 2: VOLUME 18   December 2020 pg. 3

*Administrators and MIS Clerks*_____

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

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

Compliance Calendar:

January 29   CALPADS Amendment Deadline

General Questions

Where can I find the SPED guidance from CDE?
Refer to CDE SPED COVID-19 Guidance.

Email: support@sirassystems.com

Issues concerning bugs on forms; SIRAS procedures; troubleshooting questions; IEP Manager; configuration issues; MIS Summary page; CASEMIS and other general questions.

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

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SELPA

SIRAS NEWS

Year 2: VOLUME 19   Happy New Year January 2021

News Flash _____

The SELPA Document Library and SELPA Reference Library is revised in the Tools>Added Forms Section of SIRAS. All forms located in both libraries have been reorganized into subcategories for easier access to users. Subcategories are the following:

1. Assessment/ RTI

2. Conflict Resolution (ADR)

3. Behavior/ Mental Health

4. DHH/ Aud. / Medical/ OT/ TBI

5. Ed. Representatives/ Surrogate/LCI

6. English Language Learners

7. Funding/Low Incidence/Regional Programs
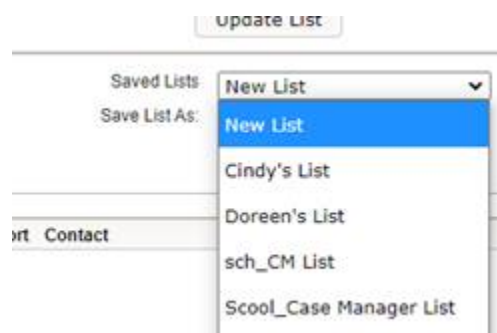
8. Graduation/Post Secondary

9. NPA/S

Reminder

*New Features/ Updates in SIRAS*_____

In Search area, Saved Queries, when a user adds a saved list in the Edit List fields tab, that it will appear as a button in the Defined List tab.

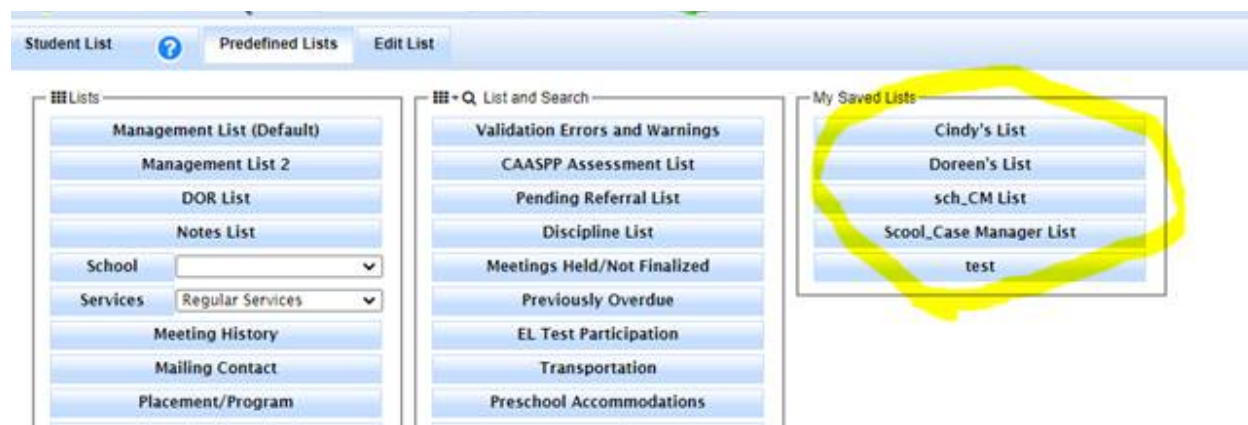Under 'Edit List' create saved lists that are used frequently.

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Lists will be visible under the Pre-Defined List tab.

Updates for All Users

Personnel Supports now List-able and Search-able
The Personnel Supports fields on the [IEP 8] Supplemental Aids and Transportation form now mapped for any future IEPs. The supports will be located, but not part of, the services.

Triennial/Reevaluation – no Annual Review
For the SELPAs who disassociate the Evaluation with the Annual Review, that option will be available prior to the creation of the meeting. That option should be used sparingly so that the Annual Review and the 3-year evaluation can be synced.

Progress Report Comments
The COVID-19 reasons for 'Reason not met' and for Goals Comments have been removed from the Progress Report section.

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

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*Administrators and MIS Clerks*_____

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

Compliance Calendar:
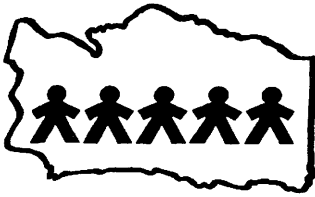
January 29   CALPADS Amendment Deadline

General Questions

Where can I find the SPED guidance from CDE?
Refer to CDE SPED COVID-19 Guidance.

Email: support@sirassystems.com

Issues concerning bugs on forms; SIRAS procedures; troubleshooting questions; IEP Manager; configuration issues; MIS Summary page; CASEMIS and other general questions.

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

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

Date: February 1, 2021

To: SBCSELPA Community Advisory Committee

From: Jennifer Connolly, SBCSELPA Coordinator

Re: CAC Project Updates/Discussion

BACKGROUND:

➢ The 2020-2021 CAC project is to create a ***Guide for Families of Transition Age Youth, Questions and Answers.***

➢ A Google doc has been created as a central location to gather input and ideas for what should be included in the guide, see link below:

> https://docs.google.com/document/d/1j2OklZn2qdKoLG2mPqKRqhfy7uwIGeFJ0o1Wc4BQUvo/edit?usp=sharing

➢ The CAC will review the Google doc at the February 1 meeting. The CAC will have the opportunity to provide feedback regarding the items in the Google doc during this meeting.

➢ A sub-committee will be created to finalize this document after input is gathered by the CAC in the February meeting.

➢ The final document will to be completed and shared at the April 12, 2021 CAC meeting for review and approval.

➢ The document will be shared with the county wide Special Education Directors in May 2021 for feedback.

JC:lm