SANTA BARBARA COUNTY SELPA
Community Advisory Committee (CAC)
Regular Meeting
Monday, February 7, 2022
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: 952 5396 5134

PUBLIC – Should you wish to attend the SBCSELPA CAC Meeting via Zoom please contact Lindsay MacDonald, SBCSELPA Office Manager, by Monday, February 7, 2022 at 9:00 a.m. to request Zoom Meeting Information and Login. Lindsay MacDonald can be contact via email, lmacdonald@sbcselpa.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

   C. Flag Salute

   D. Welcome Guests

II. **PUBLIC COMMENTS**

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

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

IV. **<u>CONSENT AGENDA ITEMS</u>**

   A. Minutes of December 6, 2021 Regular Meeting   REF: IV-A

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

V. **<u>ITEMS SCHEDULED FOR INFORMATION/ DISCUSSION /ADVISEMENT</u>**

   A. **Questions from December 6, 2021 CAC Meeting**   REF: V-A

   B. **SBCSELPA 2021-2022 Professional Development Calendar/Offerings**   REF: V-B
       1. SBCSELPA Professional Development Offerings Booklet
           (Updated January 2022)

   C. **SBCSELPA November 1, 2021 JPA Board Regular Meeting Minutes**   REF: V-C

   D. **SIRAS Newsletter –December 2021, Vol. 28**   REF: V-D

   E. **2022 SELPA-Bration Announcement & Information**   REF: V-E
       1. Review process for nominations and voting by ballot.
       2. Determine subcommittee for reviewing nominations and for voting.
          Email follow up with directions, nominations, and information.
       3. Due date for voting to be submitted to lmacdonald@sbcselpa.org by February 28.

   F. **CAC Project Updates/Discussion**   REF: V-F
       - **Options:** Parent friendly IEP agenda: review google agenda link.
         https://docs.google.com/document/d/15vIychwRs48H3HJqEN7NQH6M_LZFd4e15gUXbGy
         BpUc/edit
       - Subcommittee to make changes to agenda for April CAC.

VI. **<u>PRESENTATION</u>**
   A. **CAPTAIN**   REF: VI-A
      Presenter: Dr. Rosy Bucio

VII. **<u>MISCELLANEOUS AGENDA ITEMS</u>**
   A. **CAC Member Sharing** *(Parent & Professional Positive Story Sharing)*

   B. **Next Scheduled CAC Meeting:**
      Date: Monday, April 11, 2022
      Time: 9:30 a.m. – 11:30 a.m.
      Location: Sideways Inn, Vintage Hall, Buellton, CA & Via Zoom

VIII. **<u>ADJOURNMENT</u>**

        Motion: _____
        Second: _____
        In Favor: _____
        Opposed: _____
        Abstained: _____

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
Minutes

Members Present:	Rebecca Atkinson	**Members Absent:**	Sylvia Adame
	Nathan Dunlap (virtual-arrived 9:51am)		Karen Ebner
	Ashley Johnson		Nina Esquivias
	Jamie Johnson, Chair		Abraham Garcia
	Joe Ledoux (virtual)		Monserrat Garcia
	Cecilia Prado (virtual)		Cynthia Ireland
	Billy Silvola (virtual)		Amanda Lopez-Soliz
	Jestin St. Peter (virtual)		Lea Suazo
	Elizabeth Servin (virtual)		Deanna Uc
	Megan Tice (virtual)		Alana Yamamoto
	Tanya Wahlquist		
	Carolyn Williams, Vice Chair (virtual)		
		Others Present:	Jennifer Connolly
			Lindsay MacDonald (virtual)
			Beverly Sherman

I.   PUBLIC SESSION
A. Call to Order
Jamie Johnson, Chairperson, called the meeting to order at 9:38 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 acknowledged Beverly Sherman, SYVSEC Coordinator of Special Education Programs, was joining the meeting as a guest today. Lastly, Jaime briefly reviewed the rules and requirements regarding guests and their opportunity for public comment.

II.   PUBLIC COMMENTS
There were no public comments.

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

IV. **CONSENT AGENDA ITEMS**
  A. **Minutes of October 4, 2021 Regular Meeting**
  Recommendation: The CAC approve Consent Agenda Item A as presented.
  One change to the 10/4/2021 minutes was requested, Tanya Wahlquist was present at the meeting and in the proposed minutes she is listed as absent. The change will be made prior to finalization of the minutes. The CAC was satisfied; there were no additional questions or comments.

  Motion to Approve: Joe Ledoux **Second:** Carolyn Williams

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

V. **ITEMS SCHEDULED FOR INFORMATION/DISCUSSION/ADVISEMENT**
  A. **Questions from October 4, 2021 CAC Meeting**
  The Committee was satisfied; there were no questions or comments.

  B. **SBCSELPA 2021-2022 Professional Development Calendar/Offerings**
  Jennifer Connolly reviewed the professional development agenda item, sharing that it has been a busy fall for trainings, and it is obviously slowing down for December because of the holidays. Jennifer highlighted CPI training and that it will be returning to full in-person training as of January 2022. Additionally, Jennifer reviewed the upcoming Diagnostic Center trainings, Interpreter Translator Network meetings, PSW, and Adaptive PE training with Dr. Beth Foster. The Committee was satisfied; there were no questions or comments.

* 9:51 a.m. - Nathan Dunlap arrived.

  C. **SBCSELPA JPA Board Meeting Minutes**
    1. **September 13, 2021 JPA Board Regular Meeting**
    2. **October 4, 2021 JPA Board Regular Meeting**
  Jennifer Connolly shared some highlights from the JPA Board meeting minutes that were provided. From the October 2021 minutes she highlighted the presentation from the SBCSELPA CBO regarding the financials. Specifically, she highlighted the funds that are coming in for Learning Loss and Alternative Dispute Resolution (ADR). Additionally, there was information in the minutes regarding low incidence and funds for students. The Committee was satisfied; there were no questions or comments.

  D. **SIRAS Newsletter – November/December 2021, Vol. 27**
  Jennifer Connolly reviewed this item as she is who works closely with SIRAS and puts together the monthly newsletters to share new information and reminders with staff. SIRAS is system where student IEPs are written and kept. The current newsletter has an overview of what the SIRAS website looks like, and each district has a home page with critical information about their student's IEPs. The information that is developed in SIRAS is then reported to CALPADS. The Committee was satisfied; there were no questions or comments.

SBCSELPA CAC
MINUTES OF DECEMBER 6, 2021 REGULAR MEETING

V. **ITEMS SCHEDULED FOR INFORMATION/DISCUSSION/ADVISEMENT** *(continued)*
   E. 2022 SELPA-Bration Announcement & Information
   Jamie Johnson reviewed this item and shared that this event is coming up. The applications are out there and being submitted, the final deadline for submission is the end of January 2022. The role of the CAC in this event is to review the nomination ballots and then vote on who the winners will be this year. Jamie reminds the group that SELPA-Bration was brought forward by the SELPA to recognize and celebrate the staff within Special Education that are doing great things. The purpose of this item on the agenda is to discuss dates for the ballot review, the tentative plan is to do this after the next meeting on February 7, 2022. On 2/7/22 we would start by going through the CAC agenda as we regularly do and then after use the remaining time until 11:30 a.m. to review the ballots and if we run out of time on that day, we could continue the following day on 2/8/22 to complete the review and voting process. Jamie opened the meeting up for feedback and thoughts on this proposal for the review and voting process. Jennifer emphasized how important it is to have the CAC participate in the review and voting so that we have a fair selection process. Carolyn Williams shared with the group what an amazing opportunity it was to be able to review these ballots and vote on winners and really see what these staff members are doing out in the field. Jamie shared that they are also hoping to send out the ballots the group prior to the 2/7/22 meeting to allow for everyone to get a head start on the review process. The Committee was satisfied; there were no further questions or comments.

   F. CAC Project Updates/Discussion
   Jamie Johnson introduced this item and reviewed that at the last meeting there was a discussion of different ideas of what the CAC would put forth and it seems that something in print, like a brochure, for the families would be the most powerful because it is something the staff would have to give to parents and something for the parents to reference back at. The next step is to decide what the brochure would be about. There was discussion of a parent friendly IEP agenda, we need to review what agendas are out there and information that could be developed into something parent friendly, as a parent going into an IEP meeting knowing what to expect can be helpful because you may go into the meeting with a lot of questions and so knowing when that opportunity to ask those questions is helpful, Jamie then opened it to discussion. The consensus was to create a google doc for input and ideas for the finalization of the project. The Committee was satisfied; there were no questions or comments.

VI. **PRESENTATION**
   A. Dispute Resolution in Special Education,
   Presenter: Jennifer Connolly, SBCSELPA Coordinator
   Jennifer Connolly presented on Dispute Resolution in 'Special Education Facilitation' – A Collaborative Approach. Jennifer invites everyone to take a different approach to viewing conflict, more as a growing time and opportunity for change. The main talking points of this presentation include cultivating positive relationships, a teamwork approach; creating positive communication; turning conflict into collaboration; IEP vs. Facilitated IEP: what is the difference; and SBCSELPA alternative dispute resolution process. The Committee was satisfied; there were no questions or comments.

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

   B. Next Scheduled CAC Meeting: **February 7, 2022, 9:30 - 11:30 a.m.**
                                          Sideways Inn, Vintage Hall, Buellton, CA &
                                          Via Zoom due to COVID-19

SBCSELPA CAC
MINUTES OF DECEMBER 6, 2021 REGULAR MEETING

VIII.   **ADJOURNMENT**
        Ashley Johnson motioned for adjournment and Megan Tice seconded the motion to adjourn the meeting at 11:13 a.m. The motion passed unanimously; none opposed and no abstentions.

**Attached is the Zoom Chat transcript.

ZOOM MEETING INFORMATION:
Topic: December 2021 CAC Meeting
Time: Dec 6, 2021 09:30 AM Pacific Time (US and Canada)

Join Zoom Meeting
https://zoom.us/j/96576305704?pwd=Mk9mTUd0a3MrYUVaME95YWxKTThlUT09

Meeting ID: 965 7630 5704
Passcode: RfhW9J
One tap mobile
+16699009128,,96576305704#,,,,*421401# US (San Jose)
+12532158782,,96576305704#,,,,*421401# 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)
        +1 646 558 8656 US (New York)
        +1 301 715 8592 US (Washington DC)
        +1 312 626 6799 US (Chicago)
Meeting ID: 965 7630 5704
Passcode: 421401
Find your local number: https://zoom.us/u/aex4BrTHfr

SBCSELPA CAC
MINUTES DECEMBER 6, 2021 REGULAR MEETING

12/6/2021 CAC Meeting – ZOOM CHAT TRANSCRIPT

09:31:30   **From William Silvola:** Hi Bev!

10:20:30   **From William Silvola:** May also a brief description of what each agenda type item covers in parent/user friendly language (in the brochure)...

10:26:11   **From William Silvola:** Links to those documents ON the agenda...

10:26:14   **From Megan Tice:** Can we ask schools to add them to their student/parent handbooks?

10:28:11   **From Megan Tice:** Can SIRAS add these to pre-meeting forms under (near parent rights)

10:32:40   **From William Silvola:** Bring for the better...

10:33:02   **From Nathan Dunlap:** bettering ourselves

10:33:12   **From Elizabeth Servin:** Benefit of the whole

10:34:20   **From Megan Tice:** communication and relationship built with parent prior to meeting

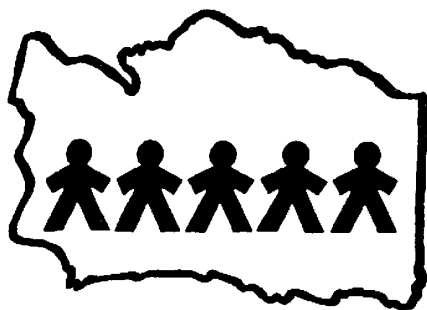**10:34:25**   **From William Silvola:** Success is very proactive...

10:52:15   **From Dr. Joe Ledoux:** Thank you, everyone.

11:09:09   **From William Silvola:** It was a great presentation. I want to share with my district!

11:09:13   **From Nathan Dunlap:** Thank you

11:09:28   **From Cecilia Prado-TCRC:** great presentation, thank you Jennifer

11:11:51   **From Cecilia Prado-TCRC:** what a beautiful story

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

Date: February 7, 2022

To: Community Advisory Committee (CAC)

From: Jennifer Connolly, SBCSELPA Coordinator

Re: February 2022 Professional Development Calendar

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

FEBRUARY 2022

March	Host	Time/ Location	Title
2/1/2022	Wes Parsons, Fagan, Freedman, Fulfrost	1:00 – 3:00 p.m. - Zoom	MY NAME Is... A Legal and Practical Framework for Affirming Students' Identities in the School Setting
2/2/2022	SBCSELPA & SLO SELPA	9-10 a.m. Zoom	Interpreter/ Translator Network
2/2/2022	SBCSELPA	12:30-2:30 Zoom	CPI Physical Training
2/3/2022 & 2/4/2022	SLO & SBCSELPA	8:30am -3 pm - Zoom	ADOS Training
2/8/2022 & 2/10/2022	Diagnostic Center Southern CA / SBCSELPA	8:30am - 3pm – Zoom - Virtual- Registration through Jennifer Connolly	PSW Coaching
2/10/2022	SBCSELPA	2-3pm Zoom	SIRAS Training - Related Services Form and Supplemental Aide and Services Form
2/16/2022	SBCSELPA	12:30-2:30pm - In person North County - SMB Souza Center	CPI Physical Training

2/17/2022	Jermaine & Joe	8:30am – 3pm - SBCSELPA IN PERSON	CPI Refresher
TBD - **(Night, 1 hour)**	Alpha Resource / SBCSELPA	TBD	Parent Training

JC:lm

Professional Development Offerings 2021-2022

Santa Barbara County

Special Education Local Plan Area

SELPA

(January 2022)

https://padlet.com/mslaterselpa4200/trcig7ygv4ood8uvback2school

Professional Development Offerings

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Available Resources

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

<u>About SBCSELPA Professional Development Offerings</u>

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.

<u>How to Schedule a Professional Development Offering</u>

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. <u>Attendance</u>: Participants of the Mini Professional Development events <u>do not</u> have to register on OMS.

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

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

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

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

Large Professional Development Offerings for North, Mid, South County

1. Access the SBCSELPA OMS system at 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
TBD	*Individual Transition Plan (New ITP)*	*SBCSELPA/Transition Network Team*	*Virtual*	*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/

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
9-30-3021 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 Tomsky, Fagan, Friedman, and Fulfrost, 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 1: Identification of EL, MTSS and Pre-Referral Interventions	SBCSELPA/ Imperial SELPA/SBCEO	Virtual; hosted by SBCSELPA.	Free
10-7-2021 3:30- 5:00	Disability Rights California Alternatives to Conservatorship	SLOSELPA and SBCSELPA Registration: http://slocoe.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
TBD	*Transition Assessments*	*TNT, SBCSELPA*	*TBD*	*Free*

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 Tomsky Fagan, Friedman, and Fulfrost, LLP, CCASP and SBCSELPA	Virtual/recorded	Free
11-10-2021 12:00-1:00	Self Care for the Educator	Alison Lindsay	Virtual/recorded	Free

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
TBD	*DHH Training*	*SBCSELPA*	*TBD*	*Free*

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December

International Day of Persons with Disabilities- December 3

December				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
12-1-2021 One hour recorded training	Mindfulness Practice: The Educator's Guide to Help Students Practice Mindfulness	Diagnostic Center/SBCSELPA	Virtual	Free
12-1-21 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
TBD	OT Training	SBCSELPA/OT	TBD	Free

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January

Chronic Traumatic Encephalopathy (CTE) Awareness

January				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
1-11-2022 8:30-3:00	English Language Learners Training: Overview of Section 2: Pre-Referral and Referral, Assessment, and IEP Processes	SBCSELPA/ Imperial SELPA/SBCEO	Virtual; hosted by SBCSELPA.	Free
1-12-2022 3.5 hours recorded	An Introduction to the What's and Not's of ADHD and Implications	Diagnostic Center/SBCSELPA	Virtual	Free
1-19-2022 8:30-10:30	SIRAS Updates with SIRAS	SBCSELPA/SIRAS	Virtual/Recorded	Free
1-18 and 1-19-2022 1:30-3:30	PSW Cohort 2	Diagnostic Center/SBCSELPA	Virtual- Cohort registration through Jennifer Connolly	Free
1-25-2022 1:00-3:00	DHH Network	DHH/SBCSELPA	Virtual	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	Imperial SELPA	Registration at https://www.icoe.org/selpa	Free

	Goals and Objectives for Els with Disabilities			

2021-2022 Professional Development Calendar of Events by the Month

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February

Vision Awareness Month

February				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
2-1-2022 1:00-3:00	MY NAME Is… A Legal and Practical Framework for Affirming Students' Identities in the School Setting	Wes Parsons, Fagan, Freedman, Fulfrost	Virtual	Free
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
2-8-2-10-2022 8:30-3:00	PSW Coaching	Diagnostic Center of Southern California/SBCSELPA	Virtual- Registration through Jennifer Connolly	Free
2-10-2022 2:00-3:00	SIRAS Training Related Services Form and Supplemental	SBCSELPA	Virtual	Free

	Aide and Services Form			
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
TBD (Night, 1 hour)	*Parent Training*	*Alpha Resource/SBCSELPA*	*TBD*	*Free*

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March

Developmental Disabilities Month

Down Syndrome Day, March 21

March				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
3-1-2022 2:00-3:00	SIRAS Searches, Statistical Reports, Special Factors/ Low Incidence	SBCSELPA	Virtual/Recorded	Free
3-2-2022 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

Date/Time/Location	Name of Event	Presenter	Virtual/In person	Free/Cost
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 Instructional Strategies	SBCSELPA/ Imperial SELPA/SBCEO	Virtual; hosted by SBCSELPA	Free

March				
Date/Time/Location	Name of Event	Presenter	Virtual/In person	Free/Cost
3-15-3-17-2022 8:30-3:00	PSW Coaching	Diagnostic Center of Southern California/ SBCSELPA	Virtual-Registration through Jennifer Connolly	Free
3-15-2022 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
3-30-2022 2:00-2:30	SLP Network Meeting	SBCSELPA	Virtual	Free
3-31-2022 8:30-3:00	CPI Initial	Stephan/Laurice	SBCSELPA (IN PERSON)	$21.49 for book
TBD	ADR Training for CADRE	Clare Fowler/SBCSELPA	TBD	Free
TBD	Colleges Series	SBCSELPA/TNT	TBD	Free

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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 Tomsky	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
4-26-2022 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
4-27-2022 1:30-3:30	PSW Cohort 2 final day	Diagnostic Center of Southern California/SBCSELPA	Virtual- Registration through Jennifer Connolly	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
TBD	Residential Colleges Series	SBCSELPA/TNT	TBD	Free
TBD	Vision Training	SELPA/Vision	TBD	Free

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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
5-11-2022 2:00-2:30	SLP Network Meeting	SBCSELPA	Virtual	Free
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
TBD	GROW	Alison/Rosy	In person	Free
TBD	Nurses Training	SBCSELPA	TBD	

<u>Professional Development Event Descriptions by Topic</u>

<u>A</u>

<u>Adapted P.E.</u>

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

Content Objectives:

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

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

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

<u>Alternative to Dispute Resolution (ADR)</u>

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.

<u>Autism</u>

<u>ADOS Autism Diagnostic Observation Schedule (TBD)</u>

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.

<u>Evidence Based Practices in Autism by C.A.P.T.A.I.N.</u>

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.

<u>Menu of event choices for LEA requested event:</u>

1. What are EBPs

2. Antecedent Based Intervention

3. Prompting

`   4. Reinforcement

5. Self-Management

6. Social Narratives

7. Social Skills Training

8. Task Analysis

9. Time Delay

10. Video Modeling

11. Visual Supports

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 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.

<u>Multi-Tiered System of Supports for Behavior and Social Success</u>

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

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

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

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

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

<u>Crisis Prevention</u>

<u>Nonviolent Crisis Prevention Intervention:</u>

<u>One-Day Refresher:</u>

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.

D

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)

E

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

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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.

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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.

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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.

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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.'

M

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.

<u>**O**</u>

Occupational Therapy (TBD)

R

<u>Reading</u>

<u>Dyslexia Training Institute</u>

The Dyslexia Training Institute (DTI) returns for three days of training in Dyslexia and Reading Interventions. October 2021
Cost: <u>$60</u> for six hours of training.

S

<u>SELPA-Bration</u>

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.

<u>September School Updates with SBCSELPA and Alpha Resource Center</u>

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

<u>SIRAS</u>

<u>Summer Updates in SIRAS</u>

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.

<u>SIRAS Boot Camps</u>

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

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

<u>October 11, 2:00-3:30</u>: 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.

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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 <u>FREE</u> presentation.

Behavior Series

Understanding Brain States & Behavior

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

Supporting Students with Behavioral Needs in School Settings

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

How To "Coach" Students

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

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

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

Data Collection in Special Education

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

Understanding the Functions of Behavior

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

Fundamentals of Behavior

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

De-Escalation Strategies: Guiding Principles and Next Steps

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

SELPA 28: SBCSELPA Continuum of Mental Health Services

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

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

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

Brain-Based Behavioral Perspectives and Support Strategies

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

Relational Scaffolding

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

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

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

Self-Care for the Educator

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

Parent Support

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

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

SIRAS

Introduction to SIRAS for new employees

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

<u>SIRAS updates</u>

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

<u>Advanced Refresher</u>

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

<u>Conscious Discipline Modules</u>

1. Introduction to Conscious Discipline Modules

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

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

2. Conscious Discipline Modules: "Consequences"

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

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

3. Conscious Discipline Modules: "Creating the School Family."

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

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.

<u>'Mini' LEA Professional Development Topics Available Upon Request</u>

<u>List of events offered updated monthly.</u>

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

<u>July</u>

July 28: Lompoc BIP

<u>August</u>

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

<u>September</u>

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 4: Goleta GROW Training for Paraeducators

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

November 10: Lompoc GROW Training for new teacher

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 6: Hope, CPI Physicals

January 10: SMB, CPI Initial

January 12: CMS New Lens on Behavior

January 19: Adelante Creating Cultures of Care

<u>February</u>

February 9: Adelante ADHD

<u>March</u>

<u>April</u>

<u>May</u>

<u>June</u>

SBCSELPA Staff (note new emails)

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Youth Support Specialist (Bilingual)

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Santa Barbara Unified Program Facilitator

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Orcutt BCBA

Laurice Seely   Seely.laurice@lusd.org

Lompoc School Psychologist

Cody Jacobs   cjjacobs@sbunified.org

SBUSD BCBA

Phil Pandac   ppandac@sbcselpa.org

SBSELPA BCBA

<u>C.A.P.T.A.I.N. Team (Autism)</u>

Robyn Young   ryoung@sbunified.org

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

Yolanda Horton   yhorton@smbsd.net

SMB BCBA

Rosy Bucio   rbucio@sbcselpa.org

SBCSELPA BCBA

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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

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

CPI Presenters South County

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Jermaine Powell	jpowell@sbunified.org
Chris Osborn	cosborn@sbunified.org
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Jennifer Connolly	jconnolly@sbcselpa.org
Rosy Bucio	rbucio@sbcselpa.org
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Natalie Facio-Leon	nfacio-leon@sbcselpa.org

CPI Presenters (District only Trainers)

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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@sbcselpa.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@sbcselpa.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

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
JOINT POWERS AGENCY BOARD
MINUTES OF NOVEMBER 1, 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: 958 1250 8015).

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

   Members Present: Antonio Garcia
                         Anne Hubbard, Chairperson
                         Randal Haggard, Vice-Chairperson
                         Trevor McDonald
                         Hilda Maldonado
                         Luke Ontiveros
                         Susan Salcido **(Arrived at 12:04 p.m.)**

   Members Absent: Amy Alzina, Clerk

   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
         Beverly Sherman, Coordinator for 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.

   E. **SBCSELPA Executive Director's Report**
   Ray Avila highlighted item #5 in his Executive Director's Report regarding the WestEd Study Update (SEGA & Finance). Ray shared that the State SELPA Association put together a letter that was sent to ACSE and now they are just waiting for a response and to see if this report and all of its findings gets its way in front of legislation. Ray will be attending his monthly State SELPA meeting this week where he expects to hear a report as well. The Board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF NOVEMBER 1, 2021 REGULAR MEETING

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: Luke Ontiveros **Second:** Randal Haggard

Vote: 6 – 0 The motion passed with JPA Board Members Antonio Garcia, Randal Haggard, Anne Hubbard, Trevor McDonald, Hilda Maldonado, and Luke Ontiveros voting in favor; none opposed.

V.   **CONSENT AGENDA:** The JPA Board took action on Items A - C:
   A. **Minutes of October 4, 2021 Regular Meeting**
   B. **Ratification of Payment of Claims:** 01-666093 - 01-666108, 01-667919 – 01-667942, 01-668837 – 01-668848.
   C. **2021-22 Nonpublic Agency (NPA) Master Contract Rates:**
       1. Exhibit A Rates Sheet: California Psychare
       2. Exhibit A Rates Sheet: Hiddleson Listening, Language, and Speech Center

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

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

   Vote: 6 – 0 The motion passed with JPA Board Members Antonio Garcia, Randal Haggard, Anne Hubbard, Hilda Maldonado, Trevor McDonald, and Luke Ontiveros voting in favor; none opposed.

*Susan Salcido joined the meeting at 12:04 p.m.

VI. **ITEMS SCHEDULED FOR ACTION/CONSIDERATION**
   A. **SBCSELPA Local Plan Update/Revisions to Section 9, Policy 3204 AB 602 Special Education Fiscal Allocation Plan, V. Funding for Regional Programs or Services regarding DHH.**
       1. SBCSELPA Local Plan Section 9, Policy 3204, V. Funding for Regional Programs or Services Proposed Revisions

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

   Motion to Approve: Antonio Garcia **Second:** Susan Salcido
   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.

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

Ray Avila introduced this action item and reviewed with the Board that periodically the SBCSELPA does language revisions to the Local Plan and this time it is specifically related to the Deaf and Hard of Hearing (DHH) Programs, specifically our regional programs. Ray thanked Jennifer Connolly, SBCSELPA Coordinator, and Rachel Wigle, SBCSELPA CBO, who led an Ad Hoc Committee that worked on reviewing the current language, specifically around the funding for regional services. On the Ad Hoc Committee they had a good representation of Special Education Administrators and service providers from our County that met several times and presented these revisions to the SEAM group several times to get a consensus on the revised language. Jennifer and Rachel were both present at the meeting to answer any specific questions anyone may have related to these revisions. Lastly, Ray mentioned that Kirsten Escobedo who oversees the regional programs was also a big participant in moving the committee work along. The board was satisfied; there were no questions or comments

B. **Fund 1Resolution 21-22-01 Recognizing a State of Emergency and Authorizing Teleconferenced Meetings**

1. Resolution 21-22-01

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

Motion to Approve: Randal Haggard **Second:** Hilda Maldonado
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.

Anne Hubbard shared with the Board that this was an item that Anne Hubbard, Randy Haggard, and Susan Salcido brought to the SELPA since in the Superintendent Council planning, they decided to go remote for the December 2021 meeting which was originally planned to be held in-person. Since the SELPA follows, they asked SELPA to consider aligning with the remote meeting and therefor they need to have this resolution. Ray thanked the 3 Board members for bringing this to our attention and confirmed the SELPA plans to continue to follow the Superintendents Council meetings plans regarding venue and location for future meetings. The board was satisfied; there were no questions or comments.

VII. **ITEMS FOR INFORMATION AND DISCUSSION**

A. **Approval of Fiscal Year 2021-22 Adopted Budget with Analysis and Recommendation**
Ray Avila reviewed this item and confirmed that the 2021-22 Adopted Budget was approved. Ray also thanked Rachel Wigle for all her hard work and efforts to finalize items during the CBO transition over the summer. The Board was satisfied; there were no questions or comments.

B. **Orcutt Union School Districts retraction of Notice of Intent to Take Back Preschool Special Education Services as Non-Regional**
Ray Avila introduced this item, reminding the Board that in June 2021 we shared with the Board that Orcutt intended to transition back their regional preschool special education programs. However, on October 4, 2021, Orcutt has rescinded their take back request and will not be taking back their preschool program at this time for the 2022-23 school year.

SBCSELPA JPA BOARD
MINUTES OF NOVEMBER 1, 2021 REGULAR MEETING

VII. **ITEMS FOR INFORMATION AND DISCUSSION** *(continued)*

Ray was sharing this with the Board because he does like to keep the Board informed of all our regional programs, their existence and if they are going to be providing services into the new school year. The Board was satisfied; there were no questions or comments.

C. **SBCSELPA Professional Development**
Ray Avila thanked Jennifer Connolly, SBCSELPA Coordinator, and all the providers who give professional developments throughout the County, they continue to do an amazing job.

Hilda Maldonado commented that her as a superintendent could use some of these refreshers and asked if there was a way that some of these professional developments could be marked as appropriate for an administrative/superintendent level type person. Ray responded that Jennifer could discuss this with Hilda sometime after the meeting and as to marking the trainings in the PD offerings booklet he appreciated the suggestion and share that this is something that could be done to update the offerings booklet. The Board was satisfied; there were no further 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.

Ray Avila reviewed items D – F, the updated charts that are provided to the JPA Board in each agenda. Ray highlighted that we currently still have only 3 NPS students, the same 3 as last month. Anne Hubbard asked about Rays recent NPS site visits and if Ray went to the NPS's that the students are currently placed at. Ray shared that the week before he went to 4 different residential treatment centers in Utah with Stephan Salter & Alison Lindsey, SBCSELPA Mental Health Specialists. Ray shared that they were able to see all 3 students in-person, talk to them, see their campuses and meet the staff that are supporting them. 2 of the students are doing great, the 3rd student had been struggling. Ray was informed the day after the student visited and talked with Ray, Stephan & Alison the student started attending class and was engaged, it seems that seeing some people from back home gave the student the motivation he needed to re-engage, which was a pleasure to hear. Anne further commented that she wondered why the schools seem to all be in Utah, Ray clarified that one of the main reasons is that these are considered lock-down facilities and so the students are not free to walk off the campus whenever they like which is not the case in California and other states. Lastly, Ray reminded the Board that all the facilities the SBCSEPA places students at are CDE approved.

Hilda Maldonado commented that she wondered if it would be recommended and/or beneficial for them to go and see the residential places that students are placed at. Hilda has never been to one, and she has often wondered about them because these placements are huge decisions made that effect the students and families lives and they are impacted by this.

VII. **ITEMS FOR INFORMATION AND DISCUSSION** *(continued)*
Ray responded that he would be happy to arrange that for any of the Board members, as he does understand that the Superintendents schedules are impacted, he shared that the facilities offer virtual tours, so if you have the time to sit at your computer, they have produced some great virtual tours. Ray understands that this doesn't replace the in-person visits, but it can be a starting point. Hilda requested that Ray share the information regarding the virtual tours with her. The Board was satisfied; there were no further questions or comments.

VIII. **MISCELLANEOUS AGENDA ITEMS**
    A. **Items Proposed for Future Action or Discussion**
    Luke Ontiveros announced that December would be his last meeting as he is retiring and so he reminded the Board that something will need to be agenized at the next meeting to discuss filling his seat upon his retirement. Ray confirmed that he would put this item on the December agenda and discuss the options for filling this vacancy in the prep meeting he has with Anne & Randy prior to the next board meeting. There were no other requests for future agenda items.

        Next Scheduled JPA Board Meeting: **Date:** December 6, 2021
                                          Time: 12:00 p.m.
                                          Location: Via Zoom due to COVID-19 & AB 361

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

X. **CLOSED SESSION:** The JPA Board adjourned to Closed Session at 12:32 p.m.
    A. **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-B, CONFERENCE WITH LABOR NEGOTIATOR** *(Government Code §54957.6)*
       Agency Designated Representative: Ray Avila
       SBCSELPA Unrepresented Employees: Classified and Certificated Staff
       The Board took action; there were no questions or comments.
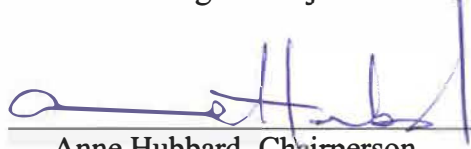
                Motion: _Randall Haggard_   Second: _Hilda Maldonado_

                In Favor: _7_ Opposed: _0_ Abstained: _0_

XII. **ADJOURNMENT**
The meeting was adjourned at 12:33 p.m.

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

_12/7/21_____   _12/7/21_____
Date   Date

Santa Barbara **S**pecial **E**ducation **L**ocal **P**lan **A**rea **SELPA**
SIRAS NEWS

Year 3 VOLUME 28   December 2021

*New Features in SIRAS*_____

New feature update: Statistical Reports – Predefined List tab. Also added out the State Performance Plan (SPP) Indicator 5 and 6 reports under /Reporting/Statistical Reports/Predefined Reports.

Home Page – Statistical Data overview:

If you have % numbers in red (below the pie chart) that means your district has not met the expected numbers yet and you may want to investigate if the %s program settings entered are correct or not.
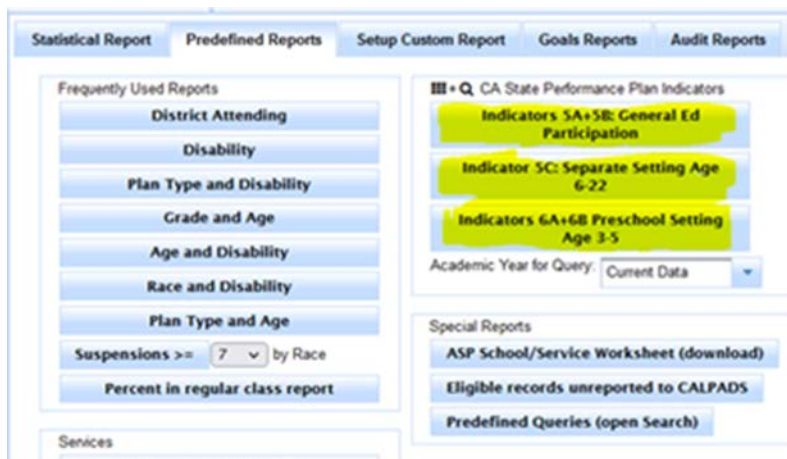
CERT 168 Notice: If you are having trouble with CERT 168, don't miss our flow chart.

https://padlet.com/siras/siras4calpads

Padlet under the Error and Warning Help column.

CERT 132 Notice: Watch the CERT 132 in detail in the 11/4/21 and 10/28 webinars in the above padlet under the Zoominar Schedule and links column.

1

Santa Barbara **S**pecial **E**ducation **L**ocal **P**lan **A**rea **SELPA**
SIRAS NEWS

Year 3 VOLUME 28   December 2021   pg. 2

*New Flash: Changes in SIRAS*_____

Review of User Preferences tab in on User Account (your SIRAS personable Preferences)

- **Skins:** allows user to personalize the background and look of your personal SIRAS.

- **UI animation:** alerts user of important messages and wiggles the message to get your attention.

- **Icon for complete forms/validations:** instead of a green check; user can change to smiley face or Happy Cat.

- **Choose student: default number of records per page** allows the user to change the number of records that can be viewed at once.

- **Choose Student: default status search:** (located at the top of the Choose Student list) normally for general users the default is 'active/pending; and for admin users 'active' records.

- **Default scope for Admins:** Site Level or Individual Students: (for admin access users only, located in the upper right corner is a little schoolhouse) the admin user can toggle the site level scope default to 'Individually assigned. students. This preference allows the admin user to change the site level default to 'Individually assigned students.

- **Hide student name from error list:** this preference allows the admin user to hide the students name from the error list and only show the SSID number.

- **Default Home Page selected tab:** there are several tabs on the SIRAS Home page. The default tab upon opening SIRAS is the compliance overview, but this can be change to the Meetings; Transfer; Requests; or the Message tab.

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

SIRAS NEWS

Additional Changes

Meeting Report Tab on Homepage identifies warnings about meetings that have been open for 2 weeks and need to be finalized.

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

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
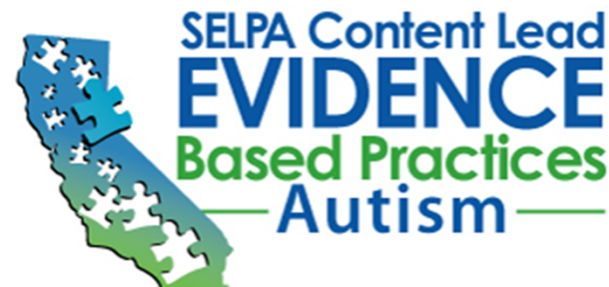
What is CAPTAIN?

CAPTAIN is a multiagency network developed to support the understanding and use of Evidence-Based Practices for individuals affected by Autism Spectrum Disorder across California.

www.captain.ca.gov
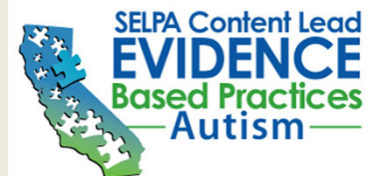
CAPTAIN Goals

Goal 1: Increase knowledge about ASD and EBPs through <u>systematic dissemination</u> of information

Goal 2: Increase <u>implementation and fidelity</u> of EBPs in schools and communities

Goal 3: Increase <u>interagency collaborations</u> to leverage resources and standardize a process for using EBPs

www.captain.ca.gov

What are Evidence-Based Practices (EBPs) for ASD?
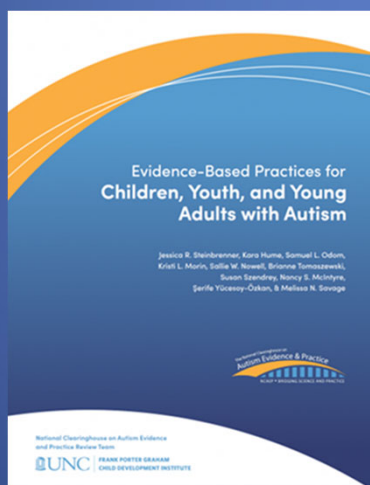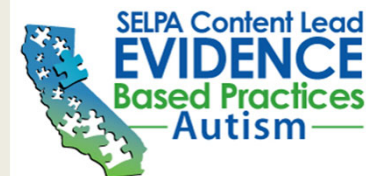
Evidence-Based Practices for Children, Youth, and Young Adults with Autism

Jessica R. Steinbrenner, Kara Hume, Samuel L. Odom, Kristi L. Morin, Sallie W. Nowell, Brianne Tomaszewski, Susan Szendrey, Nancy S. McIntyre, Şerife Yücesoy-Özkan, & Melissa N. Savage

National Clearinghouse on Autism Evidence and Practice Review Team

UNC | FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Findings and Conclusions: National Standards Project, Phase 2

ADDRESSING THE NEED FOR EVIDENCE-BASED PRACTICE GUIDELINES FOR AUTISM SPECTRUM DISORDER

National Autism Center
A Center of May Institute

www.captain.ca.gov

How many results do you think you would get if you did a Google search for:

"AUTISM TREATMENT"?

www.captain.ca.gov

MYRIAD OF TREATMENTS FOR ASD

➢ Treatments for ASD are more diverse than any other known disability

➢ Treatment claims range from amelioration to recovery

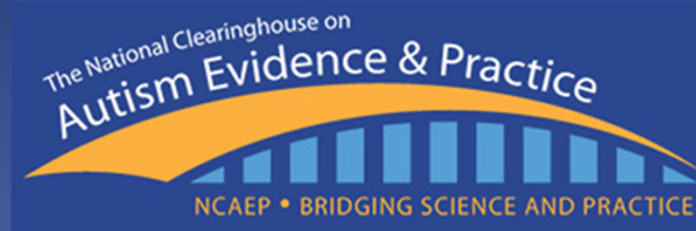➢ Many interventions with no scientific evidence have been recommended for individuals with ASD

www.captain.ca.gov

Definition of EBP
(NCAEP)
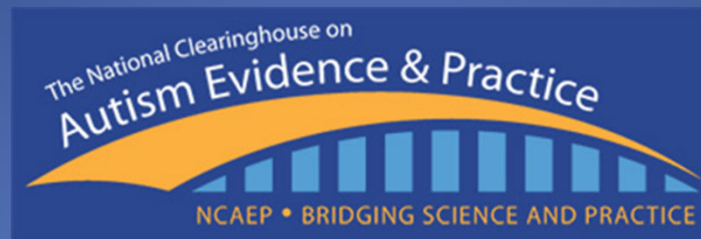
NCAEP definition of an EBP:

"Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD."

www.captain.ca.gov

Criteria for Qualification of an EBP

2+ group design studies
Two high quality group design studies conducted by at least two different researchers or research groups

2+

OR

5+ single case design studies
Five high quality single case design studies conducted by three different investigators or research groups and having a total of at least 20 participants across studies

5+

OR

Combination of evidence
One high quality group design study and at least three high quality single case design studies conducted by at least two different investigators or research groups (across the group and single case design studies)

1+3

www.captain.ca.gov

28 Evidence Based Practices (2020)

Antecedent-Based Interventions

Augmentative and Alternative Communication

Behavioral Momentum Intervention

Cognitive Behavioral/Instructional Strategies

Differential Reinforcement of Alternative, Incompatible, or Other Behavior

Direct Instruction

Discrete Trial Training

Exercise and Movement

Extinction

Functional Behavioral Assessment

Functional Communication Training

Modeling

Music-Mediated Intervention

Naturalistic Intervention

Parent-Implemented Intervention

Peer-Based Instruction and intervention

Prompting

Reinforcement

Response Interruption and Redirection

Self-Management

Sensory Integration

Social Narratives

Social Skills Training

Task Analysis

Technology-Aided Intervention and Instruction

Time Delay

Video Modeling

Visual Supports

28 EBPs Matrix
Available on the CAPTAIN Website
www.captain.ca.gov

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories

www.captain.ca.gov

FREE High Quality Training:
<u>A</u>utism <u>F</u>ocused <u>I</u>ntervention <u>R</u>esources and <u>M</u>odules (AFIRM)

Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with ASD from birth to 22 years of age
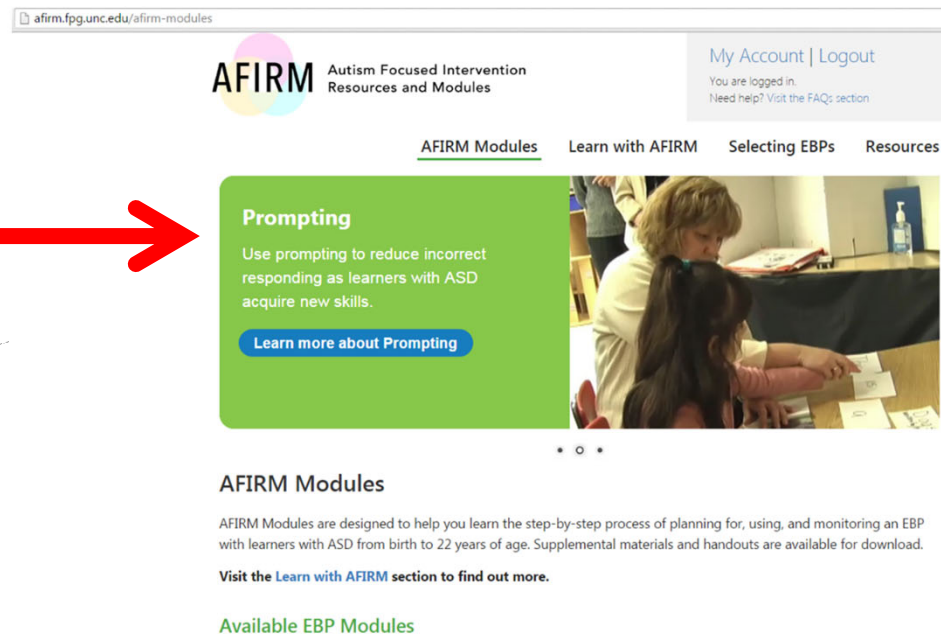
There's a Learning Module for most of the 28 EBPs

www.captain.ca.gov
http://afirm.fpg.unc.edu/afirm-modules

AFIRM
<u>A</u>utism <u>F</u>ocused <u>I</u>ntervention <u>R</u>esources and <u>M</u>odules

What you'll learn with AFIRM Modules:

- Key components of an EBP

- Behaviors and skills that can be addressed

- A step-by-step process for applying the practice

- Specific resources that you can download and customize for your own use

My Account | Logout
You are logged in.
Need help? Visit the FAQs section

Autism Focused Intervention Resources & Modules

AFIRM Modules   Learn with AFIRM   Earn CE Credits   Selecting EBPs   Resources

AFIRM Resources

Select a key word to search for AFIRM resources or filter AFIRM resources by category.

IMPLEMENTATION RESOURCES

Keyword Search

Apply

Browse by Module
- Antecedent-based Intervention
- Cognitive Behavior Intervention
- Differential Reinforcement
- Discrete Trial Training
- Exercise
- Extinction
- Functional Behavior Assessment
- Functional Communication Training
- Modeling
- Naturalistic Intervention
- Parent Implemented Interventions
- Peer-Mediated Instruction and Intervention
- Picture Exchange Communication System
- Pivotal Response Training
- Prompting
- Response interruption and Redirection
- Reinforcement
- Scripting
- Self-management
- Social Narratives
- Social Skills Training
- Structured Play Groups
- Task Analysis
- Technology-aided Instruction and Intervention
- Time Delay
- Video Modeling
- Visual Supports

Browse by Module Lesson
- Lesson 1 - Basics
- Lesson 2 - Planning for the Practice
- Lesson 3 - Using the Practice
- Lesson 4 - Monitoring Progress
- Additional Materials

Browse by Document Type
- Evidence-base
- Implementation checklist ← **Implementation Checklists**
- Parent's guide
- Professional standards
- Step-by-Step practice guide
- Tip sheet for professionals
- EBP Brief Packet

AFIRM Videos   ← **EBP Videos**
- Browse Videos

Knowing of these EBPs:

- helps us know which treatments have evidence of effectiveness and which treatments do not

- allows us to make informed decisions when we select treatments

- provides us with the opportunity to support individuals with ASD in reaching their full potential

www.captain.ca.gov
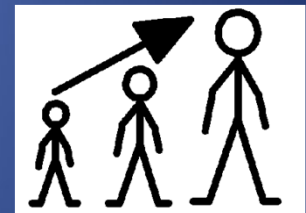
What is the most important reason to use EBPs?

Because they work!!!! ☺

How to Sign-Up for AFIRM Modules

1. Either go to the CAPTAIN website http://www.captain.ca.gov
   and click on the AFIRM ASD Learning Modules under the Quick Links section

   Quick Links

   National Professional
   Development Center On
   Autism Spectrum Disorders

   National Clearinghouse on Autism
   Evidence and Practice

   AFIRM ASD Learning Modules

   National Autism Center

2. Or go directly to the AFIRM website https://afirm.fpg.unc.edu/afirm-modules

3. Once at the AFIRM website, click on the Get Started icon

   Get started - it's free and easy!

4. Fill out the entire Sign-Up page:

   Sign Up

   | Create new account | Log in | Request new password |

   Username *

   Spaces are allowed; punctuation is not allowed except for periods, hyphens, apostrophes, and underscores.

   E-mail address *

   And click create new account at the bottom of the page:

   Create new account

5. Login into your personal account

6. Once logged-in, click on the AFIRM Modules green button that is on the right-hand side of the page.

   AFIRM Modules

   Visit the AFIRM Modules page
   to see a list of available and
   upcoming modules

7. This will take you to the list of Evidence-Based Practices (EBPs) that you can pick from. From here, click on which one you want to start with. Be sure to pick the certificate track ☺ And remember, the pre/post tests are not grading you or sent to your district. Enjoy!

	Evidence-Based Practices for Children, Youth, and Young Adults with Autism **National Clearinghouse on Autism Evidence and Practice Review 2020**	
	Evidence-Based Practices	**DEFINITION**
ABI	**Antecedent-Based Interventions**	Arrangement of events or circumstances that precede an activity or demand in order to increase the occurrence of a behavior or lead to the reduction of the challenging/interfering behaviors.
AAC	**Augmentative and Alternative Communication**	Interventions using and/or teaching the use of a system of communication that is not verbal/vocal which can be aided (e.g., device, communication book) or unaided (e.g., sign language)
BMI	**Behavioral Momentum Intervention**	The organization of behavior expectations in a sequence in which low probability, or more difficult, responses are embedded in a series of high probability, or less effortful, responses to increase persistence and the occurrence of the low probability responses.
CBIS	**Cognitive Behavioral/ Instructional Strategies**	Instruction on management or control of cognitive processes that lead to changes in behavioral, social, or academic behavior.
DR	**Differential Reinforcement of Alternative, Incompatible, or Other Behavior**	A systematic process that increases desirable behavior or the absence of an undesirable behavior by providing positive consequences for demonstration/non-demonstration of such behavior. These consequences may be provided when the learner is: a) engaging in a specific desired behavior other than the undesirable behavior (DRA), b) engaging in a behavior that is physically impossible to do while exhibiting the undesirable behavior (DRI), or c) not engaging in the undesirable behavior (DRO).
DI	**Direct Instruction**	A systematic approach to teaching using a sequenced instructional package with scripted protocols or lessons. It emphasizes teacher and student dialogue through choral and independent student responses and employs systematic and explicit error corrections to promote mastery and generalization.
DTT	**Discrete Trial Training**	Instructional approach with massed or repeated trials with each trial consisting of the teacher's instruction/presentation, the child's response, a carefully planned consequence, and a pause prior to presenting the next instruction.
EXM	**Exercise and Movement**	Interventions that use physical exertion, specific motor skills/techniques, or mindful movement to target a variety of skills and behaviors.
EXT	**Extinction**	The removal of reinforcing consequences of a challenging behavior in order to reduce the future occurrence of that behavior.
FBA	**Functional Behavioral Assessment**	A systematic way of determining the underlying function or purpose of a behavior so that an effective intervention plan can be developed.
FCT	**Functional Communication Training**	A set of practices that replace a challenging behavior that has a communication function with more appropriate and effective communication behaviors or skills.
MD	**Modeling**	Demonstration of a desired target behavior that results in use of the behavior by the learner and that leads to the acquisition of the target behavior.

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MMI	Music-Mediated Intervention	Intervention that incorporates songs, melodic intonation, and/or rhythm to support learning or performance of skills/behaviors. It includes music therapy, as well as other interventions that incorporate music to address target skills.
NI	Naturalistic Intervention	A collection of techniques and strategies that are embedded in typical activities and/or routines in which the learner participates to naturally promote, support, and encourage target skills/behaviors.
PII	Parent-Implemented Intervention	Parent delivery of an intervention to their child that promotes their social communication or other skills or decreases their challenging behavior.
PBII	Peer-Based Instruction and intervention	Intervention in which peers directly promote autistic children's social interactions and/or other individual learning goals, or the teacher/other adult organizes the social context (e.g. play groups, social network groups, recess) and when necessary provides support (e.g. Prompts, reinforcement) to the autistic children and their peer to engage in social interactions.
PP	Prompting	Verbal, gestural, or physical assistance given to learners to support them in acquiring or engaging in a targeted behavior or skill.
R	Reinforcement	The application of a consequence following a learner's use of a response or skills that increases the likelihood that the learner will use the response/skills in the future.
RIR	Response Interruption and Redirection	The introduction of a prompt, comment, or other distractors when an interfering behavior is occurring that is designed to divert the learner's attention away from the interfering behavior and results in its reduction.
SM	Self-Management	Instruction focusing on learners discriminating between appropriate and inappropriate behaviors, accurately monitoring and recording their own behaviors, and rewarding themselves for behaving appropriately.
SI	Sensory Integration	Interventions that target a person's ability to integrate sensory information (visual, auditory, tactile, proprioceptive, and vestibular) from their body and environment in order to respond using organized and adaptive behavior.
SN	Social Narratives	Interventions that describe social situations in order to highlight relevant features of a target behavior or skill and offer examples of appropriate responding.
SST	Social Skills Training	Group or individual instruction designed to teach learners ways to appropriately and successfully participate in their interactions with others.
TA	Task Analysis	A process in which an activity or behavior is divided into small, manageable steps in order to assess and teach the skill. Other practices, such as reinforcement, video modeling, or time delay, are often used to facilitate acquisition of the smaller steps.
TAII	Technology-Aided Intervention and Instruction	Instruction or intervention in which technology is the central feature and the technology is specifically designed or employed to support the learning or performance of a behavior or skill for the learner.
TD	Time Delay	A practice used to systematically fade the use of prompts during instructional activities by using a brief delay between the initial instruction and any additional instructions or prompts.
VM	Video Modeling	A video-recorded demonstration of the targeted behavior or skill shown to the learner to assist learning in or engaging in a desired behavior or skill.
VS	Visual Supports	A visual display that supports the learner engaging in a desired behavior or skills independent of additional prompts.

Table 3.7   Matrix of evidence-based practices, outcomes, and age categories

Evidence-Based Practices See Table 3.1 to link abbreviations to EBPs	Academic/ Pre-academic			Adaptive/ Self-help			Challenging/ Interfering behavior			Cognitive			Communi-cation			Joint attention			Mental health			Motor			Play			School readiness			Self-determination			Social			Vocational		
	0–5 years	6–14 years	15–22 years	0–5 years	6–14 years	15–22 years	0–5 years	6–14 years	15–22 years	0–5 years	6–14 years	15–22 years	0–5 years	6–14 years	15–22 years	0–5 years	6–14 years	15–22 years	0–5 years	6–14 years	15–22 years	0–5 years	6–14 years	15–22 years	0–5 years	6–14 years	15–22 years	0–5 years	6–14 years	15–22 years	0–5 years	6–14 years	15–22 years	0–5 years	6–14 years	15–22 years	0–5 years	6–14 years	15–22 years
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