



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

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

**PUBLIC – Should you wish to attend the SBCSELPA CAC Meeting via Zoom please contact Lindsay MacDonald, SBCSELPA Executive Secretary, by Friday, April 9, 2021 at 5:00 p.m. to request Zoom Meeting Information and Login. Lindsay MacDonald can be contacted via email, [lmacdonald@sbceo.org](mailto:lmacdonald@sbceo.org), or by calling the SBCSELPA Office at (805) 683-1424.**

## Agenda

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

### **PUBLIC COMMENTS ARE WELCOME**

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

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

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

### **I. PUBLIC SESSION**

- A. Call to Order
- B. Roll Call
- C. Flag Salute
- D. Welcome Guests

I. **PUBLIC SESSION** (*continued*)

E. Election of Chairperson and Vice-Chairperson

II. **PUBLIC COMMENTS**

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

III. **APPROVAL OF ADDITIONAL EMERGENCY ITEMS**

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

IV. **CONSENT AGENDA ITEMS**

A. Minutes of February 1, 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. **PRESENTATIONS**

A. SBCSELPA 2020-2021 Annual Update with Executive Director

REF: V-A

Presenter: Ray Avila, SBCSELPA Executive Director

B. Second Interim Report for Fiscal Year 2020-2021

REF: V-B

Presenter: Kim Hernandez, SBCSELPA Business Official

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

A. Questions from February 1, 2021 CAC meeting

B. Retirement Announcement of SBCSELPA Office Manager, Margaret Slater

REF: VI-B

C. SBCSELPA 2021 Office Reorganization

REF: VI-C

*(March 1, 2021 JPA Board Meeting Agenda Item)*

D. SBCSELPA Procedural Handbook, Section 2, Revisions

REF: VI-D

1. Assistive Technology (AT) / Augmentative and Alternative

Communication (AAC) *(December 7, 2020 JPA Board Meeting Agenda Item)*2. Occupational Therapy (OT) *(March 1, 2021 JPA Board Meeting Agenda Item)*

E. SBCSELPA February 1, 2021 JPA Board Regular Meeting Minutes

REF: VI-E

F. SBCSELPA 2020-2021 Professional Development Calendar/Offerings

REF: VI-F

1. SBCSELPA Professional Development Offerings Booklet

G. SIRAS Newsletters

REF: VI-G

1. February 2021, Volume 20

2. March 2021, Volume 21

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

- H. Review of CAC Current Membership/Demographics REF: VI-H  
 1. Thank You to Members Who Have Served 2 Years

- I. SBCSELPA 2<sup>nd</sup> Annual SELPA-Bration Winners Announcement REF: VI-I  
 1. 2<sup>nd</sup> Annual SELPA-Bration Save the Date

- J. CAC Project Updates/Discussion REF: VI-J  
 1. Transition from Pre-School to Elementary School Brochure  
 2. Transition from Elementary School to Middle School Brochure  
 3. Transition from Middle School to High School Brochure  
 4. Transition from High School to Post Secondary Brochure  
 5. Transition from High School to Adult Transition Programs Brochure

- K. Proposed Presenters for 2021-2022 **(TBD)**  
 • Ideas/Suggestions: Team presentations: CAPTAIN, PENT,  
 Transition Network Team (TNT), Preschool Inclusion Team, other ideas gather from CAC

- L. CAC Proposed Meeting Schedule for 2021-2022 **(TBD)**  
 • October \_\_, 2021  
 • December \_\_, 2021  
 • February \_\_, 2022  
 • April \_\_, 2022

**VII. MISCELLANEOUS AGENDA ITEMS**

- A. CAC Member Sharing

- B. Next Scheduled CAC Meeting:  
**TO BE DETERMINED – October 2021 from 9:30 a.m. – 11:30 a.m.**  
 Location – TBD - Via Zoom due to COVID-19?

**VIII. ADJOURNMENT**

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



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

## Minutes

<b>Members Present:</b>	Rebecca Atkinson Dena Davis Karla Curry, <b>Chair</b> Sucari Epps, <b>Vice Chair</b> Frances Evans Nina Esquivias Montserrat Garcia Jamie Johnson Joe Ledoux Amanda Lopez-Soliz Nathan Moreno Sonia Morison (Arrived at 10:04 a.m.) Mariana Murillo Chail Norton Sarah Rodriguez John Schettler Catherine Spencer Eva Soohoo Carolyn Williams Alana Yamamoto	<b>Members Absent:</b>	Norma Cabello Karen Ebner Christine Emanuel Abraham Garcia Stacey Hansen Sonia Morosin Jestin St. Peter Deneice Tell
		<b>Others Present:</b>	Jennifer Connolly Lindsay MacDonald Stephan Salter Coleen Tooley Benjamin Davis Megan Tice

### I. **PUBLIC SESSION**

#### A. **Call to Order**

Karla Curry, Chairperson, called the meeting to order at 9:33 a.m.

#### B. **Roll Call**

Lindsay MacDonald took roll call.

#### C. **Flag Salute**

Karla Curry led the assembly in the Pledge of Allegiance.

#### D. **Welcome Guests**

Karla Curry introduced **Megan Tice**, TOSA from SY Consortium, and **Coleen Tooley**, Student Teacher at Orcutt Academy High School, who was accompanying Alana Yamamoto, North County Teacher CAC member. Also, **Benjamin Davis** joined the meeting as an Adult/Student representative. There were no other guests present.

### II. **PUBLIC COMMENTS**

There were no public comments.

SBCSELPA CAC  
MINUTES OF FEBRUARY 1, 2021 REGULAR MEETING

III. **APPROVAL OF ADDITIONAL EMERGENCY ITEMS**

There were no emergency items presented.

IV. **CONSENT AGENDA ITEMS**

A. **Minutes of December 7, 2020 Regular Meeting**

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

**Motion to Approve:** Sucari Epps **Second:** Frances Evans

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

**Vote:** 19 – 0. The motion passed with CAC Representatives Rebecca Atkinson, Dena Davis, Karla Curry, Sucari Epps, Nina Esquivias, Frances Evans, Monserrat Garcia, Jamie Johnson, Joe Ledoux, Amanda Lopez-Soliz, Nathan Moreno, Mariana Murillo, Chail Norton, Sarah Rodriguez, John Schettler, Catherine Spencer, Eva Soohoo, Carolyn Williams, and Alana Yamamoto voting in favor; none opposed and no abstentions.

V. **PRESENTATION**

A. **Brain-Based Behavioral Perspectives and Support Strategies**

**Presenter:** Stephan Salter, SBCSELPA Mental Health Specialist

Karla Curry introduces Stephan Salter from SBCSELPA to present on Brain-Based Behavioral Perspectives and Support Strategies. Jennifer Connolly further welcomed Stephan and invited him to introduce himself and share a little about himself before starting his presentation. Stephan introduced himself and provided a summary of his background, he then presented a PowerPoint presentation on brain-based behavior. Stephan starts by emphasizing that regarding this topic our perspective of students and children is inclusive of the students own developmental experience, perspective, and process, essentially their needs, which is important, our roll needs to be very supporting in getting the students' needs met. Stephan reviewed the following topics in his presentation: The Three Brain States (conscious discipline); the Brain & Maslow's Hierarchy of Needs; Maslow Before Bloom & Bloom's Taxonomy; Brain Status & Coaching Strategies; and a summary of takeaways.

Jennifer Connolly commented that with being on a virtual platform and not being in person lately there must be an uptick in varying behaviors, and she requested that Stephan touch on that in a little more detail. Stephan responded that the body is always part of the experience, the survival brain state, so the experience of our physical body drives the fundamental of the rest of the higher order functioning's. Currently since we are virtual and operating in the higher order parts of the brain, thus the needs of our body go unmet, need to focus on the integrated expectation of ourselves.

Jennifer closed by complimenting the work that Stephan does with our students in offering extra mental health support county wide. Stephan shared that the WRAP team has been up and running, the case load has been smaller, but the severity and acuity has been higher which he attributes to the physical distance between the student and staff. Jennifer also requested that Stephan give a brief explanation of what WRAP is, Stephan explained briefly the SBCSEALPA WRAP Team and other WRAP Teams in the community, and he explained how to access SBCSELPA WRAP services. The Committee was satisfied; there were no further questions or comments.

SBCSELPA CAC  
MINUTES OF FEBRUARY 1, 2021 REGULAR MEETING

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

**A. Questions from December 7, 2020 CAC meeting.**

Karla Curry opened the meeting to questions that may have arose after the last CAC meeting. Jennifer Connolly then reviewed how this looks like a formal agenda and meeting but as we go through each item you are more than welcome to ask questions, especially if you are new. Karla then reviewed the current CAC project in creating question and answer information for families in transition to utilize. Jennifer went into more depth regarding this year's project and how we are moving forward, referring to projects that have been done in the past by CAC. The Committee was satisfied; there were no further questions or comments.

**B. SBCSELPA 2020-2021 Professional Development Calendar/Offerings**

**1. SBCSELPA Professional Development Offerings Booklet (Updated January 2021)**

Jennifer Connolly highlighted how the SBCSELPA has been able to offer trainings online during this uncertain time, allowing us to meet a much larger audience, most of the trainings are also recorded and available on the SBCSELPA YouTube channel. Jennifer also reviewed the professional development calendar for February 2021. Additionally, the professional development booklet and calendar of events is updated monthly. Lastly, the SBCSELPA YouTube channel was shared on the screen with the group to see. The Committee was satisfied; there were no questions or comments.

**C. SBCSELPA December 7, 2020 JPA Board Regular Meeting Minutes Summary**

Jennifer Connolly reviews the JPA Board minutes which are provided to allow the CAC to see what the JPA Board is doing currently. Jennifer highlighted SEP and briefly gave an overview of what it is, Karla Curry also shared briefly about her experience with SEP. The Committee was satisfied; there were no questions or comments.

**D. SIRAS Newsletters**

**1. December 2020, Vol. 18**

**2. January 2021, Vol. 19**

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

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

Karla Curry reviews that we are at that time of the year when CAC members terms expire and it is time to start the discussion of nominating the new chairperson and vice chairperson for the upcoming CAC year. Jennifer Connolly reviews what it entails to hold the position of chairperson. Jennifer shares that Sucari Epps is currently the vice chairperson and if she was interested stepping into the chairperson position for the upcoming year the group could just nominate a new vice chairperson to fill her spot. Lastly, Jennifer shared that if anyone is interested in being the upcoming chairperson or vice chairperson please contact her prior to the next meeting. The Committee was satisfied; there were no questions or comments.

SBCSELPA CAC  
MINUTES OF FEBRUARY 1, 2021 REGULAR MEETING

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

**F. CAC Project Updates/Discussion**

**1. Transition from Post-Secondary to Adult Guide**

Karla Curry introduced the CAC project for this year, highlighting the project centered around students' transitions, she then turned it over to Jennifer Connolly to go into greater detail. Jennifer reviewed previous discussion regarding the specific student transitions from elementary to middle school, middle school to high school, and high school to adult services. These 3 transitions were what the group narrowed it down to and all the questions that parents and/or families have surrounding these transitions. It was previously decided that the CAC wanted to put together a document of questions that parents would want to know the answers to during the certain transitions. Jennifer compiled a google doc that compiled all the information provided to her from CAC members between now and the last CAC meeting.

Lindsay MacDonald shared the Google document on the screen during the meeting, the link is as follows:

<https://docs.google.com/document/d/1j2Ok1Zn2qdKoLG2mPqKRqhf7uwIGeFJ0o1Wc4BQUvo/edit?usp=sharing>

Jennifer reviewed the Google document and what was on it and how she had organized the information on the document. Jennifer shared that CAC member, Jamie Johnson, assisted by making draft brochures for each of the 3 transitions and shared them with the group. Jamie took the questions and answers that were compiled on the Google document and put them on the appropriate brochure depending on which transition stage it spoke to, she thought this would be an easy way to present the information to parents/families. Jamie also reviewed alternative ways to present the information on the brochures if the CAC members wanted to discuss the presentation of the information. Carolyn Williams commented that she really thought the brochures were an excellent way to share the information with parents. Sucari Epps commented that she thinks that the brochure format is an excellent way to present the information in a concise manner. Dena Davis commented about if it had been discussed to have the final brochure translated into a Spanish version as well. Jennifer responded sharing that the process would be once we decided on the final version of the brochure and then we would present the brochures to the Special Education Directors for approval and then once approved we would move forward with having the brochures translated into a Spanish version. Jennifer concluded the discussion by stating that there seems to be a consensus that the group would like to move forward with the brochures and so she will form an Ad Hoc Committee to finalize which questions and answers will go on the final brochures. The Committee was satisfied; there were no further questions or comments.

VII. **MISCELLANEOUS AGENDA ITEMS**

**A. CAC Member Sharing**

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

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

SBCSELPA CAC  
MINUTES OF FEBRUARY 1, 2021 REGULAR MEETING

VIII. **ADJOURNMENT**

Jamie Johnson motioned for adjournment and Sucari Epps seconded the motion to adjourn the meeting at 10:54 a.m. The motion passed unanimously; none opposed and no abstentions.

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

**\*\*Attached is the Zoom Chat transcript**

**ZOOM MEETING INFORMATION:**

**Topic: CAC Meeting**

**Time: Feb 1, 2021 09:30 AM Pacific Time (US and Canada)**

**Join Zoom Meeting**

<https://zoom.us/j/94919135189?pwd=QlAxSHpvcEVRU1l5MzdkZmptL1JDZz09>

**Meeting ID: 949 1913 5189**

**Passcode: 9ig6ne**

**One tap mobile**

**+16699009128,,94919135189#,,, \*619390# US (San Jose)**

**+13462487799,,94919135189#,,, \*619390# US (Houston)**

**Dial by your location**

**+1 669 900 9128 US (San Jose)**

**+1 346 248 7799 US (Houston)**

**+1 253 215 8782 US (Tacoma)**

**+1 312 626 6799 US (Chicago)**

**+1 646 558 8656 US (New York)**

**+1 301 715 8592 US (Washington D.C)**

**Meeting ID: 949 1913 5189**

**Passcode: 619390**

**Find your local number: <https://zoom.us/j/94919135189>**



SBCSELPA CAC  
MINUTES OF FEBRUARY 1, 2021 REGULAR MEETING

**2/1/2021 CAC Meeting – ZOOM CHAT TRANSCRIPT**

09:29:21 **John Schettler:** Good morning everyone!

09:36:37 **Chail Norton:** Chail Norton is here. I have no microphone.

09:45:21 **Dena Davis:** Will this be on pallet, Lindsay?

09:46:45 **Dr. Sucari Epps:** Is this presentation on the SELPA YouTube channel??

09:46:54 **Dr. Sucari Epps:** on its own??

09:47:51 **Jennifer Connolly, SBCSELPA:** Stephan has many versions of this. I believe one of them is on our SELPA You Tube channel. He is available to districts to share this presentation if there is a need. Contact me if you would like him to present to a district

10:00:22 **Dena Davis:** I see these survival behaviors also tied to frustration with communication, especially in a non-verbal child like my son. When he is supported in communicating with his speech device, it is helpful.

10:01:45 **Jennifer Connolly, SBCSELPA:** Yes absolutely Dena. The speech device is so important for Benjamin in helping with the communication frustrations. I am so glad he has this support!

10:10:04 **Lindsay MacDonald:** Stephan's PowerPoint that we are showing now is on the CAC padlet for today if you would like to save and download for future reference.

10:11:04 **Lindsay MacDonald:** Chail - I marked you down as present for today!

10:12:00 **Chail Norton:** awesome! thank you!

10:12:23 **Dena Davis:** This has societal implications! Can you present to the US Dept of Ed?!

10:12:49 **Chail Norton:** I'm a parent of a child who was traumatized as a child from Nicu. still seeing primal survival at age 9

10:12:50 **Dr. Sucari Epps:** AMEN Dena!!!

10:19:54 **Dena Davis:** Thank you!

10:20:18 **John Schettler:** Thank you Stephan!

10:37:28 **Megan Tice:** I need to run...thank you everyone, have a wonderful Monday!!!

10:48:47 **Eva Soohoo:** I like the bullet points!

10:49:49 **Nina:** Brochure is a great idea

10:50:46 **Amanda Lopez-Solis:** I'm so sorry I have to run as well. but I would be happy to be involved and/or assist in any additional way. Have a great week.

10:53:56 **Dena Davis:** I'll try. :)

10:55:07 **Catherine Spencer:** thank you everyone, jennifer I will connect with you a bit later:)

10:55:12 **John Schettler:** Have a great week everyone!

# SBCSELPA Presentation to CAC

Ray Avila, EdD. – Executive Director  
April 12, 2021

# Objectives for Today

- ✓ ***2020-21 SBCSELPA Initiatives – System Improvement Leads***
- ✓ ***Early Childhood Education***
- ✓ ***Inclusion Inquiry Network (SBCEO)***
- ✓ ***Mental Health Service and Support***
- ✓ ***Re-Opening “In Person” Learning Efforts***

# 2020-21 Initiatives for SBCSELPA in Collaboration with System Improvement Leads (SIL's)

- ❖ CAPTAIN Regional Lead and SELPA Autism Implementation Team (SAIT)
  - Marin County SELPA SIL*
  - Ray Avila and Robyn Young*
- ❖ Assistive Technology/Augmentative and Alternative Communication (AT/AAC)
  - Placer County SELPA SIL*
  - Lisa Foote*
- ❖ English Language Learners in Special Education
  - Imperial County SELPA SIL*
  - Jennifer Connolly*
- ❖ Data Quality Toolkit (DQT)
  - Riverside County SELPA SIL*
  - Ray Avila and Jennifer Connolly*



[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)



# Early Childhood Education

- ❑ Tri-Counties Regional Center (TCRC) – Part C to Part B Transitions
- ❑ First Five “Help Me Grow” Initiative - (Grant Opportunity)
- ❑ Inclusive Early Education Expansion Program (IEEEP) – (Grant Opportunity)



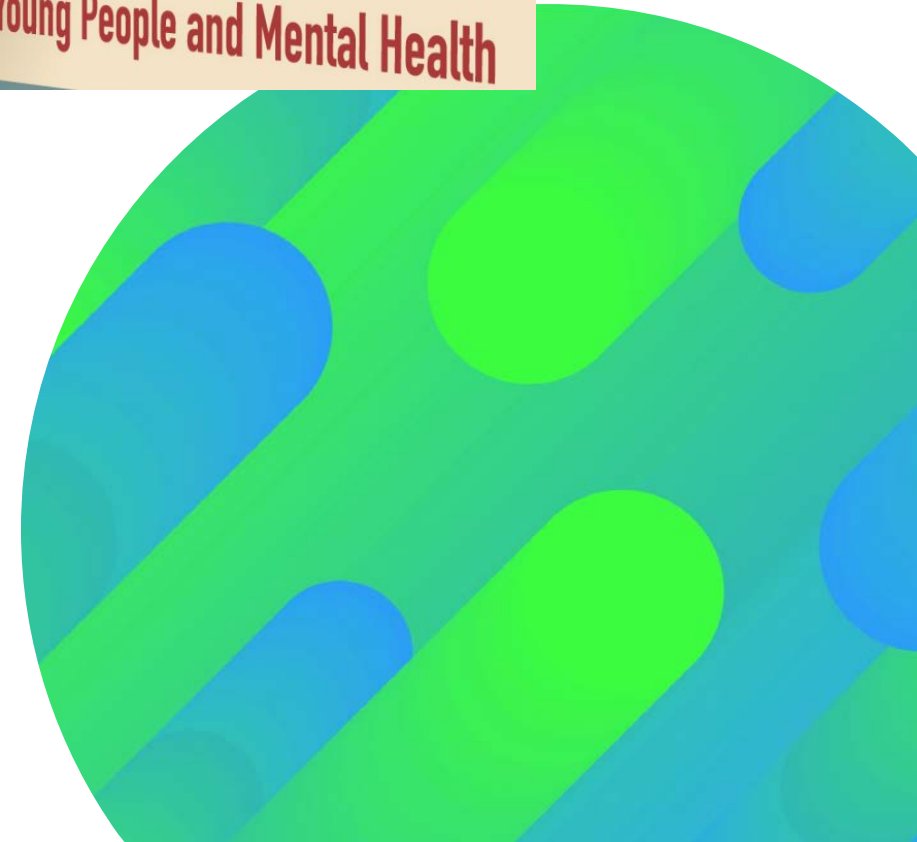
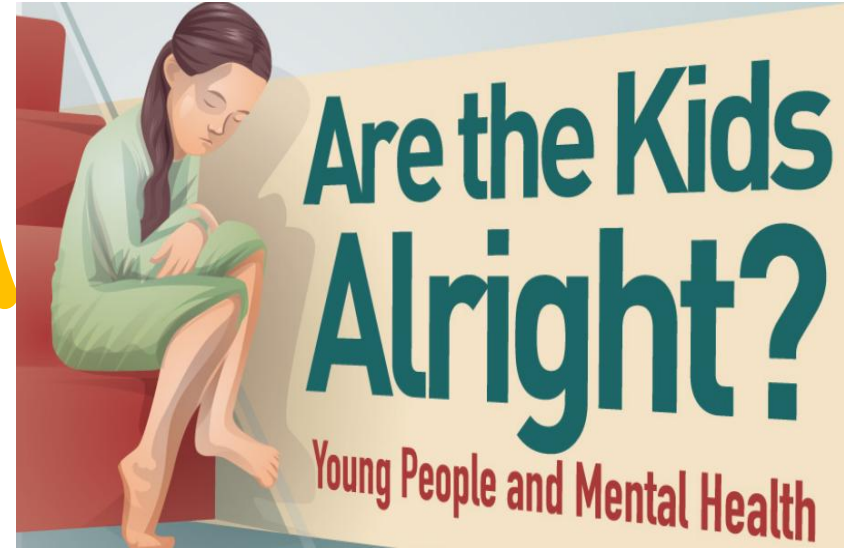
# Inclusion Inquiry Network

- *Collaboration with SBCEO*
- *Audience participants are District and School Site Leaders*
- *2019-2020 Focus: What does Inclusion look like in SB County schools?*
- *2020-2021 Focus: Best Practices (put on hold due to Pandemic)*
- *2021-2022 Focus: Targeted groups (ELL's, Autism, SLD's)*
- *More to come!*



# Mental Health Services and Support

- *Non-Public School Residential (currently 6)*
- *WRAP-Around Services Team (Bilingual!)*
- *G.R.O.W. Classrooms (20!)*
- *Professional Development*
- *Needs are on the rise!*







# Re-Opening “In Person” Learning Efforts

- School Districts and Charters are:
  - *Working diligently to meet assessment and IEP timelines*
  - *Have facilitated “Small Cohorts” of students throughout the Pandemic*
  - *Taking safety precautionary measures to ensure the well being of everyone*
  - *Maintaining contact with families*
  - *Providing resources to keep student engagement active (technology)*
  - *Following best practices (Hybrid Models)*
  - *Wanting to be in person “sooner than later” 100% of the school year!*



# Questions?



# Presentation to CAC

## Second Interim Report for Fiscal Year 2020-2021

4-12-21

Kim Hernandez, MSSM, CBO  
Business Official,  
Santa Barbara County SELPA



# Schedule of SELPA Budgets Reviews

The JPA Board reviews the SELPA Budgets and reports to the public and to the State the financial health of the SELPA.

## Budget Reviews throughout the year are as follows:

- ❖ June — Adopted Budget
- ❖ September — Unaudited Actuals
- ❖ October — Ending Fund Balance Allocation from Unaudited Actuals
- ❖ December — First Interim Budget
- ❖ March — Second Interim Budget
- ❖ May — estimated actuals for next year's Adopted Budget



# Second Interim — What is it?

Second Interim is the last budget test before actuals at year end.

- ❑ Pursuant to ED Code (sections 41023 and 42131), the governing board of the JPA reviews the current projections and certifies whether or not the SELPA will meet it's financial obligations for the current year and subsequent two years.
- ❑ Positive Certification — The SELPA **will** meet it's financial obligations.
- ❑ Qualified Certification — SELPA **may not** meet it's financial obligations.
- ❑ Negative Certification — SELPA **will be unable to** meet it's financial obligations.
  - The SELPA is reporting a **positive certification**



# Second Interim – What is in it?

- ❑ Any changes in estimates from First Interim
- ❑ Updated Projections for Multi-Years based on Governor's Budget for 2021-2022



# Budget Changes from First Interim

## ❑ Change in revenue-

- ❖ Increase in Low Incidence and MAA (up \$379K)
- ❖ Deficit in Out of Home Care (down \$5K)

## ❑ Increase in expenses-

- ❖ Retirement of Office Manager required a reorganization of duties. An increase of \$7K in 20-21 for 2 months of training. Reduction in 21-22, 22-23 for loss of one position.
- ❖ Increase of expenditures for districts for Low Incidence



# Budget Reserves

- ❑ Regional Deferred Maintenance \$50,000 for Regional Portables.
- ❑ MTU Site Improvement Fund \$250,000
- ❑ SELPA Designated Legal Reserve \$325,000
- ❑ 5% Economic Contingency \$123,557
- ❑ Additional Board Approved Reserves \$200,000



# Multi-Year Projection

## Revenue:

- Federal funding projected to remain flat (unchanged)
- COLA increases for AB602 (1.5% in 21-22, 2.98% in 22-23)

## Expenses:

- Salary and step-column increases, 0% COLA each year
- 5% increase to benefits in 21-22, 7% increase in 22-23
- 2% COLA to cost of supplies
- Estimated step-column for WRAP team plus 2% COLA



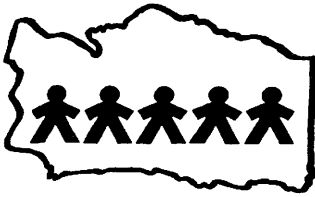


# QUESTIONS? COMMENTS?

## Thank you!

Kim Hernandez,  
Business Official, Santa Barbara County SELPA  
[khernandez@sbceo.org](mailto:khernandez@sbceo.org)  
805-683-1424





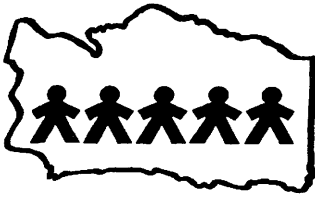
**Santa Barbara County**  
**Special Education Local Plan Area**  
A Joint Powers Agency

Date: April 12, 2021  
To: Community Advisory Committee (CAC)  
From: Jennifer Connolly, SBCSELPA Coordinator  
Re: Retirement Notification from Margaret Slater, SBCSELPA Office Manager

**BACKGROUND:**

- Margaret Slater notified Ray Avila, Executive Director for SBCSELPA, in November 2020 that she would be retiring from her position as the SBCSELPA Office Manager, effective June 30, 2021.
- SBCSELPA greatly appreciates the service Ms. Slater provided during her many years with the organization since she was hired back in 1982. She is to be commended for her loyalty and support provided to all the stakeholders throughout Santa Barbara County for almost four decades!
- Ms. Slater's resignation will result in a 1.0 FTE vacancy for a SBCSELPA Office Manager.
- After discussion with the current SBCSELPA office staff, the Executive Director has developed a proposal for an office reorganization to be implemented May 1, 2021 that will revise current job descriptions and salary schedules and allow for internal promotions and assignments of current employees.

RA/JC:lm



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

JPA - REF: VI-B

Date: March 1, 2021

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SBCSELPA 2021 Office Reorganization Proposal (Job Descriptions and Salary Schedules)

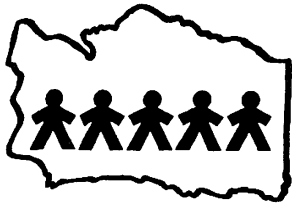
**BACKGROUND:**

- The proposed SBCSELPA 2021 office reorganization plan was presented to the JPA Board as an information and discussion item at the February 1, 2021 JPA Board meeting. At this meeting the SBCSELPA Executive Director, Ray Avila, explained in detail the process and procedure that went into creating this reorganization proposal.
- Specifically, due to the pending retirement of the SBCSELPA Office Manager prompted a conversation between the SBCSELPA Executive Director and current Office staff that include the SBCSELPA Coordinator, Executive Secretary, Clerical Assistant, current Office Manager, and Business Official regarding a possible re-organization of the current Office staff positions.
- This resulted in revised job descriptions and salary schedules for the SBCSELPA Office Manager, Executive Secretary (proposed to be retitled “Executive Assistant”), and Business Official (proposed to be retitled “Chief Business Official”) positions (**SEE Attached proposed job descriptions & salary schedules, REF: VI-A.1 & VI-A.2**), and the elimination of the Clerical Assistant position. The proposed SBCSELPA Office Manager, Executive Assistant, and Chief Business Official will inherit duties from the eliminated Clerical Assistant position along with a transfer of duties amongst the three positions.
- The SBCSELPA Office staff reorganization proposal is requested to go into effect as of May 1, 2021 to allow for the current SBCSELPA Office Manager to mentor and assist the SBCSELPA Office staff with the transition of duties prior to her retirement effective June 30, 2021.

**Fiscal Impact:** An increase of \$7,605.00 for the remainder of the 2020-2021 budget. A decrease of \$35,236.00 for the upcoming 2021-2022 budget.

**Recommendation:** The JPA Board approve the SBCSELPA office reorganization proposal as of May 1, 2021 as presented.

RA:lm



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

**CHIEF BUSINESS OFFICIAL**

**POSITION DEFINITION:**

Under the direction of the SBCSELPA Executive Director provides administrative oversight for all necessary fiscal operations and budget reporting for Santa Barbara County SELPA to the JPA Board as well as the allocation of all Special Education Funding to member Local Educational Agencies which includes guidance with funding, expenditures, and maintenance of effort reports.

**PRIMARY JOB DUTIES:**

Under the direction of the SBCSELPA Executive Director:

- Prepare and oversee all aspects of the SBCSELPA Budget to include Adopted, first and second interim, unaudited actuals and ending fund balance allocation, etc.
- Present fiscal information and trainings to the Joint Power Agency Board and to Community Advisory Committee
- Educate and assist LEA/District members with *maintenance of effort (MOE)*, *SEMA and SEMB*, *Subsequent Year Tracker*, and *Excess Costs* reporting. Be the liaison to the California Department of Education and the contact person who submits all of the required reports for the member LEAs and SBCSELPA which also includes the Table 8 and the Annual Budget Plan.
- Presenting fiscal information along with the SBCSELPA Executive Director at the LEA/District Business Official and Special Education Administrators meetings (SEAMBO)
- Convene and conduct an *Ad Hoc Funding Model Committee Meeting*
- Transform Educational Code, Federal and State laws, JPA Board policy, and Local Plan language into fiscal allocations with a complex funding model. Model to be updated throughout the year with special education income projections, regional program expenses, and enrollment data collected by Program Operators.
- Provide allocations of all Special Education funding to the Administrative Unit and to the Santa Barbara County Education Office so that LEAs may be paid on a timely basis.
- Consult individually with LEAs/districts regarding fiscal education or problem-solving as requested
- Collect data from LEAs throughout the year to complete and submit grant expenditure reporting for receipt of Federal funding.
- Report Proportionate Share data for each district and assist any districts who must set-aside CEIS monies due to Significant Disproportionality requirements.
- Completion and submittal of Infant J-50 and Part C Expenditure Reports
- Provide data to auditors, including writing managerial sections of audit reports
- Report MAA student data, staff lists, and fiscal data
- Collect data from Directors each year to maintain Regional Program list

- Process Journal Vouchers and Entries to allocate funding from SELPA accounts for such items as Legal Fees, Staff Development, and Ending Fund Balances that the JPA Board has instructed SELPA to distribute to LEAs.
- Request deferred maintenance reports from MOT personnel and present any requests to Special Education Administrators, Managers, and Business Officials (SEAMBO)
- Notify Regional Program Operators that additional aides will need to be brought to SEAMBO in March and subsequently presented to JPA Board.
- Collect housing maintenance and utilities data to be included in funding model.
- Account for all funding received throughout the year and what is yet to be received. Create accrual spreadsheets for LEAs to use to close their books and for the County Education Office to use for audits.
- Assist County Education and LEAs when Special Education account codes changes

### **QUALIFICATIONS:**

- A masters degree in business administration, accounting or related field
- Completion of a comprehensive course of study (such as the *CASBO* certificate program) related to public school business administration

### **EXPERIENCE:**

Three years increasingly responsible experience in accounting and financial record/budget management and reporting

### **KNOWLEDGE OF:**

- Principles, methods, practices and procedures of governmental/fund accounting and financial record management and reporting
- Laws, policies, regulations and guidelines related to accounting and fiscal record management and reporting processes in public education
- Computer accounting systems (Excel), programs and equipment
- Bookkeeping, accounting and fiscal planning and management systems and procedures
- Budget monitoring and control
- Laws related to special education funding as implemented by Chapter 7.2 of Part 30 of the California Education Code (Special Education Funding)

### **ABILITY TO:**

- Prepare fiscal, statistical and narrative reports in a clear and concise manner
- Review, monitor, audit and verify financial statements and related summaries and reports
- Communicate effectively both orally and in writing
- Interpret, apply and explain rules, regulations, policies and procedures
- Establish and maintain cooperative and effective working relationships with others
- Operate a computer and other office equipment
- Analyze situations accurately and adopt an effective course of action
- Meet schedules and timelines
- Work independently with little direction
- Plan and organize work
- Exercise interpersonal skills using tact, patience and courtesy
- Conduct committee meetings and gain consensus
- Maintain confidentiality at all times

### **WORKING CONDITIONS/ENVIRONMENT:**

- Work functions may be performed at home office or SBCSELPA office based on the needs of the SBCSELPA and as mutually agreed up by the SBCSELPA Executive Director
- Schedule may be flexible due to the schedule of grants flowing to the SBCSELPA, first and second interim deadlines and due dates for JPA Board budget updates and the CDE Annual Budget Plan timeline.

**PHYSICAL ABILITIES:**

- Hearing and speaking to exchange information and make presentations
- Seeing to read a variety of materials
- Dexterity of hands and fingers to operate a computer keyboard
- Sitting for extended periods of time
- Bending at the waist, kneeling or crouching to retrieve and store files

Approved 10/3/16 by the JPA Board

**Approved 03/01/21 by the JPA Board**



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

**SBCSELPA OFFICE MANAGER**

**POSITION DEFINITION:**

Under direction of the SBCSELPA Executive Director, perform complex and specialized secretarial and clerical functions to the JPA Board, as well as provide administrative secretarial aide to the SBCSELPA Executive Director, Coordinator and others as assigned.

**QUALIFICATIONS:**

- Equivalent to the completion of the twelfth grade, supplemented by coursework or training in business office management, organization and supervision and related technical skill areas at a community college.
- An associates degree is highly desirable
- Bilingual in Spanish speaking, reading, and writing is highly desirable

**EXPERIENCE:**

Four year of responsible executive or administrative secretarial experience, including one year in a lead or supervisory capacity.

**PRIMARY JOB DUTIES:**

- Performs accounting functions related to payroll and accounts payable; prepares and verifies the accuracy and completeness of accounts payable and payroll related files, records and reports; prepares system input data, verifies and reconciles output reports; makes arithmetical calculations and verifies computations; performs accounting, budget control or payroll record functions
- Provides requested reports such as the Annual Personnel Report, Pupil Count, or other reports to County, State or Federal agencies in a timely manner
- Works with a computer-based special education accounting (CALPADS) and payroll
- Assists the SBCSELPA Chief Business Official with specialized accounting functions related to tasks such as regional program cost accounting and record tracking, data reporting, etc.
- Oversees personnel paperwork and attendance accounting/absence reporting
- Assists SBCSELPA Director with tracking evaluation due dates
- Monitors and tracks *Mandated Reporter & Sexual Harassment* training compliance with personnel
- Composes correspondence concerning a wide range of subjects requiring a knowledge of policies, regulations and operational procedures; reviews outgoing correspondence and other materials for consistency with policies, regulations, operational procedures, formatting, grammatical construction and punctuation; serves as an administrative aide by receiving and responding to inquiries from either office visitors or from telephone contracts

- Take notes of meetings with LEAs/districts and conferences, and prepares an accurate summary or meeting minutes for approval
- Prepare and input data into a computerized record management, storage and retrieval system by means of a data terminal; responsible for special education management information system including ordering reports, compiling data on pupil counts, preparing instructions for district use, coordinating programming changes; reviews, evaluates for accuracy and utilizes the output reports in the office operational functions; maintains a variety of records and files, which may include personnel, budget, expenditure, and payroll data; assists with budget planning and expenditure control
- Schedules conferences and meetings with various panels and committees
- Accounts payable in Escape (weekly)
- Payroll in Escape – use SBAS final closeout calendar for due dates (monthly)
- Processing monthly payroll payments to vendors, SISC, ACSA, Aflac, etc. (monthly)
- Deposit receivables
- New employees – entering in Escape, enrolling in PERS or STRS, enrolling in SISC health.
- Journal Entries
- Run Search & Serve ad – See file with past copies in 3 drawer file under “S” Search and Serve. Add runs in Santa Barbara Independent and is posted on the SELPA website. SELPA Director reviews prior year ad before publishing in case of changes.
- Send out e-mail notice to all employees (including Wrap Team) to complete their annual Mandated Reporter and Sexual Harassment trainings. Mandated Reporter is completed each year, Sexual Harassment training is every other year. It was completed in 2020 so isn’t due again until 2022.
- CALPADS Fall 1 Reporting period is open. Districts start to report their data and make corrections. SELPA monitors their data submission. Final due date for districts will be late November/early December.
- Pull data from SIRAS for future use with MOE, Low Incidence, etc.
- Pull SIRAS data for December 1st / CALPADS
- Send directors reminder to collect Post-Secondary data for June pupil count reporting
- Send out invoices to districts who have purchased any SELPA BCBA days for the current year.
- LCI SDC Data Collection memo and form to special education directors
- Employee contracts for the upcoming year to be completed and given to secretary for JPA Board agenda
- Blank annual calendar to SELPA employees who need to complete.
- Personnel Data Report – CDE will send the SELPA Director information on due date, etc.
- LCI Funding – complete calculations from district data and JV funding out before month end close – otherwise you will have to post this as a payable and instruct the districts to post it as a receivable.
- Reconcile vacation and sick leave from the current year and notify each employee of their balance.
- Uses word processing to assist the SELPA Executive Director with correspondence, agenda, agenda items and supplemental materials for the SELPA meetings.



- Drive occasionally for department business
- Serves as a confidential secretary to the SBCSELPA Executive Director, Coordinator, JPA Board and CAC
- Organizes and coordinates the clerical activities of the SELPA Executive Director's office, including planning, organization, layout, and development of assigned tasks related to special education operations in Santa Barbara County
- Coordinates the preparation and drafting of the component sections of the JPA Board agenda; attends various meetings and takes and transcribes notes; prepares meeting minutes for editing and distributes minute summaries as required; requests information and data, and surveys
- Coordinates the preparation and drafting of the component sections of the Community Advisory Committee (CAC) agenda; attends meetings and takes and transcribes notes; prepares meeting minutes for editing and distributes minute summaries as required
- Assists in the dissemination of material to LEAs/districts and the *California Department of Education (CDE)*
- Assists in the revision, updating and maintenance of the SBCSELPA Local Plan per the direction of the SBCSELPA Executive Director
- Assists in the revision, updating and maintenance of the SBCSELPA Procedural Handbook per the direction of the SBCSELPA Executive Director
- Monitor, maintain, and coordinate updating of Inter Agency Agreements (IAA's) pursuant to review timeline
- Responds to inquiries related to SBCSELPA policies, regulations and operational procedures
- Coordinate the annual private school meeting in both North and South County to meet the federal regulatory requirements regarding special education (IDEA)
- Assist with the annual coordination and facilitation of the Santa Barbara Psychology Internship Consortium (SB-PIC)
- Attends to administrative and clerical detail utilizing initiative and good judgment
- Requires a familiarity with legal mandates, policies and regulations; independently prepares for Administrator's review correspondence, memoranda, reports and a variety of other communicative subject matter that may include privileged and highly sensitive materials
- Review and editing of written documents for the SBCSELPA Executive Director
- Prepares and maintains the official records of the SBCSELPA Board minutes
- Other duties as assigned

#### **KNOWLEDGE OF:**

- Principles, procedures, methods, techniques, and operations of an administrator's office
- Modern office practices and equipment, including automated data management, storage, and retrieval systems, to include use of the Microsoft Office Suite
- Be familiar with the *Brown Act* requirements of public meetings
- Use of proper English usage, spelling, punctuation, grammar, and manuscript and report formatting
- Legal mandates, policies, regulations, and operational procedures which govern the activities of the administrator's office

**ABILITY TO:**

- Coordinate, organize and schedule administrative and clerical functions and activities
- Effectively and efficiently perform responsible secretarial and administrative aide functions
- Compile and prepare accurate and comprehensive reports
- Communicate and collaborate with others, as well as take direction and feedback
- Effectively communicate in oral and written form
- Establish and maintain a variety of complex, privileged and sensitive files and records
- Maintain confidentiality at all times
- Type at a net corrected speed of 60 words per minute
- Make arithmetical calculations with speed and accuracy and develop charts and spreadsheets
- Understand and carryout oral and written directions
- Establish and maintain cooperative working relationships
- Draft letters of correspondence for administrator as needed
- Assist with event setup, sign-in and break-down

**PHYSICAL ABILITIES:**

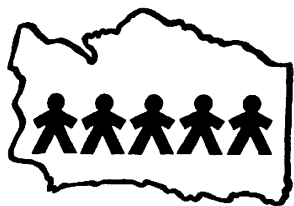
- Hearing and speaking to exchange information
- Seeing to read a variety of materials
- Dexterity of hands and fingers to operate a computer keyboard
- Sitting for extended periods of time
- Bending at the waist, kneeling, or crouching to retrieve and store files.
- Assist with event setup, sign-in and break-down of events which may require lifting of at least 25 LBS

Approved 5/1/84 by the JPA Board - Effective 7/1/84

Revisions Approved by the JPA Board 11/02/09

Revisions Approved by the JPA Board 8/26/19

**Approved 03/01/2020 by the JPA Board**



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

**SBCSELPA EXECUTIVE ASSISTANT**

**POSITION DEFINITION:**

Under direction of the SBCSELPA Executive Director, Coordinator, and Office Manager, performs general clerical functions to the SBCSELPA, as well as support to the SBCSELPA Mental Health Specialists. This position requires some fluency in Spanish.

**QUALIFICATIONS:**

Graduation from high school or equivalent including or supplemented by business courses. Bilingual in speaking, reading, and writing Spanish is highly desirable

**EXPERIENCE:**

- Past experience in use of Microsoft Office Suite products to include Excel
- Past experience in data entry and basic office functions

**PRIMARY JOB DUTIES:**

- Serves as a confidential assistant to the SBCSELPA Executive Director, Coordinator, and SEAM/SEAMBO
- Coordinates the preparation and drafting of the component sections of the SEAM/SEAMBO agenda; attends meetings and takes and transcribes notes; prepares meeting minutes for editing and distributes minute summaries as required
- Assists in the dissemination of material to LEAs/districts
- Responds to inquiries related to SBCSELPA policies, regulations, and operational procedures
- Assist Coordinator in coordination and facilitation of Professional Development training, Transition Fair and other SBCSELPA related trainings and events as directed
- Attends to administrative and clerical detail utilizing initiative and good judgment
- Requires a familiarity with legal mandates, policies, and regulations; independently prepares for Administrator's review correspondence, memoranda, reports and a variety of other communicative subject matter that may include privileged and highly sensitive materials
- Review and editing of written documents for the SBCSELPA Executive Director
- Assists in the oversight of and posting of materials on the SBCSELPA website
- Oversees the ordering of materials and supplies for the SBCSELPA office
- Composes correspondence concerning a wide range of subjects requiring a knowledge of policies, regulations, and operational procedures; reviews outgoing correspondence and other materials for consistency with policies, regulations, operational procedures, formatting, grammatical construction and punctuation; serves as an administrative aide by receiving and responding to inquiries from either office visitors or from telephone contracts

- Take notes of meetings with LEAs/districts and conferences, and prepares an accurate summary or meeting minutes for approval
- Assists SBCSELPA Director engage in master contracts with requesting agencies or consultants
- Oversee the data entry into the IEP/SIRAS computer-based system related to user access, etc.
- Prepare and input data into a computerized record management, storage and retrieval system by means of a data terminal; responsible for special education management information system including ordering reports, compiling data on pupil counts, preparing instructions for district use, coordinating programming changes; reviews, evaluates for accuracy and utilizes the output reports in the office operational functions; maintains a variety of records and files, which may include personnel, budget, expenditure, and payroll data; assists with budget planning and expenditure control
- Schedules conferences and meetings with various panels and committees
- SEAM and SEAMBO agendas prepared and sent to special education directors and fiscal staff via e-mail using Padlet. Copies made for SELPA Director and Coordinator and yourself.
- NPA/NPS Master Contracts and ISAs – as placements are made through the year.
- Journal Entries
- First NPS invoices (July through December) sent to districts. Formula for calculation of how much districts owe is included in SELPA Policy 3204.
- E-mails to all those with current NPA/NPS master contracts to get rates for upcoming school year.
- Begin contracts for next year including Audiological, NPS, NPA
- Do all NPA and NPS master contracts and NPS ISAs for upcoming school year. Give to secretary for inclusion on June JPA Board agenda – a blank copy of the NPA Master Contract, blank copy of NPS Master Contract and copy of each agency's rate sheet.
- Do audiologic contracts for upcoming school year and give to secretary for JPA Board inclusion.
- Annual CPI list of those trained in prior year sent to directors (Brian now doing this – as of 2019-20)
- NPS invoices for January through June sent to district. This may take place in July as you have to wait for the June invoices to arrive before doing the calculations.
- Performs a variety of clerical and support duties to relieve the administrators of administrative and clerical detail; assists in assuring smooth and efficient office operations; coordinates flow of communications and information for the administrators
- Manages arrangements for conferences, workshops, and travel.
- Drive occasionally for department business
- Develop and maintain procedures, and databases, for a variety of department functions.
- Attend seminars, training sessions and meetings as assigned; Participate on committees as assigned.
- Receives and handles telephone and personal contacts of a sensitive nature from superintendents, district directors, business administrators, parents, and other agencies maintaining confidentiality.
- Independently compose and prepare a variety of correspondence, documents, forms, and materials from oral directions, rough drafts, handwritten notes, or charts using a variety of software independently with minimal supervision and direction.

- Effectively uses word processing, database, and spreadsheet software application programs and student program-specific information system(s) in the course of assigned duties.
- Prepares letters, memos, and forms, requesting, providing, or verifying information; composes correspondence from rough drafts; receive, screen and route mail.
- Operates computers and peripheral equipment to enter, revise and update information; generates reports, lists and summaries, charts and reports as needed; utilizes various software applications as required by the position including Office Suite: Word, Excel, Publisher – as well as other programs including OMS, SIRAS, Adobe, etc.
- Utilizes assigned computer system and software to generate a variety of documents, records, lists and reports related to Special Education student data and information; initiates queries; compiles information and manipulates data from multiple sources; verifies accuracy of input and output of data
- Assists Coordinator with set up and breakdown of PD Workshops. Maintains and updates SBCSELPA Conference Room Calendar.
- Receive and screen phone calls and visitors; provide information and direct inquiries and visitors to the proper person or office; provide general information concerning policies and procedures of assigned program or office
- Performs ADR intake as needed, including the dissemination of procedure and protocol.
- Provide support to Mental Health WRAP team, Mental Health Specialists, and SBC SELPA BCBAS. Set up Individualized Education Plan meetings for students placed in Non-Public Schools.
- Performs other job-related duties as assigned

#### **KNOWLEDGE OF:**

- Clerical functions to include word processing, answering phones, and data base set up
- Modern office practices and equipment, including automated data management, storage and retrieval systems, to include use of the Microsoft Office Suite
- Use of proper English usage, spelling, punctuation, grammar, and manuscript and report formatting
- Legal mandates, policies, regulations, and operational procedures which govern the activities of the administrator's office

#### **ABILITY TO:**

- Coordinate, organize and schedule a variety SBCSELPA operations in a given day or week
- Compile and prepare accurate and data base files
- Communicate and collaborate with others, as well as take direction and feedback
- Effectively communicate in oral and written form
- Maintain confidentiality at all times
- Be able to multi-task and keep track of meetings set, persons to invite, etc.
- Type at a net corrected speed of 60 words per minute
- Understand and carryout oral and written directions
- Establish and maintain cooperative working relationships
- Edit letters of correspondence for administrators as needed
- Assist with event setup, sign-in and break-down

#### **PHYSICAL ABILITIES:**

- Hearing and speaking to exchange information

- Seeing to read a variety of materials
- Dexterity of hands and fingers to operate a computer keyboard
- Sitting for extended periods of time
- Bending at the waist, kneeling or crouching to retrieve and store files
- Assist with event setup, sign-in and break-down of events which may require lifting of at least 25 LBS

Approved 10/3/16 by the JPA Board

Approved 08/26/19 by the JPA Board

**Approved 03/01/2020 by the JPA Board**

**SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA****CLASSIFIED SALARY SCHEDULE  
2020-21****CHIEF BUSINESS OFFICIAL**

<b><u>A</u></b>	<b><u>B</u></b>	<b><u>C</u></b>	<b><u>D</u></b>	<b><u>E</u></b>
6,090	6,446	6,801	7,158	7,513
<b><u>L-1</u></b>	<b><u>L-2</u></b>	<b><u>L-3</u></b>	<b><u>L-4</u></b>	<b><u>L-5</u></b>
7,663	7,816	7,974	8,133	8,294

Effective 07/01/20

JPA Board Action taken on March 2, 2020 – 1% COLA

L = Longevity (see SELPA Personnel Handbook, Section 7, Page 7-12)

**SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

**CLASSIFIED SALARY SCHEDULE  
2020-21**

**OFFICE MANAGER - Revised**

<b><u>A</u></b>	<b><u>B</u></b>	<b><u>C</u></b>	<b><u>D</u></b>	<b><u>E</u></b>
4,480	4,794	5,108	5,422	5,736
<b><u>L-1</u></b>	<b><u>L-2</u></b>	<b><u>L-3</u></b>	<b><u>L-4</u></b>	<b><u>L-5</u></b>
5,851	5,968	6,087	6,209	6,333

Effective 5/1/21

JPA Board Action taken on -----

L = Longevity (see SELPA Personnel Handbook, Section 7, Page 7-12)



**SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

**CLASSIFIED SALARY SCHEDULE  
2020-21**

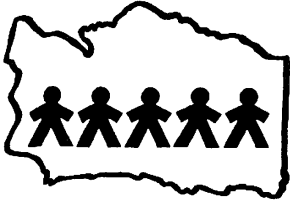
**EXECUTIVE ASSISTANT**

<b><u>A</u></b>	<b><u>B</u></b>	<b><u>C</u></b>	<b><u>D</u></b>	<b><u>E</u></b>
4,198	4,425	4,651	4,878	5,104
 <b><u>L-1</u></b>	 <b><u>L-2</u></b>	 <b><u>L-3</u></b>	 <b><u>L-4</u></b>	 <b><u>L-5</u></b>
5,206	5,310	5,416	5,525	5,635

Effective 05/01/21

JPA Board Action taken on -----

L = Longevity (see SELPA Personnel Handbook, Section 7, Page 7-12)



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

**ACCOUNTANT/ CHIEF BUSINESS OFFICIAL**

**POSITION DEFINITION:**

Under the direction of the SBCSELPA **Executive** Director provides administrative oversight for all necessary SBCSELPA-fiscal operations **and budget reporting for Santa Barbara County SELPA to the JPA Board as well as the allocation of all Special Education Funding to member Local Educational Agencies which includes guidance with funding, expenditures, and maintenance of effort reports.** to include the funding model / allocation of the SELPA's AB-602 Special Education Block Grant and other special education funding.

**PRIMARY JOB DUTIES:**

Under the direction of the SBCSELPA **Executive** Director:

- Prepare, ~~monitor~~ and oversee all aspects of the SBCSELPA Budget to include **Adopted**, first and second interim, ~~annual budget plan, excess costs,~~ **unaudited actuals and ending fund balance allocation**, etc.
- **Present fiscal information and trainings to the Joint Power Agency Board and to Community Advisory Committee**
- Oversee the collection, compilation of **Educate and assist** LEA/District **members** with *maintenance of effort (MOE)* **SEMA and SEMB, Subsequent Year Tracker**, and **Excess Costs** reporting. **Be the liaison to the California Department of Education and the contact person who submits all of the required reports for the member LEAs and SBCSELPA which also includes the Table 8 and the Annual Budget Plan.** and provision of the report to the California Department of Education (CDE) by required deadlines.
- Attend and assist **Presenting fiscal information along with the** SBCSELPA **Executive** Director ~~with facilitation of~~ **at** the LEA/District Business Official and Special Education Administrators **meetings (SEAMBO)** ~~co-meeting one monthly~~
- Convene and conduct an *Ad hoc Funding Model Committee Meeting*
- **Transform Educational Code, Federal and State laws, JPA Board policy, and Local Plan language into fiscal allocations with a complex funding model. Model to be updated throughout the year with**
- Prepare and update special education income projections, for all LEAs/Districts within SBCSELPA,
- Oversee and collect regional program expenses **and enrollment** data **collected and provide by Program Operators** LEAs/districts data and updates **and be provided**
- ~~Provided information to each entity operating programs for children with disabilities regarding the amounts of special education funding to be received and allocated from various federal and state funding sources~~

- Provide allocations of all Special Education funding to the Administrative Unit and to the Santa Barbara County Education Office so that LEAs may be paid on a timely basis.
- Consult individually with LEAs/districts regarding the funding model, *Maintenance of Effort*, regional program costs, etc. fiscal education or problem-solving as requested
- Collect data from LEAs throughout the year to complete and submit grant expenditure reporting for receipt of Federal funding.
- Report Proportionate Share data for each district and assist any districts who must set-aside CEIS monies due to Significant Disproportionality requirements.
- Completion and submittal of Infant J-50 and Part C Expenditure Reports
- Provide data to auditors, including writing managerial sections of audit reports
- Report MAA student data, staff lists, and fiscal data
- Collect data from Directors each year to maintain Regional Program list
- Process Journal Vouchers and Entries to allocate funding from SELPA accounts for such items as Legal Fees, Staff Development, and Ending Fund Balances that the JPA Board has instructed SELPA to distribute to LEAs.
- Request deferred maintenance reports from MOT personnel and present any requests to Special Education Administrators, Managers, and Business Officials (SEAMBO)
- Notify Regional Program Operators that additional aides will need to be brought to SEAMBO in March and subsequently presented to JPA Board.
- Collect housing maintenance and utilities data to be included in funding model.
- Account for all funding received throughout the year and what is yet to be received. Create accrual spreadsheets for LEAs to use to close their books and for the County Education Office to use for audits.
- Assist County Education and LEAs when Special Education account codes changes
- Provide to all special education program operators and to School Business Advisory Services (County Education Office) a schedule, updated periodically, of local education agencies' special education apportionments
- Provide mid-year and end-of-year recalculations of district income projections based on information from the California Department of Education (CDE) and other sources
- Calculate multi-year income projections for all entities that operate programs for children with disabilities as specified in the SBCSELPA Procedural Handbook and Local Plan
- Calculate prior year adjustments of special education income based upon recertification of prior year income data
- Assist with the collection of Maintenance of Effort (MOE) data from districts and compile for submittal to CDE
- Perform other fiscal-related duties, to include presentations at monthly meetings or other trainings and Joint Powers Agency (JPA) Board meetings
- Attend monthly JPA Board meetings and provide input to the JPA Board as requested

### **QUALIFICATIONS:**

- A masters degree in business administration, accounting or related field
- Completion of a comprehensive course of study (such as the CASBO certificate program) related to public school business administration

### **EXPERIENCE:**

Three years increasingly responsible experience in accounting and financial record/budget management and reporting

**KNOWLEDGE OF:**

- Principles, methods, practices and procedures of governmental/fund accounting and financial record management and reporting
- Laws, policies, regulations and guidelines related to accounting and fiscal record management and reporting processes in public education
- Computer accounting systems (Excel), programs and equipment
- Bookkeeping, accounting and fiscal planning and management systems and procedures
- Budget monitoring and control
- Laws related to special education funding as implemented by Chapter 7.2 of Part 30 of the California Education Code (Special Education Funding)

**ABILITY TO:**

- Prepare fiscal, statistical and narrative reports in a clear and concise manner
- Review, monitor, audit and verify financial statements and related summaries and reports
- Communicate effectively both orally and in writing
- Interpret, apply and explain rules, regulations, policies and procedures
- Establish and maintain cooperative and effective working relationships with others
- Operate a computer and other office equipment
- Analyze situations accurately and adopt an effective course of action
- Meet schedules and timelines
- Work independently with little direction
- Plan and organize work
- ~~Prepare records and reports related to assigned activities~~
- Exercise interpersonal skills using tact, patience and courtesy
- Conduct committee meetings and gain consensus
- ~~Utilize appropriate telephone techniques and etiquette~~
- Maintain confidentiality at all times

**WORKING CONDITIONS/ENVIRONMENT:**

- Work functions may be performed at home office or SBCSELPA office based on the needs of the SBCSELPA and as mutually agreed up by the SBCSELPA **Executive** Director
- Schedule may be flexible due to the schedule of grants flowing to the SBCSELPA, first and second interim deadlines and due dates for JPA Board budget updates and the CDE Annual Budget Plan timeline. ~~The part time work schedule shall be approved by the SBCSELPA Director.~~

**PHYSICAL ABILITIES:**

- Hearing and speaking to exchange information and make presentations
- Seeing to read a variety of materials
- Dexterity of hands and fingers to operate a computer keyboard
- Sitting for extended periods of time
- Bending at the waist, kneeling or crouching to retrieve and store files



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

**SBCSELPA OFFICE MANAGER**  
**EXECUTIVE SECRETARY TO THE SELPA ADMINISTRATORS**

**POSITION DEFINITION:**

Under direction of the SBCSELPA Executive Director, perform complex and specialized secretarial and clerical functions to the JPA Board, as well as provide administrative secretarial aide to the SBCSELPA Executive Director, Coordinator and others as assigned.

**QUALIFICATIONS:**

- Equivalent to the completion of the twelfth grade, supplemented by coursework or training in business office management, organization and supervision and related technical skill areas at a community college.
- An associates degree is highly desirable
- Bilingual in Spanish speaking, reading, and writing is highly desirable

**EXPERIENCE:**

Four year of responsible executive or administrative secretarial experience, including one year in a lead or supervisory capacity.

**PRIMARY JOB DUTIES:**

- Performs accounting functions related to payroll and accounts payable; prepares and verifies the accuracy and completeness of accounts payable and payroll related files, records and reports; prepares system input data, verifies and reconciles output reports; makes arithmetical calculations and verifies computations; performs accounting, budget control or payroll record functions
- Provides requested reports such as the Annual Personnel Report, Pupil Count, or other reports to County, State or Federal agencies in a timely manner
- Works with a computer-based special education accounting (CALPADS) and payroll
- Assists the SBCSELPA Chief Business Official with specialized accounting functions related to tasks such as regional program cost accounting and record tracking, data reporting, etc.
- Oversees personnel paperwork and attendance accounting/absence reporting
- Assists SBCSELPA Director with tracking evaluation due dates
- Monitors and tracks Mandated Reporter & Sexual Harassment training compliance with personnel
- Composes correspondence concerning a wide range of subjects requiring a knowledge of policies, regulations and operational procedures; reviews outgoing correspondence and other materials for consistency with policies, regulations, operational procedures, formatting, grammatical construction and punctuation;

serves as an administrative aide by receiving and responding to inquiries from either office visitors or from telephone contracts

- Take notes of meetings with LEAs/districts and conferences, and prepares an accurate summary or meeting minutes for approval
- Prepare and input data into a computerized record management, storage and retrieval system by means of a data terminal; responsible for special education management information system including ordering reports, compiling data on pupil counts, preparing instructions for district use, coordinating programming changes; reviews, evaluates for accuracy and utilizes the output reports in the office operational functions; maintains a variety of records and files, which may include personnel, budget, expenditure, and payroll data; assists with budget planning and expenditure control
- Schedules conferences and meetings with various panels and committees
- Processes Accounts payable in Escape
- Processes Payroll in Escape
- Processes Accounts Receivable under the direction of the Chief Business Official.
- Processes the intake for New employees, including registering them with CalPERS or CalSTRS and SISC as appropriate
- Processes Journal Entries under the direction of the Chief Business Official.
- Oversees the completion of annual personnel reports such as Mandated Reporter and Sexual Harassment trainings.
- Prepares invoices for LEAs for the purchase of SELPA BCBA services.
- Prepares LCI SDC Data Collection memo and form and provides to special education directors
- Prepares annual Employee contracts
- Uses word processing to assist the SELPA Executive Director with correspondence, agenda, agenda items and supplemental materials for the SELPA meetings.
- Drive occasionally for department business
- Serves as a confidential secretary to the SBCSELPA Executive Director, Coordinator, JPA Board and CAC
- Organizes and coordinates the clerical activities of the SELPA Executive Director's office, including planning, organization, layout, and development of assigned tasks related to special education operations in Santa Barbara County
- Coordinates the preparation and drafting of the component sections of the JPA Board agenda; attends various meetings and takes and transcribes notes; prepares meeting minutes for editing and distributes minute summaries as required; requests information and data, and surveys
- Coordinates the preparation and drafting of the component sections of the Community Advisory Committee (CAC) agenda; attends meetings and takes and transcribes notes; prepares meeting minutes for editing and distributes minute summaries as required
- Assists in the dissemination of material to LEAs/districts and the *California Department of Education (CDE)*
- Assists in the revision, updating and maintenance of the SBCSELPA Local Plan per the direction of the SBCSELPA Executive Director

- Assists in the revision, updating and maintenance of the SBCSELPA Procedural Handbook per the direction of the SBCSELPA Executive Director
- ~~Maintain and update information related to Independent Education Evaluators (IEE)~~
- Monitor, maintain, and coordinate updating of Inter Agency Agreements (IAA's) pursuant to review timeline
- Responds to inquiries related to SBCSELPA policies, regulations and operational procedures
- ~~Assist Coordinator in coordination and facilitation of Professional Development training, Transition Fair and other SBCSELPA related trainings and events as directed~~
- Coordinate the annual private school meeting in both North and South County to meet the federal regulatory requirements regarding special education (IDEA)
- Assist with the annual coordination and facilitation of the Santa Barbara Psychology Internship Consortium (SB-PIC)
- Attends to administrative and clerical detail utilizing initiative and good judgment
- Requires a familiarity with legal mandates, policies and regulations; independently prepares for Administrator's review correspondence, memoranda, reports and a variety of other communicative subject matter that may include privileged and highly sensitive materials
- Review and editing of written documents for the SBCSELPA Executive Director
- Prepares and maintains the official records of the SBCSELPA Board minutes
- ~~Assists in the oversight of and posting of materials on the SBCSELPA website~~
- Other duties as assigned

#### **KNOWLEDGE OF:**

- Principles, procedures, methods, techniques, and operations of an administrator's office
- Modern office practices and equipment, including automated data management, storage and retrieval systems, to include use of the Microsoft Office Suite
- Be familiar with the *Brown Act* requirements of public meetings
- Use of proper English usage, spelling, punctuation, grammar, and manuscript and report formatting
- Legal mandates, policies, regulations, and operational procedures which govern the activities of the administrator's office

#### **ABILITY TO:**

- Coordinate, organize and schedule administrative and clerical functions and activities
- Effectively and efficiently perform responsible secretarial and administrative aide functions
- Compile and prepare accurate and comprehensive reports
- Communicate and collaborate with others, as well as take direction and feedback
- Effectively communicate in oral and written form
- Establish and maintain a variety of complex, privileged and sensitive files and records
- Maintain confidentiality at all times
- Type at a net corrected speed of 60 words per minute
- Make arithmetical calculations with speed and accuracy and develop charts and spreadsheets

- Understand and carryout oral and written directions
- Establish and maintain cooperative working relationships
- Draft letters of correspondence for administrator as needed
- Assist with event setup, sign-in and break-down

**PHYSICAL ABILITIES:**

- Hearing and speaking to exchange information
- Seeing to read a variety of materials
- Dexterity of hands and fingers to operate a computer keyboard
- Sitting for extended periods of time
- Bending at the waist, kneeling, or crouching to retrieve and store files.
- Assist with event setup, sign-in and break-down of events which may require lifting of at least 25 LBS

Approved 5/1/84 by the JPA Board

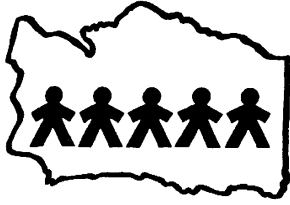
Effective 7/1/84

Revisions Approved by the JPA Board 11/02/09

**Revisions Approved by the JPA Board 8/26/19**

**Approved 03/2020 by the JPA Board**





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

**SBCSELPA EXECUTIVE ASSISTANT**  
**CLERICAL ASSISTANT**

**POSITION DEFINITION:**

Under direction of the SBCSELPA Executive Director, Coordinator, and Office Manager, performs general clerical functions to the SBCSELPA, as well as support to the SBCSELPA Mental Health Specialists. This position requires some fluency in Spanish.

**QUALIFICATIONS:**

Graduation from high school or equivalent including or supplemented by business courses. Bilingual in speaking, reading, and writing Spanish is highly desirable

**EXPERIENCE:**

- Past experience in use of Microsoft Office Suite products to include Excel
- Past experience in data entry and basic office functions

**PRIMARY JOB DUTIES:**

- Serves as a confidential assistant to the SBCSELPA Executive Director, Coordinator, and SEAM/SEAMBO
- Coordinates the preparation and drafting of the component sections of the SEAM/SEAMBO agenda; attends meetings and takes and transcribes notes; prepares meeting minutes for editing and distributes minute summaries as required
- Assists in the dissemination of material to LEAs/districts
- Responds to inquiries related to SBCSELPA policies, regulations, and operational procedures
- Assist Coordinator in coordination and facilitation of Professional Development training, Transition Fair and other SBCSELPA related trainings and events as directed
- Attends to administrative and clerical detail utilizing initiative and good judgment
- Requires a familiarity with legal mandates, policies, and regulations; independently prepares for Administrator's review correspondence, memoranda, reports and a variety of other communicative subject matter that may include privileged and highly sensitive materials.
- Review and editing of written documents for the SBCSELPA Executive Director
- Assists in the oversight of and posting of materials on the SBCSELPA website
- Oversees the ordering of materials and supplies for the SBCSELPA office
- Composes correspondence concerning a wide range of subjects requiring a knowledge of policies, regulations, and operational procedures; reviews outgoing correspondence and other materials for consistency with policies, regulations, operational procedures, formatting, grammatical construction and punctuation; serves as an administrative aide by receiving and responding to inquiries from either office visitors or from telephone contacts.

- Take notes of meetings with LEAs/districts and conferences, and prepares an accurate summary or meeting minutes for approval
- Assists SBCSELP Director engage in master contracts with requesting agencies or consultants
- Oversee the data entry into the IEP/SIRAS computer-based system related to user access, etc.
- Prepare and input data into a computerized record management, storage and retrieval system by means of a data terminal; responsible for special education management information system including ordering reports, compiling data on pupil counts, preparing instructions for district use, coordinating programming changes; reviews, evaluates for accuracy and utilizes the output reports in the office operational functions; maintains a variety of records and files, which may include personnel, budget, expenditure, and payroll data; assists with budget planning and expenditure control
- Schedules conferences and meetings with various panels and committees
- Prepares Journal Entries as needed and under the supervision of the Chief Business Official.
- Prepares Invoices for LEAs for Nonpublic School Placements.
- Processes Accounts Payable and Receivable under the supervision of the Chief Business Official.
- Performs a variety of clerical and support duties to relieve the administrators of administrative and clerical detail; assists in assuring smooth and efficient office operations; coordinates flow of communications and information for the administrators.
- Manages arrangements for conferences, workshops, and travel.
- Drive occasionally for department business
- Develop and maintain procedures, and databases, for a variety of department functions.
- Attend seminars, training sessions and meetings as assigned; Participate on committees as assigned.
- Receives and handles telephone and personal contacts of a sensitive nature from superintendents, district directors, business administrators, parents, and other agencies maintaining confidentiality.
- Independently compose and prepare a variety of correspondence, documents, forms, and materials from oral directions, rough drafts, handwritten notes, or charts using a variety of software independently with minimal supervision and direction.
- Duplicates, collates, and distributes a variety of printed materials assigned.
- Operates a variety of office machines such as a computer, printer, fax machine, calculator, copier, and specialized equipment common to assigned program or office.
- Prepare and maintain files according to established procedures; maintain confidentiality of materials and information.
- Effectively uses word processing, database, and spreadsheet software application programs and student program-specific information system(s) in the course of assigned duties.
- Prepares letters, memos, and forms, requesting, providing, or verifying information; composes correspondence from rough drafts; receive, screen and route mail.
- Operates computers and peripheral equipment to enter, revise and update information; generates reports, lists and summaries, charts and reports as needed; utilizes various

software applications as required by the position including Office Suite: Word, Excel, Publisher – as well as other programs including OMS, SIRAS, Adobe, etc.

- **Utilizes assigned computer system and software to generate a variety of documents, records, lists and reports related to Special Education student data and information; initiates queries, compiles information and manipulates data from multiple sources; verifies accuracy of input and output of data**
- Assists Coordinator with set up and breakdown of PD Workshops. Maintains and updates SBCSELPA Goleta Conference Room Calendar.
- Receive and screen phone calls and visitors; provide information and direct inquiries and visitors to the proper person or office; provide general information concerning policies and procedures of assigned program or office
- Performs ADR intake as needed, including the dissemination of procedure and protocol.
- Provide support to Mental Health WRAP team, Mental Health Specialists, and SBC SELPA BCBAS. Set up Individualized Education Plan meetings for students placed in Non-Public Schools.
- Performs other job-related duties as assigned

#### **KNOWLEDGE OF:**

- Clerical functions to include word processing, answering phones, and data base set up
- Modern office practices and equipment, including automated data management, storage and retrieval systems, to include use of the Microsoft Office Suite
- Use of proper English usage, spelling, punctuation, grammar, and manuscript and report formatting
- Legal mandates, policies, regulations, and operational procedures which govern the activities of the administrator's office

#### **ABILITY TO:**

- Coordinate, organize and schedule a variety SBCSELPA operations in a given day or week
- Compile and prepare accurate and data base files
- Communicate and collaborate with others, as well as take direction and feedback
- Effectively communicate in oral and written form
- Maintain confidentiality at all times
- Be able to multi-task and keep track of meetings set, persons to invite, etc.
- Type at a net corrected speed of 60 words per minute
- Understand and carryout oral and written directions
- Establish and maintain cooperative working relationships
- Edit letters of correspondence for administrators as needed
- Assist with event setup, sign-in and break-down

#### **PHYSICAL ABILITIES:**

- Hearing and speaking to exchange information
- Seeing to read a variety of materials
- Dexterity of hands and fingers to operate a computer keyboard
- Sitting for extended periods of time
- Bending at the waist, kneeling or crouching to retrieve and store files
- Assist with event setup, sign-in and break-down of events which may require lifting of at least 25 LBS

Approved 10/3/16 by the JPA Board  
Approved 08/26/19 by the JPA Board  
**Approved 03/2020 by the JPA Board**

**SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

**CLASSIFIED SALARY SCHEDULE  
2020-21**

**CHIEF ACCOUNTANT/BUSINESS OFFICIAL**

<b><u>A</u></b>	<b><u>B</u></b>	<b><u>C</u></b>	<b><u>D</u></b>	<b><u>E</u></b>
6,090	6,446	6,801	7,158	7,513
<b><u>L-1</u></b>	<b><u>L-2</u></b>	<b><u>L-3</u></b>	<b><u>L-4</u></b>	<b><u>L-5</u></b>
7,663	7,816	7,974	8,133	8,294

Effective 07/01/20

JPA Board Action taken on March 2, 2020 – 1% COLA

L = Longevity (see SELPA Personnel Handbook, Section 7, Page 7-12)

**SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

**CLASSIFIED SALARY SCHEDULE  
2020-21**

**OFFICE MANAGER - Revised**

<b><u>A</u></b>	<b><u>B</u></b>	<b><u>C</u></b>	<b><u>D</u></b>	<b><u>E</u></b>
4,005	4,226	4,459	4,681	4,906
4,480	4,794	5,108	5,422	5,736
<b><u>L-1</u></b>	<b><u>L-2</u></b>	<b><u>L-3</u></b>	<b><u>L-4</u></b>	<b><u>L-5</u></b>
5,004	5,105	5,207	5,313	5,415
5,851	5,968	6,087	6,209	6,333

Effective 5/1/21

JPA Board Action taken on -----

L = Longevity (see SELPA Personnel Handbook, Section 7, Page 7-12)

**SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

**CLASSIFIED SALARY SCHEDULE  
2020-21**

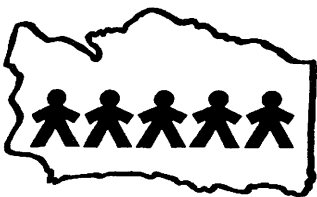
**EXECUTIVE ASSISTANT**

<b><u>A</u></b>	<b><u>B</u></b>	<b><u>C</u></b>	<b><u>D</u></b>	<b><u>E</u></b>
4,198	4,425	4,651	4,878	5,104
 <b><u>L-1</u></b>	 <b><u>L-2</u></b>	 <b><u>L-3</u></b>	 <b><u>L-4</u></b>	 <b><u>L-5</u></b>
5,206	5,310	5,416	5,525	5,635

Effective 05/01/21

JPA Board Action taken on -----

L = Longevity (see SELPA Personnel Handbook, Section 7, Page 7-12)



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

JPA - REF: VII-C

Date: December 7, 2020

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Procedural Handbook, Section 2, *Assessment*, Revision (*Second Reading/Approval*)

**BACKGROUND:**

- At the November 2, 2020 SBCSELPA JPA Board meeting, the first reading of the proposed revisions to the Procedural Handbook, Section 2, *Assessment* was presented for information and discussion.
- Lisa Foote, SBCSELPA AT/AAC Specialist reviewed, revised, and updated the “*Assistive Technology (AT), Augmentative and Alternative Communication (AAC) Assessment Guidelines*,” in Section 2 of the SBCSELPA Procedural Handbook. The necessary updates and changes to Section 2 are indicated on the attached copy. Additionally, Lisa created the “*Guide for Consideration of Assistive Technology*,” and the “*Assistive Technology for Access to Curriculum Assessment Referral Form*.” The necessary updates and changes to Section 2 are indicated on the attached copy. (**REF: VII-C.1 to VII-C.3**)
- The revisions and forms were previously presented to the SEAM group. District/LEA special education administrators support the proposed revisions.

**FISCAL IMPACT:** No impact.

**RECOMMENDATION:** The JPA Board approve the proposed revisions and new forms of the Procedural Handbook, Section 2, *Assessment*, for second reading and approval as presented.

RA:lm



## **ASSISTIVE TECHNOLOGY (AT) AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC) ASSESSMENT GUIDELINES**

### **I. AT Regulations**

As per IDEA July 7, 2017, Sec. 300.105 Assistive technology Regulations,

(a) Each public agency must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in §§300.5 and 300.6, respectively, are made available to a child with a disability if required as a part of the child's—

- (1) Special education under §300.39;
- (2) Related services under §300.34; or
- (3) Supplementary aids and services under §§300.42 and 300.114(a)(2)(ii).

(b) On a case-by-case basis, the use of school-purchased assistive technology devices in a child's home or in other settings is required if the child's IEP Team determines that the child needs access to those devices in order to receive FAPE.

### **II. Augmentative and Alternative Communication (AAC)**

AAC is used by people who, some or all of the time, cannot rely on their speech. AAC incorporates the individual's full communication abilities and may include any existing speech or vocalizations, gestures, manual signs, and aided communication. AAC is multimodal, permitting individuals to use every mode possible to communicate. Over time, the use of AAC may change, although sometimes very slowly, and the AAC systems chosen today may not be the best systems tomorrow.

AAC users encounter difficulty communicating via speech due to congenital and/or acquired disabilities occurring across the lifespan. These conditions include but are not limited to autism, cerebral palsy, dual sensory impairments, genetic syndromes, intellectual disability, multiple disabilities, hearing impairment, disease, stroke, and head injury.

#### **Unaided Versus Aided Communication**

Typically, AAC includes unaided and aided modes of communication. Unaided modes of communication include non-spoken means of natural communication (including gestures and facial expressions) as well as manual signs and American Sign Language (ASL). These modes of communication often require adequate motor control and communication partners who can interpret the intended message. Aided modes of communication include those approaches that require some form of external support, such as a communication boards with symbols (e.g., objects, pictures, photographs, line drawings, visual-graphic symbols, printed words, traditional orthography) or computers, handheld devices, or tablet devices with symbols that generate speech through synthetically produced or recorded natural (digitized) means.

For individuals with severe disabilities, it can be helpful to encourage (and teach) both unaided and aided modes of communication. Individuals may need to be taught when it is appropriate to use different modes of communication. For example, the individual may sign when interacting with parents at home but may use a picture-based system or speech generating device (SGD) with other communication partners. Individuals with very complex needs and a limited communication repertoire can learn to use different systems in different contexts.

IEP teams are required to consider the need for AT or AAC for all students as part of the IEP process. IEP teams are required to consider the need for AT or AAC by determining how and if it can help the student attain their goals and objectives. It is the IEP team's responsibility to determine where a student's deficits are and to write goals to address those deficits. The next step is for the IEP team to consider the need for accommodations, such as AT or AAC, that will best assist the student in meeting those goals.

### **Decision Making About AAC Systems and Interventions**

The currently accepted evidence by American Speech-Language- Hearing Association suggests there are no specific prerequisites (e.g., age, cognitive, linguistic, motor) for getting started with AAC. A number of AAC options are available to begin the intervention process. Ideally, the decision to introduce AAC should be made in consultation with the IEP team. However, no individual should go without communication, and all individuals should have access to AAC systems that promote effective communication.

AAC should also be considered for individuals who have some speech or speech that is unintelligible to unfamiliar listeners. These individuals may use AAC to augment their communication. Other individuals may use speech in low-demand contexts but choose to use AAC to augment their communication in high-demand contexts. The presence of speech should not preclude the consideration of AAC as a support.

### **Decisions When Choosing Aided AAC**

Choosing an aided AAC system requires careful consideration of an individual's cognitive and developmental level, current skills, strengths, and needs, but it is important not to restrict the individual's potential. Assessment strategies can lead to an understanding of:

- Options for different symbols, systems, and access modes
- The contexts where the individual must communicate
- The skills and supports available to partners
- The profile of the individual, including: vision, hearing, sensory-motor, motivation, cognitive, linguistic, literacy skills, and current modes of communication

## **III. AT/AAC Assessment Considerations**

The following considerations are evaluated during the assessment:

1. The Eligibility for Special Education
  - a. Low incidence disability
2. Present Levels
  - a. Academic Performance
  - b. Communication skills
  - c. Fine and Gross motor abilities
  - d. Cognitive level
  - e. Attitude and motivation of the student
3. Current Accommodations in the IEP
  - a. need for low tech vs. high tech AT or AAC

- b. time or workload accommodations
  - c. staff support
  - d. environmental/classroom supports
4. Academic tasks needed to be accomplished in school
- a. writing tasks including taking notes and homework
  - b. reading tasks including reading at home
  - c. other subjects: Math, History, Science
  - d. executive functioning tasks to support learning
  - d. Adaptive Daily Skills tasks if included in curriculum
  - e. Transitional or Vocational tasks if included in curriculum
  - f. Community Access (Mobility and Accessibility) if included in curriculum

#### **IV. IEP Team AT/AAC Needs Assessment**

At an IEP meeting IDEA regulations require that the IEP Team determine if the student would benefit from the use of AT or AAC, to assist them in meeting their IEP goals. For instance, if the student has a writing goal that requires them to write a three-paragraph report, but the student has very poor fine motor skills, fatigues quickly, and is a very poor speller, the IEP team needs to consider how AT might assist the student in meeting that goal. In addition, if a student has difficulty with communication, the IEP team may consider how AAC might assist the student in meeting a communication or academic goal. If the IEP Team determines AT or AAC would provide the student with additional access to academics and communication, the IEP Team would complete the SBCSELPA Guide for Consideration of Assistive Technology form and review the Special Factors page (5), any and all of the accommodations currently listed in the drop down menus for each category on the Accommodations page (6A) in the IEP and update as appropriate. The IEP Team can then discern if any additional accommodations, strategies, or AT can be incorporated or trialed by the IEP team and school staff at that time.

Through discussion of Assistive Technology, the IEP Team will determine if a student presents the need for AT or AAC that is outside the scope of the special education case manager or other related service providers and an additional assessment for Assistive Technology is necessary. If so, at this time, the IEP team would start the referral process for AT/AAC Specialist assessment.

It is the role of the AT/AAC Specialist to: facilitate a team based assessment process, to observe and assess the student in their classroom environment(s) performing academic or other school based tasks that may supported through use of AT or AAC, to provide recommendations to match appropriate AT or AAC to assist the student in performing those tasks related to attaining their goals, to initiate and facilitate AT or AAC device trials with student and staff as part of assessment process, and to provide follow up training and support of recommended AT or AAC to ensure that the technology chosen is a good fit for student, family, and the team that will result in increasing the student's functional performance and participation in related school tasks and communication.

#### **V. AT/AAC Assessment Procedures**

1. SBCSELPA Guide for Consideration of Assistive Technology and SBCSELPA Assistive Technology for Access to Curriculum Assessment Referral Form are

completed by an IEP Team member and sent to LEA special education administrator for review and signature.

- a. For AAC specific referral, updated cognitive levels and receptive/expressive language levels will need to be formally assessed by school psychologist and speech language pathologist within 1 year prior to AAC Assessment:
  - i. Student's initial or triennial was last school year, AT/AAC Specialist will review the IEP Team assessment reports
  - ii. Student is currently in Triennial year and IEP team would like to refer for AAC Assessment. The AAC Assessment AP will be generated after the triennial testing is completed and reviewed so AT/AAC Specialist has most current updated levels.
  - iii. Student's Initial or Triennial Assessment was 2 years ago. LEA will generate an AP for the School Psychologist and Speech Language Pathologist to do brief targeted assessment to prepare for AAC Assessment and provide those results to AT/AAC Specialist as part of the AAC Assessment pre-referral documentation.
    - a. By request, the SBCSELPA AT/AAC Specialist can consult with school psychologist in modification of standardized assessment materials in order for student to access the testing and psych to generate approximate cognitive/developmental level of student needed for AAC Assessment.
2. SBCSELPA Guide for Consideration of Assistive Technology and SBCSELPA Assistive Technology for Access to Curriculum Assessment Referral Form are sent to the SBCSELPA AT/AAC Specialist.
3. AT/AAC Specialist logs referral date, and reviews student's information in the Guide, Referral form, current IEP, most recent IEP Team assessment reports, and any previous AT related or other assessment reports that are applicable.
4. AT/AAC Specialist contacts Case Manager to coordinate sending out AP based on the Specialist's availability to schedule assessment date(s)
5. LEA sends out the AP to parent
6. Case Manger emails signed AP to the AT/AAC Specialist, AP date is logged
7. AT/AAC Specialist coordinates with case manager to schedule the IEP meeting based on assessment schedule and 60-day timeline from date of signed AP.
8. AT/AAC Specialist works with IEP team to: complete assessment at school site, implements any applicable AT device trials, and facilitates device trials with SLP (AAC only) during 60 day timeline.

9. **AT/AAC Specialist generates AT/AAC Assessment Report and uploads to SIRAS prior to IEP meeting**
10. **AT/AAC Specialist reviews AT/AAC Report and Recommendations at IEP meeting. Special Factors page and Accommodations are revised as needed. Any additional AT/AAC supported IEP goal is added to IEP as needed.**
11. **LEA procures any needed/additional AT/AAC and related accessories/materials with support from the SBCSELPA AT/AAC Specialist. (Coordinate loaner technology or device as needed)**
12. **IEP team begins implementation of chosen/recommended AT/AAC and documents student performance and collects data to determine effectiveness of the trialed technology.**
13. **AT/AAC Specialist schedules at least one follow-up school site visit to review implementation and provide any additional training or troubleshooting related to same.**
14. **If the trialed technology is determined to be appropriate by the IEP Team and AT/AAC Specialist, the LEA will purchase the technology through Low Incidence Funds**

## **VI. Parent Requested AT/AAC Assessment Procedures**

As with other areas of assessment, parents or guardians have the right to request an AT or AAC assessment. District Special Education staff need to be prepared to address a parent or guardian's request for AT. In order to determine what it is the parent or guardian is seeking, they need to discuss the student's goals and objectives and how AT relates to those goals, etc. They also need to ask the parent or guardian which IEP goal it is that the parent feels the student cannot accomplish without the use of AT. During this discussion in the IEP, the SBCSELPA Guide for Consideration of Assistive Technology is completed.

If the IEP team believes an assessment is needed for Assistive Technology, the SBCSELPA Assistive Technology for Access to Curriculum Assessment Referral Form is completed and assessment referral procedures are begun as described in above section. The AT/AAC Assessment Plan is created and presented to the parent or guardian at step 5 as described in above section. *Please note that that timeline of when AT/AAC Assessment Plan is sent out by LEA to parent may vary depending on if additional assessment by the IEP team members is needed prior to the AT/AAC Assessment.*

## **VII. AT/AAC Specialist Additional Services**

The SBCSELPA AT/AAC Specialist provides the following additional services when indicated or requested:

1. Staff, student, parent training
2. Guidance for data collection and analyzing data
3. Additional research to support recommendations
4. Recommendations for alternatives if the technology was not successful

5. Vendor information for purchasing or other training
6. On-going support and consultation for implementation of technology
7. Professional development to SBCSELPA county wide staff on Assistive Technology devices and software.

### **VIII. Summary of Assistive Technology Considerations**

The use of Assistive Technology devices and or software with an individual student is a process of trial and error. Conducting an assistive technology assessment (formal or informal) with consult or input from a district's occupational therapist or speech language pathologist is a starting point. Using Assistive Technology devices and or software can be a successful accommodation with a student if supported by the teacher, the parent or guardian, and the student's willingness to use the AT, whether it is no tech, low tech, or high tech. Make sure the student is willing to use the AT before it is purchased.

### **IX. Additional Resources for Assistive Technology**

All special educators should be aware of and have access to the basic research-based AT materials available in the field such as: iOS/PC accessibility features and Chrome extension applications: word prediction, microphone for dictation/voice typing and voice memos, bluetooth keyboards, Google Read and Write, Kami, Snap and Read Universal, Kidspiration, Inspiration, Draft:Builder, Co:Writer, Write:Outloud, Read: Out loud, Simon Spells It Out, pencil grips, raised line paper, slant boards, graphic organizers, color coded organizational tips, NCR notebooks, hand-held spell checkers, Start-to-Finish series, etc.

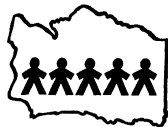
Districts could consider providing Special Education staff with the Assistive Technology Assessment: Developing a Written Productivity Profile by Denise C. DeCoste, published by Don Johnston, Inc. \$99.00/individual, \$999.00/district-wide from [www.donjohnston.com](http://www.donjohnston.com). This assessment allows the teacher to compare the student's handwriting ability to his/her keyboarding ability. If the evaluation indicates that a computer for word processing is warranted, then this would be an appropriate AT accommodation recommendation by the IEP team.

Assistive Technology online resources:

**Wisconsin Assistive Technology Initiative (WATI) Continuum of AT Considerations,**  
<http://www.wati.org/>

**Quality Indicators for Assistive Technology (QIAT)**  
<https://www.qiat.org/>

10-5-2020



## GUIDE FOR CONSIDERATION OF ASSISTIVE TECHNOLOGY

If a request is made for an AT assessment, these questions can guide a discussion of the consideration of AT:

1. What task(s) does the student need to do/what are the curriculum demands?
2. What is the student's present level of performance on these tasks -- how is he/she currently completing these tasks?
3. If parent request, are the parents using certain technologies at home that are making these tasks easier to complete or offer more independence for the student?
4. What, if any, AT has been tried with this student at school? What was the outcome?

### Motor Aspects of Writing and Writing Process

Please indicate what types of accommodations you have tried: x Have they worked? Y/N

Environmental and seating adaptations			Paper/Digital Photo or Picture Supports with words		
Adapted pencil/pen/other writing utensil			Paper/Digital Sentence Strips, Paragraph Frames		
Adapted/specialized papers			Paper/Digital Word or Phrase Banks		
Slant board			Paper/Digital Graphic Organizers		
Letter/number tiles/cards/stamps			Paper/Digital Writing templates		
Word Processing/Keyboarding			Word Prediction		
Speech to Text/ Voice Keyboarding			Voice Recording for gathering ideas		
Alternative mouse or keyboard			Text to Speech/screen reader for edits		
Alternative to Pencil: pointing, eye gaze, partner assisted scanning			Alternative multimedia software or apps for alternative expression (make slides, videos, books, drawings)		
Dictation to Adult Scribe			PDF editing apps to digitize work		

Does the student have/need other supports (e.g. OT) to address any motor, visual-motor or sensory issues that are interfering with the motor aspects of writing?

---

Does the student have/need other supports (e.g. SLP) to address language skills that are interfering with the composition of writing?

---

**Reading Decoding and Comprehension:**

Please indicate what types of accommodations you have tried: x. Have they worked? Y/N

Book adapted for physical, visual access			Text Reader (text to speech)		
Low-Tech modifications to text (change readability, mark text)			Text/Screen Reader with study skill support (Read and Write, Snap and Read Universal)		
Pictures with words or text			PDF Reader/OCR conversion application (Kami)		
Alternatives to standard printed text (audio, Braille, large print, digital)			Software/Apps to change Lexile		
Low or High Tech visual scanning assist (ruler, bookmark, finger, digital visual tracking)			Modify digital text or screen (font style, size, color, contrast)		
Staff/Adult reads to student			Other:		

**Does the student need any other supports (e.g. Vision, SLP) to address issues that are interfering with decoding or comprehension?**

---

**Math**

Please indicate what types of accommodations you have tried: x. Have they worked? Y/N

Variety of manipulatives (regular or adapted)			Smart Chart/Visual Supports		
Virtual Manipulatives			Graph or other Adaptive paper		
Number tiles/cards/stamps			Math Graphic Organizers		
Adapted time devices			Digital Math Toolbars for writing equations		
Adapted measuring devices			Math specific software or apps (writing, drawing, typing equations)		
Alternative Calculators (large, talking, graphing, money, digital)			Speech to Text /Voice recording		

**Does the student need any other supports (language/concept skills) to address issues that are interfering with math?**

---







## ASSISTIVE TECHNOLOGY FOR ACCESS TO CURRICULUM ASSESSMENT REFERRAL FORM

Please complete and scan/email to SBCSELPA AT/AAC Specialist prior to LEA generating the assessment plan for an AT/AAC assessment

Please use this form to supply relevant information so that SBCSELPA AT/AAC Specialist may conduct a proper assessment. Add any information that is pertinent to the assessment, including parent concerns and requests.

Student Name:	Grade:	DOB:
School/District:	SPED Placement:	
Eligibility and disability:	ELL?	
Relevant Medical Diagnosis (if any):	Last Triennial Date:	
Case Manager:	Is this referral concurrent with Tri?	

Who Requested Assessment?	Date:
Name/Title of staff completing form:	Date:
Special Education Administrator Review:	Date:

### AT Assessment Focus:

What does the IEP team want the student to be able to do that they are not currently able to do?

---

---

---

What specific instructional or educationally relevant areas/tasks would the team like to see addressed during the AT assessment?

---

---

---

Are there any parent/guardian questions or concerns related to AT or AAC?

---

---

---

**Student Background Information:**

Does the student have language or speech issues affecting communication/access to curriculum?

*\*please see page 5 for AAC referral information*

---



---



---

Does the student have motor/mobility or sensory processing issues affecting access to curriculum?

*\*please see page 6 for complex or low incidence needs information*

---



---



---

Does the student have vision or hearing issues affecting access to curriculum?

*\*please see page 6 for complex or low incidence needs information*

---



---



---

Does the student have behavioral, self-regulation, attention or memory issues affecting access to curriculum?

---



---



---

Does the student have any other health issues affecting access to curriculum?

---



---



---

Additional information that would impact AT assessment or student's use of AT:

---



---

**Student Technology Use:**

Is the student currently utilizing any technology within the classroom, if so, what? Please be specific to the platform/devices your school or district is using, e.g. laptops, Chromebooks, iPads.

---



---



---

Please list any device/software/apps, or other programs the student currently uses and for what purpose:

---



---



---

Has any additional assistive technology been used with student in past? If so, what was outcome?

---



---



---

Is the student currently utilizing any assistive technology at home, if so, what?

---



---



---

### Student Academic Functioning

Writing Motor and Process	Instructional Level	Comments
Spelling		
Composition		
Editing/Revising		
Handwriting Legibility		
Typing and word processing skills:		
Use of word prediction/spell/grammar check?		
Is student open to using word processing tech instead of paper/pencil?		
Does the student accomplish written tasks (paragraphs, essays, short answers) appropriate for their grade level?		

Writing Accommodations Being Used (what works, what doesn't work):

---



---

Reading	Instructional Level	Comments
Decoding		
Comprehension:		
Does the student read text independently?		

Does student need to access grade level text?	
---	--

Reading Accommodations Being Used (what works, what doesn't work):

---



---

Math	Instructional Level	Comments
Handwriting Legibility		
Visual Organization of Equations on paper		
Can student read word problems/instructions?		

Math Accommodations Being Used (what works, what doesn't work):

---



---

Learning and Executive Functioning	
Does the student keep track of and hand in assignments independently?	
Does the student take adequate notes? If not, how does student obtain class notes?	
Does the student complete tests independently?	
Does student keep school materials organized?	
Other:	

Learning/Executive Functioning Accommodations Being Used (what works, what doesn't work):

---



---

**\*AAC and Complex or Low- Incidence Needs Referral Information**

Communication	Developmental Level/Age Eqv.	Function
Cognitive (School Psych)		
Receptive Language: (Student can understand)		<input type="checkbox"/> Single Words <input type="checkbox"/> Phrases <input type="checkbox"/> 1 step direction <input type="checkbox"/> Multi-step directions <input type="checkbox"/> Does not appear to understand words <input type="checkbox"/> Gestures: <input type="checkbox"/> 1 step <input type="checkbox"/> multi-step
Expressive Language		<input type="checkbox"/> Indicates Y/N <input type="checkbox"/> Wants/Needs <input type="checkbox"/> Social Interaction <input type="checkbox"/> Protest <input type="checkbox"/> Comment <input type="checkbox"/> Access to curriculum
Current means of communication?	<input type="checkbox"/> Vocalizations <input type="checkbox"/> Facial Expressions <input type="checkbox"/> Gestures/Point <input type="checkbox"/> Signing <input type="checkbox"/> Eye Contact/Gaze <input type="checkbox"/> Speech <input type="checkbox"/> Object Interaction <input type="checkbox"/> Other	
Communication Partners:	<input type="checkbox"/> Family <input type="checkbox"/> Teachers/Staff <input type="checkbox"/> Peers <input type="checkbox"/> Friends <input type="checkbox"/> Other	
Communication Intent?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Communication Reliable?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Consistent <input type="checkbox"/> Inconsistent	
Does student use or has previously used any type of AAC?	<input type="checkbox"/> Objects <input type="checkbox"/> Photos <input type="checkbox"/> Pictures/Symbols <input type="checkbox"/> Switches <input type="checkbox"/> Static Display <input type="checkbox"/> Dynamic Display <input type="checkbox"/> App or Software <input type="checkbox"/> Eye Gaze System <input type="checkbox"/> Other	

Communication Accommodations Being Used (what works, what doesn't work):

---



---



---

Briefly describe this student's academic program, assistance levels needed, types of daily tasks/activities and assignments, level of independence or assistance across different settings/times of day across school campus.

---



---



---

Briefly describe this student's school/classroom environment and any environmental or classroom modifications that may be supporting or challenging the student's function.

---



---



---

Complex and Low Incidence Needs	
Vision	<input type="checkbox"/> Blind <input type="checkbox"/> Low Vision <input type="checkbox"/> CVI <input type="checkbox"/> Field Cuts <input type="checkbox"/> Ocular Motor <input type="checkbox"/> Acuity <input type="checkbox"/> Strabismus <input type="checkbox"/> Nystagmus <input type="checkbox"/> Glasses <input type="checkbox"/> Other  AT Additional Information:
Hearing	<input type="checkbox"/> Deaf <input type="checkbox"/> Hearing Impairment <input type="checkbox"/> Hearing Aid <input type="checkbox"/> Cochlear Implant <input type="checkbox"/> Hearing Assistive Technology  HAT Additional Information:
Mobility	<input type="checkbox"/> Ambulatory <input type="checkbox"/> Uses Walker <input type="checkbox"/> Independent <input type="checkbox"/> Needs Assistance <input type="checkbox"/> Wheelchair: <input type="checkbox"/> Manual <input type="checkbox"/> Power <input type="checkbox"/> Independent <input type="checkbox"/> Needs Assistance <input type="checkbox"/> Stander <input type="checkbox"/> Head Control <input type="checkbox"/> Postural Control  AT/OT/PT Additional Information:
Motor Control	<input type="checkbox"/> Voluntary Motor Control <input type="checkbox"/> Involuntary Motor Control <input type="checkbox"/> Head <input type="checkbox"/> Mouth <input type="checkbox"/> Eyes <input type="checkbox"/> Arms <input type="checkbox"/> Hands <input type="checkbox"/> Fingers <input type="checkbox"/> Legs <input type="checkbox"/> Feet  OT/PT Additional Information:
Current Technology	<input type="checkbox"/> Switches <input type="checkbox"/> Adaptive Mouse <input type="checkbox"/> Adaptive Keyboard <input type="checkbox"/> Touch Screen <input type="checkbox"/> Eye Gaze System (low/high tech) <input type="checkbox"/> Other  AT Additional Information:

Briefly describe this student's academic program, assistance levels needed, types of daily tasks/activities and assignments, level of independence or assistance across different settings/times of day across school campus.

---



---



---

Briefly describe this student's school/classroom environment and any environmental or classroom modifications that may be supporting or challenging the student's function.

---



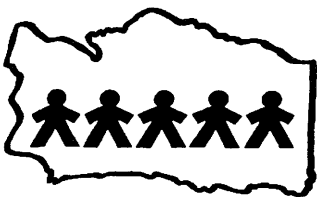
---



---

**Thank you so much for taking the time to share this important information about your student to prepare for the AT/AAC Assessment.**





JPA - REF: VII-D

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

Date: March 1, 2021

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Procedural Handbook, Section 2, *Assessment - Occupational Therapy (OT) Assessment Referral Guidelines*, Revision

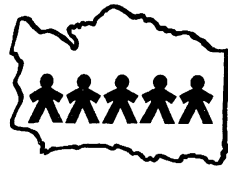
**BACKGROUND:**

- Lisa Foote, SBCSELPA AT/AAC Specialist and the Ad Hoc Committee reviewed, revised, and updated the “*Occupational Therapy (OT) Assessment Referral Guidelines*,” in Section 2 of the SBCSELPA Procedural Handbook, Section 2, Assessment. The necessary updates and changes to Section 2 are indicated on the attached copies (REF: VIII-D.1 to VIII-D.3).
- This item was originally presented at the Special Education Administrators meeting in January 2021. At which time, the Director’s provided feedback to the revised documents.
- Lisa and the Ad Hoc Committee further reviewed and discussed the input given by the SEAM group; additional revisions were made to the documents that were presented at the January meeting and the items were presented again to SEAM in February 2021.
- OT Forms and Procedures updated per January SEAM meeting feedback:
  1. OT Flow Chart: asterisk added to refer to OT Procedural Handbook in case of parent/guardian request for assessment.
  2. OT Referral Form is now changed to OT Pre-Referral Form.
  3. OT Procedural Handbook edits: added more explicit procedures to follow for parent/guardian request for assessment.
- The revisions and forms were previously presented to the SEAM group. District/LEA special education administrators support the proposed revisions.

**FISCAL IMPACT:** No impact.

**RECOMMENDATION:** The JPA Board approve the proposed revisions of the Procedural Handbook, Section 2, *Assessment - Occupational Therapy (OT) Assessment Referral Guidelines*, as presented.

RA:lm



## Occupational Therapy Services Multi-Tiered System of Supports (MTSS) and Assessment Referral Guidelines

It is the goal of the SBCSELPA for these OT guidelines to facilitate LEAs and Occupational Therapists in providing appropriate education/school-based OT “related services” by using a Multi-Tiered System of Supports approach to guide the decision-making process to support students in accessing and benefitting from special education services.

### I. The Individuals with Disabilities Education Act (IDEA) OT Regulations

The Individuals with Disabilities Education Act (IDEA) 2004 defines OT services as a “related service” which is defined as **“developmental, corrective, or other supportive services as may be required to assist a child with a disability to benefit from special education”** and/or as a “supplementary aid and service” which is defined as **“aids, services, and other supports that are provided in regular education classes or other education related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate.”**

Under IDEA regulations, Title 34, Code of Federal Regulations, Section 300.34.(c)(6) defines “occupational therapy” as **“services provided by a qualified occupational therapist; and includes (a) improving, developing, or restoring functions impaired or lost through illness, injury, or depravations; (b) improving ability to perform tasks for independent functioning if functions are impaired or lost; and (c) preventing, through early intervention, initial further impairment or loss of function.”**

### II. Roles and Functions of School Based Occupational Therapists

In school-based practice, OTs support a child’s ability to gain access to and make progress in their school curriculum. OTs are allied health professionals whose purpose in a public-school setting is to support a child’s engagement and participation in daily occupations, which include activities of daily living, education, prevocational work, play, rest, leisure and social participation. OTs have a unique role in the educational setting in working both on remediation (e.g., improving sensory and motor foundations of learning and behavior) and compensations (e.g., modifying the environment, tools, or task) to help a child succeed at school. (Guidelines for Occupational Therapy and Physical Therapy in California Public Schools, 2<sup>nd</sup> ed. CA Department of Education, 2012).

School-based Occupational Therapists provide support and function within the following processes:

1. Pre-referral services and MTSS as part of general education process
2. 504 referral and services as part of general education\*
3. Special education referral and request for assessment
4. Special education assessment
5. IFSP infant/toddler and PK program planning
6. IEP planning
7. Transition planning and services
8. Intervention planning and implementation of IEP services
9. Documentation/Reporting

10. Liaison/Communication with outside agencies and entities
11. Staff Development/Training
12. OT program management
13. Supervision of therapy staff
14. Education/system development and facilities

(Guidelines for Occupational Therapy and Physical Therapy in California Public Schools, 2<sup>nd</sup> ed. CA Department of Education, 2012).

\*consult contact site 504 coordinator or principal.

### III. Types of Occupational Therapy Referrals

1. **Teacher/IEP Team Generated:** The teacher or specialist providing instruction has made modifications and provided interventions to address the student's motor and/or sensory and/or other classroom-based needs (generally, for a recommended period of 4-8 weeks) by following the SBCSELPA OT Pre-Referral Process Flow Chart and SBCSELPA Occupational Therapy Assessment Pre-Referral Form and determined that minimal progress was made by the student and therefore, the teacher, specialist, *or* OT recommends to IEP team an occupational therapy assessment.

All school staff referrals shall be in writing using the SBCSELPA OT Assessment Pre-Referral Form and include a brief explanation for the referral and document the OT recommended multi-tiered supports, strategies, interventions, modifications or resources in the general or special education settings that have been considered, trialed, or used, and provide data on results of the efficacy of the interventions and the student's progress.

If data indicates student **is** making progress, an OT assessment referral may not be appropriate. If data indicates that student **is not** making sufficient progress with additional supports an OT Assessment referral may be appropriate.

2. **Student Transfer:** A student transfers into a school district from another SELPA with a current IEP which includes school-based OT as a related service. An OT assessment may be a part of the 30-day interim placement review process. (The OT is notified ASAP of the OT services in the IEP by LEA.)
3. **Parent/Guardian Request:** A parent/guardian requests an OT assessment. A parent/guardian request does not automatically result in a formal OT assessment. The LEA must first document the parent's referral before determining how to proceed. When a verbal referral is made, staff of the school district, SELPA, or county office shall offer assistance to the individual in making a request in writing and shall assist the individual if the individual requests such assistance (5 CCR §3021(a)).

If LEA determines that the OT referral is not appropriate, it may deny the assessment request. Within 15 days of the request, a prior written notice must be sent by the LEA to parent detailing why an assessment is being denied.

In order for the LEA and IEP team, including parents/guardians to determine if a school-based OT Assessment referral or request is appropriate the following shall occur:

1. Within 15 days the LEA (case manager or administration) should contact the parent/guardian and provide them with a hard copy of the SBCSELPA OT Flow Chart, the SBCSELPA OT Assessment Pre-Referral Form, discuss with them the

request for assessment, and describe the OT MTSS and pre-referral guidelines for OT assessment requests. The IEP team makes decisions on need for assessment for related services such as OT based on all available assessments and data and it is an IEP team-based decision, including parent/guardian and OT, to discern if OT assessment is appropriate at that time.

2. After meeting and/or discussing with parent/guardian about the request for OT assessment, the following can occur:
  - a. IEP team, including parent agrees to OT MTSS interventions and to follow OT pre-referral process. Within 15 days of request LEA responds to parent/guardian with a Prior Written Notice the steps that will be taken during the 60-day OT MTSS timeline and no AP for OT assessment will be generated at that time. At the end of the 60-day OT MTSS timeline, further recommendations will be determined by the IEP team, including parent/guardian.
  - b. Parent does not agree with the OT MTSS interventions and pre-referral process. It is still an IEP team decision, including parent, whether an OT assessment is warranted at that time. Within 15 days of request, LEA responds to parent/guardian with a Prior Written Notice to either follow the 60-day OT MTSS and pre-referral process or to generate AP for OT Assessment. At the end of the 60-day OT MTSS timeline or 60-day OT assessment timeline, further recommendations will be determined by the IEP, including parent.
  - c. The LEA should inform the parent/guardian that the OT MTSS and pre-referral process may or may not result in a formal OT assessment once completed.
  - d. The LEA also must provide parents with a copy of their rights and procedural safeguards. (See CFR 300.301 and 300.303; 34 CFR 300.301(b) and (34 CFR 300.503(b); EC 56301(d)(2)(A) and EC 56043(a))).
4. **Included as part of Assessment Plan:** An OT assessment is included as a part of an initial assessment plan. Each public agency must ensure that the child is assessed in all areas related to the suspected disability, including, if appropriate ...motor abilities... (34 CFR 300.304©).
5. **Infant Services (Part C) Transitioning to Preschool (PK) Program:** Infant Preschool Transitions should follow the guidelines as listed in 1-4 above.

The Infant Program's (Part C provider) Individualized Family Service Plan (IFSP) Transition team reports development levels and student progress on IFSP goals based on current data and assessment reports.

If student is receiving OT services on an IFSP the IFSP OT should make the recommendation to the PK assessment team as to if student ~~would~~ continues to require OT services and for OT to be included on the PK Assessment Plan **or** that student has made sufficient progress with IFSP OT services and student would benefit instead from entering and transitioning into PK program without related OT services.

The PK IEP team will follow the SBCSELPA OT Flow Chart and utilize the SBCSELPA OT Assessment Pre-Referral Form once student enters a PK program if areas of concern were to arise after student is given adequate time to transition based on their individual needs.

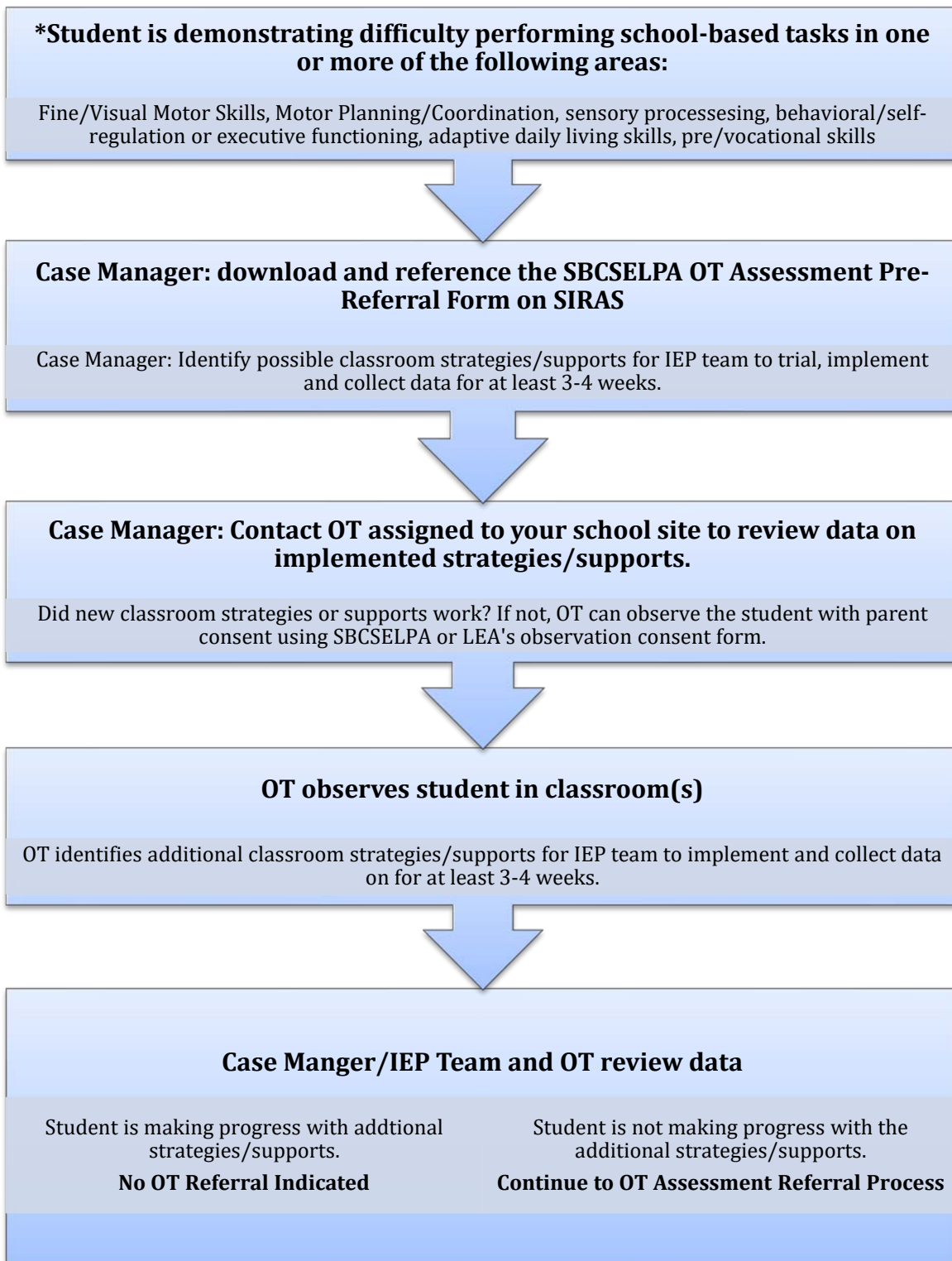
The IEP team makes decisions on eligibility based on all available assessments and data:

- a. The IEP Team may determine that OT services are required to assist the child with disabilities to benefit from special education. (34 CFR 300.34(a)). The IEP team may then develop **developmentally** appropriate goals and offer appropriate OT services.
- b. IEP team may determine that at this time OT services are not required to assist the student with a disability to benefit from special education (34 CFR 300.34)

When a referral is made a proposed assessment plan, **or Prior Written Notice describing OT MTSS and pre-referral process for OT assessment** shall be developed within 15 calendar days of referral for assessment, not counting calendar days between the pupil's regular school sessions or terms or calendar days of school vacation in excess of five school days, from the date of receipt of the referral, unless the parent or guardian agrees in writing to an extension, pursuant to subdivision (a) of Section 56321.

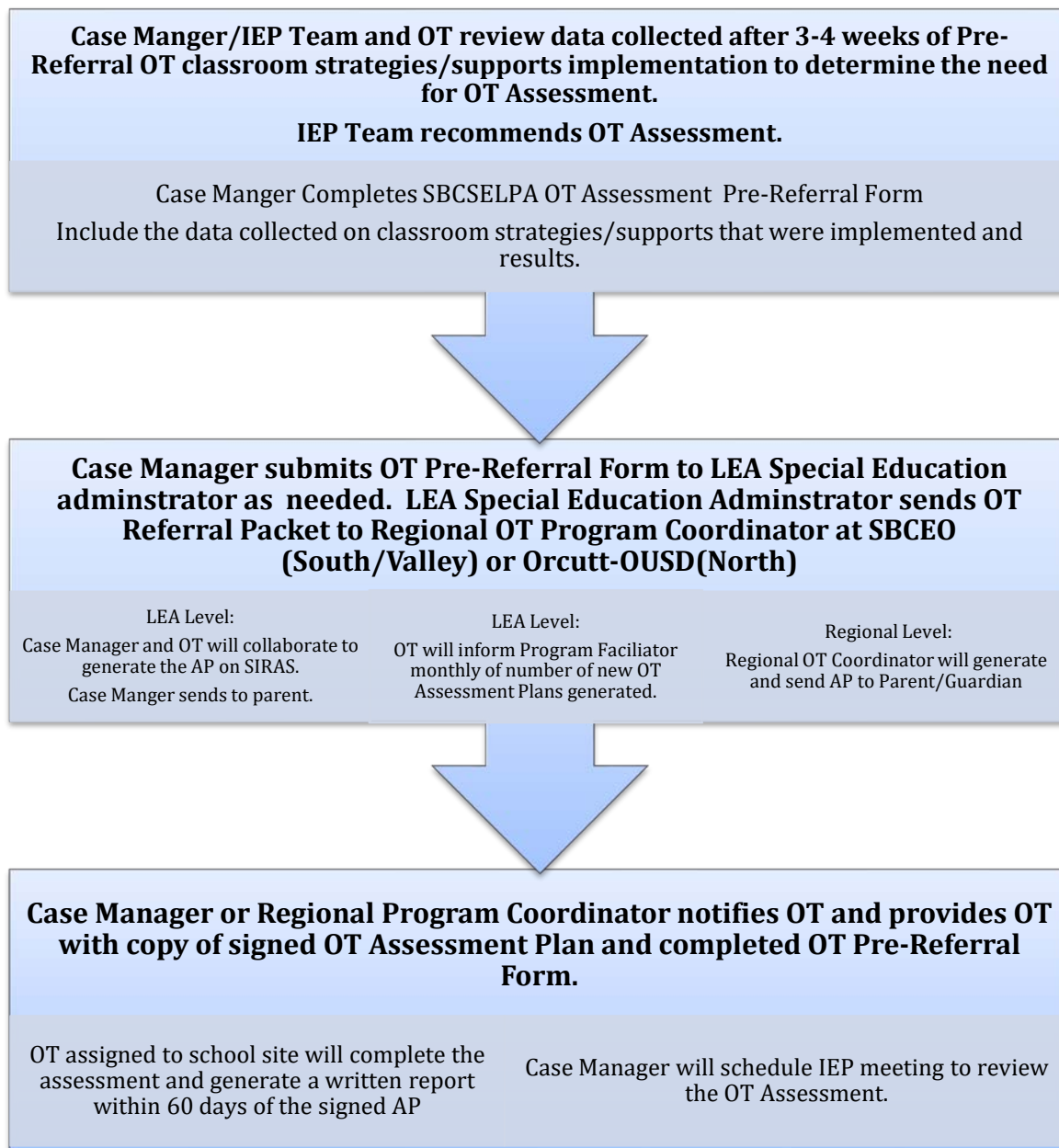
Please continue to next page.

#### IV. OT Assessment Pre-Referral Process Flow Chart



**\*For Parent/Guardian request for OT assessment, please refer to the *OT Services MTSS and Assessment Referral Guidelines* in the Santa Barbara County SELPA's Procedural Handbook, Section 2. All requests for OT Assessments are recommended to follow the MTSS 60-day pre-referral process for the OT to determine the necessity for assessment.**

## V. Occupational Therapy (OT) Assessment Referral Process



## VI. OT Assessment Referral Procedures and Documents

### A. LEA Level:

For a New Referral the Following Procedures and Documents Shall Be Used:

1. The referring LEA Special Education Case Manager or designee shall complete the SBCSELPA OT Assessment Pre-Referral Form (SELPA56) (Available in SIRAS Added Forms SELPA Documents)

2. Case manager reviews ***Pre***-Referral Form with LEA OT assigned to school site and collaborates to generate the AP for OT Assessment. Case manager sends copy of signed AP when it is returned by parent/guardian and 60-day timeline begins.
3. Case Manager and OT will inform Special Education Administration of new OT Referrals for caseload/workload census.
4. OT completes file review to determine if the child has a California Children Services (CCS) diagnosis and, if so, then file a CCS referral.
5. If student has a CCS diagnosis and is currently receiving CCS MTU services have parent sign LEA's Parent Consent to Release of Information form to contact the local CCS MTU to request copy of the student's most recent assessment report and any medical information or contraindications for school-based services.
6. Some examples of CCS eligible diagnoses include, but are not limited to:

Cerebral Palsy	Chronic Musculo-skeletal Disease, Deformity or Injury
Neuromuscular Disease	Osteogenesis Imperfecta
Muscular Dystrophy	Amputation
Spina Bifida	Contractures resulting from burns
Traumatic Brain Injury	Polio

7. If the student has a disabling condition that may qualify for CCS services, use the forms for referral contained in the CCS/SELPA Interagency Agreement available through your district special education office or at [www.sbcselfpa.org](http://www.sbcselfpa.org) under publications.

**NOTE:** The referral to CCS cannot delay the educationally related OT referral. Medically necessary OT has no bearing on the LEA's obligation to meet the 15-day timeline to offer an assessment plan to the parent for an educationally related OT assessment.

**NOTE:** If student is client of CCS MTU, the permission to contact CCS MTU is optional on the part of the parent and it may not hold up the process. All timelines are still in effect. If parent denies permission for LEA to contact the CCS MTU or the Authorization to Release Information form is not returned by parent, the OT Assessment will not be affected.

8. LEA Case Manager and OT will collaborate to schedule a mutually agreed upon time with parent to schedule the IEP meeting to review OT Assessment Results ***within 60-day timeline***. At the IEP meeting, the Occupational Therapist will: provide the team members with a written assessment report, report the assessment results and make recommendations for needed modifications or related services based on the assessment results. The IEP Team will make the final determinations based on the OT's data and recommendations of whether the student qualifies for OT related services. The IEP Team will also specify who will provide the service as well as the frequency and duration of the service which are then written into the IEP.

#### **B. OT Regional Program Level (SBCEO, Orcutt Union School District Pupil Services)**

1. The referring LEA Special Education Administrator, Case Manager or other designee shall complete the SBCSELPA OT Assessment Referral Packet (SELPA57) (Available in SIRAS Added Forms SELPA Documents)



2. The OT referral packet should only be completed for students in districts that continue to use Regional Program OTs. The packet should be reviewed and signed by the referring LEA's Special Education Administrator or designee. The packet is sent to the OT Regional Program Service Operator's Special Education Administrator as follows:

Orcutt's Director of Pupil Services: Lompoc and North LEAs  
SBCEO's Occupational Therapy Coordinator: Valley and South LEAs

\*\*If the referral packet is not complete, Regional Program Service Operator will contact the referring LEA Special Education Administrator and request they submit missing documentation within 5 business days or sooner if timeline issues are a concern.

3. Referral Packet Includes:

- a. SELPA55: OT Referral Steps Checklist Form
  - b. SELPA56: SBCSELPA OT Assessment **Pre**-Referral Form
  - c. SUPP21A: Referral for *Special Education and Related Services* form:
    - The "General Education Intervention Attempts" section of on the *Receipt of Referral to Special Education (SIRAS IEP 17)* form should address the skill or skills for which the teacher has made modifications that have not been successful. These must be skills that are necessary for the student to benefit from the instructional program. For example: Student cannot hold a pencil and apply enough pressure to write a sentence.
    - If assessment is at parent request, be specific describing parent area of concern and what you have done in the classroom that addresses this concern. If teacher does not have a concern in this area state how child functions in the classroom in this parent area of concern.
  - d. SELPA3: *Parent Consent for Release of Information* form
4. Special Education Administrator or designee completes file review to determine if the child has a California Children Services (CCS) diagnosis and, if so, then file a CCS referral.
  5. If student has a CCS diagnosis and is already receiving CCS MTU services have parent sign Parent Consent to Release of Information form to contact the local CCS MTU to request copy of the student's most recent assessment report and any medical information or contraindications for school based services.
  6. Some examples of CCS eligible diagnoses include, but are not limited to:

Cerebral Palsy	Chronic Musculoskeletal Disease, Deformity or Injury
Neuromuscular Disease	Osteogenesis Imperfecta
Muscular Dystrophy	Amputation
Spina Bifida	Contractures resulting from burns
Traumatic Brain Injury	Polio

7. If the student has a disabling condition that may qualify for CCS services, use the forms for referral contained in the CCS/SELPA Interagency Agreement available through your district special education office or at [www.sbcselfpa.org](http://www.sbcselfpa.org) under publications.

**NOTE:** The referral to CCS cannot delay the educationally related OT referral. Medically necessary OT has no bearing on the LEA's obligation to meet the 15-day

timeline to offer an assessment plan to the parent for an educationally-related OT assessment.

**NOTE:** If student is client of CCS MTU, the permission to contact CCS MTU is optional on the part of the parent and it may not hold up the process. All timelines are still in effect. If parent denies permission for LEA to contact the CCS MTU or the Parent Consent Release Information form is not returned by parent the OT Assessment will not be affected.

8. After reviewing the OT referral packet the LEA immediately sends the OT referral packet to appropriate OT Regional Program Coordinator.
9. Regional Service Operator will:
  - a. Within 15 days of the date of referral, which is not necessarily the date on which the Occupational Therapy Assessment Referral Packet (SELPA57) is received, send the parent, the assigned OT service provider, and the Special Education Administrator of the referring LEA a letter explaining the assessment process and timeline as well as the assessment plan documents to be signed. The LEA has the obligation to process paperwork and provide the referral to the Regional Service Operator in a timely fashion so the Regional Service Operator can send the assessment plan within 15 days of the date of referral. When calculating the 15-day time limit, do not count days between the student's regular school sessions or terms or days of school vacation in excess of five school days.
  - b. Assessment plan is to be returned to the OT Regional Program Coordinator. After signed assessment plan is received, the OT Regional Program Coordinator sends the Occupational Therapist and the referring district a letter stating the specific timeline for the assessment; keeping in mind the timeline to hold an IEP meeting within 60 days of the signed assessment plan in order to review assessment results. This letter will be sent out only after receiving the signed Assessment Plan from the parent.
10. The Referring LEA will:
  - c. Schedule the IEP meeting at a mutually agreed upon time with parent and assigned OT service provider. At the IEP meeting, the Occupational Therapist will: provide the team members with a written assessment report, report the assessment results and make recommendations for needed modifications or related services based on the assessment results. The IEP Team will make the final determinations based on the OT's data and recommendations of whether the student qualifies for OT related services. The IEP Team will also specify who will provide the service as well as the frequency and duration of the service which are then written into the IEP.

## **VII. Students Transferring Into SBCSELPA From Out of the SELPA**

The following procedures shall be followed:

### **1. LEA Level:**

- a. Within 5 school days, the LEA case manager will forward the IEP of the transfer-in student who has occupational therapy services listed on previous district IEP to the LEA's occupational therapist assigned to the school site.
- b. The IEP should also be entered into the SIRAS IEP website so that services may be initiated immediately.
- c. The OT will use the 30-day transfer-in timeline to determine the appropriateness of OT services.

- d. If the OT decides that an assessment is necessary to determine the student's needs and/or appropriateness of OT, then an assessment plan must be sent home for parent/guardian/adult student consent prior to any type of formal assessment.

**NOTE:** The OT needs notification of meeting 10 days prior to the meeting to ensure that they will have an opportunity to attend, report the findings and give recommendations at the 30-day IEP meeting.

## **2. OT Regional Program Level:**

- a. Within 5 school days, the LEA will forward the IEP of the transfer-in student who has occupational therapy services listed on previous district IEP to the SBCEO office for Valley and South County students and to Orcutt Pupil Services Office for Lompoc and North County students.
- b. The IEP will be forwarded to the regional program occupational therapist assigned to the school site.
- c. The IEP should also be entered into the SIRAS IEP website so that services may be initiated immediately.
- d. The OT will use the 30-day transfer-in timeline to determine the appropriateness of OT services.
- e. If the OT decides that an assessment is necessary to determine the student's needs and/or appropriateness of OT, then an assessment plan must be sent home for parent/guardian/adult student consent prior to any type of formal assessment.

**NOTE:** The OT needs notification of meeting 10 days prior to the meeting to ensure that they will have an opportunity to attend, report the findings and give recommendations at the 30-day IEP meeting.

### WHAT FORMS SHOULD BE USED

The following forms should be used during the assessment phase, as appropriate:

NC 3          PWN-Assessment Plan

SELPA 3:    Parent Consent for Release of Information (E & S)

This form is to be used to obtain parent permission to receive information from other agencies or individuals relevant to the evaluation and educational planning.

NC 2B        Notice of Reassessment (E & S)

SELPA 4:    Parental and Adult Student's Rights and Procedural Safeguards for Special Education (E & S)

SELPA 56:   SBCSELPA Occupational Therapy Assessment ***Pre***-Referral Form

IEP 17        Receipt of Referral to Special Education (E & S)

SELPA 16:   Physician's Information for Related Services

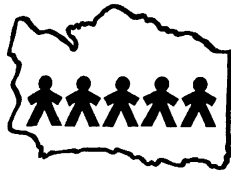
SELPA 55:   OT Referral Steps Checklist

SELPA 8:    California Modified Assessment Survey (E & S)

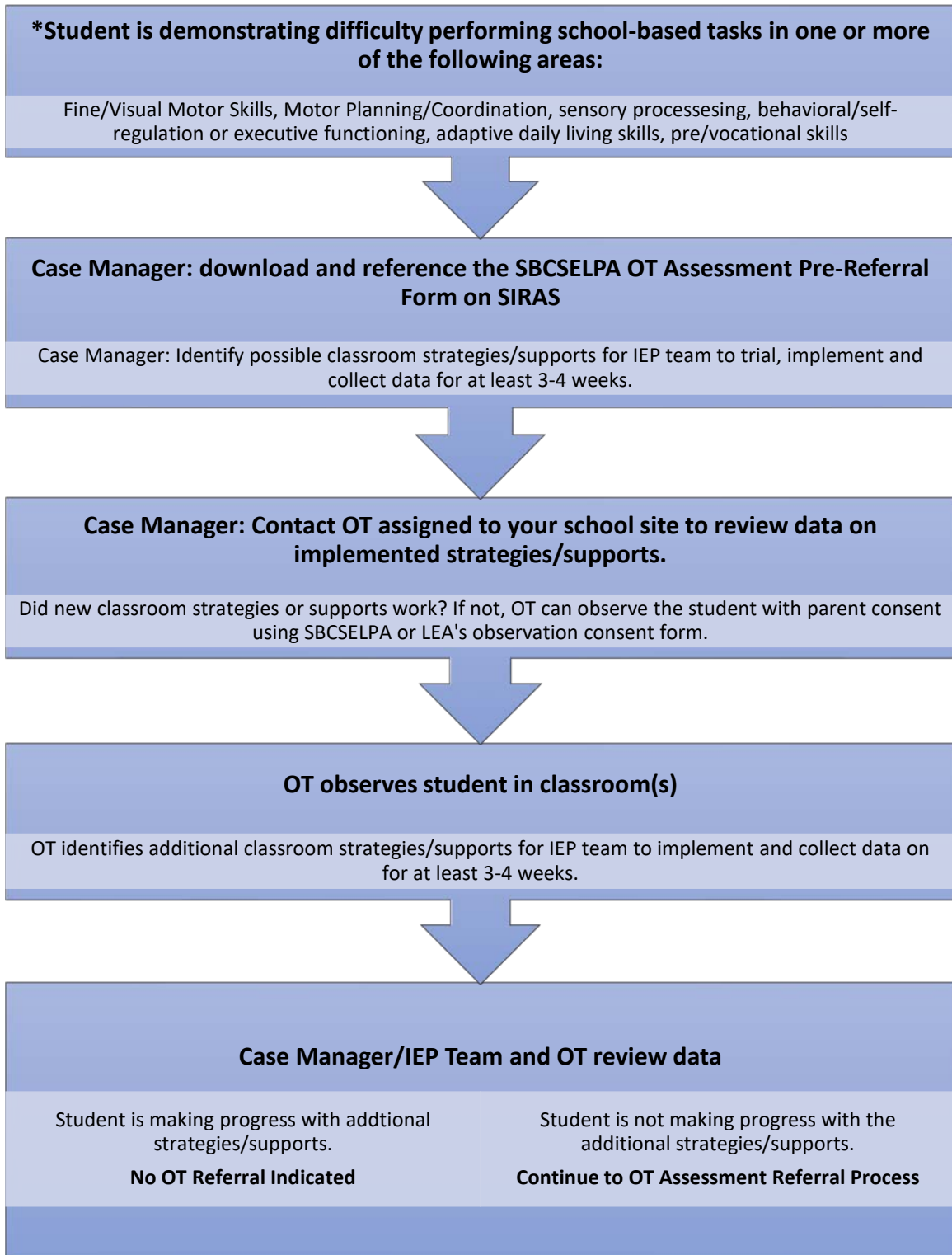
SELPA 44:   Assistive Technology Consideration of Needs

<p><b>E</b> = <i>ENGLISH</i> and <b>S</b> = <i>SPANISH</i></p>
--

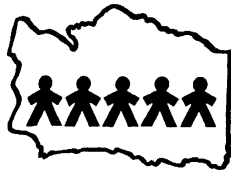
Appendix A references the forms highlighted throughout this handbook. SELPA and Supplemental IEP forms can be found on our county's on-line ***SIRAS Systems***, [www.sirassystems.org](http://www.sirassystems.org).



## Occupational Therapy (OT) Assessment Pre-Referral Process

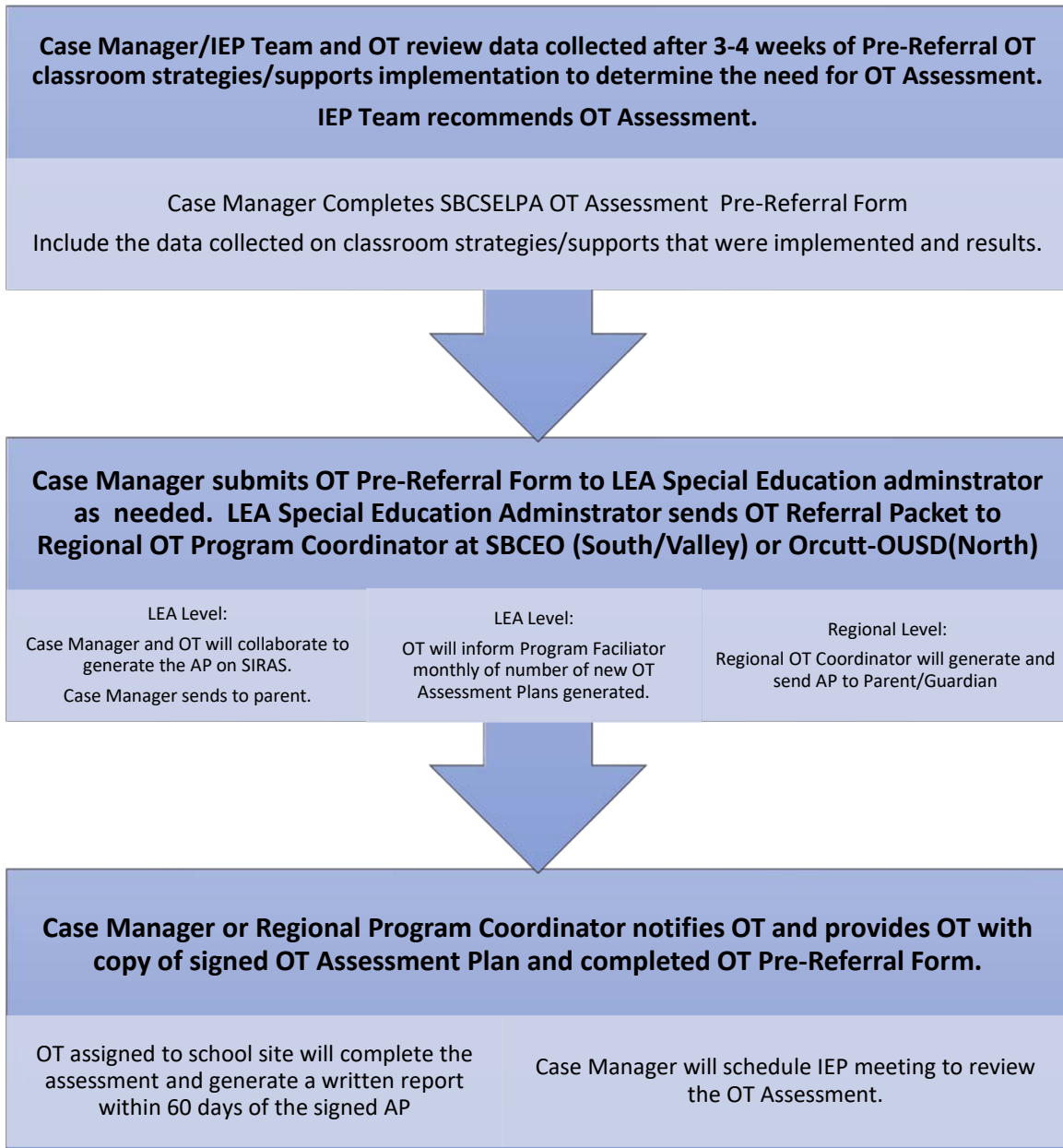


\*For Parent/Guardian request for OT assessment, please refer to the *OT Services MTSS and Assessment Referral Guidelines* in the Santa Barbara County SELPA's Procedural Handbook, Section 2. All requests for OT Assessments are recommended to follow the MTSS 60-day pre-referral process for the IEP team to determine the necessity for assessment.



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

## Occupational Therapy (OT) Assessment Referral Process





**OCCUPATIONAL THERAPY ASSESSMENT PRE-REFERRAL FORM**

<b>Student:</b>	<b>Date of Birth:</b>
<b>School/Grade:</b>	<b>Teacher:</b>
<b>Case Manager:</b>	<b>Referral Made By:</b>
<b>Areas of Concern:</b>	

1. What task(s) is the student demonstrating challenges with or unable to perform/complete?
2. What is the student's present level of performance on these tasks -- how is he/she currently completing these tasks?
3. What is expected of students in your class at this time of year? For example: correct letter casing, writing 3-4 sentences etc.?
4. Are there additional behavioral or self-regulation concerns in classroom? If yes, please explain.
5. Does the student have a medical diagnosis that may require services or is currently receiving services from California Children's Services (CCS) Medical Therapy unit? (*Cerebral Palsy, Spina Bifida, Muscular dystrophy, Head injuries, Spinal cord injuries, Rheumatoid arthritis, arthrogryposis, osteogenesis imperfecta etc*). If yes, for OT Assessment Referral use the SELPA or your LEA's Release of information to request Physician's letter, and Physician's report/diagnostic pages:

SELPA3: Parent Consent for Release of Information Form

SELPA6: OT Physician's Cover Letter

SELPA 16: Physician's Information Form for Related Services

6. Any additional information:

**Please select which interventions have been implemented with the student and add comments as applicable**

If you have handwriting concerns with the student, here are some interventions to try:

<b>Interventions</b>	<b>Tried? (Y/N) Date:</b>	<b>Comments/Efficacy of Intervention</b>
Alternative writing tool/pencil grip, short/ broken crayons		
Adapted paper- graph, larger lines, highlighted lines		
Skip lines when writing		
Visual cue to start at margin		
Use of letter-strip when writing		
Word Processing/Keyboarding		
Speech to Text/Voice typing		
Dictation to Adult Staff		
Voice Recording (gather ideas)		
Letter/Number Manipulatives		
Dictation to Adult Scribe		
Other:		

If you have other fine motor or bilateral coordination concerns with the student, here are some interventions to try:

<b>Interventions</b>	<b>Tried? (Y/N) Date:</b>	<b>Comments/Efficacy of Intervention</b>
Increased Scissor Use/Practice		
Adapted Scissors		



Crafts that use two hands (beading, lacing)		
Games that use both hands		
Games and movement breaks that require crossing midline and using both sides of body		
Other:		

If you have behavioral self-regulation or sensory processing concerns about the student here are some interventions to try:

<b>Interventions</b>	<b>Tried? (Y/N) Date:</b>	<b>Comments/Efficacy</b>
Static fidget tools at desk: Velcro strip, theraband/foot fidget		
Active fidget tools: theraputty, playdoh, squeeze ball		
Oral Motor Tools/Gum (if allowed)		
Flexible seating that allows movement or supports posture: seat cushion, wobble stool, ball chair, floor chair, foot support		
Flexible positioning: stand up desk/surface, on floor		
Movement Breaks		
Noise cancelling headphones		
Quiet area/desk carrel,		
Reducing visual/auditory distractions		
Other:		

If student has challenges with following classroom routines and directions to complete tasks, here are some interventions to try:

Intervention	Date Tried? Y/N	Comments/Efficacy:
Flexible Environmental and Seating adaptations		
Information presented in a variety of ways		
Simplified (one step) directions		
Visual Supports for: Schedule/Transition, Task Steps Checklist, Behavior Expectations, Token Economy		
Folders/Containers/Boxes/Bins		
Color Coding, Highlighters, Tabs, Post-its		
Paper/Digital Organizers Planners or Calendars		
Visual or Audio Timers		
Timed digital reminders		
Study guide/copy of notes		
Other:		

Are there any other concerns in additional areas such as campus accessibility, adaptive daily living skills (eating, dressing, toileting) or pre-vocational/vocational skills (unable to perform certain job tasks)?

Skill	What interventions are in place now?	Comment/Efficacy

**Referral for Occupational Therapy Assessment:**  
**Must check “yes” to proceed to next step**

Has the IEP team tried interventions on this form to support this student? If not, try some interventions above now.	Yes No	Date:
Has the IEP team taken data on use of these or any other additional interventions? Include additional data with dates.	Yes No	Date:
Is the student demonstrating progress with these additional interventions? If not, IEP team consult with school site OT to complete OT observation, with signed consent of parent.	Yes No	Date:
OT Observation Form Consent signed and returned by Parent/Guardian	Yes No	Date:
After 3-4 weeks of taking data, has the student shown progress with OT recommended interventions?	Yes No	Date:

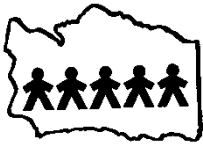
**For Special Education Use Only**

Has the school site Occupational Therapist reviewed this document with case manager?	Yes No	Date:
Does the IEP team recommend that the student receive a formal Occupational Therapy Assessment?	Yes No	Date:
LEA Special Education Administrator Review	Yes No	Date:
*Received by Regional Program OT Coordinator (Non-LEA) (SBCEO-South County/Valley, OUSD-North County)	Yes No	Date:
LEA <b>OR</b> Regional Program Assessment Plan generated?	Yes No	Date:
Signed Assessment plan received?	Yes No	Date:
Assessment Report/IEP Meeting Due:	Date:	

\*Only needed if OT services are provided by a Regional Program vs. within LEA

Staff Signature: \_\_\_\_\_ Title: \_\_\_\_\_

School/District: \_\_\_\_\_ Date: \_\_\_\_\_



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

REF: VI-E 92

APPROVED  
03/01/2021

**SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**  
**JOINT POWERS AGENCY BOARD**  
**MINUTES OF FEBRUARY 1, 2021 REGULAR MEETING**  
**Due to the COVID-19 Crisis this meeting was held via Zoom**  
**12:00 p.m.**

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

**I. PUBLIC SESSION**

**A. Call to Order**

The regular meeting of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) Joint Powers Agency Board was called to order by Anne Hubbard at 12:01 p.m. via Zoom (Meeting ID: 936 3574 0423).

**B. Roll Call**

Lindsay MacDonald took membership roll call.

Members Present: Amy Alzina, Clerk

Antonio Garcia

Anne Hubbard, Chairperson

Randy Haggard, Vice-Chair

Hilda Maldonado

Luke Ontiveros

Susan Salcido

Members Absent: Trevor McDonald

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

Lindsay MacDonald, SBCSELPA Executive Secretary

Jennifer Connolly, SBCSELPA Coordinator

Kim Hernandez, SBCSELPA Business Official

Claudia Echavarria, SYVSEC, Director of Special Education

Kirsten Escobedo, Asst. Supt. of Special Education, SBCEO

Rachel Fauver, SBCEO, Director, School & District Support

John Schettler, SBUSD Director of Special Education

Beverly Sherman, SYVSEC, Coordinator of Special Education

**C. Flag Salute**

Anne Hubbard led the assembly in the Pledge of Allegiance.

SBCSELPA JPA BOARD  
MINUTES OF FEBRUARY 1, 2021 REGULAR MEETING

**D. Welcome Guests**

Ray Avila welcomed and thanked Claudia Echavarria and Beverly Sherman from SYVSEC and Kirsten Escobedo from SBCEO who regularly join the JPA meetings. Ray also introduced John Schettler, Special Education Director from SBUSD who will be doing a presentation for the JPA Board. Lastly, Rachel Fauver, SBCEO, Director, School & District Support, joined the meeting as guest. There were no other guests.

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

Ray Avila highlighted an item in his Executive Director's Report related to "Legislative Bills to Watch," putting a spotlight on AB 126 (E. Garcia) Bill, this is around more support and resources for family empowerment centers. This bill didn't make it through last legislative year, but it is back on the calendar for this year, the State SELPA Association is very much in support of this bill, we are fortunate to have Alpha Resource Center here in Santa Barbara County. Ray commented that he will keep everyone posted on the legislative actions towards that bill. The Board was satisfied; there were no questions or comments.

**II. PUBLIC COMMENTS**

There were no public comments.

**III. APPROVAL OF ADDITIONAL EMERGENCY ITEMS**

There were no additional emergency items presented.

**IV. APPROVAL OF ACTION AGENDA**

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

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

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

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

**A. Minutes of December 7, 2020 Regular Meeting**

**B. Ratification of Payment of Claims:** 01-632844 - 01-632863, 01-6633869 - 01-633878, 01-634759 - 01-634769, 01-635685 - 01-635712.

**C. 2020-21 Nonpublic Agency (NPA) Master Contract Rates**

1. Exhibit A Rates Sheet: Platinum Teletherapy

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

**Motion to Approve:** Amy Alzina Second: Luke Ontiveros

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

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

SBCSELPA JPA BOARD  
MINUTES OF FEBRUARY 1, 2021 REGULAR MEETING

**VI. PRESENTATIONS**

**A. SBUSD Significant Disproportionality, Presenter John Schettler**

Anne Hubbard introduced John Schettler, SBUSD Director of Special Education, to present on the topic of significant disproportionality, which is something everyone struggles with and the Board members specifically requested this presentation at a previous board meeting. John presented information related to Significant Disproportionality and the journey that SBUSD has been on regarding this topic, hopefully this will be a cautionary tale for everyone and not something that you will have to go through yourselves. He began by reviewing the basics of what disproportionality is, overrepresentation of students in special education and discipline by race/ethnicity, Federal monitoring requirement from IDEA. John's presentation reviewed the impacts of overidentification; causes of significant disproportionality; disproportionality monitoring; being identified as significantly disproportionate; funding implications; programmatic improvement process and applying a cultural lens throughout the 4-phase process. He concluded the presentation highlighting key takeaways, specifically, looking at disproportionality in years 1 and 2 differently; the importance of general and special education collaboration; and culturally responsive MTSS.

Amy Alzina asked about English Language (EL) learners being identified and that subgroup really being the main group for overidentification, now that these EL learners have been in remote learning for a year now and we know that there is some learning loss there, how did John address that in their plan. John responded that they did not really speak to remote learning, distance learning, COVID, none of that played into the plan development. John understands that we all have a concern that there is going to be an increased number of special education referrals when we get on the other side of this because students have not been learning at the rate we want them to, but that really didn't factor into SBUSD plan when they wrote it. Hilda Maldonado asked John to show some of their action steps, what specifically they are planning to do. Amy additionally inquired if they had laid out a specific criterion for when they move forward with assessment versus just SST process knowing now that they have both EL and remote learning with a learning loss. John responded that they are not that detailed in the plan but 2 of their big activities address this and shared in detail what this is. Hilda also added that she is also looking at the rollout of ELD standards for all teachers. Lastly, Hilda also shared that Ray connected SBUSD with a consultant, Deborah Montoya out of Imperial County, she does excellent work in this area and she will be working with them in the implementation work. The Board was satisfied; there were no further questions or comments.

**B. Governor's Budget, Presenter Kim Hernandez**

Kim Hernandez, SBCSELPA Business Official, presented information on the Governor's Budget, specifically the items that were related to Special Education. She began by reminding the JPA Board of the State Budget Timelines, right now we are looking at the January budget that is for next year, 2021-22 school year budget. It is important to remember at this point it is **only a proposal**, the Governor must submit a balanced budget by January 10<sup>th</sup>, then both Houses of the Judiciary review the budget and hold hearings until May, essentially the budget morphs and changes as time passes. Next is the May Revise, which is still a proposal, Legislature must then pass the budget by June 15<sup>th</sup>. Lastly, between June 15 – July 1 the Governor will sign the final budget and then it is enacted. Kim highlighted the 7 items of the Governor's Budget that have a direct impact on Special Education and reviewed each one briefly. Kim then discussed the Capitol Advisors workshop and reviewed the 4 items that were directly related to Special Education and in the

SBCSELPA JPA BOARD  
MINUTES OF FEBRUARY 1, 2021 REGULAR MEETING

**B. Governor's Budget, Presenter Kim Hernandez** *(continued)*

Governor's Budget. The main item that is going to affect us at the SELPA is the ongoing Prop 98 GF for Special Education Early Intervention Grant Program. The other key item that Kim reviewed is that there is **NO** deferral relief in 2020-21, first AB602 apportionment deferral starts in February. Kim finished the presentation by reviewing the slides of the presentation relating to the 5 other items of the Governor's Budget that would affect Special Education which include: NPS Placements; Mental Health Funding; COLA; STRS & PERS Increases; and Structural Deficits starting in 2022-23. Hilda Maldonado regarding LCFF and being a basic aide district and how that works, should she take this information from that perspective or should she take that as it is going to happen regardless to all of us. Kim responded that even a basic aide district should prepare for the funding and those sorts of things those all still would apply, Santa Barbara is in the most unfortunate situation in that there is sometimes when you are on the bubble where you go out of basic aide and into LCFF and back and forth, so it is just good to be aware of all of it. Anne Hubbard further explained to Hilda in more detail how it works to be on the bubble in regard to property taxes because her district is in Santa Barbara and she is very familiar with this situation. The Board was satisfied; there were no further questions or comments.

**VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION**

**A. SBCSELPA Annual Audit Report for Fiscal Year Ending June 30, 2020**

**Recommendation:** The JPA Board approve the SBCSELPA Annual Audit Report for Fiscal Year Ending June 30, 2020 as presented.

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

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

Kim Hernandez reviewed the SBCSELPA Annual Audit Report memo. Kim reviewed that Eide Bailey LLP is who conducted our audit this year and we are fortunate to have Kelly Kavanaugh working for them now, she used to work for SBCEO, so she is familiar how our SELPA works and how our complex funding model works. Kim further highlighted that we had a great audit, it was an unmodified report. Basically, nothing to report in regard to materials weaknesses, significant deficiencies, no findings or questions of costs, and we are qualified as a "low risk" auditee. The Board was satisfied; there were no further questions or comments.

**B. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request to Continue Regional Severe/Profound Program at Arellanes Jr. High**

**Recommendation:** The JPA Board approve the SBCEO request to continue the Regional Severe/Profound Program at Arellanes Jr. High for the 2021-2022 school year, despite low enrollment, as presented.

**Motion to Approve:** Luke Ontiveros **Second:** Hilda Maldonado

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

SBCSELPA JPA BOARD  
MINUTES OF FEBRUARY 1, 2021 REGULAR MEETING

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

**B. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request to Continue Regional Severe/Profound Program at Arellanes Jr. High**  
*(continued)*

Kirsten Escobedo reviewed this item, summarizing that there are 3 programs to support students with severe/profound needs in North County, all 3 serving students in grades 4 - 8. Next year it is projected that there will be 2 students in the Arellanes program so SBCEO would like to propose to keep the program open and redistribute the students among the 3 programs, a total of 18 students. In this reconfiguring they do propose to reduce one of the paraprofessional positions at Arellanes from 4 to 3 next year, this would result in a cost decrease overall for that program. Ray Avila commented that all this information was also presented to the SEAM group in January 2021 and they supported the request with the consensus to move it forward to the JPA Board for approval. The board was satisfied; there were no further questions or comments.

**VIII. ITEMS FOR INFORMATION AND DISCUSSION**

**A. Retirement Notification from SBCSELPA Office Manager, Margaret Slater**

Ray Avila informed the Board that the SBCSELPA current Office Manager Margaret Slater has announced her retirement. Ray highlighted that Margaret has been with the SELPA for almost 4 decades, her institutional knowledge and support for the SELPA staff is greatly valued and appreciated. Margaret's official retirement date is set for June 30, 2021. The notice of her retirement sparked a discussion about the current SELPA office, as we are always looking for ways to streamline and revise procedures and how we do our work which led into Item B. The Board was satisfied; there were no further questions or comments.

**B. SBCSELPA 2021 Office Reorganization Proposal**

Ray Avila began by reviewing the Board memo for this item and the journey that led the office to the discussion and crafting of this reorganization proposal. Ray emphasized that through this process he remained transparent with the office staff and included them and feedback from support staff in the organization. Additionally, Ray shared that they did a comparison study with other SELPAs throughout the state of California that have similar demographics and dynamics as SBCSELPA, to be sure that when proposing any new job descriptions and salary schedules it was consistent with other SELPAs throughout the state. Ray explained that he wanted to introduce this proposal now with the hopes that the Board would recommend bringing it back as an action item in March, he wanted to give the Board the opportunity to review and reflect upon the proposal that is being presented. Ray pointed out that since the SELPA did not budget for this for the current 2020-21 school year, in the proposal the request is to make promotional adjustments to current employees beginning May 1, 2021 to allow current staff to work alongside the current office manager, Margaret Slater, through June 30, 2021, which causes a budget salary increase of \$7,605.00 for the remainder of the year. However, since the proposal plans to dissolve one of the current office staff positions, the Clerical Assistant, there will be a salary decrease of \$35,236.00 for the 2021-22 budget. Ray reassured the group that in the job descriptions the new office positions will absorb the job duties of the dissolved position. The salary schedules for the new/revised job positions were presented and explained in depth by Kim Hernandez, specifically she showed a 3-year trend of what the costs would be for the new positions. Finally, Ray shared that this reorganization was not created to save a \$1, but rather to streamline and become more efficient and we are very confident in the individuals we have,



SBCSELPA JPA BOARD  
MINUTES OF FEBRUARY 1, 2021 REGULAR MEETING

**VIII. ITEMS FOR INFORMATION AND DISCUSSION**

**B. SBCSELPA 2021 Office Reorganization Proposal** *(continued)*

in doing the salary comparison study we want to be competitive for future employees we may have.

Luke Ontiveros commented that he appreciated the background information that was provided, and the explanation was very helpful to be able to go through it. Luke inquired about the eliminating of the Clerical Assistant and it being subject to layoff and the connection of SELPA staff and to any protocol/negotiated agreement. Secondly, Luke felt it was wise to take advantage of this opportunity to think about efficiencies, but what has been the thought or sharing of this proposal with the larger SELPA staff going forward for consideration. Ray responded to Luke's second comment first, sharing that he wanted to share this proposal with the Board and get approval to move forward as an action item and its Rays intent to share this at the all-staff SELPA meeting next Tuesday, February 9, 2021, where he will share this with the entire staff. If Ray was to get any feedback that was of concern, he would both digest that and bring it to the Board at our next meeting. To answer Luke's first question Ray shared that SELPA is an organization that does not have a bargaining unit(s) so that does that type of conversation, further in checking with legal counsel in the past SELPA does not have to go through that traditional layoff process when eliminating a position. Randy Haggard shared that when Ray shared this proposal with Anne and himself in preparing for this meeting, he was really impressed with the thoughtful consideration that went into trying to improve efficiencies for the organization for the whole County. The Board was satisfied; there were no further questions or comments.

**C. SBCSELPA Professional Development**

Jennifer Connolly highlighted Professional Development opportunities available in February 2021. She also reminded everyone that the trainings are free this year and to remind staff to take the SBCSELPA up on these various offerings. 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**

Luke Ontiveros asked if Ray had any information or guidance as to what they should be expecting out of distance learning and what does it look like in other places where cases are already being filed, specifically in relation to the budget and planning. Ray responded that there is some anticipation and angst about future legal cost throughout the state, the good news is that 2 major class action lawsuits have already been dismissed. Ray further shared that it is not anticipated that there will be a flood of future class action lawsuits that are COVID related. In our County our LEAs are doing strong work around preventative and proactive efforts to eliminate any types of due process pathways. We all need to be realistic that going into the next school year, assuming we go back in person, there will be a spike in CDE complaints that could lead to due process cases. It was confirmed that this proposal will move on to an action item on the March 2021 JPA agenda. Kim Hernandez also confirmed that in preparing the Second Interim Budget for the next meeting and so she will go forward assuming that this proposal will be approved and will prepare the budget in accordance with that, Anne Hubbard concurred that she should proceed that way. The Board was satisfied; there were no further questions or comments.

SBCSELPA JPA BOARD  
MINUTES OF FEBRUARY 1, 2021 REGULAR MEETING

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

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.

IX. **MISCELLANEOUS AGENDA**

A. **Items Proposed for Future Action or Discussion**

Hilda Maldonado requested to have Deborah Montoya come and do a presentation around Special Education and English Learners as we think about this potential for litigation and learning loss, it is a very vulnerable population of students that all could benefit having a presentation about. Hilda further commented that regarding professional development and in connection to her first request that she understands Janine Butterfield looks a lot at the processes to identify English Learners in SPED and it would be beneficial to have some presentations in this regard. Antonio Garcia concurred with Hilda's requests and felt it would be very beneficial, he also commented that the presentation by John Schettler was very helpful and appreciated. Additionally, Anne Hubbard concurred with both Hilda and Antonio. Ray responded that this is something we could coordinate and having our SEAM group join us for these types of presentations. There were no further items proposed for further future action or discussion.

**B. Next Scheduled JPA Board Meeting:** March 1, 2021, 12:00 p.m.  
Via Zoom due to COVID-19

X. **PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEMS**

There were no public comments.

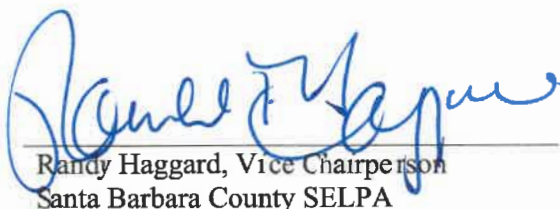
XI. **CLOSED SESSION:** The JPA Board adjourned to Closed Session at 1:24 p.m.

A. **Evaluation of the SBCSELPA Executive Director**

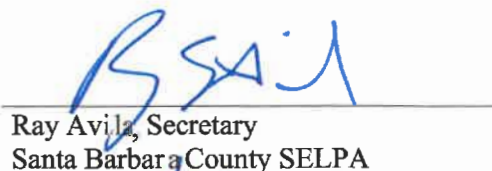
XII. **RECONVENE TO PUBLIC SESSION:** The Board took no action.

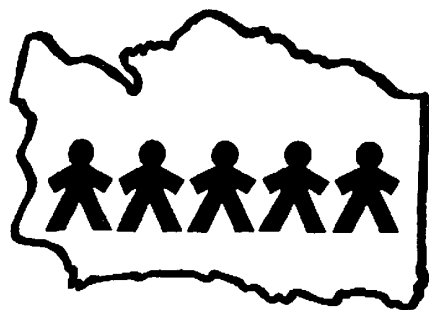
XIII. **ADJOURNMENT**

The meeting was adjourned at 1:32 p.m.

  
Randy Haggard, Vice Chairperson  
Santa Barbara County SELPA

March 1, 2021  
Date

  
Ray Avila, Secretary  
Santa Barbara County SELPA  
3/1/21  
Date



## Santa Barbara County Special Education Local Plan Area

A Joint Powers Agency

Date: April 12, 2021

To: Community Advisory Committee (CAC)

From: Jennifer Connolly, SBCSELPA Coordinator

Re: April & May 2021 Professional Development Offerings

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

### APRIL 2021

March	Host	Time/ Location	Title
4/1/2021	SBCSELPA	4:00-5:00 Zoom	UCLA Extension Pathways Program Presentation for Transitional Age Students, Parents, Guidance Counselors, School Psychologists, Educators, Agencies
4/13/2021	SBCSELPA	1:00-3:00 Zoom All County D/HH	No Limits for Deaf Children (for all Specialists working with D/HH)
4/14/2021	SBCSELPA	2:00-3:00 Zoom	Mild/Moderate Special Education Teachers Network Meeting
4/15/2021	SBCSELPA	8:30-3:00 Zoom	<b>One-Day Initial</b> , Nonviolent Crisis Prevention Intervention
4/15/2021	SBCSELPA	2:00-3:00 Zoom	Adaptive P.E. Teachers Network Meeting
4/15/2021	SBCSELPA	4:00-5:00 Zoom	Taft College Presentation for Transitional Age Students, Parents, Guidance Counselors, School Psychologists, Educators, Agencies
4/19/2021	SBCSELPA	2:00-3:00 Zoom	Occupational Therapy Network Meeting
4/20/2021	SBCSELPA and Southern CA Diagnostic Center.	Zoom 1:30-3:30	Patterns of Strengths and Weaknesses Coaching with Amy Taylor
4/21/2020	SBCSELPA	2:00-3:00 Zoom	Moderate/Severe Special Education Teachers Network Meeting
4/21/2021	SBCSELPA	4:00-5:00 Zoom	UC Davis Redwood SEED Program Presentation for Transitional Age Students, Parents, Guidance Counselors, School Psychologists Educators, Agencies

4/22/2021	SBCSELPA	2:00-3:00 Zoom	Speech and Language Pathologist Network Meeting
4/23/2021	SBCSELPA & SBCEO	1:00-3:00 Zoom All County Vision	Teaching Screen Readers such as JAWS, NVDA and Chromevox to Children with Visual Impairments
4/27/2021	SBCSELPA	Time to be determined	Creating a Culture of Wellness: How to Intentionally and Meaningfully Support Staff Well-Being
4/28/2021	SBCSELPA and CCASP	All County 8:30-10:30	Legal Updates with Jan Tomskey
4/29/2021	SBCSELPA	4:00 – 5:00 Zoom	Fresno State Wayfinders Program Presentation for Transitional Age Students, Parents, Guidance Counselors, School Psychologists Educators, Agencies

### **MAY 2021**

<b>March</b>	<b>Host</b>	<b>Time/ Location</b>	<b>Title</b>
5/4/2021	SBCSELPA	4:00-5:00 Zoom All County	<b>SELPA-Bratton 2<sup>nd</sup> Annual Award Night</b>
5/4/2021	SBCSELPA	TBD Zoom All County	Creating a Culture of Wellness: How to Intentionally and Meaningfully Support Staff Well-Being
5/6/2021	SBCSELPA	8:30-3:00 Zoom	<b>One-Day Initial</b> , Nonviolent Crisis Prevention Intervention
5/10/2021	SBCSELPA	1:00-3:00 Zoom All County	GROW Summit for all GROW Classrooms
5/11/2021	SBCSELPA	TBD Zoom All County	Creating a Culture of Wellness: How to Intentionally and Meaningfully Support Staff Well-Being
5/13/2021	SBCSELPA	8:30-3:00 Zoom	<b>One-Day Refresher</b> , Nonviolent Crisis Prevention Intervention
5/17/2021	SBCSELPA	1:00-3:00 Zoom All County	GROW Summit for all GROW Classrooms
5/18/2021	SBCSELPA and SBCEO	1:00-3:00 Zoom All County	Teaching Screen Readers such as JAWS, NVDA and Chromevox to Children with Visual Impairments
5/19/2021	SBCSELPA and C.A.P.T.A.I.N.	2:00-3:30 Zoom All County	Evidence Based Practices in Autism by C.A.P.T.A.I.N.

# Professional Development Offerings 2020-2021



**Santa Barbara County**  
**Special Education Local Plan Area**  
**SELPA**  
(UPDATED APRIL 2021)

# Professional Development Offerings

## Table of Contents

---

	Page
Santa Barbara County SELPA	3
The Law, Child Find	4
District Special Education Programs	5
About professional development offerings	6
How to schedule a professional development offering	6
Professional Development Calendar of Events by the Month	7
Professional Development Event Descriptions by Topic	16
'Mini' LEA Professional Development Topics Available Upon Request	28
LEA Scheduled 'Mini' Professional Development	34
SBCSELPA Staff	39
Presenter contacts	40
CPI Instructors	41
ADR Cadre	43

### Available Resources

OMS Online Registration for Events	44
Special Education Parent Handbook	
What are all these IEP Documents? Parent Questions for an IEP	
SBCSELPA Local Plan	
SBCSELPA Procedural Handbook	
Special Education Parent Handbook	
Turning 3: Transition from Early Start to Preschool	
SIRAS Systems (IEP development)	
Santa Barbara SBCSELPA Conference Room	
SBCSELPA YouTube Channel for all recorded trainings	

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

## **Santa Barbara County Special Education Local Plan Area**

### **SELPA**

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

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

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

### **The Law**

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

### **Child Find**

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

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



### **District Special Education Programs**

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

### **About Professional Development Offerings**

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

### **How to Schedule a Professional Development Offering**

#### **Mini Professional Development Offerings individualized to each district request.**

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

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

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

#### **Large Professional Development Offerings for North, Mid, South County**

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

## 2020-2021 Professional Development Calendar of Events by the Month

**Presentations are free unless indicated. To Register go to**

<https://sbcseelpa.k12oms.org/>

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

### August

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

## 2020-2021 Professional Development Calendar of Events by the Month

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

### September

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

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

## 2020-2021 Professional Development Calendar of Events by the Month

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

### October

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

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

### 2020-2021 Professional Development Calendar of Events by the Month

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

#### November

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

### 2020-2021 Professional Development Calendar of Events by the Month

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

#### December

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

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

## 2021 Professional Development Calendar of Events by the Month

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

### January

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

## 2021 Professional Development Calendar of Events by the Month

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

### February

February	Host	Time/ Location	Title
2/3/2021	SBCSELPA	2:00-3:30 Zoom All County	Traumatic Brain Injury (TBI)
2/9/2021	SBCSELPA	2:00-3:00 Zoom	Assistive Technology Services Overview for Occupational Therapists
2/16/2021	SBCSELPA	2:00-3:00 Zoom All County	Assistive Technology Services Overview for Speech and Language Pathologists
2/17/2021	SBCSELPA	1:00-3:00 Zoom All County	SIRAS Updates with Michael Brown
2/23/2021	SBCSELPA and Southern CA Diagnostic Center	12:00-3:30 Zoom Provided by SCADC	Ensuring Successful Transition to Adulthood for Students with Moderate to Severe Disabilities (For Educators, Program Specialists, Admin., Parents)
2/23/2021	SBCSELPA	2:00-3:00 Zoom	Assistive Technology Services Overview for Moderate/Severe Teachers
2/23/2021	SBCSELPA and Southern CA Diagnostic Center	Zoom Time 9:00-2:00 by Coach	Patterns of Strengths and Weaknesses Coaching with Amy Taylor
2/24/2021	SBCSELPA and C.A.P.T.A.I.N.	2:00-3:30 Zoom All County	Evidence Based Practices in Autism by C.A.P.T.A.I.N. (Cohort 2)
2/25/2021	SBCSELPA	8:30-3:00 Zoom South SBC	One-Day Refresher, Nonviolent Crisis Prevention Intervention
2/25/2021	SBCSELPA and Southern CA Diagnostic Center	Zoom Time 9:00-2:00 by Coach	Patterns of Strengths and Weaknesses Coaching with Amy Taylor



## 2020-2021 Professional Development Calendar of Events by the Month

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

### March

March	Host	Time/ Location	Title
3/2/2021	SBCSELPA	2:00-3:00 Zoom	Assistive Technology Services Overview for Mild/Moderate Teachers
3/3/2021	SBCSELPA	2:00-3:00 Zoom All County	Expanding Students' Language Access in Proloquo2Go
3/4/2021	SBCSELPA	8:30-3:00 Zoom or In Person North SBC	<b>One-Day Initial</b> , Nonviolent Crisis Prevention Intervention
3/4/2021	SBCSELPA	2:00-3:00 Zoom All County	Expanding Students' Language Access in Proloquo2Go
3/11/2021	SBCSELPA	2:00-3:00 Zoom All County	Teaching and Modeling AAC in the Classroom
3/16/2021	SBCSELPA and Southern CA Diagnostic Center	Zoom	Patterns of Strengths and Weaknesses Coaching with Amy Taylor
3/18/2020	SBCSELPA and Southern CA Diagnostic Center	12:00-3:00 Zoom provided by SCADC	Still Not Producing: Assessment and Intervention for Executive Function Difficulties (For Psychologists, Educators)
3/18/2021	SBCSELPA	8:30-3:00 Zoom or In Person South SBC	<b>One-Day Initial</b> , Nonviolent Crisis Prevention Intervention

## 2020-2021 Professional Development Calendar of Events by the Month

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

### April

<b>April</b>	<b>Host</b>	<b>Time/ Location</b>	<b>Title</b>
4/1/2021	SBCSELPA	4:00-5:00 Zoom	UCLA Extension Pathways Program Presentation for Transitional Age Students, Parents, Guidance Counselors, School Psychologists, Educators, Agencies
4/13/2021	SBCSELPA	2:00-3:30 Zoom All County D/HH	No Limits for Deaf Children (for all Specialists working with D/HH)
4/14/2021	SBCSELPA	2:00-3:00 Zoom	Mild/Moderate Special Education Teachers Network Meeting
4/15/2021	SBCSELPA	8:30-3:00 Zoom	One-Day Initial, Nonviolent Crisis Prevention Intervention
4/15/2021	SBCSELPA	2:00-3:00 Zoom	Adaptive P.E. Teachers Network Meeting
4/15/2021	SBCSELPA	4:00-5:00 Zoom	Taft College Presentation for Transitional Age Students, Parents, Guidance Counselors, School Psychologists, Educators, Agencies
4/19/2021	SBCSELPA	2:00-3:00 Zoom	Occupational Therapy Network Meeting
4/20/2021	SBCSELPA and Southern CA Diagnostic Center	Zoom 1:30-3:30	Patterns of Strengths and Weaknesses Coaching with Amy Taylor
4/21/2021	SBCSELPA	2:00-3:00 Zoom	Moderate/Severe Special Education Teachers Network Meeting
4/21/2021	SBCSELPA	4:00-5:00 Zoom	UC Davis Redwood SEED Program Presentation for Transitional Age Students, Parents, Guidance Counselors, School Psychologists Educators, Agencies
4/22/2021	SBCSELPA	2:00-3:00 Zoom	Speech and Language Pathologist Network Meeting
4/23/2021	SBCSELPA and SBCEO	1:00-3:00 Zoom All County Vision	Teaching Screen Readers such as JAWS, NVDA and Chromevox to Children with Visual Impairments
4/27/2021	SBCSELPA	Time to be determined	Creating a Culture of Wellness: How to Intentionally and Meaningfully Support Staff Well-Being
4/28/2021	SBCSELPA and CCASP	All County 8:30-10:30	Legal Updates with Jan Tomskey

		Zoom	
4/29/2021	SBCSELPA	4:00-5:00 Zoom	Fresno State Wayfinders Program Presentation for Transitional Age Students, Parents, Guidance Counselors, School Psychologists Educators, Agencies

## 2020-2021 Professional Development Calendar of Events by the Month

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

### May

May	Host	Time/ Location	Title
5/4/2021	SBCSELPA	4:00-5:00 Zoom All County	<b>SELPA-Bration Annual Awards Night</b>
5/4/2021	SBCSELPA	TBD Zoom All County	Creating a Culture of Wellness: How to Intentionally and Meaningfully Support Staff Well-Being
5/6/2021	SBCSELPA	8:30-3:00 Zoom All County	One-Day Initial, Nonviolent Crisis Prevention Intervention
5/10/2021	SBCSELPA	1:00-3:00 Zoom All County	GROW Summit for all GROW Classrooms
5/11/2021	SBCSELPA	TBD Zoom All County	Creating a Culture of Wellness: How to Intentionally and Meaningfully Support Staff Well-Being
5/13/2021	SBCSELPA	8:30-3:00 Zoom	One-Day Refresher, Nonviolent Crisis Prevention Intervention
5/17/2021	SBCSELPA	1:00-3:00 Zoom All County	GROW Summit for all GROW Classrooms
5/18/2021	SBCSELPA and SBCEO	1:00-3:00 Zoom All County Vision	Teaching Screen Readers such as JAWS, NVDA and Chromevox to Children with Visual Impairments
5/19/2021	SBCSELPA and C.A.P.T.A.I.N.	2:00-3:30 Zoom All County	Evidence Based Practices in Autism by C.A.P.T.A.I.N.

## Professional Development Event Descriptions by Topic



### **Administrators**

#### **SBCSELPA Administrators Academy**

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

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

- 1. August 25: SIRAS Updates*
- 2. September 1: G.R.O.W.  
(G.R.O.W. Growth Mindset, Resilience, Other Centered, Work Ethic)*
- 3. September 8: C.A.P.T.A.I.N: California Autism Professional Training and Information Network*
- 4. September 15: Conscious Discipline Modules, an introduction.*
- 5. September 22: Trauma Informed Practices for Schools*
- 6. October 6: What is SBCSELPA? Special Education and Distance Learning*

### **Assessment**

#### **Patterns of Strengths and Weaknesses (PSW)**

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

## **Assistive Technology**

### **Assistive Technology Services Overview**

*Lisa Foote, SBCSELPA AT/AAC Specialist will orient you to the new SBC SELPA AT/AAC Specialist supports and assessment referral process. Each session will be targeted for a specific group of IEP team members and discuss their collaborative roles in the consideration of AT and/or AAC supports for students in special education as well as touch on aspects of the principles of Universal Design for Learning (UDL) and the Student-Environment-Task-Tool (SETT) framework to guide the consideration of students' need for Assistive Technology.*

Consecutive Tuesdays:

February 9<sup>th</sup>- Occupational Therapists

February 16<sup>th</sup>- Speech Language Pathologists

February 23<sup>rd</sup>- Moderate/Severe SPED Teachers

March 2<sup>nd</sup>- Mild/Moderate SPED Teachers

### **Expanding Students' Language Access in Proloquo2Go**

*Lisa Foote, SBCSELPA AT/AAC Specialist presents on tips and tricks for expanding students' language access in Proloquo2Go. Do you have students who currently use Proloquo2Go with limited vocabulary and function? Have they been using the same set up for multiple years? Do you feel limited or overwhelmed by how to use it with your students? Come to one or both of these sessions to explore ways to expand student language access specifically within Proloquo2Go. Learn how to incorporate and build routines for AAC aided language stimulation within the classroom and/or therapy session. Please attend with a device installed with Proloquo2Go for best learning outcomes.*

Dates: Wednesday March 3<sup>rd</sup>, Thursday March 4<sup>th</sup>, 2:00-3:30 pm

### **Teaching and Modeling AAC Language in the Classroom**

*Lisa Foote, SBCSELPA AT/AAC Specialist presents tips on how you can provide Aided Language Stimulation in the classroom to expand the language access and support students who use AAC throughout the day with the S'MORRES model and "core words" approach. Learn how to incorporate both low-tech and high-tech AAC in your classroom, and what AAC strategies can best fit your teaching style, your student population, and classroom culture. This session will help you to go beyond just using AAC language for highly structured and routine activities such as calendar/weather/greetings and basic student request/choices functions. Please bring a device installed with any type of AAC software for best learning outcomes.*

Date: Thursday, March 11<sup>th</sup> 2:00-3:00

## **Autism**

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

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

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

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



## **Behavior**

### **Behavior Series**

#### **Data Collection in Special Education**

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

## **Understanding the Functions of Behavior**

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

## **Fundamentals of Behavior**

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

## **De-Escalation Strategies: Guiding Principles and Next Steps**

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

## **Behavior Intervention Plans (BIP) (TBD)**

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

## **Multi-Tiered System of Supports for Behavior and Social Success**

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



## **College Presentations:**

### **Taft, UCLA Pathways, UC Davis SEEDS, and Fresno Wayfinders Programs**

*Four weeks of presentations from Taft, UCLA Pathways, UC Davis SEEDS, and Fresno Wayfinders Programs sharing information with students of Transitional Age of the residential, educational supports for students interested in college after high school. Parents, students, Guidance Counselors, School Psychologists, Agencies and all Educators invited to attend the one hour presentations.*

## **Crisis Prevention**

### **Nonviolent Crisis Prevention Intervention:**

#### **One-Day Refresher:**

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

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

## **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.*



## **Digital Tools for Distance Learning**

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

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

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

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

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



## **Southern California Diagnostic Center Trainings**

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

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

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

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

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

*Meaningful assessment is an essential first step toward appropriate goals and intervention. However, not all students are responsive to a standard testing approach (e.g., formal test battery dependent on verbal/motor responses). Students with severe and multiple disabilities often experience complex communication disorders which are inseparable from learning and behavior. Students who live in complex bodies present a challenge in determining a consistent and purposeful response pattern to even begin testing. This training will explore the selection and use of appropriate assessment tools designed to assess a student who cannot access traditional measures. The emphasis will be on utilizing multiple assessment procedures that reveal the student's strengths and reliable abilities. Participants will gain knowledge of interdisciplinary assessment practices, communication domains to assess, and how to modify existing tools to gain a clearer picture of a student's communication and learning profile.*

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

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

*This training will focus on facilitating successful movement from school to post-secondary activities (e.g., integrated employment if applicable, independent living and community participation) for students with moderate to severe disabilities.*

*Movement to postsecondary activities is guided by the student's strengths, preferences, and interests. Critical to the success of this process is: 1) determining students' developmental profile, 2) translating students' developmental profile into postsecondary activities and goals, and 3) lining up postsecondary activities and goals with Indicator 13 and evidence-based Transition practices and predictors for success. Case studies and visual supports will be used to demonstrate application of practices.*

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

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

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

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



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

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

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

#### **Skill-Building Sessions**

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

*order to learn from others' successes and problem-solve barriers to program implementation.*

### **GROW Summit**

*Wow, it's been A YEAR. Take a deep breath (or three) and come join us as we check-in and review how far we've come with G.R.O.W. during the 2020-2021 school year. You'll 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 you 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!*

5/10/21, 1:00 – 3:00 PM

5/17/21, 1:00 – 3:00 PM

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



### **Health**

#### **Nurses Network**

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



### **Network Meetings**

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



## **Legal**

### **Jan Tomsy 'Hot Topics in Special Education'**

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



## **Reading**

### **Dyslexia Training Institute**

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

*Day One Objectives include:*

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

*Day Two Objectives include:*

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

**Cost: FREE** for four hours of training.

### **Lindamood- Bell: Visualizing and Verbalizing**

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

**Includes Kit.**

### **Related Services**

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

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

**Registration on <https://ccasponline.org>**

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

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



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

*Alison Lindsay presents to Site Administrators, Special Education Administrators, Coordinators, Program Specialists, Superintendents, and Assistant Superintendents.*

*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 don't have the skill set needed to regulate their own emotions, how are they able to teach it to students?*

*In this three 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 in order 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. We hope you'll join us!*

*\*\*Please plan to attend all three workshops as the content and discussion will build from week to week. Looking forward to seeing you there!*

**April 27 May 4, May 11, 1:00-2:00**

### **SELPA-Bratton**

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

*Second Annual SELPA-Bratton May 4, time to be announced.*

### **SIRAS**

#### **Summer Updates in SIRAS**

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

#### **Introduction to SIRAS for New Staff:**

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

#### **SIRAS for Translators:**

*In this training, SIRAS will provide training to staff involved with translating IEP's into Spanish. A systematic approach will be shown to bilingual staff in how to log into SIRAS, translate each IEP document in SIRAS into Spanish, and*

*how to verify and finalize the changes in SIRAS to send documents home to families.*

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

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



**Transition**

**Transition Fairs**

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

**Traumatic Brain Injury**

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

## **‘Mini’ LEA Professional Development Topics Available Upon Request**

**Contact Jennifer Connolly [jconnolly@sbceo.org](mailto:jconnolly@sbceo.org) to book a FREE presentation.**

### **Behavior Series**

#### **Data Collection in Special Education**

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

#### **Understanding the Functions of Behavior**

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

#### **Fundamentals of Behavior**

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

#### **De-Escalation Strategies: Guiding Principles and Next Steps**

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



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

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

### **Dates:**

**Elementary Programs (Wednesdays, August 19-October 21)**

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

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

### **Self-Care for the Educator**

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

### **Parent Support**

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

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

### **SIRAS**

#### **Introduction to SIRAS for new employees**

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

## **SIRAS updates**

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

## **Advanced Refresher**

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

## **SIRAS Updates (February)**

*Michael Brown, SIRAS Systems, will take staff through procedures of how to conduct Transition Meetings in SIRAS, rolling over data to the next year, electronic signature, and answer questions and answers.*

## **Trauma Informed Practices for Schools**

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

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

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

## **Conscious Discipline Modules**

### **1. Introduction to Conscious Discipline Modules**

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

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

2. *Conscious Discipline Modules: “Consequences”*

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

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

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

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

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

4. *Conscious Discipline Modules: “Assertiveness”*

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

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

5. *Conscious Discipline Modules: “Choices”*

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

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

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

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

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

7. *Conscious Discipline Modules: “Composure”*

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

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

8. *Conscious Discipline Modules: “Empathy”*

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

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

9. *Conscious Discipline Modules: “Positive Intent”*

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

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

#### 10. Conscious Discipline Modules: “Encouragement”

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

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

### **LEA Scheduled ‘Mini’ Trainings for 2020/2021**

#### **August**

<b>Date</b>	<b>LEA</b>	<b>Topic</b>
August 3:	SBCEO	Introduction to SIRAS
August 5:	Guadalupe	Facilitated IEP Meetings
August 8:	Orcutt	Introduction to SIRAS
August 13	Lompoc	Introduction to SIRAS
August 14:	Lompoc	Introduction to SIRAS
August 17:	SBUified	Introduction to SIRAS
August 18:	SBCEO	CPI Refresher
August 18:	Hope	Self-Care for the Educator
August 18:	SYVSEC	Behavioral Foundations for Starting the School Year
August 19:	Hope	Behavior
August 20:	Guadalupe	SIRAS Service Logs and Electronic Signature form
August 24:	Hope	CPI (refresher)
August 25:	SYVSEC	Assuming Positive Intention: What This Is & How to Use Self-Management to Apply It
August 26:	Carpinteria	Moving Forward with Conscious Discipline & Behavior

#### **September**

<b>Date</b>	<b>LEA</b>	<b>Topic</b>
September 1	SB PIC Interns	SIRAS Beginners Workshop

#### **October**

<b>Date</b>	<b>LEA</b>	<b>Topic</b>
October 5	SMB	SIRAS IEP at a Glance
October 6	Buellton	Understanding Brain States and Coaching Strategies
October 14	SYHS	Understanding Brain States and Coaching Strategies
October 16	Carpinteria	SIRAS Beginners Workshop
October 19	SMB	SIRAS Beginners Workshop
October 21	Manzanita	Understanding Brain States and Coaching Strategies
October 22	SBCEO	SIRAS Beginners Workshop

October 28	SBCEO Youth Empowerment Summit: Relational Scaffolding: Developing Trust-Based Learning Relationships
October 28	Buellton Oak Valley: Cultivating a Positive School Culture and Emotional Well Being
October 28	Buellton Jonata Jr. High School: Cultivating a Positive School Culture and Emotional Well Being
October 28	Functions of Behavior for NPS/A
October 28	Behavior 101 for NPS/A

## **November**

November 2	Orcutt	Accommodations, Modifications, and Grading
November 2	SBUSD	GROW
November 2	Lompoc	SIRAS Beginners Workshop
November 3	Lompoc	GROW
November 4	Hope	GROW Consult/PD
November 5	SBUSD	GROW
November 6	SMBSD	GROW
November 9	SBUSD	GROW
November 10	Lompoc	GROW
November 13	SMJUHSD	GROW
November 13	SBPIC	Relational Scaffolding: Developing Trust-Based Learning Relationships
November 16	SBUSD	GROW
November 17	Lompoc	GROW
November 18	SYV Consortium	GROW
November 18	Lompoc	GROW
November 19	SBUSD	GROW
November 20	SMBSD	GROW

## **December**

December 1:	Lompoc	GROW
December 2:	Lompoc	GROW
December 3:	Lompoc	GROW
December 3:	SBUSD	GROW
December 4:	SMJUHSD	GROW

December 7: SBUSD GROW

December 8: LUSD GROW

## **January**

January 8: SBCEO Transitional Youth Services Program Special Education 101

January 12: Guadalupe Behavior Training

January 13: SYV Consortium Introduction to Conscious Discipline

January 20: SYV Consortium Introduction to Afirm Modules

January 21: SBUSD GROW

January 22: LUSD GROW

January 22: SMBSD GROW

January 26: SMJUHSD GROW

January 26: LUSD GROW

January 27: SYV Consortium First Steps in Teaching Functional Communication Skills

January 27: Hope School District

January 27: LUSD GROW

January 27: SBUSD GROW

January 28: SBUSD GROW

January 28: LUSD GROW

January 29: SBUSD GROW

January 29: SMBSD GROW

## **February**

February 1: Trauma Informed Schools for CAC

February 2: SBUSD GROW

February 2: LUSD GROW

February 3: LUSD GROW

February 4: SBUSD GROW

February 4: SBUSD GROW

February 5: SMBSD GROW

February 9: SMJUHSD GROW

February 9: LUSD GROW

February 10: Hope MH PD



February 10: LUSD GROW

February 11: SBUSD GROW

February 16: LUSD GROW

February 16: SBUSD GROW

February 18: SBUSD GROW

February 19: SMBSD GROW

February 23: SMJUHSD GROW

February 23: LUSD GROW

February 24: LUSD GROW

February 24: Carpinteria MTSS, Counseling Services and Interventions

February 25: SBUSD GROW

## **March**

March 1, 8, 22, 29 Cuyama Unified School District CPI Training

March 1, 8 Santa Ynez Consortium (OV, SY Elementary, Middle, SYUHSD)  
Introduction to Brain States: Why We Need to Know This

March 3, 10 Carpinteria (Aliso)  
Introduction to Brain States: Why We Need to Know This

March 3 SYV Consortium (Oak Valley)  
CAPTAIN EBPs: Functional Communication

March 3 LUSD GROW

March 9 SMJUHSD GROW

March 10 LUSD GROW

March 11 SBUSD GROW

March 12 GUSD GROW

March 15, 22 SYV Consortium (OV, SY Elementary & Middle, SYVUHSD)  
How Our Default Lens Impacts The Way We Support Students & How We Can  
GROW A More Adaptive Lens

March 16 SBUSD GROW

March 16	Goleta Brain Based Behavioral Perspectives and Support Strategies
March 17	LUSD, GROW
March 17, 31	Carpinteria (Aliso)
March 23	SMJUHSD, GROW
March 23	SBUSD, GROW
March 24	LUSD, GROW
March 29	SYV Consortium (Oak Valley, SY Elementary & Middle, SY High)
	Minding Our “Words”: How We Speak About Student Behavior Matters
March 30	SBUSD, GROW
March 30	LUSD, GROW
March 31	LUSD, GROW
March 31	SBUSD

**SBCSELPA Staff**  
**5385 Hollister Avenue Bld. 5**  
**Santa Barbara, CA 93111**  
805-683-1424

**Dr. Ray Avila**

SBCSELPA Executive Director

[ravila@sbceo.org](mailto:ravila@sbceo.org)**Jennifer Connolly**

SBCSELPA Coordinator

[jconnolly@sbceo.org](mailto:jconnolly@sbceo.org)**Margaret Slater**

Office Manager

[mslater@sbceo.org](mailto:mslater@sbceo.org)**Lindsay MacDonald**

Executive Secretary

[lmacdonald@sbceo.org](mailto:lmacdonald@sbceo.org)**Brian Helt**

Clerical Assistant/ Mental Health Clerical Assistant

[bhelt@sbceo.org](mailto:bhelt@sbceo.org)**Kim Hernandez**

Accountant/Business Official

[khernandez@sbceo.org](mailto:khernandez@sbceo.org)**Rosy Mato-Bucio**

SBCSELPA BCBA

[rbucio@sbceo.org](mailto:rbucio@sbceo.org)**Phil Pandac**

SBCSELPA BCBA

[ppandac@sbceo.org](mailto:ppandac@sbceo.org)**Deborah Umansky**

Clinical Psychologist Intern Supervisor

[dumansky@sbceo.org](mailto:dumansky@sbceo.org)**Taryn Hurvitz**

Audiologist

[thurvitz@sbceo.org](mailto:thurvitz@sbceo.org)**Lisa Foote**

AT/AAC Specialist

[lfoote@sbceo.org](mailto:lfoote@sbceo.org)**Stephan Salter**

SBCSELPA Mental Health Specialist/NPS Coordinator

[ssalter@sbceo.org](mailto:ssalter@sbceo.org)**Alison Lindsey**

SBCSELPA Mental Health Specialist/Wraparound Services

[alindsey@sbceo.org](mailto:alindsey@sbceo.org)

**Kristy Kenny**

Wraparound Services Facilitator

[kkenny@sbceo.org](mailto:kkenny@sbceo.org)**Natalie Facio-Leon**

Wraparound Services Facilitator (Bilingual)

[nfacioleon@sbceo.org](mailto:nfacioleon@sbceo.org)**Tony Aceves**

Youth Support Specialist (Bilingual)

[tacheves@sbceo.org](mailto:tacheves@sbceo.org)**Grace Vega**

Youth Support Specialist (Bilingual)

[gvega@sbceo.org](mailto:gvega@sbceo.org)**Presenter(s) Information****Dr. Ray Avila**

SBCSELPA Executive Director

[ravila@sbceo.org](mailto:ravila@sbceo.org)

805-683-1424

**Jennifer Connolly**

SBCSELPA Coordinator

[jconnolly@sbceo.org](mailto:jconnolly@sbceo.org)

805-683-1424

**Alison Lindsey**

SBCSELPA Mental Health Specialist/Wraparound

[alindsey@sbceo.org](mailto:alindsey@sbceo.org)

805-683-1424

**Rosy Bucio**

SBCSELPA BCBA

[rbucio@sbceo.org](mailto:rbucio@sbceo.org)

805-688-1424

**Phil Pandac**

SBCSELPA BCBA

[ppandac@sbceo.org](mailto:ppandac@sbceo.org)

805-688-1424

**Stephan Salter**

SBCSELPA Mental Health Specialist/NPS Coordinator

[ssalter@sbceo.org](mailto:ssalter@sbceo.org)

805-688-1424

**Robyn Young**

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

Santa Barbara Unified Program Facilitator

[ryoung@sbunified.org](mailto:ryoung@sbunified.org)**P.E.N.T. Team (Behavior)****Carrie Hicinbothom**

SMB BCBA

[chicinbothom@smbbsd.net](mailto:chicinbothom@smbbsd.net)**Yolanda Horton**

SMB BCBA

[yhorton@smbbsd.net](mailto:yhorton@smbbsd.net)**Billy Headrick**

Orcutt BCBA

[bheadrick@orcutt-schools.net](mailto:bheadrick@orcutt-schools.net)

**Rosy Bucio**[rbucio@sbceo.org](mailto:rbucio@sbceo.org)

SBCSELPA BCBA

**Kaitlyn Bathel**[kbathel@sbunified.org](mailto:kbathel@sbunified.org)

SBUSD School Psychologist

**Phil Pandac**[ppandac@sbceo.org](mailto:ppandac@sbceo.org)

SBSELPA BCBA

**C.A.P.T.A.I.N. Team****Robyn Young**[ryoung@sbunified.org](mailto:ryoung@sbunified.org)

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

**Yolanda Horton**[yhorton@smbsd.net](mailto:yhorton@smbsd.net)

SMB BCBA

**Rosy Bucio**[rbucio@sbceo.org](mailto:rbucio@sbceo.org)

SBCSELPA BCBA

**Lauren Hoffman**[hoffman.lauren@lusd.org](mailto:hoffman.lauren@lusd.org)

LUSD BCBA

**Jermaine Powell**[jpowell@sbunified.org](mailto:jpowell@sbunified.org)

SBUSD BCBA

**Donna Todaro**[dtodaro@sbceo.org](mailto:dtodaro@sbceo.org)

SBCEO Special Education Teacher

**CPI Presenters North County**

<b>Chyelin Andreadakis</b>	<a href="mailto:candreadakis@sbceo.org"><u>candreadakis@sbceo.org</u></a>
<b>David Ibsen</b>	<a href="mailto:dibsen@buelltonusd.org"><u>dibsen@buelltonusd.org</u></a>
<b>Billy Headrick</b>	<a href="mailto:bheadrick@orcutt-schools.net"><u>bheadrick@orcutt-schools.net</u></a>
<b>Phil Pandac</b>	<a href="mailto:ppandac@sbceo.org"><u>ppandac@sbceo.org</u></a>
<b>Alison Lindsey</b>	<a href="mailto:alindsey@sbceo.org"><u>alindsey@sbceo.org</u></a>
<b>Jennifer Connolly</b>	<a href="mailto:jconnolly@sbceo.org"><u>jconnolly@sbceo.org</u></a>
<b>Rosy Bucio</b>	<a href="mailto:rbucio@sbceo.org"><u>rbucio@sbceo.org</u></a>
<b>Stephan Salter</b>	<a href="mailto:ssalter@sbceo.org"><u>ssalter@sbceo.org</u></a>
<b>Natalie Facio-Leon</b>	<a href="mailto:nfacioleon@sbceo.org"><u>nfacioleon@sbceo.org</u></a>

**CPI Presenters South County**

<b>Joe Isaacson</b>	<a href="mailto:jisaacson@goleta.k12.ca.us"><u>jisaacson@goleta.k12.ca.us</u></a>
<b>Henly Ngai</b>	<a href="mailto:hngai@goleta.k12.ca.us"><u>hngai@goleta.k12.ca.us</u></a>
<b>Louisa Wood</b>	<a href="mailto:lbwood@sbunified.org"><u>lbwood@sbunified.org</u></a>
<b>Jermaine Powell</b>	<a href="mailto:jpowell@sbunified.org"><u>jpowell@sbunified.org</u></a>
<b>Chris Osborn</b>	<a href="mailto:cosborn@sbunified.org"><u>cosborn@sbunified.org</u></a>
<b>Alison Lindsey</b>	<a href="mailto:alindsey@sbceo.org"><u>alindsey@sbceo.org</u></a>
<b>Jennifer Connolly</b>	<a href="mailto:jconnolly@sbceo.org"><u>jconnolly@sbceo.org</u></a>
<b>Rosy Bucio</b>	<a href="mailto:rbucio@sbceo.org"><u>rbucio@sbceo.org</u></a>
<b>Stephan Salter</b>	<a href="mailto:ssalter@sbceo.org"><u>ssalter@sbceo.org</u></a>

**ADR Cadre****Jennifer Connolly**

SBCSELPA Coordinator

[jconnolly@sbceo.org](mailto:jconnolly@sbceo.org)**Patty Moore**

Alpha Resource Center

Manager, Children, Family &amp; Advocacy Services

[pjmoore@alphasb.org](mailto:pjmoore@alphasb.org)**Deby Geiger**

SBCEO, Director of Special Education

[dgeiger@sbceo.org](mailto:dgeiger@sbceo.org)**Dr. Karla Curry**

Carpinteria, Director of Special Education

[kcurry@cusd.net](mailto:kcurry@cusd.net)**Jamie Carpio**

Santa Barbara Unified Program Specialist

[jcarpio@sbunified.org](mailto:jcarpio@sbunified.org)**Amy Gillespie**

Carpinteria School Psychologist

[agillespie@cusd.net](mailto:agillespie@cusd.net)**Beverly Sherman**

Santa Ynez Valley Consortium Coordinator

[bsherman@buelltonusd.org](mailto:bsherman@buelltonusd.org)**Cathy Breen** SBCSELPA ADR**Rusty Gordon**

Santa Maria Bonita, Director of Special Education

[rgordon@smbdsd.net](mailto:rgordon@smbdsd.net)**Cherylin Lew**

Goleta, Director of Special Education

[clew@goleta.k12.ca.us](mailto:clew@goleta.k12.ca.us)**Dr. Joseph Ledoux**

Lompoc, Coordinator

[ledoux.joseph@lusd.org](mailto:ledoux.joseph@lusd.org)**Matt Stockton**

Pioneer Valley High School, Assistant Principal

[mstockton@smjuhsd.org](mailto:mstockton@smjuhsd.org)**Meghan Davy**

Advocacy Systems Specialist

Alpha Resource Center

[mdavy@alphasb.org](mailto:mdavy@alphasb.org)**Dr. Ray Avila**

SBCSELPA Executive Director

[ravila@sbceo.org](mailto:ravila@sbceo.org)**Thank you to all of our Presenters, Teams, and Cadre for your time and positive energy!**

### **Available Resources**

#### **OMS Calendar of Events**

<https://sbcselpa.k12oms.org/>

Professional Development

#### **SBCSELPA Local Plan**

[www.sbcselpa.org](http://www.sbcselpa.org)

Educators, Parent Resources

#### **SBCSELPA Procedural Handbook**

[www.sbcselpa.org](http://www.sbcselpa.org)

Educators, Parent Resources

#### **Special Education Parent Handbook**

[www.sbcselpa.org](http://www.sbcselpa.org)

Parent Resources

<https://www.sirassystems.org>

#### **What are all these IEP Documents? Parent Questions for an IEP**

[www.sbcselpa.org](http://www.sbcselpa.org)

Parent Resources

<https://www.sirassystems.org>

#### **Turning 3: Transition from Early Start to Preschool**

[www.sbcselpa.org](http://www.sbcselpa.org)

Parent Resources

<https://www.sirassystems.org>

#### **SIRAS Systems (IEP development)**

<https://www.sirassystems.org>

Educators Resources

#### **SBCSELPA YouTube Channel for all trainings**

#### **Santa Barbara SBCSELPA Conference Room**

[bhelt@sbceo.org](mailto:bhelt@sbceo.org)

To book Santa Barbara SBCSELPA Conference Room

### **Professional Development Locations for Larger Events**

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

Mid- County: Buellton Recreation Center: 301 2<sup>nd</sup> St. Buellton, CA 93427

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

Zoom Conferencing

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



# Santa Barbara Special Education Local Plan Area SELPA

## SIRAS NEWS

Year 2: VOLUME 20

February 2021

### *News Flash*

---

#### **SIRAS Updates Training with Michael Brown February 17 1:00-3:00.**

Training Objectives:

- Preparation for Transition Meetings
- Next Year's data
- Electronic Signature
- Questions and Answers

Event to be recorded and located on SBCSELPA YouTube Channel.

### *Reminders*

---

#### **\*Get Ready for Spring ELA, Math, Science and EL testing**

[SBAC, ELPAC and Alternate ELPAC supports](#) have been updated by the CDE and are now in SIRAS. Changes to the menus in SIRAS are documented on the CAASPP and ELPAC UDA 20-21 menus, available in added forms.

To assist the team in determining whether the student will take an alternate to the SBAC or ELPAC, utilize the Alternate Assessment Decision Worksheet 2020, also in added forms.

**Start reviewing your SBAC/CAA/ELPAC data in SIRAS and schedule IEPs needed to make necessary changes prior to the data exports to TOMS.**

#### **\*Signature Links from completed meetings**

Check your incoming messages on the homepage to see if signature links from your completed meetings have been received in SIRAS. If the IEP meeting is complete, finalize the meeting.

#### **\*Forgotten SIRAS password**

Forgotten your SIRAS Password? A Password Reset button will appear upon typing an incorrect password. A link will be sent to you via email to change your password.

# Santa Barbara Special Education Local Plan Area SELPA

## SIRAS NEWS

Year 2: VOLUME 20

February 2021 pg. 2

### ***New Features/ Updates in SIRAS***

---

#### **‘Parent Response’ Help Sheet**

‘Parent Response’ help sheet provides more information about IEPs finalized as “Parent Contacted, No Response.” This help sheet is located in the IEP Manager after selecting the blue question mark.

### ***Updates for All Users***

---

#### **Personnel Supports now List-able and Search-able**

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

#### **Triennial/Reevaluation – no Annual Review**

For the SELPAs who disassociate the Evaluation with the Annual Review, that option will be available prior to the creation of the meeting. That option should be used sparingly so that the Annual Review and the 3-year evaluation can be synced.

#### **Progress Report Comments**

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

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



Santa Barbara County

Special Education Local Plan Area

# Santa Barbara Special Education Local Plan Area SELPA

## SIRAS NEWS

Year 2: VOLUME 20

February 2021 pg. 3

### Administrators and MIS Clerks

#### **Reminders**

Continue practicing ongoing data monitoring procedures. This includes:

- addressing Errors/Warnings in SIRAS and in CALPADS View Submissions
- sending data to CALPADS weekly
- moving meeting statuses toward finalizing (using Meeting Reports in SIRAS)
- checking your Pending Referrals List
- archiving records with Parental Consent
- reviewing Statistical Reports from SIRAS (including Eligible records unreported to CALPADS).

See the **SIRAS4Admins Padlet** for a complete list of Data Monitoring Procedures.

Review the Overdue Monitoring Report (16.8) from CALPADS. Follow up IEP teams and in SIRAS to make sure the missing data gets to CALPADS in a timely fashion.

Instructions can be found on the 16.8 Help Sheet posted on **SIRAS4CALPADS Padlet**.

**Email:** [support@sirassystems.com](mailto:support@sirassystems.com)

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

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

# Santa Barbara Special Education Local Plan Area SELPA

## SIRAS NEWS

Year 2 VOLUME 21

March 2021

### News Flash

In the IEP Manager for an open meeting, if you put a date in the future in the Meeting Date field you will see just below the field a little calendar icon. If you click on the icon it will generate a calendar event to your default calendar such as Outlook.

The screenshot shows a form with the following fields and controls:

- ting Purpose**: A text input field.
- Initial Evaluation**: A text input field.
- Edit**: A button.
- Secondary Purpose**: A text input field.
- Meeting Date**: A date picker showing **Thu 3/18/2021** with a calendar icon.
- Time**: A time picker showing **11 : 00 AM**.
- Export to calendar file**: A button with a calendar icon, highlighted in yellow.

### Meetings

**Transition Meetings:** Go to IEP Manager>Other Review, if the meeting falls on an Annual Review or Triennial, enter the 'Transfer' option as a Secondary Purpose in lieu of an Other Review.

Select the appropriate Secondary Purpose. After Selecting a 'Transfer' options the **(IEP 13) Revisions to IEP for Next School Year form** will be required.

- If services will change, enter **all services** including the services that will change on the **IEP 13**.
- If the district or school changes**, click on the 'Edit Next Years Data' link located to the right of the form link or under the Student Info menu and enter the next district and school if known.
- 

### Helpful Hints

**Get Ready for Spring ELA, Math, Science and EL testing:** [SBAC, ELPAC and Alternate ELPAC supports](#) have been updated by the CDE and are now in SIRAS.

Changes to the menus in SIRAS are documented on the CAASPP and ELPAC UDA 20-21 menus, available in added forms.

To assist the team in determining whether the student will take an alternate to the SBAC or ELPAC, utilize the Alternate Assessment Decision Worksheet 2020, also in added forms.

Start reviewing your SBAC/CAA/ELPAC data in SIRAS and schedule IEPs needed to make necessary changes prior to the data exports to TOMS.

# Santa Barbara Special Education Local Plan Area SELPA

## SIRAS NEWS

Year 2 VOLUME 21  
pg. 2

March 2021

### **More on Statewide Testing**

**Get Ready for CAASPP testing:** The [TOMS Export Help Sheet](#) contains guidance for case managers on data review, for SIRAS administrative staff on the data export for TOMS and for test coordinators on the upload of test supports and accommodations to TOMS. [Tips regarding the CAASPP Portal](#)

**REMEMBER: Any changes in accommodations during testing period will not be included into TOMS. New accommodations added during testing window take 24-48 hours to go into effect once uploaded into TOMS.**

**Get Ready for ELPAC testing:** Universal Tools, Designated Supports and Accommodations, similar to those for the CAASPP, are available for the ELPAC. A menu of the supports available is found in Tools/Added Forms/Menu Options.

### **Review your caseload in two different ways:**

- 1) To review entire caseload of English Learners at a glance, go to the Tools menu/Student Lists/Predefined Lists/ EL Test Participation button.
- 2) To look up supports for a single student, choose a student from your caseload and go the to Student Info menu/ Special Ed. Profile/ Assessment Info tab in SIRAS.

There will also be a record of the supports previously on the IEP for the paper-pencil version of the ELPAC by domain (listening, speaking, reading and writing). This is for historical reference, for use in assisting you to determine the supports needed for the electronic version of the assessment. Please note that if student(s) are taking an alternate to the ELPAC (VCCALPS), there are no additional supports needed, as the assessment is administered in the student's preferred learning mode.

The [TOMS Export for ELPAC help sheet](#) details specific instructions for case managers, SIRAS data administrators and notes for the ELPAC test coordinator.

**Email:** [support@sirassystems.com](mailto:support@sirassystems.com) Issues concerning bugs on forms; SIRAS procedures; troubleshooting questions; IEP Manager; configuration issues; MIS Summary page; CASEMIS and other general questions. **SIRAS Toll Free**

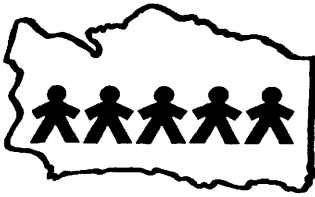
**Hotline:** 844-33 SIRAS or (844) 337-4727 [M - F: 8:00 to 6:00]

## 2020-2021 SBCSELPA COMMUNITY ADVISORY COMMITTEE MEMBERSHIP (CAC) Revised November 2020

	First Year Member		Second Year Member		Member Needed
--	-------------------	--	--------------------	--	---------------

	Parent Representatives		
1.	Blochman Union School District	<b>Nina Esquivias</b> , Parent (Term 9/20-6/22)	
2.	Carpinteria Unified School District	<b>Carolyn Williams</b> , Grandparent (Term 9/20-6/22)	
3.	Goleta Union School District	<b>Chail Norton</b> , Parent (Term 9/19-6/21)	
4.	Guadalupe Union School District	<b>Norma Cabello</b> , Parent (Term 9/19-6/21)	
5.	Hope School District	<b>Christine Emanuel</b> , Parent (Term 9/19-6/21)	
6.	LEA Charter Schools	<b>Amanda Lopez-Soliz</b> , Parent (Term 9/20-6/22)	
7.	Lompoc Unified School District	<b>Jamie Johnson</b> (Term 9/20-6/22)	
8.	Orcutt Union School District	<b>Karen Ebner</b> , Parent (Term 9/20-6/22)	
9.	Santa Barbara County Education Office	<b>Mariana Murillo</b> , Parent (Term 9/19-6/21)	
10.	Santa Barbara Unified School District	<b>Dena Davis</b> , Parent (Term 9/19-6/21)	
11.	Santa Maria-Bonita School District	<b>Abraham Garcia</b> , Parent (Term 9/20 – 6/22)	
12.	Santa Maria. Joint Union High School District	<b>Deneice Tell</b> , Parent (Term 9/20-6/22)	
13.	Santa Ynez Valley Consortium	<b>Stacey Hansen</b> , Parent (Term 9/19-6/21)	
	Professional Representative		
14.	North County	<b>Alana Yamamoto</b> , Teacher (Term 9/20-6/22)	
15.	North County	<b>Montserrat Garcia</b> , Teacher (Term 9/20-6/22)	
16.	North County	<b>Joe Ledoux</b> Lompoc Coordinator (Term 9/20 – 6/22)	
17.	South County	<b>Sucari Epps</b> , Goleta Coordinator (Term 9/19-6/21)	
18.	South County	<b>Karla Curry</b> , Carpinteria Director (Term 9/19-6/21) <b>Jestin St. Peter</b> , Hope Director (Term 9/19-6/21)	
19.	South County	<b>Eva Soohoo</b> , APE Teacher (Term 9/19-6/21)	
20.	SBCEO	<b>Rebecca Atkinson</b> , Teacher (Term 9/20-6/22)	
21.	LEA Charter School	<b>Sonia Morosin</b> , Teacher (Term 9/19 – 6/21)	
22.	Santa Ynez Valley Consortium	<b>Sarah Rodriguez</b> , Psychologist (Term 9/20-6/22)	
23.	Community Agency	<b>Catherine Spencer</b> , TCRC (Term 9/20-6/22)	
24.	Adult/Student	<b>TBD by Members</b>	
25.	Special Education Administrator	Rotating Member <ul style="list-style-type: none"> <li>October – Frances Evans</li> <li>December – Jestin St. Peter</li> <li>February – John Schettler</li> <li>April – Ray Avila and Nathan Moreno</li> </ul>	Presenters: October: Jennifer Brown Act, SELPA, December: Alison GROW February: Stephan Salter, Trauma Informed Practice April: Ray SELPA updates

Parents Slots: 13   Professionals Slots: 9   Other: 3   Total: 25



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

Date: April 12, 2021

To: Community Advisory Committee (CAC)

From: Jennifer Connolly, SBCSELPA Coordinator

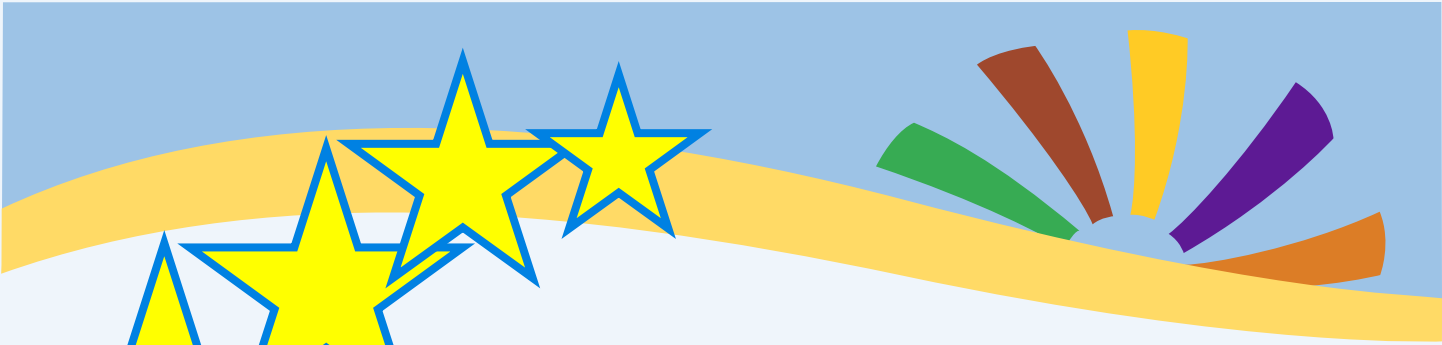
Re: **Announcement of 2<sup>nd</sup> Annual SELPA-Bration Winners**

➤ **Join us in congratulating the following amazing winners:**

**Laura Ishikawa**, Special Education Preschool Teacher, SBCEO  
**Jessica Violetti**, Special Education K-6 Teacher, SMB  
**Sarah Furtado**, Special Education Junior High Teacher, SMB  
**Brett Selvy**, Special Education High School Teacher, Lompoc  
**Alice Robles**, General Education Teacher, Goleta  
**Paloma Guerrero**, Instructional Assistant, SBCEO  
**Carmen Chavez**, Site Administrator, Lompoc  
**Kirsten Escobedo**, District Administrator, SBCEO  
**Paul Hokedo**, District Clerk, SBCEO  
**Rachel Garcia Audet**, Related Service Provider, DHH Infant Specialist, SBCEO  
**Alpha Resource Center** (Patty Moore and team), Agency

➤ SELPA-Bration will be held on May 4, 2021, time to be determined.

JC:lm



# Santa Barbara County SELPA-bration

\* HONORING EXCEPTIONAL SPED STAFF  
IN SANTA BARBARA COUNTY

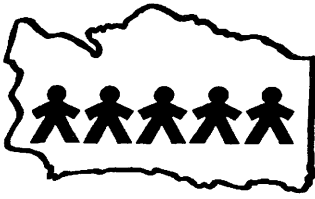
May 4th, 2021, 4 to 5 p.m.

**Hosted via Zoom.**

**[Click here to register.](#)**







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

Date: April 12, 2021

To: Community Advisory Committee (CAC)

From: Jennifer Connolly, SBCSELPA Coordinator

Re: CAC Project Updates/Discussion

**BACKGROUND:**

- The 2020-2021 CAC project is to create a *Transition Brochures, Questions and Answers*.
- A Google doc was created as a central location to gather input and ideas for what should be included in the guide.
- In the February 1, 2021 CAC meeting, CAC decided to create brochures for targeted age groups experiencing a transition.
- **Transition Age groups for the brochures were the following:**
  1. Transition from Pre-School to Elementary School
  2. Transition from Elementary School to Middle School
  3. Transition from Middle School to High School
  4. Transition from High School to Post Secondary
  5. Transition from High School to Adult Transition Program
- The four brochures are being shared for review and approval.
- The four brochures will be shared with the county wide Special Education Directors in May 2021 for feedback and future approval.

JC:lm

## What about Accommodations and Modifications?

Any accommodations and modifications on the IEP will be continue at the elementary school.

Accommodations are changes to the course content, teaching strategies, standards, test preparation, location, timing, scheduling, expectations, student responses, environment, etc. which provide access for a student with a disability to participate in a course/standard/test which **DO NOT** fundamentally alter or lower the standards or expectations of the course.

### Typical accommodations at the elementary school level:

- ☐ Visual schedule
- ☐ Transition support
- ☐ Flexible seating
- ☐ Frequent breaks

Modifications are changes which **DO** fundamentally alter or lower standards or expectations of the course.

**Work with the IEP team to anticipate the type of accommodations or modifications your child may need in elementary school.**



### **Who do I go to for:**

- ⇒ **Special Education/IEP Questions**
  - Case Manager
  - Special Ed. Department
- ⇒ **Classwork/Homework Questions?**
  - Classroom Teachers
  - Case manager
- ⇒ **Social/Emotional Supports/ Questions**
  - Case Manager
  - School Psychologist
  - Principal
- ⇒ **Health Needs**
  - School Nurse
  - Case Manager
- ⇒ **Absences**
  - Front Office

# A Guide for Families of Transition Age Youth



Created by  
SELPA Community Advisory Committee  
2020 - 2021

**Santa Barbara County  
SELPA**

5385 Hollister Ave., Bldg. 5  
Santa Barbara, California 93111  
(805)683-1424



## How can I help prepare my student for elementary school?

### Check your specific district for more information on the following.

Each district will be different, check the school website for more information.

- ⇒ Attend Kindergarten registration
- ⇒ Update immunization records
- ⇒ Attend any informational meetings for incoming students
- ⇒ Check the elementary schools website
  - Administrators/Staff
  - School Activities
  - School Calendar
  - Student Handbook
  - Student Info System
  - Parent Connections

### Work with the IEP team to determine strategies to get your child oriented to the new school.

## Will there be a transition meeting with my student's new school?

- ⇒ **When will the Transition IEP take place?**
  - Spring prior to the year your student will transition to Transition Kindergarten or Kindergarten
- ⇒ **Where will the Transition IEP take place?**
  - Typically, the Transition IEP will take place at your student's current school.
- ⇒ **Who will be in attendance?**
  - Parent
  - Current Case Manager
  - Service Providers (Speech, OT etc.)
  - Elementary School Special Education Teacher
  - Elementary School General Education Teacher
  - Elementary School Psychologist
- ⇒ **What will be discussed?**
  - Current services & supports
  - Recommended services & supports elementary school
  - Toileting Needs
  - Interests & hobbies of your student
  - Difficulties your student may have in school
  - What the school day will look like
    - Full Day
    - 1/2 Day
- ⇒ **Questions you might ask at the Transition IEP?**
  - Can I visit the class and meet the teacher ?
  - Is there paperwork that I will need to complete before school starts?
  - If my student receives transportation, when will I find out the schedule?
  - What supervision is on the playground at recess and lunch?
  - Will my student receive assistance with toileting if needed?



## How is Elementary School different from Pre- School?

- ⇒ Academic focus of instruction
- ⇒ School day may be longer
- ⇒ Class size in a general education class is approximately 20 students
- ⇒ General education Kindergarten classes may have support from a para-education for portions of the day.
- ⇒ Program options per IEP Team decision
  - Resource level support
    - Majority of the day within the general education classroom.
  - Special Day Class
    - Majority of the day within a special education classroom.

## What about Accommodations and Modifications?

Any accommodations and modifications on the IEP will be carried over to the middle school.

**Accommodations** are changes to the course content, teaching strategies, standards, test preparation, location, timing, scheduling, expectations, student responses, environment, etc. which provide access for a student with a disability to participate in a course/standard/test which ***DO NOT*** fundamentally alter or lower the standards or expectations of the course.

### Typical accommodations at the middle school level:

- ☐ Extra time (particularly on tests)
- ☐ Use a written outline, review sheet or study guide
- ☐ Take exam orally
- ☐ Take test in resource room
- ☐ Increased waiting time for response to questions

**Modifications** are changes which ***DO*** fundamentally alter or lower standards or expectations of the course.

**Work with the IEP team to anticipate the type of accommodations or modifications your child may need in high school.**



### **Who do I go to for:**

- ⇒ **Student Schedules Questions**
  - Case Manager
  - Special Education Dept. Chair
  - Guidance Counselor
- ⇒ **Special Education/IEP Questions**
  - Case Manager
  - Special Ed. Department
- ⇒ **Social/Emotional Supports/ Questions**
  - Case Manager
  - Special Ed. Department
- ⇒ **Health Needs**
  - School Nurse
  - Case Manager
- ⇒ **Absences**
  - Attendance Office

# A Guide for Families of Transition Age Youth



## **Santa Barbara County SELPA**

5385 Hollister Ave., Bldg. 5  
Santa Barbara, California 93111  
(805)683-1424



## How can I help prepare my student for middle school?

### Check your specific district for more information on the following.

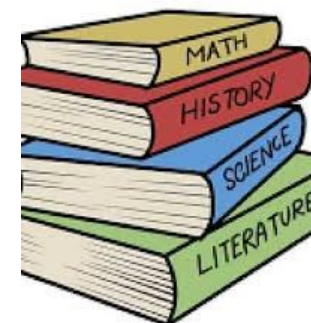
Each district will be different, check the school website for more information.

- ⇒ Attend any informational meetings for incoming students
- ⇒ Attend the middle school Open House
- ⇒ Check the middle schools website
  - Administrators/Staff
  - School Activities
  - School Calendar
  - Student Handbook
  - Bell Schedule
  - Student Info System
  - Parent Connections

### Work with the IEP team to determine strategies to get your child oriented to the new school.

## Will there be a transition meeting with my student's new school?

- ⇒ **When will the Transition IEP take place?**
  - Spring of the student's 5th or 6th grade year
- ⇒ **Where will the Transition IEP take place?**
  - Typically, the Transition IEP will take place at your student's current school.
- ⇒ **Who will be in attendance?**
  - Parent
  - Student
  - Current Case Manager
  - Principal or Assistant Principal
  - Service Providers (Speech, OT etc.)
  - Middle School Special Education Teacher
- ⇒ **What will be discussed?**
  - Current services & supports
  - Recommended services & supports for high school
  - Difference between elementary school & middle school
  - Interests & hobbies of your student
  - Difficulties your student may have in school
  - Course & Elective options
  - Create a tentative schedule
- ⇒ **Questions you might ask at the Transition IEP?**
  - Does the elementary school offer visits to the middle school before the end of the school year?
  - Is there paperwork that I will need to complete before school starts?
  - When does my student pick up their class schedule?
  - Is there a PE uniform?
  - Will my child receive an agenda?



## Are there opportunities for social interactions outside of the classroom?

All schools welcome students of all abilities to participate in extra curricular activities including clubs. Please see the school website for further details on different clubs and the possibility of sports.

## How is Middle School different from Elementary School?

- ⇒ Opportunity for clubs and school sports teams
- ⇒ Multiple teachers instead of one or two
- ⇒ Homework & Classwork posted on grading portal
- ⇒ Opportunity for more independence and self advocacy



## What about Accommodations and Modifications?

Any accommodations and modifications on the IEP will be carried over to the high school.

**Accommodations** are changes to the course content, teaching strategies, standards, test preparation, location, timing, scheduling, expectations, student responses, environment, etc. which provide access for a student with a disability to participate in a course/standard/test which ***DO NOT*** fundamentally alter or lower the standards or expectations of the course.

### Typical accommodations at the high school level:

- ☐ Extra time (particularly on tests)
- ☐ Use a written outline, review sheet or study guide
- ☐ Take exam orally
- ☐ Take test in resource room
- ☐ Increased waiting time for response to questions

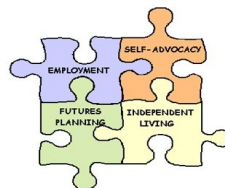
**Modifications** are changes which ***DO*** fundamentally alter or lower standards or expectations of the course.

**Work with the IEP team to anticipate the type of accommodations or modifications your child may need in high school.**



## Can a student participate in athletics and extra curricular activities?

All schools welcome students of all abilities to participate in extra curricular activities including sports. Please see the school website for further details on athletics and extra curricular activities.

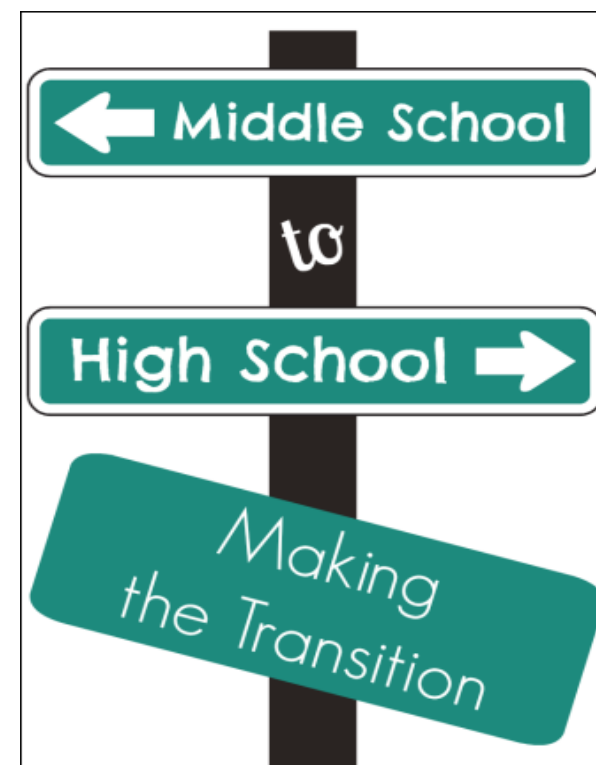


### Who do I go to for:

- ⇒ **Student Schedules Questions**
  - Case Manager
  - Special Education Dept. Chair
  - Guidance Counselor
- ⇒ **Special Education/IEP Questions**
  - Case Manager
  - Special Ed. Department
- ⇒ **Social/Emotional Supports/Questions**
  - Case Manager
  - Special Ed. Department
- ⇒ **Health Needs**
  - School Nurse
  - Case Manager
- ⇒ **Absences**
  - Attendance Office

Created by  
SELPA Community Advisory Committee  
2020 - 2021

# A Guide for Families of Transition Age Youth



## Santa Barbara County SELPA

5385 Hollister Ave., Bldg. 5  
Santa Barbara, California 93111  
(805)683-1424



## How can I help prepare my student for high school?

### Check your specific district for more information on the following.

Each district will be different, check the school website for more information.

- ⇒ Do I need to enroll my student in high school?
- ⇒ Attend any informational meetings for incoming students
- ⇒ Attend the high school Open House
- ⇒ Check the high schools website
  - Administrators/Staff
  - School Activities
  - School Calendar
  - Student Handbook
  - Bell Schedule
  - Student Info System
  - Parent Connections

**Work with the IEP team to determine strategies to get your child oriented to the new school.**

## Will there be a transition meeting with my student's new school?

- ⇒ **When will the Transition IEP take place?**
  - Spring of the student's 8th grade year
- ⇒ **Where will the Transition IEP take place?**
  - Typically, the Transition IEP will take place at your student's current school.
- ⇒ **Who will be in attendance?**
  - Parent
  - Student
  - Middle School Case Manager
  - Principal or Assistant Principal
  - Service Providers (Speech, OT etc.)
  - Guidance Counselor
  - High School Special Education Teacher
- ⇒ **What will be discussed?**
  - Current services & supports
  - Recommended services & supports for high school
  - What it's like at high school
  - Interests & hobbies of your student
  - Difficulties your student may have in school
  - Course & Elective options
  - Create a tentative schedule
- ⇒ **Questions you might ask at the Transition IEP?**
  - Does the middle school offer visits to the high school before the end of the school year?
  - Are there any activities before school starts for incoming freshman?
  - Is there paperwork that I will need to complete before school starts?
  - When does my student pick up their class schedule?
  - Is there a PE uniform?
  - What supplies will my students need?



## What about Graduation?

### High School Diploma

Requires achieving the required number of credits/units in different academic areas. The required amount of credits vary from district to district. Please check with your specific district.

### Certificate of Completion

#### **Special education students who have:**

- ⇒ Completed an alternative course of study (or)
- ⇒ Met their IEP goals satisfactorily (or)
- ⇒ Attended high school, participated in instruction and met transition goals
- ⇒ May participate in all graduation activities
- ⇒ May continue to receive special education services until age 22
- ⇒ Community colleges do not require a high school diploma.

## Will my child still receive Accommodations?

Post-Secondary institutes are committed to equal access and welcomes students with disabilities. Services are designed to assist students with permanent or temporary disabilities in achieving their educational goals.

### **What is needed?**

- Application for Services Completed
- Copy of most recent IEP
- Copy of most recent Assessment Reports

Based on the nature and severity of the student's disability, necessary accommodations may include, but are not limited to:

- Peer note taker service
- Extended time for written tests in a low-distraction environment
- Use of digital recorder for lectures
- Priority registration
- Peer tutoring
- Adaptive technology
- Sign language interpreters or real-time captioning



### **What questions should I ask at the last IEP in High School?**

- What type of outreach by the college or high school is there?
- If my student is interested in going to a local community/city college, will they go on a tour of the campus?
- Will the IEP be followed in College?
- What is the difference in services to students with disabilities between high school and college?

# A Guide for Families of Transition Age Youth



## **Santa Barbara County SELPA**

5385 Hollister Ave., Bldg. 5  
Santa Barbara, California 93111  
(805)683-1424





## What are some of the options for education/training after High School?

- ⇒ **University**
  - Cal Poly San Luis Obispo
  - UC Santa Barbara
- ⇒ **Community/City College**
  - Allan Hancock College (Santa Maria) \*
  - Cuesta College (San Luis Obispo) \*
  - Santa Barbara City College (Santa Barbara) \*
  - School of Extended Learning/Career Skills Institute (Santa Barbara City College, Santa Barbara)
- ⇒ **Trade Schools**
- ⇒ **Residential Colleges for students with Development Delays**
  - UC DAVIS
  - UCLA
  - Fresno Wayfinders
  - Taft

## Will there be support provided to my child in Post Secondary environments?

Check with the specific program as supports may vary

- ⇒ Disability Services & Programs
- ⇒ Learning Assistance Programs
- ⇒ Tutorial Center/Lab
- ⇒ Writing Center/Lab
- ⇒ Computer Center/Lab



## How is High School different from Post-Secondary options?

- ⇒ Students are required to be independent
- ⇒ Students advocate for themselves, they are their own Case Manager
- ⇒ Tuition/Fees/Financial Aide
- ⇒ Students can earn a degree or certificate:
  - Associate in Science (AS)
  - Associate in Arts (AA)
  - Certificates in specific academic domains such as but not limited to nursing, automotive, business
  - Certificate of Accomplishment
  - Certificate of Achievement
  - Certificate of Completion



\* Certificate Programs and Career Technical Education Classes available

## Transfer of Rights

On or before your child's 17th birthday, they must be advised of the transfer of rights that will occur when they reach the age of 18, the age of majority. At that time, unless a conservator is appointed, your child will have the right to receive all information about their educational program and make all decisions related to their education. This includes the right to represent themselves at an IEP team meeting and give or deny consent to the IEP and all related documents in place of their parent or guardian.

## Agency Supports

### ⇒ Tri-Counties Regional Center

- North County  
800.266.9071

- South County  
800.322.6994

### ⇒ Department of Rehabilitation

- North County  
805.928.1891

- South County  
805.560.8130

### ⇒ Alpha Resource Center

- Main Contact  
805.683.2145

## Work Experience Opportunities

⇒ Community Experiences

⇒ Program Opportunities

⇒ Volunteer Opportunities

⇒ Paid Work Experiences

⇒ Internship Opportunities



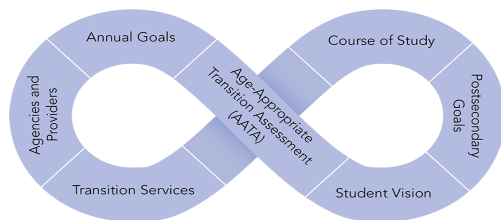
## Residential Colleges for students with Development Delays

- Redwood SEED Scholars Program UC DAVIS
- Pathways UCLA Extension
- Wayfinders CSUFresno
- The Taft College Transition to Independent Living Program



## Santa Barbara County SELPA

5385 Hollister Ave., Bldg. 5  
Santa Barbara, California 93111  
(805)683-1424



## How can I help prepare my student for the Adult Transition Program?

### Check your specific district for more information on the following.

Each district will be different, check the school website for more information.

- ⇒ Do I need to enroll my student in the adult program?
- ⇒ Attend the adult program Open House
- ⇒ Check the high schools website
  - Administrators/Staff
  - School Activities
  - School Calendar
  - Bell Schedule

**Work with the IEP team to determine strategies to get your child oriented to the new program.**

## Will there be a transition meeting with my student's new Program?

- ⇒ **When will the Transition IEP take place?**
  - Spring of the student's 4th year of high school
- ⇒ **Where will the Transition IEP take place?**
  - Typically, the Transition IEP will take place at your student's current school.
- ⇒ **Who will be in attendance?**
  - Parent
  - Student
  - High School Case Manager
  - Principal or Assistant Principal
  - Service Providers (Speech, OT etc.)
  - Adult Transition Program Special Education Teacher
  - Any outside agency's student is involved with
- ⇒ **What will be discussed?**
  - Current services & supports
  - Recommended services & supports for Adult Program
- ⇒ **Questions you might ask at the Transition IEP?**
  - Does the high school offer visits to the Adult Transition Program before the end of the school year?
  - Are there any activities before school starts?
  - Is there paperwork that I will need to complete before school starts?
  - What are the hours of the program?
  - Is my adult student able to work during program hours?



## Who is eligible for an Adult Transition Program?

- ⇒ Have a current IEP & Individual Transition Plan (ITP)
- ⇒ Completed 4 years of high school program
- ⇒ Received a Certificate of Completion
- ⇒ Between the ages of 18—22 years of age
- ⇒ IEP team has recommended an adult transition program

## Focus areas of Adult Transition Programs

- ⇒ Independent Living Skills
- ⇒ Recreation & Leisure
- ⇒ Job Skills
- ⇒ Community College or Adult Ed classes
- ⇒ Safety
- ⇒ Advocacy
- ⇒ Travel Training