



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

Monday, April 11, 2022

Public Session – 9:30 a.m.-11:30 a.m.

Sideways Inn, Vintage Hall

114 E. Hwy. 246, Buellton, California 93427

Via ZOOM – Meeting ID: 940 9214 0761

PUBLIC – Should you wish to attend the SBCSELPA CAC Meeting via Zoom please contact Lindsay MacDonald, SBCSELPA Office Manager, by Monday, April 11, 2022 at 9:00 a.m. to request Zoom Meeting Information and Login. Lindsay MacDonald can be contacted via email, lmacdonald@sbcselpa.org, or by calling the SBCSELPA Office at (805) 683-1424.

Agenda

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

PUBLIC COMMENTS ARE WELCOME

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

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

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

I. PUBLIC SESSION

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

I. PUBLIC SESSION (continued)**E. Election of Chairperson & Vice Chairperson**

Motion: _____

Second: _____

In Favor: _____

Opposed: _____

Abstained: _____

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 7, 2022 Regular Meeting**

REF: IV-A

It is recommended that the Consent Agenda Item A be approved as presented.
--

Motion: _____

Second: _____

In Favor: _____

Opposed: _____

Abstained: _____

V. PRESENTATION**A. SBCSELPA 2021-2022 Annual Update with Executive Director**

REF: V-A

Presenter: Ray Avila, SBCSELPA Executive Director

B. UPK and How It Relates to SDC Classes at SBCEO

REF: V-B

Presenter: Kirsten Escobedo, SBCEO Assistant Superintendent, Special Education

VI. ITEMS SCHEDULED FOR INFORMATION/ DISCUSSION /ADVISEMENT**A. SBCSELPA 2021-2022 Professional Development Calendar/Offerings**

REF: VI-A

1. SBCSELPA Professional Development Offerings Booklet
(Updated April 2022)

B. SBCSELPA JPA Board Regular Meeting Minutes

REF: VI-B

1. December 6, 2021 JPA Board Regular Meeting
2. January 18, 2022 JPA Board Special Meeting
3. February 7, 2022 JPA Board Regular Meeting

C. SIRAS Newsletter – February/March 2022, Vol. 29

REF: VI-C

D. SBCSELPA 3rd Annual SELPA-Bration Winners Announcement

REF: VI-D

1. 3rd Annual SELPA-Bration Save the Date

E. Review of CAC Current Membership/Demographics

REF: VI-E

1. Thank You to Members Who Have Served 2 Years
2. Membership Consideration for 2022-23
3. Chair & Co-Chair Nominations & Election Discussion

VI. ITEMS SCHEDULED FOR INFORMATION/ DISCUSSION /ADVISEMENT *(continued)***F. Proposed Presenters for 2022-2023 (TBD)**

- Ideas/Suggestions
- Team Presentation Suggestions

G. CAC Proposed Meeting Schedule for 2022-2023 (TBD)

- 1. Proposed Times:** 9:30 – 11:00 a.m. or 2:00 – 3:30 p.m.
- 2. Proposed Meeting Dates:**
 - October ____, 2022
 - December ____, 2022
 - February ____, 2023
 - April ____, 2023

H. Santa Barbara County SELPA (SBCSELPA) 2022-23 Annual Budget & Service Plans (DRAFT)

REF: VI-H

I. CAC Project Updates/Discussion**1. Parent friendly IEP Meeting Agenda and Toolkit**

REF: VI-I

- a. Cover Letter Template – IEP
- b. IEP Meeting Agenda
- c. IEP Meeting Explained:
https://docs.google.com/document/d/15vIychwRs48H3HJqEN7NQH6M_LZFd4e15gUXbGyBpUc/edit
- d. “What are All These Documents’ Parent/Guardian Clarifying Questions to Ask During an IEP
- e. Additional IEP Information:
https://docs.google.com/document/d/1X6U_x7d0CkrOEPy06JOAiCDpIfIsB1IBjdggwqTOzoM/edit
- f. Notice of Procedural Safeguards (Parent Rights)
- g. SBCSELPA Special Education Parent Handbook
- h. List of Special Education Language

VI. MISCELLANEOUS AGENDA ITEMS**A. CAC Member Sharing** *(Parent & Professional Positive Story Sharing)***B. Next Scheduled CAC Meeting:****Date:** *TO BE DETERMINED – October 2022***Time:** 9:30 a.m. – 11:30 a.m.**Location:** *To Be Determined* (Sideways Inn, Vintage Hall, Buellton and/or Via Zoom)**VII. ADJOURNMENT**

Motion: _____

Second: _____

In Favor: _____

Opposed: _____

Abstained: _____



SANTA BARBARA COUNTY SELPA
Community Advisory Committee (CAC)
Regular Meeting
Monday, February 7, 2022
Public Session 9:30 a.m. – 11:30 a.m.
Sideways Inn, Vintage Hall
114 E. Hwy. 246, Buellton, California 93427
Via ZOOM – Meeting ID: 952 5396 5134
Minutes

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

I. PUBLIC SESSION

A. Call to Order

Jamie Johnson, Chairperson, called the meeting to order at 9:34 a.m.

B. Roll Call

Lindsay MacDonald took roll call.

C. Flag Salute

Jamie Johnson led the assembly in the Pledge of Allegiance.

D. Welcome Guests

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

II. PUBLIC COMMENTS

There were no public comments.

III. APPROVAL OF ADDITIONAL EMERGENCY ITEMS

There were no emergency items presented.

IV. CONSENT AGENDA ITEMS

A. Minutes of December 6, 2021 Regular Meeting

Recommendation: The CAC approve Consent Agenda Item A as presented.
The CAC was satisfied; there were no additional questions or comments.

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

SBCSELPA CAC
MINUTES OF FEBRUARY 7, 2022 REGULAR MEETING

IV. **CONSENT AGENDA ITEMS** *(continued)*

Vote: 14 – 0. The motion passed with CAC Representatives Sylvia Adame, Rebecca Atkinson, Nathan Dunlap, Ashley Johnson, Jamie Johnson, Joe Ledoux, Cherylin Lew, Cecilia Prado, Billy Silvola, Jestin St. Peter, Elizabeth Servin, Megan Tice, Tanya Wahlquist, and Carolyn Williams voting in favor; none opposed and no abstentions.

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

A. **Questions from December 6, 2021 CAC Meeting**

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

B. **SBCSELPA 2021-2022 Professional Development Calendar/Offerings**

Jennifer Connolly reviewed the professional development agenda item, sharing that some great trainings that were held in the last month, which included legal topics, interpreter network meetings, and ADOS training for school psychologists. Jennifer highlighted that in February and March there are several CPI trainings scheduled and ADR trainings that are open to parents and staff. Finally, Jennifer shared that Temple Brandin will be coming to share about her journey with Autism. The Committee was satisfied; there were no questions or comments.

C. **SBCSELPA November 1, 2021 JPA Board Regular Meeting Minutes**

Jennifer Connolly shared some highlights from the JPA Board meeting minutes that were provided. From the November 2021 minutes she highlighted revisions that were made to the Procedural Handbook, specifically section 6 for DHH. Additionally, she shared that Governor's proposed budget has a large amount of money for inclusion and preschool. Lastly, Jennifer shared that Luke Ontiveros, JPA Board member and Superintendent from Santa Maria-Bonita, has retired and Holly Edds from Orcutt will be taking over his seat on the Board. The Committee was satisfied; there were no questions or comments.

D. **SIRAS Newsletter – December 2021, Vol. 28**

Jennifer Connolly reviewed this item as she is who works closely with SIRAS and puts together the monthly newsletters to share new information and reminders with staff. SIRAS is system where student IEPs are written and kept. The current newsletter has an various reminders of different uses for SIRAS and generating different reports that could be useful. This is more generated for the staff since they use the program, but Jennifer wanted to share with the committee. The Committee was satisfied; there were no questions or comments.

E. **2022 SELPA-Bratton Announcement & Information**

Jamie Johnson shared that he submission deadline has now passed, and they have decided to form a sub-committee to review and vote for the winners. The deadline for review and voting is February 28, 2022. Jennifer Connolly shared more detail about the review voting process which she oversees. The Committee was satisfied; there were no further questions or comments.

F. **CAC Project Updates/Discussion**

- **Options:** Parent friendly IEP agenda: review google agenda link.
https://docs.google.com/document/d/15vlychwRs48H3HJqEN7NQH6M_LZFd4e15gUXbGyBpUc/edit
- Subcommittee to make changes to agenda for April CAC.

Jamie Johnson introduced this item and reviewed that a parent friendly IEP agenda has been decided on as the project that will be created by CAC this year. Jamie will proceed with putting a committee

SBCSELPA CAC
MINUTES OF FEBRUARY 7, 2022 REGULAR MEETING

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

together to review and revise the proposed project draft and finalize. The document will also be translated into Spanish before being distributed to districts to share. The Committee was satisfied; there were no questions or comments.

VI. PRESENTATION

A. CAPTAIN,

Presenter: Dr. Rosy Bucio, SBCSELPA BCBA

Jennifer Connolly introduced Rosy Bucio, SBCSELPA BCBA, and shared that she is here to share with the group information about CAPTAIN and evidence-based practices. Rosy shared a PowerPoint presentation about CAPTIAN and what they do in relation to autism, the presentation is included in the agenda packet. The Committee was satisfied; there were no questions or comments.

VII. MISCELLANEOUS AGENDA ITEMS

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

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

VIII. ADJOURNMENT

Nathan Dunlap motioned for adjournment and Cherylin Lew seconded the motion to adjourn the meeting at 10:29 a.m. The motion passed unanimously; none opposed and no abstentions.

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

ZOOM MEETING INFORMATION:

Topic: February 2022 CAC Meeting

Time: Feb 7, 2022 09:30 AM Pacific Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/95253965134?pwd=ZDVhVmh2RkwxV3pOa05kOEFkTkpQZz09>

Meeting ID: 952 5396 5134

Passcode: w3bMVz

One tap mobile

+16699009128,,95253965134#,,, *750123# US (San Jose)

+12532158782,,95253965134#,,, *750123# US (Tacoma)

Dial by your location

+1 669 900 9128 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

Meeting ID: 952 5396 5134

Passcode: 750123

Find your local number: <https://zoom.us/u/adG35ST0jC>

SBCSELPA CAC
MINUTES OF FEBRUARY 7, 2022 REGULAR MEETING

2/7/2022 CAC Meeting – ZOOM CHAT TRANSCRIPT

- 09:56:50** **From William Silvola:** About how many nominations would we be reviewing?
- 09:59:06** **From Joe Ledoux:** I'd like to join this SELPA-Bratton sub committee
- 09:59:12** **From Megan Tice:** I'm up for it 😊
- 09:59:37** **From Tanya Wahlquist:** I would love to.
- 09:59:40** **From William Silvola:** I private chatted Jennifer. I'm up for it....
- 10:04:40** **From William Silvola:** What additional time/meetings would be involved with this subcommittee?
- 10:05:10** **From Ashley Johnson:** I can support with this
- 10:05:13** **From Megan Tice:** I can send a translated version of this agenda
- 10:05:31** **From Megan Tice:** I'm happy to join
- 10:05:38** **From William Silvola:** Okydoke. I'm in if needed (not lead)....
- 10:13:07** **From William Silvola:** A lot....
- 10:13:21** **From Ashley Johnson:** I would be cheating since you told me last week!
- 10:23:04** **From Elizabeth Servin:** It is National School Counseling week! Celebrate your counselors
- 10:27:38** **From Megan Tice:** Maybe more community resources to share with parents
- 10:27:54** **From William Silvola:** How COVID will be affecting our students/families long term (a few years out with learning, etc)....
- 10:29:03** **From Joe Ledoux:** Thank you, everyone. Have a great day!

SBCSELPA Presentation to CAC

Ray Avila, Ed.D. – Executive Director

April 11, 2022

Objectives for Today

- ✓ *In Person Learning for 2021-2022!*
- ✓ *2020-21 SBCSELPA Initiatives – ADR and LR Grant Efforts*
- ✓ *Mental Health Services and Support*
- ✓ *Proposed Inclusion Bill (SB 1113)*



Re-Opening “In Person” Learning Efforts

- School Districts and Charters are:
 - *Working diligently to meet assessment and IEP timelines*
 - *Taking safety precautionary measures to ensure the well being of everyone*
 - *Maintaining contact with families*
 - *Implementing Learning Recovery Programs*
 - *Enjoying the “new/old normal” again!*



Learning Recovery and Alternative Dispute Resolution Plan Template

Heather Calomese, Director
Shiyloh Duncan-Becerril, Associate Director
Special Education Division

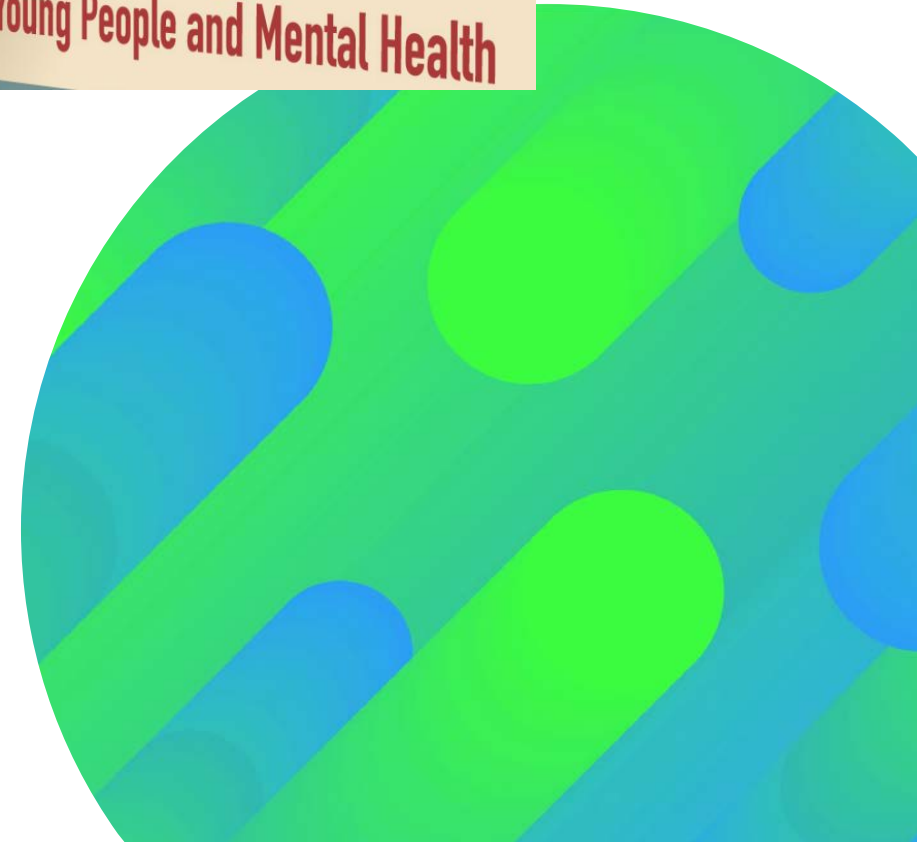
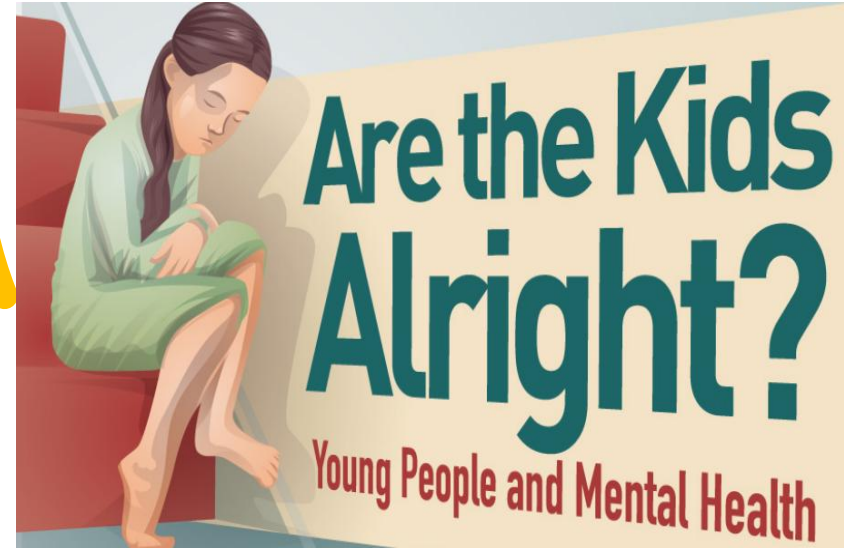
CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Purpose of the Alternative Dispute Resolution Funds

- Section 160 of AB 130 (Chapter 44, Statutes of 2021) appropriated \$100,000,000 from the General Fund to the CDE, on a one-time basis, for allocation to Special Education Local Plan Areas (SELPA) to support member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive, in a collaborative and equitable manner.

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!*



Potential Inclusion Support!

- Inclusion Bill - We have an author! [Senator Ochoa-Bogh](#)
- [SB 1113 \(Senator Ochoa-Bogh\):](#)
- Removing barriers to inclusion in the general education classroom. [Fact Sheet](#)
- Advocacy efforts with the Senator's office and the State SELPA Association Legislative Action Committee

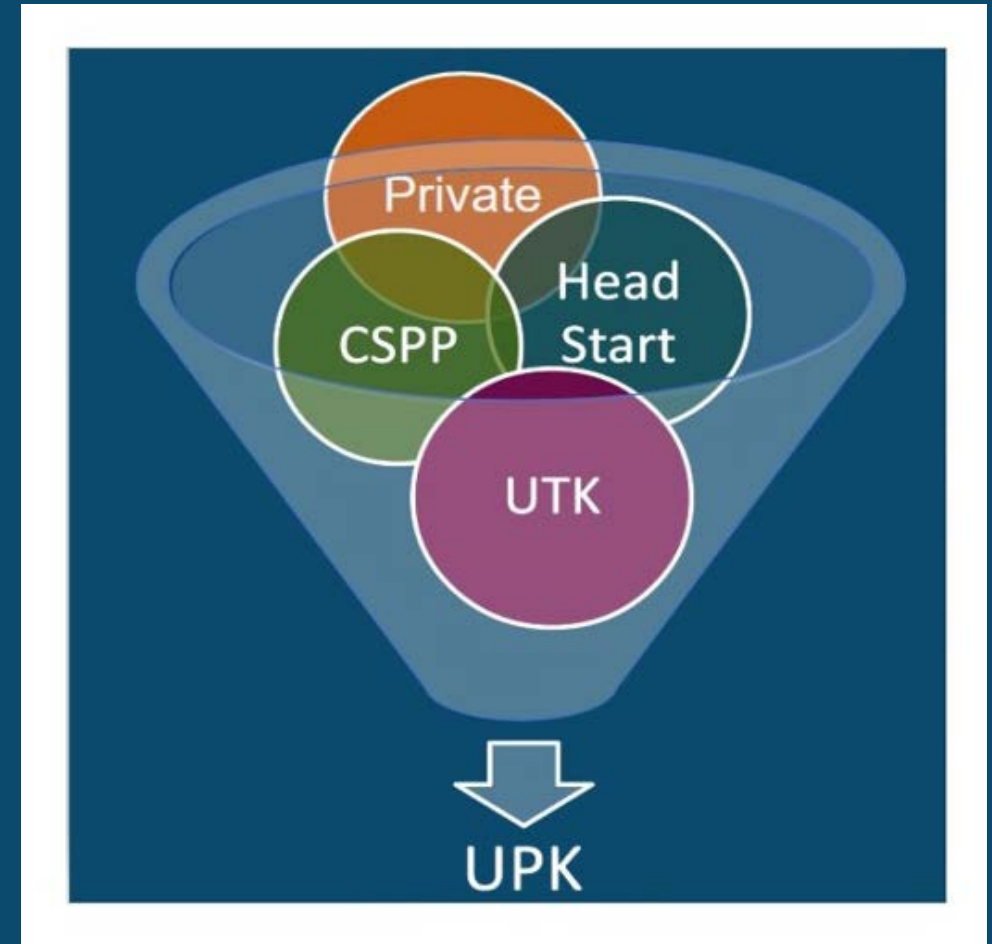


Questions?

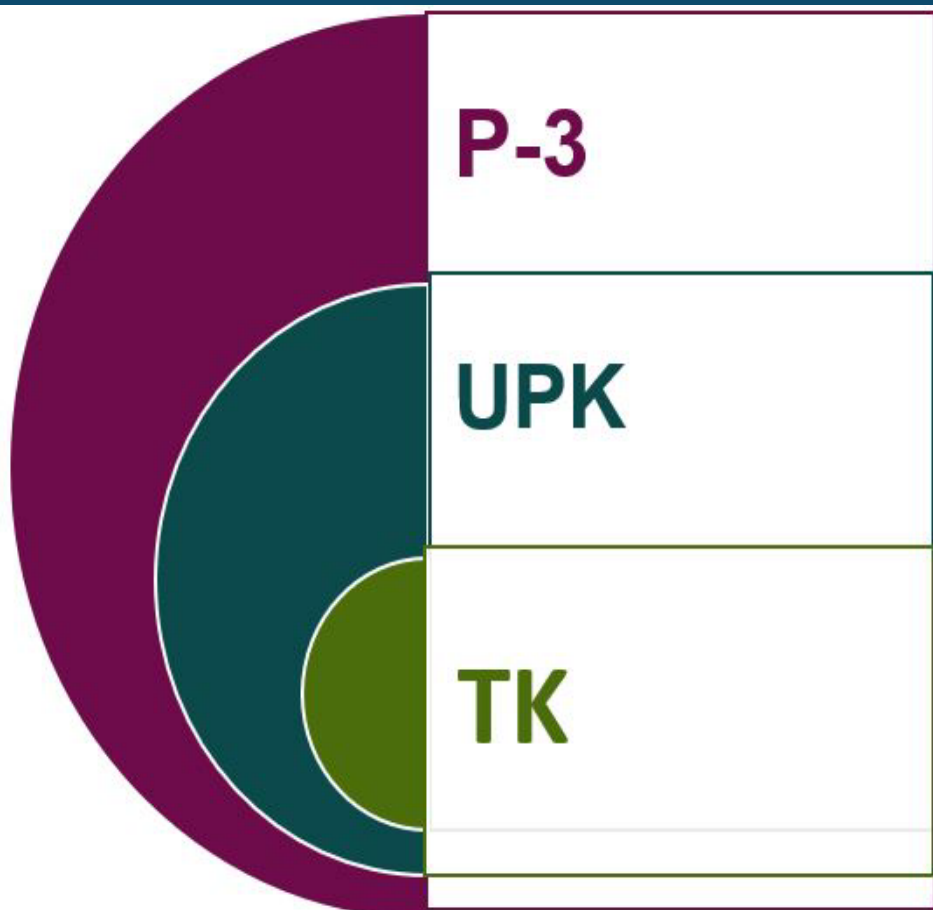


What is Universal Prekindergarten (UPK)?

UPK will bring together programs across early learning and K-12, relying heavily on Universal Transitional Kindergarten (UTK) and California State Preschool Program (CSPP), as well as Head Start, community-based organizations (CBOs), and private preschool to ensure every four-year old child – regardless of background, race, zip code, immigration status, or income level – has access to a quality learning experience the year before kindergarten.




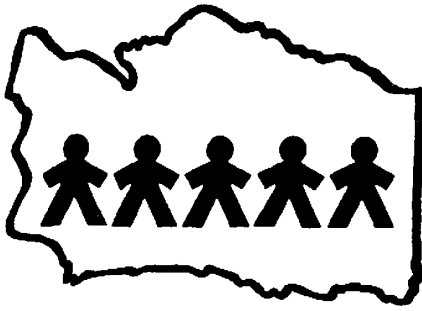
How Do Transitional Kindergarten (TK) , UPK and P-3 (Preschool through grade 3) Alignment Work Together?



- **P-3** Connects UPK with Kindergarten, 1st, 2nd, and 3rd grade
- Aligning developmentally informed best practices, UPK– 3rd grade.
- **UPK** is a mixed-delivery system of UTK, CSPP, Head Start, private providers, and more
- Provides every four-year old access to high quality learning the year before kindergarten
- **TK** is an integral program in the mixed delivery system for achieving UPK
- The only program that must serve any four-year old child that wants to enroll by 2025-26.

UPK Implementation Timeline

- 
- **2021–22**
 - Plan for UPK.
 - Any child who turns five Sep. 2 – Dec. 2 eligible for TK. Children born Dec. 3 – Jun. 30 may be served at local educational agency (LEA) discretion in Early Admittance TK (ETK).
 - **2022–25**
 - LEAs required to expand TK to serve two months more of birthdays each year.
 - **2025–26**
 - LEAs required to make TK available to all children who will have their fourth birthday by Sep. 1 of the school year.



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

Date: April 11, 2022

To: Community Advisory Committee (CAC)

From: Jennifer Connolly, SBCSELPA Coordinator

Re: April 2022 Professional Development Calendar

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

APRIL 2022

- Autism Awareness Month
- Occupational Therapist Day, April 1
- International Day of American Sign Language
- Administrative Professionals Day, April 27
- Administrative Assistants Day, April 27

March	Host	Time/ Location	Title
4/6/2022	SBCSELPA and Imperial County SELPA	8:30 a.m. – 3 p.m.	English Learners with Disabilities Training: Overview of Section 4: Proposing Exit from Special Education Services
4/11/2022	Temple Grandin/ SBCSELPA	1:30 – 3 p.m. Zoom	Celebrate Autism with Temple Grandin
4/12/2022	SBCSELPA	12:30-2:30 (In Person) North County SMB Souza Center	CPI Physical Training
4/12/2022	SBCSELPA	5 – 7:15 p.m. Alpha Resource Center and SBCSELPA with support from LEA Administrators	‘Finishing the Year Strong, Parent and School Partners in Education’
4/13/2022	Jan Tomsy	8:30 - 10:30 a.m. Zoom - Recorded	Legal Training ‘Hot Topics’

4/14/2022	Lisa Foote, AT/AAC Specialist	2 – 3 p.m. – Zoom – Recorded	Orientation to Open Access AT Flip Kit Part 3 Math
4/14/2022	Chyelin / Natalie	8:30 a.m. – 3 p.m. SMB Souza Center (In-Person)	CPI Initial
4/20/2022	SBCSELPA	12:30 – 2:30 p.m. South County SBCSELPA (In-Person)	CPI Physical Training
4/26/2022	Clare Fowler by SBCSELPA ADR CADRE	1 – 3 p.m. Zoom	Alternative Dispute Resolution (ADR)
4/27/2022	Imperial SELPA	8:30 a.m. – 3 p.m.	Pathway Towards Reclassification of English Learners with Significant Cognitive
4/27/2022	Diagnostic Center of Southern California/SBCSELPA	1:30 – 3:30 p.m. Virtual-Registration through Jennifer Connolly	PSW Cohort 2 final day
4/28/2022	Alison / Chris	8:30 a.m. – 3 p.m. SBCSELPA (In-Person)	CPI Refresher

JC:lm

Professional Development Offerings 2021-2022



Santa Barbara County
Special Education Local Plan Area
SELPA

(April 2022)

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

Professional Development Offerings

Table of Contents

	Page
Santa Barbara County SELPA	3
The Law, Child Find	4
District Special Education Programs	5
About professional development offerings	6
How to schedule a professional development offering	6
Professional Development Calendar of Events by the Month	7
Professional Development Event Descriptions by Topic	28
‘Mini’ LEA Professional Development Topics Available Upon Request	45
LEA Scheduled ‘Mini’ Professional Development	51
SBCSELPA Staff	53
Presenter contacts	54
CPI Instructors	55
ADR Cadre	57
<u>Available Resources</u>	
OMS Online Registration for Events	58
Special Education Parent Handbook	
What are all these IEP Documents? Parent Questions for an IEP	
SBCSELPA Local Plan	
SBCSELPA Procedural Handbook	
Special Education Parent Handbook	
Turning 3: Transition from Early Start to Preschool	
SIRAS Systems (IEP development)	
Santa Barbara SBCSELPA Conference Room	
SBCSELPA YouTube Channel for all recorded trainings	

Santa Barbara County Special Education Local Plan Area SELPA

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

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

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

The Law

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

Child Find

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

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

District Special Education Programs

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

About SBCSELPA Professional Development Offerings

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

How to Schedule a Professional Development Offering

Mini Professional Development Offerings individualized to each district request.

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

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

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

Large Professional Development Offerings for North, Mid, South County

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

2021-2022 Professional Development Calendar of Events by the Month

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

July

American Disabilities Act 31st Anniversary

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

This Professional Development Offerings Booklet is updated monthly.

2021-2022 Professional Development Calendar of Events by the Month

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

August

International Assistance Dog Month

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

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

This Professional Development Offerings Booklet is updated monthly.

2021-2022 Professional Development Calendar of Events by the Month

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

September

Deaf Specialists Day, September 18

International Week of the Deaf, September 20-26

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

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

September				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
9-14-2021 1:30-3:00	SIRAS Service Logs, Batch Printing IEPs, MIS Summary, Emailing Forms and Electronic Signature	SBCSELPA	Virtual/Recorded	Free
9-15-2021 8:30-11:30	SIRAS CALPADS/MIS	SIRAS Brian/SBCSELPA	Virtual	Free
9-16-2021 Time 8:30-11:30	English Learners Training	SBCEO/SBCSELPA	In Person at SBCEO	\$
9-16-2021 8:30-3:00	CPI Initial	Chris/Jermaine	Virtual	\$21.49 for book
9-21-9-22-2021 12:00-3:30 (Day 1 and 2 of a four-day training)	Lindamood Bell On Cloud9 Math	SBCSELPA/LMB	Virtual	\$1020 includes kit.
9-27-2021 2:30-3:30	Proactive Strategies for Working with Teams in the IEP Process- Adm. Academy	ADR Team	Virtual	Free
9-27-2021 3:30-5:00	Notetaking in IEP Meetings, Keeping it Legal- Adm. Academy	Dr. Margaret Saleh	Virtual	Free
9-28-2021 1:00-3:00	Alternative to Dispute Resolution (ADR)	Clare Fowler Recorded and facilitated by SBCSELPA ADR CADRE	Virtual	Free
9-29-2021 1:00-2:30	CAPTAIN EBP	Rosy Bucio and Robyn Young	Virtual	Free

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

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

October

Dyslexia Awareness Month, Learning Disability Awareness Month

ADHD Awareness Month

National Physical Therapy Month

Vision Therapist Day, October 5

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

October				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
10-12-2021 1:00-2:30	Creating a Culture of Wellness	Alison Lindsay	Virtual/recorded	Free
10-12-2021 1:00-3:00	Dyslexia Day 1	Dyslexia Training Institute, SBCSELPA	Virtual/recorded	\$60 for all three days
10-13-2021 12:30-2:30	CPI Physical Training	Jennifer	In Person at SBCSELPA	Free
10-14-2021 12:30-3:30 (Day 3 of 5)	Lindamood Bell On Cloud9 Math	SBCSELPA/Lindamood Bell	Virtual	\$1020 includes the kit
10-14-2021 2 hours on your own- recorded	Inclusive Education for Students with Mild-Moderate Disabilities	Diagnostic Center/SBCSELPA	Virtual	Free
10-19-2021 1:00-3:00	Dyslexia Day 2	Dyslexia Training Institute, SBCSELPA	Virtual/recorded	\$60 for all three days
10-20-2021 Recorded training	Maximizing AAC Opportunities Within Routines	Diagnostic Center/SBCSELPA	Virtual/recorded	Free
10-20-2021 12:30-3:30 (Day 4 of 5)	Lindamood Bell On Cloud9 Math	SBCSELPA/Lindamood Bell	Virtual	\$1020 includes the kit
10-21-2021 8:30-3:00	CPI Refresher	Louisa/Laurice	Virtual	\$21.49 for book
10-26-2021 1:00-3:00	Dyslexia Day 3	Dyslexia Training Institute, SBCSELPA	Virtual/recorded	\$60 for all three days
10-26-2021- 10-28-2021 Time TBD	PSW COHORT 1 Coaching	Diagnostic Center/SELPA	Virtual	Free

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

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

November

Epilepsy Awareness Month

National School Psychology, November 9

November				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
11-2-2021 1:00-3:00	Alternative to Dispute Resolution (ADR)	Clare Fowler Recorded and facilitated by SBCSELPA ADR CADRE	Virtual/recorded	Free
11-3-2021 3:00-4:00	Self Care for the Educator	Alison Lindsay	Virtual/recorded	Free
11-3-2021 12:30-2:30	CPI Physical Training	Jennifer	In Person at SBCSELPA	Free
11-3-2021 2 hour recorded training	Keeping the Day Sane: Mental Health 101 for Paraeducators	Diagnostic Center/ SBCSELPA	Virtual	Free
11-3-2021 3:00-3:30	A.P.E. Network Meeting	SELPA	Virtual	Free
11-4-2021 8:30-3:00	CPI Refresher	Stephan/Bethany	Virtual	\$21.49 for book
11-8-2021 2:00-3:00	OT Network	SBCSELPA`	Virtual	Free
11-9-2021 1:00-3:00	Legal Training ‘Hot Topics’	Jan Tomskey Fagan, Friedman, and Fulfroft, LLP, CCASP and SBCSELPA	Virtual/recorded	Free
11-10-2021 12:00-1:00	Self Care for the Educator	Alison Lindsay	Virtual/recorded	Free

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

This Professional Development Offerings Booklet is updated monthly.

2021-2022 Professional Development Calendar of Events by the Month

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

December

International Day of Persons with Disabilities- December 3

December				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
12-1-2021 One hour recorded training	Mindfulness Practice: The Educator's Guide to Help Students Practice Mindfulness	Diagnostic Center/SBCSELPA	Virtual	Free
12-1-21 9:00-10:00	Interpreter/ Translator Network	SBCSELPA and SLO SELPA	Virtual	Free
12-1-2021 12:30-2:30	CPI Physical Training	Jennifer	In Person at SBCSELPA	Free
12-2-2021 11:00-11:30	Speech and Language Network	SBCSELPA	Virtual	Free
12-7-2021	PSW COHORT 1 Wrap up	Diagnostic Center/SBCSELPA	In Person	Free
12-8-2021 12:30-2:30	CPI Physical Training	Jennifer	In Person North County SMB Souza	Free
12-9-2021 1:00-3:00	Adapted P.E. Training	Dr. Beth Foster	Virtual/recorded	Free
<i>TBD</i>	<i>OT Training</i>	<i>SBCSELPA/OT</i>	<i>TBD</i>	Free

This Professional Development Offerings Booklet is updated monthly.

2021-2022 Professional Development Calendar of Events by the Month

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

January

Chronic Traumatic Encephalopathy (CTE) Awareness

January				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
1-11-2022 8:30-3:00	English Language Learners Training: Overview of Section 2: Pre-Referral and Referral, Assessment, and IEP Processes	SBCSELPA/ Imperial SELPA/SBCEO	Virtual; hosted by SBCSELPA.	Free
1-12-2022 3.5 hours recorded	An Introduction to the What's and Not's of ADHD and Implications	Diagnostic Center/SBCSELPA	Virtual	Free
1-19-2022 8:30-10:30	SIRAS Updates with SIRAS	SBCSELPA/SIRAS	Virtual/Recorded	Free
1-18 and 1-19- 2022 1:30-3:30	PSW Cohort 2	Diagnostic Center/SBCSELPA	Virtual- Cohort registration through Jennifer Connolly	Free
1-25-2022 1:00-3:00	DHH Network	DHH/SBCSELPA	Virtual	Free
1-27-2022 8:30-3:00	CPI Initial	Phil/ Jennifer	Santa Maria Bonita Souza Center (IN PERSON)	\$21.49 for book
1-27-2022 8:30-3:00	Writing Linguistically Appropriate Goals and Objectives	Imperial SELPA	Registration at https://www.icoe.org/selpa	Free

	for Els with Disabilities			
--	---------------------------	--	--	--

2021-2022 Professional Development Calendar of Events by the Month

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

February

Vision Awareness Month

February				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
2-1-2022 1:00-3:00	MY NAME Is... A Legal and Practical Framework for Affirming Students' Identities in the School Setting	Wes Parsons, Fagan, Freedman, Fulfroost	Virtual	Free
2-2-2022 9:00-10:00	Interpreter/ Translator Network	SBCSELPA and SLO SELPA	Virtual	Free
2-2-2022 12:30-2:30	CPI Physical Training	SBCSELPA	In person South County at SELPA	Free
2-3-2-4-2022 8:30-3:00	ADOS Training	SLO and SBCSELPA	Virtual	\$107 registration closed
2-8-2-10-2022 8:30-3:00	PSW Coaching	Diagnostic Center of Southern California/SBCSELPA	Virtual- Registration through Jennifer Connolly	Free
2-16-2022 12:30-2:30	CPI Physical Training	SBCSELPA	In person North County SMB Souza Center	Free
2-17-2022 8:30-3:00	CPI Refresher	Jermaine/Joe	SBCSELPA IN PERSON	\$21.49 for book

2-17-2022 2:00-3:00	Built in Accessibility Features of iOS/iPAD, Chrome/Google and Windows	Lisa Foote, AT/AAC Specialist	Virtual	Free
------------------------	---	----------------------------------	---------	------

This Professional Development Offerings Booklet is updated monthly

2021- 2022 Professional Development Calendar of Events by the Month

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

March

Developmental Disabilities Month

Down Syndrome Day, March 21

March				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
3-1-2022 2:00-3:00	SIRAS Searches, Statistical Reports, Special Factors/ Low Incidence	Michael Brown, SIRAS and SBCSELPA	Virtual/Recorded	Free
3-2-2022 1:00-3:00	Alternative to Dispute Resolution (ADR)	Clare Fowler/ SBCSELPA	In person	Free
3-2-2022 3 hours recorded	Evidence-Based Practices for Students with Mild-Moderate Autism Spectrum Disorder	Diagnostic Center/ SBCSELPA	Virtual	Free
3-3-2022 8:30-3:00	CPI Refresher	Phil/Courtney	SMB Souza (IN PERSON)	\$21.49 for book
3-8-2022 12:30-2:30	CPI Physical Training	SBCSELPA	(In Person) South County at SBCSELPA	Free
3-9-2022 8:30-3:00	English Learners with Disabilities Training: Overview of Section 3: Education Programs and Instructional Strategies	SBCSELPA/ Imperial SELPA/SBCEO	Virtual; hosted by SBCSELPA	Free

March				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
3-10-2022 2:00-3:00	Orientation to Open Access AT Flip Kit Part 1- Reading	Lisa Foote, AT/AAC Specialist	Virtual	Free
3-10-2022 2:30-3:00	DHH Network Meeting	DHH Specialists (Assessment)	Virtual	Free
3-15-3-17-2022 8:30-3:00	PSW Coaching	Diagnostic Center of Southern California/ SBCSELPA	Virtual- Registration through Jennifer Connolly	Free
3-15-2022 9:00-10:30	SIRAS Behavior Intervention Plans (BIP)	SBCSELPA	Virtual/Recorded	Free
3-29-2022 12:30-2:30	CPI Physical Training	SBCSELPA	(In Person) North County SMB Souza Center	Free
3-30-2022 2:00-2:30	SLP Network Meeting	SBCSELPA	Virtual	Free
3-31-2022 8:30-3:00	CPI Initial	Stephan/Laurice	SBCSELPA (IN PERSON)	\$21.49 for book
3-31-2022 2:00-3:00	Orientation to Open Access AT Flip Kit Part 2- Writing	Lisa Foote, AT/AAC Specialist	Virtual, recorded	Free
3-31-2022 9:00-10:00	Interpreter/ Translator Network	SBCSELPA and SLO SELPA	Virtual	Free

This Professional Development Offerings Booklet is updated monthly.

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

April

Autism Awareness Month

Occupational Therapist Day, April 1

International Day of American Sign Language

Administrative Professionals Day, April 27

Administrative Assistants Day, April 27

April				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
4-6-2022 8:30-3:00	English Learners with Disabilities Training: Overview of Section 4: Proposing Exit from Special Education Services	SBCSELPA and Imperial County SELPA	Virtual	Free
4-11-2022 1:30-3:00	Celebrate Autism with Temple Grandin	Temple Grandin/ SBCSELPA	Virtual	Free
4-12-2022 12:30-2:30	CPI Physical Training	SBCSELPA	(In Person) North County SMB Souza Center	Free
4-12-2022 5:00-7:15	'Finishing the Year Strong, Parent and School Partners in Education'	Alpha Resource Center and SBCSELPA with support from LEA Administrators	Virtual: English: 5:00-6:00 Spanish: 6:15-7:15	Free
4-13-2022 8:30-10:30	Legal Training 'Hot Topics'	Jan Tomsy	Virtual/recorded	Free

4-14-2022 2:00-3:00	Orientation to Open Access AT Flip Kit Part 3 Math	Lisa Foote, AT/AAC Specialist	Virtual, recorded	Free
4-14-2022 8:30-3:00	CPI Initial	Chyelin/Natalie	SMB Souza (IN PERSON)	\$21.49 for book
4-20-2022 12:30-2:30	CPI Physical Training	SBCSELPA	(In Person) South County at SBCSELPA	Free
4-26-2022 1:00-3:00	Alternative to Dispute Resolution (ADR)	Clare Fowler 'LIVE' on Zoom by SBCSELPA ADR CADRE	Live on Zoom, Clare Fowler presenter	Free
4-27-2022 8:30-3:00	Pathway Towards Reclassification of English Learners with Significant Cognitive Disabilities	Imperial SELPA	Registration at https://www.icoe.org/selpa	Free
4-27-2022 1:30-3:30	PSW Cohort 2 final day	Diagnostic Center of Southern California/SBCSELPA	Virtual- Registration through Jennifer Connolly	Free
4-28-2022 8:30-3:00	CPI Refresher	Alison/Chris	SBCSELPA (IN PERSON)	\$21.49 for book

This Professional Development Offerings Booklet is updated monthly.

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

May

Mental Health Awareness Month

National Adapted P.E., May 1

Teacher Appreciation, May 2-May 6

Nurses, May 6

Speech and Language Month, May 18

May				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
5-4-2022 8:30-11:30	SIRAS Updates and End of Year Reminders with SIRAS	SBCSELPA/SIRAS with Brian Marcontell	Virtual/Recorded	Free
5-5-2022 8:30-3:00	CPI Initial	Louisa/Joe	SBCSELPA (IN PERSON)	\$21.49 for book
5-10-2022 5:00-8:00	SELPA-Bratton	SBCSELPA	In person Glen Anne Frog Bar and Grill	TBD
5-11-2022 2:00-2:30	SLP Network Meeting	SBCSELPA	Virtual	Free
5-12-2022 8:30-3:00	CPI Refresher	Billy/Jennifer	SMB SOUZA (IN PERSON)	\$21.49 for book
5-24-2022 8:30-3:00	English Language Learners Training: Overview of Section 5: Reclassification from English Learner Status	SBCSELPA and Imperial County SELPA	Virtual	Free
<i>TBD</i>	<i>Nurses Training</i>	<i>SBCSELPA</i>	<i>TBD</i>	

June

June				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person	Free/ Cost
6-8-2022 8:30-3:30	GROW Summit	Alison/Rosy	In Person, The Goodland, Goleta	TBD
6-14-2022 8:30-3:30	GROW Summit	Alison/Rosy	In Person, Sideways Inn Vintage Hall, Buellton	TBD

Professional Development Event Descriptions by Topic



Adapted P.E.

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

Content Objectives:

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

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

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

Alternative to Dispute Resolution (ADR)

SBCSELPA and member LEAs promote collaborative relationships with parents or guardians and community agencies ensuring students with disabilities receive free and appropriate education (FAPE). SBCSELPA provides to member LEAs, parents/guardians, and agencies throughout Santa Barbara County alternatives for resolving disputes or misunderstandings in the IEP Process. The Alternative to Dispute Resolution (ADR) goal is to restore positive communication with parents, guardians, and LEAs. ADR meetings save time and money by promoting ongoing collaborative relationships with parents, LEAs, and community agencies.

Participants will learn how to organize and orchestrate effective IEP Team meetings and about a Facilitated IEP Team meeting.

Clare Fowler Mediate.com: <http://www.clarefowler.com/>

SBCSELPA ADR Cadre and Clare Fowler provide a four, two-hour series on Alternative to Dispute Resolution (ADR) techniques. September 28 (Day 1) will focus on the importance of pre-planning for IEPs, Facilitated IEPs Meetings and Conferences. November 2 (Day 2) will explore de-escalation strategies for when tensions rise in meetings. March 29 (Day 3) encompasses understanding mental health environments, students and the talent of liberation and communication in particular tackling demographic and mental obstacles through difficult conversations. The final day of the series, April 26 shines a spotlight on resolution with unfinished business including multiple stakeholders. Day 1-3 are recorded training with the SBCSELPA ADR Cadre as facilitators of the events. Day 4 is a 'live' event virtually with Clare Fowler and the SBCSELPA ADR Cadre.

Administrators

SBCSELPA Administrators Academy

Administrators Academy is designed to provide information to new or existing school leaders and Administrators on compliant best practices in special education including topics related to the Special Education Plans (SEP) Targets. Participants will have the opportunity to ask questions and learn about the many programs and procedures of the Santa Barbara County SELPA.

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

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

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

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

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

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

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

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

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

Assessment

Patterns of Strengths and Weaknesses (PSW)

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

Assistive Technology/ AAC

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

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

Learning Objectives:

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

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

Built in Accessibility Features of iOS/iPad, Chrome/ Google and Windows: Thursday, February 17, 2022 2:00-3:00

Lisa Foote, SBCSELPA AT/AAC Specialist will review the various platforms.

Learning Objectives:

- review of built-in accessibility features and options on all platforms.

- learn to accommodate text to speech/speech to text.
- alternative multi-media strategies for producing work outside of standard writing and keyboarding.

Orientation to Placer County SELPA Open Access AT Flip Kit Part 1- Reading Thursday, March 10, 2:00-3:00, Writing Thursday, March 31, 2:00-3:00, and Math Thursday, April 14, 2:00-3:00.

Lisa Foote, SBCSELPA AT/AAC Specialist will take participants through Placer County SELPA's Open Access Flip Kit. The Flip Kit is a searchable visual data base of low-mid-high technology AT supports.

Learning Objectives:

- demonstrations and videos of reading, writing, and math tools to be shared.
- *Attend any or all 3 sessions.
- *For review of Flip Kit: <https://www.openaccess-ca.org/at-flipkit>

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.

Menu of event choices for LEA requested event:

1. What are EBPs
2. Antecedent Based Intervention
3. Prompting
4. Reinforcement
5. Self-Management
6. Social Narratives
7. Social Skills Training
8. Task Analysis
9. Time Delay
10. Video Modeling
11. Visual Supports

Temple Grandin: Monday, April 11, 1:30-3:00 virtual.

Temple Grandin was diagnosed with autism as a child and went on to pursue work in psychology and animal science. She has become a leading advocate for autistic communities and has also written books and provided consultation on the humane treatment of animals. In 2010, HBO released an Emmy Award-winning film on Grandin's life.



Behavior

Behavior Series

Data Collection in Special Education

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

Understanding the Functions of Behavior

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

Fundamentals of Behavior

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

De-Escalation Strategies: Guiding Principles and Next Steps

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

Behavior Intervention Plans (BIP)

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

Multi-Tiered System of Supports for Behavior and Social Success

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

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

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

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

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



Crisis Prevention

Nonviolent Crisis Prevention Intervention:

One-Day Refresher:

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

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

One-Day Initial:

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

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

CPI Physical Training

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

Conscious Discipline Modules

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



Deaf and Hard of Hearing (TBD)

Diagnostic Center of Southern California Trainings

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

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

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

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

Time: 1.75 hours (recorded training)

R-13 Maximizing AAC Opportunities Within Routines

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

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

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

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

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

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

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

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

Time: 1 hour (recorded training)

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

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

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

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

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

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

Time: 1.75 hours (recorded training)



English Learners with Disabilities Trainings with Imperial County SELPA

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

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

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

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

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

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

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

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

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

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



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

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

Participants will receive an overview of the G.R.O.W. program, learning about everything from the foundational principles to the specific program components. Through direct instruction, videos, group discussion, and in-vivo practice of skills, participants will learn the science behind

the program as well as how put it into practice in the classroom. Although this training is for staff who are new to the G.R.O.W. program, all are welcome to participate.

Skill-Building Sessions

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

GROW Summit

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

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



Health

Nurses Network

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



Interpreter/ Translator Events

Best Practices in IEP Interpretation with Lena Moran Acereto

Participants will learn or refine the skills needed for interpretation in Individualized Education Plan (IEP) settings. Terminology and remote interpretation will be reviewed in this four hour training.

Interpreter/ Translator Network

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

L

Legal

Jan Tomsy 'Hot Topics in Special Education'

Jan E. Tomsy is a partner at Fagen, Friedman, & Fulfrost, 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.'

M

Math: Lindamood- Bell: On Cloud Nine

The On Cloud Nine® Math Program, from Lindamood-Bell, develops the ability to image and verbalize the concepts and processes of math. Concept imagery and numeral imagery are integrated with language to improve both mathematical reasoning and mathematical computation. On Cloud Nine® instruction is effective for elementary math instruction and as an intervention for students of any age or grade level experiencing difficulty in math or not performing to their potential.

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

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

- Image numerals, numerical concepts, and the number line.
- Count by ones, twos, fives, and tens, and establish imagery for the base-ten math concept.

- Add and subtract with carrying and borrowing.
- Multiply and divide — and comprehend those functions.
- Solve word problems.
- Comprehend decimals and fractions.

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



Network Meetings for all Related Services

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

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

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

Requirements for NPS/A renewal of certification:

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

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

Each training satisfies the following conditions:

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

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

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

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

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

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

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

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

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

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

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



Occupational Therapy (TBD)



Reading

Dyslexia Training Institute

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

Cost: \$60 for six hours of training.



SELPA-Bratton

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

Third Annual SELPA-Bratton May 10, Glen Annie Golf Course Frog Bar and Grill, 5:00-8:00.

September School Updates with SBCSELPA and Alpha Resource Center

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

SIRAS

Summer Updates in SIRAS

August 31, 1:00-3:00: SIRAS Systems provides 'Summer Updates' information to all staff sharing the new procedures and forms created over the summer. All staff are invited to this one-hour virtual training.

SIRAS Boot Camps

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

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

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

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

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

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

SIRAS Trainings with SIRAS Team:

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

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

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

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

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



Transition

Colleges Tours

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

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

Individual Transition Plan (ITP) Training

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

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

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

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

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

Transition Fairs

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

Transition Assessment Training (TBD)

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

‘Mini’ LEA Professional Development Topics Available Upon Request

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

Behavior Series

Understanding Brain States & Behavior

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

Supporting Students with Behavioral Needs in School Settings

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

How To “Coach” Students

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

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

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

Data Collection in Special Education

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

Understanding the Functions of Behavior

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

Fundamentals of Behavior

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

De-Escalation Strategies: Guiding Principles and Next Steps

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

SELPA 28: SBCSELPA Continuum of Mental Health Services

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

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

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

Brain-Based Behavioral Perspectives and Support Strategies

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

Relational Scaffolding

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

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

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

Self-Care for the Educator

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

Parent Support

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

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

SIRAS

Introduction to SIRAS for new employees

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

SIRAS updates

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

Advanced Refresher

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

Conscious Discipline Modules

1. Introduction to Conscious Discipline Modules

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

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

2. Conscious Discipline Modules: “Consequences”

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

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

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

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

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

4. Conscious Discipline Modules: “Assertiveness”

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

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

5. Conscious Discipline Modules: “Choices”

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

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

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

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

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

7. Conscious Discipline Modules: “Composure”

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

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

8. Conscious Discipline Modules: “Empathy”

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

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

9. Conscious Discipline Modules: “Positive Intent”

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

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

10. Conscious Discipline Modules: “Encouragement”

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

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

‘Mini’ LEA Professional Development Topics Available Upon Request

List of events offered updated monthly.

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

July

July 28: Lompoc BIP

August

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

August 5: Guadalupe CPI Training

August 6: SBCEO SIRAS Beginners Training

August 10: Orcutt SIRAS Beginners Training

August 12: SBCEO Montecito Union CPI Training

August 13: Buellton CPI

August 16: Hope: Behavior Training

August 16: Goleta CPI Training

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

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

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

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

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

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

September

September 2: NPA Behavior Series

September 3: SBPIC SELPA Overview, GROW, WRAP Information

September 9: Goleta, Brain States Introduction

September 10: Lompoc, SIRAS Training

September 13: SBUSD, GROW Training

September 13: Santa Ynez Valley Consortium, Brain States Review

September 20: Buellton, RULER Training

September 21: SB Charter, Conscious Discipline Intro.

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

September 29: Goleta, Brain States Part 2

October

October 6: SBUSD, GROW Training

October 6: Manzanita teachers, A New Lens on Behavior

October 7: Santa Ynez Valley Consortium, Introduction to PRT

October 13: GUSD, GROW Training

October 18: SBUSD, GROW Training

October 19: SB Charter, Conscious Discipline, Coaching

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

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

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

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

November

November 4: Goleta GROW Training for Paraeducators

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

November 10: Lompoc GROW Training for new teacher

November 10: Manzanita Charter, Brain State Coaching In Practice

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

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

November 29: Buellton Unified, RULER

December

December 8: Adelante, De-escalation

January

January 6: Hope, CPI Physicals

January 10: SMB, CPI Initial

January 12: CMS New Lens on Behavior

January 28: SMJUHSD Data Collection

February

February 3: Goleta, Introduction to Captain and Evidence Based Strategies

February 7: CAC, What is CAPTAIN

February 9: Manzanita, Brain State Coaching

February 9: TCRC and Transition Collaborative: What is SELPA?

February 17: Goleta, EBP: Reinforcement

February 23: Carpinteria: Providing Feedback to Students

February 24: Hope Visual Supports EBP

March

March 9: Adelante Self- Care

March 17th Antecedent Based Interventions EBP

April

April 28th Reinforcement EBP

May

June

SBCSELPA Staff (note new emails)

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

Dr. Ray Avila	ravila@sbcseelpa.org
SBCSELPA Executive Director	
Jennifer Connolly	jconnolly@sbcseelpa.org
SBCSELPA Coordinator	
Lindsay MacDonald	lmacdonald@sbcseelpa.org
Office Manager	
Brian Helt	bhelt@sbcseelpa.org
Executive Assistant	
Rachel Wigle	rwigle@sbcseelpa.org
Chief Business Official	
Rosy Mato-Bucio	rbucio@sbcseelpa.org
SBCSELPA BCBA	
Phil Pandac	ppandac@sbcseelpa.org
SBCSELPA BCBA	
Deborah Umansky	dumansky@sbcseelpa.org
Clinical Psychologist Intern Supervisor	
Taryn Hurvitz	thurvitz@sbcseelpa.org
Audiologist	
Lisa Foote	lfoote@sbcseelpa.org
SBCSELPA AT/AAC Specialist	
Stephan Salter	ssalter@sbcseelpa.org
SBCSELPA Mental Health Specialist/NPS Coordinator	
Alison Lindsey	alindsey@sbcseelpa.org
SBCSELPA Mental Health Specialist/Wraparound Services	
Natalie Facio-Leon	nfacioleon@sbcseelpa.org
Wraparound Services Facilitator (Bilingual)	
Stephanie Guertin	sguertin@sbcseelpa.org
Youth Support Specialist	
Grace Vega	gvega@sbcseelpa.org
Youth Support Specialist (Bilingual)	

Amanda Munoz

amunoz@sbcseelpa.org

Youth Support Specialist (Bilingual)

Professional Development Presenter(s) Information

Dr. Ray Avila

ravila@sbcseelpa.org

SBCSELPA Executive Director

805-683-1424

Jennifer Connolly

jconnolly@sbcseelpa.org

SBCSELPA Coordinator

805-683-1424

Alison Lindsey

alindsey@sbcseelpa.org

SBCSELPA Mental Health Specialist/Wraparound

805-683-1424

Rosy Bucio

rbucio@sbcseelpa.org

SBCSELPA BCBA

805-688-1424

Phil Pandac

ppandac@sbcseelpa.org

SBCSELPA BCBA

805-688-1424

Stephan Salter

ssalter@sbcseelpa.org

SBCSELPA Mental Health Specialist/NPS Coordinator

805-688-1424

Robyn Young

ryoung@sbunified.org

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

Santa Barbara Unified Program Facilitator

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

Carrie Hicinbothom

chicinbothom@smbdsd.net

SMB BCBA

Yolanda Horton

yhorton@smbdsd.net

SMB BCBA

Billy Headrick

bheadrick@orcutt-schools.net

Orcutt BCBA

Laurice Seely

Seely.laurice@lusd.org

Lompoc School Psychologist

Cody Jacobs

cjjacobs@sbunified.org

SBUSD BCBA

Phil Pandac

ppandac@sbcseelpa.org

SBCSELPA BCBA

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

Robyn Young	ryoung@sbunified.org
Regional Implementation SELPA Lead for C.A.P.T.A.I.N.	
Yolanda Horton	yhorton@smbbsd.net
SMB BCBA	
Rosy Bucio	rbucio@sbcselfpa.org
SBCSELPA BCBA	
Lauren Hoffman	hoffman.lauren@lusd.org
LUSD BCBA	
Jermaine Powell	jpowell@sbunified.org
SBUSD BCBA	
Donna Todaro	dtodaro@sbceo.org
SBCEO Special Education Teacher	
Meghan Davy	mdavy@alphasb.org
Advocacy Systems Specialist	
Alpha Resource Center	

CPI Presenters North County

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

CPI Presenters South County

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

CPI Presenters (District only Trainers)

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

ADR Cadre**Jennifer Connolly**jconnolly@sbcseelpa.org

SBCSELPA Coordinator

Patty Moorepjmoore@alphasb.org

Alpha Resource Center

Manager, Children, Family & Advocacy Services

Dr. Karla Currykcurry@cusd.net

Carpinteria, Director of Special Education

Jamie Carpiojcarpio@sbunified.org

Santa Barbara Unified Program Specialist

Amy Gillespieagillespie@cusd.net

Carpinteria School Psychologist

Beverly Shermanbsherman@buelltonusd.org

Santa Ynez Valley Consortium Coordinator

Rusty Gordonrgordon@smbsd.net

Orcutt, Director of Special Education

Cherylin Lewclew@goleta.k12.ca.us

Goleta, Director of Special Education

Dr. Joseph Ledouxledoux.joseph@lusd.org

Lompoc, Coordinator

Meghan Davymdavy@alphasb.org

Advocacy Systems Specialist

Alpha Resource Center

Dr. Ray Avilaravila@sbcseelpa.org

SBCSELPA Executive Director

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

Available Resources

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

Professional Development Locations for Larger Events

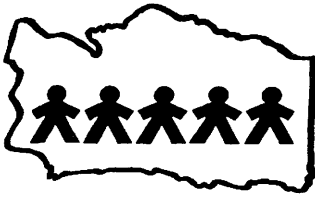
North: Santa Maria Bonita Souza Center: 708 Miller St. Santa Maria, CA 93454

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

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

Zoom Conferencing

This Professional Development Offerings Booklet is updated monthly,



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

Date: April 11, 2022

To: Community Advisory Committee (CAC)

From: Jennifer Connolly, SBCSELPA Coordinator

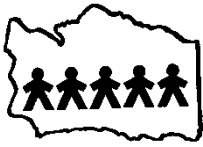
Re: SBCSELPA JPA Board Regular Meeting Minutes Highlights from December 2021, January 2022, and February 2022

BACKGROUND:

- The Joint Powers Agency (JPA) Board is the decision-making body for the SBCSELPA and derives its power from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the county. It is the policy of the Board to encourage public participation in the Board's activities to fully promote communication with interested persons and entities in Santa Barbara County. All meetings of the JPA Board are public and accessible. Deliberations of the Board, except for those appropriate for closed sessions, shall be conducted openly and all actions taken in public session.
- SBCSELPA Joint Powers Agency (JPA) Board Membership is comprised of eight Santa Barbara County School District/local education agency superintendents that represent school districts by service type and area:
 - North County Non-direct Service District Representatives
 - South County Non-direct Service District Representatives
 - North and South County Direct Service District Representative
 - Santa Ynez Valley Special Education Consortium Non-direct Service District Representative
 - 9th through 12th Grade High School District Representative
 - Santa Barbara County Schools Representative
- Highlights from December 6, 2021, JPA Regular Meeting
 - Rachel Wigle presented on First Interim Report Fiscal Year 2021-2022 including ADR funding for Dispute Resolution, Ending Fund balances, and Learning Recovery money allocated to each district.
 - Luke Ontiveros, SMBUSD, retired and was thanked for his service on the JPA Board. Holly Edds, Orcutt USD Superintendent to represent north county on the JPA Board in his place.
- Highlights from January 18, 2022, JPA Special Meeting
 - Resolution recognizing a State of Emergency and Authorizing Teleconference Meetings for Regular Board Meetings.
- Highlights from February 7, 2022, JPA Regular Meeting
 - SB 1113: Inclusive Education highlighted. Additional resources from State level to come to Santa Barbara County in the future.
 - AB602: Addition funding base rate per pupil increase to \$820. Mental Health funding possible shift from SELPAs to Districts.

- Special Education Funding presentation and the Impacts of 2021-2022 Budget Act, 2022-2023 Governor's Budget Proposal reviewed by Rachel Wigle.
 - 1) Mental Health flowing directly to districts
 - 2) Increase in per pupil of \$820
 - 3) Low Incidence funding increase
 - 4) Preschool grants
- SBCSELPA Revision to Procedural Handbook Section 8 Private Schools.
- Nonpublic School Year to date expenditures reviewed.

JC:lm



Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

APPROVED
02/07/2022

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
JOINT POWERS AGENCY BOARD
MINUTES OF DECEMBER 6, 2021, REGULAR MEETING
Due to the COVID-19 Crisis this meeting was held via Zoom
12:00 p.m.

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

I. PUBLIC SESSION

A. Call to Order

The regular meeting of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) Joint Powers Agency Board was called to order by Anne Hubbard at 12:02 p.m. via Zoom (**Meeting ID: 955 0415 9398**).

B. Roll Call

Lindsay MacDonald took membership roll call.

Members Present: Amy Alzina, Clerk
Antonio Garcia
Anne Hubbard, Chairperson
Randal Haggard, Vice-Chairperson
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 Office Manager
Jennifer Connolly, SBCSELPA Coordinator
Rachel Wigle, SBCSELPA Chief Business Official
Kirsten Escobedo, Asst. Supt. of Special Education, SBCEO
Claudia Echavarria, Director of Special Education, SYVSEC

C. Flag Salute

Anne Hubbard led the assembly in the Pledge of Allegiance.

D. Welcome Guests

Anne Hubbard welcomed all guests to the meeting.

E. SBCSELPA Executive Director's Report

Ray Avila highlighted item #5 in his Executive Director's Report regarding the F3 Law Firm presentation about Transgender population. This presentation was presentation at the State SELPA meeting in November 2021 and Ray has provided the PowerPoint presentation in the agenda to share. Ray also shared that the SBCSELPA is working with F3 Law Firm to coordinate having this presentation offered as a professional development in our County soon. The Board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 6, REGULAR MEETING

II. **PUBLIC COMMENTS**

There were no public comments.

III. **APPROVAL OF ADDITIONAL EMERGENCY ITEMS**

There were no additional emergency items presented.

IV. **APPROVAL OF ACTION AGENDA**

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

Motion to Approve: Randal Haggard **Second:** Luke Ontiveros

Vote: 7 – 0 The motion passed with JPA Board Members Amy Alzina, Antonio Garcia, Randal 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 November 1, 2021 Regular Meeting**
- B. **Ratification of Payment of Claims:** 01-669688 - 01-669704, 01-670727 – 01-670734, 01-671594 – 01-671611, 01-672380 – 01-672393, 01-673439 – 01-673482.
- C. **Santa Barbara County Education Office (SBCEO) School Business Advisory Services (SBAS) Request for Authorized Signatures Forms**

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

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

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

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

VI. **PRESENTATION**

A. **First Interim Report for Fiscal Year 2021-22 Budget Presentation**
Presenter Rachel Wigle, SBCSELPA CBO

Rachel Wigle presented information related to the SBCSELPA First Interim Report for Fiscal Year 2021-22. She provided the JPA Board with information related to what comprises the First Interim Report, beginning with a review of the schedule of SELPA budget reviews that occur throughout the year. She explained that the First Interim is the mid-year budget test that is required by the CA Ed Code and this year the SELPA will be reporting a positive certification. She provided information regarding the changes in the SBCSELPA budget from adoption in June to today's certification of First Interim Report. She commented that some of the biggest changes was in Salary & Benefits due to the 3% COLA that the Board approved; ADR funding with the SBCSELPA receiving nearly \$250k in revenue; and the addition of Fund 10 Budget this year. Rachel also reviewed the ending fund balances that the JPA Board approved and have been included in the First Interim report, along with the Board approved allocations for undesignated balances. New this year is the inclusion of information regarding the ADR and Learning Recovery one-time 21-22 funding due to COVID-19 learning loss and this money has already gone out to the districts. Rachel provided a detailed comparison chart of FY 21-22 First Interim compared to FY 21-22 Adopted Budget. Lastly, she reviewed the multi-year projection of revenue and expenses. The Board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 6, REGULAR MEETING

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

A. Certification of First Interim Report for Fiscal Year 2021-2022

1. Narrative and chart of First Period Interim revenues and expenses
2. First Period Interim Report

Recommendation: The JPA Board approve the First Period Interim Report for Fiscal Year 2021-2022 as presented.

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

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

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

**B. Santa Barbara County Education Office (SBCEO) Regional Program Operator
Request to Maintain Arellanes Junior High Program for the 2022-2023 School Year**

1. SBCEO Request

Recommendation: The JPA Board approve the SBCEO request to maintain the Arellanes Junior High Program for the 2022-23 school year as presented.

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

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

Ray Avila introduced the item and shared that Kirsten Escobedo was joining to share more details about this request. Kirsten reviewed the request and that it is to maintain the current program for the 2022-23 school year at Arellanes Junior High. The Local Plan requires that when a class size drops below 60% of the 8-10 recommended students then it must be presented to the JPA Board for approval. It is anticipated that Arellanes will drop below 60% so the request is to maintain the program and keep it open. There are 3 programs within the North County that serve elementary and junior high students with moderate to severe disabilities, among those 3 classes next year they are projected to have approximately 16 students. Essentially, they would like to redistribute, through the IEP process, the total numbers of students in each program so that they are about even with 5-6 students in each class. This is a request that has been brought forward a couple of years previously. As a note if the Arellanes program was to be closed then there wouldn't be a program in Santa Maria to serve those students. The board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 6, REGULAR MEETING

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

C. **Santa Barbara County Education Office (SBCEO) Regional Program Operator
Request to Maintain Hollister Elementary School Regional Program for the 2022-2023
School Year**

1. SBCEO Request

Recommendation: The JPA Board approve the SBCEO request to maintain Hollister Elementary School Regional Program for the 2022-2023 school year as presented.

Motion to Approve: Randal Haggard **Second:** Luke Ontiveros

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

Ray Avila introduced the item and shared that Kirsten Escobedo was joining to share more details about this request. Kirsten reviewed the request and shared that this is a program that is available to serve students in all the South County program, students with significant disabilities. It is projected that there will be 4 possibly 5 students in the program next year, and so they are requesting that they maintain the program available to the students currently in the program. Currently the program is staffed with 4 paraprofessionals, and they are recommending that they reduce that down to 3 paraprofessionals and maintain the 1 LVN who supports that program due to an IEP service that is required. The board was satisfied; there were no questions or comments.

D. **Resolution 21-22-02 Recognizing a State of Emergency and Authorizing
Teleconferenced Meeting for Special Meeting in January 2022**

1. Resolution 21-22-02

Recommendation: The JPA Board approve Resolution 21-22-02 Authorizing the scheduling of a Special Meeting in January 2022 to be held virtually as presented.

Motion to Approve: Hilda Maldonado **Second:** Antonio Garcia

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

Ray introduced this agenda item and in compliance with the Brown Act this resolution is being presented to allow for the February 2022 Regular JPA Board meeting to be held virtually. Thus, due to the 30-day time requirement it will require a special meeting to be held in January 2022 to adopt the resolution for the virtual meeting in February 2022. So, this current resolution is being presented to allow for a virtual special meeting to be held in January 2022 to adopt an additional resolution to allow for the February 2022 meeting to be held virtually. The board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 6, REGULAR MEETING

VIII. ITEMS FOR INFORMATION AND DISCUSSION

A. JPA Board Membership Discussion/Update

1. 2021-22 JPA Board Membership Chart

Ray Avila reviewed this item and shared that in preparation for entering the new calendar year and for the retirement of JPA Board member Luke Ontiveros his seat will need to be filled by a new board member. Ray expressed his sincere gratitude for the service Luke provided during his time on the JPA Board. Ray conveyed that in an effort to fill the vacancy that is being created by the departure of Luke he reached out to Holly Edds, Superintendent of Orcutt Union School District, regarding becoming a potential JPA Board member. Holly was pleased to be presented with the opportunity to become a JPA Board member, representing the North County school districts. Ray confirmed that Holly would be sworn in as the newest board member at the February 2022 JPA Board meeting. The Board was satisfied; there were no questions or comments.

B. SBCSELPA “Winter Break” Closure

Ray introduced this item and shared that this was and fyi for the Board, sharing that the SBCSELPA office would be closing for a winter break, returning January 3, 2022. The Board was satisfied; there were no questions or comments.

C. SBCSELPA Professional Development

Ray Avila introduced this item and thanked Jennifer Connolly, SBCSELPA Coordinator, and all the providers who give professional developments throughout the County, they continue to do an amazing job. Jennifer Connolly shared that we have had a wonderful year of professional development, reminding the Board that most of the offerings are recorded and saved on the SELPA YouTube channel for anyone to access at any time. Jennifer shared that in the upcoming month we have an adaptive P.E. training and various network meetings. The next year, starting in January 2022 we will be returning to in-person CPI trainings, which we are eager to begin, of course taking all the necessary safety precautions. The Board was satisfied; there were no questions or comments.

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

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

E. SBCSELPA Legal Fees Year-to-Date Reserve

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

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

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

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 6, REGULAR MEETING

IX. **MISCELLANEOUS AGENDA ITEMS**

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

Randy Haggard brought up the topic of late pass through of Federal revenues to the SYVSEC, that is beginning to create some rather complicated cashflow issues for the rather simple organization in the Valley. Randy thinks it would be helpful if there could be some joint communication, as he understands this is a California issue that the money is being held-up, but he honestly doesn't know the answer to that, but he does know that it does affect some districts in different ways. He would appreciate the opportunity to communicate, from the SELPA Board, if possible, to hopefully leverage a little bit of a stronger voice to hopefully see things move along a little bit more quickly. Anne Hubbard inquired if anyone knew of anyone proposing some sort of template or bullet points form entities. Ray shared that he did inquire with the State SELPA Association and as of now they have intent of creating a document, memo, whitepaper to OSEF, but they are in collaboration & communication with CASBO because this type of delay in Federal funding is not just affecting the special education fund but other funds as well, so hopefully something will be rolling out from CASBO soon. There were no other requests for future agenda items.

Next Scheduled JPA Board Meeting:

Date: February 7, 2022

Time: 12:00 p.m.

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

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

There were no public comments.

XI. **CLOSED SESSION:** The JPA Board adjourned to Closed Session at 12:45 p.m.

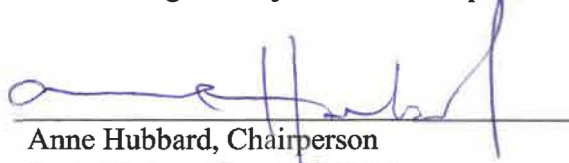
A. **Termination of SBCSELPA WRAP Facilitator**


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

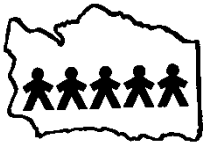
XII. **RECONVENE TO PUBLIC SESSION:** Anne Hubbard called the meeting back into Public Session at 1:58 p.m. The Board took action as appropriate.

XIII. **ADJOURNMENT**

The meeting was adjourned at 1:58 p.m.


Anne Hubbard, Chairperson
Santa Barbara County SELPA
2/7/22
Date


Ray Avila, Secretary
Santa Barbara County SELPA
2/7/22
Date



Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

REF: VI-B.2

87

APPROVED
02/07/2022

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
JOINT POWERS AGENCY BOARD
MINUTES OF JANUARY 18, 2022, SPECIAL MEETING
Due to the COVID-19 Crisis this meeting was held via Zoom
12:00 p.m.

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

I. PUBLIC SESSION

A. Call to Order

The regular meeting of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) Joint Powers Agency Board was called to order by Anne Hubbard at 12:02 p.m. via Zoom (**Meeting ID: 984 8618 0149**).

B. Roll Call

Lindsay MacDonald took membership roll call.

Members Present: Amy Alzina, Clerk
Antonio Garcia
Anne Hubbard, Chairperson
Randal Haggard, Vice-Chairperson
Trevor McDonald
Hilda Maldonado
Susan Salcido

Members Absent: None

Others Present: Ray Avila, SBCSELPA Executive Director and Secretary to the Board,
and other SBCSELPA staff:
Lindsay MacDonald, SBCSELPA Office Manager
Holly C. Edds, Ed.D., Superintendent, Orcutt Union School District
Kirsten Escobedo, Asst. Supt. of Special Education, SBCEO

C. Flag Salute

Anne Hubbard led the assembly in the Pledge of Allegiance.

D. Welcome Guests

Anne Hubbard welcomed all guests to the meeting.

II. PUBLIC COMMENTS

There were no public comments.

III. APPROVAL OF ADDITIONAL EMERGENCY ITEMS

There were no additional emergency items presented.

IV. CONSENT AGENDA: No Consent Agenda.

V. PRESENTATION: No Presentation.

SBCSELPA JPA BOARD
MINUTES OF JANUARY 18, 2022 SPECIAL MEETING

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

A. **Resolution 21-22-03 Recognizing a State of Emergency and Authorizing Teleconferenced Meetings for Regular Board Meeting on February 7, 2022**

1. Resolution 21-22-03

Recommendation: The JPA Board approve the Resolution 21-22-03 Authorizing the February 7, 2022 JPA Board Regular Meeting to be held virtually as presented.

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

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

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

VII. **MISCELLANEOUS AGENDA ITEMS**

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

There were no requests for future agenda items.

B. **Next Scheduled JPA Board Meeting:**

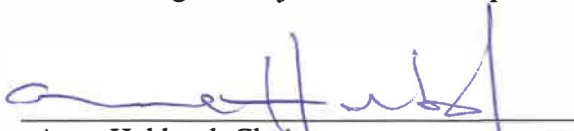
Date: February 7, 2022

Time: 12:00 p.m.

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


VIII. **ADJOURNMENT**

The meeting was adjourned at 12:05 p.m.



Anne Hubbard, Chairperson
Santa Barbara County SELPA
2/7/22

Date



Ray Avila, Secretary
Santa Barbara County SELPA
2/7/22

Date



Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

REF: VI-B.3
APPROVED⁸⁹
03/07/2022

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
JOINT POWERS AGENCY BOARD
MINUTES OF FEBRUARY 7, 2022, REGULAR MEETING
Due to the COVID-19 Crisis this meeting was held via Zoom
12:00 p.m.

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

I. PUBLIC SESSION

A. Call to Order

The regular meeting of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) Joint Powers Agency Board was called to order by Anne Hubbard at 12:07 p.m. via Zoom (**Meeting ID: 960 7610 6173**).

B. Roll Call

Lindsay MacDonald took membership roll call.

Members Present: Amy Alzina, Clerk
Antonio Garcia
Anne Hubbard, Chairperson
Randal Haggard, Vice-Chairperson
Hilda Maldonado
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 Office Manager
Jennifer Connolly, SBCSELPA Coordinator
Rachel Wigle, SBCSELPA Chief Business Official
Kirsten Escobedo, Asst. Supt. of Special Education, SBCEO
Claudia Echavarria, Director of Special Education, SYVSEC
Beverly Sherman, Coordinator of Special Education, SYVSEC

C. Flag Salute

Anne Hubbard led the assembly in the Pledge of Allegiance.

D. Welcome Guests

Anne Hubbard welcomed all guests to the meeting.

E. Election & Oath of Office for New Board Member Holly Edds (North County Nondirect)

Holly Edds advised the JPA Board via email earlier in the morning that she was sick and unable to participate in the meeting today. It was agreed that her election and oath of office would be continued to the March 7, 2022 JPA Board Regular Meeting.

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

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

Ray Avila highlighted item #5 in his Executive Director's Report regarding "Inclusive Education," he shared that he has included the most recent handout that the Communications Department for the State SELPA Association has developed. Ray is interested in the topic because this is a focus that we have in our County, so we will be able to bring resources from the State level into our County as we move forward with the Association. Ray recommends that the Board members review the letter that the Association has put out if they have not already done so, this letter will also be shared County wide by Ray.

Susan Salcido had a question regarding the State convening SELPA Directors and talking about possible different types of funding and there was a lot of question around SELPAs in general and since then the proposal has been released by the Governor's office. Susan asked if Ray could share what he has been hearing from the Directors related shifts in special education structures beyond funding. Ray responded that he attended the State SELPA the prior week and we are very excited that we are looking at a potential \$820 per pupil base rate, \$110 potential increase, which will bring more funding through our AB602 and with the Governor's trailer bill language that was just pushed out last week it is proposed that AB602 funds will still come through SELPAs. The big shift that is proposed and could possibly occur next year is that all mental health funding, both state and federal, will go through LEAs individually, so any SELPAs that have regional programs, off the top services, will need to revise how those funds are allocated out prior to the 22-23 school year. Also, if there is any staff that is funded through a SELPA by those funds, we need to be sure we are very cognizant of the March 15th layoff notice deadline. Ray further shared that he will be meeting with Rachel to discuss the mental health funding and how it will impact things depending on what happens.

Lastly, Amy Alzina commented that she has an advocacy piece that she recently brought up to ACSA GR Team on behalf of special education about staffing, allowing teachers to teach out of class for an additional year during these challenging times. Amy is sharing with the JPA because the more people in their direct space who can advocate for this the better. Ray suggested that he and Amy get together and discuss what they might want to communicate out as far as some advocacy. The Board was satisfied; there were no further questions or comments.

II. **PUBLIC COMMENTS**

There were no public comments.

III. **APPROVAL OF ADDITIONAL EMERGENCY ITEMS**

There were no additional emergency items presented.

IV. **APPROVAL OF ACTION AGENDA**

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

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

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

SBCSELPA JPA BOARD
MINUTES OF FEBRUARY 7, 2022, REGULAR MEETING

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

- A. **Minutes of December 6, 2021 Regular Meeting**
- B. **Minutes of January 18, 2022 Special Meeting**
- C. **Ratification of Payment of Claims:** 01-673500 - 01-673511, 01-674653 – 01-674663, 01-675513 – 01-675527, 01-676585 – 01-676601, 01-677894 – 01-677913, 01-678784 – 01-678790, 01-679514 – 01-679525.
- D. **2021-2022 Nonpublic School (NPS) Individual Service Agreements (ISAs)**
 - 1. 21-22 Individual Service Agreement: Heritage Schools, Inc.
 - 2. 21-22 Individual Service Agreement: Provo Canyon School
- E. **2021-2022 Nonpublic School (NPS) Master Contract Rates**
 - 1. Exhibit A Rates Sheet: Heritage Schools, Inc.

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

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

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

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

VI. **PRESENTATION**

A. **Special Education Funding Presentation, Impacts of the 2021-22 Budget Act & 2022-23 Governor's Budget Proposal**

Presenter Rachel Wigle, SBCSELPA CBO

Rachel Wigle presented information about the 2021-22 Budget Act and 2022-23 Governor's Budget Proposal and how this will impact SELPA and our LEAs. Rachel began by reviewing the State budget timeline for 22-23. She followed that with a comparison of last year's and this year's Governor's Budget and Special Education, with the key points she highlighted being that there is nearly 50% increase in ongoing special education seen in the base rate increase; a change in the AB602 calculation; and mental health revenue flowing to the LEAs directly. Next, she reviewed the AB602 base rates and the increase to \$820 per ADA, the base rate increase calculated to backfill \$550 million MOE requirement created by the 21-22 ADR/LR funds. The presentation included a review of the funding inadequacy continuation. Rachel then highlighted one of the big topics for this year regarding mental health funding, both state and federal. The presentation also included a review of the key funding changes in the Governor's budget proposal; low incidence funding; preschool grants; and COVID-19 Special Education impact; 21-22 American Rescue Plan (ARP). Susan Salcido had a comment regarding the funding inadequacy information presented and if the inadequacy is based on the increased amount of funding for LEAs or was it prior to increased funding for LEAs, Rachel responded that it was "prior too." 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, 2021

1. Audit Report
2. Representation Letter

Recommendation: The JPA Board approve the SBCSELPA Annual Audit Report for Fiscal Year Ending June 30, 2021 as presented.

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

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

Rachel Wigle, SBCSELPA CBO, reviewed this item and shared that we have no new findings, and everything was approved in terms of financials for last year with no modifications. They did review last year's findings and it was not a repeat finding and they concluded that our changes have been implemented. The Board was satisfied; there were no questions or comments.

B. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Regional Occupational Therapy (OT) Expansion

1. SBCEO Request

Recommendation: The JPA Board approve the SBCEO request for expansion of the regional of the regional OT program as presented.

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

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

Ray Avila introduced the item and shared that Kirsten Escobedo was joining to share more details about this request. Kirsten reviewed the request and confirmed that this is a request for a 0.25 FTE for regional OT expansion for this year to serve our current students. Kirsten also pointed out that this is different from the other action items regarding the regional OT program and SYVSEC. The board was satisfied; there were no questions or comments.

C. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for the Expansion of the Orcutt Junior High SDC DHH Program for the 2022-2023 School Year

1. SBCEO Request

Recommendation: The JPA Board approve the SBCEO request to expand the Orcutt Jr. High SDC DHH Regional Program for the 2022-2023 school year as presented.

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

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

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION (continued)

Ray Avila introduced the item and shared that Kirsten Escobedo was joining to share more details about this request. Kirsten reviewed the request and shared there are currently 3 DHH SDC classes, 6 of the students in the older program are moving on to Jr. High, so this is a request to open an SDC program. The staffing ratio per the Local Plan is 2 support staff, so the request is for 1.5 interpreters and a 0.5 signing paraprofessional. Regarding the teacher FTE per the numbers in the local plan they have provided two proposed options in the request, either a 0.8 or a 1.0 FTE, it is being recommended that the Board approve the request for 1.0 FTE teacher because it is an SDC program with the students there all day. The board was satisfied; there were no questions or comments.

D. Resolution 21-22-04 Recognizing a State of Emergency and Authorizing Teleconferenced Meeting for the JPA Board Regular Meeting in March 2022

1. Resolution 21-22-04

Recommendation: The JPA Board approve Resolution 21-22-04 Authorizing the JPS Board Regular Meeting in March 2022 to be held virtually as presented.

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

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

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

VIII. ITEMS FOR INFORMATION AND DISCUSSION

A. “Lack of Federal Funds Being Dispersed in a Timely Manner” Discussion

Ray Avila reviewed this item and shared that it was brought to his attention prior to winter break and was a request from our JPA Board member, Randy Haggard, representing the SYVSEC and the concern is about receiving federal funding and more importantly receiving the funding on time. Ray stated that most know that not only do we not get most of our funding as proposed but we rarely get it on time in comparison to other funding sources for special education and so districts must be creative by borrowing from other areas. The Consortium is unique, and they rely specifically on the special education funding sources to maintain the special education programs, there are no other sources to go to, which ultimately creates a cash flow issue. Out of an advocacy type of effort Randy has reached out to the SELPA for future support in advocacy and addressing the topic. Randy commented that he appreciates the support from Ray and the others for the support in addressing the topic. Randy reviewed the cashflow issues as they are outlined in the attachments that were included in the agenda. Ray concluded that moving forward Ray and Randy will be working together to draft an advocacy letter to present to the Board. The Board was satisfied; there were no questions or comments.

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

B. SYVSEC Request for Regional Occupational Therapy (OT) Services

Ray Avila introduced this item, which is a request from the SYVSEC, explaining that Claudia Echavarria, Special Education Director, and Beverly Sherman, Coordinator, brought this item to the SBCSELPA's attention to seek further support. Ray explained that they have tried all year to find the "unicorn" for occupational therapy services, exploring a variety of avenues, with no such luck. So now they have contacted SELPA to see if they can participate in the regional OT services, these services currently occur with the most obvious being the SBCEO regional OT program. However, Kirsten has mentioned previously that to serve the 22 anticipated cases from SYVSEC they will need to request a program expansion. Ray acknowledges that we have received the SYVSEC request and understand that it is outside of the year and a day notice but SBCEO diligently wants to support them and so they are going to do what they can to get this done in preparation for the 22-23 school year to allow for regional OT services to occur within the SYVSEC. Lastly, Ray shared that SYVSEC continues to interview and seek out OT services in the meantime. The Board was satisfied; there were no questions or comments.

C. First Interim Report Analysis and Recommendations

Ray Avila introduced this item and shared that SELPA received the first interim report from SBCEO and is sharing it with the Board. Further, Ray shared that the SELPA passed, and everything was approved, positive certification. The Board was satisfied; there were no questions or comments.

D. SBCSELPA Procedural Handbook Revisions – Section 8: Private Schools

Ray Avila introduced this item and shared that Jennifer Connolly, SBCSELPA Coordinator, has been working with an Ad Hoc Committee to update and revise Section 8 about private schools in the Procedural Handbook. Ray invited Jennifer to comment, Jennifer shared that this section was reviewed multiple times and we received lots of great feedback. The revised section was also presented to the SEAM group 2-3 times, and we are finally at the final document. Jennifer included in the agenda the marked-up version to show the changes and a second version which is the final version of the document. Jennifer thanked everyone who was involved with the revision of this document. Lastly, Ray commented that for revisions to the Procedural Handbook the SBCSELPA updates the document and then shares it with the Board, as opposed to the Local Plan which must be brought to the Board as an action item for final approval. The Board was satisfied; there were not questions or comments.

E. SBCSELPA Professional Development

Ray Avila introduced this item and then turned it over to Jennifer Connolly, SBCSELPA Coordinator, to provide the Board with some highlights. Jennifer shared that this has been a busy month, to start the month off F3 came to discuss legal practices for changing student names for our transgender students who may want an alias. They also presented on how to work with transgender students in the school setting, there was lively discussion throughout this training. This training was not recorded due to the sensitivity of the topic, but Jennifer does have the PowerPoint presentation to share with whomever may be interested. Additionally, there have been some lively meetings with our interpreters and translators, they are passionate about getting the IEP language out to our families in a meeting setting. SBCSELPA has gotten together with SLO SELPA to have network meetings with our interpreters and translators. For our school psychologists an ADOS training was offered, this helps with the eligibility of students with autism. Additionally, we had a network meeting

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION (continued)

where Goleta shared about social/emotional learning, sharing information about screeners and tools, etc. SBCSELPA is continuing network meetings with their partners at CCASP every month. We are rounding out this month with an English Language Learners training with our partners in Imperial County SELPA and then there will be another training in March regarding California Practitioners Guide. Lastly, Lisa Foote, SBCSELPA AT/AAC Specialist, will be offering some trainings on different tools for students and accommodating their needs in the general education setting. Jennifer reminded everyone that most trainings are recorded and stored on our SBCSELPA YouTube channel for access at any time. The Board was satisfied; there were no questions or comments.

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

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

G. SBCSELPA Legal Fees Year-to-Date Reserve

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

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

Amy Alzina asked for clarification on how to read this chart correctly, specifically regarding the total estimated cost and how that number is computed. Rachel Wigle, SBCSELPA CBO, responded to Amy briefly explaining how the chart is read and what it shows. Rachel further shared that she has been reviewing this chart herself and is going to be working on revising the chart to show the information more clearly for all to understand it easier. The Board was satisfied; there were no further questions or comments.

IX. MISCELLANEOUS AGENDA ITEMS

A. Items Proposed for Future Action or Discussion

There were no other requests for future agenda items.

Next Scheduled JPA Board Meeting:

Date: March 7, 2022

Time: 12:00 p.m.

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

X. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEM

There were no public comments.

XI. CLOSED SESSION: The JPA Board adjourned to Closed Session at 1:02 p.m.

A. Confidential Nonpublic School (NPS) Student Updates

B. Evaluation of the SBCSELPA Executive Director

XII. RECONVENE TO PUBLIC SESSION: Anne Hubbard called the meeting back into Public Session at 1:41 p.m. The Board took no action.

SBCSELPA JPA BOARD
MINUTES OF FEBUARY 7, 2022, REGULAR MEETING

XIII. **ADJOURNMENT**

The meeting was adjourned at 1:41 p.m.



Anne Hubbard, Chairperson
Santa Barbara County SELPA

3/7/22
Date



Ray Avila, Secretary

____A

3/9/22
Date

Santa Barbara Special Education Local Plan Area SELPA

SIRAS NEWS

Year 3 VOLUME 29

February March 2022

Statewide Assessments

Reminder to Prepare for Statewide Assessments in SIRAS:

Go To: Reporting, Student Lists, Pre-defined lists, CAASPP Assessment list to view accommodations for testing.

Review each student to ensure accommodations are listed for ELA, Math, Science (depending on the grade).

* Exempt Outside Required Grade Level- double check this area.

* If blank, error will occur with data export. If needing to add accommodation(s), create new meeting, (Addendum/Amendment), go to basic forms, fill out Statewide Assessment (IEP 4A), confirm with parent.

CAASPP Coordinator exports data from SIRAS and uploads to TOMS to prepare accommodations for testing.

Suggestion: to prepare for Statewide Assessments, plan ahead, and add Statewide Accommodations in the IEP the year prior to testing (Ex. Add to 2nd grade student IEP for third grade ELA and Math)

Next Year's Data- (IEP 13) Transition

Purpose: Located in the Student Info Menu. Data to rollover and replace the current IEP data with next year's data during the rollover which occurs mid-summer. Fields to roll over include: District of Service, District of Residence, School Attending, Transportation, Services, Providers, Statewide Assessments, Placement and % in General Education.

Revisions to IEP for Next School Year- look at the district information. If new district or school is known, put in new district or school information. In adding this information, the new district has 'Read Only' access to the student. The new district will view incoming transfers which helps in preparation for staffing and programs. A meeting is not needed to add the new district.

Services areas to be adjusted in this form with start dates of the new school year; end date to be the next annual IEP.

Benefits of Transition Meetings: 1. Make possible adjustments to accommodations and parts of the IEP. 2. Orient the student to the new school. Transitions can be a stressful time to families and students. Consider easing this transition with equipping the family and student with as much information about the new school as possible.

****For Transition meetings: Support documents for parents: CAC Transition Brochures located in the SELPA Reference Library in 'ADDED Forms' in SIRAS.**

Santa Barbara Special Education Local Plan Area SELPA

SIRAS NEWS

Year 3 VOLUME 29

February March 2022 pg. 2

Next Year's Data for Admin. Users

New District: under little red schoolhouse, go to 'view incoming students.' New district can see only those students who have your district listed as Next Year's District on the Next Year's data page.

Admin. User can enter next year's school and providers for those students on the Next Year's Data page (the only changeable area). Once data is entered, lists and searches may be generated. The IEP and MIS Summary page is 'read only' for these students.

Scenario: If all students from an elementary school are going to the same high school district, the CASEMIS Clerk can use the 'Batch Edit/Submit' under tool to enter the students' new high school district in masse. Once this is completed, the high school district Admin. can view all students as read only and prepare for the incoming freshmen.

Service Logs

Purpose: Service provider logs services, assessments, or activities leading to the completion of IEP goals. Individual progress can be represented in a list or graph.

For Specific Student: Go to the Student Info. Menu>Data Collection and Progress>Service log.

For logs for students on a caseload or founds set for an Admin. user: go to Reporting menu>Service Log.

Consider: Weekly, creating group service logs to support tracking students work and IEP Services.

Users can group students according to time services or special name category. Supplemental services can also be logged.

Benefits of Service Logs:

1. Great information to bring to an IEP to show progress on goals.
2. Logs can be organized into graph format to show student success.
3. Provides parent with confirmation of Service Providers follow through on the IEP goals and services.

Santa Barbara Special Education Local Plan Area SELPA

SIRAS NEWS

Year 3 VOLUME 29

February March 2022 pg. 3

Meeting delays

Meeting delay reasons: If triennial or annual is due in the middle of a break, try to have the meeting before the break. If meeting is after the break and considered late, meeting to be marked 'late without cause.'

New Flash: Changes in SIRAS

Attendance List: This feature is located under the Student Lists Predefined List tab [Attendance List] button. An attendance list is generated with calendar dates at the top and a list of students on the left. This list can be printed or downloaded as an Excel file. Use the Search feature to generate your desired list of students.

The IEP Addendum and Amendment forms no longer have signatures for IEP team members in attendance, only parent consent signatures. Use the Meeting Participation form the same as all other IEP meetings. This change will allow parents to see the Parent Rights and view all addended/amended forms from the meeting when a link is sent to the parent for consent via electronic signature.

Personal identifiable information (PII): When contacting Siras or staff outside of your local district via email, please use SSID and/or student ID and initials. If you send Siras examples to help resolve CERT errors, again only send SSID only CERT/SPED error code and meeting identifier if possible. Send only to support@sirassystems.com; sending to Siras Systems staff individually will delay a response.

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

Email: support@sirassystems.com

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

ANNOUNCING SELPA STARS

Preschool Special Education Teacher Kana Thomason, Carpinteria

K-6 Special Education Teacher Leticia Lemus, Adelante Charter School

Jr. High Special Education Teacher Krista Caniano, Lompoc

Transition Special Education Teacher Polly Balsillie-Pelly, SBUSD

Instructional Assistant Vivian Velasquez, Lompoc

General Education Teacher Krista Beard, Goleta

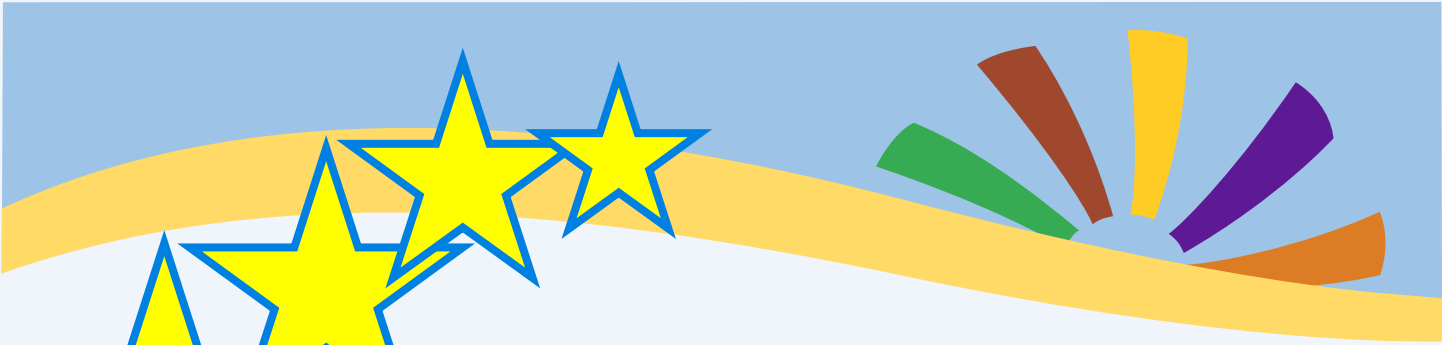
School Site Administrator Regina Davis, Goleta

District Level Administrator Jamie Johnson, Lompoc

Special Education Clerk Sylvia Adame, Guadalupe

Related Service Provider, SLP Linda Chase, SBCEO

Agency Promotores of SB



Santa Barbara County SELPA-bration



Honoring Exceptional

Educational Staff

Special Education Related Service Provider

Local Agency

Supporting Special Education in Students and Families

in Santa Barbara County

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

In Person

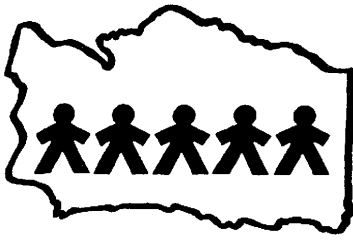
At the Glen Annie Golf Course



2021-2022 SBCSELPA COMMUNITY ADVISORY COMMITTEE MEMBERSHIP (CAC) Revised October 2021

	First Year Member		Second Year Member		Member Needed
--	-------------------	--	--------------------	--	---------------

	Parent Representatives		
1.	Blochman Union School District	Nina Esquivias (Term 9/20-6/22)	ninaesquivias@yahoo.com
2.	Carpinteria Unified School District	Carolyn Williams, Grandparent (Term 9/20-6/22)	cwilliams@trinityoaksranch.com
3.	Goleta Union School District	Tanya Wahlquist, Parent (Term 9/21-6/23)	tanyawahlquist@gmail.com
4.	Guadalupe Union School District	Syliva Adame, Parent (Term 9/21-6/23)	sadame@gusdbobcats.com
5.	Hope School District	Lea Suazo, Parent (Term 9/21-6/23)	suazolea21@gmail.com
6.	LEA Charter Schools	Amanda Lopez-Soliz, Parent (Term 9/20-6/22)	Alsolis13@gmail.com
7.	Lompoc Unified School District	Jamie Johnson (Term 9/20-6/22)	Johnson.jamie@lusd.org
8.	Orcutt Union School District	Alana Yamamoto, Parent (Term 9/20-6/22)	avamamoto@orcutt-schools.net
9.	Santa Barbara County Education Office	Cynthia Ireland, Parent (Term 9/21-6/23)	cynthia@americansignsinc.com
10.	Santa Barbara Unified School District		
11.	Santa Maria Bonita School District	Abraham Garcia, Parent (Term 9/20-6/22)	abeonegarcia@yahoo.com
12.	Santa Maria Joint Union High School District		
13.	Santa Ynez Valley Consortium	Billy Silvola, Parent (Term 9/21-6/23)	bsilvola@buelltonusd.org
	Professional Representative		
14.	Orcutt (North County)	Karen Ebner, Teacher (Term 9/20-6/22)	kebner@orcutt-schools.net
15.	Guadalupe (North County)	Monserrat Garcia, Teacher (Term 9/20-6/22)	mgarcia@gusdbobcats.com
16.	Lompoc (North County)	Joe Ledoux Lompoc Coordinator (9/20 – 6/22)	ledoux.joseph@lusd.org
17.	Goleta (South County)	Ashley Johnson, Goleta Coordinator (9/21-6/23)	ajohnson@goleta.k12.ca.us
18.	Carpinteria (South County)	Deanna Uc, Teacher (Term 9/21-6/23)	duc@cusd.net
19.	Hope (South County)	Jestin St. Peter, SPED Director (Term 9/21-6/23)	jstpeter@hopeschooldistrict.org
20.	SB Unified (South County)	Nathan Dunlap, Program Specialist (Term 9/21-6/23)	ndunlap@sbunified.org
21.	SBCEO	Rebecca Atkinson, Teacher (Term 9/20-6/22)	ratkinson@sbceo.org
22.	LEA Charter School	Elizabeth Servin, School Counselor (Term 9/21-6/23)	eservin@sbunified.org
23.	Santa Ynez Valley Consortium	Megan Tice, TOSA (Term 9/21-6/23)	mtice@buelltonusd.org
23.	Community Agency	Cecelia Prado, TCRC (Term 9/20-6/22)	cprado@tri-counties.org
24.	Adult/Student	TBD by members	TBD by members
25.	Special Education Administrator	Rotating Member <ul style="list-style-type: none"> October 4 – Jestin St. Peter December 6 – Beverly Sherman February 7 – Cherylin Lew April 11 – Ray Avila 	Presenters: October: Jennifer Brown Act, SELPA, December: Alternative to Dispute Resolution (ADR) February: CAPTAIN April: Ray SELPA updates



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

Date: April 11, 2022

To: Community Advisory Committee (CAC)

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County SELPA (SBCSELPA) 2022-2023 Annual Budget and Service Plans (**DRAFT**)

BACKGROUND:

- The Education Code requires that each year the SBCSELPA governing board hold a public hearing for and adopts the Annual Budget (ABP) and Service Plan (ASP) by June 30, 2022. These plans are to be kept on file at the SBCSELPA office and made available for public review, to include locations of services.
- The SBCSELPA is in the process of drafting the Annual Budget Plan and Attachments (**REF: VI-H.1**). The Annual Budget Plan is a report of projected SELPA-wide income and expenditures for special education. The projected revenue data comes from the state's AB602 2021-2022 funding at P-1 with increases based on the Governor's January Budget for the 2022-2023 school year. Federal revenue was based on 2021-2022 grants with the addition estimated increased based on federal appropriations. Projected expenses are obtained from the LEA 2021-2022 SEMB Reports.
- This information does not reflect all special education income since the California Ed Code regulation does not require that the SBCSELPA report income such as transportation. Therefore, this document should not be used as the basis for drawing conclusions regarding the amount of LEA general fund support that will be required to operate special education programs.
- The SBCSELPA is also in the process of drafting the Annual Service Plan (**REF: VI-H.2**). The Annual Service Plan contains a list of special education services and their locations that are currently available in the SBCSELPA. This data is generated from CALPADS at the SBCSELPA level.

RA/RW:lm

Special Education Local Plan Area (SELPA) Local Plan

SELPA Santa Barbara County SELPA

Fiscal Year 2022–23

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

2022–23 Local Plan Submission

Section D: Annual Budget Plan

SELPA Santa Barbara County SELPA

Fiscal Year 2022–23

Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

IMPORTANT: Adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. California *Education Code (EC)* Section 56048

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

Section D: Annual Budget Plan

SELPA Fiscal Year **TABLE 1****Special Education Projected Revenue Reporting (Items D-1 to D-3)****D-1. Special Education Revenue by Source**

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="39,149,993"/>	51.12%
AB 602 Property Taxes	<input type="text" value="17,073,495"/>	22.30%
Federal IDEA Part B	<input type="text" value="13,116,469"/>	17.13%
Federal IDEA Part C	<input type="text" value="127,331"/>	0.17%
State Infant/Toddler	<input type="text" value="2,002,135"/>	2.61%
State Mental Health	<input type="text" value="4,331,636"/>	5.66%
Federal Mental Health	<input type="text" value="754,120"/>	0.98%
Other Projected Revenue	<input type="text" value="22,120"/>	0.03%
Total Projected Revenue:	76,577,299	100.00%

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

D-3. Attachment II: Distribution of Projected Special Education Revenue

Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.

Section D: Annual Budget Plan

SELPA Fiscal Year **TABLE 2****Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)****D-4. Total Projected Budget by Object Code**

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="64,963,664"/>	27.92%
Object Code 2000—Classified Salaries	<input type="text" value="35,751,524"/>	15.37%
Object Code 3000—Employee Benefits	<input type="text" value="43,117,890"/>	18.53%
Object Code 4000—Supplies	<input type="text" value="1,551,461"/>	0.67%
Object Code 5000—Services and Operations	<input type="text" value="17,326,623"/>	7.45%
Object Code 6000—Capital Outlay	<input type="text" value="18,760"/>	0.01%
Object Code 7000—Other Outgo and Financing	<input type="text" value="69,946,398"/>	30.06%
Total Projected Expenditures:	232,676,320	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

Object Code 7000 includes payment for Regional Program services in various programs across the County as well as payment for services provided by Non-Public schools and Agencies.

Section D: Annual Budget Plan

SELPA Fiscal Year **TABLE 3****Federal, State, and Local Revenue Summary (Items D-7 to D-8)****D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding**

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="62,557,260"/>	36.90%
Projected Federal Revenue	<input type="text" value="14,435,499"/>	8.52%
Local Contribution	<input type="text" value="92,524,080"/>	54.58%
Total Revenue from all Sources:	169,516,839	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

I. GUIDING PRINCIPLES

The Long-Term AB 602 Special Education Fiscal Allocation Plan has been designed to address the following objectives:

1. Provide an incentive for operating cost-effective programs for students in public school programs.
2. Provide no incentive for districts to over-identify students for special education.
3. Provide full-funding for regional programs.
4. Ensure that special education funding is distributed proportionately to LEAs.
5. Acknowledge that the AB 602 Funding Allocation Model will not cover the total costs of special education services and districts will need general fund contributions to cover unfunded special education costs.
6. Keep program requirements in mind as well as the Maintenance of Effort requirement in Federal law (Title 20 U.S.C. §1413(a)(2)(C)(i) and Title 34 CFR §300.205) that there are restrictions when an LEA may reduce the level of special education expenditures "from local funds below the level of

Section D: Annual Budget Plan

SELPA Santa Barbara County SELPA

Fiscal Year 2022–23

those expenditures for the preceding fiscal year.”

II. ALLOCATION OF AB 602 INCOME

The total SELPA special education block grant will be received at the SELPA level for distribution to the special education program operators. The JPA Board authorizes the SBCSELPA Administrative Unit to act as the fiscal agent for the SBCSELPA. Funds for SBCSELPA-funded services shall be taken off-the-top prior to distribution of the remainder of the AB 602 block grant. The SBCSELPA follows the allocation model that the State uses and the remaining AB 602 funds is distributed to districts based upon the greater of the prior year or current year certified P-2 ADA. In the event of a declared emergency or approved J-13 waiver, the revised P-2 ADA will be used.

b. ☒ YES ☐ NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

Section D: Annual Budget Plan

SELPA Fiscal Year **TABLE 4****Special Education Local Plan Area Expenditures (Items D-10 to D-11)****D-10. Regionalized Operations Budget**

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="357,887"/>	0.52%
Object Code 2000—Classified Salaries	<input type="text" value="742,113"/>	1.08%
Object Code 3000—Employee Benefits	<input type="text" value="388,781"/>	0.57%
Object Code 4000—Supplies	<input type="text" value="70,050"/>	0.10%
Object Code 5000—Services and Operations	<input type="text" value="2,131,016"/>	3.10%
Object Code 6000—Capital Outlay	<input type="text" value="18,760"/>	0.03%
Object Code 7000—Other Outgo and Financing	<input type="text" value="64,954,936"/>	94.60%
Total Projected Operating Expenditures:	68,663,543	100.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

Object Code includes payment for students in State Residential Schools, Low Incidence Services and equipment for LEAs with students with low incidence needs, transfer of other amounts held at SELPA and distributed to districts on a reimbursement basis for purposes of out of home care, staff development, and legal fees. This also includes the Fund 10 pass-through of SPED Revenues to member LEAs.

Section D: Annual Budget Plan

SELPA Fiscal Year **TABLE 5****Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)**

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-12. Defined Goals for Students with LI Disabilities

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

☐ YES ☒ NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

Districts propose requested expenditures to SELPA for approval. SELPA grants approval for items that qualify for using low incidence funding. Districts submit invoices to SELPA for reimbursement for purchasing low incidence equipment services and equipment.

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

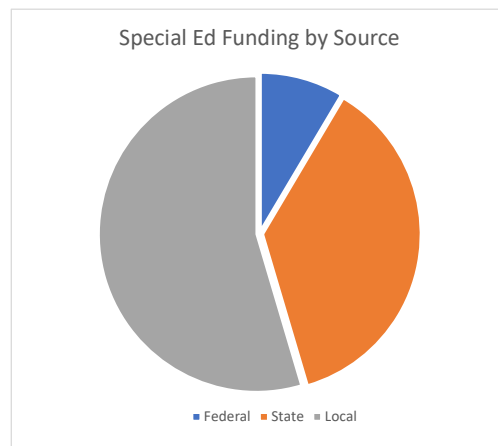
D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

Annual Budget Plan FY22-23

	Federal Funding				Federal	State Funding				State	Total Fed and	Total Costs from SEMB	Local Revenue
	<u>Fed Part C</u>	<u>Fed Part B</u>	<u>Fed MH</u>	<u>Other</u>		<u>AB602</u>	<u>Infant</u>	<u>AB 602 Prop tax</u>	<u>State MH</u>		<u>State</u>		
Adelante Charter-Org 77		51,831			51,831	157,620		76,831	10,204	244,655	296,486	457,556	161,070
Blochman-Org 02		36,232			36,232	110,182		52,928	7,133	170,243	206,475	210,497	4,022
Carpinteria-Org 42		433,483			433,483	1,137,370		541,230	72,630	1,751,231	2,184,713	6,416,874	4,232,161
Family Partnership Charter-Org 76		64,762			64,762	196,941		95,612	12,749	305,302	370,064	356,132	(13,932)
Goleta-Org 10		830,654			830,654	1,914,327		923,676	123,929	2,961,932	3,792,586	10,888,052	7,095,466
Guadalupe-Org 11		277,949			277,949	677,631		326,104	43,868	1,047,604	1,325,553	2,597,875	1,272,322
Hope-Org 12		212,843			212,843	490,518		237,322	31,755	759,595	972,438	2,387,110	1,414,672
Lompoc-Org 41		1,925,453			1,925,453	5,073,647		2,407,363	323,054	7,804,065	9,729,517	17,717,818	7,988,300
Manzanita-Org 74		72,936			72,936	221,801		107,563	14,359	343,722	416,659	559,260	142,601
Orcutt-Org 16		1,057,496			1,057,496	2,677,673		1,290,756	173,146	4,141,575	5,199,071	7,814,989	2,615,918
Santa Barbara Charter-Org 40		49,085			49,085	149,267		71,709	9,663	230,640	279,724	-	(279,724)
Santa Ynez Valley Consortium-Org 04		574,501			574,501	1,531,280		730,746	98,131	2,360,157	2,934,658	7,172,504	4,237,846
SB Unified-Org 40		2,591,771			2,591,771	7,232,530		3,488,114	468,217	11,188,860	13,780,631	36,858,898	23,078,267
SBCEO	127,331	165,674			293,005	630,086	2,002,135	186,101	25,021	2,843,343	3,136,348	25,768,608	22,632,260
SELPA-Org 71		11,240	754,120	22,120	787,480	3,327,815			2,040,095	5,367,910	6,155,391	6,868,697	713,306
SM High-Org 32		1,512,290			1,512,290	4,598,891		2,217,847	297,721	7,114,460	8,626,750	15,880,527	7,253,777
SM-Bonita-Org 18		3,685,848			3,685,848	9,022,414		4,319,593	579,958	13,921,965	17,607,813	27,561,441	9,953,628
					-						-		-
					-						-		-
					-						-		-
totals	127,331	13,554,048	754,120	22,120	14,457,619	39,149,994	2,002,135	17,073,495	4,331,636	62,557,260	77,014,878	169,516,838	92,501,960

Federal	14,457,619
State	62,557,260
Local	92,501,960



Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section E: Annual Service Plan

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education
Special Education Division
2022–23 Local Plan Annual Submission

Section E: Annual Service Plan

SELPA: Fiscal Year: **Local Plan Section E: Annual Service Plan**

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

- ☐ 330—Specialized Academic Instruction/
Specially Designed Instruction

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3)).

Section E: Annual Service Plan

SELPA: Fiscal Year: ☒ 210—Family Training, Counseling, Home Visits (Ages 0-2 only)☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

"This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development."

☐ 220—Medical (Ages 0-2 only)☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students within the Santa Barbara County SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

☐ 230—Nutrition (Ages 0-2 only)☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students within the Santa Barbara County SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

☒ 240—Service Coordination (Ages 0-2 only)☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This service includes the coordination of special education and related services.

☒ 250—Special Instruction (Ages 0-2 only)☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's

Section E: Annual Service Plan

SELPA: Fiscal Year:

Individual Family Service Plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.

☒ 260–Special Education Aide (Ages 0-2 only) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

"Paraprofessionals that provide instructional support, which may include the following special education services:(1) assist with classroom management, such as organizing instructional and other materials(2) conduct parental involvement activities(3) act as a translator(4) provide instructional support services under the direct supervision of a teacher"

☐ 270–Respite Care (Ages 0-2 only) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students within the Santa Barbara County SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

☒ 340–Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

Individualized Education Program (IEP) Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

☒ 350–Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program (30 EC 56441.2, 5 CCR 305.1) (Ages 3 through 5 only).

Section E: Annual Service Plan

SELPA: Fiscal Year: ☒ 415–Speech and Language☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

"Services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included. Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant."

☒ 425–Adapted Physical Education☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.5).

☒ 435–Health and Nursing: Specialized
Physical Health Care☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

☒ 436–Health and Nursing: Other☐ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA: Fiscal Year:

Provide a detailed description of the services to be provided under this code.

"This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a))."

☒ 445—Assistive Technology☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 CFR Part 300.6).

☒ 450—Occupational Therapy☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

"Includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services provided based upon recommendation of the IEP team and by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363)."

Section E: Annual Service Plan

SELPA: Fiscal Year: ☒ 460—Physical Therapy☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services are provided, based on recommendation of the IEP team, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a)(2)).

☒ 510—Individual Counseling

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR § 300.24(b)(2), (CCR Title 5 §3051.9).

☒ 515—Counseling and Guidance☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling

Section E: Annual Service Plan

SELPA: Fiscal Year: ☒ 520—Parent Counseling☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an Individualized Education Program (IEP) to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11).

☒ 525—Social Worker☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Services provided pursuant to an Individualized Education Program (IEP) by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).

☒ 530—Psychological☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

"These services, provided by a credentialed or licensed psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10)."

Section E: Annual Service Plan

SELPA: Fiscal Year: ☒ 535–Behavior Intervention☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (CCR Title 5 §3001(d)).

☐ 540–Day Treatment☒ 545–Residential Treatment

Provide a detailed description of the services to be provided under this code.

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program. (Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, §5671)).

☒ 610–Specialized Service for Low Incidence Disabilities☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's Individualized Education Program (IEP), including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18).

☒ 710–Specialized Deaf and Hard of Hearing☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students,

Section E: Annual Service Plan

SELPA: Fiscal Year:

parents, teachers, and other school personnel may also be included. (CCR Title 5 §3051.16 and 3051.18).

☒ 715–Interpreter

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

"Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, §3051.16)."

☒ 720–Audiological

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include measurements of acuity, monitoring amplification, as well as planning, organizing, and implementing audiology programs. Consultation services with teachers, parents or speech pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

☒ 725–Specialized Vision

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

"This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1)."

☒ 730–Orientation and Mobility

☐ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA: Fiscal Year:

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an Individualized Education Program (IEP).

☐ 735–Braille Transcription

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students within the Santa Barbara County SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

☐ 740–Specialized Orthopedic

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students within the Santa Barbara County SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

☐ 745–Reading

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students within the Santa Barbara County SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

☐ 750–Note Taking

☒ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA: Fiscal Year:

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students within the Santa Barbara County SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

☐ 755–Transcription

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students within the Santa Barbara County SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

☐ 760–Recreation Service, Including
Therapeutic Recreation

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students within the Santa Barbara County SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

☒ 820–College Awareness

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

The result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

☒ 830–Vocational Assessment, Counseling,
Guidance, and Career Assessment

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

"Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic

Section E: Annual Service Plan

SELPA: Fiscal Year: ☒ 840–Career Awareness☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. There is a need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR-§300.29).

☒ 850–Work Experience Education☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26).

☒ 855–Job Coaching☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

☒ 860–Mentoring☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs

Section E: Annual Service Plan

SELPA: Fiscal Year:

☒ 865—Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR §613).

☐ 870—Travel and Mobility Training

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students within the Santa Barbara County SELPA who have any of these services included on their IEP. Should that change, the services will be made available.

☒ 890—Other Transition Services

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

☐ 900—Other Related Service

☒ + - Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

In Preparation for your child's upcoming IEP ...

DATE

Dear _____,

We look forward to collaborating with you at _____'s IEP meeting on DATE.

Please take a few minutes to review the enclosed documents ***before the IEP meeting***. The documents are designed to help you understand the IEP process, feel ready to participate during the meeting, and make important educational decisions for your student. You know your student best. We look forward to working with you to support them!

The following documents are enclosed in this Correspondence:

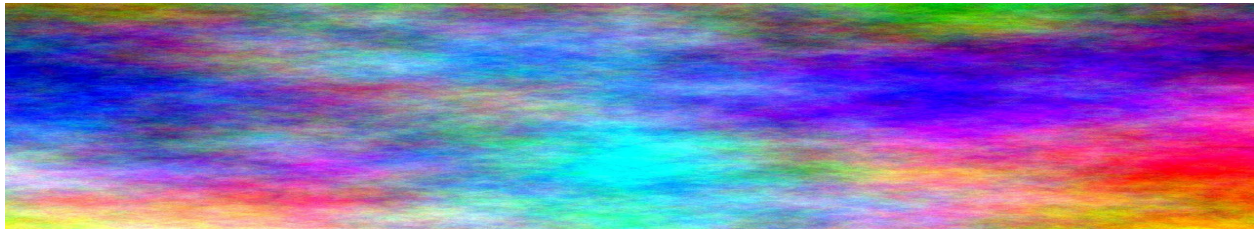
1. IEP Meeting Agenda
2. IEP Meeting Agenda Explained
3. "What Are All These IEP Documents"
4. Notice of Procedural Safeguards (Parent Rights)
5. Special Education Parent Handbook
6. List of Special Education Language

The "IEP Meeting Agenda" will be used at the IEP meeting to guide the IEP meeting. The "IEP Meeting Agenda Explained" is designed to help you understand the items on the agenda to know what to expect. "What Are All These IEP Documents," is designed to help generate question on the IEP paperwork that will be reviewed. The Notice of Procedural Safeguards (Parent Rights) explains your educational rights. The "Special Education Parent Handbook" is designed to provide information and answer common questions about the IEP process.

Please reach out with any questions/suggestions. We appreciate your collaboration as it is vital to the success of your students. We look forward to the meeting.

Sincerely,

NAME
CONTACT



IEP Meeting Agenda

Student Name: _____ Date: _____

Agenda

Parent Explanation

1. Welcome and Introductions (team signs in attendance)	<ul style="list-style-type: none"> • Each team member, including parent/guardian, provides their name and role in students' life. • Get to know IEP Team members and the roles they play in student's education. • Due to the confidential information discussed in the meeting, all meeting attendees are approved by the parent/ guardian and school. <p><u>Meeting Attendees:</u> District Representative (Administrator) Case Manager General Education Teacher Parent/Guardian Student</p> <p><u>Optional:</u> Related Service Provider (Speech, School Psychologist, Counselor, Occupational Therapist, BCBA, Adapted PE, Nurse) <u>Other:</u> Outside of school agency, Advocate approved by Team..</p>
2. Purpose of Meeting	<ul style="list-style-type: none"> • Case manager states the purpose of the meeting and asks the Team for additional meeting topics to ensure all thoughts are addressed. • <u>Types of Meetings:</u> Initial, Annual, Triennial, Transition planning, Amendment/Addendum, Other Review, Requested Review. <p>*All Team members can ask for a meeting at any time to discuss parts of the IEP.</p>

<p>3. Time limitations ____ to ____.</p>	<ul style="list-style-type: none"> • Case manager will state and discuss time limitations of the meeting to respect the Team's other commitments. Team shares time constraints. Team can meet multiple times to finish Agenda. • All Team members must stay through the end of the time allotted. <p>*Meetings last around 1-2 hours depending on the content for the meeting.</p>
<p>4. Provide 'Notice of Procedural Rights and Safeguards.' Any questions?</p>	<ul style="list-style-type: none"> • Case manager asks the parent/guardian if they have questions about the 'Notice of Procedural Rights and Safeguards.' • Notice of Procedural Rights and Safeguards are provided with Meeting Invitation and at the Team meeting. • Parents/Guardian asks questions about educational rights.
<p>5. Collect signed meeting notice (If applicable)</p>	<ul style="list-style-type: none"> • Case manager uses the 'Notice of Meeting' form to formally invite Parent/Guardian to the IEP meeting. Date, time, and expected meeting attendees on invitation. • Parent/Guardian provides a signature on this document. • At in person meetings, the case manager ensures the form has been received with signature(s).
<p>6. Review any assessment reports - private or LEAs / determination of eligibility. (If applicable)</p>	<ul style="list-style-type: none"> • Case manager asks the Team if there are any assessments to review. If the meeting is an Initial, Triennial, or additional assessment meeting, the Team will share assessment reports. • Occasionally, parents might have an outside assessment report to share with the Team for discussion.
<p>7. Review progress:</p> <ul style="list-style-type: none"> • Goal Progress Report (including General Education input) 	<ul style="list-style-type: none"> • Case manager reviews the goal progress report and shares whether or not the student met the year's IEP goals. (This would not occur at an initial IEP) • Discussion of educational progress in areas of significant need from services. • Establishes Present Level of Performance and

	provides areas of strengths and weaknesses for the new IEP.
<p>8. If eligible, develop IEP:</p> <ul style="list-style-type: none"> • Present Levels of Performance • Post Secondary Transition Plan (student 15 yrs. and older) • Special Factors • Behavior Plan • Statewide Assessment • New Goals • Related Service • Supplemental Supports • FAPE and Educational Setting <p>(Optional additional assessments)</p>	<ul style="list-style-type: none"> • Case manager leads a review of the Individualized Education Program (IEP) draft. • The IEP includes a student's disability and how the disability impacts their learning. • Parent/ Guardian concerns are documented. • Present Level of Performance includes student's strengths/ weaknesses, interests, and areas of need at school. • New IEP goals are drafted to address your student's significant needs. • Related Services and Supplemental Supports are discussed for access to the general education curriculum. <p>*IEP is created from data and input from all Team members, including the parent.</p>
<p>9. Meeting summary:</p> <ul style="list-style-type: none"> • IEP notes read aloud • Questions addressed • Review next meeting topics and follow-up if needed. • Explain Parent Rights "resolving difference" if needed. 	<ul style="list-style-type: none"> • Case manager concludes the meeting after all pages of the IEP have been discussed and updated. • Additional Questions or concerns addressed. • Case manager provides a 'draft' IEP to the parent/guardian. Clean copy to be given to the Parent/Guardian. • Notes read aloud to the Team. • Case manager addresses 'next meeting needs', if needed. • Case manager may dismiss the Team to go over consent options with the Parent/Guardian.
<p>10. Parent/Guardian asked to Consent to IEP and date appropriate forms.</p>	<ul style="list-style-type: none"> • Parent/Guardian has options for consenting/signing to Draft IEP. • <u>Options:</u> <ul style="list-style-type: none"> - Consenting at the meeting starts new IEP the following day. - Take IEP home review, consent, return consented

<p>(Parent may sign with exception, if applicable.)</p>	<p>IEP to Case Manager.</p> <ul style="list-style-type: none"> * Questions on IEP, call/email Case Manager. * The new IEP starts upon receiving the consent of the Parent/Guardian. In the meantime, the last IEP will continue to be implemented. <p>*Options for Parent/ who would like the IEP translated :</p> <p><u>Option 1:</u> After IEP Interpretation, sign the English copy and request a translated copy. Option provides the IEP to be implemented immediately. Translated copy sent within 1-2 months.</p> <p><u>Option 2:</u> Translated copy prior to signing the IEP. Ensures the IEP in Parent/Guardian language prior to giving consent.</p> <p>*Changes to the 'draft' IEP during the meeting will not be translated at the meeting. Changes to the 'draft' IEP will be translated after the meeting.</p>
<p>11. Adjourn meeting</p>	<p>Appreciation is shown for the IEP Teams participation in the meeting.</p>

Questions:

Notes:

ADDITIONAL INFORMATION FOR ANOTHER AREA

(TAKE OUT, shown above) *Welcomes and Introductions: Who are the members of the team? All IEP participants should be agreed upon by parent and district before the IEP meeting. Depending on the type of meeting and the child's needs, participants may include:

1. **LEA:** A representative of the local educational agency (LEA). Commonly the principal, a lead teacher, school administrator, school psychologist, or speech and language pathologist.
2. **General Education Teacher:** At least one of your child's general education teachers.
3. **Special Education Teacher:** Your child's special education teacher. (If your child only receives speech and language services, a special education teacher may not be required to attend).
4. **School Psychologist:** Most commonly, the school psychologist attends meetings for students who receive counseling services and also to present formal assessment results.
5. **School Nurse:** Most commonly, the school nurse attends meetings for students with a significant health need and also to present formal assessment results.
6. **Speech and Language Pathologist:** Most commonly, the speech and language pathologist (SLP) attends meetings for students who receive speech and language services and also to present formal assessment results.
7. **Occupational Therapist:** Most commonly, the Occupational Therapist (OT) attends meetings for students who receive OT services and also to present formal assessment results.
8. **Adaptive PE Teacher:** Most commonly, Adaptive PE Teacher (APE) attends meetings for students who receive APE services and also to present formal assessment results.
9. **Parent(s)/Guardian(s):** One or both parent(s)/guardian(s) or the adult student (18-25 years of age).
10. **Student:** Whenever appropriate, the student is encouraged to attend.
11. **Other:** School or parent may discuss inviting outside agencies, providers, etc as applicable

(DO WE NEED THIS- Put on Separate page)Purpose of the Meeting:** There are various types of IEP meetings, some common ones include:

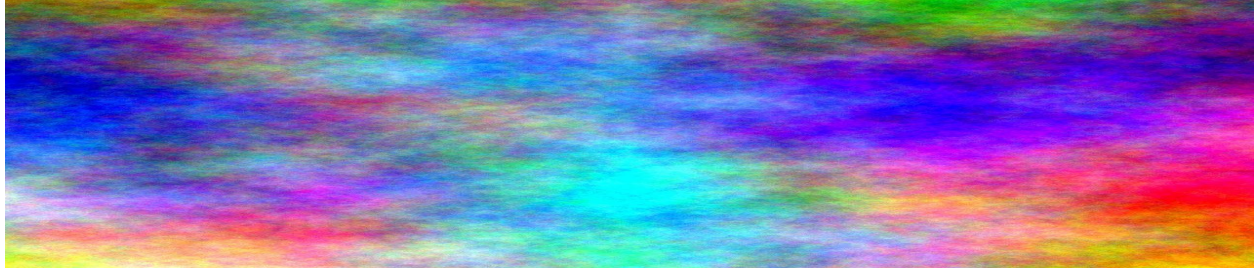
- **Initial IEP:** The initial IEP meeting occurs when your child is referred for special education assessment for the first time to see if they meet the eligibility criteria for a disability and if their needs are significant enough to require special education services. At this meeting, the school staff will review formal assessment results. If the team agrees that the student requires special education services, they will also develop the Individualized Education Plan (IEP).

- **Annual IEP:** An IEP meeting is helpful for your child each year. It must be held within a year of the previous IEP. At this meeting, the team will review your child's progress on IEP goals worked on during the year, discuss present levels of performance, and propose new IEP goals, supports, and services for the next year.
- **Triennial IEP:** Every 3 years (starting with the initial IEP), the school will conduct a reassessment to determine eligibility for special education and whether or not the student continues to require special education services. Similarly to the initial IEP, the school will review the assessment findings and develop a new IEP.
- **Amendment IEP:** The team may want to consider changing something in the IEP before the next annual IEP. Depending on the change to the IEP, all, or some of the IEP team attend.

(ADD TO SEPARATE AREA WITH THE ABOVE)

Sample IEP Timeline:

1. **Initial IEP-** held October 2005, students are found eligible for special education services.
2. **Annual IEP-** held October 2006 – review old goals, discuss new present levels, new goals, new supports and services
3. **Annual IEP** – held October 2007 - review old goals, discuss new present levels, new goals, new supports and services
4. **Triennial IEP** – held October 2008 – new assessments done to determine whether or not student continues to meet eligibility criteria and continues to require special education, review old goals, discuss new present levels, new goals, new supports and services
5. **Annual IEP-** held October 2009 - review old goals, discuss new present levels, new goals, new supports and services



Collaborative IEP Meeting Agreements

(Per the LEA, we agree to take a five minute break or reconvene if the agreement is violated.)

WE AGREE TO:

- 1. Focus on the needs of _____.**
- 2. Be kind, courteous, & respectful.**
- 3. Respect other's perceptions; no personal attacks.**
- 4. Suspend judgments; work together for the student.**
- 5. Respect time commitments.**
- 6. Speak one at a time.**
- 7. Listen with the intention to understand.**
- 8. Disagree with the idea.... not the person.**
- 9. Make every attempt to sustain relationships.**
- 10. Agree to disagree; LEA makes final IEP offer.**
- 11. Other _____**

What are all these IEP Documents?
Clarifying Questions Parents/Guardians/Adult Students Might Ask

IEP Pages	Clarifying Questions for Parents/ Guardians/Adult Students
(NC 6A) Notice of Meeting - when, where, and who will be at meeting.	Who are the members of my student's team? Whom can I bring to the meeting? Can I record the meeting? Will someone take notes?
(IEP 1) Demographic and Eligibility (IEP 2) IEP Eligibility - dates of current, next, and last IEP and eligibility.	Check your contact information to ensure it is correct and current. What is my student's disability?
(IEP 2B) Present Levels of Performance - updates on Academics, Social Emotional, Communication, Adaptive Living Skills, Behavior, and Health at school.	Does the page reflect my student's strengths and my/our concerns? Give current health information including medication changes.
(IEP 4) State Wide Assessments - review state tests student will take, review accommodations for test (s).	When and why does my child take state tests? Which accommodations are appropriate for my student if any?
(IEP 3B) Annual Goals - plans the IEP team for the student to be written in measurable terms for the school year.	How do these goals support my student's learning?
(IEP 5) Special Factors - Assistive technology or low incidence support through special equipment. English Language Learner supports. Positive behavior services or need for behavior support plan if appropriate.	What equipment or technology does my student require to make progress with their goals?
(IEP 7A-1) Special Education and Related Services (IEP 8) Supplemental Aids and Transportation (IEP 6A) Instructional Accommodations - services provided in Least Restrictive Environment. The services provided including time, location, duration. Accommodations support in general education classes	What type of special education support is available to meet student needs? How will my student be supported in the general education setting?
(IEP 7B) FAPE and Educational Setting - location of where the student will receive IEP services	How will I be notified about student's progress? What does my student's day look like?

(IEP 10A) Consent and Signatures - meeting participants sign in attendance; Parent/Guardian/Adult Student signs to initiate new IEP.	Do I have to sign agreeing to IEP at the meeting? If I do not sign in agreement, how it will affect my student?
(IEP 12) Notes and Additional Information - the minutes taken at the meeting	Can I ask for the notes to be read aloud? What is the purpose of the notes?
(NC 7) IEP Team Member Excusal - excuses a team member from attending the IEP meeting.	Can I say no to the member asking to be excused? If I say no to the member asking to be excused what happens next?
Additional IEP Forms	
(IEP 2C) Specific Learning Disability Eligibility - shows how a student qualifies under a Specific Learning Disability	If I sign the form, what happens next?
(IEP 6 G-1) (IEP 6G-3) Behavior Intervention Plan - plan that targets problem behaviors and highlights procedures for improving the behaviors.	How will I know if my child's behavior is improving? What can I do at home to help the team? Who is responsible for implementing the plan?
(IEP 6D) Transition Plan - discusses future goals/plans for the student after high school (starts at age 15)	What resources are available to my student after high school? Will my student receive a diploma?
General Questions Parents/Adult Students/Guardians Might Ask:	When can I call an IEP meeting? Can I call an IEP meeting whenever I want? How will the student's next teacher know about his/her IEP? Can a school exit my student from special ed. without my permission? If I still have questions about the IEP, who should I contact? How will the IEP team communicate?

Resources: www.sbcselpa.org
<https://www.disabilityrightscalifornia.org>

Special Education Rights of Parents and Children
Under the Individuals with Disabilities Education Act, Part B, and the
California Education Code
Notice of Procedural Safeguards
Revised October 2016

Note: The term school district is used throughout this document to describe any public education agency responsible for providing your child's special education program. The term assessment is used to mean evaluation or testing. Federal and state laws are cited throughout this notice using English abbreviations, which are explained in a glossary on the last page of this notification.

What is the Notice of Procedural Safeguards?

This information provides you as parents, legal guardians, and surrogate parents of children with disabilities from three (3) years of age through age twenty-one (21) and students who have reached age eighteen (18), the age of majority, with an overview of your educational rights or procedural safeguards.

The Notice of Procedural Safeguards is required under the Individuals with Disabilities Education Act (in English, referred to as IDEA) and must be provided to you:

- When you ask for a copy
- The first time your child is referred for a special education assessment
- Each time you are given an assessment plan to evaluate your child
- Upon receipt of the first state or due process complaint in a school year, and
- When the decision is made to make a removal that constitutes a change of placement

(20 USC 1415[d]; 34 CFR 300.504; EC 56301[d] [2], EC 56321, and 56341.1[g] [1])

What is the Individuals with Disabilities Education Act (IDEA)?

IDEA is a federal law that requires school districts to provide a "free appropriate public education" (in English, referred to as FAPE) to eligible children with disabilities. A free appropriate public education means that special education and related services are to be provided as described in an individualized education program (in English, known as IEP) and under public supervision to your child at no cost to you.

May I participate in decisions about my child's education?

You must be given opportunities to participate in any decision-making meeting regarding your child's special education program. You have the right to participate in IEP team meetings about the identification (eligibility), assessment, or educational placement of your child and other matters relating to your child's FAPE. (20 USC 1414[d] [1]B-[d][1][D]; 34 CFR 300.321; EC 56341[b], 56343[c])

The parent or guardian, or the local educational agency (LEA), has the right to participate in the development of the IEP and to initiate their intent to electronically audiotape the proceedings of the IEP team meetings. At least 24 hours prior to the meeting, the parent or guardian shall notify the members of the IEP team of their intent to record a meeting. If the parent or guardian does not consent to the LEA audiotape recording an IEP meeting, the meeting shall not be recorded on an audiotape recorder.

Your rights include information about the availability of FAPE, including all program options, and all available alternative programs, both public and nonpublic. (20 *USC* 1401[3], 1412[a][3]; 34 *CFR* 300.111; *EC* 56301, 56341.1[g][1], and 56506)

Where can I get more help?

When you have a concern about your child's education, it is important that you contact your child's teacher or administrator to talk about your child and any problems you see. Staff in your school district or special education local plan area (SELPA) may answer questions about your child's education, your rights, and procedural safeguards. Also, when you have a concern, this informal conversation often solves the problem and helps to maintain open communication.

You may also want to contact one of the California parent organizations (Family Empowerment Centers and Parent Training Institutes), which were developed to increase collaboration between parents and educators to improve the educational system. Contact information for these organizations is found on the CDE special education California Parent Organizations Web page at <http://www.cde.ca.gov/sp/se/qa/caprntorg.asp>.

Additional resources are listed at the end of this document to help you understand the procedural safeguards.

What if my child is deaf, hard of hearing, blind, visually impaired, or deaf-blind?

The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: the California Schools for the Deaf in Fremont and Riverside and at the California School for the Blind in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf. Such programs are offered to students aged five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/sp/ss/> or ask for more information from the members of your child's IEP team.

Notice, Consent, Assessment, Surrogate Parent Appointment, and Access to Records

Prior Written Notice

When is a notice needed?

This notice must be given when the school district proposes or refuses to initiate a change in the identification, assessment, or educational placement of your child with special needs or the provision of a free appropriate public education. (20 *USC* 1415[b][3] and (4), 1415[c][1], 1414[b][1]; 34 *CFR* 300.503; *EC* 56329 and 56506[a])

The school district must inform you about proposed evaluations of your child in a written notice or an assessment plan within fifteen (15) days of your written request for evaluation. The notice must be understandable and in your native language or other mode of communication, unless it is clearly not feasible to do so. (34 *CFR* 300.304; *EC* 56321)

What will the notice tell me?

The Prior Written Notice must include the following:

1. A description of the actions proposed or refused by the school district
2. An explanation of why the action was proposed or refused
3. A description of each assessment procedure, record, or report the agency used as a basis for the action proposed or refused
4. A statement that parents of a child with a disability have protection under the procedural safeguards
5. Sources for parents to contact to obtain assistance in understanding the provisions of this part
6. A description of other options that the IEP team considered and the reasons those options were rejected; and
7. A description of any other factors relevant to the action proposed or refused. (20 *USC* 1415[b][3] and [4], 1415[c][1], 1414[b][1]; 34 *CFR* 300.503)

Parental Consent

When is my approval required for assessment?

You have the right to refer your child for special education services. You must give informed, written consent before your child's first special education assessment can proceed. The parent has at least fifteen (15) days from the receipt of the proposed assessment plan to arrive at a decision. The assessment may begin immediately upon receipt of the consent and must be completed and an IEP developed within sixty (60) days of your consent.

When is my approval required for services?

You must give informed, written consent before your school district can provide your child with special education and related services.

What are the procedures when a parent does not provide consent?

If you do not provide consent for an initial assessment or fail to respond to a request to provide the consent, the school district may pursue the initial assessment by utilizing due process procedures.

If you refuse to consent to the initiation of services, the school district must not provide special education and related services and shall not seek to provide services through due process procedures.

If you consent in writing to the special education and related services for your child but do not consent to all of the components of the IEP, those components of the program to which you have consented must be implemented without delay.

If the school district determines that the proposed special education program component to which you do not consent is necessary to provide a free appropriate public education to your child, a due process hearing must be initiated. If a due process hearing is held, the hearing decision shall be final and binding.

In the case of reevaluations, the school district must document reasonable measures to obtain your consent. If you fail to respond, the school district may proceed with the reevaluation without your consent. (20 *USC* 1414[a][1][D] and 1414[c]; 34 *CFR* 300.300; *EC* 56506[e], 56321[c] and [d], and 56346).

When may I revoke consent?

If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency:

1. May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 *CFR* Section 300.503 before ceasing such services
2. May not use the procedures in subpart E of Part 300 34 *CFR* (including the mediation procedures under 34 *CFR* Section 300.506 or the due process procedures under 34 *CFR* Sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child
3. Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services
4. Is not required to convene an IEP team meeting or develop an IEP under 34 *CFR* Sections 300.320 and 300.324 for the child for further provision of special education and related services

Please note, in accordance with 34 *CFR* Section 300.9 (c)(3), that if the parents revoke consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

Surrogate Parent Appointment

What if a parent cannot be identified or located?

School districts must ensure that an individual is assigned to act as a surrogate parent for the parents of a child with a disability when a parent cannot be identified and the school district cannot discover the whereabouts of a parent.

A surrogate parent may also be appointed if the child is an unaccompanied homeless youth, an adjudicated dependent or ward of the court under the state Welfare and Institution Code, and is referred to special education or already has an IEP. (20 *USC* 1415[b][2] ; 34 *CFR* 300.519; *EC* 56050; *GC* 7579.5 and 7579.6)

Nondiscriminatory Assessment

How is my child assessed for special education services?

You have the right to have your child assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory.

Assessment materials must be provided and the test administered in your child's native language or mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.

No single procedure can be the sole criterion for determining eligibility and developing FAPE for your child. (20 *USC* 1414[b][1]–[3], 1412[a][6][B]; 34 *CFR* 300.304; *EC* 56001[j] and 56320)

Independent Educational Assessments

May my child be tested independently at the district's expense?

If you disagree with the results of the assessment conducted by the school district, you have the right to ask for and obtain an independent educational assessment for your child from a person qualified to conduct the assessment at public expense.

The parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

The school district must respond to your request for an independent educational assessment and provide you information about where to obtain an independent educational assessment.

If the school district believes that the district's assessment is appropriate and disagrees that an independent assessment is necessary, the school district must request a due process hearing to prove that its assessment was appropriate. If the district prevails, you still have the right to an independent assessment but not at public expense. The IEP team must consider independent assessments.

District assessment procedures allow in-class observation of students. If the school district observes your child in his or her classroom during an assessment, or if the school district would have been allowed to observe your child, an individual conducting an independent educational assessment must also be allowed to observe your child in the classroom.

If the school district proposes a new school setting for your child and an independent educational assessment is being conducted, the independent assessor must be allowed to first observe the proposed new setting. (20 *USC* 1415[b][1] and [d][2][A]; 34 *CFR* 300.502; *EC* 56329[b] and [c])

Access to Educational Records

May I examine my child's educational records?

You have a right to inspect and review all of your child's education records without unnecessary delay, including prior to a meeting about your child's IEP or before a due process hearing. The school district must provide you access to records and copies, if requested, within five (5) **business** days after the request has been made orally or in writing. (*EC* 49060, 56043[n], 56501[b][3], and 56504)

How Disputes Are Resolved

Due Process Hearing

When is a due process hearing available?

You have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of your child or the provision of FAPE. The request for a due process hearing must be filed within two years from the date you knew or should have known about the alleged action that forms the basis of the due process complaint. (20 *USC* 1415[b][6]; 34 *CFR* 300.507; *EC* 56501 and 56505[l])

Mediation and Alternative Dispute Resolution

May I request mediation or an alternative way to resolve the dispute?

A request for mediation may be made either before or after a request for a due process hearing is made.

You may ask the school district to resolve disputes through mediation or alternative dispute resolution (ADR), which is less adversarial than a due process hearing. The ADR and mediation are voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing.

What is a pre-hearing mediation conference?

You may seek resolution through mediation prior to filing a request for a due process hearing. The conference is an informal proceeding conducted in a nonadversarial manner to resolve issues relating to the identification, assessment, or educational placement of a child or to a FAPE.

At the prehearing mediation conference, the parent or the school district may be accompanied and advised by nonattorney representatives and may consult with an attorney prior to or following the conference. However, requesting or participating in a prehearing mediation conference is not a prerequisite to requesting a due process hearing.

All requests for a prehearing mediation conference shall be filed with the Superintendent. The party initiating a prehearing mediation conference by filing a written request with the Superintendent shall provide the other party to the mediation with a copy of the request at the same time the request is filed.

The prehearing mediation conference shall be scheduled within fifteen (15) days of receipt by the Superintendent of the request for mediation and shall be completed within thirty (30) days after receipt of the request for mediation unless both parties agree to extend the time. If a resolution is reached, the parties shall execute a legally binding written agreement that sets forth the resolution. All discussions during the mediation process shall be confidential. All prehearing mediation conferences shall be scheduled in a timely manner and held at a time and place reasonably convenient to the parties. If the issues fail to be resolved to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a due process hearing. (*EC 56500.3 and 56503*)

Due Process Rights

What are my due process rights?

You have a right to:

1. Have a fair and impartial administrative hearing at the state level before a person who is knowledgeable of the laws governing special education and administrative hearings (20 *USC* 1415[f][1][A], 1415[f][3][A]-[D]; 34 *CFR* 300.511; *EC* 56501[b][4])
2. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities (*EC* 56505 [e][1])
3. Present evidence, written arguments, and oral arguments (*EC* 56505[e][2])
4. Confront, cross-examine, and require witnesses to be present (*EC* 56505[e][3])
5. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions (*EC* 56505[e][4])

6. Have your child present at the hearing (*EC 56501[c][1]*)
7. Have the hearing be open or closed to the public (*EC 56501[c][2]*)
8. Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five (5) business days before a hearing (*EC 56505[e][7]* and *56043[v]*)
9. Be informed by the other parties of the issues and their proposed resolution of the issues at least ten (10) calendar days prior to the hearing (*EC 56505[e][6]*)
10. Have an interpreter provided (*CCR 3082[d]*)
11. Request an extension of the hearing timeline (*EC 56505[f][3]*)
12. Have a mediation conference at any point during the due process hearing (*EC 56501[b][2]*), and
13. Receive notice from the other party at least ten days prior to the hearing that the other party intends to be represented by an attorney (*EC 56507[a]*). (*20 USC 1415[e]*; *34 CFR 300.506, 300.508, 300.512 and 300.515*)

Filing a Written Due Process Complaint

How do I request a due process hearing?

You need to file a written request for a due process hearing. You or your representative needs to submit the following information in your request:

1. Name of the child
2. Address of the residence of the child
3. Name of the school the child is attending
4. In the case of a homeless child, available contact information for the child and the name of the school the child is attending, and
5. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s)

Federal and state laws require that either party filing for a due process hearing must provide a copy of the written request to the other party. (*20 USC 1415[b][7]*, *1415[c][2]*; *34 CFR 300.508*; *EC 56502[c][1]*)

Prior to filing for a due process hearing, the school district shall be provided the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (*20 USC 1415[f][1][B]*; *34 CFR 300.510*)

What does a resolution session include?

Resolution sessions shall be convened within fifteen (15) days of receiving notice of the parents' due process hearing request. The sessions shall include a representative of the school district who has decision-making authority and not include an attorney of the school district unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request.

The resolution session is not required if the parent and the school district agree in writing to waive the meeting. If the school district has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (*20 USC 1415[f][1][B]*; *34 CFR 300.510*)

Does my child's placement change during the proceedings?

The child involved in any administrative or judicial proceeding must remain in the current educational placement unless you and the school district agree on another arrangement. If you are applying for initial admission of your child to a public school, your child will be placed in a public school program with your consent until all proceedings are completed. (20 *USC* 1415[j]; 34 *CFR* 300.518; *EC* 56505[d])

May the decision be appealed?

The hearing decision is final and binding on both parties. Either party may appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final decision. (20 *USC* 1415[i][2] and [3][A], 1415[l]; 34 *CFR* 300.516; *EC* 56505[h] and [k], *EC* 56043[w])

Who pays for my attorneys' fees?

In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you as parent of a child with a disability if you are the prevailing party in the hearing. Reasonable attorneys' fees may also be made following the conclusion of the administrative hearing, with the agreement of the parties. (20 *USC* 1415[i][3][B]–[G]; 34 *CFR* 300.517; *EC* 56507[b])

Fees may be reduced if any of the following conditions prevail:

1. The court finds that you unreasonably delayed the final resolution of the controversy
2. The attorneys' hourly fees exceed the prevailing rate in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience
3. The time spent and legal services provided were excessive, or
4. Your attorney did not provide to the school district the appropriate information in the due process request notice.

Attorneys' fees will not be reduced, however, if the court finds that the State or the school district unreasonably delayed the final resolution of the action or proceeding or that there was a violation of this section of law. (20 *USC* 1415[i][3][B]–[G]; 34 *CFR* 300.517)

Attorneys' fees relating to any meeting of the IEP team may not be awarded unless an IEP team meeting is convened as a result of a due process hearing proceeding or judicial action. Attorneys' fees may also be denied if you reject a reasonable settlement offer made by the district/public agency ten (10) days before the hearing begins and the hearing decision is not more favorable than the offer of settlement. (20 *USC* 1415[i][3][B]–[G]; 34 *CFR* 300.517)

To obtain more information or to file for mediation or a due process hearing, contact:

Office of Administrative Hearings
Attention: Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231
(916) 263-0880
FAX (916) 263-0890

School Discipline and Placement Procedures for Students with Disabilities

School Discipline and Alternative Interim Educational Settings

May my child be suspended or expelled?

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct from his or her setting to:

- An appropriate interim alternative education setting, another setting, or suspension for not more than ten (10) consecutive school days, and
- Additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct

What occurs after a removal of more than ten (10) days?

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the public agency must provide services to enable the child to continue to participate in the general education curriculum and progress toward meeting the goals set out in the child's IEP. Also, a child will receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not recur.

If a child exceeds ten (10) days in such a placement, an IEP team meeting must be held to determine whether the child's misconduct is caused by the disability. This IEP team meeting must take place immediately, if possible, or within ten (10) days of the school district's decision to take this type of disciplinary action.

As a parent you will be invited to participate as a member of this IEP team. The school district may be required to develop an assessment plan to address the misconduct or, if your child has a behavior intervention plan, review and modify the plan as necessary.

What happens if the IEP team determines that the misconduct is not caused by the disability?

If the IEP team concludes that the misconduct was not a manifestation of the child's disability, the school district may take disciplinary action, such as expulsion, in the same manner as it would for a child without a disability. (20 *USC* 1415[k][1] and [7]; 34 *CFR* 300.530)

If you disagree with the IEP team's decision, you may request an expedited due process hearing, which must occur within twenty (20) school days of the date on which you requested the hearing. (20 *USC* 1415[k][2]; 34 *CFR* 300.531[c])

Regardless of the setting the school district must continue to provide FAPE for your child. Alternative educational settings must allow the child to continue to participate in the general curriculum and ensure continuation of services and modifications detailed in the IEP. (34 *CFR* 300.530; *EC* 48915.5[b])

Children Attending Private School

May students who are parentally placed in private schools participate in publicly funded special education programs?

Children who are enrolled by their parents in private schools may participate in publicly funded special education programs. The school district must consult with private schools and with parents to determine the services that will be offered to private school students. Although school districts have a clear responsibility to offer FAPE to students with disabilities, those children, when placed by their parent in private schools, do not have the right to receive some or all of the special education and related services necessary to provide FAPE. (20 *USC* 1415[a][10][A]; 34 *CFR* 300.137 and 300.138; *EC* 56173)

If a parent of an individual with exceptional needs who previously received special education and related services under the authority of the school district enrolls the child in a private elementary school or secondary school without the consent of or referral by the local educational agency, the school district is not required to provide special education if the district has made FAPE available. A court or a due process hearing officer may require the school district to reimburse the parent or guardian for the cost of special education and the private school only if the court or due process hearing officer finds that the school district had not made FAPE available to the child in a timely manner prior to that enrollment in the private elementary school or secondary school and that the private placement is appropriate. (20 *USC* 1412[a][10][C]; 34 *CFR* 300.148; *EC* 56175)

When may reimbursement be reduced or denied?

The court or hearing officer may reduce or deny reimbursement if you did not make your child available for an assessment upon notice from the school district before removing your child from public school. You may also be denied reimbursement if you did not inform the school district that you were rejecting the special education placement proposed by the school district, including stating your concerns and intent to enroll your child in a private school at public expense.

Your notice to the school district must be given either:

- At the most recent IEP team meeting you attended before removing your child from the public school, or
- In writing to the school district at least ten (10) business days (including holidays) before removing your child from the public school. (20 *USC* 1412[a][10][C]; 34 *CFR* 300.148; *EC* 56176)

When may reimbursement not be reduced or denied?

A court or hearing officer must not reduce or deny reimbursement to you if you failed to provide written notice to the school district for any of the following reasons:

- The school prevented you from providing notice
 - You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of the requirement to notify the district
 - Providing notice would likely have resulted in physical harm to your child
 - Illiteracy and inability to write in English prevented you from providing notice, or
 - Providing notice would likely have resulted in serious emotional harm to your child
- (20 *USC* 1412[a][10][C]; 34 *CFR* 300.148; *EC* 56177)

State Complaint Procedures

When may I file a state compliance complaint?

You may file a state compliance complaint when you believe that a school district has violated federal or state special education laws or regulations. Your written complaint must specify at least one alleged violation of federal and state special education laws. The violation must have occurred not more than one year prior to the date the complaint is received by the California Department of Education (CDE). When filing a complaint, you must forward a copy of the complaint to the school district at the same time you file a state compliance complaint with the CDE. (34 *CFR* 300.151–153; 5 *CCR* 4600)

Complaints alleging violations of federal and state special education laws or regulations may be mailed to:

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

For complaints involving issues **not** covered by federal or state special education laws or regulations, consult your district's uniform complaint procedures.

To obtain more information about dispute resolution, including how to file a complaint, contact the CDE, Special Education Division, Procedural Safeguards Referral Service, by telephone at (800) 926-0648; by fax at 916-327-3704; or by visiting the CDE Web site at <http://www.cde.ca.gov/sp/se>.

Glossary of Abbreviations Used in This Notification

ADR	Alternative Dispute Resolution
<i>CFR</i> :	<i>Code of Federal Regulations</i>
<i>EC</i>	<i>California Education Code</i>
FAPE	Free Appropriate Public Education
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
OAH:	Office of Administrative Hearings
SELPA:	Special Education Local Plan Area
<i>USC</i> :	<i>United States Code</i>

SPECIAL EDUCATION

PARENT HANDBOOK



SANTA BARBARA COUNTY SELPA

January 2020

Handbook available on SBCSELPA website
www.sbcselpa.org

Adelante Charter School ♦ Ballard School District ♦ Blochman Union School District ♦ Buellton Union School District ♦ Carpinteria Unified School District ♦ Cold Spring School District ♦ College School District ♦ Cuyama Joint Unified School District ♦ Family Partnership Charter School ♦ Goleta Union School District ♦ Guadalupe Union School District ♦ Hope School District ♦ Lompoc Unified School District ♦ Los Olivos School District ♦ Manzanita Public Charter School ♦ Montecito Union School District ♦ Orcutt Union School District ♦ Santa Barbara Charter School ♦ Santa Barbara County Education Office ♦ Santa Barbara Unified School District ♦ Santa Maria-Bonita School District ♦ Santa Maria Joint Union High School District ♦ Santa Ynez Valley Union High School District ♦ Solvang School District ♦ Vista Del Mar Union School District.

ACKNOWLEDGMENT

Many thanks go to the members of our 2019-2020 Community Advisory Committee who spent time doing research, participating in discussions and editing. The handbook from North Inland Special Education Region was adapted for use in Santa Barbara County. The committee wishes to acknowledge North Inland for the work they put into their fine handbook. Our job was made easier through their efforts.

Original printing July 1995
 Revised July 1998
 Revised December 2000
 Revised October 2004
 Revised May 2006
 Revised May 2008
 Revised February 2009
 Revised September 2011
 Revised September 2016
 Revised February 2017
 Revised January 2020

2019-2020 Community Advisory Committee Members:

Michele Lyon, Chairperson, Santa Ynez Valley Consortium, Professional Representative
 Megan Fichter, Vice Chair, Orcutt Union School District Professional Representative
 Leigh Collier, Blochman Union School District, Parent Representative
 Pam Werner, Carpinteria Unified School District, Parent Representative
 Chail Norton, Goleta Union School District, Parent Representative
 Norma Cabello, Guadalupe Union School District, Parent Representative
 Christine Emanuel, Hope School District, Parent Representative
 Kristen Ruskey, LEA Charter Schools, Parent Representative
 Marianna Murillo, Santa Barbara County Education Office, Parent Representative
 Dena Davis, Santa Barbara Unified School District, Parent Representative
 Belinda Hammond, Lompoc Unified School District, Parent Representative
 Stacey Hansen, Santa Ynez Valley Consortium, Parent Representative
 Erin Davis, Guadalupe Union School District, Professional Representative
 Tisha Quam, Lompoc Unified School District, Professional Representative
 Sucari Epps, Goleta Union School District, Professional Representative
 Karla Curry, Carpinteria Unified School District, Professional Representative
 Jestin St. Peter, Hope School District, Professional Representative
 Eva Soohoo, Santa Barbara County Education Office, Professional Representative
 Mackenzy Bilkey, Santa Barbara County Education Office, Professional Representative
 Sonia Morosin, LEA Charter School, Professional Representative
 Patty Moore, Alpha Resource Center
 Jennifer Connolly, SBCSELPA Coordinator

TABLE OF CONTENTS

INTRODUCTION	1
SPECIAL EDUCATION.....	2
Who may receive special education services?.....	2
What are other general terms which may refer to children with these disabling conditions?	5
Do different agencies use different terms and guidelines?.....	5
Do all students with an identified disability require special education?	5
What is an Individualized Education Program (IEP)?.....	5
Who are the members of the IEP team?	6
When and how is the IEP implemented?.....	6
CHILD FIND AND REFERRAL.....	6
Who can be referred for a special education evaluation? Who can make a referral?.....	6
How do I know if my child might need to be referred for a special education evaluation?.....	7
What is Response to Intervention?	7
Who do I contact if I have a concern?	7
What is a Student Study Team Meeting?	7
What are some of the interventions the Student Study Team might consider and implement?.....	8
Why is the student study team process encouraged?.....	8
Does someone contact me if special education services are being considered?.....	8
What is a referral for special education assessment?.....	8
Who can make a referral?	9
What is 504?	9
ASSESSMENT.....	9
What happens when I sign the assessment plan form (The Assessment Process).....	10
Who shall I contact if I have questions about the assessment plan?	11
How will the assessment be conducted?.....	11
Where and when will the assessment take place?	11
How long does the assessment take?	11
What will this report(s) include?	11
Are there additional components required in the report depending on the suspected areas of disability?.....	12
How often will these assessments be conducted?.....	12
What does the Diagnostic Center of Southern California provide?	12
INDIVIDUALIZED EDUCATION PROGRAM MEETING (IEP MEETING)	12
What happens after the assessment is completed?	12
What is the purpose of the IEP meeting?.....	13
Who will be at the meeting?	13
May I bring someone with me to the meeting?	13
May I record the meeting?.....	13
How do I prepare?	13
Parent Questions to ask during an IEP (English & Spanish).....	14
As the assessment results are shared, what is my role as a parent?.....	16

INDIVIDUALIZED EDUCATION PROGRAM MEETING (IEP MEETING) (Continued)

If I need time to think about what is presented, may I request a second meeting at a later time?	16
What do I do if I do not agree with the school's assessment findings?	16
What do I do if I want my child assessed by someone outside the local education agency?	16
What do I do if the IEP team finds that my child is not eligible for special education?	16
What happens if the IEP team finds my child eligible for special education?	16
What is an Individualized Education Program (IEP)?	17
What do I do if I agree with some parts of the IEP but not all of it?	17
How often must the school review my child's special education placement and IEP?	17
Can the IEP be transferred to another school district?	18
What happens if I want to drop my child from services after he/she has been receiving special education services?	18

PROGRAM OPTIONS18

What is the least restrictive environment (LRE)?	18
What is the continuum of services and placements?	18
What is the Resource Specialist Program (RSP)?	19
What are self-contained class placements?	19
What is Specialized Academic Instruction (SAI)?	19
What are related services?	19
What is a nonpublic school (NPS)?	19
Non Public School (NPS) Residential Treatment Center (RTC) Placements	20

RIGHTS AND RESPONSIBILITIES.....20

How are these rights protected?	20
What are my Parent Rights?	20
What are some of my responsibilities as the parent?	21
What are the school district's rights and responsibilities?	21
Who may have access to my child's records?	21
Are there safeguards to protect my rights?	22
What is a complaint?	22
What is due process?	22
How do I make a complaint or request due process?	22

BEHAVIOR.....23

What if my child has challenging behaviors?	23
What level would my child's challenging behavior be considered as?	23
What is a Behavioral Emergency Report (BER)?	24
What is a Functional Behavioral Assessment (FBA)?	24
What is a Behavioral Intervention Plan (BIP)?	24
What should I expect if my child is suspended or expelled?	24
What is Manifestation Determination?	25

POST SECONDARY TRANSITION	25
What is an Individual Transition Plan?	25
What happens when my child leaves special education?	25
PARENT INVOLVEMENT	26
How can I be involved to help my child succeed at school?	26
Are there parent organizations in which I can participate?	26
What is the purpose of the Community Advisory Committee (CAC)?.....	26
Where do CAC meetings take place? How do I find out about meeting dates, times and locations	27
APPENDIX A.....	27
AN INTRODUCTION TO THE LANGUAGE OF SPECIAL EDUCATION	27
APPENDIX B.....	29
GLOSSARY OF TERMS.....	29
APPENDIX C.....	36
PARENTAL AND ADULT STUDENTS' RIGHTS AND PROCEDURAL SAFEGUARDS FOR SPECIAL EDUCATION	36
APPENDIX D.....	47
PARENT RECORD KEEPING	47
MEDICAL AND DEVELOPMENTAL HISTORY	48
NOTES I MAY WANT TO SHARE ABOUT MY CHILD.....	50
SAMPLE LETTER FOR ASSESSMENT REQUEST	52
APPENDIX E.....	53
PARENT RESOURCES.....	53
APPENDIX F	80
DISTRICT/COUNTY OFFICE/SELPA/CHARTER SCHOOL PHONE NUMBERS	80

INTRODUCTION

This handbook has been prepared for the parents of children with disabilities. We hope this handbook will help you understand more about the process of obtaining appropriate educational services for your child. Parents and educators are partners in planning for the exceptional needs of each child. As a parent, it is important to:

1. Be active in the entire planning process
2. Know your rights and those of your child
3. Ask questions
4. Learn about your child's exceptional needs
5. Ask for help if you need it
6. Be active in your child's education program
7. Be a confident advocate for your child

The questions answered in this booklet are the questions parents ask most often. If you have questions which are not answered here or you need clarification of an answer, feel free to call or visit your district director or coordinator of special education or call the Santa Barbara County Special Education Local Plan Area (SBCSELPA) office at (805) 683-1424.

This handbook is truly the product of a team effort--the same kind of teamwork we want to practice every day as parents and school personnel who work together to assure quality education for our children with exceptional needs throughout Santa Barbara County.

We hope you use this booklet as a handy source of information and find it helpful.

SPECIAL EDUCATION

Special education is defined by federal (Individuals with Disabilities Education Act, I.D.E.A.) and state law (Education Code) as specially designed instruction, at no cost to the parents to meet the unique needs of the individual with exceptional needs. Everyone has relative learning strengths and weaknesses. When a child's identified disability is so severe that it significantly impacts his/her educational performance, the student may be found eligible for special education services.

Who may receive special education services?

In order to be eligible for special education, the student must exhibit one or more of the following disabling conditions:

Autism (AUT)

Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three (although it can be diagnosed at a later age as long as all criteria are met) and adversely affecting a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Deaf* (DEAF)

Deafness is a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

Deaf/Blindness* (DB)

Deaf-blindness is related hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Emotional Disturbance (ED)

Emotional disturbance is a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behaviors or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Established Medical Disability (Preschool Only) (EMD)

For purposes of this section, “established medical disability” means a disabling medical condition or congenital syndrome that the individualized education program team determines has a high predictability of requiring special education and services

Hard of Hearing* (HH)

Hearing impairment is an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

Speech/Language Impaired (SLI)

A language or speech disorder is defined by one or more the following:

- Articulation disorder - reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention.
- Abnormal Voice - characterized by persistent, defective voice quality, pitch, or loudness.
- Fluency Disorders - the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.
- Language Disorder - when there are difficulties with expressive or receptive language that falls below the 7th percentile on two or more standardized assessments in one or more of the following areas:
 - Morphology
 - Syntax
 - Semantics
 - Pragmatics

Intellectual Disability (ID)

Intellectual disability is significantly lower than average general intellectual functioning, existing at the same time with deficits in practical life skill behaviors and appears during the developmental period that adversely affects a child's educational performance.

Multiple Disabilities (MD)

Multiple disabilities is simultaneous impairments the combination of which, causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

- Example: Intellectual disability and blindness or intellectual disability and orthopedic impairment)

Other Health Impairment (OHI)

Other health impairment is having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli that result in limited alertness with respect to the educational environment and adversely affects a child's educational performance. This is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome.

Orthopedic Impairment* (OI)

Orthopedic impairment is a severe inability to move using muscular and skeletal systems that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Specific Learning Disability (SLD)

Specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may affect the ability to listen, think, speak, read, write, spell, or do mathematical calculations. It may also include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, phonological processing, and cognitive abilities including association, conceptualization and expression.

- Education code allows for eligibility to be determined through any of the following processes:
 - Discrepancy Model
 - Response to Intervention (RtI)
 - Pattern of Strengths and Weaknesses (PSW)

Traumatic Brain Injury (TBI)

Traumatic brain injury is an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury results in impairments in one or more areas such as:

- | | |
|---------------------|--|
| • cognition | • problem-solving |
| • language | • sensory, perceptual, and motor abilities |
| • memory | • psychosocial behavior |
| • attention | • physical functions |
| • reasoning | • information processing |
| • abstract thinking | • speech |
| • judgment | |

Visually Impaired* (VI)

Visual impairment is an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

* Denotes a Low Incidence Disability meaning a severe disabling condition with an expected incidence rate of less than one percent of the total statewide enrollment in kindergarten through grade 12.

This information was derived using 5 CCR § 3030. If further information is needed, refer to the preceding Education Code. <http://www.casponline.org>

What are other general terms which may refer to children with these disabling conditions?

Students with one or more of these disabling conditions may also be referred to by using terms such as:

- Individuals with Exceptional Needs
- Exceptional Children
- Children with Disabilities
- Children with Exceptional Needs

Do different agencies use different terms and guidelines?

Yes. Since various state and federal agencies operate under different laws and guidelines, the eligibility criteria may differ significantly. The same term may also be used by various state and local agencies with different meanings. This can be very frustrating and confusing to parents seeking assistance for their child. Therefore, parents should ask for clarification of terms from any agency providing services. Ask for clarification from any agency providing services and refer to Child Find and Referral Section of this handbook (Page 6).

Do all students with an identified disability require special education?

No. Special education is not for all children with an identified disability. Many are able to and should attend school without any change in the classroom program. Special education is only appropriate when modifications in the general education classroom are not sufficient to meet the child's educational needs. If, through assessment, a special education program is determined necessary for your child, an Individualized Education Program (IEP) will be developed to create goals in identified areas of need. For children with disabilities who take the California Alternative Assessments (CAA) in English language arts/literacy (ELA), mathematics, and/or science, a description of benchmarks or short term objectives is also required.

What is an Individualized Education Program (IEP)?

The Individualized Education Program (IEP) is a legal document designed during an IEP Team Meeting. Items the IEP may include:

- a. General Information and Eligibility (which includes annual and triennial IEP dates).
- b. Present levels of child's performance for academics (including current Statewide Assessment scores), communication, gross/fine motor, social emotional/behavioral, vocational, adaptive, and health.
- c. Information about Special Factors including assistive technology, low incidence services, considerations for blind or visual impairment, deaf/hard of hearing, and English Learners needs.
- d. Statewide Assessment information including whether the child is taking the California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessment of California (ELPAC) and the California Alternative Assessments (CAA).
- e. Goals (and objectives for children that take the CAA and the ELPAC), which include criteria for evaluation.
- f. Specific specialized academic instruction (SAI) and/or related services to be provided to your child such as speech and language services, occupational therapy (OT), adaptive

physical education (APE), counseling, etc. including the frequency and duration of each service and location where the service will be provided.

- g. The extent your child will be able to participate in the general education classroom.

Who are the members of the IEP team?

- a. One or both of the student's parents/guardians or the adult student (18-25 years of age).
- b. At least one general education teacher of the student, if the student is, or may be, participating in the general education environment
- c. The Case Manager of the student, who may be a special education teacher, a speech and language pathologist, or an APE teacher.
- d. A representative of the local educational agency (LEA) who meets all of the following:
 - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of individuals with exceptional needs
 - Is knowledgeable about the general education curriculum
 - Is knowledgeable about the availability of resources of the local educational agency (Note: This person may serve a dual role. For example, he or she may also be a special education teacher if he or she has been given these two roles by school administration)
- e. An individual who can interpret the instructional implications of the assessment results, such as a school psychologist. The individual may also serve a dual role.
- f. At the discretion of the parent/guardian, or the LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate
- g. Whenever appropriate, the child with exceptional needs

When and how is the IEP implemented?

For all initial assessments and for the initial IEP, you must give written consent before any assessment may begin or any services can be implemented. As soon as possible thereafter, the program as developed in the IEP will be provided. At the end of each IEP you will be asked to sign, consenting to the IEP as agreed upon in the meeting. You may take a copy home for review prior to signing if you desire. No services will begin, however, until your written consent is provided to the district.

CHILD FIND AND REFERRAL

School personnel and other concerned parties are responsible for identifying children who are having difficulty in school and may need special education services. Teachers usually contact a parent and talk over these concerns. Others who are in contact with children including parents, doctors, childcare workers, etc., may also recognize that a child is having difficulties with some aspect of development.

Who can be referred for a special education evaluation? Who can make a referral?

Children between the ages of 3 and 21 who attend private or public school, who are homeless and/or wards of the state can be referred for a special education evaluation. In addition, referrals can be made for children who are migrant, in a residential facility, and in the juvenile justice system.

If your child is younger than 3 years of age, a referral for special education can be made to the Santa Barbara County Education Office. There are two regional offices: North Office Phone Number: (805) 922-0334 and South Office Phone Number: (805) 964-4711. Referrals for special education can be made by teachers, specialists, administrators, as well as parents, doctors, community agencies, and other interested parties.

How do I know if my child might need to be referred for a special education evaluation?

Parents are encouraged to discuss concerns with their child's teacher, doctors, community agencies, and interested parties to clarify and organize specific problems and issues. Many school districts have a process in place to discuss concerns for a child through a Student Study Team (SST) meeting.

What is Response to Intervention?

Response to Intervention is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make important decisions about change in instruction or goals, and applying child response data to important educational decisions in the general education environment.

Who do I contact if I have a concern?

First, contact your child's teacher. If you are not able to resolve the problem, then speak to the principal. He/she may be able to suggest other school programs or modifications to help your child. School sites often have other staff, such as a resource teacher or counselor, to talk to you about your concerns. If you don't feel your concerns are being addressed, call the school district office and talk to someone in the special education department.

What is a Student Study Team Meeting?

The Student Study Team (SST) is made up of teachers, intervention specialists, school administrators, counselors, school psychologists, and other specialists. Your district may call this team by another name, such as: Student Intervention Team (SIT), Student Assistance Team (SAT), Child Guidance Team (CGT), Student Success Team (SST), Child Study Team (CST), etc. The purpose of the SST is to report and clarify concerns for the student and develop appropriate interventions within general education resources. This may include classroom accommodations, behavior contracts, as well as providing intensive interventions such as Response to Intervention (RtI) to help the student make appropriate progress before referring to special education; however, parents may at any time officially refer the student, in writing, for an assessment to determine special education eligibility. The school district will review the referral and determine whether to accept or reject a request for an evaluation and offer alternatives to help your child. The SST process is not a required part of the IEP eligibility process (See question pg. 8, "*What is a Referral for Special Education Assessment?*").

What are some of the interventions the Student Study Team might consider and implement?

The Student Study Team may consider many options to address the concerns for a student. These options include but are not limited to:

- a. Classroom accommodations and/or adaptations
- b. Other general education programs such as Migrant Education, Alternative Programs, and/or programs for basic skills remediation (Chapter 1, Remedial Reading, Learning Assistance Specialist, RtI etc.)
- c. Using special materials
- d. Specialized Remedial Program(s)
- e. Behavior Contracts
- f. School-Based Counseling
- g. Schedule Changes
- h. Modified Day
- i. Independent Study
- j. Retention
- k. Suggestions for parents to implement at home
- l. Referral to other agencies or medical professionals

Why is the Student Study Team process encouraged?

The use of the Student Study Team (SST) assists regular classroom teachers in modifying instruction for students having difficulty in their classrooms. The SST process also assists in documenting interventions have been implemented and whether they meet the student's educational needs. Documentation in which monitored interventions cannot meet student needs is an essential part in determining that the student may require special education programs and services. When the members of the SST believe that all reasonable alternatives have been tried and are not sufficient, a referral can be initiated for special education assessment. Interventions can continue to be implemented while a referral is made for special education.

Does someone contact me if special education services are being considered?

Parents have the right to be a part of the Student Study Team (SST) process and will know of the referral for assessment by participating at the SST meeting. If the parent is not in attendance when the referral is made by the team, the parent will receive a "Notice of Receipt of Referral for Special Education Assessment" in the mail prior to or with the receipt of an Assessment Plan. Usually parents are contacted by phone to discuss the referral. You should discuss the Assessment Plan with your student's teacher, psychologist, or other specialist who is conducting the assessment to be sure you understand the process.

What is a referral for special education assessment?

A formal referral is a written request for assessment to determine whether the student requires special education services. Within 15 days of receipt of the referral, an assessment plan may be submitted to the parent(s) for written permission to begin the evaluation or the district may choose to deny the assessment in the form of a written notice to the parent, explaining the reason why the district will not be assessing the student at this time. An initial assessment may not begin without written parental permission. The school district can provide assistance to parents in writing a written referral for a special education evaluation.

Who can make a referral?

In addition to the SST, a formal written referral for assessment can be made directly to the school site or district administrator by parent or guardian, school personnel, public or private agency, student, or other interested persons.

However, the district may encourage the referring party to utilize the SST process since a direct referral does not eliminate the need for documentation of general education modifications. Parents are notified if anyone other than the parent makes a referral. The district may decide if an assessment is appropriate or not. If an assessment is to be conducted, the parent will receive a Prior Written Notice and an Assessment Plan. If the district does not think an assessment is appropriate, the parent will be informed in writing why the assessment is not appropriate at this time in accordance with Individuals with Disabilities Education Act, Section 1415 (b)(3) and (4) and (c)(1) of Title 20 of the United States Code.

What is 504?

504 is NOT a special education law. It is a section of the Rehabilitation Act of 1973. Section 504 prohibits discrimination against handicapped persons, including both students and staff members, by school districts receiving federal financial assistance. All individuals who have exceptional needs under the Individuals with Disabilities Education Act (IDEA) are also considered to be handicapped and therefore protected under Section 504. However, all individuals who have been determined to be handicapped under Section 504 may not have exceptional needs under IDEA. The IDEA defines as eligible only students who have certain specified types of disabilities and who, because of one of those conditions, need special education (specially designed instruction). Section 504, on the other hand, protects all handicapped students, defined as those having any physical or mental impairment that substantially limits one or more major life activities (including learning). Section 504 covers all students who meet this definition, even if they do not fall within the IDEA enumerated categories and even if they do not need to be in a special education program. A 504 Plan is a protection for students who may need accommodations in the general education program but are not eligible for IDEA special education services.

ASSESSMENT

An assessment is a comprehensive evaluation by a team of specialists that evaluates how a child is functioning in all areas related to his/her suspected disability.

Evaluation may include intellectual, academic, physical, motor, health, assistive technology, speech/language, and social-emotional development. The assessment team may include the school psychologist, language, speech and hearing specialist, resource specialist, remedial reading teacher, school nurse, general education teacher, and/or others, depending on the individual student's needs. The specific areas to be evaluated will be specified on your child's assessment plan.

What happens when I sign the assessment plan form?

THE ASSESSMENT PROCESS

Prior to Referral for Assessment:

Consultation and General Education Interventions by the Student Study Team. If interventions are not enough to meet your child's needs in general education, a special education assessment plan will be developed. Parents may at any time refer a student, in writing, for an assessment to determine eligibility for Special Education.

1. Parent signs Assessment Plan

date

2. Student is assessed by the appropriate school staff, for example, psychologist, special education teacher, speech therapist, adaptive physical education specialist, or others as needed.

3. A meeting is held with parent(s) to go over assessment results on or before:

date

4. If assessments show student needs special help and the IEP team determines the student is eligible for special education, the parent will be asked to help develop the IEP. This meeting will be held on or before:

5. Student receives Special Education services.

6. Progress Reports

7. A review meeting with parent is held at school.

Your child cannot be initially assessed without your permission. Assessments must be completed and an Individualized Education Program (IEP) developed if the student meets eligibility as an individual with exceptional needs within 60 days of the date the signed assessment form is received by the district, not counting days of major school holidays and breaks between school sessions or terms of more than 5 school days.

Assessments may be conducted by one or more special education specialists. You may be contacted regarding your child's health & developmental history, your concerns, and other issues.

You will be asked to come to school for a meeting. If you request, and the school staff agrees, you may participate by conference call. At the meeting, you will find out how your child performed on the assessment. You may request a copy of the assessment for review prior to the meeting. A list of your child's strengths and needs should be discussed at this meeting. You may bring someone with you to the meeting (See question p. 13, "May I bring someone to the meeting").

If the IEP determines your child has a disability as defined by law and requires instruction/services that cannot be provided with modification of the regular school programs, an IEP will be developed. You will receive a copy of the IEP and all reports. Your child cannot receive special education services without your permission (signature on IEP).

Your child will then receive help from special education teachers and/or other specialists as needed.

Progress reports regarding goals (and objectives, if appropriate) will be sent home at the same frequency as school report cards.

After your child has been in a special education program for one year, or sometimes sooner, you will be asked to come to a meeting so you and the IEP Team can review your child's progress and revise the IEP. This is known as your child's Annual Review. However, you have the right as a parent/guardian to request a review of the IEP at anytime.

Who shall I contact if I have questions about the assessment plan?

The name and telephone number of a contact person will be listed on the assessment plan. If for some reason there is no name and number, contact the school principal or the special education office in your school district.

How will the assessment be conducted?

Assessment information may be gathered in different ways: tests; observations; discussions with classroom teachers and parents; review of student work; and a review of previous records and educational or medical records from other agencies (with parent permission). A child must be assessed in all areas related to the suspected disability and no single test may be used to determine eligibility for special education.

Where and when will the assessment take place?

The assessment will be conducted during the school day. A student will be observed in class, and possibly on the playground, and may be taken to a quiet room for part of the assessment. Infants and preschoolers may be assessed in the home or at school.

How long does the assessment take?

Assessments are completed within sixty (60) days after **written parental consent to the assessment plan is received by the district**. When the assessment is completed, a written report will be developed and explained to the parents. Not all children who are referred and assessed are found eligible for special education.

The determination of whether or not your child is eligible for special education and appropriate services is made by the Individualized Education Program (IEP) Team.

What will the report(s) include?

Although the particular components may vary, generally the assessment report(s) will include:

- a. Background information, including developmental, health, and school history
- b. Summary and interpretation of actual test results
- c. Recommendations for educational needs
- d. Relevant behavior and relationship of observed behavior to student's academic and social functioning
- e. For pupils with learning disabilities whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
- f. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
- g. The need for specialized services, materials, and equipment for pupils with low incidence disabilities

Are there additional components required in the report depending on the suspected areas of disability?

Yes. For example, additional components might include a vision report for the blind or visually impaired, a current audiogram for students who are hard of hearing or deaf, and a medical report for students who have orthopedic impairments or traumatic brain injury.

How often will these assessments be conducted?

A full evaluation must be completed prior to the student's initial enrollment in special education.

At least every 3 years a determination is made of what, if any, assessments will be conducted to determine the student's continued eligibility for special education and his or her educational needs.

Evaluations may be performed more frequently if school staff determines that additional assessment information is needed or if the parent or teacher requests a re-evaluation. Both the parent and an administrative representative must agree to evaluations conducted more often than once per year.

What does the Diagnostic Center of Southern California provide?

The Diagnostic Center of Southern California are the California Department of Education's primary provider of direct services and assistance to California school districts and their special education students. They provide comprehensive assessments, research-based interventions, quality professional development, and a continuum of technical assistance. The decision to refer a student to the Diagnostic Center of Southern California originates from the student's IEP Team after the district has implemented school intervention and finds the team needs further information to help the district design services.

INDIVIDUALIZED EDUCATION PROGRAM MEETING (IEP MEETING)

The IEP Team Meeting is designed to give parents, the teacher, specialists, and the school administrator the opportunity to come together and review the present level of functioning of the child and then to plan an appropriate program, including goals and services. If assessments were administered, they will be reviewed and interpreted.

What happens after the assessment is completed?

An IEP Team meeting will be held. As a parent, you are a member of this team. You will be invited, in writing, to the meeting. Attempts will be made to schedule the meeting on a date and time convenient to both you and the school personnel.

The invitation will tell you the purpose of the meeting, date, time, place, and who has been invited. **If you cannot meet at the time scheduled, contact the person listed on the meeting notice as soon as possible to reschedule.** Parents shall be notified of the individualized education program meeting early enough to ensure an opportunity to attend.

What is the purpose of the IEP meeting?

The purpose of the Initial IEP meeting is to review the assessment findings, determine if your child is eligible for special education, and, if eligible and in need of special education services, develop the Individualized Education Program (IEP). If an IEP is developed, the team will discuss your child's strengths and needs and determine appropriate goals, supports, and services that will enable your child to progress in the general education curriculum.

Who will be at the meeting?

The administrator/designee who is knowledgeable about resources and curriculum; a special education teacher or service provider; a general education teacher (when appropriate); someone who can interpret evaluation results; you; your child (if appropriate); and others who have information about your child. An interpreter will attend if needed.

May I bring someone with me to the meeting?

Yes, you may bring anyone you wish with you to the meeting, such as your child's regional center worker or social services worker. Be sure to notify him/her of the date, time, and location of the meeting. If you cannot attend the meeting, you may have someone attend in your place and speak for you. However, you must ultimately give your written permission for your child's placement in special education.

You should notify the person who is listed on the meeting notice of whether or not you will attend or if someone will be attending for you. You are encouraged to bring your child to the meeting if you feel he/she will benefit from the discussion. You may also request an interpreter to be present at the meeting. It is also an option to request that you participate in the meeting via conference call.

May I record the meeting?

Yes. The parent or guardian, district, special education local plan area (SBCSELPA), or county office shall have the right to record electronically the proceedings of IEP team meetings and shall notify the members of the IEP team of their intent to record a meeting at least 24 hours prior to the meeting. If the parent or guardian objects or refuses to attend the meeting, due to it being recorded then the meeting shall not be recorded. It is the parent's responsibility to record the meeting if he or she chooses. The district is only required to give a copy of a recording if the district has chosen to record the meeting. Then, if requested, the district is required to give the parent a copy of the recording at the parent's cost.

How do I prepare?

You may want to review your child's past records for clues to any information which may assist the IEP team. Be sure to request records in advance of the time you want to see them. School records must be requested at least five days in advance. You may provide any information you want considered at the IEP meeting.

Parent questions to ask during IEP

**What are all these IEP Documents?
Clarifying Questions Parents/Guardians/Adult Students Might Ask**

IEP Pages	Clarifying Questions for Parents/ Guardians/Adult Students
(NC 6A) Notice of Meeting - when, where, and who will be at meeting.	Who are the members of my student's team? Whom can I bring to the meeting? Can I record the meeting? Will someone take notes?
(IEP 1) Demographic and Eligibility (IEP 2) IEP Eligibility - dates of current, next, and last IEP and eligibility.	Check your contact information to ensure it is correct and current. What is my student's disability?
(IEP 2B) Present Levels of Performance - updates on Academics, Social Emotional, Communication, Adaptive Living Skills, Behavior, and Health at school.	Does the page reflect my student's strengths and my/our concerns? Give current health information including medication changes.
(IEP 4) State Wide Assessments - review state tests student will take, review accommodations for test (s).	When and why does my child take state tests? Which accommodations are appropriate for my student if any?
(IEP 3B) Annual Goals - plans the IEP team for the student to be written in measurable terms for the school year.	How do these goals support my student's learning?
(IEP 5) Special Factors - Assistive technology or low incidence support through special equipment. English Language Learner supports. Positive behavior services or need for behavior support plan if appropriate.	What equipment or technology does my student require to make progress with their goals?
(IEP 7A-1) Special Education and Related Services (IEP 8) Supplemental Aids and Transportation (IEP 6A) Instructional Accommodations - services provided in Least Restrictive Environment. The services provided including time, location, duration. Accommodations support in general education classes	What type of special education support is available to meet student needs? How will my student be supported in the general education setting?
(IEP 7B) FAPE and Educational Setting - location of where the student will receive IEP services	How will I be notified about student's progress? What does my student's day look like?
(IEP 10A) Consent and Signatures - meeting participants sign in attendance; Parent/Guardian/Adult Student signs to initiate new IEP.	Do I have to sign agreeing to IEP at the meeting? If I do not sign in agreement, how it will affect my student?

(IEP 12) Notes and Additional Information - the minutes taken at the meeting	Can I ask for the notes to be read aloud? What is the purpose of the notes?
(NC 7) IEP Team Member Excusal - excuses a team member from attending the IEP meeting.	Can I say no to the member asking to be excused? If I say no to the member asking to be excused what happens next?
Additional IEP Forms	
(IEP 2C) Specific Learning Disability Eligibility - shows how a student qualifies under a Specific Learning Disability	If I sign the form, what happens next?
(IEP 6 G-1) and (IEP 6G-3) Behavior Intervention Plans - plan that targets problem behaviors and highlights procedures for improving the behaviors.	How will I know if my child's behavior is improving? What can I do at home to help the team? Who is responsible for implementing the plan?
(IEP 6D) Transition Plan - discusses future goals/plans for the student after high school (starts at age 15)	What resources are available to my student after high school? Will my student receive a diploma?
General Questions Parents/Adult Students/Guardians Might Ask:	When can I call an IEP meeting? Can I call an IEP meeting whenever I want? How will the student's next teacher know about his/her IEP? Can a school exit my student from special ed. without my permission? If I still have questions about the IEP, who should I contact? How will the IEP team communicate?

Resources: www.sbcsepa.org
<https://www.disabilityrightsca.org>

As the assessment results are shared, what is my role as a parent?

You will be given a full explanation of the assessment findings. During this process you may present any additional information you have about your child, ask any questions you may have about the assessment or findings, and/or request the school to provide additional assessment if necessary. A copy of the written assessment report will be given to you. The assessment report, the IEP, and the meeting will be interpreted in your native language if requested.

If I need time to think about what is presented, may I request a second meeting at a later time?

Yes. The meeting may be continued or tabled so you may consider the results and recommendations and you may request a second meeting.

What do I do if I do not agree with the school's assessment findings?

If you disagree with an assessment obtained by the school district (also referred to as local education agency (LEA)), you may be entitled to an independent educational assessment (requested in writing) at the LEA's expense. However, the LEA may initiate a due process hearing to show that its assessment is appropriate. If the LEA's assessment is found to be appropriate, the LEA will not be required to pay for the parent's independent assessment. If the LEA requests an independent assessment, the parent is not responsible to pay.

What do I do if I want my child assessed by someone outside the local education agency?

You may obtain an independent assessment of your child at any time. Independent assessments not requested by the school district are at the parent's or other agency expense, and are not provided at public school expense. Independent assessments must be considered in the decision-making processes along with school assessments.

What do I do if the IEP team finds that my child is not eligible for special education?

If you, as part of the team, agree with the team's decision:

- Sign the form indicating you agree. Discuss with the school staff any other plans or classroom modifications for your child's education program.

If you, as part of the team, ***do not*** agree with the team decision:

- You may request:
 - a. Additional assessment followed by a continuation of the IEP meeting
 - b. An administrative review with the district office special education staff
 - c. A state level hearing which may include mediation

What happens if the IEP team finds my child eligible for special education?

You and the team will develop an Individualized Education Program (IEP) specifically tailored to your child. The team may bring a draft of some of the goals (and objectives, if appropriate) being considered for your child to the meeting. Remember, these are drafts and can be changed. The drafts can be helpful in giving everyone something to look at and discuss. Parents are also encouraged to offer proposed goals (and objectives, when appropriate).

What is an Individualized Education Program (IEP)?

The IEP is a written legal document ideally developed in a collaborative and cooperative effort between parents and school personnel that describes the child's disabilities and needs and prescribes the placement and services designed to meet the child's unique needs. The IEP will include:

- a. The present level of educational performance
- b. Goals (and objectives) as appropriate which include criteria for evaluation
- c. Specific special education instruction and/or related services to be provided
- d. An explanation of the extent your child will be able to participate in the regular program
- e. Projected date for initiation and the anticipated duration and location of services
- f. Participation in state and district wide tests
- g. How progress will be measured and how parents will be informed
- h. Transition service needs, as appropriate
- i. Age of majority – at age 18 student gains adult status for decision making

When appropriate, the IEP should also include:

- a. Extended school year services
- b. Provisions for transition into the regular program
- c. Access to Assistive Technology
- d. Specialized equipment, materials, and services for deaf, blind, and severely orthopedically impaired students
- e. Pre-vocational or vocational education
- f. Linguistically appropriate goals for students whose native language is other than English
- g. Special transportation arrangements when required

A parent has the right to refuse services after the initial assessment and free appropriate public education (FAPE) has been offered at the initial IEP meeting.

What do I do if I agree with some parts of the initial IEP but not all of it?

If for the initial IEP you agree that services should be provided, sign the IEP Signature and Parent Consent page with exceptions, listing the areas to which you do not agree. This way the student can receive services while you and the district members take time to work out the areas of non-agreement. A parent also may choose not to sign the IEP until all areas of the IEP are agreed upon, but keep in mind that without signature, none of the services will be implemented. If the parent or guardian of a child who is an individual with exceptional needs refuses all services in the IEP after having consented to those services in the past but does not revoke consent to special education, the local educational agency may file a request for due process.

How often must the school review my child's special education placement and IEP?

Every special education student must have his or her progress and IEP reviewed at least once each year. Teachers, however, will be monitoring each student's progress regularly throughout the school year. Progress toward annual goals will be reported to you in writing at least as often as students receive report cards in general education. **Parents may request an IEP review at any time.** The district will set a meeting within 30 days (not counting school breaks).

Can the IEP be transferred to another school district?

If you move to another district, take a copy of your child's annual IEP and most recent assessment to your new school district. The new district will implement your child's IEP with comparable services for 30 days as an administrative placement. Prior to the end of the 30-day administrative placement, an IEP meeting will be held to review your child's IEP, revise if necessary, and specify the services that will be given in your new district.

What happens if I want to drop my child from services after he/she has been receiving special education services?

If you decide you do not want your child to receive Special Education Services, you must provide in writing a revocation of consent for implementing the IEP. This can be to one service or all.

PROGRAM OPTIONS

Special education is provided in the least restrictive environment (LRE) through a continuum of services and placements. A larger percentage of students are served in less restrictive environments while a smaller percentage are served in more restrictive environments. A child's placement on the continuum may change as their needs change.

What is the least restrictive environment (LRE)?

The least restrictive environment (LRE) for a child is the placement that realizes a match between the learning needs of the student and the conditions of the educational environment, while providing the student with the maximum integration with students who do not have exceptional needs.

The Code of Federal Regulations, Title 34 states:

"Each public agency shall insure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

What is the continuum of services and placements?

1. Regular education programs consistent with subparagraph (a) of paragraph (5) of subsection (a) of Section 1412 of Title 20 of the United States Code and implementing regulations.
2. A resource specialist program pursuant to Section 56362
3. Related Services pursuant to Section 56363.
4. Special classes pursuant to Section 56364.2.

5. Nonpublic, nonsectarian school services pursuant to Section 56365.
6. State special schools pursuant to Section 56367.
7. Instruction in settings other than classrooms where specially designed instruction may occur.
8. Itinerant instruction in classrooms, resource rooms, and settings other than classrooms where specially designed instruction may occur to the extent required by federal law or regulation.
9. Instruction using telecommunication, and instruction in the home, in hospitals, and in other institutions to the extent required by federal law or regulation.

What is the Resource Specialist Program (RSP)?

Students in the Resource Specialist Program (RSP) are assigned to their regular classrooms for the majority of the school day but receive special education instruction and/or consultation services from the resource specialist. Services may be provided directly to the student in the regular classroom and/or in the resource room. Consultation services may also be provided to the general education teachers by the resource specialist.

What are self-contained class placements?

Self-contained class placements (formerly known as special day class) serve students with similar and more intensive educational needs. The self-contained class may enroll students only when the nature or severity of the disability of the individual with exceptional needs is such that education in the regular classes with the use of supplementary aids and services, including curriculum modification and behavior support, cannot be achieved satisfactorily.

What is Specialized Academic Instruction (SAI)?

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general education curriculum, so that they can meet the educational standards within the jurisdiction of the public agency that apply to all children (34 CFR 300.39 (b)(3)).

What are related services?

Developmental, corrective and other supportive services designed to enable a child with exceptional needs to receive FAPE as described in the IEP. Related services include speech and language therapy, adapted physical education, itinerant services for the hard of hearing or visually impaired, counseling and other specific types of instruction required for the student to benefit from special education. The child generally receives these services at school during the regular school day.

What is a nonpublic school (NPS)?

If the IEP team determines that no public school program in the child's district of residence or neighboring districts can meet the child's extraordinary needs, a private program certified by the state may be an option.

Non Public School (NPS) Residential Treatment Center (RTC) Placements

When a LEA/District IEP team determines they can no longer provide a continuum of program options to meet the needs of a student within the LEA/District or Santa Barbara County SELPA it may recommend that student be provided a free and appropriate education (FAPE) in a NPS placement with or without a RTC. In most circumstances this placement would be in an out-of-home RTC placement as there are no NPS day treatment placements located in Santa Barbara County. These placements are very restrictive and typically are only recommended in rare circumstances when all other programs and supports have been exhausted. Students requiring this high level of very structured program are usually deemed a danger to themselves or others, or have other very unique needs that cannot be met at the local level. In some circumstances these program placements may be made collaboratively with other agencies such as Tri Counties Regional Center (TCRC), Department of Probation, etc.

RIGHTS AND RESPONSIBILITIES

Parents of children with disabilities from ages three through twenty-one have specific educational rights under the Individuals with Disabilities Education Act (IDEA). The provision of special education services is governed by state and federal laws. Local districts establish their own procedures to implement these laws. Students who are identified with a disability that requires special education and related services have the right to free appropriate public education (FAPE) services in the least restrictive environment (LRE). Parents/adult students and the local school district have responsibilities, as well as rights, to ensure identification, placement, and services for individuals with exceptional needs. These laws protect the rights of parents/guardians/adult students to be fully informed and to participate in all planning and decision-making about their child's or their own education.

How are these rights protected?

The goal of all school districts in the Santa Barbara County SELPA is to provide appropriate educational services for all students. In doing this, certain procedures are followed. The law requires that the school districts establish guidelines and procedures to protect the rights of qualified students with disabilities and their parents/guardians; these practices are called Procedural Safeguards and are described throughout this booklet as they pertain to the different topics discussed.

What are my Parent Rights?

The full version of Parents' Rights is available in Appendix C. A brief summary is provided below. It should be noted that Parent Rights is in reference to parents/guardians and also adult student where appropriate):

- a. Parents have the right to request an assessment and, under certain conditions, an independent evaluation of the student at public expense.
- b. Written permission from the student's parents or guardians (or from the student, if age 18 years or older and not conserved) is required to begin an assessment, or to change

- an educational placement of a student with a disability who requires special education and related services.
- c. Parents have the right to be informed and participate in the IEP process, including the development of the IEP.
- d. Parents have the right to be informed of student assessment results in their native language, unless it is not clearly feasible to do so, and to give or withhold consent for placement.
- e. Parents have the right to request a meeting to review the IEP.
- f. Parents have the right to examine all reports and educational records of the student.
- g. The rights of privacy and confidentiality of records apply to all students.
- h. Parents have the right to an impartial due process hearing regarding the identification, evaluation, placement, and provision of a free appropriate public education for their child.

What are some of my responsibilities as the parent?

You, as the parent/guardian, have the primary responsibility for your child. You, as well as the school, must seek the appropriate educational program for your child. This responsibility includes communicating your concerns with the appropriate staff, requesting assistance, and initiating a written referral for assessment if needed. You should assist the school by providing relevant information and past records including medical history where they may impact the child's school progress. **Your child should come to school well rested, nourished, and prepared to learn. Your child needs to attend school every day, unless physically unable, to ensure that he/she has a continuous opportunity to succeed and make meaningful progress on their IEP goals.**

What are the school district's rights and responsibilities?

- a. The goal of all school districts is to provide an appropriate education for all its students. Generally, this includes the modification of general education programs and provision of specialized remedial services prior to consideration for special education.
- b. The school has the responsibility to identify, refer, and assess students in all areas of suspected disability.
- c. The school district must provide student records to another district if the student moves.
- d. Districts must adhere to procedural safeguards.
- e. The district has the right to request a due process hearing.

Who may have access to my child's records?

Parents/guardians, appropriate school personnel and service providers from other agencies who provide instruction or a related service to the student may have access to the student's records. All

individualized education programs shall be maintained in accordance with state and federal pupil confidentiality laws. Contact your local district or the SBCSELPA for more detailed information.

Are there safeguards to protect my rights?

Yes. Parents or students have the right to file a complaint with the local district superintendent or the State Superintendent of Public Instruction, U.S. Department of Education Office of Civil Rights (OCR) or request a due process hearing with the State Superintendent of Public Instruction.

It is important to all districts in the Santa Barbara County SELPA to remediate any conflicts by working with parents to build trust and provide the student an appropriate educational program. Parents or a school district may request a mediator through SBCSELPA Alternative Dispute Resolution (ADR) process to support the IEP team in collaboration and resolution. ADR is requested through contacting SBCSELPA. The process of ADR is highlighted in Section 12 of SBCSELPA's Procedural Handbook. Due process is hopefully only a last resort.

What is a complaint?

A complaint is an allegation that the district has violated federal or state laws or regulations regarding special education. The remedy, if the district has been found out of compliance, is to develop a process that ensures the violation will not continue to occur.

What is due process?

Due process is a legal procedure which ensures that each child has the right to equal educational opportunities.

Due process ensures that there are specific procedures and timelines that must be followed when and if significant changes or accommodations are made (or even proposed) in a child's educational program. Due process is guaranteed to us by the Constitution of the United States. It is there as a safeguard so that every individual has the means of protecting and asserting his or her own rights.

A due process hearing may be appropriate when there is a:

- a. Disagreement over a proposal to initiate or change the identification, assessment, or educational placement of the child or the provision of a free appropriate public education to the child.
- b. A refusal to initiate or change the identification, assessment, or educational placement of the child or the provision of a free appropriate public education to the child.
- c. Refusal by a parent to consent to an assessment of the child.

How do I make a complaint or request due process?

Any complaint that you may have should first be shared with the individual with whom you disagree and/or with the school site administrator. If your concerns are not resolved in a timely manner, contact the special education administrator in your local district. Should you be unable to resolve the issue at that level, you may file a formal complaint (within one year) or a request for a due process hearing with the California Department of Education and the local superintendent of

schools. Your local school district has the responsibility to provide you with specific information on filing and to assist you if you request their help. A hearing must be within two years of the disagreement/refusal

BEHAVIOR

What if my child has challenging behaviors?

If your child is displaying challenging behaviors, then an IEP team meeting should be convened to discuss the impact of the behavior on your child's learning/safety and/or the impact on others learning/safety. If your child's behavior has resulted in the completion of a Behavioral Emergency Report (BER) then the District is required to schedule an IEP meeting within two days and hold the scheduled meeting within 30 days. The IEP team will look at the severity of your child's behavior and determine if a Functional Behavioral Assessment (FBA) is warranted which would lead to a Behavior Intervention Plan (BIP) if necessary or if early stage interventions provided by the teacher are sufficient in reducing the frequency and intensity of the challenging behavior.

What level would my child's challenging behavior be considered as?

Behaviors typically fall within one of the following four stages:

- Early Stage Intervention Behavior
 - Behavior is not yet significantly impacting the learning of the student or classroom functioning but could escalate if not addressed.
 - Examples:
 - Behavior has not generalized to more than one specific situation
 - Behavior has only occurred recently, less than 3-4 occurrences
- Moderate Behavior
 - Behavior is beginning to significantly impact classroom functioning or student learning.
 - Examples:
 - Behavior has generalized to multiple settings
 - Behavior has been repeatedly occurring, for example daily or weekly
 - Behavior disrupts the classroom functioning and students are unable to complete anticipated work due to frequency of the teacher's need to address this behavior.
 - Student is not mastering core curriculum at anticipated rate.
 - The student has an IEP and is not making progress in IEP goals and objectives.
- Serious Behavior
 - Behavior may require systematic observations and data collection and analysis procedures.
 - Examples:
 - Assaultive: physical assaults that require staff to manage the problem safely to protect the student and/or staff or peers. (If the behavior has occurred only once, a behavior plan may or may not be required, but careful analysis of the situation is required to assure future safety of all.
 - Self-Injurious: physical harming self (e.g. repeatedly hits self on head, continuous skin pricking resulting in health issues).
 - Other: Serious behaviors that interfere with quality of life, and/or IEP goal mastery (i.e. maladaptive behaviors) and/or occurring in multiple environments.

- Extreme Behavior
 - Student poses a safety issue to others or to self. Students behavior may require systematic observations and data collection and analysis procedures.
 - Examples:
 - Student has made a very serious substantive threat to harm self or others, e.g. threatens to kill self or others.
 - Severe self-injury: physically harms self, at an extreme level, leaving significant evidence of the attack (e.g. hits self hard enough to break skin, leaves large bruises, damages organs).

What is a Behavioral Emergency Report (BER)?

A BER is completed when an emergency intervention is used or serious property damage occurs. A completed BER is housed in the student's cum file and a copy of the report provided to the parent or guardian. Emergency interventions such as Children's or Team Control Position may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the child or others. Whenever a behavioral emergency occurs, only SBCSELPA approved techniques may be used. SBCSELPA-approved techniques are taught in the Nonviolent Crisis Prevention Intervention (CPI) classes offered for certification to each district yearly.

What is a Functional Behavioral Assessment (FBA)?

An FBA is an assessment based on observations, review of records, interviews, and data analysis to determine the function the challenging behavior serves for the child, how that function can be met more appropriately and how the environment can be altered to better support general positive behaviors. The outcome of the FBA should include replacement behaviors, positive programming, reinforcement strategies, reactive strategies, emergency interventions and follow-up plans. An FBA should be done as best practice when a Behavior Intervention Plan (BIP) is being proposed. The FBA must be conducted by, or under the supervision of, a person who has documented training in behavioral analysis with an emphasis on positive behavioral interventions.

What is a Behavior Intervention Plan (BIP)?

A BIP should be created from data collected by trained school personnel, which may be in the form of an FBA. These are often developed for children that exhibit moderate to extreme level behavior. A BIP may be developed for a moderate level behavior if the team determines it is required. The BIP is a part of the IEP, which should include a description of the challenging behavior(s), the potential positive replacement behaviors, behavioral interventions to be used, specific reinforcement strategies, and how information pertaining to the behavior will be communicated between home and school.

What should I expect if my child is suspended or expelled?

Students in special education can be suspended up to 10 days each school year **without being provided** any specialized services. If a student is suspended beyond a total of 10 consecutive days or more than 10 days cumulative where a pattern is determined to exist, this is legally an equivalent to an involuntary change in placement and requires manifestation determination and an FBA if the misconduct is a manifestation of the disability.

What is Manifestation Determination?

The evaluation of the relationship between a student's disability and act of misconduct that must be undertaken when a district proposes to take specified serious disciplinary actions, such as suspension or expulsion. The same review is required under Section 504 (34 CFR 104.35) in connection with disciplinary actions that constitute a significant change in educational placement.

POSTSECONDARY TRANSITION

Transitions happen throughout every person's lifetime. Change can be stressful, but with preparation, support, information, and planning, transition to adult programs and services can be made easier for you and your student with exceptional needs. Students with exceptional needs and their families, experience more frequent and some times more challenging transitions than do typically developing children for various reasons such as change of providers (teachers, therapists, case managers, etc.) who might have been providing guidance and support for years. Your knowledge of the needs of your family and teen can help his or her transition(s) to be successful.

“One of the most striking (and most stressful) aspects of transition for families of children with exceptional needs is that it focuses on relationships: beginning and ending them, leaving a comfortable situation and starting all over again.” Brekken & Knowlton, *Transition Issues: A Model for Early Childhood Special Education*

What is an Individual Transition Plan?

At the high school level when the student is preparing to enter the world of work or when the student is exiting special education Individual Transition Plans (ITP) are developed with the parent and the student through the IEP process, and involve other agencies as appropriate, for example, Tri Counties Regional Center, Department of Rehabilitation, etc.

All special education students are required to have an Individual Transition Plan as stated in IDEA:

- a. Beginning no later than the first IEP to be in effect when the child is 16 and updated annually thereafter.
- b. Appropriate measurable postsecondary goals are written based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.
- c. The transition services (including courses of study) needed to assist the child in reaching those goals.

What happens when my child leaves special education?

Students are exited from special education when they no longer meet the eligibility criteria and/or when the IEP Team recommends exit from service and parent agrees. Students may need to remain in special education until they graduate from high school or until the semester of their 22nd birthday.

At the time of exit from high school due to a student's graduation with a regular high school diploma, certificate of completion, or when he or she reaches the maximum age for eligibility, the parent/guardian will receive a written form, "Summary of the Student's Academic Achievement and Functional Performance – Part 1 and Part 2."

PARENT INVOLVEMENT

Two of the most critical aspects of your student's education is your involvement in the IEP process and regular communication with your child's classroom teacher.

How can I be involved to help my child succeed at school?

Listed below are some of the ways that you can be involved in your child's education while being sensitive to the teacher's work hours and work day yet keeping the lines of communication open with your child's classroom teacher:

- Communicate by email or telephone with your child's teacher, before or after instructional time
- Request information from teachers on a regular basis so you can reinforce class work at home.
- Send and receive notes from your child's teacher
- Receive and review progress reports from the teacher
- Attend IEP meetings and teacher conferences
- Schedule a time to observe your child in his/her classroom
- Volunteer to work in the classroom
- Serve on school site, district or community advisory committees
- Participate in parent support groups

Are there parent organizations in which I can participate?

Some districts have active local advisory councils that serve as both support groups for parents and in an advisory capacity to the district.

Parent involvement is encouraged in the Special Education Local Plan Area's Community Advisory Committee (CAC) which is concerned with the development and review of our special education programs. By law, the committee is composed of a majority of parents of special education students. Others on the committee may include parents of general education students, special education teachers, administrative personnel, representatives of other public agencies, and students with disabilities.

Some organizations available to parents are listed in Appendix E.

What is the purpose of the Community Advisory Committee (CAC)?

The primary purpose of the Community Advisory Committee (CAC) is to provide input into the Local Plan (the document that describes services in the region.) However, at meetings, the CAC members may see demonstrations and share information about special programs. As a member, when you come to a CAC meeting, you can ask questions, get information, express your opinions, and get to know the people who make decisions in district special education departments.

Where do CAC meetings take place? How do I find out about meeting dates, times and location?

Meetings may take place at various sites around the region, but are typically held in the mid-county in Buellton. For more information, contact the SBCSELPA office at (805) 683-1424 or check the SBCSELPA website at www.sbcselpa.org.

APPENDIX A

AN INTRODUCTION TO THE LANGUAGE OF SPECIAL EDUCATION

The following phrases are often used by special education professionals. Frequently the letters to the left are used instead of the entire phrase. This list is intended to help you better understand what can otherwise seem like "Alphabet Soup."

AB	Assembly Bill
ABA	Applied Behavior Analysis
ADHD	Attention Deficit Hyperactive Disorder
ADI	Autism Diagnostic Interview Revised
ADOS-2	Autism Diagnostic Observation Scale 2
APE	Adapted Physical Education
ASD	Autism Spectrum Disorder
AT	Assistive Technology
AUT	Autism
BA	Behavioral Aide
BIP	Behavior Intervention Plan
CAA	California Alternative Assessment
CAC	Community Advisory Committee
CARS	Childhood Autism Rating Scale
CASP	California Association of School Psychologists
CCASP	Central Coast Association of School Psychologists
CCS	California Children's Services
CDE	California Department of Education
CEC	Council for Exceptional Children
CHAT	Checklist for Autism in Toddlers
CTE	Center for Therapeutic Education
DHH	Deaf & Hard of Hearing
DIS	Designated Instruction and Services
DMH	Department of Mental Health
DSM-V	Diagnostic & Statistical Manual – Fifth Edition
ED	Emotional Disturbance
EL	English Learner
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
FERPA	Family Educational Rights & Privacy Act
GROW	Growth Mindset, Resilience, Other Centered, Work Ethic
HH	Hard of Hearing
HI	Hearing Impaired
IA	Instructional Assistant
ID	Intellectual Disability

IDEA	Individuals with Disabilities Education Act (Name of PL 94-142, 1975)
IDEA 2004	Individuals with Disabilities Education Improvement Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IFSP	Individual Family Service Plan
IPP	Individual Program Plan
ISP	Individualized Services Plan
LCI	Licensed Children's Institution
LD	Learning Disability
LEA	Local Education Agency
LEP/NEP	Limited English Proficiency/Non-English Proficiency
LRE	Least Restrictive Environment
LSH	Language, Speech and Hearing
MCHAT	Modified Checklist for Autism in Toddlers
MH	Multihandicapped
NCLB	No Child Left Behind
NPA	Nonpublic Agency
NPS	Nonpublic School
OAH	Office of Administrative Hearings
OCD	Obsessive Compulsive Disorder
OCR	Office of Civil Rights
ODD	Oppositional Defiant Disorder
OI	Orthopedically Impaired
OHI	Other Health Impaired
OSEP	Office of Special Education Programs
OT	Occupational Therapy
PARA	Paraprofessional (see IA)
PDD	Pervasive Development Disorder
PDD-NOS	Pervasive Developmental Disorder Not Otherwise Specified
PECS	Picture Exchange Communication
PL 94-142	Education for All Handicapped Children Act of 1975
PL 99-457	Early Intervention for Handicapped Infants/Toddlers
PRT	Pivotal Response Therapy
PT	Physical Therapy
PWN	Prior Written Notice
RIS	Requiring Intensive Special Education Services
RSP	Resource Specialist Program
RTI	Response to Intervention
SB	Senate Bill
SBE	State Board of Education
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SI	Speech Impaired
SIRAS	SIRAS Systems online system for writing IEPs
SLD	Specific Learning Disability
SLI	Speech and Language Impaired
SLP	Speech/Language Pathologist
SST	Student Study Team/Student Success Team
STAR	Standardized Testing & Reporting

TBI	Traumatic Brain Injury
TEACCH	Treatment & Education of Autistic and Related Communication Handicapped Children
TCRC	Tri-Counties Regional Center
TLP	Therapeutic Learning Program
USDOE	United States Department of Education
VI	Visually Impaired

APPENDIX B

GLOSSARY OF TERMS

AGE EQUIVALENT SCORE (A.E.): A way of reporting test scores in which the score is equal to that of an average student of that age (for example, an age equivalent score of 3.7 means that the student did as well as an average student who is 3 years and 7 months old).

ANNUAL REVIEW: Each public agency must ensure that the IEP Team reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved and revises the IEP, as appropriate, to address any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate.

ALTERNATIVE DISPUTE RESOLUTION (ADR): A process requested by a district or parent for support with dispute resolution through a neutral mediator.

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD): Inattentive type, hyperactive type, or combined; significant inability to maintain prolonged attention to a task.

AUTISM (CCR § 3030(b)(1)): Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(A) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in subdivision (b)(4) of this section.

(B) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in subdivision (b)(1) of this section are satisfied.

BEHAVIOR INTERVENTION PLAN (BIP): A specific behavior plan written following a Functional Analysis Assessment (FAA) not to be confused with a more general Behavior Plan that may be written at any time without a formal FAA.

BEHAVIOR MODIFICATION: A technique of changing or controlling the way a person behaves by controlling the events that come before and after the behavior.

CALIFORNIA CHILDREN SERVICES (CCS): The state agency which provides occupational and physical therapy to eligible physically disabled students.

COMMUNITY ADVISORY COMMITTEE (CAC): A group of members appointed by local school districts that functions in an advisory capacity to the governing board of the Local Planning Agency and is composed of parents of individuals with exceptional needs; parents of other pupils enrolled in school; pupils or adults who have exceptional needs; general and special education teachers; other school personnel; representatives of public or private agencies. All CAC meetings are open to the public.

COMMUNITY BASED INSTRUCTION: Training and activities to assist the student in transitioning from school to adult living.

COMPLIANCE: The requirement to follow all state/federal laws. An allegation of "noncompliance" will generally result in an investigation.

COUNTY MENTAL HEALTH: The state agency which provides counseling or other mental health services to students whose emotional needs extend beyond the school counseling options. Santa Barbara's agency is known as Behavioral Wellness.

DEAF: A hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a student's educational performance.

DEAF-BLINDNESS: Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

DIAGNOSTIC CENTER OF SOUTHERN CALIFORNIA: Provides comprehensive assessments, research-based interventions, quality professional development, and a continuum of technical assistance to school districts upon request.

DIRECTIONALITY: Awareness of the two sides of the body and the ability to identify them as left and right, and to project this correctly into the outside world, as in knowing which is the right hand of a person facing you.

DUE PROCESS: The set of legal requirements that guarantees that the rights of the student with exceptional needs, the student's parents, and the school are protected.

DUE PROCESS HEARING: Part of due process in which disagreements between a parent and a school regarding identification, services, etc., for a student can be resolved. Both the school and the parent(s) get to present their evidence to an impartial hearing officer who decides which is the appropriate plan of action for the student.

DYSLEXIA: Dyslexia is a learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge (*International Dyslexia Association, 2002*)

SPECIFIC LEARNING DISABILITY (SLD): Generally, a neurologic disability resulting in an inability or compromised ability to achieve academically that is not related to, or the cause or result of low intellectual ability or sensory impairment. Defined in IDEA regulations at 34 CFR 300.8(c)(10) as: “a disorder in one or more of the basic psychological process involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

EMOTIONAL DISTURBANCE (ED): A condition evidenced by an inability to learn which cannot be explained by other factors, which is evidenced by inability to build or maintain satisfactory relationships with peers and adults, inappropriate behavior or feelings under normal circumstances, a general pervasive mood of unhappiness/depression, or a tendency to develop physical symptoms or fears associated with personal or school problems, manifested over a long period of time and to a marked degree that adversely affects educational performance.

ESTABLISHED MEDICAL DISABILITY (Preschool Only): For purposes of this section, “established medical disability” is defined as a disabling medical condition or congenital syndrome that the individualized education program team determines has a high predictability of requiring special education services.

EXPRESSIVE LANGUAGE SKILLS: Skills required to produce language for communicating with other people. Speaking, writing and signing are expressive language skills.

FIGURE-GROUND PERCEPTION: The ability to pay attention to one part of what you are looking at (for example, the ink) in relation to the rest of the "field" (for example, this paper).

FINE MOTOR COORDINATION: Development and control of small muscles such as those used to cut, hold a pencil, etc.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE): What the district must offer to parent/student after the student is found eligible for special education.

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA): An assessment of behavior and then the development of a Behavior Intervention Plan (BIP) looking specifically at data (measurable and observable), function of behavior, the environment, replacement behavior, positive programming, reinforcement, reactive strategies, emergency interventions and follow-up.

GOAL (instructional goal, annual goal): A general statement of what is expected of an individual.

GRADE EQUIVALENT SCORE (G.E.): A way of reporting test scores in which the score is equal to that of an average student of that grade level (for example, a grade equivalent score of 3.7 means that the student did as well as an average student who is in the seventh month of third grade).

GROSS MOTOR COORDINATION: The development of awareness of large muscle activity; coordination of large muscles in a purposeful manner such as walking and jumping.

- Bilateral - Ability to move both sides of the body at the same time (jumping).
- Unilateral - Ability to move on each side of the body without moving the other (hopping).

- **Cross Lateral (Cross-Pattern)** - Ability to move different parts of the body in opposite directions together or in different sequences (e.g., skipping, which is a highly integrated movement).

GUARDIAN: A person who is permanently or temporarily appointed by a court to act in place of a parent.

HARD OF HEARING: An impairment in hearing, whether permanent or fluctuating, that adversely affects a student's educational performance but that is not included under the definition of deafness.

HYPERACTIVITY: A description of a physical or mental condition causing constant excessive movement.

IMPULSIVITY: Acting impulsively, without considering the outcome(s) of the action.

INCLUSION: To be educated and participate with students who do not have exceptional needs in the least restrictive environment. Full inclusion is to be educated in the general education classroom.

INDEPENDENT EVALUATION: An evaluation of the student's abilities by people not connected in any way with your public school.

INDIVIDUALIZED EDUCATION PROGRAM (IEP): An educational plan written for each student with exceptional needs.

I.Q. (INTELLIGENCE QUOTIENT): A measure of cognitive (mental) ability. It suggests a student's potential for academic success.

INTELLECTUAL DISABILITY (ID): Significantly below average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.

LANGUAGE/SPEECH: A difficulty understanding or using spoken language such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a student's educational performance.

LATERALITY: Refers to the two sides of the body, and the ability to identify them as left or right correctly.

LEAST RESTRICTIVE ENVIRONMENT (LRE): The program placement which is the most "normal" that a particular student can work in and benefit from the educational program.

LOCAL EDUCATION AGENCY (LEA): The local school district.

MAINSTREAMING (see inclusion): Placing individuals with exceptional needs in as normal an educational setting as possible.

MEDIATION: An optional step in the due process procedure in which a state appointed facilitator works with both parties to develop a mutually acceptable compromise.

MULTIHANDICAPPED: Concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairments, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

MULTIDISCIPLINARY: The use of a combination of several disciplines (health, education, social services) to determine the needs of a student.

OBJECTIVE (*short term objective, instructional objective, behavioral objective*): A clear statement of what is expected of an individual. It should include: the conditions under which the behavior/skill is to occur, a description of the behavior/skill, and how the behavior/skill is to be measured.

OCCUPATIONAL THERAPY: Occupational therapists provide rehabilitative services to individuals with mental, physical, or developmental impairments. Whether someone has trouble performing day-to-day activities due to an illness, injury, or disability, occupational therapy is about teaching people how to work within their limitations so they can live as independently as possible.

OTHER HEALTH IMPAIRED (OHI): Having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:

- Is due to chronic or acute health problems such as asthma, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and
- Adversely affects a student's educational performance.

PERCEPTUAL-MOTOR: Coordination of body movements with the senses of sight, hearing and touch.

PERSEVERATION: Continuing or repeating an activity (such as finger patting) to excess.

PLACEMENT (*program placement*): The type of program and/or setting in which a student will be educated.

PSYCHOMOTOR: Refers to muscle responses including development of fine motor, small muscles (cutting, etc.) and large muscles (walking, jumping, etc.).

READING COMPREHENSION: The ability to understand what one has read.

RECEPTIVE LANGUAGE: Receiving and understanding spoken or written communication. The receptive language skills are listening and reading.

REGIONAL CENTER (*Tri-Counties Regional Center (TCRC)*): The state agency that provides supportive services to developmentally disabled students, adults, and their families.

REGULAR CLASS PLACEMENT: The type of program placement in which nondisabled students are educated.

RELATED SERVICES: Required for the student with exceptional needs to benefit from special education (e.g., speech therapy, adapted physical education, counseling, etc.).

RESIDENTIAL SCHOOL: A placement option in which students, usually with severe disabling conditions, receive their education away from their home environment in an educational facility which has dormitory or cottage living facilities. Some placements provide for returning home on holidays and weekends, while other placements may be on a more permanent basis.

REVERSE MAINSTREAMING: A process of bringing peers who do not have exceptional needs into a class of students with disabilities.

RESOURCE SPECIALIST PROGRAM (RSP): A type of instructional setting in which a student receives intensive instruction in specific areas (for example: math, spelling, language or reading) for a part of the school day. It may be implemented on a pull out, in classroom, and/or consultative mode.

SENSORY INTEGRATION: How people use the information provided by all the sensations coming from within the body and from the external environment.

SEVERE ORTHOPEDIC IMPAIRMENT: A severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

SPECIALIZED ACADEMIC INSTRUCTION (SAI): Adapting, as appropriate to the needs of the student with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum.

SPECIAL EDUCATION: Specially designed instruction to meet the needs of an eligible student with disabilities in accordance with his/her Individualized Education Program (IEP).

SPECIFIC LEARNING DISABILITY (SLD): A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including dyslexia, and developmental aphasia.

SPEECH IMPAIRED (SI): Students who have difficulty in expressing their thoughts due to difficulty with articulation, voice, fluency, and/or language.

SPEECH/LANGUAGE SPECIALIST: A person trained in the areas of speech and language disorders that may provide specialized services when a student has a disability in one or both of these areas. Other terms: Language/Speech Specialist, Language/Speech/Hearing (LSH) Specialist.

STUDENTS WITH DISABILITIES: Students with disabilities are those students identified through the IEP process as being intellectually disabled, hard of hearing, deaf, speech impaired, visually impaired, emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, learning disabled, autistic, or having suffered a traumatic brain injury or from multiple disabilities.

STUDENT STUDY TEAM/ STUDENT SUCCESS TEAM (SST): A process for implementing modifications in the general education setting to address a student's needs. It is generally implemented prior to a referral for special education services. Also called Student Assistance Team (SAT) or Student Guidance Committee (SGC) with minor variations.

SURROGATE PARENT: A person who "stands-in" for a student's parent.

TACTILE: Sense of touch.

TASK ANALYSIS: Breaking down a complex task (such as an instructional objective) into simpler, smaller parts.

TRAMATIC BRAIN INJURY (TBI): An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student educational performance.

VISUAL IMPAIRMENT (VI): Impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

APPENDIX C

Special Education Rights of Parents and Children

Under the Individuals with Disabilities Education Act, Part B, and the
California Education Code

Notice of Procedural Safeguards

Revised October 2016

Note: The term school district is used throughout this document to describe any public education agency responsible for providing your child's special education program. The term assessment is used to mean evaluation or testing. Federal and state laws are cited throughout this notice using English abbreviations, which are explained in a glossary on the last page of this notification.

What is the Notice of Procedural Safeguards?

This information provides you as parents, legal guardians, and surrogate parents of children with disabilities from three (3) years of age through age twenty-one (21) and students who have reached age eighteen (18), the age of majority, with an overview of your educational rights or procedural safeguards.

The Notice of Procedural Safeguards is required under the Individuals with Disabilities Education Act (in English, referred to as IDEA) and must be provided to you:

- When you ask for a copy
- The first time your child is referred for a special education assessment
- Each time you are given an assessment plan to evaluate your child
- Upon receipt of the first state or due process complaint in a school year, and
- When the decision is made to make a removal that constitutes a change of placement

(20 USC 1415[d]; 34 CFR 300.504; EC 56301[d] [2], EC 56321, and 56341.1[g] [1])

What is the Individuals with Disabilities Education Act (IDEA)?

IDEA is a federal law that requires school districts to provide a “free appropriate public education” (in English, referred to as FAPE) to eligible children with disabilities. A free appropriate public education means that special education and related services are to be provided as described in an individualized education program (in English, known as IEP) and under public supervision to your child at no cost to you.

May I participate in decisions about my child's education?

You must be given opportunities to participate in any decision-making meeting regarding your child's special education program. You have the right to participate in IEP team meetings about the identification (eligibility), assessment, or educational placement of your child and other matters relating to your child's FAPE. (20 USC 1414[d] [1]B–[d][1][D]; 34 CFR 300.321; EC 56341[b], 56343[c])

The parent or guardian, or the local educational agency (LEA), has the right to participate in the development of the IEP and to initiate their intent to electronically audiotape the proceedings of the IEP team meetings. At least 24 hours prior to the meeting, the parent or guardian shall notify the members of the IEP team of their intent to record a meeting. If the parent or guardian does not

consent to the LEA audiotape recording an IEP meeting, the meeting shall not be recorded on an audiotape recorder.

Your rights include information about the availability of FAPE, including all program options, and all available alternative programs, both public and nonpublic. (20 USC 1401[3], 1412[a][3]; 34 CFR 300.111; EC 56301, 56341.1[g][1], and 56506)

Where can I get more help?

When you have a concern about your child's education, it is important that you contact your child's teacher or administrator to talk about your child and any problems you see. Staff in your school district or special education local plan area (SELPA) may answer questions about your child's education, your rights, and procedural safeguards. Also, when you have a concern, this informal conversation often solves the problem and helps to maintain open communication.

You may also want to contact one of the California parent organizations (Family Empowerment Centers and Parent Training Institutes), which were developed to increase collaboration between parents and educators to improve the educational system. Contact information for these organizations is found on the CDE special education California Parent Organizations Web page at <http://www.cde.ca.gov/sp/se/qa/caprntorg.asp>.

Additional resources are listed at the end of this document to help you understand the procedural safeguards.

What if my child is deaf, hard of hearing, blind, visually impaired, or deaf-blind?

The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: the California Schools for the Deaf in Fremont and Riverside and at the California School for the Blind in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf. Such programs are offered to students aged five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/sp/ss/> or ask for more information from the members of your child's IEP team.

Notice, Consent, Assessment, Surrogate Parent Appointment, and Access to Records

Prior Written Notice

When is a notice needed?

This notice must be given when the school district proposes or refuses to initiate a change in the identification, assessment, or educational placement of your child with special needs or the provision of a free appropriate public education. (20 USC 1415[b][3] and (4), 1415[c][1], 1414[b][1]; 34 CFR 300.503; EC 56329 and 56506[a])

The school district must inform you about proposed evaluations of your child in a written notice or an assessment plan within fifteen (15) days of your written request for evaluation. The notice must be understandable and in your native language or other mode of communication, unless it is clearly not feasible to do so. (34 CFR 300.304; EC 56321)

What will the notice tell me?

The Prior Written Notice must include the following:

1. A description of the actions proposed or refused by the school district
2. An explanation of why the action was proposed or refused
3. A description of each assessment procedure, record, or report the agency used as a basis for the action proposed or refused
4. A statement that parents of a child with a disability have protection under the procedural safeguards
5. Sources for parents to contact to obtain assistance in understanding the provisions of this part
6. A description of other options that the IEP team considered and the reasons those options were rejected; and
7. A description of any other factors relevant to the action proposed or refused. (20 USC 1415[b][3] and [4], 1415[c][1], 1414[b][1]; 34 CFR 300.503)

Parental Consent

When is my approval required for assessment?

You have the right to refer your child for special education services. You must give informed, written consent before your child's first special education assessment can proceed. The parent has at least fifteen (15) days from the receipt of the proposed assessment plan to arrive at a decision. The assessment may begin immediately upon receipt of the consent and must be completed and an IEP developed within sixty (60) days of your consent.

When is my approval required for services?

You must give informed, written consent before your school district can provide your child with special education and related services.

What are the procedures when a parent does not provide consent?

If you do not provide consent for an initial assessment or fail to respond to a request to provide the consent, the school district may pursue the initial assessment by utilizing due process procedures.

If you refuse to consent to the initiation of services, the school district must not provide special education and related services and shall not seek to provide services through due process procedures.

If you consent in writing to the special education and related services for your child but do not consent to all of the components of the IEP, those components of the program to which you have consented must be implemented without delay.

If the school district determines that the proposed special education program component to which you do not consent is necessary to provide a free appropriate public education to your child, a due process hearing must be initiated. If a due process hearing is held, the hearing decision shall be final and binding.

In the case of reevaluations, the school district must document reasonable measures to obtain your consent. If you fail to respond, the school district may proceed with the reevaluation without your consent. (20 USC 1414[a][1][D] and 1414[c]; 34 CFR 300.300; EC 56506[e], 56321[c] and [d], and 56346).

When may parent revoke consent?

If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency:

1. May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 CFR Section 300.503 before ceasing such services
2. May not use the procedures in subpart E of Part 300 34 CFR (including the mediation procedures under 34 CFR Section 300.506 or the due process procedures under 34 CFR Sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child
3. Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services
4. Is not required to convene an IEP team meeting or develop an IEP under 34 CFR Sections 300.320 and 300.324 for the child for further provision of special education and related services

Please note, in accordance with 34 CFR Section 300.9 (c)(3), that if the parents revoke consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

Surrogate Parent Appointment

What if a parent cannot be identified or located?

School districts must ensure that an individual is assigned to act as a surrogate parent for the parents of a child with a disability when a parent cannot be identified and the school district cannot discover the whereabouts of a parent.

A surrogate parent may also be appointed if the child is an unaccompanied homeless youth, an adjudicated dependent or ward of the court under the state Welfare and Institution Code, and is referred to special education or already has an IEP. (20 USC 1415[b][2] ; 34 CFR 300.519; EC 56050; GC 7579.5 and 7579.6)

Nondiscriminatory Assessment

How is my child assessed for special education services?

You have the right to have your child assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory.

Assessment materials must be provided and the test administered in your child's native language or mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.

No single procedure can be the sole criterion for determining eligibility and developing FAPE for your child. (20 USC 1414[b][1]–[3], 1412[a][6][B]; 34 CFR 300.304; EC 56001[j] and 56320)

Independent Educational Assessments

May my child be tested independently at the district's expense?

If you disagree with the results of the assessment conducted by the school district, you have the right to ask for and obtain an independent educational assessment for your child from a person qualified to conduct the assessment at public expense.

The parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

The school district must respond to your request for an independent educational assessment and provide you information about where to obtain an independent educational assessment.

If the school district believes that the district's assessment is appropriate and disagrees that an independent assessment is necessary, the school district must request a due process hearing to prove that its assessment was appropriate. If the district prevails, you still have the right to an independent assessment but not at public expense. The IEP team must consider independent assessments.

District assessment procedures allow in-class observation of students. If the school district observes your child in his or her classroom during an assessment, or if the school district would have been allowed to observe your child, an individual conducting an independent educational assessment must also be allowed to observe your child in the classroom.

If the school district proposes a new school setting for your child and an independent educational assessment is being conducted, the independent assessor must be allowed to first observe the proposed new setting. (20 USC 1415[b][1] and [d][2][A]; 34 CFR 300.502; EC 56329[b] and [c])

Access to Educational Records

May I examine my child's educational records?

You have a right to inspect and review all of your child's education records without unnecessary delay, including prior to a meeting about your child's IEP or before a due process hearing. The school district must provide you access to records and copies, if requested, within five (5) business days after the request has been made orally or in writing. (EC 49060, 56043[n], 56501[b][3], and 56504)

How Disputes Are Resolved

Due Process Hearing

When is a due process hearing available?

You have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of your child or the provision of FAPE. The request for a due process hearing must be filed within two years from the date you knew or should have known about the alleged action that forms the basis of the due process complaint. (20 USC 1415[b][6]; 34 CFR 300.507; EC 56501 and 56505[i])

Mediation and Alternative Dispute Resolution

May I request mediation or an alternative way to resolve the dispute?

A request for mediation may be made either before or after a request for a due process hearing is made.

You may ask the school district to resolve disputes through mediation or alternative dispute resolution (ADR), which is less adversarial than a due process hearing. The ADR and mediation are voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing.

What is a pre-hearing mediation conference?

You may seek resolution through mediation prior to filing a request for a due process hearing. The conference is an informal proceeding conducted in a non-adversarial manner to resolve issues relating to the identification, assessment, or educational placement of a child or to a FAPE.

At the prehearing mediation conference, the parent or the school district may be accompanied and advised by non-attorney representatives and may consult with an attorney prior to or following the conference. However, requesting or participating in a prehearing mediation conference is not a prerequisite to requesting a due process hearing.

All requests for a prehearing mediation conference shall be filed with the Superintendent. The party initiating a prehearing mediation conference by filing a written request with the Superintendent shall provide the other party to the mediation with a copy of the request at the same time the request is filed.

The prehearing mediation conference shall be scheduled within fifteen (15) days of receipt by the Superintendent of the request for mediation and shall be completed within thirty (30) days after receipt of the request for mediation unless both parties agree to extend the time. If a resolution is reached, the parties shall execute a legally binding written agreement that sets forth the resolution. All discussions during the mediation process shall be confidential. All prehearing mediation conferences shall be scheduled in a timely manner and held at a time and place reasonably convenient to the parties. If the issues fail to be resolved to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a due process hearing. (EC 56500.3 and 56503)

Due Process Rights

What are my due process rights?

You have a right to:

1. Have a fair and impartial administrative hearing at the state level before a person who is knowledgeable of the laws governing special education and administrative hearings (20 USC 1415[f][1][A], 1415[f][3][A]-[D]; 34 CFR 300.511; EC 56501[b][4])
2. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities (EC 56505 [e][1])
3. Present evidence, written arguments, and oral arguments (EC 56505[e][2])
4. Confront, cross-examine, and require witnesses to be present (EC 56505[e][3])
5. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions (EC 56505[e][4])
6. Have your child present at the hearing (EC 56501[c][1])
7. Have the hearing be open or closed to the public (EC 56501[c][2])

8. Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five (5) business days before a hearing (EC 56505[e][7] and 56043[v])
9. Be informed by the other parties of the issues and their proposed resolution of the issues at least ten (10) calendar days prior to the hearing (EC 56505[e][6])
10. Have an interpreter provided (CCR 3082[d])
11. Request an extension of the hearing timeline (EC 56505[f][3])
12. Have a mediation conference at any point during the due process hearing (EC 56501[b][2]), and
13. Receive notice from the other party at least ten days prior to the hearing that the other party intends to be represented by an attorney (EC 56507[a]). (20 USC 1415[e]; 34 CFR 300.506, 300.508, 300.512 and 300.515)

Filing a Written Due Process Complaint

How do I request a due process hearing?

You need to file a written request for a due process hearing. You or your representative needs to submit the following information in your request:

1. Name of the child
2. Address of the residence of the child
3. Name of the school the child is attending
4. In the case of a homeless child, available contact information for the child and the name of the school the child is attending, and
5. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s)

Federal and state laws require that either party filing for a due process hearing must provide a copy of the written request to the other party. (20 USC 1415[b][7], 1415[c][2]; 34 CFR 300.508; EC 56502[c][1])

Prior to filing for a due process hearing, the school district shall be provided the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 USC 1415[f][1][B]; 34 CFR 300.510)

What does a resolution session include?

Resolution sessions shall be convened within fifteen (15) days of receiving notice of the parents' due process hearing request. The sessions shall include a representative of the school district who has decision-making authority and not include an attorney of the school district unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request.

The resolution session is not required if the parent and the school district agree in writing to waive the meeting. If the school district has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 USC 1415[f][1][B]; 34 CFR 300.510)

Does my child's placement change during the proceedings?

The child involved in any administrative or judicial proceeding must remain in the current educational placement unless you and the school district agree on another arrangement.

If you are applying for initial admission of your child to a public school, your child will be placed in a

public school program with your consent until all proceedings are completed. (20 USC 1415[j]; 34 CFR 300.518; EC 56505[d])

May the decision be appealed?

The hearing decision is final and binding on both parties. Either party may appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final decision. (20 USC 1415[i][2] and [3][A], 1415[i]; 34 CFR 300.516; EC 56505[h] and [k], EC 56043[w])

Who pays for my attorneys' fees?

In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you as parent of a child with a disability if you are the prevailing party in the hearing. Reasonable attorneys' fees may also be made following the conclusion of the administrative hearing, with the agreement of the parties. (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517; EC 56507[b])

Fees may be reduced if any of the following conditions prevail:

1. The court finds that you unreasonably delayed the final resolution of the controversy
2. The attorneys' hourly fees exceed the prevailing rate in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience
3. The time spent and legal services provided were excessive, or
4. Your attorney did not provide to the school district the appropriate information in the due process request notice.

Attorneys' fees will not be reduced, however, if the court finds that the State or the school district unreasonably delayed the final resolution of the action or proceeding or that there was a violation of this section of law. (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517)

Attorneys' fees relating to any meeting of the IEP team may not be awarded unless an IEP team meeting is convened as a result of a due process hearing proceeding or judicial action. Attorneys' fees may also be denied if you reject a reasonable settlement offer made by the district/public agency ten (10) days before the hearing begins and the hearing decision is not more favorable than the offer of settlement. (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517)

To obtain more information or to file for mediation or a due process hearing, contact:

**Office of Administrative Hearings
Attention: Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231
(916) 263-0880
FAX (916) 263-0890**

School Discipline and Placement Procedures for Students with Disabilities

School Discipline and Alternative Interim Educational Settings

May my child be suspended or expelled?

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct from his or her setting to:

- An appropriate interim alternative education setting, another setting, or suspension for not more than ten (10) consecutive school days, and
- Additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct

What occurs after a removal of more than ten (10) days?

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the public agency must provide services to enable the child to continue to participate in the general education curriculum and progress toward meeting the goals set out in the child's IEP. Also, a child will receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not recur.

If a child exceeds ten (10) days in such a placement, an IEP team meeting must be held to determine whether the child's misconduct is caused by the disability. This IEP team meeting must take place immediately, if possible, or within ten (10) days of the school district's decision to take this type of disciplinary action.

As a parent you will be invited to participate as a member of this IEP team. The school district may be required to develop an assessment plan to address the misconduct or, if your child has a behavior intervention plan, review and modify the plan as necessary.

What happens if the IEP team determines that the misconduct is not caused by the disability?

If the IEP team concludes that the misconduct was not a manifestation of the child's disability, the school district may take disciplinary action, such as expulsion, in the same manner as it would for a child without a disability. (20 USC 1415[k][1] and [7]; 34 CFR 300.530)

If you disagree with the IEP team's decision, you may request an expedited due process hearing, which must occur within twenty (20) school days of the date on which you requested the hearing. (20 USC 1415[k][2]; 34 CFR 300.531[c])

Regardless of the setting the school district must continue to provide FAPE for your child. Alternative educational settings must allow the child to continue to participate in the general curriculum and ensure continuation of services and modifications detailed in the IEP. (34 CFR 300.530; EC 48915.5[b])

Children Attending Private School

May students who are parentally placed in private schools participate in publicly funded special education programs?

Children who are enrolled by their parents in private schools may participate in publicly funded special education programs. The school district must consult with private schools and with parents to determine the services that will be offered to private school students. Although school districts have a clear responsibility to offer FAPE to students with disabilities, those children, when placed by their parent in private schools, have the right to receive some or all of the special education and related services necessary to provide FAPE. (20 USC 1415[a][10][A]; 34 CFR 300.137 and 300.138; EC 56173)

If a parent of an individual with exceptional needs who previously received special education and related services under the authority of the school district enrolls the child in a private elementary school or secondary school without the consent of or referral by the local educational agency, the school district is not required to provide special education if the district has made FAPE available. A court or a due process hearing officer may require the school district to reimburse the parent or guardian for the cost of special education and the private school only if the court or due process hearing officer finds that the school district had not made FAPE available to the child in a timely manner prior to that enrollment in the private elementary school or secondary school and that the private placement is appropriate. (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56175)

When may reimbursement be reduced or denied?

The court or hearing officer may reduce or deny reimbursement if you did not make your child available for an assessment upon notice from the school district before removing your child from public school. You may also be denied reimbursement if you did not inform the school district that you were rejecting the special education placement proposed by the school district, including stating your concerns and intent to enroll your child in a private school at public expense.

Your notice to the school district must be given either:

- At the most recent IEP team meeting you attended before removing your child from the public school, or
- In writing to the school district at least ten (10) business days (including holidays) before removing your child from the public school. (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56176)

When may reimbursement not be reduced or denied?

A court or hearing officer must not reduce or deny reimbursement to you if you failed to provide written notice to the school district for any of the following reasons:

- The school prevented you from providing notice
- You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of the requirement to notify the district
- Providing notice would likely have resulted in physical harm to your child
- Illiteracy and inability to write in English prevented you from providing notice, or
- Providing notice would likely have resulted in serious emotional harm to your child

(20 USC 1412[a] [10] [C]; 34 CFR 300.148; EC 56177)

State Complaint Procedures

When may I file a state compliance complaint?

You may file a state compliance complaint when you believe that a school district has violated federal or state special education laws or regulations. Your written complaint must specify at least one alleged violation of federal and state special education laws. The violation must have occurred not more than one year prior to the date the complaint is received by the California Department of Education (CDE). When filing a complaint, you must forward a copy of the complaint to the school district at the same time you file a state compliance complaint with the CDE. (34 CFR 300.151–153; 5 CCR 4600)

Complaints alleging violations of federal and state special education laws or regulations may be mailed to:

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

For complaints involving issues not covered by federal or state special education laws or regulations, consult your district’s uniform complaint procedures.

To obtain more information about dispute resolution, including how to file a complaint, contact the CDE, Special Education Division, Procedural Safeguards Referral Service, by telephone at (800) 926-0648; by fax at 916-327-3704; or by visiting the CDE Web site at <http://www.cde.ca.gov/sp/se>.

Glossary of Abbreviations Used in This Notification

ADR	Alternative Dispute Resolution
CFR:	Code of Federal Regulations
EC	California Education Code
FAPE	Free Appropriate Public Education
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
OAH:	Office of Administrative Hearings
SELPA:	Special Education Local Plan Area
USC:	United States Code

APPENDIX D

PARENT RECORD KEEPING

Many parents have found it helpful to develop a home file or notebook about their child. One of the most practical and useful projects for parents is the formulation of a file or notebook of the child's medical development and educational histories. Such a file is useful for keeping records for every child, but it is particularly useful for keeping the records of a child with disabilities whose records are often more complicated and lengthy than those of most children. Parents may refer to these files to gauge progress and make comparisons.

Important information to include:

1. ***Medical:*** Developmental history, including pregnancy and birth, doctor's reports (pediatrician, allergist), therapy reports (speech therapy, occupational therapy), and agency reports (Regional Center, Behavioral Wellness).
2. ***School:*** Copies of all IEP's, communications with school staff, assessment reports, educational history, report cards, dated examples of school work, vocational testing.
3. ***Personal/Social History:*** The child's interests, clubs and organizations, family history, camps, special awards and pictures.
4. ***Other Resources:*** Financial resources, legal documents, community agencies, copies of federal and state laws and regulations.
5. ***Sample letter for Assessment Request***

Record keeping is not mandatory for parents of children with disabilities, but good records prove helpful in day-to-day contact. Bring your up-to-date record keeping notebook to any and all meetings with school personnel. It is great to be prepared. The following pages provide a format that might be useful for recording information about your child.

MEDICAL AND DEVELOPMENTAL HISTORY

Name: _____ **Birthdate:** _____

Siblings

Birthdate

Learning/Language Problems

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Other family members with learning/language problems _____

Language spoken in home _____

I. Pregnancy Birth History

Substances or medications taken during pregnancy, complications, illness or accidents _____

Premature? _____ How many weeks? _____ Weight and length? _____

Unusual problems (needed oxygen, blue, others) _____

Bruises or abnormalities _____

Apgar score _____

II. Medical History

Primary physician _____ Phone Number _____

Address _____

Medications _____

Hearing problems _____ When/Where Tested _____

Results _____

Vision problems _____ When/Where Tested _____

Results _____

At what age did any of the following occur? Explanations

Adenoidectomy _____ Eye problem _____

Allergies _____ Head injuries _____

Asthma _____ Heart problem _____

Blood disease _____ High fevers _____

Chronic colds _____ Meningitis _____

Convulsions _____ Muscle disorder _____

Dental problems _____ Nerve disorder _____
 Ear infections _____ Orthodontia _____
 Encephalitis _____ Tonsillectomy _____
 Any other serious injuries, illness, operations, physical problems, hospitalizations not listed _____

Has your child received all of their doctor recommended vaccinations? ____ Yes ____ No.
 Vaccinations needed _____

III. Development

At What Age:

Held head up _____ Rolled over _____
 Sat alone _____ Crawled _____
 Walked alone _____ Said first words _____
 Spoke in short sentences _____ Weaned from bottle _____

Previous Diagnosis:

Learning disabled _____ Developmentally delayed _____
 Neurologically delayed _____ Hard of hearing/deaf _____
 Visually impaired/blind _____ Head injured _____
 Intellectually disabled _____ Autistic _____
 Cerebral Palsy _____ Down Syndrome _____
 Other-specify _____

Therapies:

Speech/language _____ Behavioral _____
 Physical _____ Counseling _____
 Occupational _____ Psychological _____
 Hearing _____ Nutritional _____

IV. Social-Behavior

Toilet training problems _____ Cries a lot _____
 Needs a lot of discipline _____ Difficulty w/peers _____
 Under-active _____ Difficulty w/adults _____
 Over-active _____ Prefers to play alone _____
 Type of discipline used in home _____

Problem behaviors for parents _____

V. Educational History

Infant program _____
 Preschools _____
 Elementary schools _____
 Jr. high schools _____
 High schools _____
 Current school attending _____
 History of learning difficulties _____

VI. Other Agencies or Professionals _____

NOTES I MAY WANT TO SHARE ABOUT MY CHILD

Additional information about your child's strengths, how your child learns best: By answering the questions below you will be prepared to include this important information at your child's IEP and/or share it with your child's teacher.

1. What are my child's strengths? (For example - David is usually in a happy mood and eager to learn.)

2. What are good reinforcers for my child? What motivates my child to do his or her best? (For example - Senita loves to listen to music.)

3. What are things a teacher can do to help my child learn? (For example - Kathy learns best when she is allowed to explore and touch instructional materials.)

4. In what way do I want my child to be with peers in the regular class and involved in extracurricular and non-academic activities? (For example - I want Doug to participate in music activities with peers in the regular class.)

5. Does my child have any health or medical problems that will affect his or her school activities? (For example - Because of heart problems, Marci needs a short rest every hour.)

6. Other needs I think my child has that may need special attention. Why? (For example - De-Vina may need to improve her coordination and balance skills.)

7. How do I want to be involved in my child's school program? (For example - I want to observe and meet with my child's speech therapist once a month, or I want to volunteer in my child's class.)

8. List any additional questions or concerns you would like to discuss at the IEP meeting here.

(Suggestion: Copy this page for your notebook so you can keep an original for later years. Bring an updated copy to each IEP meeting.)

SAMPLE LETTER FOR ASSESSMENT REQUEST

Date:

Name of School Administrator
Street Address
City, State and Zip Code

Dear _____,

I am requesting that my child, _____, be assessed for Special Education services. He/She is a _____ grade student, in _____ class.

I am concerned that my child may have a disability that is affecting these areas: (give areas and describe reasons why)

Sincerely,

Signature

Your name (printed)
Street address
City, State and Zip Code
Telephone number(s)

APPENDIX E: PARENT RESOURCES

Advocacy & Special Education Information.....	56
<ul style="list-style-type: none"> - Area Board IX - California Department of Education Parent Information Line - Disability Rights California - Independent Living Resource Center - Learning Rights Law Center - Office of Civil Rights, California - Office for Client’s Rights and Advocacy (ORCA) - Office of Special Education Programs (OSEP) - Special Advocate: Wrightslaw Newsletter - Special Needs Network, Santa Maria/N. Santa Barbara County - TASH - TASK (Team of Advocates for Special Kids) 	
Assessment.....	59
<ul style="list-style-type: none"> - Southern California Diagnostic Center 	
Assistive Technology.....	59
<ul style="list-style-type: none"> - Alliance for Technology Access - ATAC-Adaptive Technology Assessment Center, Ventura Co. SELPA - Center for Assistive Technology - Parents Helping Parents - San Diego Assistive Technology Center (SCATC) - TASK (Assistive Technology Assessment Program (TECH)) 	
Autism.....	61
<ul style="list-style-type: none"> - Autism Society of Santa Barbara 	
Blind & Visually Impaired.....	61
<ul style="list-style-type: none"> - Braille Institute of America - Learning Ally (formerly Recording for the Blind and Dyslexic (RFB&D)) 	
Child & Family Services	61
<ul style="list-style-type: none"> - Children Family Advocacy Services - Family Service Agency (FSA) - Santa Barbara County Child and Family Mental Health - Alpha Resource Connections - Alpha Resource Center - Pause4Kids 	
Child & Family Services - Teens	63
<ul style="list-style-type: none"> - Santa Maria Parks and Rec Programs - Teen Extreme & Expo (connected to Alpha Resource Center) - Young Life Gold Coast – Central California Region 	
Deaf & Hard of Hearing.....	63
<ul style="list-style-type: none"> - GLAD (Greater Los Angeles Agency on Deafness) - House Ear Institute (hearing impairments) 	
Disability Specific.....	64
<ul style="list-style-type: none"> - Down Syndrome Association of Santa Barbara County - Multiple Sclerosis Society – Southern California/Nevada Chapter - Muscular Dystrophy (MDA) 	

- Prader-Willi CA Foundation	
Dyslexia & Learning Disability	65
- Braille Institute of America	
- International Dyslexia Association (Los Angeles Branch)	
- Learning Ally (formerly Recordings for the Blind and Dyslexic (RFB&D))	
Healthcare	66
- Children's Medical Services (CMS)	
- Mattel Children's Hospital at UCLA	
Information & Referral.....	66
- 2-1-1 Helpline of Santa Barbara County	
- Independent Living Resource Center	
- Tri-Counties Regional Center (TCRC) for the Developmentally Disabled	
Learning Disabilities.....	67
- Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)	
- Learning Disabilities Association of America (LDA-A)	
- Learning Disabilities Association of California (LDA-CA)	
- Learning Disabilities: LD Online	
- National Center on Learning Disabilities (NCLD)	
Legal Assistance.....	68
- California Rural Legal Assistance (CRLA)	
- Legal Aid Foundation of Santa Barbara County	
- SBCBA Lawyer Referral Service	
Mental Health.....	69
- Alcohol, Drug, and Mental Health Services (including CARES)	
Preschool.....	69
- Head Start – Community Action Commission	
- Easter Seals Tri-Counties, CA	
Recreation – Athletics.....	69
- Special Olympics	
- Boys & Girls Club	
- Hidden Wings	
- YMCA	
Recreation – Camps.....	71
- American Camping Association	
- Camp Channel: Bringing Summer Camps to the Internet	
- Camps for Children with Diabetes	
- Camp Depot	
- Camp Paivika	
- Diabetes Camping Association: Diabetes Camp Directory – U.S. Camps	
- Easter Seals Camps	
- KidsCamps.com	
- National Center on Physical Activity & Disability (NCPAD) Summer Camps Fact Sheet	
- Summer Camps for Amputees and Children with Limb Differences	
- Summer Camps for Children Who Are Deaf and Hard of Hearing	
- Preparing Children for the Summer Camp Experience	
Recreation – Equestrian Therapy	73
- Hearts Therapeutic Equestrian Center	

- Paula Tate Training Center
- Rancho de Los Animales for the Disabled (RAD)
- Santa Ynez Valley Riding Program

Recreation – Parks & Recreation Departments 73

- Atascadero
- Lompoc
- Santa Barbara (Adapted Programs)
- San Luis Obispo
- Santa Maria
- Simi Valley
- Solvang
- Thousand Oaks
- Oxnard
- Ventura

Residential Programs 74

- Community Care Licensing
- Devereux California (Santa Barbara)
- Novelles Developmental Services
- PathPoint
- UCP WORK, Inc. (United Cerebral Palsy, Santa Maria)

Social Services 75

- People Helping People
- Social Security Offices (and Supplemental Security Income)

Therapy Services..... 76

- Easter Seals Tri-Counties, CA
- Cottage Rehabilitation Hospital (medical therapy)
- Santa Barbara Center for Educational Therapy

Transition Services 76

- Department of Rehabilitation (DOR)
- Disabled Student Programs and Services (DSPS)
- Learning Assistance Program (LAP)

Transportation – Public 77

- Metropolitan Transit District (MTD) – South Santa Barbara County
- Santa Maria Area Transit (SMAT) – North Santa Barbara County

Transportation – Private..... 77

- HELP of Carpinteria
- Easy Lift Transportation
- Lompoc Transit, City of (COLT)
- Santa Maria Organization of Transportation Helpers (SMOOTH)
- Santa Ynez Valley Transit

Vocational Training..... 78

- Devereux California (Santa Barbara)
- Lovarc (Life Options Vocational and Resource Center)
- PathPoint (formerly Work Training Program)
- UCP WORK, Inc. (United Cerebral Palsy Association)
- Vocational Training Center (VTC) Enterprises

ADVOCACY & SPECIAL EDUCATION INFORMATION

AREA BOARD IX

(serving San Luis Obispo, Santa Barbara, and Ventura counties)

200 E. Santa Clara Street, Suite 210

Ventura, CA 93001

(805) 648-0220

<https://scdd.ca.gov>

Area Board protects and advocates the rights of all persons in the area with developmental disabilities; conducts capacity building activities and provides advocacy for systemic change; encourages and assists in the establishment or strengthening of self - advocacy organizations led by individuals with developmental disabilities.

CALIFORNIA DEPARTMENT OF EDUCATION PARENT INFORMATION LINE

(800) 926-0648

Videophone: (916) 374-7182

<https://www.cde.ca.gov/sp/se/fp/>

Procedural Safeguard Referrals Service of the Special Education Division of the California Department of Education. This number was put in operation for California parents to call and get advice about their children's right to a Free and Appropriate Education. The consultants will provide advice and direction to parents who feel their children are not getting the services they need in their local school. The consultants provide advice about special education protections and updated information on special education laws.

DISABILITY RIGHTS CALIFORNIA

Sacramento Office

1831 K Street

Sacramento, CA 95811-4114

(916) 504-5800

Los Angeles Regional Office

350 South Bixel Street, Suite 290

Los Angeles, CA 90017

(800) 776-5746

www.disabilityrightsca.org

Advocates with and for people with disabilities. Works to fight discrimination, promote autonomy and choice, end abuse and neglect, and increase access to programs and services that respect each client and his or her unique needs and culture.

INDEPENDENT LIVING RESOURCE CENTER

Santa Barbara Office

423 W. Victoria Street

Santa Barbara, CA 93110

(805) 963-0595 Voice or TTY

www.ilrc-trico.org

Santa Maria Office

222 West Carmen Lane #106

Santa Maria, CA 93458

(805) 925-0015 Voice or TTY

www.ilrc-trico.org

The Independent Living Resource Center is a public-benefit, nonprofit organization that promotes the Independent Living (IL) philosophy and its tenets of full access, equal opportunity, and maximum independence and self-sufficiency for all people with disabilities.

ADVOCACY & SPECIAL EDUCATION INFORMATION <i>(Continued)</i>
--

LEARNING RIGHTS LAW CENTER

1625 West Olympic Blvd. Ste 500

Los Angeles, CA 90015

(213) 489-4030

www.learningrights.org

Learning Rights Law Center provides intensive instruction to attorneys and non-attorneys in special education advocacy; advocacy services for low-income students in the K-12 system with learning disabilities; and advocacy for students at risk of, or involved in, the child welfare and/or juvenile justice systems.

OFFICE FOR CIVIL RIGHTS, CALIFORNIA

U.S. Department of Education

50 United Nations Plaza

San Francisco, CA 94102

OCR Phone: (800) 421-3481

SF (415) 486-5555

<https://ww2.ed.gov/about/offices/list/ocr/index.html>

OCR provides information on Section 504 of the Rehabilitation Act of 1973. Section 504 ensures that services are provided to students with disabilities (including ADHD) who do not qualify for special education services. OCR has a complaint process for parents who feel their children are not getting services.

OFFICE FOR CLIENT'S RIGHTS AND ADVOCACY (ORCA)**Los Angeles Office**

350 South Bixel Street Suite 290

Los Angeles, CA 90017

(800) 776-5746

Email: OCRAInfo@pai-ca.org

<http://www.disabilityrightsca.org/ocra/index.htm>

The Office of Clients' Rights Advocacy (OCRA) is a statewide office run by Disability Rights California, formerly Protection & Advocacy, Inc., through a contract with the California Department of Developmental Services. OCRA employs a Clients' Rights Advocate (CRA) at each regional center. The CRA is a person trained to help protect the rights of people with developmental disabilities.

OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

Office of Special Education and Rehabilitative Services

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-7100

(202) 245-7468

<http://www2.ed.gov/about/offices/list/osers/osep/index.html>

The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.

ADVOCACY & SPECIAL EDUCATION INFORMATION <i>(Continued)</i>
--

SPECIAL ADVOCATE: WRIGHTSLAW NEWSLETTER

<http://www.wrightslaw.com/>

This free Special Ed Advocate Newsletter provides parents with current information on education laws, special education cases, research, and conferences on state and national advocacy training for parents. The newsletter also acts as a tool for good advocacy, offers tax tips for parents, and much more.

SPECIAL NEEDS NETWORK

4401 Crenshaw Blvd. Ste. 215

Los Angeles, CA 90043

323291-7100

<https://snnla.org>

Special Needs Network's mission is to raise public awareness of developmental disabilities and to impact public policy, while providing education and resources to families, children and adults. SNN serves as a link between underserved communities and mainstream developmental disability organizations and governmental institutions, which often fail to address issues specific to these communities.

TASH

1101 15th Street NW Ste. 206

Washington, D.C. 20006

(202) 817-3264

Email: info@TASH.org

www.tash.org

Promotes the full inclusion and participation of children and adults with significant disabilities in every aspect of their community and works to eliminate the social injustices that diminish human rights.

TASK (Team of Advocates for Special Kids)

100 W. Cerritos Avenue

Anaheim, CA 92805

(714) 533-8275

Email: task@taskca.org

www.taskca.org

TASK serves families of children aged birth to 26 years of age under IDEA and other systems mandated to provide services to individuals with disabilities. TASK provides advocacy information, workshops, and information in English, Spanish and Vietnamese.

ASSESSMENT

DIAGNOSTIC CENTER, SOUTHERN CALIFORNIA

4339 State University Drive

Los Angeles, CA 90032

(323) 222-8090

E-mail: vjohnson@dcscde.ca.gov

<http://www.dcs-cde.ca.gov/>

Diagnostic Centers are the California Department of Education's primary provider of direct services and assistance to California school districts and their special education students. We provide comprehensive assessments, research-based interventions, quality professional development, and a continuum of technical assistance. We are committed to improving educational outcomes for special education students with complex needs and fostering collaboration among educators and families.

ASSISTIVE TECHNOLOGY

ALLIANCE FOR TECHNOLOGY ACCESS

1304 Southpoint Blvd., Suite 240

Petaluma, CA 94954

(707) 778-3011

(707) 778-3015 TTY

www.ataccess.org

The mission of the ATA is to increase the use of technology by children and adults with disabilities and functional limitations. ATA encourages and facilitates the empowerment of people with disabilities to participate fully in their communities. Through public education, information and referral, capacity building in community organizations, and advocacy/policy efforts, the ATA enables millions of people to live, learn, work, define their futures, and achieve their dreams.

ATAC – ADAPTIVE TECHNOLOGY ASSESSMENT CENTER, VENTURA CO. SELPA

5100 Adolfo Road

Camarillo, CA 93012

(805) 437-1575

<http://www.vcselpa.org/>

The ATAC is a state of the art service provided by the Ventura County SELPA at no charge to our local school districts. Adaptive technology assessments are conducted with special education students to assess the need and efficacy of assistive technology for the student for communication, activities of daily living, and accessing learning in the classroom.

ASSISTIVE TECHNOLOGY *(Continued)*

CENTER FOR ASSISTIVE TECHNOLOGY

3075 Adeline, Suite 220

Berkeley, CA 94703

(510) 841-3224

cforat@aol.com

<http://www.cforat.org>

Center for Assistive Technology provides access to computers for people with disabilities.

We do this so children with disabilities can succeed in school, adults with disabilities can find (and keep) jobs, and all people with disabilities can use the internet, email and benefit from the digital revolution.

PARENTS HELPING PARENTS

Sobrato Center For Nonprofits-San Jose

1400 Parkmoor Avenue, Suite 100

San Jose, CA 95126

(408) 727-5775

<http://www.php.com/>

Parents Helping Parents meets the needs of one of our community's most vulnerable populations - children with any special need and their families. This includes children of all ages and all backgrounds who have a need for special services due to any special need, including but not limited to illness, cancer, accidents, birth defects, neurological conditions, premature birth, learning or physical disabilities, mental health issues, and attention deficit (hyperactivity) disorder, to name a few.

SAN DIEGO ASSISTIVE TECHNOLOGY CENTER (SDATC)

8665 Gibbs Drive, Suite 100

San Diego, CA 92123

(858) 278-5420

Email: sdatc@ucpsd.org

<http://www.ucpsdtechcenter.org/>

San Diego Assistive Technology Center (SDATC) offers many opportunities for increasing your knowledge about assistive technology solutions through the hands-on exploration of a wide array of adapted computer hardware/software, environmental control access and Augmentative and Alternative Communication (AAC) devices. San Diego Assistive Technology Center is an Alliance for Technology Access Resource Center.

TASK – ASSISTIVE TECHNOLOGY ASSESSMENT PROGRAM

100 W. Cerritos Avenue

Anaheim, CA 92805

(714) 533-8275

<http://www.taskca.org/techcenter.html>

The TECH Center is a place for children, parents, adult consumers, and professionals to learn about assistive technology by providing hands-on access to computer hardware, software, and adaptive equipment. The TECH Center has 11 computers, over 1,100 software titles, and a multitude of different types of adaptive equipment such as alternative keyboards, trackballs, mice and switches.

AUTISM

AUTISM SOCIETY OF SANTA BARBARA

P.O. Box 30364
 Santa Barbara, CA 93130-0364
 (805) 560-3762

www.asasb.org

The mission of this site is to promote lifelong access and opportunity for all individuals within the autism spectrum, and their families, to be fully participating, included members of their community. Support, education, advocacy, and an active public awareness form the cornerstones of ASA Santa Barbara's efforts to carry forth its mission.

BLIND & VISUALLY IMPAIRED

BRILLE INSTITUTE OF AMERICA

2031 De La Vina
 Santa Barbara, CA 93105
 (805) 682-6222

www.brailleinstitute.org

Braille Institute is a nonprofit organization whose mission is to eliminate barriers to a fulfilling life caused by blindness and severe sight loss. The Institute provides an environment of hope and encouragement for people who are blind and visually impaired through integrated educational, social and recreational programs and services.

LEARNING ALLY (formerly known as RFB&D)

431 Burgess Drive Suite 120
 Menlo Park, CA 94025
 (650) 493-3717

www.learningally.org

Learning Ally serves more than 300,000 K-12, college and graduate students, veterans and lifelong learners – all of whom cannot read standard print due to blindness, visual impairment, dyslexia, or other learning disabilities. Learning Ally's collection of more than 65,000 digitally recorded textbooks and literature titles – downloadable and accessible on mainstream as well as specialized assistive technology devices – is the largest of its kind in the world.

CHILD AND FAMILY SERVICES

CHILDREN FAMILY AND ADVOCACY SERVICES (English/Spanish)

Alpha Resource Center of Santa Barbara	Mariana Murillo, Family First Lompoc, CA	Norma Puga Family First
Patricia Moore, Family First	(805) 453-7739 (Bilingual)	1234 Fairway Drive
4501 Cathedral Oaks		Santa Maria, CA 93455
Santa Barbara, CA 93110-1340		(805) 347-2775 (Bilingual)
(805) 683-2145		
Toll Free: (877) 414-6227		

CHILD AND FAMILY SERVICES <i>(Continued)</i>

FAMILY SERVICE AGENCY (FSA)**Santa Barbara**

123 West Gutierrez
 Santa Barbara, CA 93101
 (805) 965-1001
 Helpline 1 (800) 400-1572
www.fsacares.org

Lompoc

110 South C Street, Suite A
 Lompoc, CA 93436
 (805) 735-4376
www.fsacares.org

Santa Maria

120 E. Jones Street, Suite 130
 Santa Maria, CA 93454
 (805) 925-1100
www.fsacares.org

FSA is Santa Barbara County's first and oldest non-sectarian, human-service nonprofit. Its programs help people help themselves. FSA services prevent family breakdown, intervene effectively where problems are known to exist, and help individuals and families build on existing strength. Family Service Agency programs are available throughout Santa Barbara County. We offer programs addressing the unique concerns of youth, individuals, couples, and seniors.

SANTA BARBARA COUNTY CHILD AND FAMILY MENTAL HEALTH

429 N. San Antonio Road
 Santa Barbara, CA 93110
 (805) 884-1600

ALPHA RESOURCE CONNECTIONS

(Library)

South County:

520 E. Montecito Street
 Santa Barbara, CA 93103
 (805) 957-9272

North County:

1234 Fairway, Suite A
 Santa Maria, CA 93455
 (805) 347-2775

ALPHA RESOURCE CENTER

4501 Cathedral Oaks Road
 Santa Barbara, CA 93110
 (805) 683-2145
 Toll Free: (877) 414-6227
www.alphasb.org

Alpha Resource Center of Santa Barbara, a non-profit corporation established in 1953, provides services and supports for people with developmental disabilities and their families in the County of Santa Barbara, California.

PAUSE4KIDS

P.O. Box 7114
 Thousand Oaks, CA 91359
 (805) 497-9596
www.pause4kids.com

PAUSE4kids was formed in September 1999, by Keri Bowers, a parent of an autistic son. Eight parents came to P4k's first meeting. Today, P4k serves hundreds of families in the Ventura County area. Our goal is to "fill the gaps" by helping to provide whatever is needed for our special needs children that is not now readily available.

CHILD AND FAMILY SERVICES - TEENS

SANTA MARIA PARKS/REC YOUTH & TEEN PROGRAMS

615 S. McClland Street
 Santa Maria, 93454
 (805) 925-0951 ext. 2260
www.cityofsantamaria.org/

TEEN EXTREME & EXPO ALPHA RESOURCE CENTER

4501 Cathedral Oaks Road
 Santa Barbara, California 93110
 Toll Free: 1 (877) 414-6227
 (805) 683-2145
www.alphasb.org/youth-services/

Teen Extreme is for junior high and high school students, typically ages 13 to 18 years of age. EXPO is for older teens and young adults, typically ages 19 to 24 years of age. Participants assist in selecting the activities and special events. Each group typically meets once a month for a light dinner and an evening of fun. Activities include crafts, sports, movies, bowling, karaoke, dances, rock climbing, kayaking and camping.

YOUNG LIFE GOLD COAST – CENTRAL CALIFORNIA REGION

123 W. Padre Street, Suite 3
 Santa Barbara, CA 93105
 (805) 748-8077
www.californiacentral.younglife.org/

A faith-based program that offers support and programs to youth through the mentorship of adults.

DEAF & HARD OF HEARING

GLAD (Greater Los Angeles Agency on Deafness)
 Serving Ventura, Santa Barbara, San Luis Obispo Counties
www.gladinc.org

Tri-County GLAD

702 County Square Drive, Suite 101
 Ventura, CA 93003
 (805) 644-6322
 (805) 644-6323 TTY
www.tcglad.org

GLAD acts as a coordinating agency that addresses the broad social service needs of deaf and hard of hearing people through direct service provision, advocacy, research and dissemination of information regarding deafness to parents, professionals, and consumers.

DEAF & HARD OF HEARING <i>(Continued)</i>
--

HOUSE EAR INSTITUTE (Hearing Impairments)

201 SOUTH Alvarado Ave. Ste 809

Los Angeles, CA 90057

(213) 483-9930

www.HEI.org

The House Ear Institute (HEI), a non-profit 501(c)(3) organization dedicated to advancing hearing science through research and education to improve quality of life. Established in 1946 by Howard P. House, M.D., as the Los Angeles Foundation of Otology, and later renamed for its founder, the House Ear Institute has been engaged in the scientific exploration of the auditory system from the ear canal to the cortex of the brain for over 60 years.

DISABILITY SPECIFIC

DOWN SYNDROME ASSOCIATION OF SANTA BARBARA COUNTY

PO Box 902

Goleta, CA 93116

(805) 886-4411

www.DSASBC.org**MULTIPLE SCLEROSIS SOCIETY – Southern California/Nevada Chapter**

5150 W. Goldleaf Circle, Ste. 400

Los Angeles, CA 90056

(310) 479-4456

www.nationalmssociety.org/cal

Since 1947, the Southern California & Nevada Chapter of the National Multiple Sclerosis (MS) Society has provided information and assistance to people with multiple sclerosis and their loved ones. We reach out to more than 133,000 people touched by MS in our local communities. Headquartered in West Los Angeles, we have eight regional offices in Bakersfield, Fresno, Lancaster, Las Vegas, Palm Desert, Reno, Santa Barbara and Upland.

MUSCULAR DYSTROPHY ASSOCIATION (MDA) - GREATER LOS ANGELES

6167 Bristol Parkway #325

Culver City, CA 90230

(310) 390-6802

www.mda.org

MDA is the nonprofit health agency dedicated to curing muscular dystrophy, ALS, and related diseases by funding worldwide research. The Association also provides comprehensive health care and support services, advocacy, and education

DISABILITY SPECIFIC <i>(Continued)</i>

PRADER-WILLI CALIFORNIA FOUNDATION OFFICE

1855 First Ave, Ste. 201
 San Diego, CA 92101
 (310) 372-5053
 (800) 400-9994 (within CA)

info@pwcf.org

Prader-Willi California Foundation (PWCF) is a non-profit, charitable corporation established in 1979. The Foundation is an affiliate of Prader-Willi Syndrome Association (USA), and is comprised of parents, friends, and relatives of persons with Prader-Willi Syndrome, as well as many dedicated professionals and care providers. The mission of the Prader-Willi California Foundation is to provide to parents and professionals a state network of information, advocacy, and support services to expressly meet the needs of children and adults with Prader-Willi Syndrome and their families.

DYSLEXIA & LEARNING DISABILITY

BRaille INSTITUTE OF AMERICA

2031 De La Vina
 Santa Barbara, CA 93105
 (805) 682-6222

www.brailleinstitute.org/santabarbara
sb@brailleinstitute.org

Braille Institute is a nonprofit organization whose mission is to eliminate barriers to a fulfilling life caused by blindness and severe sight loss. The Institute provides an environment of hope and encouragement for people who are blind and visually impaired through integrated educational, social, and recreational programs and services.

INTERNATIONAL DYSLEXIA ASSOCIATION – LOS ANGELES BRANCH

12405 Venice Blvd. #392
 Los Angeles, CA 90066
 (818) 506-8866

www.dyslexiala.org/

The International Dyslexia Association (IDA) is a 501(c)(3) non-profit, scientific, and educational organization dedicated to the study and treatment of the learning disability, dyslexia, as well as related language-based learning differences.

LEARNING ALLY

5638 Hollister Avenue, Suite 210
 Goleta, CA 93117
 (805) 681-0531

www.learningally.org

Learning Ally serves more than 300,000 K-12, college and graduate students, veterans and lifelong learners – all of whom cannot read standard print due to blindness, visual impairment, dyslexia, or other learning disabilities. Learning Ally's collection of more than 65,000 digitally recorded textbooks and literature titles – downloadable and accessible on mainstream as well as specialized assistive technology devices – is the largest of its kind in the world.

HEALTH CARE

CHILDREN'S MEDICAL SERVICES (CMS)

California Children's Services (CCS)

Child Health and Disability Prevention Program (CHDP)

Health Care Program of Children in Foster Care (HCPCFC)

345 Camino Del Remedio

Santa Barbara, CA 93110

(805) 681-5360

www.sbcphd.org/cms

CMS in Santa Barbara County offers programs meeting specific health care needs of children and youth.

MATTEL CHILDREN'S HOSPITAL AT UCLA

757 Westwood Plaza

Los Angeles, CA 90095

(310) 825-9111 Hospital Information

www.uclahealth.org/Mattel

Mattel Children's Hospital UCLA ranks among the world's elite institutions for pediatric research, teaching, and care. Serving more than 6,000 inpatients and 100,000 outpatients annually, Mattel Children's Hospital UCLA offers a full spectrum of primary and specialized medical care for infants, children, and adolescents. Mattel Children's Hospital UCLA is a vital part of the new Ronald Reagan UCLA Medical Center which continues to be ranked as "Best in the West" by *U.S. News & World Report's* annual survey of America's hospitals.

INFORMATION & REFERRAL

2-1-1 HELPLINE OF SANTA BARBARA COUNTY

Free, Confidential, 24-hour Information and Referral

Dial 2-1-1 in Santa Barbara County

(805) 922-2243 ext. 211

www.211santabarbaracounty.org/

2-1-1 is an easy to remember phone number for non-emergency information and referral and referrals to crisis intervention and suicide prevention. 2-1-1 is to health and human services what 911 is to emergency services.

INDEPENDENT LIVING RESOURCE CENTER

423 W. Victoria Street

Santa Barbara, CA 93110

(805) 963-1350 TTY

www.ilrc-trico.org

222 Carmen Lane

Santa Maria, CA 93458

(805) 332-3213 TTY

www.ilrc-trico.org

The Independent Living Resource Center is a public-benefit, nonprofit organization that promotes the Independent Living (IL) philosophy and its tenets of full access, equal opportunity, and maximum independence and self-sufficiency for all people with disabilities.

INFORMATION & REFERRAL *(Continued)*

TRI-COUNTIES REGIONAL CENTER (TCRC) FOR THE DEVELOPMENTALLY DISABLED

520 E. Montecito Street
Santa Barbara, CA 93103-3278
(800) 322-6994

www.tri-counties.org

1234 Fairway Drive #A
Santa Maria, CA 93455
(805) 922-4640

www.tri-counties.org

Tri-Counties Regional Center exists to provide supports and services for children and adults with developmental disabilities living in San Luis Obispo, Santa Barbara, and Ventura Counties, so that they may live fully and safely as active and independent members of our community.

LEARNING DISABILITIES

CHADD

(866) 200-8098

www.chadd.org

west-la-chad@chadd.net

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD), is a national non-profit, tax-exempt (Section 501 (c) (3)) organization providing education, advocacy and support for individuals with ADHD. In addition to our informative website, CHADD also publishes a variety of printed materials to keep members and professionals current on research advances, medications and treatments affecting individuals with ADHD. CHADD also offers information about local CHADD parent and adult groups, advocacy, medical research, legislative issues, and special education law.

LEARNING DISABILITIES ASSOCIATION OF AMERICA (LDA-A)

4156 Library Road
P.O. Box 10369
Pittsburgh, PA 15234-1349
(412) 341-1515

www.ldanatl.org

LDA is the largest non-profit volunteer organization advocating for individuals with learning disabilities. LDA has been providing services since 1963 and has chapters in 42 states. LDA provides information about all learning disabilities, research, advocacy, legislative information, national resources, and national conferences. LDA has an extensive library of books, videos, and DVDs for sale.

LEARNING DISABILITIES ASSOCIATION OF CALIFORNIA (LDA-CA)

(530) 902-1636

contact@ldaca.org

Provides information on all learning disabilities and advocacy information. Holds state conferences.

LEARNING DISABILITIES: LD ONLINE

www.ldonline.org

LD online is the leading website on learning disabilities. Parents and teachers of children with learning disabilities will find authoritative guidance on attention deficit disorder ADD/ADHD, Dyslexia, and Dysgraphia. National experts give advice to parents and teachers. Information in Spanish and English.

LEARNING DISABILITIES <i>(Continued)</i>

NATIONAL CENTER ON LEARNING DISABILITIES (NCLD)

32 Laight Street, Second Floor

New York, NY 10013

Website: www.nclld.org

Provides free online newsletters and other publications for parents to stay informed about new developments in the field of learning disabilities, early learning, and literacy, Response to Intervention (RtI) practices, and related legislation issues.

<u>LEGAL ASSISTANCE</u>

CALIFORNIA RURAL LEGAL ASSISTANCE (CRLA)

324 E Carrillo Street

Santa Barbara, CA 93101

(805) 963-5981

www.crla.org

A nonprofit legal services program. Our mission is to strive for economic justice and human rights on behalf of California's rural poor. Today, CRLA has 21 offices, many in rural communities from the Mexican border to Northern California.

LEGAL AID FOUNDATION OF SANTA BARBARA COUNTY

301 E. Canon Perdido St.

Santa Barbara, CA 93101

(805) 963-6754

www.lafsbcb.org

Provides high-quality legal services in order to ensure that low-income persons and seniors have access to the civil justice system in times of crisis – to secure safe, habitable shelter, adequate income, and protection from domestic violence and elder abuse.

SBCBA LAWYER REFERRAL SERVICE

15 West Carrillo St. Suite 106

Santa Barbara, CA 93101

(805) 569-5511 Fax: (805) 569-2888

www.sblaw.org

The Santa Barbara Bar Association sponsors a Lawyer Referral Service that assists people in Santa Barbara County who have legal problems and seek the advice of qualified attorneys. The Lawyer Referral Service has been serving Santa Barbara County since 1964 and is certified by the State Bar of California, Certificate Number 0032. This service is a program of the SBCBA.

MENTAL HEALTH

BEHAVIORAL WELLNESS (including CARES)

South County – Santa Barbara

300 N. San Antonio Road
Santa Barbara, CA 93110
(805) 681-5220
CARES: 1(888)868-1649

North County - Lompoc

Adult Mental Health Services
117 North B Street
Lompoc, CA 93436
(805) 737-6690

North County - Santa Maria

Children's Mental Health Services
500 W. Foster Rd.
Santa Maria, CA 93455
(805) 934-6385

www.countyofsb.org/behavioral-wellness/

Behavioral Wellness provides early intervention and treatment services to approximately 14,000 clients and substance abuse prevention services to about 5,000 residents per year. The Department's goal is to move clients toward independence and integration into the community. Toward this end, Behavioral Wellness practices a system of care which promotes partnering with Community-Based Organizations (CBOs) and community resources for the prevention, treatment, and recovery from addiction and mental illness.

PRESCHOOL

HEAD START – COMMUNITY ACTION COMMISSION

5638 Hollister Ave. Suite 230
Goleta, CA 93117
(805) 964-8857

120 W. Chestnut Ave.
Lompoc, CA 93436
(805) 740-4555

201 W. Chapel St.
Santa Maria, CA 93458
(805) 922-2243

www.cacsb.com

www.cacsb.com

www.cacsb.com

The Community Action Commission is dedicated to providing high-quality, culturally appropriate service, and opportunities for low-income people of all ages as they maintain or achieve self-sufficiency while retaining their dignity and self-esteem.

EASTER SEALS TRI-COUNTIES, CA

26 W Anapamu St. Ste 102
Santa Barbara, Ca 93101
(805) 899-4557

www.easterseals.com/southerncal/

Located in Ventura, but serving the Tri-Counties area (Ventura, Santa Barbara, and San Luis Obispo counties), Easter Seals offers a preschool program.

RECREATION - ATHLETICS

SPECIAL OLYMPICS

Santa Barbara County
15 E. Carrillo Street
Santa Barbara, CA 93101
(805) 884-1516

www.sosc.org/santabarbara

Special Olympics Southern California is a nonprofit organization that empowers individuals with intellectual disabilities to become physically fit, productive, and respected members of society through sports training and competition.

RECREATION – ATHLETICS *(Continued)*

BOYS & GIRLS CLUB

632 W Canon Perdido St.
 Santa Barbara, CA 93101
 (805) 966-1553

CARPINTERIA

4849 Foothill Road
 Carpinteria, CA 93013
 (805) 684-1568
www.unitedbg.org

GOLETA

5701 Hollister Ave.
 Goleta, CA 93117
 (805) 967- 2617
www.unitedbg.org

LOMPOC

501 N W Street
 Lompoc, CA 93436
 (805) 742-2475
www.unitedbg.org

The United Boys and Girls Clubs serve five communities throughout Santa Barbara County, helping over 8,400 youth. Many kids come to the Clubs voluntarily to be with friends, participate in sports, and engage in educational activities. Children may be referred to the Clubs by schools, counselors, or other agencies as a means to gain a positive experience socially, educationally, physically, and emotionally under guidance of caring adults.

BOYS & GIRLS CLUB – SANTA MARIA

901 N. Railroad Avenue
 Santa Maria, CA 93455
 (805) 922-7763
www.bgcsmv.org/

Since opening its doors in 1966, over 40,000 kids from the Santa Maria Valley have passed through our doors and taken part in a wide variety of programs and services offered at the Club. We currently operate units in Santa Maria and Guadalupe and outreach programs in Orcutt, as well as, five school sites in Santa Maria. Our membership is at 4,000 with an additional 12,000 kids benefitting from Club outreach programs.

HIDDEN WINGS

(805) 705-3918
 517 Atterdag Road
 Solvang, CA 93463
jim@hiddenwings.org

Hidden Wings is a non-profit 501©3 corporation dedicated to nurturing the gifts of young adults with autism so that they might have full and productive lives in society. Hidden Wings is a post-secondary school, a place specifically designed for visual thinkers with rigorous exercise, a predictable and loving environment, and intellectual stimulation based upon the unique gifts of every student.

YMCA

SANTA BARBARA
 36 Hitchcock Way
 Santa Barbara, CA
 93105
 (805) 687-7727
www.ciymca.org/santa_barbara

LOMPOC
 201 W. College
 Lompoc, CA 93436
 (805) 736-3483
www.ciymca.org/lompoc

SANTA MARIA
 3400 Skyway Drive
 Santa Maria, CA
 93455
 (805) 937-8521
www.smvymca.org

SANTA YNEZ
 900 N. Refugio Road
 Santa Ynez, CA 93460
 (805) 686-2037
<http://www.ciymca.org/stuartgildred>

RECREATION - CAMPS

AMERICAN CAMP ASSOCIATIONwww.ACAcamps.org

(800) 428-2267

(765) 342-8456

The American Camping Association has a list of accessible camps that are designed around specific disabilities.

CAMP CHANNEL: BRINGING SUMMER CAMPS TO THE INTERNETwww.campchannel.com/**CAMPS FOR CHILDREN WITH DIABETES**www.childrenwithdiabetes.com/camps**CAMP DEPOT**www.campdepot.com/PC_CampSearch.html

Camp Depot connects families of children with disabilities with recreational opportunities.

CAMP PAIVIKA

600 Playground Drive

Cedarpines Park, CA 92322

(909) 338-1102

www.abilityfirst.org

In the San Bernardino mountains offers year-round camp programs for children, teens, and adults with physical disabilities.

DIABETES CAMPING ASSOCIATION: DIABETES CAMP DIRECTORY – U.S. CAMPS**CAMP PREVENT**1900 West 5th Street

Boys & Girls Club of Oxnard

Oxnard, CA 93030

(323) 966-2890

www.diabetescamps.org/**EASTER SEALS CAMPS**1570 E. 17th Street

Santa Ana, CA 92705

(714) 834-1111

www.easterseals.com/southernca/our-programs/camping-recreation/

Easter Seals provides extensive camping and recreational programs in settings that are fully accessible. Day camps, residential camps, and respite camps address the diverse needs of children with physical disabilities. The camping experience includes sing-a-longs, campfires, boating, nature walks, and arts and crafts.

RECREATION – CAMPS *(Continued)*

KIDCAMPS.COM

www.kidscamps.com

One of the most comprehensive directories of camps and summer experiences, this guide lists more than 21,000 camps and summer programs and over 100 programs for children with physical limitations alone. Other camps focusing on disabilities include developmental disabilities, diabetes, epilepsy, cancer, speech/hearing impairments, and visual impairments.

NATIONAL CENTER ON PHYSICAL ACTIVITY & DISABILITY (NCPAD) SUMMER CAMPS FACT SHEET

www.nchpad.org/

SUMMER CAMPS FOR AMPUTEES AND CHILDREN WITH LIMB DIFFERENCES

www.amputee-coalition.org/

SUMMER CAMPS FOR CHILDREN WHO ARE DEAF AND HARD OF HEARING

www.gallaudetathletics.com/camps/index

www.gallaudet.edu/youth-programs/summer-youth-camps

PREPARING CHILDREN FOR THE SUMMER CAMP EXPERIENCE

“Summer camp is more than a vacation for children,” says Bruce Muchnick, Ed.D., a licensed Psychologist who works extensively with day and resident camps. “As a parent, there are a few things to consider to increase the opportunity for a rewarding camp experience for your child.” Some helpful suggestions provided by Dr. Muchnick and the American Camping Association include:

Consider camp as a learning experience

This is an opportunity for your child to explore a world bigger than his/her neighborhood and a chance for you and your child to practice “letting go.” Letting go allows children to develop autonomy and a stronger sense of self, make new friends, develop new social skills, learn about teamwork, be creative and more. This time also allows parents an opportunity to take care of themselves so that they will feel refreshed when their child returns home.

Get ready for camp together

Decisions about camp – like where to go and what to pack – should be a joint venture, keeping in mind your child’s maturity. If your child feels a part of the decision-making process, his/her chance of having a positive experience will improve.

Talk about concerns

As the first day of camp nears, some children experience uneasiness about going away. Encourage your child to talk about these feelings rather than acting on what you think his/her feelings may be. Communicate confidence in your child’s ability to handle being away from home.

Have realistic expectations

Camp, like the rest of life, has high and low points. Not every moment will be filled with wonder and excitement. Encourage your child to have a reasonable and realistic view of camp. Discuss both the ups and downs your child may experience. Your child should not feel pressured to succeed at camp, either. The main purposes of camp are to relax and have fun.

RECREATION - EQUESTRIAN THERAPY

HEARTS THERAPEUTIC EQUESTRIAN CENTER

4420 Calle Real
Santa Barbara, CA 93111
(805) 964-1519

www.heartsriding.org/

Hearts Therapeutic Equestrian Center employs the power of the horse to enhance the capabilities of children and adults with exceptional needs in the Tri-County area.

PAULA TATE TRAINING CENTER

(805) 550-1693

www.paulatatetraining.wixsite.com

A nonprofit program dedicated to developing and restoring the heart, mind, and strength of our children. Using rescued horses as mentors, we provide a safe learning environment to teach respect for life plus horsemanship skills. Our goal is to cultivate, for the benefit of both, the special bond that exists between humans and horses.

RANCHO DE LOS ANIMALES FOR THE DISABLED (RAD)

2756 Green Place
Arroyo Grande, CA 93420
(805) 459-6000; (805) 459-9083

www.ranchodelosanimales.org/

Riding lessons, trail riding, birthday parties, organization and group picnics, traveling pony rides and petting zoo, and camping.

SANTA YNEZ VALLEY THERAPEUTIC RIDING PROGRAM

195 Refugio Road
Santa Ynez, CA
(805) 598-1099

www.syvtherapeuticriding.org/

Therapeutic riding uses equine oriented activities and the horse's strength and spirit to enhance the cognitive, physical, emotional, and social well-being of people with disabilities.

RECREATION - PARKS AND RECREATION DEPARTMENTS

ATASCADERO (Community Services

Department)
6500 Palma Ave
Atascadero, CA 93422
(805) 461-5000
www.atascadero.org

LOMPOC

125 West Walnut
Lompoc, CA 93436
(805) 875-8100
www.cityoflompop.com/

RECREATION - PARKS AND RECREATION DEPARTMENTS <i>(Continued)</i>

SANTA BARBARA

620 Laguna
 Santa Barbara, CA 93102
 (805) 564-5421
www.santabarbaraca.gov/gov.depts/parksrec/

SANTA MARIA

615 S. McCelland Street
 Santa Maria, 93454
 (805) 925-0951
www.cityofsantamaria.org/

SOLVANG

411 Second Street
 Solvang, CA 93463
 (805) 688-7529
www.cityofsolvang.com/179/parks-recreation

OXNARD

300 West 3rd Street
 Oxnard, CA
www.oxnard.org/

SAN LUIS OBISPO

1341 Nipomo Street
 San Luis Obispo, CA 93401
 (805) 781-7300
www.slocity.org/

SIMI VALLEY

1692 Sycamore Drive
 Simi Valley, CA 93065
 (805) 584-4400
www.simivalley.org/

THOUSAND OAKS

403 W. Hillcrest Drive
 Thousand Oaks, CA 91360
 (805) 495-6471
www.crpdpd.org/

VENTURA

501 Poli Street
 Ventura, CA 93001
 (805) 654-7800
www.cityofventura.net/

RESIDENTIAL PROGRAMS

COMMUNITY CARE LICENSING

www.cclld.ca.gov
 Access to find/review a licensed facility

DEVEREUX CALIFORNIA (SANTA BARBARA)

PO Box 6784
 Santa Barbara, CA 93160
 (805) 968-2525
www.devereuxsb.org

Devereux California provides programs for adults and elders with developmental/ intellectual disabilities and/or emotional disorders; neurological impairments and autism. Programs include campus-based Residential Services; Adult Day Services and Respite Services; and Community-Based Supported Living and Independent Living Services. Medical and Clinical Services are available.

NOVELLES DEVELOPMENTAL SERVICES, CA (CPES)

951 E Fesler St.
 Santa Maria, CA 93458
 (805) 928-7900
www.cpes.com/nouvelles_landing.html

Novelles is “a company that has long been committed to the idea that individuals with developmental disabilities must have opportunities to reach their potential for independence in the community.

RESIDENTIAL PROGRAMS *(Continued)*

PATHPOINT (SANTA BARBARA COUNTY)

South Santa Barbara County	North Santa Barbara County
902 Laguna Street	2450 Professional Parkway
Santa Barbara, CA 93101	Santa Maria, CA 93455
(805) 961-9200	(805) 934-3537

www.pathpoint.org/

PathPoint's mission is to provide comprehensive training and support services that empower people with disabilities and disadvantages to live and work as valued members of our communities.

UCP, WORK INC.

Santa Barbara
423 W. Victoria St.
Santa Barbara, CA 93101
(805) 962-6699

www.ucpworkinc.org/residential.php

Santa Maria
434 E Rose Ave.
Santa Maria, CA 93454
(805) 614-0967

www.ucpworkinc.org/residential.php

For those individuals who need a more structured living environment, UCP WORK, Inc. operates four high-level group homes in the Santa Maria Valley. These group homes are operated and supported by highly skilled employees dedicated to assisting individuals in gaining the skills necessary to move into independent living. Many of the same services are provided through the group homes, along with the consultation of our staff Licensed Clinical Social Worker and Registered Nurse.

SOCIAL SERVICES

PEOPLE HELPING PEOPLE

175 McMurray Rd.
Buellton, CA 93427
(805) 686-9897

www.syvphp.org

Provides individuals and families with resources that help them achieve self-sufficiency, while supporting the local economy by ensuring that those in need can continue to live and work in the community.

SOCIAL SECURITY OFFICES (and Supplemental Security Income)

(800) 772-1213
(800) 325-0778 TTY

www.ssa.gov

SANTA BARBARA LOCAL OFFICE
122 W Figueroa St.
Santa Barbara, CA 93101
(866) 695-6285

SANTA MARIA LOCAL OFFICE
2436 Professional Parkway
Santa Maria, CA 93455
(866) 331-2316

THERAPY SERVICES

EASTER SEALS

1570 E. 17th Street
 Santa Ana, CA 92705
 (714) 834-1111

www.easterseals.com/southernca/our-programs/autism-asd-services/

Easter Seals provides extensive camping and recreational programs in settings that are fully accessible. Day camps, residential camps, and respite camps address the diverse needs of children with physical disabilities. The camping experience includes sing-a-longs, campfires, boating, nature walks, and arts and crafts.

COTTAGE REHABILITATION HOSPITAL (medical therapy)

2415 De la Vina St.
 Santa Barbara, CA 93105-3819
<http://www.cottagehealth.org/services/rehabilitation/>
 (805) 569-8999 x. 82338

Cottage Rehabilitation Hospital (CRH) provides comprehensive medical rehabilitation services, for both outpatient and inpatient care, to empower people with disabilities to achieve optimal quality of life. For more than 50 years, the not-for-profit facility (formerly known as Rehabilitation Institute of Santa Barbara) has been recognized for excellence, innovation, and excellent outcomes of care.

SANTA BARBARA CENTER FOR EDUCATIONAL THERAPY

972 Miramonte Drive
 Santa Barbara, CA 93109
chrbaroni@yahoo.com
 (805) 560-3711

TRANSITION SERVICES

DEPARTMENT OF REHABILITATION (DOR)

(844) 729-2800 TTY
www.rehab.cahwnet.gov/santabarbara
 509 East Montecito Street, Suite 101 2615 South Miller St, Suite 101
 Santa Barbara, CA 93103-3216 Santa Maria, CA 93455
 (805) 560-8130 (805) 928-1891

The California Department of Rehabilitation (DOR) administers the largest vocational rehabilitation program in the country. We have a three-pronged mission to provide services and advocacy that assist people with disabilities to live independently, become employed, and have equality in the communities in which they live and work. DOR provides consultation, counseling and vocational rehabilitation, and works with community partners to assist the consumers we serve.

DISABLED STUDENT PROGRAMS AND SERVICES (DSPS)

SANTA BARBARA CITY COLLEGE

721 Cliff Drive, Santa Barbara, CA 93109
 (805) 965 0581 ext. 2364 / (805) 730 4164
 (805) 962 4084 TTY

www.sbccc.edu/dsps

DSPS provides access and educational support to assure that students are integrated and empowered.

<u>TRANSITION SERVICES</u> <i>(Continued)</i>
--

LEARNING ASSISTANCE PROGRAM (LAP)**ALLAN HANCOCK COLLEGE**

800 S. College Drive

Santa Maria, CA 93454

Building A, Room A304

(805) 922-6966 Ext. 3274

lap@hancockcollege.eduwww.hancockcollege.edu (under “Student Services”>> “Disability Services”)

The Learning Assistance Program (LAP) is committed to providing equal opportunity and access to students with disabilities through reasonable accommodations, instruction, assessment, counseling, and advocacy.

<u>TRANSPORTATION - PUBLIC</u>

**METROPOLITAN TRANSIT DISTRICT
(MTD)****SOUTH SANTA BARBARA COUNTY**

1020 Chapala Street

Santa Barbara, CA 93101

(805) 963-3366

www.sbmtd.gov/index.html**SANTA MARIA AREA TRANSIT (SMAT)****NORTH SANTA BARBARA COUNTY**

110 S. Pine St, Suite 101

Santa Maria, CA 93458

(805) 928-5624

www.cityofsantamaria.org

<u>TRANSPORTATION - PRIVATE</u>
--

HELP OF CARPINTERIA

(Carpinteria only, no wheelchair access)

1069 Casitas Pass Road

Carpinteria, CA 93013

(805) 684-0065

Demand response door-to-door transportation, information, schedule rides, complaints

EASY LIFT TRANSPORTATION

53 Cass Place, Suite D

Goleta, CA 93117

(805) 681-1181

(805) 896-7830 (After hours emergency)

www.easylift.org/

Para-transit, demand response door-to-door transportation, information, schedule rides, complaints

LOMPOC TRANSIT, CITY OF (COLT)www.cityoflompoc.com/transit/colt.htm

1300 West Laurel Avenue

Lompoc, CA 93436

(805) 736-6666

Para-transit, demand response door-to-door transportation, information, schedule rides, complaints

TRANSPORTATION – PRIVATE <i>(Continued)</i>
--

SANTA MARIA ORGANIZATION OF TRANSPORTATION HELPERS (SMOOTH)www.smoothinc.org/

240 E. Roemer Way

Santa Maria, CA 93454

(805) 922-0146

Para-transit, demand response door-to-door transportation, information, schedule rides, complaints

SANTA YNEZ VALLEY TRANSIT

431 Second St, Suite 9

Solvang, CA 93463

(805) 688-4718

www.syvt.com/

Para-transit, demand response door-to-door transportation, information, schedule rides, complaints

VOCATIONAL TRAINING

DEVEREUX CALIFORNIA (SANTA BARBARA)

PO Box 6784

Santa Barbara, CA 93160

(805) 968-2525

www.devereuxsb.org

Devereux California provides programs for adults and elders with developmental/ intellectual disabilities and/or emotional disorders; neurological impairments and autism. Programs include campus-based Residential Services; Adult Day Services and Respite Services; and Community-Based Supported Living and Independent Living Services. Medical and Clinical Services are available.

LOVARC – LIFE OPTIONS VOCATIONAL AND RESOURCE CENTER

116 North I Street

Lompoc, CA 93436

(805) 735-3428

www.lovarc.com

Serves persons with disabilities by providing employment, social opportunities, and residence.

PATHPOINT (SANTA BARBARA COUNTY)

South Santa Barbara County

902 Laguna Street

Santa Barbara, CA 93101

(805) 961-9200

North Santa Barbara County

2450 Professional Parkway

Santa Maria, CA 93455

(805) 934-3537

www.pathpoint.org/

PathPoint's mission is to provide comprehensive training and support services that empower people with disabilities and disadvantages to live and work as valued members of our communities.

VOCATIONAL TRAINING <i>(Continued)</i>

UCP WORK, INC. (United Cerebral Palsy Association)

Santa Barbara

423 W. Victoria Street

Santa Barbara, CA 93101

(805) 962-7201

www.ucpworkinc.org

Santa Maria

3070 Skyway Drive, Suite 102

Santa Maria, CA 93455

(805) 739-0451

www.ucpworkinc.org

Corporate Office

5320 Carpinteria Avenue, Suite G

Carpinteria, CA 93013

(805) 566-9000

www.ucpworkinc.org

UCP WORK, Inc. is a non-profit organization whose mission is to empower and support people with significant disabilities so that they may achieve the highest degree of independence.

VOCATIONAL TRAINING CENTER (VTC) ENTERPRISES

2445 A Street

Santa Maria, CA 93455

(805) 928-5000

www.vtc-sm.org

Assists youth and adults with disabilities or other limitations in choosing and achieving their life goals.

APPENDIX F

<u>DISTRICT/COUNTY OFFICE/SELPA</u>	<u>TELEPHONE NUMBER</u>
Ballard School District..... www.ballardschool.org	(805) 688-4812
Blochman Union School District..... www.blochmanusd.org	(805) 937-1148
Buellton Union School District..... www.buelltonusd.org	(805) 686-2767
Carpinteria Unified School District..... www.cusd.net	(805) 684-4511
Cold Spring School District..... www.coldspringschool.net	(805) 969-2678
College School District..... www.collegeschooldistrict.org	(805) 686-7300
Cuyama Joint Unified School District..... www.cuyamaunified.org	(661) 766-2482
Goleta Union School District..... www.goleta.k12.ca.us	(805) 681-1200
Guadalupe Union School District..... www.guadusd.org	(805) 343-2114
Hope School District..... www.hopesdk6.org	(805) 682-2564
Lompoc Unified School District..... www.lusd.org	(805) 742-3300
Los Olivos School District..... www.losolivosschool.org	(805) 688-4025
Montecito Union School District..... www.montecitou.org	(805) 969-3249
Orcutt Union School District..... www.orcutt-schools.net	(805) 938-8900
Santa Barbara Unified School District..... www.sbsdk12.org	(805) 963-4338
Santa Maria-Bonita School District..... www.smbusd.org	(805) 928-1783
Santa Maria Joint Union High School District..... www.smjuhsd.k12.ca.us	(805) 922-4573

Santa Ynez Valley Union High School District.....	(805) 688-6487
<u>www.sylvuhsd.org</u>	
Santa Ynez Valley Special Education Consortium	(805) 688-4222
<u>www.syvsec.org</u>	
Solvang School District.....	(805) 688-4810
<u>www.solvangschool.org</u>	
Vista Del Mar Union School District.....	(805) 686-1880
<u>www.vistadelmarunion.com</u>	
Santa Barbara County Education Office	(805) 964-4711
<u>www.sbceo.org</u>	
Santa Barbara County SELPA	(805) 683-1424
<u>www.sbcsepa.org</u>	

<u>SANTA BARBARA COUNTY CHARTER SCHOOLS</u>	<u>TELEPHONE NUMBER</u>
Adelante Charter School	(805) 966-7392
<u>www.adelantecharter.org</u>	
Family Partnership Charter School	(805) 348-3333
<u>www.fpcharter.org</u>	
Manzanita Public Charter School	(805) 734-5600
<u>www.manzanitacharterschool.com</u>	
Santa Barbara Charter School	(805) 967-6522
<u>www.sbcharter.org</u>	

AN INTRODUCTION TO THE LANGUAGE OF SPECIAL EDUCATION

The following phrases are often used by special education professionals. Frequently the letters to the left are used instead of the entire phrase.

AB	Assembly Bill
ABA	Applied Behavior Analysis
ADHD	Attention Deficit Hyperactive Disorder
ADI	Autism Diagnostic Interview Revised
ADOS-2	Autism Diagnostic Observation Scale 2
APE	Adapted Physical Education
ASD	Autism Spectrum Disorder
AT	Assistive Technology
AUT	Autism
BA	Behavioral Aide
BIP	Behavior Intervention Plan
CAA	California Alternative Assessment
CAC	Community Advisory Committee
CARS	Childhood Autism Rating Scale
CASP	California Association of School Psychologists
CCASP	Central Coast Association of School Psychologists
CCS	California Children's Services
CDE	California Department of Education
CEC	Council for Exceptional Children
CHAT	Checklist for Autism in Toddlers
CTE	Center for Therapeutic Education
DHH	Deaf & Hard of Hearing
DIS	Designated Instruction and Services
DMH	Department of Mental Health
DSM-V	Diagnostic & Statistical Manual – Fifth Edition
ED	Emotional Disturbance
EL	English Learner
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
FERPA	Family Educational Rights & Privacy Act
GROW	Growth Mindset, Resilience, Other Centered, Work Ethic
HH	Hard of Hearing
HI	Hearing Impaired
IA	Instructional Assistant
ID	Intellectual Disability
IDEA	Individuals with Disabilities Education Act (Name of PL 94-142, 1975)
IDEA 2004	Individuals with Disabilities Education Improvement Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IFSP	Individual Family Service Plan
IPP	Individual Program Plan

ISP	Individualized Services Plan
LCI	Licensed Children's Institution
LD	Learning Disability
LEA	Local Education Agency
LEP/NEP	Limited English Proficiency/Non-English Proficiency
LRE	Least Restrictive Environment
LSH	Language, Speech and Hearing
MCHAT	Modified Checklist for Autism in Toddlers
MH	Multi handicapped
NCLB	No Child Left Behind
NPA	Nonpublic Agency
NPS	Nonpublic School
OAH	Office of Administrative Hearings
OCD	Obsessive Compulsive Disorder
OCR	Office of Civil Rights
ODD	Oppositional Defiant Disorder
OI	Orthopedically Impaired
OHI	Other Health Impaired
OSEP	Office of Special Education Programs
OT	Occupational Therapy
PARA	Paraprofessional (see IA)
PDD	Pervasive Development Disorder
PDD-NOS	Pervasive Developmental Disorder Not Otherwise Specified
PECS	Picture Exchange Communication
PL 94-142	Education for All Handicapped Children Act of 1975
PL 99-457	Early Intervention for Handicapped Infants/Toddlers
PRT	Pivotal Response Therapy
PT	Physical Therapy
PWN	Prior Written Notice
RIS	Requiring Intensive Special Education Services
RSP	Resource Specialist Program
RTI	Response to Intervention
SB	Senate Bill
SBE	State Board of Education
SDC	Special Day Class
SELPA	Special Education Local Plan Area
SI	Speech Impaired
SIRAS	SIRAS Systems online system for writing IEPs
SLD	Specific Learning Disability
SLI	Speech and Language Impaired
SLP	Speech/Language Pathologist
SST	Student Study Team/Student Success Team
STAR	Standardized Testing & Reporting
TBI	Traumatic Brain Injury
TEACCH Children	Treatment & Education of Autistic and Related Communication Handicapped Children

TCRC	Tri-Counties Regional Center
TLP	Therapeutic Learning Program
USDOE	United States Department of Education
VI	Visually Impaired