

**SANTA BARBARA COUNTY SELPA
JOINT POWERS AGENCY BOARD**

Regular Meeting

Monday, October 3, 2022

Public Session – 12:00 p.m.

Via ZOOM – Meeting ID: 851 0244 1114

Pursuant to Resolution 22-23-08

PUBLIC – Should you wish to attend the SBCSELPA JPA Board Meeting via Zoom please contact Lindsay MacDonald, SBCSELPA Office Manager, by Monday, October 4, 2021, at 11:00 a.m. to request Zoom Meeting Information and Login. Lindsay MacDonald can be contact via email, lmacdonald@sbcselpa.org, or by calling the SBCSELPA Office at (805) 683-1424.

Agenda

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

PUBLIC COMMENTS ARE WELCOME

The Santa Barbara County SELPA JPA Board will receive public comments about items appearing on today's agenda, as well as other matters within the subject matter jurisdiction of the Board. All such comments will be received during the Public Comments section of the agenda. Individuals who address the Board are limited to three (3) minutes to speak on any item and a total of 10 minutes on all items for their presentation. The Board 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 Board from taking action or engaging in extended discussion of your concerns. The Board may direct staff to meet at a later date with speakers who have specific concerns or needs. The Board may also direct that an issue be placed on a future agenda for discussion and consideration. This permits the Board and staff members to prepare and receive necessary information and for the public to be aware that a topic is being formally considered. We appreciate your cooperation.

Due to COVID-19 and in accordance with AB 361 this meeting is being held virtually, with no physical location. Forms are available from the Board's secretary for requests to address the Board. Should you wish to address the Board during this virtual meeting please email Lindsay MacDonald, lmacdonald@sbcselpa.org, to request a form. Persons wishing to make public comments are requested to complete the appropriate form and return it to the Board Secretary via email.

I. PUBLIC SESSION

- A. Call to Order
- B. Roll Call
- C. Flag Salute
- D. Welcome Guests
- E. SBCSELPA Executive Director's Report

II. **PUBLIC COMMENTS**

Please refer to information above regarding public comment guidelines.

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

IV. **APPROVAL OF ACTION AGENDA**

It is recommended that the JPA Board take action to approve the action agenda as presented/amended.

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

V. **CONSENT AGENDA ITEMS**

- A. Minutes of August 29, 2022, Regular Meeting REF: V-A
- B. Ratification of Payment of Claims
- C. 2022-23 Nonpublic Agency (NPA) Master Contract & Exhibit A Rates REF: V-B
 - 1. Children’s Therapy Network

It is recommended that Consent Agenda Items A through C be approved as presented.

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

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

- A. Orcutt Union School District, Regional Occupational Therapy Caseload: REF: VI-A
Need to Acquire Additional Staff for the 2022-2023 School Year
 - 1. Orcutt Union School District Request

It is recommended that the JPA Board approve Orcutt Union School District Request for Additional Staff for 22-23 school year as presented.

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

- B. SBCSELPA Wrap-Around Services Team (WRAP) Facilitator and Youth Support Specialist Salary Schedule Revisions REF: VI-B
 - 1. SBCSELPA WRAP Current Job Postings
 - 2. SBCSELPA WRAP Compensation Comparison
 - 3. WRAP Salary Schedule Increase Multi-Year Projections
 - 4. Proposed New WRAP Salary Schedules for YSS and Facilitator

It is recommended that the JPA Board approve the SBCSELPA request for the SBCSELPA WRAP salary schedule to include the revisions as presented.

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

- C. Santa Barbara County Education Office (SBCEO) Request for Preschool Expansion for the 2023-2024 School Year REF: VI-C
 - 1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO request for Preschool Expansion in the 2023-2024 school year as presented.

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

- D. Santa Barbara Charter School Request for Low Incidence SBCSELPA “Set Aside” Funds for the 2021-2022 Academic Year REF: VI-D
 - 1. Santa Barbara Charter School Request

It is recommended that the JPA Board approve Santa Barbara Charter School request for Low Incidence SBCSELPA “Set Aside” Funds for the 2021-2022 academic year as presented.

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

- E. SBCEO Request for Low Incidence SBCSELPA “Set Aside” Funds for Cold Spring School District for the 2021-2022 Academic Year REF: VI-E
 - 1. SBCEO Request

It is recommended that the JPA Board approve SBCEO request for Low Incidence SBCSELPA “Set Aside” Funds for Cold Spring School District for the 2021-2022 academic year as presented.

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

- F. Resolution 22-23-09 Recognizing a State of Emergency and Authorizing Teleconferenced Meeting for Regular Board Meeting on November 7, 2022 REF: VI-F
 - 1. Resolution 22-23-09

It is recommended that the JPA Board approve Resolution 22-23-09 Authorizing the November 7, 2022 JPA Board Regular meeting to be held virtually as presented.

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

VII. ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION

- A. Approval of Fiscal Year 2022-23 Adopted Budget & Adopted Budget Analysis and Recommendation REF: VII-A
- B. Resignation Notification from Graciela Vega, SBCSELPA WRAP Facilitator REF: VII-B
 - 1. Resignation Letter
- C. SBCSELPA Professional Development REF: VII-C
 - 1. SBCSELPA 22-23 Professional Development Offerings Booklet (Updated September 2022)

- D. LEA/District Costs Associated with Due Process SBCSELPA Year-to-Date Account Balances REF: VII-D
- E. SBCSELPA Legal Fees Year-to-Date Reserve REF: VII-E
- F. Nonpublic School (NPS) Year-to-Date Placement Expenditures REF: VII-F

VIII. **MISCELLANEOUS AGENDA ITEMS**

- A. Items Proposed for Future Action or Discussion
- B. Next Scheduled JPA Board Meeting: Date: November 7, 2022
Time: 12:00 p.m.
Location: Via Zoom due to COVID-19 & AB 361

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

Please refer to information at beginning of agenda regarding public comment guidelines.

X. **CLOSED SESSION:**

- A. Non-Public School (NPS) Student Updates REF: X-A

XI. **RECONVENE TO PUBLIC SESSION:** Report of action taken in Closed Session, as appropriate.

XII. **ADJOURNMENT**

SBCSELPA EXECUTIVE DIRECTOR'S REPORT TO JPA BOARD

October 3, 2022

1) Due Process/Dispute Updates –

Seven (7) Due Process filings in progress with one pending and one (1) CDE Investigation.

2) Non-Public School (NPS) Placement Update –

We have a total of (4) SBCSELPA funded NPS placements.

3) Proposed Legislation that Supports Special Education –

State SELPA Association “SUPPORTED” bills:

STATE LEVEL:

- ★ [SB 1113 \(Ochoa Bogh\)](#): *Inclusive education: universal design for learning. Status: On the Governor's Desk*
- ★ [SB 291 \(Stern\)](#): *Advisory Commission on Special Education: Pupil advisory council. Status: Headed to the Governor*

FEDERAL LEVEL:

- ★ [HR 5984 \(Huffman\)](#) & [S.3213 \(Van Hollen\)](#): *IDEA Full Funding Act*
- ★ [HR 6532 \(DeSaulnier\)](#) & [S. 3544 \(Hassan\)](#): *Funding Early Childhood is the Right IDEA Act*

4) State Finance Update –

At an event at a high school in Fresno on Thursday, August 18, 2022, Governor Gavin Newsom unveiled the California Master Plan for Kids' Mental Health (Master Plan). Essentially, the Master Plan outlines how the Newsom Administration plans to utilize the \$4.7 billion investment from the 2021-22 State Budget Act meant to transform the state's behavioral health system so that every Californian aged 0-25 has increased access to mental health and substance use supports.

5) CDE Special Education Compliance Update –

CDE has developed a new compliance effort that involves “Small LEA’s” throughout the state. This will occur over the next three academic years. Superintendents were notified, but SELPAs did not receive 100% notification of which LEA’s are involved. SBCSELPA staff are in communication with our “Small LEA’s” and can confirm that seven have been notified by CDE during the month of September. SBCSELPA will support our “Small LEA’s” throughout this compliance effort. (SEE REF: I-E.1 presentation titled, “Small LEA’s and Special Ed. Monitoring”)

6) Independent Study and the Impact on Students with IEP’s Update –

- LEAs are no longer required to offer independent study.
- *But, if they do, and the parent of a student with an IEP request it, the request must be considered by the IEP team to determine whether that individual student can receive FAPE within an independent study program.*
- *The IEP team’s consideration cannot be based solely on the student’s inability to work independently, need for adult support, or need for SAI or related services.*
- **SEE REF: I-E.2 presentation titled, “Changes to Independent Study”**

Small LEAs and Spec Ed Monitoring

State SELPA September 2022

What we know right now!

Background

The State Performance Plan and Annual Performance Reports

IDEA requires that the Office of Special Education Programs (OSEP) **monitor each state's implementation of IDEA**


As such, each state must develop a **6-year long plan** that evaluates efforts to meet the requirements of IDEA. This plan is **referred to as the State Performance Plan (SPP)**

The plan includes **17-indicators of compliance and student performance**. States must set measurable targets for these indicators (referred to as **SPPI**)

States must **report their progress** on the SPPIs to OSEP annually **through an Annual Performance Report (APR)**

The CDE also reports **local performance on the SPPIs through APRs** for each Local Education Agency (LEA)

A lawsuit was filed and CDE was found to be out of compliance with their last State Performance Plan. Among other things, CDE's plan did not capture enough LEAs in their Spec Ed Monitoring structure.



Background

- Previously and currently, LEA selection for Spec Ed Monitoring was based on their performance on the State Performance Plan Indicators (SPPI) within the following categories:
 - Compliance (timeline) Elements
 - Performance Elements
 - Disproportionality Elements
- At times, LEAs with few SWDs were not selected into Spec Ed Monitoring simply because their student groups were too small to result in a statistically significant calculation (NC on the Dashboard and APR)
- Therefore CDE was charged with updating their SPP to be sure that they were capturing these smaller LEAs

What is a “Small” LEA?

- A “Small” LEA is defined as any LEA with an SWD population of 100 or fewer
- What about Charter Organizations?
 - An LEA is a school with a distinct CDS code. For the purposes of Spec Ed Monitoring, CDE is looking at distinct CDS codes, when calculating the number of SWDs
 - Some CO’s have schools on multiple campuses that share a CDS code. In this case, those multiple campuses would be considered 1 LEA for monitoring

How will Small LEAs be selected for Monitoring?

- Beginning in September, 500 Smalls will be selected for this new process. No more than 1/3 of these LEAs will be from any one SELPA
- This will repeat in the following 2 years, to capture the remaining 2/3 of Smalls
- Charter Organizations will not be chunked, meaning that larger CO's could have multiple LEAs participating over the 3 year period
 - Chunking CO's is being considered for future iterations of this process

What will Monitoring look like for Smalls?

- The process will look similar to the old Special Education Self Review (SESR)
- LEAs will use the Stepwell software to complete the following:
 - Self-Review of FAPE in the LRE
 - This will be student level file review that connects closely with the Thread of Ed Benefit
 - <https://charterselpa.org/wp-content/uploads/2017/11/Ed-Benefit-Document.pdf>
 - Policy and Procedure Review
 - This will be similar to the Dispro Policy and Procedure Review, but with expanded items
- LEAs will review up to 25 files
 - If the LEA has less than 25 SWDs they will review ALL files. If the LEA has greater than 25 students, they will only review 25.

What will Monitoring look like for Smalls?

- CDE will review the submissions AND cross-reference Compliance (Timeliness) data, and CDE complaints, for the purpose of selecting LEAs into Targeted Monitoring and the CIM Process, later in the Spring
- In this way, the initial processes in the Fall act as a screener of sorts, for official selection into further Spec Ed Monitoring activities for 2023/2024
- These activities are separate from LEAs' current monitoring selections and activities. Those will continue until completion

Next Steps?

- We have been and will continue to meet with CDE to seek further information and clarification as well as provide feedback on this process, and anticipated communication to the field
- CDE shared that we should receive the monitoring sample (ie- what LEAs will be included in this round) prior to release to the field. This does not always happen as planned
- CDE originally slated 8/15 as their date to notify selected LEAs which has now been pushed back to September. We have asked for a heads up...stay tuned
- CDE plans to provide training regionally in person as well as online

Questions?

Changes To Independent Study

State SELPA Directors

September 8, 2022

Tracy Petznick Johnson, J.D.

tpjohnson@harbottlelaw.com

Harbottle Law Group (“HLG”)

San Jose and Irvine Offices

408-961-8711

Roadmap of Discussion

- Independent Study Review
- The Dilemma
 - AB 130 Changes the Landscape
 - Non-Discrimination In Public Programs
 - E.E. Class Action Matter
- CDE's Solution
 - Revisions to Ed. Code 51745
 - AB 181 for 2022-2023
- Great, but now what?
 - Takeaways for Practice
 - Case Examples



The Dilemma

Independent Study, circa 2020

(a) Commencing with the 1990–91 school year, the governing board of a school district or a county office of education **may offer independent study** to meet the educational needs of pupils in accordance with the requirements of this article. Educational opportunities offered through independent study may include, but shall not be limited to, the following:

(1) Special assignments extending the content of regular courses of instruction.

(2) Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum.

(3) Individualized alternative education designed to teach the knowledge and skills of the core curriculum. **Independent study shall not be provided as an alternative curriculum.**

(4) Continuing and special study during travel.

(5) Volunteer community service activities and leadership opportunities that support and strengthen pupil achievement.

(b) Not more than 10 percent of the pupils participating in an opportunity school or program, or a continuation high school, calculated as specified by the department, shall be eligible for apportionment credit for independent study pursuant to this article. A pupil who is pregnant or is a parent who is the primary caregiver for one or more of his or her children shall not be counted within the 10 percent cap.

Independent Study, circa 2020

(c) An individual with exceptional needs, as defined in Section 56026, **shall not** participate in independent study, unless his or her individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation.

(d) A temporarily disabled pupil shall not receive individual instruction pursuant to Section 48206.3 [home hospital instruction] through independent study.

(e) No course included among the courses required for high school graduation under Section 51225.3 shall be offered exclusively through independent study.

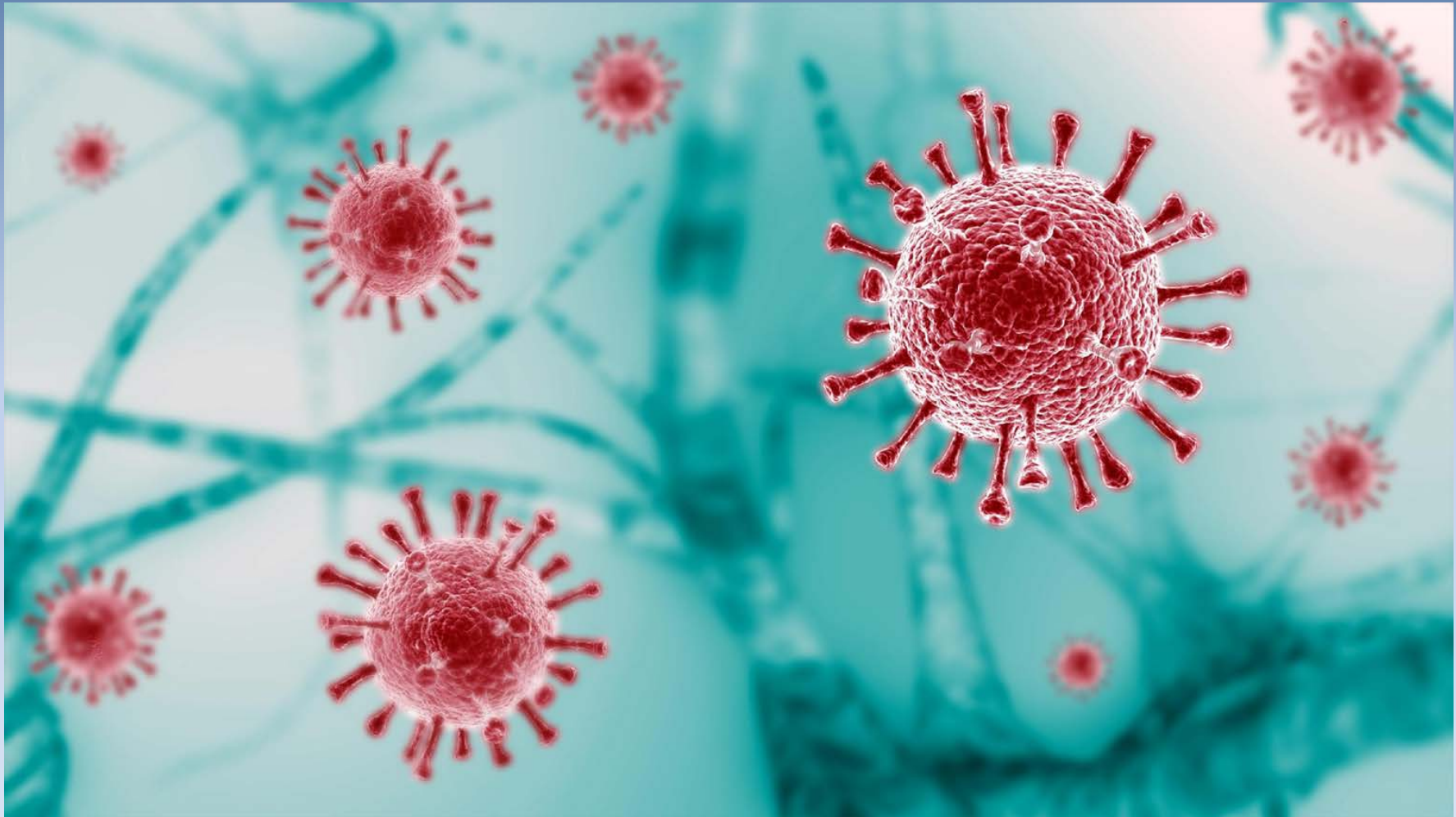
Hoops To Jump Through



Non-Discrimination

All persons covered by Section 504 or Title II are protected from discrimination under the general nondiscrimination regulatory provisions implementing these statutes, which cover program and physical accessibility requirements, as well as protection against retaliation and harassment.

Things Change



Systems Adapt



2020-2021 School Year

All LEAs must offer a comprehensive distance learning option, even if their school sites have reopened in person



AB 130: Independent Study

For the 2021–22 school year **only**, the governing board of a school district or a county office of education **shall** offer independent study to meet the educational needs of pupils.

Educational opportunities offered through independent study may include, but shall not be limited to, the following:

...

(6) Individualized study for a pupil whose health would be put at risk by in-person instruction, *as determined by the parent or guardian of the pupil.*

Cal. Educ. Code § 51745(a) (Jul. 2020)

2021-2022 School Year

Per AB 130, independent study is now available *on demand* to all general education students, but students in special education are often being denied any alternative to in-person school, because IEP teams have determined that FAPE cannot be provided via independent study alone.

Parents are left with few options – in-person school, changing to a virtual charter, truancy/SARB, or a negotiated settlement.

E.E. et al. v. State of California et²⁸ al.

Disability Rights California chooses a different option, and files a class action against CDE and individual school districts.

Class of students with IEPs seek an injunction requiring CDE to order all school districts to resume comprehensive distance learning for students with IEPs whose parents wish to keep them at home.

E.E. et al. v. State of California et al.²⁹

The thrust of Plaintiffs' claims is that the ADA and § 504 require LEAs provide some at-home educational placement option to students with IEPs, even if the IEP team concludes such placement will not provide FAPE, as required under the IDEA.

Can Districts provide reasonable accommodations to their own programs to ensure that students with disabilities have an equal opportunity to access an option that is not in person?

E.E. et al. v. State of California et al.³⁰

On February 28, 2022, Judge Susan Illston issues an injunction:

- enjoining Defendants from “failing to ensure that [LEAs] allow disabled students with [IEPs] to participate remotely in their educational program, either *as a reasonable modification* or *through independent study*, when the student’s health would be put at risk by in-person instruction, as determined by their parent.”
- orders CDE, no later than March 10, 2022, to issue court-dictated agency guidance to [LEAs] which, among other things, mandates that IEP teams must make some form of at-home placement available.

E.E. et al. v. State of California et al.³¹

The State sought and obtained an immediate stay of the Preliminary Injunction Order from the Ninth Circuit.

The Parties then met to mediate.

CDE's Negotiated Solution

AB 130 Prompts

A Legislative Relook

- The Legislature finds and declares...
 - The COVID-19 pandemic has caused significant disruption to many aspects of the state’s public education system and to the experience of pupils and families.
 - The implementation of independent study programs under Assembly Bill 130 [], to support the return to in-person learning in the 2021–22 school year, in particular at the start of the school year, highlighted several areas where additional clarity in the law would benefit local educational agencies, pupils, and families.

Negotiated Resolution

- Via Settlement, the Class and CDE agreed to propose revisions to the independent study regulation:
 - An individual with exceptional needs, as defined in Section 56026, ~~shall not~~ *may* participate in independent study, ~~unless~~ *if* the pupil's individualized education program [] specifically provides for that participation.

Negotiated Resolution

- Via Settlement, the Class and CDE agreed to propose additions to the independent study regulation:
 - If a parent *of an individual with exceptional needs* requests independent study pursuant to section 51745(a)(6), the pupil's IEP team *shall* make an *individualized determination* as to whether the pupil can receive a FAPE in an independent study placement.

Negotiated Resolution

- Via Settlement, the Class and CDE agreed to propose additions to the independent study regulation:
 - A pupil's inability to work independently, the pupil's need for adult support, or the pupil's need for special education or related services shall not preclude an IEP team from determining that the pupil can receive a FAPE in an independent study placement.

AB 181 Made The Following Changes:

- Strikes Educ. Code § 51745(a)(3), which said school districts could not offer Independent Study as an “alternative curriculum.”
- Amends Educ. Code § 51745(c) to clarify students with IEPs *may* participate in Independent Study if the IEP team agrees it’s appropriate.
- Amends § 51745(c) to state: “A pupil’s inability to work independently, the pupil’s need for adult support, or the pupil’s need for special education or related services shall not preclude the individualized education program team from determining that the pupil can receive a free appropriate education in an independent study placement.”

AB 181 Made The Following Changes:

- All LEAs have the *option* to offer independent study for the 2022-2023 school and beyond.
- Authorizes LEAs to claim funding for students served in an NPS through a “virtual program,” but only if the family has requested independent study, the IEP offers it, and the IEP team agrees that the student can receive FAPE. (Only through the end of 2023-2024 SY.)

AB 181 Made The Following Changes:

- Independent Study Agreement must be signed:
 - Student
 - Parent
 - Certificated Person supervising Independent Study
 - Certificated Person supervising IEP within Independent Study, if applicable (e.g. Case Manager or Ed. Spec.)
- Independent Study Agreement must be completed within:
 - For IS program lasting less than 15 days, may get signatures within 10 days of starting.
 - For IS program lasting longer than 14 days, must get signatures *before* starting.

Putting It Into Practice

Fundamentals

- LEAs are no longer required to offer independent study.
- But, if they do, and the parent of a student with an IEP requests it, the request must be considered by the IEP team to determine whether that individual student can receive FAPE within an independent study program.
- The IEP team's consideration cannot be based solely on the student's inability to work independently, need for adult support, or need for SAI or related services.

Keep Your Eyes On The FAPE

Is the IEP Reasonably calculated to enable the child to make appropriate progress in light of her circumstances?

Have you given the child the chance to meet challenging and ambitious objectives?

In your team's professional opinion, what is ambitious for this child, in light of her circumstances?

Many Shades of FAPE



But what about LRE?

A special education student should be educated with non-disabled peers "[t]o the maximum extent appropriate," but may be removed from the regular education environment when the nature or severity of the student's disabilities is such that education in regular classes with the use of supplementary aids and services "cannot be achieved satisfactorily." 20 U.S.C. § 1412(a)(5)(A); 34 C.F.R. § 300.114(a)(2)(i) & (ii); Cal. Educ. Code § 56364.2.

The Supreme Court has noted that IDEA's use of the word "appropriate" reflects congressional recognition "that some settings simply are not suitable environments for the participation of some handicapped children." *Bd. of Educ. of Hendrick Hudson Cent. Sch. Dist., Westchester Cty. v. Rowley*, 458 U.S. 176, 197 (1982).

The California Continuum

Gen Ed

- OSERS: Any setting with > 50% typical peers
- Collaborative Classrooms
- Push-in SAI
- Push-in DIS support, such as an aide

Hybrid/RSP

- Pull-Out SAI
- Individual or group
- Separate classroom setting
- Learning Center Model

SDC

- Mild/Mod
- Mod/Severe
- Autism Specific
- Behavior / ED Classes
- DHH

NPS → RTC

- These are not integrated sites
- Consider:
 - Mainstreaming options
 - Distance from Home
 - Community access
 - Transition services

Home

- HHI for *temporary* disabilities
- HI for OHI condition that prevent school attendance
- As a Stop-Gap Measure: Transitional Setting for School Avoidance
- For Discipline or School Safety: Interim Alternative Educational Settings

So, what should teams consider?

- What are the student's unique areas of educational need?
- Can they make progress on their goals within the alternate setting?
- If aspects of independent study would be difficult for the student, what accommodations to the general program could the team make?

Ask your team:

- With supplemental aids and services, can the student make progress towards their IEP goals within independent study?
- What reasonable accommodations could be made to the independent study program to allow for student's participation, without fundamentally altering your program?

Which goals make sense for IS?

- Work completion
- Coping Skills
- Attention to Task
- Social problem solving
- Whole group participation
- Behavior
- Self-Advocacy
- Reading Comprehension
- Phonemic Awareness
- Tolerance of Redirection
- 1:1 correspondence
- Fractions
- Turn Taking
- Social Greetings

Need for Adult Support

- Is multisensory instruction required?
- Does the student need an instruction leader – someone who could make individualized modifications during lessons?
- Could a portion of independent study be provided in person?

Need for SAI or DIS

11th Grade Student, VI

- Normal cognition, but below grade level
- M/M SAI for basic study skills
- Uses screen reader
- Uses cane functionally in community
- Braille textbooks and materials

5th Grade Student, VI

- Borderline cognition
- M/S SAI for core subjects
- Benefits from multi-sensory manipulatives across subjects
- Learning Braille from VI teacher
- O&M DIS for greater mobility

What Happens If The Team Says No?

Meaningful Parental Participation

"A school district violates IDEA procedures if it independently develops an IEP, without meaningful parental participation, and then simply presents the IEP to the parent for ratification."

The test is whether the school district comes to the IEP meeting with an open mind and several options, and discusses and considers the parents' placement recommendations and/or concerns before the IEP team makes a final recommendation.

Ms. S. ex rel G. v. Vashon Island Sch. Dist., 337 F.3d 1115, 1131 (9th Cir. 2003);
Doyle v. Arlington County Sch. Bd., 806 F. Supp. 1253, 1262 (E.D. Va. 1992)

Disagreement Can Be Participation

A parent has meaningfully participated in the development of an IEP when she is informed of her child's problems, attends the IEP meeting, expresses her disagreement regarding the IEP team's conclusions, and requests revisions in the IEP.

- *W.G. v. Board of Trustees of Target Range Sch. Dist. No. 23, Missoula, Montana*, 960 F.2d 1479, 1485 (9th Cir. 1992);
N.L. v. Knox County Schools, 315 F.3d 688, 693 (6th Cir. 2003)

OHI Students with Chronic or Acute Health Problems

5 CCR § 3051.17

- (a) Specialized services may be provided to pupils determined eligible pursuant to section 3030[(b)(9) *Other Health Impairment*]. Such services include but are not limited to:
- (1) Individual consultation;
 - (2) Home or hospital instruction; and
 - (3) Other instructional methods using advanced communication technology.

NOTE: This is the one regulatory exception to the mandate that HHI should *not* be provided for Students whose alleged disability is also their basis for special education eligibility.

Pupils with Chronic Illnesses or Acute⁵⁶ Health Problems

- HHI may be provided for students with chronic or acute health problems.
- When these students experience a health problem which results in non-attendance at school for more than 5 consecutive days, upon notification of the classroom teacher or the parent, the school principal or designee shall assure that an IEP team is convened to determine the appropriate educational services.



5 C.C.R. § 3051.17

What If the Health Problem is in Remission?

- For students whose medical condition is in remission or in a passive state, the IEP team must specify the frequency for monitoring the student to assure that the illness does not interfere with educational progress.

5 C.C.R. § 3051.17

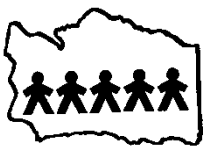
What If the Health Problem is Sporadic?

- If there is a pattern of sporadic illness, the IEP team must convene to consider alternative means for the student to demonstrate competencies in the required course of study so that the cumulative number of absences do not prevent educational progress.
- For example, an IEP team could:
 - recommend that HHI will automatically be in place following a certain number of consecutive days of absence; or
 - consider a modified schedule in conjunction with home services, or electronic class participation.

5 C.C.R. § 3051.17

Additional Questions?





Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
JOINT POWERS AGENCY BOARD

MINUTES OF AUGUST 29, 2022, REGULAR MEETING
Due to the COVID-19 Crisis this meeting was held via Zoom
12:00 p.m.

Via ZOOM – Meeting ID: 829 3404 1226
Pursuant to SBCSELPA Resolution 22-23-07

***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: 829 3404 1226**).

B. Roll Call

Lindsay MacDonald took membership roll call.

Members Present: Amy Alzina, Clerk (**Arrived at 12:11 p.m.**)

Holly Edds
 Antonio Garcia
 Anne Hubbard, Chairperson
 Randal Haggard, Vice-Chairperson
 Emilio Handall
 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
 Jennifer Connolly, SBCSELPA Coordinator
 Rachel Wigle, SBCSELPA Chief Business Official
 Brian Helt, SBCSELPA Executive Assistant
 Kirsten Escobedo, Asst. Supt. of Special Education, SBCEO
 Claudia Echavarría, Director of Special Education, SYVSEC
 Laura Donner, Director of Education, Santa Barbara Charter School

C. Flag Salute

Anne Hubbard led the assembly in the Pledge of Allegiance.

D. Welcome Guests

Anne Hubbard welcomed all guests to the meeting.

SBCSELPA JPA BOARD
MINUTES OF AUGUST 29, 2022, REGULAR MEETING

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

- E. **Election & Oath of Office for New Board Member Emilio Handall (North County Nondirect)**
Recommendation: The JPA Board approve Emilio Handall as a new JPA Board member.

Motion to Approve: Antonio Garcia **Second:** Randall Haggard
The Board was satisfied; there were no questions or comments.

Vote: 5 – 0 The motion passed with JPA Board Members Holly Edds, Antonio Garcia, Randal Haggard, Anne Hubbard, and Susan Salcido voting in favor; none opposed.

Emilio Handall was sworn in by Anne Hubbard, SBCSEPA JPA Board Chair, as the new North County Nondirect JPA Board member.

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

Ray Avila updated the JPA Board with the current due process count filings for our districts. As of 8/29/22 the County is down to five (5) due process filings and one (1) CDE investigation.

Ray further highlighted that item #3 in his Executive Director’s Report regarding “Local Plan Revision Process,” he shared that it is that time again where the Local Plan will need to be reviewed and revised as necessary, as 3 years has passed since the last review and revision. Ray shared a committee has been formed, and will meet three months in a row, starting in October 2022. Final JPA approval will be submitted in the Spring. The goals being that the Local Plan will be revised and approved by June 2023. 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: Holly Edds **Second:** Susan Salcido

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

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

A. **Minutes of June 6, 2022 Regular Meeting**

B. **Minutes of August 5, 2022 Special Meeting**

C. **Ratification of Payment of Claims:** 01-694802 - 01-694805, 01-695687 – 01-695717, 01-696492 – 01-697760, 01-698712 – 01-698724, 01-699676 – 01-699691, 01-700842 – 01-700851, 01-701487 – 01-701501, 01-702390 – 01-702402, 01-703225 – 01-703240, 01-704019 – 01-704034, 01-704808 – 01-704819, 01-705698 – 01-705712.

SBCSELPA JPA BOARD
MINUTES OF AUGUST 29, 2022, REGULAR MEETING

V. **CONSENT AGENDA** *(continued)*

- D. **2022-23 Research Agreement between The Regents of the University of California, University of California, Santa Barbara, and the Santa Barbara County Special Education Local Plan Area**
- E. **Amendment to Memorandum of Understanding (MOU) Provisions of Regional Implementation Lead (RIL) to Support Implementation of Evidence-Based Practices**
- F. **2022-2023 Legal Service Agreements**
 - 1. Dannis Woliver Kelley
 - 2. Fagen Friedman and Fulfroost
 - 3. Liebert Cassidy Whitmore
 - 4. Lozano Smith
- G. **2022-2023 Nonpublic School (NPS) Individual Service Agreements (ISAs)**
 - 1. Individual Service Agreement: Heritage Schools, Inc.
 - 2. Individual Service Agreement: Copper Hills Youth Center
 - 3. Individual Service Agreement: Diamond Ranch Academy
 - 4. Individual Service Agreement: Devereux Advanced Behavioral Health
 - 5. Individual Service Agreement: Falcon Ridge Ranch
- H. **2022-2023 Nonpublic School (NPS) Master Contract & Exhibit A Rates**
 - 1. Exhibit A Rates Sheet: Casa Pacifica School
 - 2. Exhibit A Rates Sheet: Diamond Ranch Academy
 - 3. Exhibit A Rates Sheet: Deveraux Advanced Behavioral Health
 - 4. Exhibit A Rates Sheet: Heritage Schools, Inc.
 - 5. Exhibit A Rates Sheet: Triumph Academy
- I. **2022-2023 Nonpublic Agency (NPA) Master Contract & Exhibit A Rates**
 - 1. Exhibit A Rates Sheet: Behavioral Intervention Specialists of LA, LLC
 - 2. Exhibit A Rates Sheet: California Psychcare, Inc.
 - 3. Exhibit A Rates Sheet: Family Service Agency
 - 4. Exhibit A Rates Sheet: New Life Physical Therapy Services
 - 5. Exhibit A Rates Sheet: RO Health, LLC
 - 6. Exhibit A Rates Sheet: Haynes Family of Programs, Inc. dba STAR Academy
 - 7. Exhibit A Rates Sheet: Therapy Staff, LLC
- J. **Employment Contract for Natalie Facio-Leon as SBCSELPA Mental Health Specialist**
 - 1. 2022-23 Employment Contract

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

Motion to Approve: Randy Haggard **Second:** Holly Edds

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, Emilio Handall, Anne Hubbard, Hilda Maldonado, and Susan Salcido voting in favor; none opposed.

SBCSELPA JPA BOARD
MINUTES OF AUGUST 29, 2022, REGULAR MEETING

VI. PRESENTATION

A. Unaudited Actual Financial Report, Fiscal Year 2021-2022 Presentation

Presenter: Rachel Wigle, SBCSELPA CBO

Rachel Wigle presented on the unaudited actuals report for 2021-2022. The reporting cycle starts with adopted budget in spring of prior year, proceeding to first interim, second interim, then to unaudited actuals.

Unaudited actuals look at the beginning fund balance, examining revenue with expenditures removed. Usual ending fund balance typically between two and four million. For 2021-2022, the SELPA has landed at 4.09 million dollars for the ending fund balance. Certain accounts are designated for each LEAs, and certain budgeted expenditures end up not being needed, including NPS placements, staff development, and legal fees. Having an ending fund balance also allows the SELPA to utilize federal grant funds, which require reimbursement at the end of year, instead of provisions up front.

Included in the report is the ending fund balance allocations. 2.4 million dollars is non-mental health services and provisions. Of this, the largest allotments include Alternate Dispute Resolution, Potential MTU Site Replacements, Low Incidence, SELPA legal fees as well as others.

Holly Edds requested more information about the potential MTU site replacement expenditure be explained. Ray Avila explained that SELPA is responsible for providing the facility space for Medical Therapy Units. The historic agreement dictated that one of the sites be located at Lompoc. This specific site currently rests at Vandenburg Space Force Center. Additionally, historical concerns were that this facility could potentially shut down, necessitating the SELPA to establish a replacement. That concern, however, is not as pressing, and as such, the expenditure cost has since come down. The amount set aside is for the unforeseen move of the MTU and then it would be built into the budget for the future.

Rachel shared that the undesignated ending fund balance is 1.38 million dollars, and the mental health ending fund balance is 1.6 million dollars with no designated set asides for that. Rachel further went on to share the recommendations for the undesignated balances as compared to the prior year (2021-2022).

Hilda Maldonado asked for clarification on the mental health set-aside recommendation on VII-A.2. Rachel explained that there is no recommendation for additional set-asides, given the current carry-over. The Board was satisfied; there were no further questions or comments.

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

A. 2021-2022 Unaudited Actuals Financial Report and Ending Fund Balance

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

SBCSELPA JPA BOARD
MINUTES OF AUGUST 29, 2022, REGULAR MEETING

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

Recommendation: The JPA Board approve the Unaudited Actuals Report and the proposed Ending Fund Balance designations and suggested LEA allocations as presented.

Motion to Approve: Holly Edds **Second:** Antonio Garcia

Vote: 7 – 0 The motion passed with JPA Board Members Amy Alzina, Antonio Garcia, Randal Haggard, Emilio Handall, Anne Hubbard, Hilda Maldonado, 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 Request to Close Hollister Regional Program in the 23-24 School Year Due to Projected Low Enrollment**
1. SBCEO Request

Recommendation: The JPA Board approve the SBCEO Regional Program request to close the Hollister Regional Program in the 23-24 school year as presented.

Modified Recommendation: The JPA Board approve to table this request for closure, with it returning in November 2022 for an update as an information and discussion item and then in December 2022 as an action item.

Motion to Approve: Anne Hubbard **Second:** Randy Haggard

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

Ray Avila introduced the item regarding the Hollister Program that is facilitated and staffed by SBCEO, due to the projection of low enrollment it is anticipated that this program will need to close in the 23-24 school year, since this is a regional program, it must be brought to the JPA Board.

Kirsten Escobedo was joining to share more details about this request. Kirsten explained that this year (2022-2023) there are five students currently enrolled, four of which will be moving onto SBUSD next year (2023-2024). This would leave one student within the program, and as such, the recommendation is that this program shut down.

Anne Hubbard asked what the situation would be if another student were to manifest, requiring services otherwise provided in this program. Kirsten explained that the district would otherwise be required to provide for these services. In the case that this is unrealistic, other districts can provide this service as purchased from the district of accountability. Anne then asked how difficult it would be to reopen that program, should the need present itself. Kirsten replied in that SBCEO would most likely need to find a new space, as Hollister Elementary would reclaim the space currently utilized for this program. Anne then asked what would happen if the board approved the closure of this program, and in the unlikely case that numerous students manifested as soon as the immediate future (winter.) Specifically, whether the closure could be rescinded. Ray indicated that south county LEAs would collaborate to establish a new site as soon as possible.

SBCSELPA JPA BOARD
MINUTES OF AUGUST 29, 2022, REGULAR MEETING

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

Randy Haggard also shared concern with regards to allocation of staff resources, asking whether this decision could be delayed for further considerations later in the year. Hilda Maldonado also echoed the same sentiments as Randy. Ray responded that this decision of closure could be tabled for future discussions but would need to take consideration of SBCEO's timeline constraints.

Kirsten added that she had checked with all affected districts to see if they were aware of individuals currently being assessed that might otherwise present as needing a space in the regional program. All districts indicated no students currently being assessed present as needing such services.

Anne moved to table discussion and to bring this item back at a later JPA. Susan Salcido also vocalized support to table the discussion to check in at the November or December JPA meetings. Ray reminded the JPA Board that there is no meeting in January, and a decision would most likely need to be made by the December meeting.

It was recommended that the JPA Board approve a modified motion to table this request for closure, with it returning in November 2022 for an update as an information and discussion item and then in December 2022 as an action item. The board was satisfied; there were no further questions or comments.

C. **Resolution 22-23-08 Recognizing a State of Emergency and Authorizing Teleconferenced Meetings for the JPA Board Regular Meeting on October 3, 2022**
1. Resolution 22-23-08

Recommendation: The JPA Board approve Resolution 22-23-08 Authorizing the October 3, 2022 JPA Board Regular meeting to be held virtually as presented.

Modified Recommendation: The JPA Board approve the Resolution 22-23-08 recognizing a state of emergency and authorizing teleconferencing for our next JPA Board meeting on October 3, 2022, provisionally if legal gives us the authorization to do so.

Motion to Approve: Anne Hubbard **Second:** Amy Alzina

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

Anne Hubbard introduced this item and posed the question regarding the language stating that the meeting should be held within 30 days of adoption of the resolution. In this case, we would be just outside of that window, and thus does that require us to rather have a Special Meeting September 2022 to approve the resolution. After discussion between the Board members, Anne proposed tabling this resolution and have a Special Meeting sometime after September 3, 2022. Susan Salcido shared that it might be wise to take motion presently, having received information that puts to question to "tightness" of meeting the thirty-day window, and suggested there may be some leniency and if we check this and if we have made the decision today we don't need to come back for a Special meeting, but if legal counsel advises otherwise then we agree to return for a Special meeting in September. Ray Avila offered to check in with legal counsel and report back to everyone.

SBCSELPA JPA BOARD
MINUTES OF AUGUST 29, 2022, REGULAR MEETING

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

Anne Hubbard made a modified motion to approve the Resolution 22-23-08 recognizing a state of emergency and authorizing teleconferencing for our next JPA Board meeting on October 3, 2022, provisionally if legal gives us the authorization to do so. The board was satisfied; there were no further questions or comments.

D. **Santa Barbara County SELPA Local Plan Revision, Section 9, Part XVII (Second Reading/Approval)**

1. Local Plan, Section 9, AB 602 Special Education Fiscal Allocation Plan, Part XVII Out-of-Home Care Funding

Recommendation: The JPA Board approve the revisions to Local Plan, Section 9, AB 602 Special Education Fiscal Allocation Plan, Part XVII as presented.

Motion to Approve: Holly Edds **Second:** Randal Haggard

Vote: 7 – 0 The motion passed with JPA Board Members Amy Alzina, Antonio Garcia, Randal Haggard, Emilio Handall, 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. **Santa Maria-Bonita School District (SM-B) Letter of Intent to Take Back Occupational Therapy (OT) Services**

1. Santa Maria-Bonita Letter of Intent

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

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

1. SBCEO Request

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

C. **Santa Barbara Charter School Request for Low Incidence SBCSELPA “Set Aside” Funds for the 2021-2022 Academic Year**

1. Santa Barbara Charter School Request

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

D. **Resignation Notification from Amanda Munoz, SBCSELPA WRAP Youth Support Specialist**

1. Resignation Letter

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

E. **Announcement of New SBCSELPA Staff Member, Rachel Bidinost, SBCSELPA WRAP Youth Support Specialist (YSS)**

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

F. **Announcement of New SBCSELPA Staff Member, Natalie Facio-Leon, SBCSELPA Mental Health Specialist**

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

SBCSELPA JPA BOARD
MINUTES OF AUGUST 29, 2022, REGULAR MEETING

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

G. **SBCSELPA Professional Development**

1. September 2022 Professional Development Calendar
2. SBCSELPA 22-23 Professional Development Offerings Booklet (Updated July 2022)

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

H. **Community Advisory Committee (CAC) 21-22 Project – Parent Toolkit of Resources**

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

I. **SBCSELPA Back2School Padlet**

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

J. **Santa Barbara County SELPA Procedural Handbook Revisions**

1. Section 6 – Positive Behavior Intervention for Special Education Students
2. Behavior Emergency Report (BER)
3. Section 7 – Low Incidence Disabilities and Services

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

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

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

L. **SBCSELPA Legal Fees Year-to-Date Reserve**

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

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

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

IX. **MISCELLANEOUS AGENDA ITEMS**

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

There were no other requests for future agenda items.

Next Scheduled JPA Board Meeting:

Date: October 3, 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 1:08 p.m.

A. **Confidential Nonpublic School (NPS) Student Updates**

XII. **RECONVENE TO PUBLIC SESSION:** Anne Hubbard called the meeting back into Public Session at 1:12 p.m. The Board took no action.

SBCSELPA JPA BOARD
MINUTES OF AUGUST 29, 2022, REGULAR MEETING

XIII. **ADJOURNMENT**

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

Anne Hubbard, Chairperson
Santa Barbara County SELPA

Ray Avila, Secretary
Santa Barbara County SELPA

Date

Date

ReqPay12a

Board Report

Checks Dated 08/17/2022 through 09/21/2022					
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-706541	08/23/2022	Foote, Lisa A	01-4300		300.20
01-706542	08/23/2022	Frontier	01-5910		118.60
01-706543	08/23/2022	Goleta Union School District	01-7281		1,528.21
01-706544	08/23/2022	Great America Financial Svcs.	01-5860		160.65
01-706545	08/23/2022	Jane Harpster	01-4310		352.32
01-706546	08/23/2022	MDB Consulting	01-5800		1,000.00
01-706547	08/23/2022	U.S. Bank Equipment Finance	01-5860		259.59
01-707402	08/30/2022	Bucio, Rosy	01-5910		35.00
01-707403	08/30/2022	Foote, Lisa A	01-5910		35.00
01-707404	08/30/2022	Pandac, Philbert R	01-5910		35.00
01-707405	08/30/2022	Anna Whitehouse	01-5860		3,000.00
01-707406	08/30/2022	Annisha Susilo	01-5860		3,000.00
01-707407	08/30/2022	Barbara Katic	01-5800		5,000.00
01-707408	08/30/2022	Buellton Union School District	01-5890		5,400.00
01-707409	08/30/2022	County Education Office	01-5860		6,550.00
01-707410	08/30/2022	Crisis Prevention Institute	01-4300		5,385.35
01-707411	08/30/2022	Dr. Erin Dowdy	01-5860		1,000.00
01-707412	08/30/2022	Dr. Shane Jimerson	01-5860		4,148.48
01-707413	08/30/2022	Graciela Vega	01-5910		35.00
01-707414	08/30/2022	Jon Goodwin	01-5860		1,000.00
01-707415	08/30/2022	Linguabee	01-7281		1,560.00
01-707416	08/30/2022	Monica Romero	01-5860		3,000.00
01-707417	08/30/2022	Natalie Facio-Leon	01-5910		35.00
01-707418	08/30/2022	Patterson Associates	01-5600		6,030.48
01-707419	08/30/2022	Rachel Bidinost	01-5910		35.00
01-707420	08/30/2022	School Services of California	01-5860		275.00
01-707421	08/30/2022	SIRAS Systems	01-5850		54,403.75
01-707422	08/30/2022	SISC III - Health	01-3402		1,089.20
01-707423	08/30/2022	SISC III - Health	01-3402		12,633.20
01-707424	08/30/2022	Stephanie Guertin	01-5910		35.00
01-707425	08/30/2022	Tamara Starling	01-5860		3,000.00
01-707426	08/30/2022	X Tech Laser Printing Inc.	01-5860		355.00
01-708164	09/06/2022	Hurvitz, Taryn	01-5200		118.75
01-708165	09/06/2022	ACSA	01-5300		123.62
01-708166	09/06/2022	Anna Whitehouse	01-5860		24.00
01-708167	09/06/2022	Barbara Katic	01-5200		516.13
01-708168	09/06/2022	CalPERS Financial Reporting	01-3202		8,690.66
01-708169	09/06/2022	Crystal Ramos	01-5800		696.00
01-708170	09/06/2022	Department Of Justice	01-5860		64.00
01-708171	09/06/2022	Frontier	01-5910		300.62
01-708172	09/06/2022	Graciela Vega	01-5200		526.01
01-708173	09/06/2022	Heritage School	01-5890		17,615.00
01-708174	09/06/2022	Linguabee	01-7281		2,720.00
01-708175	09/06/2022	Natalie Facio-Leon	01-5860		62.00
01-708176	09/06/2022	Natalie Facio-Leon	01-5200		331.88
01-708177	09/06/2022	Rachel Bidinost	01-5200		775.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

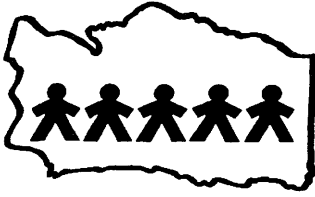
Page 1 of 2

Checks Dated 08/17/2022 through 09/21/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-708178	09/06/2022	Santa Barbara Independent	01-5840		565.00
01-708179	09/06/2022	Staples Business More	01-4300		156.21
01-708180	09/06/2022	Stephanie Guertin	01-5200		846.56
01-708181	09/06/2022	Verizon Wireless	01-5910		240.20
01-708182	09/06/2022	X Tech Laser Printing Inc.	01-5860		233.22
01-708943	09/13/2022	Connolly, Jennifer	01-5200		500.00
01-708944	09/13/2022	Foote, Lisa A	01-5200		221.56
01-708945	09/13/2022	██████████ NPS 2021-22-69	01-5890		877.30
01-708946	09/13/2022	Copper Hills Youth Center	01-5890		14,456.00
01-708947	09/13/2022	Devereux Florida	01-5890		19,640.44
01-708948	09/13/2022	Falcon Ridge Ranch	01-5890		12,679.00
01-708949	09/13/2022	Frontier	01-5910		22.61
01-708950	09/13/2022	██████████ NPS 2022-23-71	01-5890		727.04
01-708951	09/13/2022	Linguabee	01-7281		3,825.00
01-708952	09/13/2022	Santa Barbara Unified District	01-7281		28,962.45
01-708953	09/13/2022	SBCSS C/OA Robin Robbins	01-5800		500.00
01-708954	09/13/2022	Staples Business Credit	01-4310		514.28
01-708955	09/13/2022	VISA	01-4300	377.57	
			01-5200	105.99	
			01-5800	2,219.49	
			01-5860	120.82	2,823.87
Total Number of Checks			64		241,149.44

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	64	241,149.44
	Total Number of Checks	64	241,149.44
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		241,149.44



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

Date: October 3, 2022
To: SBCSELPA JPA Board
From: Ray Avila, SBCSELPA Executive Director
Re: 2022-2023 Nonpublic Agency (NPA) Master Contract Rates

BACKGROUND:

The attached Exhibit A Rates sheet for the following nonpublic agency (NPA) contractor is an attachment to the NPA master contract for the 2022-2023 school year and is being presented for JPA Board approval:

- Children's Therapy Network

FISCAL IMPACT: There are no costs to SBCSELPA. The costs to member LEAs/Districts are unknown currently and are dependent on their use of the contractor.

RECOMMENDATION: The JPA Board approve the 2022-2023 NPA Master Contract rate for contractor services as presented.

RA:lm

EXHIBIT A: 2022-2023 RATES4.1 RATE SCHEDULE FOR CONTRACT YEARThe CONTRACTOR: Children's Therapy NetworkThe CONTRACTOR CDS NUMBER: 9900438, and 9902210

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount: _____

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: _____
- 2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: _____
- 3) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Adapted Physical Education</u>		
(Individual – In-person)	<u>\$125</u>	<u>Hourly</u>
(Per person in group)	<u>\$75</u>	<u>Hourly</u>
(Individual – Virtual)	<u>\$105</u>	<u>Hourly</u>
<u>Behavioral Intervention – Design/Planning</u>	<u>\$125 (Max at \$600)</u>	<u>Hourly</u>
<u>Behavior Intervention - Implementation</u>		
(Individual – In-person)	<u>\$150 (\$140 Non-Portal)</u>	<u>Hourly</u>
(Per person in group)	<u>\$95</u>	<u>Hourly</u>
(Individual – Virtual)	<u>\$115</u>	<u>Hourly</u>
<u>Functional Behavioral Analysis</u>		
(In-person)	<u>\$1800</u>	<u>(Max 15 hrs)</u>
(Virtual)	<u>\$1500</u>	<u>(Max 15 hrs)</u>
<u>Language and Speech Development/Remediation</u>		
(Individual – In-person)	<u>\$150 (\$140 Non-Portal)</u>	<u>Hourly</u>
(Per person in group)	<u>\$95</u>	<u>Hourly</u>
(Individual – Virtual)	<u>\$135 (\$130 Non-Portal)</u>	<u>Hourly</u>
<u>Occupational Therapy Services</u>		
(Individual – In-person)	<u>\$150 (\$140 Non-Portal)</u>	<u>Hourly</u>
(Per person in group)	<u>\$95</u>	<u>Hourly</u>
(Individual – Virtual)	<u>\$135 (\$130 Non-Portal)</u>	<u>Hourly</u>
<u>Physical Therapy Services</u>		
(Individual – In-person)	<u>\$150</u>	<u>Hourly</u>
(Per person in group)	<u>\$95</u>	<u>Hourly</u>
(Individual – Virtual)	<u>\$135 (\$130 Non-Portal)</u>	<u>Hourly</u>
<u>Psychological Services (Non IEP Assessment/Development)</u>		
(Individual – In-person)	<u>\$150 (\$140 Non-Portal)</u>	<u>Hourly</u>
(Per person in group)	<u>\$95</u>	<u>Hourly</u>
(Individual – Virtual)	<u>\$135 (\$130 Non-Portal)</u>	<u>Hourly</u>

Recreation Services

(Individual – In-person)
 (Per person in group)
 (Individual – Virtual)

\$125
\$75
\$105

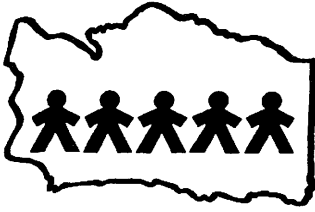
Hourly
Hourly
Hourly

Other Related Services

Reg. Evaluation
 IEE

\$600
\$1,000

Flat Rate
Flat Rate



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

Date: October 3, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Orcutt Union School District, Regional Occupational Therapy Caseload: Need to Acquire Additional Staff for 2022-2023 School Year

BACKGROUND:

- Orcutt Union School District operates the Regional Occupational Therapy Program for the North County school districts in Santa Barbara County.
- Currently, the Occupational Therapy caseloads exceed the student to staff ratio outlined in the SBCSELPA Local Plan thus allowing for this request to increase staffing for this regional program. **(REF: VI-A.1, Orcutt USD Request)**
- Orcutt Union School District plans to contract with a Non-Public Agency for this staffing increase.

FISCAL IMPACT: Estimated at \$150,000 for the 2022-2023 year to be funded by the participating LEA's.

RECOMMENDATION: The JPA Board approve the Orcutt Union School District Request for Additional Staff for 2022-2023 school year as presented.

RA:lm



ORCUTT Union School District

Where a Dedicated Staff Means Kids Come First

BOARD OF TRUSTEES

SHAUN HENDERSON
LISA MORININI
LIZ PHILLIPS
MARK STELLER
MELANIE WAFFLE

HOLLY EDDS, Ed.D.
District Superintendent
JOE DANA
Assistant Superintendent
SANDRA KNIGHT
Assistant Superintendent
SUSAN SALUCCI
Assistant Superintendent

Rusty Gordon, Executive Director of Special Education
Christy Callaghan, Program Specialist
Meghan Fargen, Program Specialist

September 2022

To: Ray Avila, Executive Director, Santa Barbara County SELPA and JPA Board

From: [Rusty Gordon](#), Executive Director, Orcutt Union School District

RE: Regional Occupational Therapy Caseload: Need to Acquire Additional Staff for the 2022-2033 school year

Orcutt Union School District operates the Regional Occupational Therapy (OT) Program for the North County School District(s) of OUSD, SMJUHS, SMBSD, GUSD, Blochman USD, and County Preschool students. We anticipated the need of 3.0 FTE OT's for the 2022-2023 school year. As school has started and settled in, we are experiencing an increase in services/referrals as students have returned to in person instruction which necessitates the hiring of 1 additional FTE OT to bring the current caseloads in line with the SELPA guidelines. We anticipate sourcing this position through one of our many NPA agencies as the regional program undergoes further staffing changes as SMBSD directly hires/secures their OT services in the 2023-2024 school year. (Note that Guadalupe Union School District does not have any students being served under the following caseloads).

We consulted with the SELPA and Santa Barbara County Education Office regional program director, Assistant Superintendent, Kirsten Escobedo, about the possibility of utilizing the services of their OT's in some manner. Their caseloads are such that they are unable to be utilized in the north county by our regional program.

Current Caseloads for your Review:

OT #1 39 total per SELPA Caseload guidelines

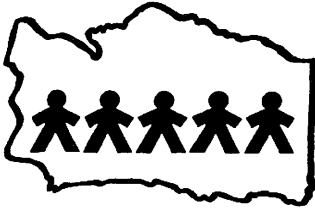
OT #2 40 total per SELPA Guidelines

OT #3 42 total per SELPA Guidelines

Plus, each OT has pending assessments.

These caseloads are not projected to decrease as the school year progresses, but continual referrals will continue throughout the year.

Thank you for your consideration of additional support for the Regional OT program in the North County.



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

Date: October 3, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SBCSELPA Wrap-Around Services Team (WRAP) Facilitator and Youth Support Specialist (YSS) Salary Schedule Revisions

BACKGROUND:

- The SBCSELPA currently has job postings for the following vacant Wrap-Around services team positions (**See REF: VI-B**):
 1. WRAP Facilitator
 2. WRAP Facilitator (Bilingual)
 3. WRAP Youth Support Specialist (YSS)
 4. WRAP YSS (Bilingual)
- SBCSELPA posted for these open 1.0 FTE Wrap-Around positions on August 29, 2022, to seek eligible candidates. The positions are currently posted on Indeed, Craigslist, Prelicensed, Pacifica University, Antioch University, and UCSB.
- **During the month of August 2022, the SBCSELPA received resignation notices from 2 of their Wrap-Around services staff members, Amanda Munoz, YSS, and Graciela Vega, Facilitator.** Feedback provided to SBCSELPA in both exit interviews from these past employees was that they had found positions with higher salary ranges, comparatively speaking the SBCSELPA Wrap-Around services salary range is “low.”
- Salary and job description comparisons were implemented recently for like positions from local agencies in SB County. (**See REF: VI-B.2**) This comparison reveals that the current SBCSELPA Wraparound services salary schedule has hourly rates that are much lower than current trends.
- SBCSELPA has drafted a suggested revised Wrap-Around services salary schedule to allow for the organization to recruit and sustain future staff with more competitive hourly rates. This salary schedule also includes a multi-year projection. (**See REF: VI-B.3**) If approved, this revised salary schedule will apply to the two current SBCSELPA Wrap-Around services team members. (**See REF: VI-B.4**)
- SBCSELPA also suggests offering WRAP employees contributions toward medical benefit premiums if they enroll in the Anchor Bronze Plan (noted on the proposed salary schedule). This is currently a benefit of \$6,492 per enrolled employee each year. If approved, benefit offer will apply to the two current SBCSELPA Wrap-Around services team members.

FISCAL IMPACT: Estimated maximum of \$76,872 for the remainder of the 2022-23 year.

RECOMMENDATION: The JPA Board approve the SBCSELPA request for the SBCSELPA Wrap-Around Facilitator and YSS salary schedules to include the revisions as presented.

RA:lm



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

SBCSELPA WRAPAROUND YOUTH SUPPORT SPECIALIST

Under the direction of the Wraparound Coordinator and in collaboration with the Wraparound Facilitator, the Youth Support Specialist will provide direct mental health support services of students with IEP's. The Youth Support Specialist will provide direct counseling around social-emotional challenges which impact their access to education. Mental health support will be provided in school-setting, home, and community, as appropriate. This position will work collaboratively with student's family, IEP team and fellow Wrap team members to support students' educational access throughout Santa Barbara County's 25 School Districts.

Duties and Responsibilities

- Direct one-on-one social-emotional support to students based of students IEP goals
- Provide ongoing documentation on interventions, minutes-served, patters in behavior or any crisis incidents/concerns.
- Participate in going training, supervision, program meetings and other educationally related mental health tasks
- Maintains regular communication with Wraparound Team (Facilitator, Supervisor and Coordinator) on day-to-day progress of student, as needed

Requirements:

- BA in Psychology, Counseling, Social Work, or related field; preferred school psychologist, MFT Associate, etc. working towards a master's degree.
- Valid CA state driver's license and working, reliable vehicle.

Benefits:

- Optional Bronze Medical Plan employee coverage offered (~\$6,500 value) for full time (40 hours weekly).
- Stipend and/or reimbursements for mileage.

5385 Hollister Avenue, Bldg. 7 • Santa Barbara, California 93111 • (805) 683-1424

Mailing Address: 5385 Hollister Avenue, Box 107 • Santa Barbara, California 93111

fax – (805) 967-1960 • selpa@sbceo.org

WRAP YSS

Pg. 2

Hours:

- Full-time (40 hours/week) position
- Start ASAP
- Pay Rate: \$16-22/hour depending on experience.

Please submit resume, three current letters of recommendation, and references (to include most recent employer).

CONTACT INFORMATION:

Santa Barbara County SELPA

Attn: Lindsay MacDonald

5385 Hollister Avenue, Bldg. 7

Mail: 5385 Hollister Ave., Box 107

Santa Barbara, CA 93111

Office – (805) 683-1424 / Fax – (805) 967-1960

Email – lmacdonald@sbcselpa.org

5385 Hollister Avenue, Bldg. 7 • Santa Barbara, California 93111 • (805) 683-1424

Mailing Address: 5385 Hollister Avenue, Box 107 • Santa Barbara, California 93111

fax – (805) 967-1960 • selpa@sbceo.org



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

WRAPAROUND BILINGUAL (SPANISH) YOUTH SUPPORT SPECIALIST

Under the direction of the Wraparound Coordinator and in collaboration with the Wraparound Facilitator, the Bilingual Youth Support Specialist will provide direct mental health support services of students with IEP's. The Youth Support Specialist will provide direct counseling around social-emotional challenges which impact their access to education. Mental health support will be provided in school-setting, home, and community, as appropriate. This position will work collaboratively with student's family, IEP team and fellow Wrap team members to support students' educational access throughout Santa Barbara County's 25 School Districts.

Duties and Responsibilities

- Direct one-on-one social-emotional support to students based of students IEP goals
- Provide ongoing documentation on interventions, minutes-served, patters in behavior or any crisis incidents/concerns.
- Participate in going training, supervision, program meetings and other educationally related mental health tasks
- Maintains regular communication with Wraparound Team (Facilitator, Supervisor and Coordinator) on day-to-day progress of student, as needed

Requirements:

- BA in Psychology, Counseling, Social Work, or related field; preferred school psychologist, MFT Associate, etc. working towards a master's degree.
- Fluency in Spanish
- Valid CA state driver's license and working, reliable vehicle.

Benefits:

- Optional Bronze Medical Plan employee coverage offered (~\$6,500 value) for full time (40 hours weekly).
- Stipend and/or reimbursements for mileage.

5385 Hollister Avenue, Bldg. 7 • Santa Barbara, California 93111 • (805) 683-1424

Mailing Address: 5385 Hollister Avenue, Box 107 • Santa Barbara, California 93111

fax – (805) 967-1960 • selpa@sbceo.org

WRAP YSS (Bilingual)

Pg. 2

Hours:

- Full-time (40 hours/week) position
- Start ASAP
- Pay Rate: \$16-22/hour depending on experience.

Please submit resume, three current letters of recommendation, and references (to include most recent employer).

CONTACT INFORMATION:

Santa Barbara County SELPA

Attn: Lindsay MacDonald

5385 Hollister Avenue, Bldg. 7

Mail: 5385 Hollister Ave., Box 107

Santa Barbara, CA 93111

Office – (805) 683-1424 / Fax – (805) 967-1960

Email – lmacdonald@sbcselpa.org

5385 Hollister Avenue, Bldg. 7 • Santa Barbara, California 93111 • (805) 683-1424

Mailing Address: 5385 Hollister Avenue, Box 107 • Santa Barbara, California 93111

fax – (805) 967-1960 • selpa@sbceo.org



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

SBCSELPA WRAPAROUND FACILITATOR

Under the direction of the Wraparound Coordinator and Mental Health Manager the Wraparound Facilitator functions as the lead in providing direct mental health support services to the parent and family of students with IEP's while working alongside a Youth Support Specialist. The Wraparound Facilitator works collaboratively with School-Based IEP team members (Case Manager, School Psychologists, etc.) to support student IEP goals such as attending school, practicing/implementing coping skills and identifying family needs. Additionally, this role would support families in linkage to appropriate community-based organizations or agencies. They will also provide direct services, arrange, and facilitate child and family team meetings, and monitor treatment progress to support students' educational access throughout Santa Barbara County's 25 School Districts.

Duties and Responsibilities:

- Coordinate, schedule and facilitate family and parent sessions
- Provide weekly documentation and reporting to School-Based teams around minutes provided and IEP goals
- Ensure all required documentation is completed on timely basis
- Identify potential family areas of need and provide effective community linkages and follow up with outside agency providers
- Establish and maintain collaborative and effective working relationships with Wraparound team members, school-based team providers and community-based agencies

Requirements:

- Master's Degree (*or working towards*) in Clinical Psychology, Social Work, and/or related field.
- Must have an Associate # with BBS (# may be pending).
- Valid CA state driver's license and working, reliable vehicle.

Benefits:

- Associates will be provided with supervision by a licensed mental health clinician qualified to provide supervision.
- Bronze Medical Plan employee coverage offered (~\$6,500 value) for full time (40 hours weekly).
- Stipend and/or reimbursements for mileage.

5385 Hollister Avenue, Bldg. 7 • Santa Barbara, California 93111 • (805) 683-1424

Mailing Address: 5385 Hollister Avenue, Box 107 • Santa Barbara, California 93111

fax – (805) 967-1960 • selpa@sbceo.org

Hours:

- Full-time (40 hours/week) position
- Start ASAP
- Pay Rate: \$25-34/hour depending on experience.

Please submit resume, letter(s) of recommendation, and reference(s) (to include most recent employer).

CONTACT INFORMATION:

Santa Barbara County SELPA

Attn: Lindsay MacDonald

5385 Hollister Avenue, Bldg. 7

Mail: 5385 Hollister Ave., Box 107

Santa Barbara, CA 93111

Office – (805) 683-1424 / Fax – (805) 967-1960

Email – lmacdonald@sbcsepa.org

5385 Hollister Avenue, Bldg. 7 • Santa Barbara, California 93111 • (805) 683-1424

Mailing Address: 5385 Hollister Avenue, Box 107 • Santa Barbara, California 93111

fax – (805) 967-1960 • selpa@sbceo.org



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

SBCSELPA BILINGUAL (SPANISH) WRAPAROUND FACILITATOR

Under the direction of the Wraparound Coordinator and Mental Health Manager the Wraparound Facilitator functions as the lead in providing direct mental health support services to the parent and family of students with IEP's while working alongside a Youth Support Specialist. The Wraparound Facilitator works collaboratively with School-Based IEP team members (Case Manager, School Psychologists, etc.) to support student IEP goals such as attending school, practicing/implementing coping skills and identifying family needs. Additionally, this role would support families in linkage to appropriate community-based organizations or agencies. They will also provide direct services, arrange, and facilitate child and family team meetings, and monitor treatment progress to support students' educational access throughout Santa Barbara County's 25 School Districts.

Duties and Responsibilities:

- Coordinate, schedule and facilitate family and parent sessions
- Provide weekly documentation and reporting to School-Based teams around minutes provided and IEP goals
- Ensure all required documentation is completed on timely basis
- Identify potential family areas of need and provide effective community linkages and follow up with outside agency providers
- Establish and maintain collaborative and effective working relationships with Wraparound team members, school-based team providers and community-based agencies

Requirements:

- Master's Degree (*or working towards*) in Clinical Psychology, Social Work, and/or related field.
- Fluency in Spanish.
- Must have an Associate # with BBS (# may be pending).
- Valid CA state driver's license and working, reliable vehicle.

Benefits:

- Associates will be provided with supervision by a licensed mental health clinician qualified to provide supervision.
- Bronze Medical Plan employee coverage offered (~\$6,500 value) for full time (40 hours weekly).
- Stipend and/or reimbursements for mileage.

5385 Hollister Avenue, Bldg. 7 • Santa Barbara, California 93111 • (805) 683-1424

Mailing Address: 5385 Hollister Avenue, Box 107 • Santa Barbara, California 93111

fax – (805) 967-1960 • selpa@sbceo.org

WRAP Facilitator (Bilingual)

Pg. 2

Hours:

- Full-time (40 hours/week) position
- Start ASAP
- Pay Rate: \$25-34/hour depending on experience.

Please submit resume, letter(s) of recommendation, and reference(s) (to include most recent employer).

CONTACT INFORMATION:

Santa Barbara County SELPA

Attn: Lindsay MacDonald

5385 Hollister Avenue, Bldg. 7

Mail: 5385 Hollister Ave., Box 107

Santa Barbara, CA 93111

Office – (805) 683-1424 / Fax – (805) 967-1960

Email – lmacdonald@sbcsepa.org

5385 Hollister Avenue, Bldg. 7 • Santa Barbara, California 93111 • (805) 683-1424

Mailing Address: 5385 Hollister Avenue, Box 107 • Santa Barbara, California 93111

fax – (805) 967-1960 • selpa@sbceo.org

SBC SELPA WRAP Compensation Comparison

	Job Duty	Position	Min	Max	Add On	Benefits
SBC SELPA WRAP	YSS	Youth Support Specialist	\$ 18.38	\$ 23.29	No	No
	F	Facilitator	\$ 25.80	\$ 35.75	No	No

Casa Pacifica	YSS	Therapeutic Behavioral Support	\$ 19.00	\$ 26.00	+ .50-.75 bilingual	Yes
	YSS	Child and Family Specialist	\$ 28.00	\$ 38.00	+ .50-.75 bilingual	Yes
Family Service	YSS/F	Mental Health Therapist	\$ 30.00	\$ 35.00		Yes
Agency	YSS/F	School-Based Counselor	\$ 23.00	\$ 30.00		Yes
CALM	F	Bilingual Intensive Therapist	\$ 30.00	\$ 42.00		Yes
	F	School Based Mental Health Consultant	\$ 28.00	\$ 38.00	+2 bilingual	Yes
	F	School Based Therapist	\$ 28.00	\$ 36.00		Yes

Recommended

SBC SELPA WRAP	YSS:		\$ 22.00	\$ 32.00	Add 1 step for bilingual. Add 1 step for change in BBS Status.	Yes
	Facilitator:		\$ 30.00	\$ 40.00		

* Benefits offered will be Goleta's Anchor Bronze Plan for employee coverage paid by SELPA; employee can pay for dependant (not spouse) coverage if elected. Current cost of EE coverage is \$6,492 per year.

WRAP Salary Schedule Increase Multi-Year Projection

Position	Employee	Step Increase	FTE	Current Salaries 22-23	
				Current Salary	Salary & Benefits
Facilitator	Stephanie	October	100%	\$ 43,770	\$ 59,111
Facilitator	Vacant	Bilingual October	100%	\$ 40,403	\$ 54,564
YSS	Rachel B	May	80%	\$ 28,494	\$ 38,481
	Vacant	October	100%	\$ 26,528	\$ 35,826
	Vacant	Bilingual October	100%	\$ 26,528	\$ 35,826
Total/Total Increase					\$ 223,809

FY 22-23		
With Increase**		
New Salary	Salary & Benefits	Total increase
\$ 50,895	\$ 73,603	\$ 14,492
\$ 48,718	\$ 70,663	\$ 16,099
\$ 34,636	\$ 51,645	\$ 13,163
\$ 34,452	\$ 51,396	\$ 15,570
\$ 35,916	\$ 53,374	\$ 17,548
\$ 300,681		\$ 76,872

**Increase effective October 1
Includes H&W Benefits Contribution

WRAP Salary Schedule Increase Multi-Year Projection

Position	Employee	Current Salaries 23-24		FY 23-24		
		Current Salary	Salary & Benefits	New Salary	Salary & Benefits	Total increase
Facilitator	Stephanie	\$ 55,609	\$ 75,005	\$ 64,378	\$ 93,650	\$ 18,645
Facilitator	Vacant	\$ 55,609	\$ 75,005	\$ 66,696	\$ 96,776	\$ 21,771
YSS	Rachel B	\$ 29,686	\$ 40,040	\$ 37,920	\$ 57,963	\$ 17,923
	Vacant	\$ 36,483	\$ 49,208	\$ 47,400	\$ 70,750	\$ 21,542
	Vacant	\$ 36,483	\$ 49,208	\$ 49,415	\$ 73,467	\$ 24,259
Total/Total Increase			\$ 288,466		\$ 392,607	\$ 104,141

WRAP Salary Schedule Increase Multi-Year Projection

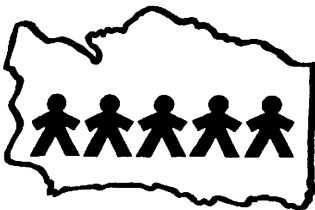
		Current Salaries 24-25		FY 24-25		
Position	Employee	Current Salary	Salary & Benefits	With Increase		
				New Salary	Salary & Benefits	Total increase
Facilitator	Stephanie	\$ 58,193	\$ 78,141	\$ 66,696	\$ 96,717	\$ 18,576
Facilitator	Vacant	\$ 58,193	\$ 78,141	\$ 69,014	\$ 99,829	\$ 21,688
YSS	Rachel B	\$ 30,916	\$ 41,514	\$ 39,532	\$ 60,241	\$ 18,726
	Vacant	\$ 37,996	\$ 51,022	\$ 49,415	\$ 73,512	\$ 22,490
	Vacant	\$ 37,996	\$ 51,022	\$ 51,515	\$ 76,332	\$ 25,310
Total/Total Increase			\$ 299,839		\$ 406,629	\$ 106,790

**WRAP Salary Schedule Increase
Multi-Year Projection**

		3-Year		
		Current	Proposed	Increase
Position	Employee	Salary & Benefits	Salary & Benefits	Total increase
Facilitator	Stephanie	\$ 212,257	\$ 263,969	\$ 51,713
Facilitator	Vacant	\$ 207,710	\$ 267,268	\$ 59,558
YSS	Rachel B	\$ 120,036	\$ 169,849	\$ 49,812
	Vacant	\$ 136,055	\$ 195,658	\$ 59,603
	Vacant	\$ 136,055	\$ 203,173	\$ 67,117
Total/Total Increase		\$ 812,114	\$ 1,099,917	\$ 287,803

WRAP - Proposed Salary Schedule Change

	A	B	C	D	E	F	G	H	I	J
Youth Support Specialist - Current	16.94	17.65	18.38	19.15	19.99	20.84	21.51	22.1	22.72	23.29
Youth Support Specialist - Proposed	\$ 22.00	\$ 22.94	\$ 23.91	\$ 24.93	\$ 25.99	\$ 27.09	\$ 28.24	\$ 29.44	\$ 30.69	\$ 32.00
Facilitator - Current	\$ 25.80	\$ 26.91	\$ 28.19	\$ 29.36	\$ 30.84	\$ 32.02	\$ 33.04	\$ 33.96	\$ 34.86	\$ 35.75
Facilitator - Proposed	\$ 30.00	\$ 31.11	\$ 32.22	\$ 33.33	\$ 34.44	\$ 35.55	\$ 36.66	\$ 37.77	\$ 38.88	\$ 40.00



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

Date: October 3, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Request for Preschool Expansion for the 2023-2024 School Year

BACKGROUND:

- SBCEO provides regional Pre-School services throughout Santa Barbara County.
- SBCEO is expanding all its Special Day Class Preschool Programs to five days per week, three hours per session beginning in the 2023-24 school year. Students with disabilities require greater support in preparing for Transitional Kindergarten than students without disabilities, and the programs offered on behalf of districts should align with other programs made available to these families through Universal Pre-Kindergarten. In addition, the districts within Santa Barbara County who provide their own preschool programs for students with disabilities offer their preschool Special Day Class services daily. **(REF: VI-C, SBCEO Request)**
- SBCEO has met with all parties involved during July through October 2022 in preparation of this transition, along with sharing this information at SEAM. SBCEO will also provide periodic updates to SEAM and JPA regarding the transition process prior to the 2023-2024 year.

FISCAL IMPACT: Estimated to be \$508, 928.95 for the 2023-2024 year and to be funded by the participating LEA's.

RECOMMENDATION: The JPA Board approve the SBCEO request for Preschool Expansion in the 2023-2024 school year as presented.

RA:lm



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
 Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

Date: September 16, 2022
 To: SEAM and JPA Board
 From: Kirsten Escobedo, Assistant Superintendent, SBCEO
 Re: 2023-24 SBCEO Preschool Program Expansion

Background

SBCEO provides regional preschool services to students in Santa Maria-Bonita School District, Orcutt Union School District, Lompoc Unified School District, the Santa Ynez Valley Consortium, Cuyama Joint Unified School District, Montecito Union School District and Cold Spring School District.

The continuum of preschool options includes the following services.

Preschool Specialist services are itinerant services provided by a speech and language pathologist (SLP). Students receiving itinerant services are served a few hours per week in two or three sessions. These services are either center-based or provided as push-in services at the student's general education preschool. These services are available to all preschool students in the districts served by SBCEO.

Preschool Plus services are itinerant services provided by an Education Specialist, SLP and other related service providers as determined by the IEP team. Students receiving itinerant services are served a few hours per week in two or three sessions. These services are either center-based or provided as push-in services at the student's current general education preschool. These services are available to all preschool students in the districts served by SBCEO.

Preschool Special Day Class services are provided in a general education inclusion setting or self-contained setting. Students in both the inclusion and self-contained Preschool Special Day Class settings are offered services four days per week, for three hours per day. These students attend Tuesday-Friday in either a three hour morning or three hour afternoon session. These Special Day Class programs are located at the following sites.

Serving Lompoc:

Hapgood Elementary School
 Central Avenue State Preschool
 Fillmore Elementary School
 Young Learners State Preschool Program

Serving Santa Maria-Bonita and Orcutt:

Chapel Head Start
 Los Padres Head Start
 Battles State Preschool
 Regency Preschool
 Taylor Elementary Preschool
 Allan Hancock College Preschool
 Bruce Elementary Preschool
 Orcutt Academy Preschool
 Oakley Elementary Preschool
 Dunlap Deaf/Hard of Hearing Preschool (also serves Lompoc students)

Serving the Santa Ynez Valley Consortium:

Zaca Preschool
 Santa Ynez Valley State Preschool

Serving Montecito, Cold Spring and Cuyama:

In the three Direct Service Districts, there are a very small number of students requiring Special Day Class level services. Since there are no regional preschool classes in south county, students' needs have been addressed by providing a higher amount of itinerant level services, or by purchasing spaces in a district program.

Preschool Special Day Class services serving students with autism. This self-contained program is known as the Learning Enrichment Autism Program (LEAP). There are two of these classrooms: one at Ruth Elementary School in Lompoc and one at Ontiveros Elementary School in Santa Maria-Bonita. Students in the LEAP programs are offered services five days per week, for five hours per day.

Changes for the 2023-24 School Year

SBCEO is expanding all of its Special Day Class Preschool Programs to five days per week, three hours per session beginning in the 2023-24 school year. The California Department of Education's (CDE's) Preschool through Third Grade (P-3) Alignment Initiative, seeks to address and potential for inequities, address bias, and promote equitable opportunity for all children. Students with disabilities require greater support in preparing for Transitional Kindergarten than students without disabilities, and the programs offered on behalf of districts should align with other programs made available to these families through Universal PreKindergarten. In addition, the districts within Santa Barbara County who provide their own preschool programs for students with disabilities offer their preschool Special Day Class services daily.

The following 2022-2023 timeline includes these steps in this systemic change.

July 2022: The change was shared with leadership of SBCEO's employee associations, the Santa Barbara Certificated Employees Association (SBCEA) and California School Employees Association (CSEA).

August 2022: The change was shared with all staff at each of our division's four Back to School Meetings. Initial feedback and questions were welcome from staff, and staff have been invited to email the Assistant Superintendent to share their questions and concerns.

September 2022: The change will be shared with SEAM as an informational item on the monthly meeting agenda, and this memo will be shared with SEAMBO via email.

October 2022: The change will be shared with JPA as an informational item on the monthly meeting agenda.

November 2022 and beyond: SBCEO will continue to work with SBCEA and CSEA to address questions that may arise. We will work with our Human Resources Division to identify the paraeducator positions that need to be increased in order to have paraeducator support on Mondays. We will provide periodic updates to SEAM and JPA, and provide any additional information that is requested.

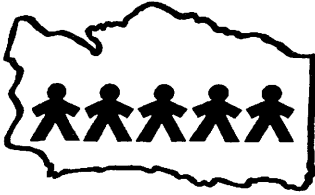
Fiscal Impact:

The anticipated fiscal impact to the overall Preschool Regional Cost is estimated to be \$508,928.95. This cost includes increasing the FTE of 26 paraeducators from .675 or .7 FTE to .844 or .875 FTE. The following chart shows the anticipated increased cost per district.

LEA Name	Number of Preschool SDC Students Served in 2021-22 School Year	Anticipated Increased Cost in the 2023-24 School Year
Lompoc Unified School District	88	\$163,270.57
Orcutt Union School District	32	\$61,141.36
Santa Maria-Bonita School District	138	\$264,961.91
Santa Ynez Valley Consortium	10	\$20,555.11

Preschool SDC students in the Direct Service Districts vary from each year; some years there are none. Below is the anticipated cost for one student.

Direct Service District	Anticipate Cost for 1 Preschool SDC Student in 2023-24
Cold Spring School District	\$2,324.07
Cuyama Joint Union School District	\$2,324.07
Montecito Union School District	\$2,324.07



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

Date: October 3, 2022
 To: SBCSELPA JPA Board
 From: Ray Avila, SBCSELPA Executive Director
 Re: Santa Barbara Charter School Request for Low Incidence SBCSELPA “Set Aside” Funds for the 2021-2022 Academic Year

BACKGROUND:

- This agenda item was presented to the JPA Board as an Information & Discussion at the August 29, 2022 board meeting. The JPA approved the request to have the item return to the next board meeting as an Action item.
- SBCSELPA received a Low Incidence Fund (LIF) request from the Santa Barbara Charter (SB Charter). Our local plan allows LEAs within our SELPA to request any funds carried over from the prior year titled as “set aside”.
- SB Charter School did not receive a LIF allotment for the 2021-22 school year being the student that requires LIF support was not in CALPADS on Census Day 2021 and was enrolled later in the year.
- The SBCSELPA Low Incidence Allocation Fiscal Year 2021-2022 Chart, Line Item 4, includes the 10% SELPA “set aside” of \$99,851.00.
- SB Charter School is requesting up to \$19,135.63 from remaining LIF for the 2021-22 school year to help defray the cost of services required to support the student (**SEE REF: VI-D.1**).

FISCAL IMPACT: \$19,135.63 for the remaining 2021-2022 school year.

RECOMMENDATION: The JPA Board approve the Santa Barbara Charter School request for Low Incidence SBCSELPA “Set Aside” funds for the 2021-2022 school year as presented

RA:lm



SANTA BARBARA CHARTER SCHOOL
 6100 STOW CANYON ROAD • GOLETA, CALIFORNIA 93117
 PHONE (805) 967-6522

Date: August 15, 2022
 To: SBCSELPA JPA Board
 From: Stacy Tolkin, Director of Special Education

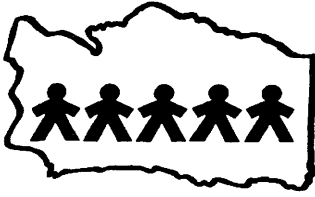
Re: Request for additional Low Incidence funds from the 21-22 10% Set Aside Allocation

Background

- Santa Barbara Charter School (“SBCS”) is its own local educational education for the provision of special education services
- Student was in the process of assessment in the spring of 2021 with Hope School District when the family moved and did not return to complete the assessment nor attend an IEP team meeting.
- Student enrolled at SBCS for kindergarten for the 2021-2022 school year.
- SBCS held an IEP team meeting to review the results of the Hope School District assessment and determined student is eligible under the criteria of Orthopedic Impairment
- Due to students' physical impairment, she requires the support of a paraprofessional for the full school day.
- This additional service, which is required to provide a free appropriate public education for this student, has increased the cost of SBCSs special education services by a projected total of \$21,926.52 for paraprofessional support.
- SBCS had a carryover balance of \$1,716.00 to start the school year, which was quickly exhausted.
- SBCS did not receive a 2021-22 low incidence allocation as student was not in CALPADS on Census Day 2021
- SBCS is requesting additional Low Incidence funding up to \$19,135.63 to offset the increased cost of this student’s paraprofessional support.

Fiscal Impact: The fiscal impact will be up to \$19,135.63

Recommendation: The JPA board approve the request for additional Low Incidence funding for SBCS.



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

Date: October 3, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

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

BACKGROUND:

- This agenda item was presented to the JPA Board as an Information & Discussion at the August 29, 2022 board meeting. The JPA approved the request to have the item return ~~at~~ to the next board meeting as an Action item.
- SBCEO provides special education services to Cold Spring School District as a “Direct Service” LEA.
- Between June 25, 2021 and August 2, 2021, new students enrolled in the Cold Spring School District for the 2021-2022 academic year that required per their IEP Low Incidence related services and supports. The Cold Spring 2021-22 budget had already been approved prior to the new students being enrolled, thus did not include funds to support the needs of the new students.
- The services for these students can be funded by Low Incidence Funding (LIF). One of these students is eligible under the criteria of *Hard of Hearing* and includes itinerant services provided by the Teacher of the Deaf. A second student is eligible under the criteria of *Visual Impairment* and receives services from the Teacher of the Visually Impaired and requires the support of a paraeducator for the full school day. A third student is eligible under *Orthopedic Impairment* and requires the support of a second paraeducator for the full school day.
- These additional LIF services, which are required to provide a free appropriate public education (FAPE) for these students cost a total of \$182,132.00 for the 21-22 school year.
- The Cold Spring School District Low Incidence allotment for 2021-22 school year:
 - \$6,398.00 regular allotment
 - \$99,851 additional allotment from SELPA “set-aside” funds.
- The SBCSELPA 21-22 Low Incidence Ending Fund Balance Pool for districts to request funding for excess 21-22 expenditures is \$135,219.
- Cold Spring School District is requesting up to \$75,883.00 from remaining Low Incidence funds for the 2021-22 school year to help cover the difference (**SEE REF: VI-D.1**).

FISCAL IMPACT: \$75,883.00 for the remaining 2021-2022 school year.

RECOMMENDATION: The JPA Board approve the SBCEO request for Low Incidence SBCSELPA “Set Aside” funds for Cold Spring School District for the 2021-2022 school year as presented

RA:lm



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
 Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

Date: August 16, 2022
 To: SBCSELPA JPA Board
 From: Kirsten Escobedo, Assistant Superintendent, SBCEO, on behalf of Cold Spring School District
 Re: Request for Additional Low Incidence (LI) Funds

Background

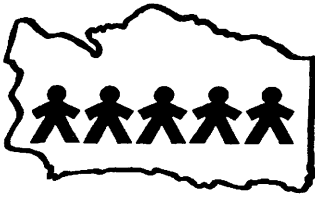
- SBCEO provides special education services to Cold Spring School District.
- During the 21-22 school year, three students at Cold Spring were provided with LI services per their IEPs.
- One of these students is eligible under the criteria of Hard of Hearing and includes itinerant services provided by the Teacher of the Deaf.
- Another student is eligible under the criteria of Visual Impairment, and receives itinerant services from the Teacher of the Visually Impaired. This student also requires the support of a paraeducator for the full school day.
- The third student has a secondary eligibility of Orthopedic Impairment and also requires the support of a paraeducator for the full school day.

Request to Access Unspent SELPA LI Funds Remaining From the 2021-22 School Year

- The total cost of the above services for the 21-22 school year was \$182,132.
- Cold Spring's LI allotment for 21-22 was \$6,398.
- In September 2021, the JPA board approved \$99,851 in carryover funds from the 20-21 school year.
- The total of these two sources of revenue is \$106,249. This total is \$75,883 less than the total LI expenditure for the 21-22 school year.
- Cold Spring is requesting up to \$75,883 from the remaining SELPA LI funds for the 21-22 school year to help cover the difference.

Fiscal Impact: The fiscal impact will be up to \$75,883.

Recommendation: The JPA board approve the request for 21-22 remaining LI funding for Cold Spring School District.



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

Date: October 3, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Resolution 22-23-09 Recognizing a State of Emergency and Authorizing Teleconferenced Meetings

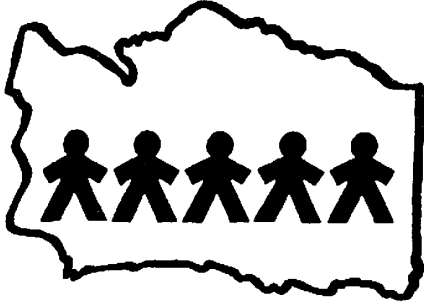
BACKGROUND:

- The SBCSELPA JPA Board meeting dates align with the 2022-23 Superintendents' Meeting schedule. This includes following how the Superintendents meetings are being held, virtual or in person.
- The adopted 22-23 meeting schedule has the following meeting dates scheduled to be held in-person: December 5, 2022, March 6, 2023, and June 5, 2023, at the Jonata Middle School Library in Buellton.
- Due to the COVID-19 pandemic, Governor Newsom adopted a series of Executive Orders allowing the legislative bodies of local governments to meet remotely via teleconference if other provisions of the Ralph M. Brown Act ("Brown Act") were followed they would not be considered in violation of the Brown Act.
- Additionally, on September 16, 2021, Governor Newsome signed AB 361, which immediately amended the Brown Act allowing governing boards to continue holding virtual meetings outside the teleconferencing requirements of Government Code section 54953(b), if the board makes a finding that there is a proclaimed State of Emergency, and either (1) state or local officials have imposed or recommended social distancing measures, or (2) meeting in person would present imminent risks to the health or safety of attendees due to the emergency. Governor Newsom declared a statewide emergency due to COVID-19 on March 2020, and social distancing measures have been recommended by the SBCPHD to mitigate the spread of COVID-19.
- According to the 2022-23 meeting schedule that was adopted by the JPA Board on June 6, 2022, the November 7, 2022, SBCSELPA JPA Board regular meeting is planned to be held virtually. In accordance with the Brown Act and the current resolution requirement that must be approved within 30 days of a virtual meeting, Resolution 22-23-09 is being presented to authorize a virtual meeting on November 7, 2022.

FISCAL IMPACT: None.

RECOMMENDATION: The JPA Board approve Resolution 22-23-09 Authorizing the November 7, 2022 JPA Board Regular to be held virtually as presented.

RA:lm



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

Resolution 22-23-09
Recognizing a State of Emergency and
Authorizing Teleconferenced Meetings

WHEREAS, in response to the novel coronavirus (“COVID-19”) pandemic, Governor Newsom adopted a series of Executive Orders allowing the legislative bodies of local governments to meet remotely via teleconference so long as other provisions of the Ralph M. Brown Act (“Brown Act”) were followed; and

WHEREAS, on September 16, 2021, Governor Newsom signed AB 361, which immediately amended the Brown Act allowing governing boards to continue holding virtual meetings outside the teleconferencing requirements of Government Code section 54953(b), if the board makes a finding that there is a proclaimed State of Emergency, and either (1) state or local officials have imposed or recommended social distancing measures, or (2) meeting in person would present imminent risks to the health or safety of attendees due to the emergency; and

WHEREAS, on March 4, 2020, Governor Newsom declared a statewide emergency arising from COVID-19 pursuant to Government Code section 8625; and

WHEREAS, social distancing measures have been recommended by the Santa Barbara County Public Health Department to mitigate the spread of COVID-19; and

WHEREAS, the Santa Barbara County SELPA JPA Board is committed to open and transparent governance in compliance with the Brown Act; and

WHEREAS, the Santa Barbara County SELPA JPA Board is conducting virtual meetings by way of telephonic and/or internet-based services as to allow members of the public to fully participate in meetings and offer public comment.

5385 Hollister Avenue, Bldg. 7 • Santa Barbara, California 93111 • (805) 683-1424

Mailing Address: 5385 Hollister Avenue, Box 107 • Santa Barbara, California 93111

fax – (805) 967-1960 • selpa@sbceo.org

NOW THEREFORE, BE IT RESOLVED, by the Santa Barbara County SELPA JPA Board:

1. The Santa Barbara County SELPA JPA Board has reconsidered the circumstances of the State of Emergency and recognizes that the State of Emergency in the State of California continues to exist due to the COVID-19 pandemic;
2. The Santa Barbara County SELPA JPA Board recognizes that social distancing measures remain recommended by state and local officials;
3. The Santa Barbara County SELPA JPA Board authorizes the use of teleconferencing for all meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, for a period of thirty (30) days from the adoption of this resolution, or such a time that the Governing Board adopts a subsequent resolution in accordance with Government Code section 54953(e)(3).

PASSED AND ADOPTED by the Santa Barbara County SELPA JPA Board on **October 3, 2022**, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

STATE OF CALIFORNIA
COUNTY OF SANTA BARBARA

I, **Ray Avila**, Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date:

Clerk/Secretary of the JPA Governing Board

5385 Hollister Avenue, Bldg. 7 • Santa Barbara, California 93111 • (805) 683-1424

Mailing Address: 5385 Hollister Avenue, Box 107 • Santa Barbara, California 93111

fax – (805) 967-1960 • selpa@sbceo.org



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307

Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

September 15, 2022

SBAS-9534

TO: JPA Board President
Ray Avila, Executive Director
Special Education Local Plan Area (SELPA)

FROM: Bill Ridgeway, Assistant Superintendent
Administrative Services 

SUBJECT: **Approval of Fiscal Year 2022-23 Adopted Budget**

As required by Education Code Section 42127, our office has reviewed your district's Adopted Budget. We have conducted a detailed analysis of the budget for compliance with the *State-Adopted Criteria and Standards* and I am pleased to notify you that your budget is approved as submitted. Technical comments, if any, will be communicated to the district's business office.

If you have any questions, please feel free to contact me at ext. 5700.

ad

c Denice Cora, Administrator
Makenzie Johns, District Financial Advisor
Dr. Susan Salcido, County Superintendent of Schools





Santa Barbara County Education Office



4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
 Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

September 15, 2022

SBAS-9535

TO: Ray Avila, Executive Director
 Special Education Local Plan Area (SELPA)

FROM: Denice Cora, Administrator 
 Makenzie Johns, District Financial Advisor 

SUBJECT: **Adopted Budget Analysis and Recommendations**



In accordance with the provisions of Education Code Section 42127, our office has completed a review of the district's Adopted Budget. Based on the multiyear projections and assumptions provided by the district, it appears that the district will be able to meet its financial obligations for the current and two subsequent fiscal years. We are therefore approving the district's Adopted Budget as submitted. Your District Financial Advisor will share technical recommendations, if any, with your district's business office. A summary of the three-year budget submitted by the district follows.

General Fund Unrestricted/Restricted (Fund 01)	Year 1	Year 2	Year 3
Beginning Balance (Estimated)	\$ 3,533,525	\$ 3,624,263	\$ 3,992,847
Revenue	5,668,099	5,977,798	6,178,432
Expense	5,577,361	5,609,214	5,693,290
Net Increase (Decrease) in Fund Balance	90,738	368,584	485,142
Ending Balance	\$ 3,624,263	\$ 3,992,847	\$ 4,477,989
Reserves ¹			
Fund 01			
> Restricted	3,450,140	3,792,847	4,277,985
> Unassigned/Unappropriated	174,123	200,000	200,004

¹ Under the AB 602 special education funding model, SELPA members must provide additional funding if SELPA reserves fall below state recommendations.

Conclusion

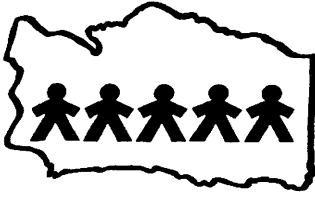
We are aware that the information provided reflects the district's financial position and assumptions as of a point in time and that further adjustments will be made during the year as additional data becomes available.

We wish to express our appreciation to the district staff for their cooperation during this review. If our office can be of further assistance, please call us.

c Rachel Wigle, Chief Business Official
 Bill Ridgeway, Assistant Superintendent
 Dr. Susan Salcido, County Superintendent of Schools

School Business Advisory Services

FAX: (805) 964-3041



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

Date: October 3, 2022
To: SBCSELPA JPA Board
From: Ray Avila, SBCSELPA Executive Director
Re: Resignation Notification from Graciela Vega, SBCSELPA WRAP Facilitator

BACKGROUND:

- Graciela Vega notified Ray Avila, SBCSELPA Executive Director, in a letter dated August 25, 2022, that she would be resigning from her position as an SBCSELPA WRAP Facilitator, effective September 8, 2022, (**SEE REF: VII-B.1**).
- SBCSELPA appreciates the service Ms. Vega provided during her term with the organization.
- Ms. Vega's resignation will result in a 1.0 FTE vacancy for a SBCSELPA Facilitator.
- The SBCSELPA currently has posted for this position and is accepting applications. During this time all Mental Health WRAP duties are being distributed among the current WRAP staff.

FISCAL IMPACT: None at this time.

RA:lm

Graciela Vega
5385 Hollister Ave. Building 7
Goleta, CA 93111
Date: 8/25/2022

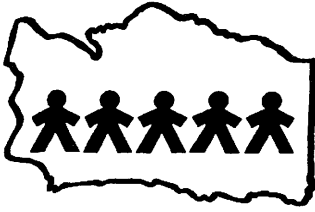
To: Dr. Ray Avila (Santa Barbara County SELPA)

I am writing to inform you that I will be resigning from my position as Bilingual Wraparound Facilitator effective two weeks from today (09/08/2022).

This was not an easy decision to make. The past two years have been deeply rewarding and I have truly enjoyed working with our many wonderful team members. I am thankful for all the support and mentorship I have received from this organization. I am also deeply appreciative of all the opportunities for growth that this Organization has provided me.

I wish you all the best and hope for your continued success.

With Sincere Thanks,
Graciela Vega



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

Date: October 3, 2022

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: October 2022 Professional Development Calendar

BACKGROUND:

- October 2022 Professional Development Offerings to Santa Barbara County.
- To Register for events, go to <https://sbcselpa.k12oms.org>

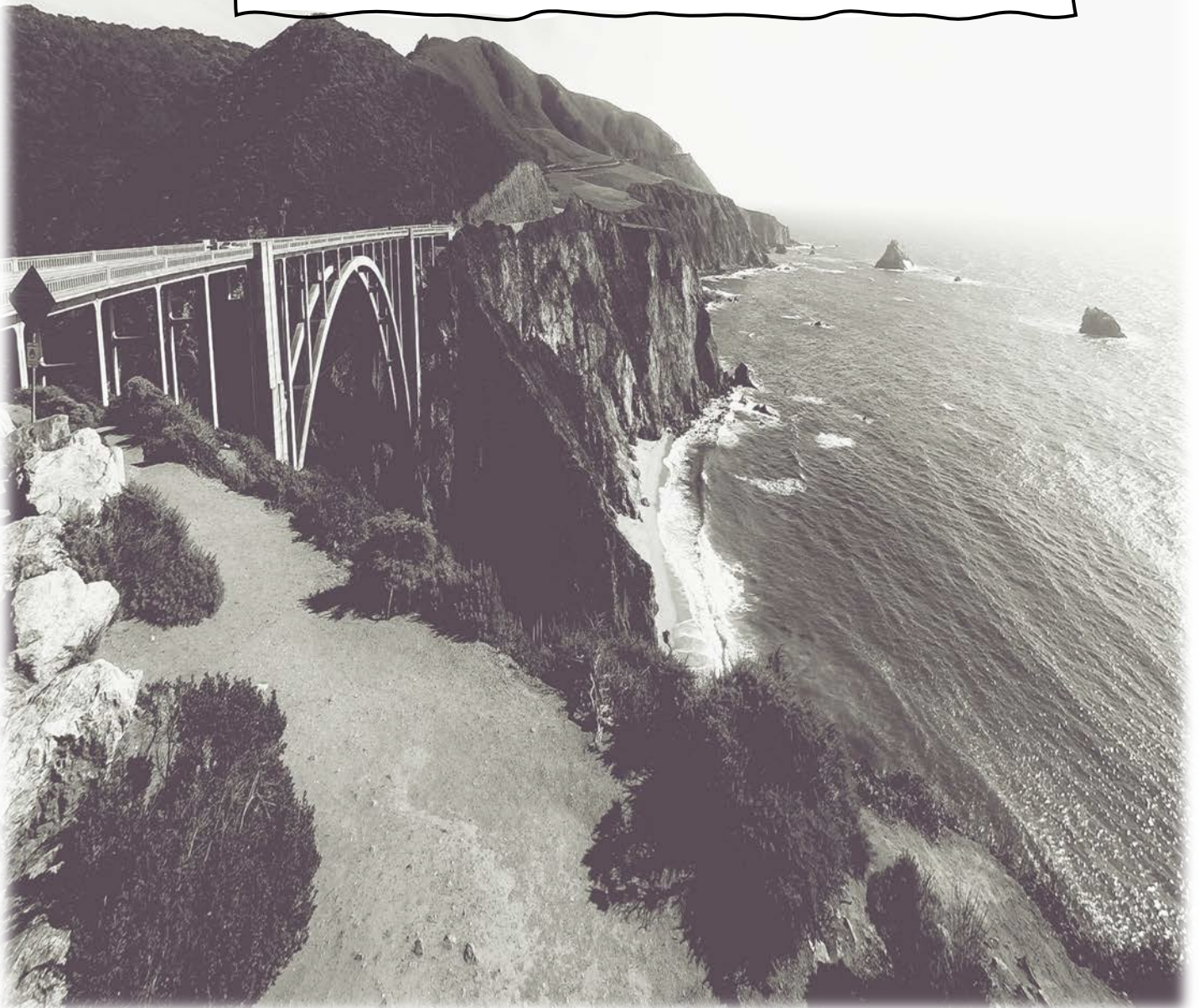
October				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
October 6, 2022 8:30am-3:30pm SMB Souza Center	NCPI – Initial	Natalie Facio- Leon Phil Pandac	In Person / SMB Souza Center Audience: All Staff	Free
October 6, 2022 8:30am-3:30pm In Person – Lompoc USD	Assistive Technology Day 2 of Series	SBCSELPA AT Team with Support of Placer County SELPA	In Person / Lompoc USD Audience: Leadership Teams, School Psychologists, Education Specialists	Free
October 10, 2022 3-4:15pm Virtual	Note Taking in IEP Meetings	Dr. Margaret Saleh, Esq.	Virtual Audience: All Staff	Free
October 11, 2022 8:30am-3pm SMB Souza Center	Diagnostic Center of Southern California I Don't Have Time! How to Make School-Based Interventions Work in the Elementary School	Scott Gutentag	In Person / SMB Souza Center Audience: All Staff	Free
October 12, 2022 8:30am-12:30pm Virtual	ADR with Abell and Rossi	Greg Abell and Carlo Rossi	Virtual & Live South County – SBCSELPA North County - Zoom Audience: All Staff	Free

October 12, 2022 2:30-3:30pm Virtual	Setting Up an AAC Friendly Classroom	Lisa Foote	Virtual Audience: All Staff	Free
October 12, 2022 4-6pm Santa Maria TCRC	North County Transition Fair	North County Agencies and Vendors	In Person / Santa Maria Tri-County Regional Center Audience: Staff and Parents of Transition Age Youth	Free
October 18, 2022 8:30-9am Virtual	School Psychologist Network Meeting	Jennifer Connolly	Virtual Audience: CCASP, Leadership, School Psychologists	Free
October 18, 2022 3-4pm Virtual	Transition Network Team (TNT) Meeting	Jennifer Connolly	Virtual Audience: TNT	Free
October 19, 2022 1:30-3pm Guadalupe	Trauma and the Body/Brain Connection, Part 1	Rosy Bucio	In Person	Free
October 20, 2022 8:30am-3:30pm SBCSELPA	NCPI – Refresher	Louisa Wood Rosy Bucio	In Person / SBCSELPA Audience: All Staff	Free
October 20, 2022 2-3pm Virtual	Speech and Language Network	Jennifer Connolly	Virtual Audience: SLPs, Leadership	Free
October 27, 2022 Virtual	Behavior: Essential 10, Day 2: Antecedent Information, Environmental Factors	Phil Pandac, PENT Team	Virtual Audience: All Staff	Free
October 27, 2022 9-10am SBCEO North	FBA/BIP Day 1	Phil Pandac Rosy Bucio	In Person / SBCEO	Free
October 31, 2022 3-4pm Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Same link for all meetings Audience: All Staff	Free
TBD	Reading Trainings			Free
	Dyslexia Events			Free

Santa Barbara County SELPA
Professional Development Offerings

2022-2023

September 2022



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	32
'Mini' LEA Professional Development Topics Available Upon Request	45
LEA Scheduled 'Mini' Professional Development	49
SBCSELPA Staff	51
Presenter contacts	53
CPI Instructors	54
ADR Cadre	55
<u>Available Resources</u>	
OMS Online Registration for Events	56
Special Education Parent Handbook	
What are all these IEP Documents? Parent Questions for an IEP	
SBCSELPA Local Plan	
SBCSELPA Procedural Handbook	
Special Education Parent Handbook	
Turning 3: Transition from Early Start to Preschool	
SIRAS Systems (IEP development)	
Santa Barbara SBCSELPA Conference Room	
SBCSELPA YouTube Channel for all recorded trainings	

Santa Barbara County Special Education Local Plan Area SELPA

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

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

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

The Law

The Individuals with Disabilities Education Act (IDEA) and California special education laws guarantee all students with disabilities a Free, Appropriate Public Education (FAPE) in the least restrictive environment. The SBCSELPA and its member districts do not discriminate based on 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/revise 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@sbcsepa.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.
6. For Nonviolent Crisis Prevention Intervention (NCPI) contact Alison alindsey@sbcsepa.org

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://sbcsepa.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.

2022-2023 Professional Development Calendar of Events by the Month

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

August

August				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person / Audience	Free/ Cost
August 3, 2022 8:30-3:00 SMJUHSD	GROW	Alison Lindsey Rosy Bucio	SMJUHSD/In person	Free
August 5, 2022 8:30-3:00 Lompoc USD	GROW	Alison Lindsey Rosy Bucio	Lompoc/In Person	Free
August 10, 2022 10:00-3:30 SYVSEC	GROW	Alison Lindsey Rosy Bucio	Santa Ynez Valley Consortium/In Person	Free
August 11, 2022 8:30-10:30 Virtual	SIRAS MIS Clerk Training	Michael Brown SIRAS Systems	Virtual Audience: MIS Clerks working with data in IEPs. Beginners training	Free
August 15, 2022 8:30-3:00 SBUSD	GROW	Alison Lindsey Rosy Bucio	SBUSD/In person	Free
August 15, 2022 3:00-4:30 Virtual	SIRAS Beginners Training with Michael Brown	Michael Brown, SIRAS Systems	Virtual Audience: All Staff	Free
August 16, 2022 9:00-10:30 Virtual	A New Lens on Behavior	Rosy Bucio	Virtual Audience: All staff and NPA/S Certification	Free
August 16, 2022 1:30-3:00 Virtual	Diagnostic Center of Southern California	Margot Johnson	Virtual/Recorded Audience: General Education and Special Education teachers, Paraeducators, Behavior	Free

	Dynamic Duo! Terrific Trio! Effectively Teaming with Paraeducators to Support Students		Specialists, SLPS, Service Providers, Administrators 1.5 hours Watch with your teams	
August				
August 18, 2022 8:00-4:00 Goleta USD	GROW	Alison Lindsey Rosy Bucio	Goleta USD/In Person	Free
August 18, 2022 8:30-3:30 SMB Souza Center	NCPI- Initial	Bethany Schacherer Jennifer Connolly	SMB Souza Center/ In person Audience: All Staff	Free
August 23, 2022 8:30-11:30 Virtual	SIRAS Fall 1 for CALPADS/ MIS Clerks	Brian Marcontell, SIRAS Systems	Virtual Audience: CALPADS and MIS Clerks, Leadership	Free
August 24, 2022 8:30-3:30 Hope SD	NCPI- Refresher	Rosy Bucio Alison Lindsey	Hope/In Person	Free
August 24, 2022 9:00-10:30 Virtual	Behavior Data Collection	Phil Pandac	Virtual Audience: All staff and NPA/S Certification	Free
August 25, 2022 8:30-3:30 SBCSELPA	NCPI- Refresher	Alison Lindsey Natalie Facio-Leon	SBCSELPA/In Person Audience: All Staff	Free
August 26, 2022 9:00-10:30 SBCEO North	Managing Classroom Behavior	Phil Pandac	SBCEO North/In Person	Free
August 29, 2022 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual: Same link monthly Audience: All staff	Free
August 30, 2022 8:30-3:30 Virtual	MIGDAS-2: Autism Evaluations to	Marilyn Monteiro, PhD.	Registration: https://pages.wpspublish.com/live-training-august	Free

	Process Individualized School-Based Assessment Across Age and Ability Levels		Audience: School Psychologists, Education Specialists, Leadership	
August 30, 2022 2:00-3:00 Virtual	Transition Network Team (TNT) meeting	Jennifer Connolly	Virtual Audience: TNT Network	Free



Ballard School House
BACK 2 SCHOOL!!!

This Professional Development Offerings Booklet is updated monthly

2022-2023 Professional Development Calendar of Events by the Month

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

September

National Guide Dog Month

International Day of Sign Language, September 23

International Week of the Deaf, September 20-27

September				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
September 1, 2022 2:00-3:00 Virtual	SIRAS for Beginners	Jennifer Connolly	Virtual Audience: All Staff	Free
September 6, 2022 1:00-3:00 Virtual	SIRAS Updates with Michael Brown	Michael Brown, SIRAS Systems	Virtual Audience: All Staff	Free
September 8, 2022 8:30-3:30 SMB Souza Center	NCPI- Refresher	Billy Headrick David Ibsen	SMB Souza Center/ In Person Audience: All Staff	Free
September 8, 2022 3:00-4:00 Virtual	Building Systems that Support Struggling Readers and Students with Dyslexia	Sharon Vaughn, Ph.D- offered by Sacramento COE, project lead for CA Dyslexia Initiative	Virtual- registration through SCOE https://scoe.gosignmeup.com/ public/Course/ browse?courseid=12236 *Participant may need to create a free account with SCOE.	Free
September 8, 2022 5:30-7:30 Virtual	Refresh Summit: Early Start to Preschool Summit with Alpha Resource FRC and Community Partners	Part C to B Committee	Virtual Audience: Educators, Leadership, Agency Partners	Free

September				
September 13, 2022 2:30-3:30 Virtual	AT Orientation to the Open Access Flip Kit	Lisa Foote	Virtual Audience: All Staff, Gen Ed.	Free
September 14, 2022 9:00-10:30 Virtual	Proactive Behavior Strategies	Phil Pandac	Virtual/for all staff and NPA/S Cert.	Free
September 15, 2022 8:30-3:30 SBCSELPA	NCPI- Initial	Joe Isaacson Jermaine Powell	SBCSELPA/In Person Audience: All Staff	Free
September 15, 2022 9:00-10:30 SBCEO North	SBCEO Writing a BIP	Phil Pandac	SBCEO North/ In Person	Free
September 15, 2022 2:00-3:00 Virtual	Speech and Language Network Meeting	Jennifer Connolly	Virtual/ SLPs	Free
September 16, 2022 1:00-4:00 In Person SMBSD Souza Center	Patterns of Strengths and Weaknesses/ XBASS	Dr. Vincent Alfonso	Hosted by Santa Maria Bonita SD Contact: Kristen MaKena kmakena@smbd.net or Amber Walz awalz@smbd.net	Free
September 16, 2022 8:30-9:30 Virtual	SIRAS Forms Committee	Jennifer Connolly	Virtual Audience: Forms Committee	Free
September 19, 2022 2:45-4:00 Virtual	What are Evidence Based Practices for Autism?	Rosy Bucio, CAPTAIN RIL	Virtual Audience: All Staff	Free
September 19, 2022 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Same link for all meetings Audience: All Staff	Free

September 20, 2022 8:30-9:00 Virtual	School Psychologist Network Meeting	Jennifer Connolly	Virtual Audience: CCASP, Leadership, School Psychologists	Free
September				
September 20, 2022 9:00-12:00 SBCSELPA	Transition to Adulthood Day 1 of Series	Jeannine Forslund Kristy Van Horn Jennifer Connolly	In Person/SBCSELPA Audience: All Staff of Junior HS and HS.	Free
September 20, 2022 9:00-10:30 Virtual	Supporting Students with Behavioral Needs	Rosy Bucio	Virtual for all staff and NPA/S Cert.	Free
September 21, 2022 2:00-4:00 San Marcos High School Santa Barbara	South County Transition Fair	South County Agencies and Vendors	In Person/ San Marcos High School Audience: Staff and Parents of Transition Age Youth	Free
September 22, 2022 8:30-3:30 SBCSELPA	Assistive Technology Day 1 of Series	SBCSELPA AT Team with support of Placer County SELPA	In Person/SBCSELPA Audience: Leadership teams, School Psychologists, Education Specialists	Free
September 22, 2022 6:00-8:00 Virtual	Refresh Summit: Early Start to Preschool Summit with Alpha Resource FRC and Community Partners	Part C to B Team	Virtual Audience: Educators, Leadership, Agency Partners	Free
September 26, 2022 8:30-3:30 virtual SLO SELPA and SBCSELPA	Emotional Disturbance/OHI/ Mental Health Assessment	Dr. Stephen Brock	Virtual, registration through SLO SELPA Audience: School Psychologists, Leadership, Educators	Free

September 27, 2022 8:30-3:00 SBCSELPA	Diagnostic Center of Southern California Inclusive Education for Students with Mild-Moderate Disabilities	Nicole Ward	In Person/ SBCSELPA Audience: All Educators and Leadership	Free
September				
September 27, 2022 3:00-4:00 Virtual	OT Network	Jennifer Connolly Lisa Foote	Virtual Audience: Countywide OTs	Free
September 28, 2022 8:30-3:00 SBCSELPA	Diagnostic Center of Southern California Inclusive Education for Students with Moderate-Severe Disabilities	Nicole Ward	In Person/ SBCSELPA Audience: All Educators and Leadership	Free
September 28, 2022 1:30-3:00 Guadalupe	Staff and Student Well-Being: The Impacts of COVID and where to go from here	Alison Lindsey	In Person/ Guadalupe USD	Free
September 28, 2022 3:15-4:45 Virtual	Supporting Medically Fragile Students Network	SLO SELPA and SBCSELPA	Virtual	Free
September 29, 2022 9:00-12:00 In Person SMJUHS	Transition to Adulthood Day 1 of Series	Jeannine Forslund Kristy Van Horn	In Person/SMJUHS Board Room Audience: All Staff of Junior HS and HS, Leadership	Free

		Jennifer Connolly		
September 29, 2022 1:30-3:00 Virtual	Behavior: Essential 10, Day 1: Challenging Behavior and Frequency, Intensity, Duration	Cody Jacobs, PENT Team	Virtual Audience: All staff	Free

2022-2023 Professional Development

Calendar of Events by the Month

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

October

Dyslexia Awareness Month, Learning Disability Awareness Month

ADHD Awareness Month

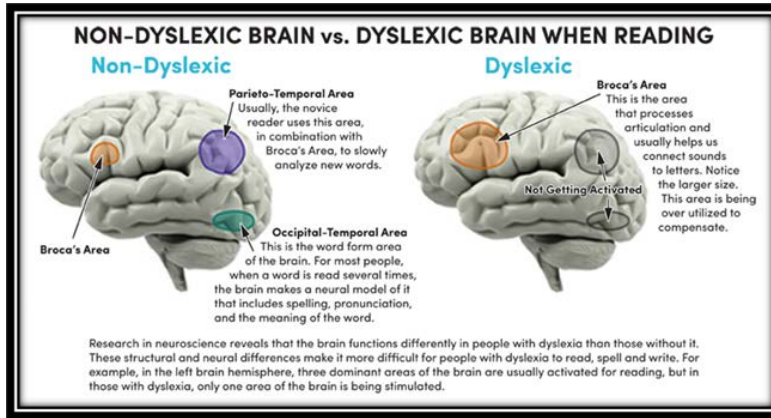
National Physical Therapy Month

AT/AAC Month

October				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
October 6, 2022, 8:30-3:30 SMB Souza Center	NCPI- Initial	Natalie Facio-Leon Phil Pandac	In Person/ SMB Souza Center Audience: All Staff	Free
October 6, 2022 8:30-3:30 In Person Lompoc USD	Assistive Technology Day 2 of Series	SBCSELPA AT Team with support of Placer County SELPA	In Person/Lompoc USD Audience: Leadership teams, School Psychologists,	Free

			Education Specialists	
October				
October 10, 2022 8:00-4:00 In Person SMBSD	A Hands-on Walkthrough of the XBASS Program	Jenny Ponzuric	Hosted by Santa Maria Bonita SD Contact: Kristen Makena kmakena@smbd.net or Amber Walz awalz@smbd.net	Free
October 10, 2022 3:00-4:15 Virtual	Note Taking in IEP Meetings	Dr. Margaret Saleh, Esq.	Virtual Audience: All staff	Free
October 11, 2022 8:30-3:00 SMB Souza Center	Diagnostic Center of Southern California I Don't Have Time! How to Make School-Based Interventions Work in the Elementary School	Scott Gutentag	In Person/ SMB Souza Center Audience: All Staff	Free
October 12, 2022 8:30-12:30	ADR with Abell and Rossi	Greg Abell and Carlo Rossi	Virtual Live South County SBCSELPA North County Zoom	Free
October 12, 2022 2:30-3:30 Virtual	Setting up an AAC Friendly Classroom	Lisa Foote	Virtual Audience: All Staff	Free
October 12, 2022 4:00-6:00 Santa Maria TCRC	North County Transition Fair	North County Agencies and Vendors	In Person/ Santa Maria Tri-County Regional Center Audience: Staff and Parents of Transition Age Youth	Free

October 18, 2022 8:30-9:00 Virtual	School Psychologist Network Meeting	Jennifer Connolly	Virtual Audience: CCASP, Leadership, School Psychologists	Free
October 18, 2022 3:00-4:00 Virtual	Transition Network Team (TNT) Meeting	Jennifer Connolly	Virtual Audience: TNT	Free
October				
October 19, 2022 1:30-3:00 Guadalupe	Trauma and the Brain/Body Connection Part 1	Rosy Bucio	In Person	Free
October 20, 2022 8:30-3:30 SBCSELPA	NCPI- Refresher	Louisa Wood Rosy Bucio	In Person/ SBCSELPA Audience: All Staff	Free
October 20, 2022 2:00-3:00 Virtual	Speech and Language Network	Jennifer Connolly	Virtual Audience: SLPs, Leadership	Free
October 27, 2022 Virtual	Behavior: Essential 10, Day 2: Antecedent Information, Environmental Factors	Phil Pandac, PENT Team	Virtual Audience: All Staff	Free
October 27, 2022 9:00-10:00 SBCEO North	FBA/BIP Day 1	Phil Pandac Rosy Bucio	In Person/ SBCEO	Free
October 31, 2022 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Same link for all meetings Audience: All Staff	Free
TBD	Reading Trainings			
	Dyslexia Events			



2022-2023 Professional Development Calendar of Events by the Month

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

November

Epilepsy Awareness Month

National School Psychology, November 14-18

November				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
November 1, 2022 8:30-10:30 Virtual	Hot Topics in Special Education with Jan Tomskey	Jan Tomskey, Fagen, Friedman, and Fulfrost	Virtual Audience: All Staff	Free
November 1, 2022 2:00-3:00 Virtual	Transition Network Team (TNT) Meeting	Jennifer Connolly	Virtual Audience: TNT	Free
November 3, 2022 8:30-3:30 In Person/ SMB Souza Center	NCPI Refresher	Chyelin Andreadakis Jennifer Connolly	In Person/ SMB Souza Center Audience: All Staff	Free

November 9, 2022 3:00-4:00 Virtual	Dyslexia, Structured Literacy and Equity	Kareem Weaver-offered by Sacramento COE, project lead for CA Dyslexia Initiative	Virtual- registration through SCOE https://scoe.gosignmeup.com/public/Course/browse?courseid=12238 *Participant may need to create a free account with SCOE.	Free
November				
November 10, 2022 8:00-4:00 In Person SMBSD Souza	Current Legal Topics in Special Education	Jennifer Nix	Hosted by Santa Maria Bonita SD Contact: Kristen MaKena kmakena@smbbsd.net or Amber Walz awalz@smbbsd.net	Free
November 10, 2022 8:30-3:30 SMB Souza Center	Assistive Technology Day 3 of Series	SBCSELPA AT Team with support of Placer County SELPA	In Person/Lompoc USD Audience: Leadership teams, School Psychologists, Education Specialists	Free
November 14, 2022 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Same link for all meetings Audience: All Staff	Free
November 15, 2022 8:30-9:00 Virtual	School Psychologist Network	Jennifer Connolly	Virtual Audience: CCASP, Leadership, School Psychologists	Free
November 16, 2022 2:30-4:00 Virtual	Transition Series Day 2: Agency Presentations	Transition Network Team and Agencies	Virtual Audience: All Staff of Junior HS and HS, Leadership	Free
November 17, 2022 8:30-3:30 In Person/ SBCSELPA	NCPI- Initial	Ben Ingalls Chris Osborne	In Person/ SBCSELPA Audience: All Staff	Free

November 17, 2022 1:30-2:30 Virtual	Behavior: Essential 10, Day 3: Function and Replacement Behaviors	Carrie Hicinbothom Yolanda Horton, PENT Team	Virtual Audience: All Staff	Free
November 28, 2022 12:30-3:30 Virtual	The Neuropsychology of Reading Disorders: An Introduction to the FAR	Dr. Feifer	Virtual: Hosted by SLO and Santa Barbara SELPA Audience: School Psychologists, SLPS, Leadership	Free
November 29, 2022 3:00-4:00	OT Network	Jennifer Connolly Lisa Foote	Virtual Audience: Countywide OTs	Free
November 30, 2022 8:30-12:30 Virtual/ In person	ADR Abell and Rossi	Greg Abell and Carlo Rossi	Virtual Live, North County In person SMB Souza Center South County Zoom Audience: All staff, Parents	Free
TBD	DHH Training			

2022-2023 Professional Development Calendar of Events by the Month

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

December

International Day of Persons with Disabilities

December				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
December 1, 2022 Virtual 1.25 Hours	Diagnostic Center of Southern California Multisensory Math! What is it and Why is it Important?	Heather Barakat	Virtual Audience: General Education and Special Education	Free

			teachers, Administrators, Paraeducators Watch with your teams	
December				
December 5, 2022 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Same link for all meetings Audience: All Staff	Free
December 8, 2022 8:30-3:30 SMB Souza Center	Assistive Technology Day 4 of Series	SBCSELPA AT Team with support of Placer County SELPA	In Person/ SMB Souza Center Audience: Leadership teams, School Psychologists, Education Specialists	Free
December 9, 2022 8:30-9:30 Virtual	SIRAS Forms Committee	Jennifer Connolly	Virtual Audience: Forms Committee	Free
December 13, 2022 8:30-9:00 Virtual	School Psychologist Network	Jennifer Connolly	Virtual Audience: CCASP, School Psychologists, Leadership	Free
December 15, 2022 2:00-3:00 Virtual	Speech and Language Network	Jennifer Connolly	Virtual Audience: Speech and Language, Leadership	Free
TBD	Adapted P.E. Training			

2022-2023 Professional Development Calendar of Events by the Month

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

January

Chronic Traumatic Encephalopathy (CTE) Awareness

Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
January 10, 2023 1:30-3:30 Guadalupe	Trauma and the Brain/Body Connection, Part 2	Alison Lindsey	In person Guadalupe	Free
January 11, 2023 1:00-3:00 Virtual	SIRAS Updates with Michael Brown Updates, State Testing Accommodations, Transition	Michael Brown	Virtual Audience: All Staff, Junior High, and High School for Transition topic.	Free
January 18, 2023 8:30-12:30 Virtual Live	ADR Abell and Rossi	Greg Abell and Carlo Rossi	Virtual In Person South County SBCSELPA North County Zoom	Free
January 18, 2023 3:15-4:45 Virtual SLO SELPA and SBCSELPA	Supporting Medically Fragile Students Network	SLO SELPA and SBCSELPA	Virtual Audience: Teachers and Related Services of Medically Fragile Students	Free
January 24, 2023 2:00-3:00 Virtual	Transition Network Team (TNT) Meeting	Jennifer Connolly	Virtual Audience: TNT	Free



Santa Barbara County
Special Education Local Plan Area

January 26, 2023 8:30-3:30 SMB Souza Center	NCPI-Initial	David Ibsen Phil Pandac	In Person/ SMB Souza Center Audience: All Staff	Free
January				
January 26, 2023 1:30-3:00 Virtual	Behavior: Essential 10, Day 4: Teaching Strategies and Materials and Reinforcement	TBD, PENT Team	Virtual Audience: All Staff	Free
January 30, 2023 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Same link for all meeting Audience: All Staff	Free
January 31, 2023 3:00-4:00 Virtual	OT Network	Jennifer Connolly Lisa Foote	Virtual Audience: Countywide OTs	Free

2022-2023 Professional Development Calendar of Events by the Month

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

February

Vision Awareness Month

Heart Awareness Month

February				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
February 1, 2023 8:30-12:30 Virtual Live	ADR Abell and Rossi	Greg Abell and Carlos Rossi	Virtual Live In Person North County SMB Souza Center South County Zoom	Free
February 7, 2023 2:00-3:00 Virtual	Transition Network Team (TNT) Meeting	Jennifer Connolly	Virtual Audience: TNT	Free

February				
February 8, 2023 4:00-5:00 Virtual	Local Colleges Presentations	SBCSELPA and TNT	Virtual Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	Free
February 9, 2023 8:30-3:30 SBCSELPA	NCPI-Refresher	Jermaine Powell Chris Osborne	In Person/ SBCSELPA Audience: All Staff	Free
February 9, 2023 3:00-4:00 Virtual	Teaching Language Comprehension in a Structured Literacy Approach	Lillian Duran, Ph.D.- offered by Sacramento COE, project lead for CA Dyslexia Initiative	Virtual- registration through SCOE https://scoe.gosignmeup.com/public/Course/browse?courseid=12240 *Participant may need to create a free account with SCOE.	Free
February 13, 2023 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Audience: All staff	Free
February 15, 2023 4:00-5:00 Virtual	Local Colleges Presentations	SBCSELPA and TNT	Virtual Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	Free
February 16, 2023 8:30-3:30 In person Buellton tbd	Assistive Technology Day 5 of Series	SBCSELPA AT Team with support of Placer County SELPA	In Person/ Buellton Audience: Leadership teams, School Psychologist, Education Specialists	Free
February 24, 2023 8:00-4:00	Identification of SLD with Multilingual Learners via PSW:	Dr. Samuel Ortiz	Hosted by SMBSD	Free

In Person SMBSD Souza	A nondiscriminatory, evidence-based approach for all practitioners		Contact: Kristin MaKena kmakena@smbds.net or Amber Walz awalz@smbds.net	
February 28, 2023 8:30-9:00 Virtual	School Psychologist Network	Jennifer Connolly and CCASP	Virtual Audience: Leadership, School Psychologists	Free
February 28, 2023 4:00-5:00 Virtual	Residential Colleges	SBCSELPA and TNT	Virtual Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	Free

Heart Awareness Month



2022-2023 Professional Development Calendar of Events by the Month

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

March

Developmental Disabilities Month

Brain Injury Awareness Month

March				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
March 1, 2023 1:30-3:30 Virtual- Watch Party	Diagnostic Center of Southern California Difference vs. Disorder: Demystifying the Assessment of English Language Learners	Melissa Zavala Arauz	Virtual Audience: Speech and Language Pathologists ASHA Verification for participants	Free
March 2, 2023 8:30-3:30 In Person SMB Souza Center	NCPI- Refresher	Alison Lindsey Phil Pandac	In person SMB Souza Center Audience: All Staff	Free
March 3, 2023 8:30-9:30 Virtual	SIRAS Forms Committee	Jennifer Connolly	Virtual Audience: Forms Committee	Free
March 7, 2023 4:00-5:00 Virtual	Residential Colleges	SBCSELPA and TNT	Virtual Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	Free
March 9, 2023 3:00-4:00 Virtual	Teaching Word Recognition in a Structured Literacy Approach	Dr. Carol Tolman, Ph.D.- offered by Sacramento COE, project lead for CA Dyslexia Initiative	Virtual- registration through SCOE https://scoe.gosignmeup.com/public/ Course/ browse?courseid=12241 *Participant may need to create a free account with SCOE.	Free

March				
March 9, 2023 8:30-3:00 In Person SBCSELPA	AT Series Final Day	SBCSELPA AT Team with support of Placer County SELPA	In Person/ SBCSELPA Audience: Leadership teams, School Psychologist, Education Specialists	Free
March 14, 2023 4:00-5:00 Virtual	Residential Colleges	SBCSELPA and TNT	Virtual Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	Free
March 16, 2023 8:30-3:30 In Person SBCSELPA	NCPI- Initial	Alison Lindsey Rosy Bucio	In Person/ SBCSELPA Audience: All Staff	Free
March 20, 2023 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Audience: All Staff	Free
March 21, 2023 8:30-9:00 Virtual	School Psychologist Network	Jennifer Connolly	Virtual Audience: CCASP, School Psychologists, Leadership	Free
March 21, 2023 4:00-5:00 Virtual	Residential Colleges	SBCSELPA and TNT	Virtual Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	Free
March				

March 23, 2023 1:30-3:00 Virtual	Behavior: Essential 10, Day 5: Response to Challenging Behaviors, Measurement and Monitoring	Billy Headrick, PENT Team	Virtual Audience: All Staff	Free
March 29, 2023 1:30-3:30 Guadalupe	Trauma Responsive Practices/ Instruction	Rosy Bucio	In Person Guadalupe	Free
TBD	Parent Events			



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

April

Autism Awareness Month

Administrative Professionals Day, April 27

Administrative Assistants Day, April 27

April				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
April 6, 2023 8:30-3:30 In Person SMB Souza Center	NCPI- Initial	Chyelin Andreadakis Billy Headrick	In Person/ SMB Souza Center Audience: All Staff	Free
April 14, 2023 8:30-9:30 Virtual	SIRAS Forms Committee	Jennifer Connolly	Virtual Audience: Forms Committee	Free
April 17, 2023 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Audience: All Staff	Free
April 18, 2023 1:30-3:30 Virtual	Hot Topics in Special Education with Jan Tomskey	Jan Tomskey, Fagen, Friedman, and Fulfroost	Virtual Audience: All Staff	Free
April 25, 2023 8:30-9:00 Virtual	School Psychologist Network	Jennifer Connolly	Virtual Audience: CCASP, School Psychologists, Leadership	Free
April 25, 2023 3:00-4:00 Virtual	OT Network	Jennifer Connolly Lisa Foote	Virtual Audience: Countywide OTs	Free
April 27, 2023 8:30-3:30 In Person SBCSELPA	NCPI- Refresher	Joe Isaacson Ben Ingalls	In Person/ SBCSELPA Audience: All Staff	Free

April				
April 27, 2023 2:00-3:00 Virtual	Speech and Language Network	Jennifer Connolly	Virtual Audience: Speech and Language, Leadership	Free
TBD	Autism Events			



This Professional Development Offerings Booklet is updated monthly.

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

May

Mental Health Awareness, May 10-16

Teacher Appreciation, May 9

Nurses, May 6

May				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
May 1, 2023 2:00-3:00 Virtual	Transition Network Team (TNT)	Jennifer Connolly	Virtual Audience: TNT	Free
May 2, 2023 8:30-11:30 Virtual	SIRAS Updates and End of Year Reminders with Brian Marcontell	Brian Marcontell, SIRAS Systems	Virtual/ Recorded Audience: CALPADS/ MIS Clerks, Leadership	Free
May 3, 2023 Time TBD In Person Location TBD	Nurses Symposium	SBCSELPA	In Person Audience: All SB County Nurses, Leadership	Free
May 4, 2023 8:30-3:30 In Person SBCSELPA	NCPI- Initial	Louisa Wood Jennifer Connolly	In Person/ SBCSELPA Audience: All Staff	Free
May 11, 2023 8:30-3:30 In Person SMB Souza Center	NCPI- Refresher	Alison Lindsey Bethany Schacherer	In Person/ SMB Souza Center Audience: All Staff	Free
May 11, 2023 3:00-4:00 Virtual	Teaching Writing in a Structured Literacy Approach	Joan Sedita, offered by Sacramento COE, project lead for CA Dyslexia Initiative	Virtual- registration through SCOE https://scoe.gosignmeup.com/ public/Course/browse? courseid=12242	Free

			*Participant may need to create a free account with SCOE.	
May				
May 11, 2023 5:00-8:00 In Person Glen Annie Golf Course	SELPA- Bration	SBCSELPA	In Person Audience: Invitation only	TBD
May 15, 2023 3:00-4:00 Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Audience: All Staff	Free
May 17, 2023 3:15-4:45 Virtual SLO and SBCSELPA	Supporting Medically Fragile Students Network	SLO and SBCSELPA	Virtual Audience: Teachers and Related Services of Medically Fragile Students	Free



Professional Development Event Descriptions by Topic



Adapted P.E. - TBD

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.

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.

Assessment

MIGDAS: Autism Evaluations: Using MIGDAS-2 Process to Individualize the School-Based Assessment Across Age and Ability Levels

This workshop teaches school psychologists how to use descriptive language and a visual framework to support culturally sensitive autism evaluations in the school setting. Instructional methods used by the presenter include lecture, guided video samples of diagnostic student interviews across age and ability levels, small group discussion and application of key concepts, large group discussion, and question and answer opportunities.

Participants will receive a comprehensive course manual in pdf form with original material to support their autism evaluation and report writing process.

Session Learner Objectives:

- Apply the MIGDAS-2 system and protocols to engage children and adolescents in interactive, culturally sensitive clinical interviews that highlight areas of strengths and differences using a multidisciplinary school evaluation team
- Identify essential tools to conduct a sensory-based diagnostic interview with individuals whose communication skills range from verbally fluent to functionally nonverbal using the MIGDAS-2 system and protocols
- Utilize the MIGDAS-2 system to organize diagnostic observations and describe students in positive and descriptive terms
- Integrate the use of the MIGDAS-2 process using at least two additional measures, such as autism-specific behavior rating scales
- Gain confidence in making differential diagnoses and recognizing co-occurring conditions in recommending special education eligibility categories
- Learn to develop individualized Brain Style Profiles across age and ability levels
- Prepare to discuss the autism spectrum diagnosis with parents and teachers using a visual framework and positive language
- Apply the strength-based descriptive language in writing narrative summary reports
- Link the diagnosis to individualized school-based goals and supports

ED/OHI/Mental Health Assessment

In partnership with San Luis Obispo SELPA and Santa Barbara SELPA Dr. Stephan Brock, PhD., NCSP, LEP, brings to participants a look at best practices in assessment for Emotional Disturbance, Other Health Impairment, and Mental Health.

Audience: Leadership, School Psychologists, Special Education staff.

Assistive Technology/ AAC

Setting up an AAC Friendly Classroom:

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.

Orientation to Placer County SELPA Open Access AT Flip Kit

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

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) provides 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

B

Behavior

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.

Essential 10: Essential Components of Behavior Intervention Plans presented by SBCSELPA PENT Team

SBCSELPA Positive Environments Network of Trainers (PENT) team provides five days of training in the essential ten components of Behavior Intervention Plans.

The Essential Ten Components include the following:

1. Evaluate the challenging behavior that is impeding learning.
2. Evaluate the frequency, intensity, and duration of the behavior, collecting baseline data.
3. Evaluate the antecedent information- what events lead to the challenging behavior.
4. Evaluate the environmental factors considering structure and supports needed to reduce the challenging behavior.
5. Evaluate the function of the behavior looking into why the behavior occurs.
6. Exploring replacement behaviors or what the team believes the student should do instead of the challenging behavior.
7. Teaching strategies and materials to support the replacement behaviors.
8. Reinforcement procedures for establishing and maintaining the replacement behaviors.
9. Response to challenging behavior explores how adults will support the challenging behavior.
10. Measurement and monitoring of student progress and effectiveness of the Behavior Intervention Plan.

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.



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://sbcsepa.k12oms.org> .

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.

Inclusive Education for Students with Moderate-Severe Disabilities

Focus on best practices for educating students with Moderate to Severe Disabilities in inclusive settings. Topics discussed will focus on 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 program models, gaining buy-in from key staff, understanding learner profiles, effective planning and collaboration, designing modifications based on individual needs while assessing the standards, and effective use of staff and peers.

Outcomes: Participants will:

- Increase awareness of the various working models for implementing inclusive education and understand how to effectively plan for inclusion.
- Learn how to identify and then reduce or remove barriers that may hinder learning.
- Understand how to use research-based practices to support positive outcomes for students and staff

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

How to Make School-Based Interventions Work in the Elementary School

Focus on preschool and elementary students. This training will address those things that get in the way of implementing school-based interventions and more importantly approaches that enhance the actual implementation of interventions with the resulting outcome being student progress. Simple ways to help students follow desired rules and skills will be discussed. The overall focus of this training is the process of 1. building relationships to begin the implementation process, 2. ways to implement supports and strategies in natural settings, 3. implementation and effective outcome process may require non-traditional and out-of-the-box thinking.

Outcomes: Participants will:

1. Become familiar with typical intervention implementation approaches that do not work and why.
2. Learn strategies to build relationships necessary for successful implementation.
3. Develop simple approaches to implementing interventions.
4. Learn some of the keys to making interventions work once they have been implemented.

Audience: Elementary School personnel involved in the process of implementing and helping to implement school-based interventions. The training does not include examples of middle school and high school students, although the concepts presented can be applied to those levels. Site administrators, Intervention Specialists, all staff invited to attend.

Dynamic Duo! Terrific Trio! Effectively Teaming with Paraeducators to Support Students

A 90-minute webinar designed for teachers and paraeducators to complete together, allowing the team to discuss and explore their individual roles, develop clear understanding of responsibilities, and begin to develop frameworks for effective teacher/paraeducator/ student relationships. Participants will be encouraged to actively complete activities throughout the webinar; additionally, handouts and resources will be provided to further support educator development.

Outcomes: Participants will:

1. Identify and describe key concepts related to supporting students with special education services (e.g., IEPs, goals, confidentiality, etc.)
2. Identify the key roles and responsibilities for teachers and paraeducators in supporting students.
3. Describe important components for effective teaming (e.g., time management, communication, team meetings, feedback, etc.)
4. Utilize resources provided to support further learning.

Multisensory Math

Supports the learning of Piaget's developmental stages regarding mathematics and the importance of a multisensory approach. Participants will learn the components of multisensory instruction and how to apply them to basic math instruction (i.e., whole numbers, addition, subtraction, multiplication, division, and basic word problems). Participants will walk away with knowledge on who will benefit from multisensory instruction and step-by-step instructions on how to implement multisensory instruction when teaching mathematics.

Outcomes: Participants will:

- Become familiar with Piaget Stages of Development and how the stages support math development.
- Review multisensory instruction and how it supports students.
- Learn how to use multisensory math instruction to build students understanding of basic math facts.

Audience: General Education teachers, Special Education Teachers, Administrators, and Paraeducators



Difference vs. Disorder: Demystifying the Assessment of English Language Learners

Non-biased assessment of English Language Learners (ELLs) has long been viewed as a complex process that is often outside of the comfort zone of monolingual SLPs- and with good reason. ELLs are a heterogeneous group who come from a wide variety of linguistic and cultural backgrounds; therefore, many variables must be considered to provide adequate assessment. Skills in the non-biased assessment of ELLs are essential to reduce over and under identification of Speech and Language Impairment (SLI) and referral for speech and language services, particularly given the diverse cultural landscape of Southern California. This training provides an informal protocol that compiles the tasks found most effective in distinguishing between difference and disorder among the ELL population, along with resources to give SLPs the information and tools they need to immediately increase their confidence in this area.

Audience: Speech and Language Pathologists

English Learners with Disabilities Trainings with Imperial County SELPA

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



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.

H

Health

Nurses Symposium

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

I

Interpreter/ Translator Events

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.

L

Legal

Jan Tomsy 'Hot Topics in Special Education'

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

N

Network Meetings for all Related Services

Network Meetings are scheduled meetings with staff that serve students in a similar way. Network meetings is a time for Teachers, Speech and Language Pathologists, Occupational Therapists, Adapted P.E. Teachers, School Psychologists, Nurses, and BCBA's 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.

1. August 4, 9:00-10:30: Behavioral Consultation in Schools (Virtual/ Free)
2. August 16, 9:00-10:30: New Lens on Behavior (Virtual/Free)
3. August 18, 8:30-3:30: Nonviolent Crisis Prevention Intervention (CPI) \$21.49 for book.
4. August 24, 9:00-10:30: Behavioral Data Collection (Virtual/Free)
5. August 25, 8:30-3:30: Nonviolent Crisis Prevention Intervention (CPI) \$21.49 for book.
6. September 1, 8:30-3:30: Nonviolent Crisis Prevention Intervention (CPI) \$21.49 for book.
7. September 14, 9:00-10:30: Proactive Behavior Strategies (Virtual/Free)

8. September 15, 8:30-3:30: Nonviolent Crisis Prevention Intervention (CPI)
\$21.49 for book.
9. September 20, 9:00-10:30: Supporting Students with Behavioral Needs
(Virtual/Free)

O

Occupational Therapy (TBD)

R

Reading

Dyslexia TBD

S

SELPA-Bratton

The fourth 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.

Fourth Annual SELPA-Bratton May 11, Glen Annie Golf Course Frog Bar and Grill, 5:00-8:00.

SIRAS

Summer Updates in SIRAS

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

SIRAS Office Hours

All Staff are welcome to attend monthly Office Hours with Jennifer Connolly to review procedures and technicalities in SIRAS. Zoom link to be repeated each month.

SIRAS Trainings with SIRAS Team:

September: Topics: CALPADS/ CASEMIS information updates

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

May: Topics: End of year Calpads, Next Year's Data, recap, and reminders for year closure.



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) Series

The Spirit of Transition Planning will be explored in this multiday day series. Participants will learn about the importance of planning ahead for transition and how to write thorough Individual Transition plans based on assessments. Resources will be shared at each day of the series to help with conversations and planning around transition. Day three will explore the many agencies available in Santa Barbara County with agency presentations. The last day of the series will explore the local and residential colleges in California.

Audience: Leadership, Counselors, IEP Team Chairs, Deans, High School Special Education Teachers, Special Education Transition Age Teachers, Special Education Middle School 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. Fairs are in south county at San Marcos High School and north county at Tri Counties Regional Center.

'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 could 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 several 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.

Consulting In Classroom Settings

The focus of this training will be on sharing strategies that facilitate collaborative and productive consulting in classroom settings. Specific steps and strategies educational specialists (e.g., BCBAs, MFTs, SLPs) can use to build rapport with team members and establish mutually beneficial communication. In addition, strategies team members (e.g., teachers, paraprofessionals) can also use when collaborating with consultants will also be shared.

How To Provide Students with Corrective Feedback & Coaching

This training will focus on how team members (e.g., teachers, paraprofessionals, administrators) can give students feedback, both positive and corrective, in a constructive manner that optimizes communication.

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

The new Santa Barbara County SELPA Wrap Referral is here—and it is 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.

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. 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.

'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.

August

- 3: SMJUHS D GROW
- 5: Lompoc GROW
- 10: Santa Ynez Valley Consortium GROW
- 15: SBUSD GROW
- 18: Goleta GROW
- 26: SBCEO Managing Behavior in the Classroom

September

- 14: Adelante Classroom Management
- 15: SBCEO Writing a BIP
- 28: Guadalupe Staff Well Being after COVID

October

- 13: Adelante De-escalation Strategies for Parents
- 19: Guadalupe Trauma and the Brain Body Connection Part 1
- 28: SBCEO FBA/BIP Data Collection Day 1

November

- 2: Adelante An Introduction to What's and What's Not ADHD
- 10: FBA/BIP Data Collection Day 2

December

- 8: Adelante Supporting Children Academically at Home
- 14: Adelante MTSS Academic Needs

January

- 10: Guadalupe Trauma and the Brain Body Connection Part 2

February

- 1: Adelante Emotional Wellness for Staff

March

I: Adelante Mindfulness Practice in the Classroom

April

May

June

SBCSELPA Staff (note new emails)

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

Dr. Ray Avila	ravila@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	
Alison Lindsey	alindsey@sbcseelpa.org
Mental Health Manager	
Rosy Mato-Bucio	rbucio@sbcseelpa.org
SBCSELPA BCBA	
Regional Implementation SELPA Lead for C.A.P.T.A.I.N.	
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	
Natalie Facio-Leon	nfacioleon@sbcseelpa.org
Wraparound Services Facilitator (Bilingual)	
Stephanie Guertin	sguertin@sbcseelpa.org
Youth Support Specialist	
Graciela Vega	gvega@sbcseelpa.org
Wraparound Services Facilitator (Bilingual)	
Rachel Bidinost	rbidinost@sbcseelpa.org

Youth Support Specialist

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 Manager	805-683-1424
Rosy Bucio	rbucio@sbcseelpa.org
SBCSELPA BCBA	805-688-1424
Regional Implementation SELPA Lead for C.A.P.T.A.I.N.	
Phil Pandac	ppandac@sbcseelpa.org
SBCSELPA BCBA	805-688-1424



Santa Barbara County
Special Education Local Plan Area

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

Cody Jacobs

cjjacobs@sbunified.org

SBUSD BCBA

Phil Pandac

ppandac@sbcsepa.org

SBSELPA BCBA

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

Rosy Bucio

rbucio@sbcsepa.org

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

SBCSELPA BCBA

Yolanda Horton

yhorton@smbdsd.net

SMB 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

Ivan Alvarez

ialvarez@sbceo.org

SBCEO School Psychologist

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
Natalie Facio-Leon	nfacio-leon@sbcsepa.org
Bethany Schacherer	bschacherer@smbdsd.net
David Ibsen	dibsen@buelltonuds.org

CPI Presenters South County

Joe Isaacson	jisaacson@goleta.k12.ca.us
Benjamin Ingalls	bingalls@sbunified.org
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
Natalie Facio-Leon	nfacio-leon@sbcsepa.org

CPI Presenters (District only Trainers)

Jody Dowell	jdowell@smjuhsd.org
Elizabeth Acker	acker.elizabeth@lusd.org
Lauren Hoffman	hoffman.lauren@lusd.org
Tracy Thompson	thompson.tracy@lusd.org

ADR Cadre

Jennifer Connolly SBCSELPA Coordinator	jconnolly@sbcselfpa.org
Patty Moore Alpha Resource Center Manager, Children, Family & Advocacy Services	pjmoore@alphasb.org
Dr. Karla Curry Program Facilitator, SBUSD	kvcurry@sbunified.org
Jamie Carpio Santa Barbara Unified Program Specialist	jcarpio@sbunified.org
Amy Gillespie SBCEO School Psychologist	agillespie@sbceo.org
Beverly Sherman Santa Ynez Valley Consortium Coordinator	bsherman@buelltonusd.org
Rusty Gordon Orcutt, Director of Special Education	rgordon@smbbsd.net
Chantal Martinez Lompoc, Program Specialist	martinez.chantal@lusd.org
Meghan Davy Advocacy Systems Specialist Alpha Resource Center	mdavy@alphasb.org
Nathan Moreno Guadalupe, Director of Special Education	nmoreno@gusdbobcats.com
Ashley Johnson Goleta, Coordinator	ajohnson@goleta.k12.ca.us
Stacy Tolkin Santa Barbara Charter, Director of Special Education	stacysbcs@gmail.com
Luis Correa Adelante Charter School, Director, or Special Education	lc Correa@sbunified.org
Dr. Ray Avila SBCSELPA Executive Director	ravila@sbcselfpa.org

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,

**2022-23 LEA/District Cost Associated with Due Process
SBCSELPA Account Balances**

	22-23	Expended	
	Allocation	to Date	Balance
	Carryover Funding	2022-23	
Adelante	\$ 5,801.00	\$ -	\$ 5,801.00
Blochman	\$ 5,560.00	\$ -	\$ 5,560.00
Carpinteria	\$ 10,701.00	\$ -	\$ 10,701.00
Family Partnership	\$ 10,000.00	\$ -	\$ 16,132.00
Goleta	\$ 14,728.00	\$ -	\$ 14,728.00
Guadalupe	\$ 8,443.00	\$ -	\$ 8,443.00
Hope	\$ 7,493.00	\$ -	\$ 7,493.00
Lompoc	\$ 30,358.00	\$ -	\$ 30,358.00
Manzanita	\$ 6,136.00	\$ -	\$ 6,136.00
Orcutt	\$ 18,363.00	\$ -	\$ 18,363.00
Santa Barbara Unified	\$ 41,711.00	\$ -	\$ 41,711.00
Santa Barbara Charter	\$ 5,759.00	\$ -	\$ 5,759.00
Santa Maria Joint Union High	\$ -	\$ 28,527.00	\$ 28,527.00
Santa Maria-Bonita	\$ 89,672.23	\$ -	\$ 140,191.23
Santa Ynez Consortium	\$ 42,721.00	\$ -	\$ 42,721.00
SBCEO Direct Services	\$ 17,046.00	\$ -	\$ 17,046.00
TOTAL	\$ 99,672.23	\$ -	\$ 399,670.23

2022-23
YEAR TO DATE SELPA LEGAL FEES (RESERVE)

Beginning Balance \$ 325,000.00
YTD Expenditures

July	\$ -
August	\$ -
September	\$ -
October	\$ -
November	\$ -
December	\$ -
January	\$ -
February	\$ -
March	\$ -
April	\$ -
May	\$ -
June	\$ -
TOTAL	\$ -
ENDING BALANCE	\$ 325,000.00

Payments to Law Firms:

Dannis Woliver Kelley	\$ -
Fagen Friedman Fulfrost	\$ -
Law Office of Melissa Hatch	\$ -
Liebert Cassidy Whitmore	\$ -
Lozano Smith	\$ -
Musick, Peeler & Garrett	\$ -
Lana Clark	\$ -
Atkinson, Andelson, Loya	\$ -
Payments to Districts	\$ -

TOTAL 2022-23 LEGAL SETTLEMENTS TO DATE
Settlement Agreements None

2022-23 Year to Date Nonpublic School Placement Costs

District	# Students Currently Placed	# Students Cumulative Placements	Mental Health Placements				Non-Mental Health Placements SELPA 70% Districts 30% Estimated Cost	Grand Total All Placements	
			SELPA Paid YTD	District Estimated	SELPA Estimated	Total Estimated		District Estimated Cost	SELPA Estimated Cost
Lompoc Unified	1	1	\$ 28,471	\$ 49,353	\$ 122,469	\$ 171,822	\$ 49,353	\$ 122,469	
Orcutt Union	1	1	\$ 19,640	\$ 44,025	\$ 207,172	\$ 251,198	\$ 44,025	\$ 207,172	
Santa Barbara Unified	2	2	\$ 32,239	\$ 103,758	\$ 272,961	\$ 376,719	\$ 103,758	\$ 272,961	
Santa Maria Bonita	1	1	\$ 24,893	\$ 40,089	\$ 111,281	\$ 151,370	\$ 40,089	\$ 111,281	
Santa Ynez Valley Consortium	0	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL	5	5	\$ 105,243	\$ 237,226	\$ 713,883	\$ 951,109	\$ 237,226	\$ 713,883	

2021-22 Mental Health NPS Placement Budget	\$ 1,910,000 *
TOTAL YTD Mental Health Placement Paid	\$ 105,243
Estimated YTD Cost Remaining	\$ 845,866
Cost Subtotal	\$ 951,109
Less District Estimated Costs Reimbursed to SELPA	\$ 237,226
Mental Health NPS Placement Expenses to SELPA (Estimated)	\$ 713,883
Mental Health NPS Balance Available (Estimated)	\$ 1,196,117

2021-22 Non Mental Health NPS Placement Budget	\$ 360,000 **
TOTAL YTD Non Mental Health Placement Costs (SELPA)	\$ -
Non Mental Health NPS Balance Available (Estimated)	\$ 360,000

Mental Health Placements = Students with an eligibility of emotionally disturbed placed in a nonpublic school pursuant to an IEP and funded by State Mental Health funding.

Non-Mental Health Placements - Students in these placements are funded 70% by SELPA. SELPA pays all invoices and bills the district for 30% of the costs for the 1st year of placement. These are placements that are made through Settlement Agreements for students who do not qualify for Clinical Mental Health services.

*\$1,910,000 Annual Budget

**\$360,000 Annual Budget