

SANTA BARBARA COUNTY SELPA JOINT POWERS AGENCY BOARD

Regular Meeting

Monday, November 7, 2022

Public Session – 12:00 p.m.

Via ZOOM – Meeting ID: 848 6142 6358

Pursuant to Resolution 22-23-09

PUBLIC – Should you wish to attend the SBCSELPA JPA Board Meeting via Zoom please contact Lindsay MacDonald, SBCSELPA Office Manager, by Monday, November 7, 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 October 3, 2022, Regular Meeting REF: V-A

B. Ratification of Payment of Claims REF: V-B

C. 2022-2023 Nonpublic School (NPS) Individual Service Agreements (ISAs) REF: V-C
1. Individual Service Agreement: Lava Heights Academy

D. Eide Bailly 2022 Planning and Engagement Letters REF: V-D

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

Motion: _____

Second: _____

In Favor: _____

Opposed: _____

Abstained: _____

VI. PRESENTATION

A. Alpha Family Empowerment Center Presentation REF: VI-A
Presenter: Meghan Davy, Manager, Alpha Resource Center

B. Regional Program Presentation REF: VI-B
Presenters: Ray Avila, SBCSELPA Executive Director, &
Rachel Wigle, SBCSELPA CBO

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

A. SBCEO Regional Program Operator Request for Funding of Additional Support Staff for Ontiveros Elementary School, Severe-Profound, Pre-K Autism (LEAP) for the 2022-23 School Year REF: VII-A
1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO regional program request for funding of additional paraprofessional support time for Ontiveros Elementary School for the 2022-2023 school year as presented.

Motion: _____

Second: _____

In Favor: _____

Opposed: _____

Abstained: _____

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

- B. Santa Barbara County Education Office (SBCEO) Request for Preschool Expansion of the Lompoc Preschool SDC class for the 2022-2023 School Year REF: VII-B
 1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO request for Preschool Expansion of Lompoc Preschool SDC class for the 2022-2023 school year as presented.

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

- C. Santa Barbara County Education Office (SBCEO) Request for Preschool Expansion of the Santa Maria/Orcutt Preschool SDC class for the 2022-2023 School Year REF: VII-C
 1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO request for Preschool Expansion of the Santa Maria/Orcutt Preschool SDC class for the 2022-2023 school year as presented.

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

- D. Santa Barbara County Education Office (SBCEO) Request for Preschool Expansion of the Santa Ynez Valley Preschool SDC class for the 2022-2023 School Year REF: VII-D
 2. SBCEO Request

It is recommended that the JPA Board approve the SBCEO request for Preschool Expansion of the Santa Ynez Valley Preschool SDC class for the 2022-2023 school year as presented.

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

VIII. ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION

- A. Announcement of New SBCSELPA Staff Member, Tania Nunez, SBCSELPA WRAP Bilingual Youth Support Specialist (YSS) REF: VIII-A
- B. Santa Barbara Countywide Special Education Instructional Assistant/Paraprofessional Training REF: VIII-B
 1. Instructional Assistant/Paraprofessional Training Options
 2. Instructional Assistant/Paraprofessional Training Flyer
- C. SBCSELPA Procedural Handbook Revisions REF: VIII-C
 1. Section 12, Alternative Dispute Resolution (marked-up version)
 2. Section 12, Alternative Dispute Resolution (finalized updated version)
- D. SBCSELPA Professional Development REF: VIII-D
 1. SBCSELPA 22-23 Professional Development Offerings Booklet (Updated October 2022)
 2. Alpha Resource Center Flyer for Family Empowerment Center Upcoming Training Events

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

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

IX. MISCELLANEOUS AGENDA ITEMS

- A. Items Proposed for Future Action or Discussion
- B. Next Scheduled JPA Board Meeting: Date: December 5, 2022
 Time: 12:00 p.m.
 Location: **In-Person**
 Jonata School Library, Buellton
 Date: December 5, 2022
- C. **REMINDER:** A JPA Board Special meeting will need to be scheduled for January 2023 to adopt a resolution allowing for the February 6, 2023, meeting to be held virtually.

X. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEMS

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

XI. CLOSED SESSION:

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

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

SBCSELPA EXECUTIVE DIRECTOR'S REPORT TO JPA BOARD

November 7, 2022

1) Due Process/Dispute Updates –

Eight (8) 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) Legislation that Supports Special Education –

The State SELPA Association Legislative Committee has prioritized the following topics for advocacy:

- *Inclusion – SB 1113 (Vetoed, but language may be embedded in future bills)*
- *Staffing Shortage*
- *ERMHS funding potential shift*
- *Early Intervention*

4) State Finance Update –

The Coalition for Adequate Funding for Special Education (CAFSE) presented on Wednesday, November 2, 2023 at State SELPA with the following state budget updates (please refer to the links below):

➤ 2022-23 State Budget News

- [September Revenue Collections Down](#)
- [Inflation Rises 0.4%](#)
- [Third Quarter GDP Up!](#)

5) State SELPA Associations Equity, Diversity, and Inclusion Committee –

This committee provided a presentation on Social Justice by Dr. Niki Elliott, Director, Center for Neurodiversity, Learning, and Wellness, LaFetra College of Education, University of La Verne. The focus of the presentation was on students of color with special needs and the positive practices that can be implemented to achieve ultimate success.

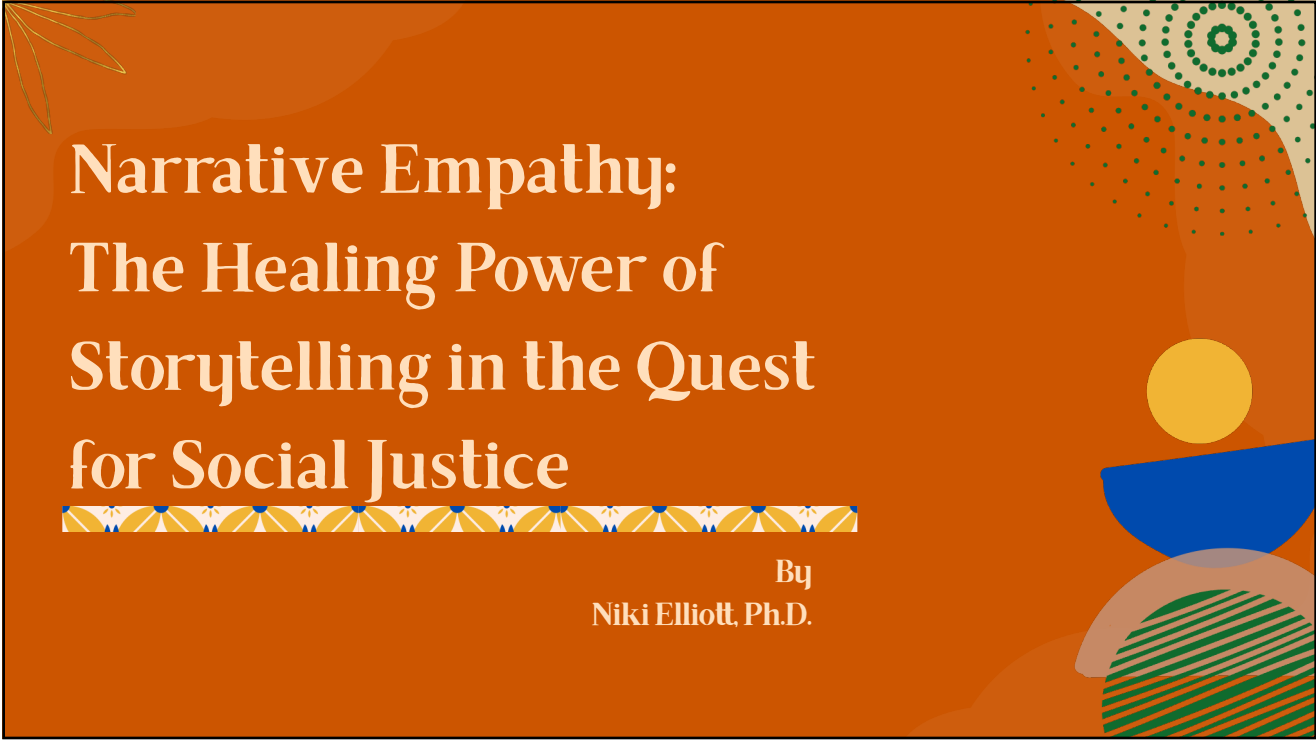
(Please SEE REF: I-E.1 PowerPoint Presentation titled, “Narrative Empathy for Social Justice.”) *Dr. Elliott is a gifted speaker and is available to present upon request.*

6) ACSA Article Highlighting Mental Health Efforts in SB County –

SBCSELPA is featured in the most recent ACSA newsletter that is highlighting mental health programs and services throughout the state of California. We are very proud of the work and students supported by our G.R.O.W. (Therapeutic Learning Program classrooms) and Wrap-Around Services teams! Please see the link below to the article:

<https://leadership.acsa.org/sustaining-tiered-mental-health-options-and-collaborations>

9/6/22



Narrative Empathy: The Healing Power of Storytelling in the Quest for Social Justice

By
Niki Elliott, Ph.D.

1

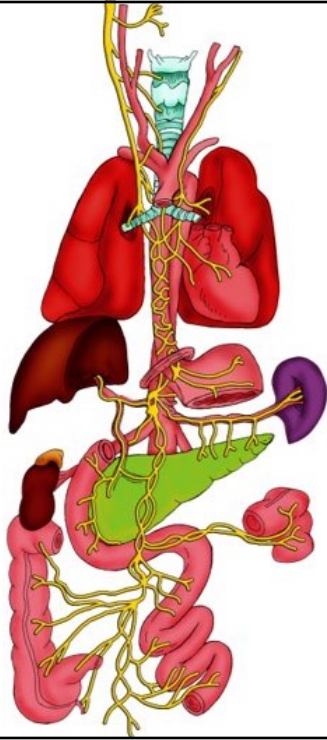


A Polyvagal Informed Approach to Embodied Social Justice:

“It is not enough to simply avoid causing harm. In order to
downregulate the threat and survival response, we must work to
actively cue signals of felt-safety for others.”

–Stephen Porges, Ph.D.

2



The Vagus Nerve

3

The Healing Power of the Vagus Nerve

The longest nerve in the body

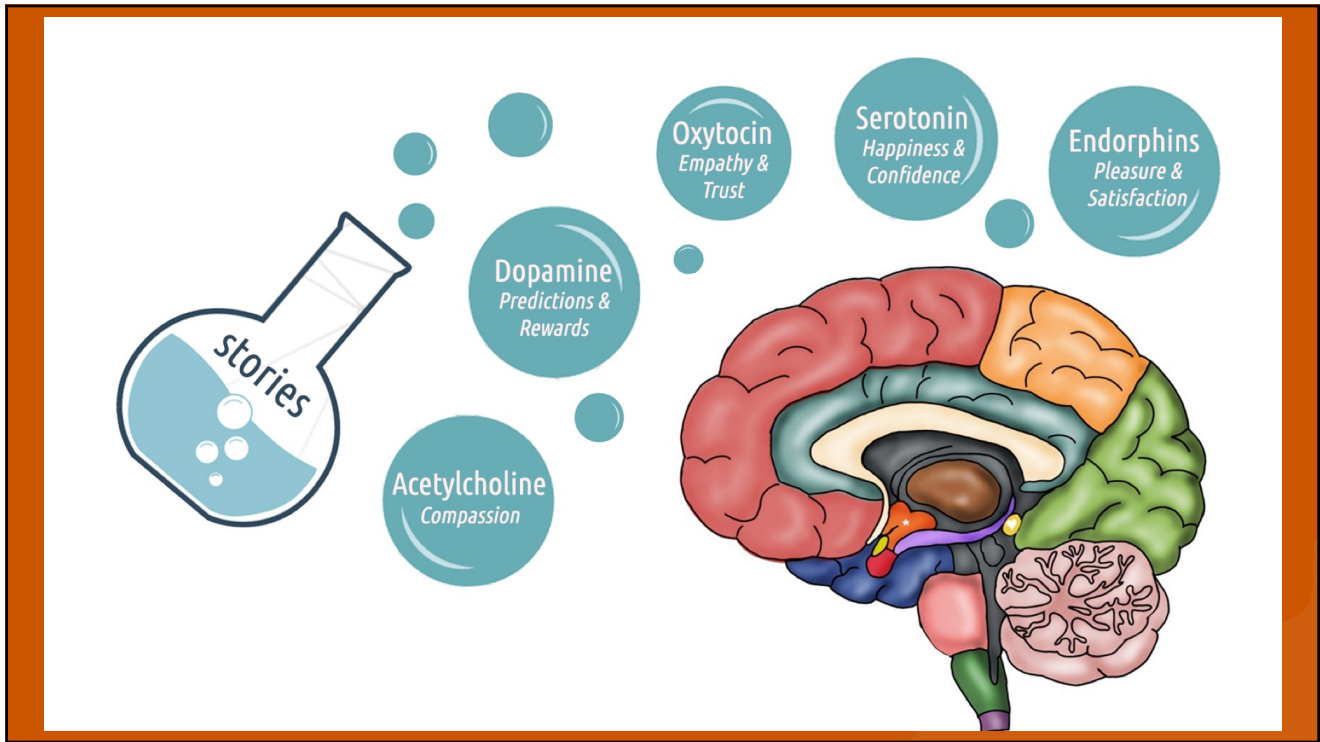
Signals the body to rest & digest

Helps to reduce inflammation in the body

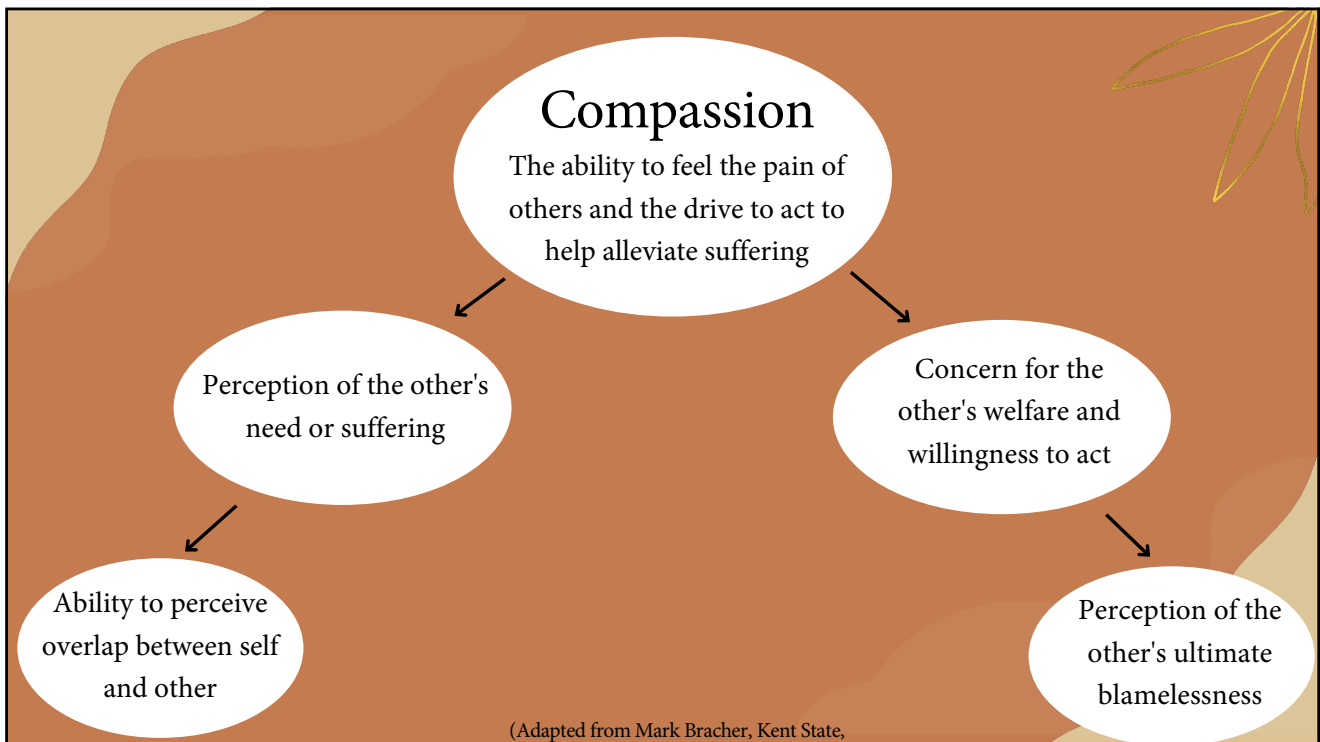
Enhances positive emotions and social connection

Opens pathways to learning & memory

4

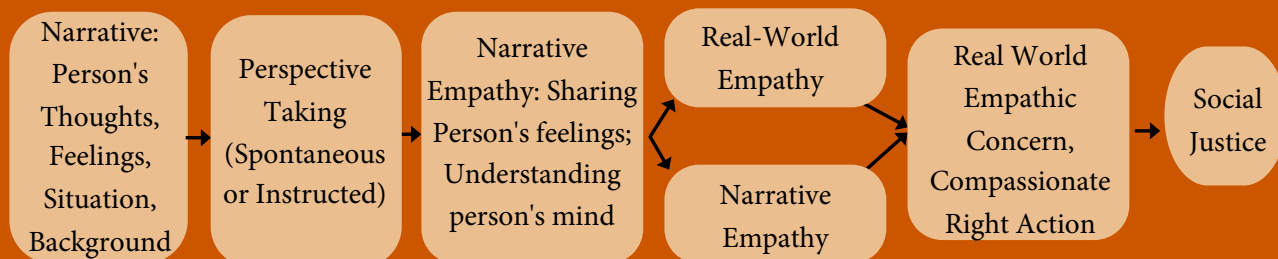


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6

How Healing Narratives Can Advance Social Justice: The Narrative-Empathy → Altruism Model



(Adapted from Mark Bracher, Kent State, 2013)

7

Developing **Solidarity** and Compassion Information-Processing Routines

Mark Bracher, Kent State,
2013)

ROUTINE	ACTIVITY TO BE SCRIPTED AND PRACTICED
Expectation	Expect to find practical psychological solidarity in everyone
Information Search	Focus on instance and evidence of interdependence, empathy, sympathy, common humanity, and other shared qualities or circumstances
Memory Search	Seek evidence of interdependence, empathy, common humanity or other shared qualities or circumstances
Inference	In the presence of ambiguous evidence, infer interdependence and common humanity
Supposition	In the absence of any evidence, assume common humanity and some sort of interdependence between oneself and others
Memory Encoding	Keep and review frequently a log or journal of instance and evidence of interdependence, empathy/sympathy, and common qualities

8

9/6/22



Miriam Cortez-Cáceres (age 7)

9

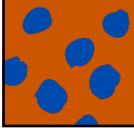


“The blue heron brings messages of self-determination and self-reliance. They represent an ability to progress and evolve. The long thin legs of the heron reflect that an individual doesn’t need great massive pillars to remain stable, but must be able to stand on one’s own.”

10

“Un pájaro nacido en una jaula cree
que volar es una enfermedad.”

“A bird born in a cage believes that
to fly is a disease.”



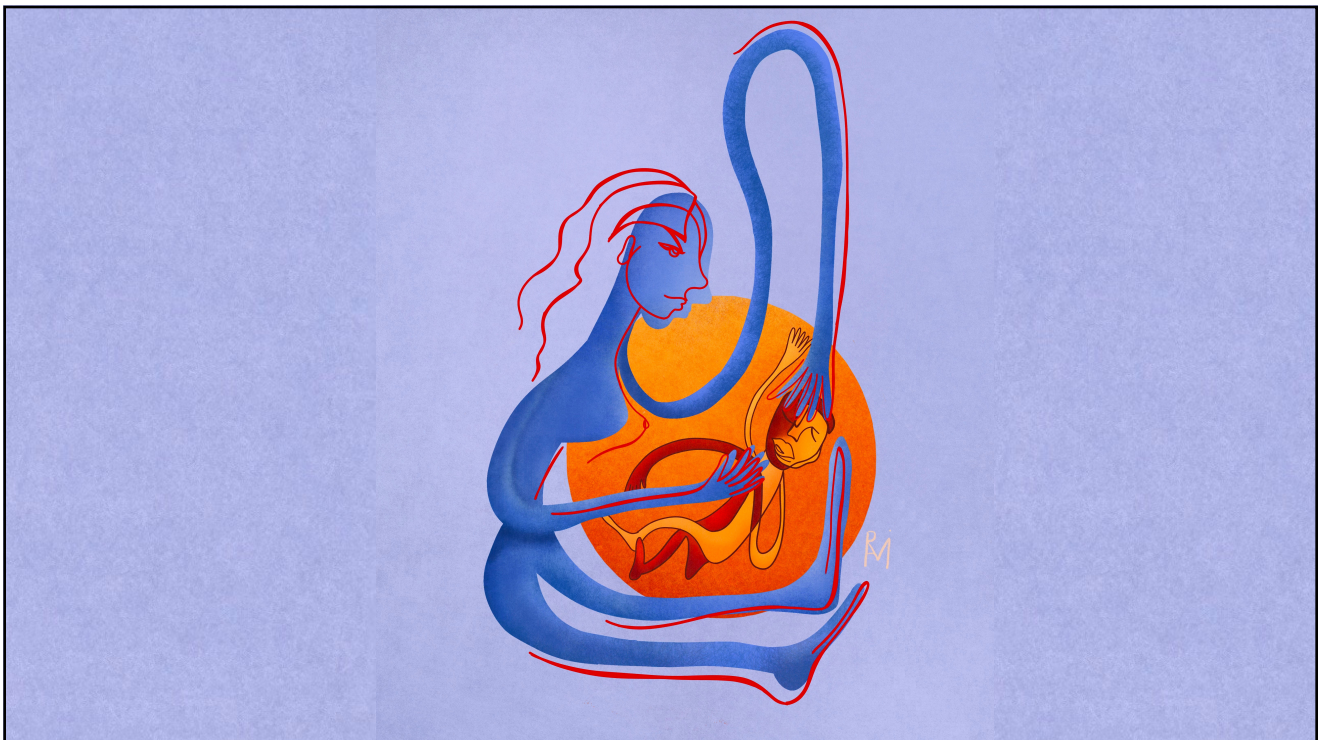
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12



13



14



Miriam Cortez-Cáceres (age 27)

15



16

Instructions for Small Group Discussions

- Where did you find solidarity or shared qualities with Miriam?
- Which aspects of her story caused you to feel empathy or compassion? For her or children like her?
- What common humanity does Miriam share with those who choose helping professions serving children with special needs?
- What new perspective did you gain from observing her artwork?

17

Equity is achieved one body at a time. I honor your commitment to this work!



Niki Elliott, Ph.D.

Director, Center for Neurodiversity, Learning, and Wellness
LaFetra College of Education, University of La Verne

Founder, The Mindful Leaders Project

Contact Information:

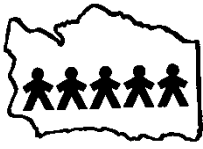
dr.niki@mindful-leaders.org

Instagram: [iam_drniki](#)

Facebook: [DrNikiElliott](#)

LinkedIn: [DrNikiElliott](#)

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Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

REF: V-A

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

MINUTES OF OCTOBER 3, 2022, REGULAR MEETING

Due to the COVID-19 Crisis this meeting was held via Zoom

12:00 p.m.

Via ZOOM – Meeting ID: 851 0244 1114

Pursuant to SBCSELPA Resolution 22-23-08

***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 **12:01 p.m.** via Zoom (**Meeting ID: 851 0244 1114**).

B. Roll Call

Lindsay MacDonald took membership roll call.

Members Present: Amy Alzina, Clerk

Holly Edds

Antonio Garcia

Anne Hubbard, Chairperson

Randal Haggard, Vice-Chairperson

Emilio Handall

Hilda Maldonado

Members Absent: Susan Salcido

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

Natalie Facio-Leon, SBCSELPA Mental Health Specialist

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

Claudia Echavarria, Director of Special Education, SYVSEC

Laura Donner, Director of Education, Santa Barbara Charter School

Rusty Gordon, Director of Special Education, Orcutt Union School District

C. Flag Salute

Anne Hubbard led the assembly in the Pledge of Allegiance.

SBCSELPA JPA BOARD
MINUTES OF OCTOBER 3, 2022, REGULAR MEETING

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

D. **Welcome Guests**

Anne Hubbard began by welcoming our regular meeting attendees that are not on the Board or from SBCSELPA. Ray Avila introduced Natalie Facio-Leon, new SBCSELPA Mental Health Specialist. Ray shared that Natalie has been with the SBCSELPA as a WRAP Bilingual Youth Support Specialist (YSS), then WRAP Facilitator, and now is the Mental Health Specialist. Anne Hubbard welcomed Natalie and thanked her for her important work. There were no other guests in attendance at the meeting. Lastly, Ray shares that Rusty Gordon, Director of Special Education at Orcutt Union School District will be joining to discuss an item he has on the agenda.

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

Ray Avila began with highlighting item #3 of his report regarding Proposed Legislation that Supports Special Education. When Ray initially prepared this report SB1113, an inclusion bill, was on the Governor's desk waiting for a hopeful signature, however, unfortunately the Governor did end up vetoing the bill. We will continue to try again with getting this bill passed as this is something that the State SELPA is a strong supporter of and we would love to bring these resources into our state to have further work around inclusion.

Next Ray brought to the Boards attention item #5 of his report regarding CDE Special Education Compliance Update, a presentation has been provided about this. Ray further shares that all of the small LEAs throughout the State of California over the next 3 academic years will be chosen once for a monitoring process by the CDE. Typically, small LEAs are bumped out of most monitoring processes because they don't have enough ADA to quantify the compliance effort. CDE is responding to a lawsuit that occurred and from that lawsuit it was stated that there need to be some type of compliance effort that includes the small LEAs and so they are starting that this year. Ray further shared that Ray and Jennifer Connolly, SBCSELPA Coordinator, will be supporting our small LEAs through this process. The CDE offered a presentation earlier in the week regarding this new process and Jennifer attended on behalf of the SBCSELPA, some of our LEAs attended as well. We have 7 LEAs so far that we are aware of here in Santa Barbara County that have been chosen for this compliance review. The major component of this review is that it requires a file review, almost like a mini-IRS audit. Ray will keep the Board posted as we go through this process, but he is confident that these LEAs that were chosen on this first round will be very successful on following through. The Board was satisfied; there were no questions or comments.

II. **PUBLIC COMMENTS**

There were no public comments.

III. **APPROVAL OF ADDITIONAL EMERGENCY ITEMS**

There were no additional emergency items presented.

IV. **APPROVAL OF ACTION AGENDA**

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

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

Vote: 6 – 0 The motion passed with JPA Board Members Amy Alzina, Holly Edds, Antonio Garcia, Randal Haggard, Emilio Handall, and Anne Hubbard voting in favor; none opposed. Hilda Maldonado stepped away from the meeting temporarily and was not included in this vote.

SBCSELPA JPA BOARD
MINUTES OF OCTOBER 3, 2022, REGULAR MEETING

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

- A. **Minutes of August 29, 2022 Regular Meeting**
- B. **Ratification of Payment of Claims:** 01-706541 - 01-706547, 01-707402 – 01-707426, 01-708164 – 01-708182, 01-708943 – 01-708955.
- C. **2022-23 Nonpublic Agency (NPA) Master Contract & Exhibit A Rates**
 - 1. Children's Therapy Network

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

Motion to Approve: Holly Edds **Second:** Amy Alzina

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

Vote: 6 – 0 The motion passed with JPA Board Members Amy Alzina, Holly Edds, Antonio Garcia, Randal Haggard, Emilio Handall, and Anne Hubbard voting in favor; none opposed. Hilda Maldonado stepped away from the meeting temporarily and was not included in this vote.

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

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

Recommendation: The JPA Board approve Orcutt Union School District Request for Additional Staff for 22-23 school year as presented.

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

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

Ray Avila introduced this item and shared that Rusty Gordon, Director of Special Education at Orcutt Unions School, drafted this request that was submitted to SBCSELPA, he joined the meeting to answer any questions regarding this request.

Ray began by explaining that Orcutt operates and facilitates the Regional Occupational Therapy (OT) Program. Since it is regional it does serve some of the other LEAs in the north part of our county. Currently the caseloads for this OT program exceeds the number of staff that they started up the year with, more kids arrived with OT services needed than they had projected. This means that Orcutt needs to hire a new OT staff member, the plan to contract out with a Non-Public Agency for this staffing increase just for the remainder of the 22-23 school year, an estimated amount of what a contracted provider may charge for services has been provided.

Anne then opened it up to the JPA Board for questions and/or comments on this request. Antonio Garcia began by commenting/confirming that this additional staff member that is being requested will then bring these caseloads down to where they should be in the low 30s. Ray responded and confirmed that this additional staff will bring it down to the ratio that is outlined in our Local Plan. Rusty further confirmed that this additional staff should bring them down to 28-30, which is where they are usually at but this year.

SBCSELPA JPA BOARD
MINUTES OF OCTOBER 3, 2022, REGULAR MEETING

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

Hilda asked if South County has similar needs in terms of ratios, or if it's specific to north county. Ray informed Hilda that the south County has similar needs, but that they have non-regional OT programs, but that similar ratios will be observed. Hilda asked if non-regional districts could make similar requests that is being presented in the meeting. Ray indicated that because they are non-regional, they would not need to be presented to JPA. Randy asked which LEAs would be participating in funding the program. Rusty indicated that the fiscal impact is based on proportional cost based on needs. The brunt of the cost will be incurred on Santa Maria Bonita. Ray also reminded the JPA board that a year and a day notice was provided from SMBSD for the transferring back on the OT program. Lastly, Randy asked if it would be possible to receive an overview of regional programs as to how it all fits together. Ray indicated that a presentation would certainly be able to be provided to the board. The Board was satisfied; there were no further questions or comments.

B. **SBCSELPA Wrap-Around Services Team (WRAP) Facilitator and Youth Support Specialist Salary Schedule Revisions**

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

Recommendation: The JPA Board approve the SBCSELPA request for the SBCSELPA WRAP salary schedule to include the revisions as presented.

Motion to Approve: Holly Edds **Second:** Hilda Maldonado

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

Ray Avila introduced this item, reviewing the memo and attachments with the JPA Board. Ray shared with the Board that it was due to a sense of urgency that it was brought as an action item. From recent exit interviews and information, we gathered from other agencies in the area we definitely came in on the lower side in regard to salary schedules and so we are looking to just get to a competitive level with other agencies. The board was satisfied; there were no further questions or comments.

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

1. SBCEO Request

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

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

Vote: 6 – 0 The motion passed with JPA Board Members Holly Edds, Antonio Garcia, Randal Haggard, Emilio Handall, Anne Hubbard, and Hilda Maldonado voting in favor; none opposed. Amy Alzina stepped away from the meeting temporarily and was not included in this vote

SBCSELPA JPA BOARD
MINUTES OF OCTOBER 3, 2022, REGULAR MEETING

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

Ray Avila introduced this item and reviewed the memo and attachment in detail, sharing that SBCEO runs a large portion of our regional preschool programs, and they do an amazing job of it. He further confirmed that this item has been presented to our SEAM and SEAMBO group for approval and support prior to bringing to the JPA Board.

Kirsten Escobedo clarified that the second page of the submitted request, which indicated the increased cost per participating district accounts for the increase in working days for staff.

Anne Hubbard asked regarding the cost per student, that it seemed like a bargain that the total cost is currently roughly two thousand dollars. Kirsten explained that the cost is per student, and so the number of students serve in our 3 direct service districts, that includes Cold Spring, is relatively very small and so most of them require speech only services or preschool plus, so you could think about it like resource for a preschool students where they would have preschool special ed teacher and preschool speech therapist often that push into the child's general ed preschool setting versus attending a SDC or inclusion class that is run by SBCEO. Hilda asked about the students that receive three hours in the morning and afternoon. Kirsten Escobedo explained that the hours depend on the services that were needed. The board was satisfied; there were no further questions or comments.

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

1. Santa Barbara Charter School Request

Recommendation: 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 to Approve: Holly Edds **Second:** Hilda Maldonado

Vote: 6 – 0 The motion passed with JPA Board Members Holly Edds, Antonio Garcia, Randal Haggard, Emilio Handall, Anne Hubbard, and Hilda Maldonado voting in favor; none opposed. Amy Alzina stepped away from the meeting temporarily and was not included in this vote

Ray Avila introduced this item and reviewed the details with the JPA Board, reminding them that this item was previously on the October 2022 agenda as an information and discussion item and the Board approved having the item now return as an action item. Anne Hubbard confirmed that this request does align with our Local Plan, as far as asking for those funds from last year. The board was satisfied; there were no questions or comments.

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

1. SBCEO Request

Recommendation: 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.

SBCSELPA JPA BOARD
MINUTES OF OCTOBER 3, 2022, REGULAR MEETING

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

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

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

Ray Avila introduced this item which is like the previous request and reviewed the details with the JPA Board, reminding them that this item was previously on the October 2022 agenda as an information and discussion item and the Board approved having the item now return as an action item.

Hilda Maldonado asked if there is a process in place for asking districts how future budgets are planned, taking into consideration of changes such as this one. Hilda added that there should be some anticipation of these situations arising. Ray mentioned that he and Rachel Wigle have had continuous conversations regarding the allocations of funds for purposes and situations such as this. He added that Cold Spring school is a district that typically does not receive nearly enough to best serve its student population. This is based off feedback from the business officials from Cold Spring.

Anne Hubbard asked if the funds would be from last year's Low incidence, and if moving forward, the district would not be able to make a reiterative request. Ray clarified that Cold Spring did in fact budget for those students for this year's budget and will be able to fund them. He added that new needs to arise throughout the year, and these new students would have a right to request services necessitating the LEA to access these funds. Hilda followed up with regards to how this expense is taken into consideration for future budgeting. Anne asked for clarification if this was specific to SELPA, or for LEAs to increase and budget for increase Low Incidence requisites. Hilda replied that both should budget for this particularity. Amy provided additional information and clarification as to how planning for a small district serves difficulty when the inherent service need manifests the funding whether the student population is great or small. The board was satisfied; there were no further questions or comments.

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

1. Resolution 22-23-09

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

Motion to Approve: Holly Edds **Second:** Amy Alzina

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

Ray Avila introduced and reviewed this item. Hilda asked if we are really in a state of emergency. She also asked as to whether the new rules of the Brown Act do not require JPA to make official movements, and notifications to the public as to the mode of the meeting, (via zoom). Ray indicated that he would check whether it is required that SELPA provides the manner of meeting to the public first for approval. The board was satisfied; there were no further questions or comments.

SBCSELPA JPA BOARD
MINUTES OF OCTOBER 3, 2022, REGULAR MEETING

VII. ITEMS FOR INFORMATION AND DISCUSSION

A. Approval of Fiscal Year 2022-23 Adopted Budget & Adopted Budget Analysis and Recommendation

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

B. Resignation Notification from Graciela Vega, SBCSELPA WRAP Facilitator

1. Resignation Letter

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

C. SBCSELPA Professional Development

1. September 2022 Professional Development Offerings Booklet (Updated September 2022)

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

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

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

E. SBCSELPA Legal Fees Year-to-Date Reserve

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

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

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

VIII. MISCELLANEOUS AGENDA ITEMS

A. Items Proposed for Future Action or Discussion

Hilda reiterated the concern regarding budgeting for the increase of Low Incidence related provisions. Anne asked to add that to the discussion for the November meeting.

Hilda Maldonado & Anne Hubbard proposed to have the SBCSELPA, specifically Jennifer Connolly, prepare a training/induction for new SPED paraprofessionals, with so many new paras and people leaving it would like an induction program for the new person. There were no additional other requests for future agenda items.

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 ITEM

There were no public comments.

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

A. Confidential Nonpublic School (NPS) Student Updates

XI. RECONVENE TO PUBLIC SESSION: Anne Hubbard called the meeting back into Public Session at 1:11 p.m. The Board took no action.

SBCSELPA JPA BOARD
MINUTES OF OCTOBER 3, 2022, REGULAR MEETING

XII. **ADJOURNMENT**

The meeting was adjourned at 1:11 p.m.

Anne Hubbard, Chairperson
Santa Barbara County SELPA

Ray Avila, Secretary
Santa Barbara County SELPA

Date

Date

Checks Dated 09/14/2022 through 10/26/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-710059	09/20/2022	Avila, Ray S	01-5200		32.21
01-710060	09/20/2022	Connolly, Jennifer	01-5200		785.68
01-710061	09/20/2022	Foote, Lisa A	01-4300		129.00
01-710062	09/20/2022	Lindsey, Alison	01-5200		1,242.45
01-710063	09/20/2022	MacDonald, Lindsay	01-4300		18.29
01-710064	09/20/2022	ALD Telecom	01-5910		75.87
01-710065	09/20/2022	CalPERS Financial Reporting	01-3202		4,038.26
01-710066	09/20/2022	County Education Office	01-4300		67.10
01-710067	09/20/2022	Crystal Ramos	01-5800		522.00
01-710068	09/20/2022	Frontier	01-5910		86.31
01-710069	09/20/2022	Graciela Vega	01-5910		6.66
01-710070	09/20/2022	Great America Financial Svcs.	01-5860		218.26
01-710071	09/20/2022	Hearing Consultants Of Calif.	01-5860		45.00
01-710072	09/20/2022	Linguabee	01-7281		2,295.00
01-710073	09/20/2022	MDB Consulting	01-5800		500.00
01-710074	09/20/2022	SBCSS C/OA Robin Robbins	01-5200		500.00
01-710075	09/20/2022	Stanley Convergent Security So	01-5860		276.57
01-710076	09/20/2022	VISA	01-4300	273.71	
			01-5200	1,480.97	
			01-5800	3,079.75	4,834.43
01-710879	09/27/2022	Bucio, Rosy	01-5910		35.00
01-710880	09/27/2022	Facio-Leon, Natalie	01-5910		35.00
01-710881	09/27/2022	Foote, Lisa A	01-5910		35.00
01-710882	09/27/2022	Lindsey, Alison	01-5200		86.00
01-710883	09/27/2022	Pandac, Philbert R	01-5910		35.00
01-710884	09/27/2022	Anna Whitehouse	01-5860		3,000.00
01-710885	09/27/2022	Annisha Susilo	01-5860		3,000.00
01-710886	09/27/2022	Barbara Katic	01-5800		5,000.00
01-710887	09/27/2022	DANNIS WOLIVER KELLEY	01-5830		920.00
01-710888	09/27/2022	Diamond Ranch Academy, Inc.	01-5890		14,857.79
01-710889	09/27/2022	Frontier	01-5910		124.86
01-710890	09/27/2022	██████████ NPS 2022 23 71	01-5890		298.45
01-710891	09/27/2022	Linguabee	01-7281		1,530.00
01-710892	09/27/2022	Monica Romero	01-5860		3,000.00
01-710893	09/27/2022	Patterson Associates	01-5600		6,030.48
01-710894	09/27/2022	Rachel Bidinost	01-5910		35.00
01-710895	09/27/2022	Stephanie Guertin	01-5910		35.00
01-710896	09/27/2022	Tamara Starling	01-5860		3,000.00
01-711803	10/04/2022	Hurvitz, Taryn	01-5200		66.87
01-711804	10/04/2022	MacDonald, Lindsay	01-4300		22.81
01-711805	10/04/2022	ACSA	01-5300		123.62
01-711806	10/04/2022	ACSA Foundation For Ed. Admin.	01-5200		1,500.00
01-711807	10/04/2022	██████████ NPS 2021 22 69	01-5890		1,293.32
01-711808	10/04/2022	Cpr Computer Services	01-5860		1,020.00
01-711809	10/04/2022	Crystal Ramos	01-5800		522.00
01-711810	10/04/2022	Frontier	01-5910		306.16

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 3

Checks Dated 09/14/2022 through 10/26/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-711811	10/04/2022	Goleta Union School District	01-5860		23,770.31
01-711812	10/04/2022	Rachel Bidinost	01-5200		725.63
01-711813	10/04/2022	Stephanie Guertin	01-5200		716.69
01-711814	10/04/2022	Stephen E. Brock, PHD	01-5800		1,750.00
01-712951	10/11/2022	Avila, Ray S	01-5200		477.21
01-712952	10/11/2022	Bucio, Rosy	01-5200		1,284.50
01-712953	10/11/2022	Foote, Lisa A	01-5200		250.00
01-712954	10/11/2022	Barbara Katic	01-5200		477.81
01-712955	10/11/2022	Copper Hills Youth Center	01-5890		11,255.00
01-712956	10/11/2022	Eide Bailly LLP	01-5810		2,520.00
01-712957	10/11/2022	Goleta Union School District	01-5860		16,767.59
01-712958	10/11/2022	Linguabee	01-7281		765.00
01-712959	10/11/2022	Santa Maria Times	01-5840		1,290.00
01-712960	10/11/2022	Santa Maria-Bonita School Dist	01-7281		5,646.15
01-712961	10/11/2022	Staples Business Credit	01-4310		160.46
01-712962	10/11/2022	Staples Business More	01-4300		479.88
01-712963	10/11/2022	Tania Nunez De La Torre	01-5860		47.00
01-712964	10/11/2022	Verizon Wireless	01-5910		240.12
01-712965	10/11/2022	X Tech Laser Printing Inc.	01-5860		328.84
01-713965	10/18/2022	Avila, Ray S	01-5200		1,084.88
01-713966	10/18/2022	ALD Telecom	01-5910		65.49
01-713967	10/18/2022	CalPERS Financial Reporting	01-3202		3,995.33
01-713968	10/18/2022	Care Youth Corporation (Falcon Ridge Ranch)	01-5890		10,279.00
01-713969	10/18/2022	Crystal Ramos	01-5800		870.00
01-713970	10/18/2022	Devereux Florida	01-5890		19,536.12
01-713971	10/18/2022	Diamond Ranch Academy, Inc.	01-5890		16,779.41
01-713972	10/18/2022	FAGEN FRIEDMAN & FULFROST LLP	01-5830		117.00
01-713973	10/18/2022	Frontier	01-5910		104.26
01-713974	10/18/2022	Great America Financial Svcs.	01-5860		160.65
01-713975	10/18/2022	Linguabee	01-5860		765.00
01-713976	10/18/2022	LRP Media Group	01-5200		1,500.00
01-713977	10/18/2022	Margaret Slater	01-5800		112.50
01-713978	10/18/2022	Monica Santana	01-4310		130.92
01-713979	10/18/2022	Santa Barbara Unified District	01-7281		12,218.07
01-713980	10/18/2022	Stanley Convergent Security So	01-5860		70.11
01-713981	10/18/2022	VISA	01-4300	711.84	
			01-5300	265.69	
			01-5800	660.00	1,637.53
01-714968	10/25/2022	Avila, Ray S	01-4300		74.73
01-714969	10/25/2022	Bucio, Rosy	01-5910		35.00
01-714970	10/25/2022	Connolly, Jennifer	01-5200		96.49
01-714971	10/25/2022	Facio-Leon, Natalie	01-4300	9.99	
			01-5910	35.00	44.99
01-714972	10/25/2022	Foote, Lisa A	01-5910		35.00
01-714973	10/25/2022	Pandac, Philbert R	01-5910		35.00

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.

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Page 2 of 3

Checks Dated 09/14/2022 through 10/26/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-714974	10/25/2022	Anna Whitehouse	01-5860		3,000.00
01-714975	10/25/2022	Annisha Susilo	01-5860		3,000.00
01-714976	10/25/2022	Barbara Katic	01-5800		5,000.00
01-714977	10/25/2022	County Education Office	01-5860		8,443.50
01-714978	10/25/2022	Linguabee	01-5860		1,476.00
01-714979	10/25/2022	Monica Romero	01-5860		3,000.00
01-714980	10/25/2022	Patterson Associates	01-5600		6,030.48
01-714981	10/25/2022	Rachel Bidinost	01-5910		35.00
01-714982	10/25/2022	Stephanie Guertin	01-5910		35.00
01-714983	10/25/2022	Tamara Starling	01-5860		3,000.00
01-714984	10/25/2022	Tania Nunez De La Torre	01-5910		35.00
01-714985	10/25/2022	West Shield Adolescent Service	01-5890		4,847.45
Total Number of Checks			98		238,187.55

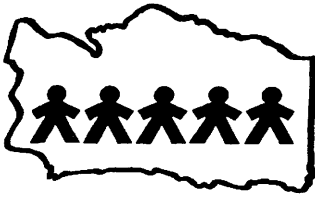
Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	98	238,187.55
Total Number of Checks		98	238,187.55
Less Unpaid Tax Liability			.00
Net (Check Amount)			238,187.55

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 3 of 3



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

Date: November 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: 2022-2023 Nonpublic School (NPS) Individual Service Agreement (ISAs)

BACKGROUND:

- The following ISA for services provided to an NPS student currently in placement reflect the rates negotiated in the JPA Board approved **2022-2023** Nonsectarian, Nonpublic School/Agency Master Contract.

<i>Nonpublic School</i>	<i>Case Number</i>	<i>100% Contract Cost</i>	<i>Effective Dates</i>
Lava Heights Academy	NPS 2022-23-74	\$100,625.00	10/24/2022 – 06/30/2023
Total		\$100,625.00	

FISCAL IMPACT: The contracted cost for this SBCSELPA NPS placement for 2022-2023 is \$100,625.00.

RECOMMENDATION: The JPA Board approve the above 2022-2023 NPS ISA as presented.

RA:lm

2022-2023 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on October 24, 2022 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2023, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency Santa Barbara County SELPA Nonpublic School Lava Heights Academy

LEA Case Manager: Name Ray Avila, SELPA Executive Director Phone Number 805-683-1424

Pupil Name _____ NPS 2022-23-74 _____ G _____ Sex: ☐ M ☒ F Grade: 9
(Last) (First) (M.I.)

Address [REDACTED] City Guadalupe State/Zip CA 93434

DOB: [REDACTED] Residential Setting: ☒ Home ☐ Foster ☐ LCI # _____ ☐ OTHER _____

Parent/Guardian: [REDACTED] Phone (805) 72[REDACTED] (805) 614-[REDACTED]
[REDACTED] (Residence) [REDACTED] (Business)

Parent/Guardian: _____ Phone (805) 928-____ (Residence) (805) 720-____ (Business)

Address _____ City _____ State/Zip _____
(If different from student)

AGREEMENT TERMS:

1. *Nonpublic School:* The average number of minutes in the instructional day will be: _____ during the regular school year
 _____ during the extended school year
2. *Nonpublic School:* The number of school days in the calendar of the school year are: _____ during the regular school year
 _____ during the extended school year

3. Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.

A. **INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE:** *(Applies to nonpublic schools only):* Daily Rate: \$155.00

Estimated Number of Days 172 **x Daily Rate** \$155.00 **= PROJECTED BASIC EDUCATION COSTS** \$27,125

B. RELATED SERVICES:

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)		X		Educational Day	\$155.00	172	\$27,125
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515).							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Parent Counseling (520)							
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Residential Room and Board		X		Daily	\$220.00	250	\$55,000
Mental Health Services		X		Daily	\$74.00	250	\$18,500
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST\$ \$73,500

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS\$ \$100,625

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON June 6, 2022

6. Progress Reporting Requirements: _____ Quarterly ☒ Monthly _____ Other _____ (Specify) _____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA/SELPA-

Lava Heights
Academy

Santa Barbara County
SELPA

(Name of Nonpublic School/Agency)

(Name of
LEA/SELPA)

Lawrence Howell
Lawrence Howell (Oct 20, 2022 12:41 HST)
(Signature)

10/20/2022
(Date)

Ray Avila
Ray Avila (Oct 20, 2022 15:36 PDT)
(Signature)

10/20/2022
(Date)

Lawrence Howell, Chief Administrative
Officer

Ray Avila, SELPA Executive Director

(Name of Superintendent or Authorized Designee)

(Name and Title)










ISA - Lava Heights Academy 2022-23

Final Audit Report

2022-10-20

Created:	2022-10-20
By:	Brian Helt (bhelt@sbcsepa.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAZpBi8FQyrf4tQkrMybju-ildToY68RGm

ISA - Lava Heights Academy 2022-23" History

-  Document created by Brian Helt (bhelt@sbcsepa.org)
 2022-10-20 - 10:25:22 PM GMT- IP address: 206.83.1.2
-  Document emailed to ravila@sbcsepa.org for signature
 2022-10-20 - 10:26:45 PM GMT
-  Document emailed to Lawrence Howell (lawrence.howell@rop.com) for signature
 2022-10-20 - 10:26:45 PM GMT
-  Email viewed by ravila@sbcsepa.org
 2022-10-20 - 10:36:08 PM GMT- IP address: 104.47.74.126
-  Signer ravila@sbcsepa.org entered name at signing as Ray Avila
 2022-10-20 - 10:36:21 PM GMT- IP address: 206.83.1.2
-  Document e-signed by Ray Avila (ravila@sbcsepa.org)
 Signature Date: 2022-10-20 - 10:36:23 PM GMT - Time Source: server- IP address: 206.83.1.2
-  Email viewed by Lawrence Howell (lawrence.howell@rop.com)
 2022-10-20 - 10:41:13 PM GMT- IP address: 184.169.45.4
-  Document e-signed by Lawrence Howell (lawrence.howell@rop.com)
 Signature Date: 2022-10-20 - 10:41:45 PM GMT - Time Source: server- IP address: 184.169.45.4
-  Agreement completed.
 2022-10-20 - 10:41:45 PM GMT



State of Arizona
 Special Education
 2022-23

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To the Governing Board
Santa Barbara County SELPA
Santa Barbara, California

This letter is provided in connection with our engagement to audit the financial statements and to audit compliance over major federal award programs of Santa Barbara County SELPA (the SELPA) as of and for the year ended June 30, 2022. Professional standards require that we communicate with you certain items including our responsibilities with regard to the financial statement audit, the compliance audit, and the planned scope and timing of our audits, including significant risks we have identified.

As stated in our engagement letter dated June 1, 2022, we are responsible for conducting our audit in accordance with auditing standards generally accepted in the United States of America (GAAS), *Government Auditing Standards* of the Comptroller General of the United States of America, the requirements of the Single Audit Act, as amended; and the provisions of the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and the *2021-2022 Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals panel as regulations for the purpose of forming and expressing opinions on the financial statements and on major federal award program compliance. Our audits do not relieve you or management of your respective responsibilities.

Our responsibility as it relates to the schedule of expenditures of federal awards is to evaluate its presentation for the purpose of forming and expressing an opinion as to whether it is presented fairly in all material respects in relation to the financial statements as a whole.

Our audits will include examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. Our audit is designed to provide reasonable, but not absolute assurance about whether the financial statements as a whole are free of material misstatement, whether due to error, fraudulent financial reporting, misappropriation of assets, or violations of laws or governmental regulations. Because of this concept of reasonable assurance and because we will not examine all transactions, there is a risk that material misstatements may exist and not be detected by us.

Our audit procedures will also include determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or material noncompliance may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards* of the Comptroller General of the United States of America, the requirements of the Single Audit Act, as amended; and the provisions of the Uniform Guidance.

Our audits will include obtaining an understanding of the entity and its environment, including its internal control, sufficient to assess the risks of material misstatement of the financial statements, the risk of material noncompliance in the major federal award programs, and as a basis for designing the nature, timing, and extent of further audit procedures, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. However, we will communicate to you at the conclusion of our audit any material weaknesses or significant deficiencies identified. We will also communicate to you:

- Any violation of laws or regulations that come to our attention;
- Our views relating to qualitative aspects of the entity's significant accounting practices, including accounting policies, accounting estimates, and financial statement disclosures;
- Significant difficulties, if any, encountered during the audit;
- Disagreements with management, if any, encountered during the audit;
- Significant unusual transactions, if any;
- The potential effects of uncorrected misstatements on future-period financial statements; and
- Other significant matters that are relevant to your responsibilities in overseeing the financial reporting process.

Professional standards require us to design our audit to provide reasonable assurance that the financial statements are free of material misstatement whether caused by fraud or error. In designing our audit procedures, professional standards require us to evaluate the financial statements and assess the risk that a material misstatement could occur. Areas that are potentially more susceptible to misstatements, and thereby require special audit considerations, are designated as "significant risks." Although we are currently in the planning stage of our audit, we have preliminarily identified the following significant risks that require special audit consideration.

- Management Override of Controls – Professional standards require auditors to address the possibility of management overriding controls. Accordingly, we identified as a significant risk that management of the organization may have the ability to override controls that the organization has implemented. Management may override the organization's controls in order to modify the financial records with the intent of manipulating the financial statements to overstate the organization's financial performance or with the intent of concealing fraudulent transactions.
- Revenue Recognition – We identified revenue recognition as a significant risk due to financial and operational incentives for the organization to overstate revenues.

We expect to begin our audit in the spring of 2022 and issue our report on or prior to December 15, 2022.

This information is intended solely for the information and use of the Governing Board and management of the SELPA and is not intended to be and should not be used by anyone other than these specified parties.

Respectfully,



Rancho Cucamonga, California



June 1, 2022

Santa Barbara County SELPA
Ray Avila
Executive Director
5385 Hollister Ave Ste 107
Santa Barbara, CA 93111

You have requested that we audit the financial statements of the governmental activities and each major fund of Santa Barbara County SELPA (the SELPA) as of June 30, 2022, and for the year then ended, and the related notes to the financial statements, which collectively comprise the SELPA's basic financial statements. In addition, we will audit the entity's compliance over major federal award programs for the period ended June 30, 2022. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audits will be conducted with the objectives of our expressing an opinion on each opinion unit and an opinion on compliance regarding the entity's major federal award programs.

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (GAAS) and in accordance with *Government Auditing Standards*, and/or state or regulatory audit requirements will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Accounting principles generally accepted in the United States of America (U.S. GAAP), as promulgated by the Governmental Accounting Standards Board (GASB) require that certain information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by GASB, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation and comparing the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI.

The following RSI is required by accounting principles generally accepted in the United States of America. This RSI will be subjected to certain limited procedures but will not be audited:

1. Management's Discussion and Analysis.
2. Budgetary Comparison Schedules.
3. Schedule of the SELPA's Proportionate Share of the Net Pension Liability.
4. Schedule of the SELPA's Contributions.

Supplementary information other than RSI will accompany the SELPA's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the following supplementary information in relation to the financial statements as a whole:

1. Schedules required by the current *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the Education Audit Appeals Panel.

Schedule of Expenditures of Federal Awards

We will subject the schedule of expenditures of federal awards to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the schedule of expenditures of federal awards is presented fairly in all material respects in relation to the financial statements as a whole.

Data Collection Form

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the *earlier* of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

Audit of the Financial Statements

We will conduct our audit in accordance with GAAS, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; the audit

requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and in accordance with any state or regulatory audit requirements. As part of an audit in accordance with these standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the SELPA's ability to continue as a going concern for a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America and/or state or regulatory audit requirements.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

Reporting

We will issue a written report upon completion of our audit of the SELPA's basic financial statements. Our report will be addressed to the governing body of the SELPA. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s), to our auditor's report, or if necessary, withdraw from the engagement. If our opinions on the basic financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

We also will issue a written report on *State Compliance* upon completion of our audit.

Annual Report – Form and Content, Delivery

The form and content of the annual audit shall be in conformity, to the extent practicable, with such form and content as may be prescribed by the State of California under Section 41020 of the Education Code, including the required compliance audit provisions of the Uniform Guidance, Audits of State of Local Governments, issued by the U.S. Office of Management and Budget, as issued pursuant to the Single Audit Act Amendments of 1996 and Title 2 U.S. CFR Part 200, Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards (Uniform Guidance).

The audit shall be completed and the audit report shall be delivered in accordance with time requirements as specified in the current Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, issued by Educational Audit Appeals Panel, unless delayed by circumstances beyond the control of the Auditors. To continue our efforts in environmental responsibility, an electronic copy of the audit report will be provided to the SELPA. In addition, required copies will be filed with the applicable governmental units.

Audit of Major Program Compliance

Our audit of the SELPA's major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the Uniform Guidance and will include tests of accounting records, a determination of major programs in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the entity has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major federal award programs. Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of those procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the entity's major federal award programs. However, our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the entity's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

Management Responsibilities

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance, acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the basic financial statements in accordance with accounting principles generally accepted in the United States of America;
2. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of basic financial statements that are free from material misstatement, whether due to fraud or error;
3. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received, including federal awards and funding increments received prior to December 26, 2014 (if any), and those received in accordance with the Uniform Guidance (generally received after December 26, 2014);
4. For maintaining records that adequately identify the source and application of funds for federally funded activities; For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance;
5. For the design, implementation, and maintenance of internal control over federal awards;
6. For establishing and maintaining effective internal control over federal awards that provides reasonable assurance that the nonfederal entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
7. For identifying and ensuring that the entity complies with federal statutes, regulations, and the terms and conditions of federal award programs and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;
8. For disclosing accurately, currently, and completely, the financial results of each federal award in accordance with the requirements of the award;
9. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
10. For taking prompt action when instances of noncompliance are identified;
11. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
12. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
13. For submitting the reporting package and data collection form to the appropriate parties;
14. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
15. To provide us with:
 - a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements, and relevant to federal award programs, such as records, documentation, and other matters;
 - b. Additional information that we may request from management for the purpose of the audit;
 - c. Unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

16. For including the auditor's report in any document containing financial statements that indicates that such financial statements have been audited by us, including
 - i. A written acknowledgement of all the documents that management expects to issue that will be included in the annual report and the planned timing and method of issuance of that annual report; and
 - ii. A final version of the annual report (including all the documents that, together, comprise the annual report) in a timely manner prior to the date of the auditor's report;
17. For adjusting the basic financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current period under audit are immaterial, both individually and in the aggregate, to the basic financial statements as a whole;
18. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
19. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets;
20. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in internal control and others where fraud could have a material effect on compliance;
21. For the accuracy and completeness of all information provided;
22. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
23. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the schedule of expenditures of federal awards referred to above, you acknowledge and understand your responsibility (a) for the preparation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance, (b) to provide us with the appropriate written representations regarding the schedule of expenditures of federal awards, (c) to include our report on the schedule of expenditures of federal awards in any document that contains the schedule of expenditures of federal awards and that indicates that we have reported on such schedule, and (d) to present the schedule of expenditures of federal awards with the audited financial statements, or if the schedule will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the schedule of expenditures of federal awards no later than the date of issuance by you of the schedule and our report thereon.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility (a) for the preparation of the supplementary information in accordance with the applicable criteria, (b) to provide us with the appropriate written representations regarding supplementary information, (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information, and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

Nonattest Services

With respect to any nonattest services we perform, we agree to perform the following:

- Prepare or assist with preparing financial statements, including the SEFA, footnote disclosures, and government-wide conversion entries, in conformity with U.S. generally accepted accounting principles based on information provided by you.
- Complete the auditee's portion of the Data Collection Form

We will not assume management responsibilities on behalf of Santa Barbara County SELPA. Santa Barbara County SELPA's management understands and agrees that any advice or recommendation we may provide in connection with our audit engagement are solely to assist management in performing its responsibilities.

The SELPA's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities.

Our responsibilities and limitations of the nonattest services are as follows:

- We will perform the services in accordance with applicable professional standards.
- The nonattest services are limited to the services previously outlined above. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities.

Fees and Timing

Royce E. Townsend is the engagement partner for the audit services specified in this letter. Responsibilities include supervising services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report. We expect to begin our audit on a mutually agreed upon date.

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses, including administrative charges. Invoices are payable upon presentation. We estimate that our fee for the audit will not exceed \$12,800.

The final installment will represent the 10% withheld amount pursuant to *Education Code* 14505 and will be presented for payment upon certification by the Controller that the audit report conforms to the reporting provisions of the Audit Guide. All billings for additional audit fees or services will be billed as these services are provided. In accordance with *Education Code* Section 14505 (b), the SELPA shall withhold 50% of the audit fee for any subsequent year of a multi-year contract if the prior year's audit report was not certified as conforming to reporting provisions of the Audit Guide. This contract shall be null and void if a firm or individual is declared ineligible pursuant to subdivision (c) of Section 41020.5. The withheld amount shall not be payable unless payment is ordered by the State Board of Accountancy or the audit report for that subsequent year is certified by the Controller as conforming to reporting provisions of the Audit Guide.

We will notify you immediately of any circumstances we encounter that could significantly affect this initial fee estimate. Whenever possible, we will attempt to use the SELPA's personnel to assist in the preparation of schedules and analyses of accounts. This effort could substantially reduce our time requirements and facilitate the timely conclusion of the audit. Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

The ability to perform and complete our engagement consistent with the estimated fee included above depends upon the quality of your underlying accounting records and the timeliness of your personnel in providing information and responding to our requests. To assist with this process, we will provide you with a Prepared-by-Client (PBC) request that identifies the information required to perform our engagement, as well as a planned timeline for the engagement. A failure to provide this information in an accurate and timely manner may result in an increase in our fees and/or a delay in the completion of our engagement.

Other circumstances may arise under which Eide Bailly must perform additional audit work and, may require additional billings for these services. Examples of such circumstances include, but are not limited to:

- Changing audit requirements.
- New professional standards or regulatory requirements (i.e. accounting for leases under GASB 87).
- Work caused due to the identification of, and management's correction of, inappropriate application of accounting pronouncements.
- Erroneous or incomplete accounting records.
- New or unusual transaction.
- Failure of District staff to prepare and provide information in a timely manner.
- Lack of availability of appropriate personnel during the audit fieldwork.
- New federal programs requiring audit if it results in an increase in the number of programs requiring audit in a given year (the fee above assumes one program each year will be audited).
- Additional federal programs requiring audit as a result of programs being identified as high or higher risk, or the District not qualifying as a low risk auditee.
- New state programs requiring audit if it results in an increase in the number of programs requiring audit in a given year.

We may be requested to make certain audit documentation available to outside parties, including regulators, pursuant to authority provided by law or regulation or applicable professional standards. If requested, access to such audit documentation will be provided under the supervision of Eide Bailly LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the outside party, who may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies. We will be compensated for any time and expenses, including time and expenses of legal counsel, we may incur in making such audit documentation available or in conducting or responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings as a result of our Firm's performance of these services. You and your attorney will receive, if lawful, a copy of every subpoena we are asked to respond to on your behalf and will have the ability to control the extent of the discovery process to control the costs you may incur.

Should our relationship terminate before our audit procedures are completed and a report issued, you will be billed for services to the date of termination. All bills are payable upon receipt.

Other Matters

During the course of the engagement, we will only provide confidential engagement documentation to you via Eide Bailly's secure portal or other secure methods, and request that you use the same or similar tools in providing information to us. Should you choose not to utilize secure communication applications, you acknowledge that such communication contains a risk of the information being made available to unintended third parties. Similarly, we may communicate with you or your personnel via e-mail or other electronic methods, and you acknowledge that communication in those mediums contains a risk of misdirected or intercepted communications.

Should you provide us with remote access to your information technology environment, including but not limited to your financial reporting system, you agree to (1) assign unique usernames and passwords for use by our personnel in accessing the system and to provide this information in a secure manner; (2) limit access to "read only" to prevent any unintentional deletion or alteration of your data; (3) limit access to the areas of your technology environment necessary to perform the procedures agreed upon; and (4) disable all usernames and passwords provided to us upon the completion of procedures for which access was provided. We agree to only access your technology environment to the extent necessary to perform the identified procedures.

Regarding the electronic dissemination of audited financial statements, including financial statements published electronically on your website or elsewhere, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Professional standards prohibit us from being the sole host and/or the sole storage for your financial and non-financial data. As such, it is your responsibility to maintain your original data and records and we cannot be responsible to maintain such original information. By signing this engagement letter, you affirm that you have all the data and records required to make your books and records complete.

We may use third party service providers and/or affiliated entities (including Eide Bailly Shared Services Private Limited) (collectively, "service providers") in order to facilitate delivering our services to you. Our use of service providers may require access to client information by the service provider. We will take reasonable precautions to determine that they have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain responsible for the confidentiality of client information accessed by such service provider and any work performed by such service provider.

We agree to retain our audit documentation or work papers for a period of at least eight years from the date of our report.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

Neither of us may use or disclose the other's confidential information for any purpose except as permitted under this engagement letter or as otherwise necessary for Eide Bailly to provide the services. Your confidential information is defined as any information you provide to us that is not available to the public. Eide Bailly's confidential information includes our audit documentation for this engagement. Our audit documentation shall at all times remain the property of Eide Bailly LLP. The confidentiality obligations described in this paragraph shall supersede and replace any and all prior confidentiality and/or nondisclosure agreements (NDAs) between us.

You agree to share all facts that may affect your financial statements, even if you first become aware of those facts after the date of the auditor's report but before the date your financial statements are issued.

At the conclusion of our audit engagement, we will communicate to the governing board the following significant findings from the audit:

- Our view about the qualitative aspects of the entity's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

Government Auditing Standards require that we provide, upon request, a copy of our most recent external peer review report and any subsequent review reports to the party contracting for the audit. Accordingly, we will provide a copy of our most recent peer review report at your request.

Eide Bailly LLP is a member of HLB International, a worldwide organization of accounting firms and business advisors, ("HLB"). Each member firm of HLB, including Eide Bailly LLP is a separate and independent legal entity and is not owned or controlled by any other member of HLB. Each member firm of HLB is solely responsible for its own acts and omissions and no other member assumes any liability for such acts or omissions. Neither Eide Bailly LLP, nor any of its affiliates, are responsible or liable for any acts or omission of HLB or any other member firm of HLB and hereby specifically disclaim any and all responsibility, even if Eide Bailly LLP, or any of its affiliates are aware of such acts or omissions of another member of HLB.

Eide Bailly LLP formed The Eide Bailly Alliance Network, a network for small to mid-sized CPA firms across the nation. Each member firm of The Eide Bailly Alliance, including Eide Bailly LLP, is a separate and independent legal entity and is not owned or controlled by any other member of The Eide Bailly Alliance. Each member firm of The Eide Bailly Alliance is solely responsible for its own acts and omissions and no other member assumes any liability for such acts or omissions. Neither Eide Bailly LLP, nor any of its affiliates, are responsible or liable for any acts or omission of The Eide Bailly Alliance or any other member firm of The Eide Bailly Alliance and hereby specifically disclaim any and all responsibility, even if Eide Bailly LLP, or any of its affiliates are aware of such acts or omissions of another member of The Eide Bailly Alliance.

Eide Bailly, LLP has owners that are not licensed as certified public accountants as permitted under Section 5079 of the California Business Code. It is not anticipated that any of the non-licensee owners will be performing services for Santa Barbara County SELPA.

MEDIATION

Any disagreement, controversy or claim arising out of or related to any aspect of our services or relationship with you (hereafter a "Dispute") shall, as a precondition to litigation in court, first be submitted to mediation. In

mediation, the parties attempt to reach an amicable resolution of the Dispute with the aid of an impartial mediator. Mediation shall begin by service of a written demand. The mediator will be selected by mutual agreement. If we cannot agree on a mediator, one shall be designated by the American Arbitration Association ("AAA"). Mediation shall be conducted with the parties in person in Rancho Cucamonga. Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties. Neither party may commence a lawsuit until the mediator declares an impasse.

LIMITED INDEMNITY

Eide Bailly LLP and its partners, affiliates, officers and employees (collectively "Eide Bailly") shall not be responsible for any misstatements in your financial statements that we may fail to detect as a result of misrepresentations or concealment of information by any of your owners, directors, officers or employees. You shall indemnify and hold Eide Bailly harmless from any claims, losses, settlements, judgments, awards, damages and attorneys' fees arising from any such misstatement or concealment of information.

If through no fault of Eide Bailly we are named as a party to a dispute between you and a third party, you shall indemnify and hold Eide Bailly harmless against any losses, damages, settlements, judgments, awards, and the costs of litigation (including attorneys' fees) we incur in connection with the dispute.

Eide Bailly shall not be entitled to indemnification under this agreement unless the services were performed in accordance with professional standards in all material respects.

LIMITATION OF LIABILITY

The exclusive remedy available to you for any alleged loss or damages arising from or related to Eide Bailly's services or relationship with you shall be the right to pursue claims for actual damages that are directly caused by Eide Bailly's breach of this agreement or Eide Bailly's violation of applicable professional standards. In no event shall Eide Bailly's aggregate liability to you exceed two times fees paid under this agreement, nor shall Eide Bailly ever be liable to you for incidental, consequential, punitive or exemplary damages, or attorneys' fees.

TIME LIMITATION

You may not bring any legal proceeding against Eide Bailly unless it is commenced within twenty-four (24) months ("Limitation Period") after the date when we delivered our report, return, or other deliverable under this agreement to you, regardless of whether we do other services for you or that may relate to the audit. The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of a possible Dispute.

GOVERNING LAW AND VENUE

Any Dispute between us, including any Dispute related to the engagement contemplated by this agreement, shall be governed by California law. Any unresolved Dispute shall be submitted to a federal or state court located in Rancho Cucamonga, California.

ASSIGNMENTS PROHIBITED

You shall not assign, sell, barter or transfer any legal rights, causes of actions, claims or Disputes you may have against Eide Bailly to any person.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

We appreciate the opportunity to be your certified public accountants and look forward to working with you and your staff.

Respectfully,



Royce E. Townsend, CPA
Partner

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Santa Barbara County SELPA by:

DocuSigned by:
Name: Ray Avila
1837545A5A974C6...
Title: Executive Director
Date: 10/17/2022

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Jamie Ivanisevic

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Ray Avila

ravila@sbcsepa.org

Executive Director

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Company Name: Eide Bailly LLP

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10/17/2022 12:53:45 PM

Payment Events**Status****Timestamps****Electronic Record and Signature Disclosure**

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Operating Systems:	Windows2000 [™] or WindowsXP [™]
Browsers (for SENDERS):	Internet Explorer 6.0 [™] or above
Browsers (for SIGNERS):	Internet Explorer 6.0 [™] , Mozilla FireFox 1.0, NetScape 7.2 (or above)
Email:	Access to a valid email account
Screen Resolution:	800 x 600 minimum

Enabled Security Settings:	<ul style="list-style-type: none"> ò Allow per session cookies ò Users accessing the internet behind a Proxy Server must enable HTTP 1.1 settings via proxy connection
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Alpha Family Empowerment Center



MEGHAN DAVY, MANAGER
MARIANA MURILLO, NAVIGATOR BILINGUAL
MARITZA JARAMILLO, ADMINISTRATIVE ASSISTANT

2001

SB 511 Established FECs
12 regions

2006

+2 FECs

2021

State Budget Act expansion

2022

Alpha awarded
Statewide 22 FECs

2022 – 2023

State Budget Act expansion
29 FECs established serving 52 of 58 counties
36 of 41 regions

Family Empowerment Centers

Training and information to families of children and young adults
with disabilities, ages 3-22

Assist parents to better understand child's educational and
developmental needs

Effectively communicate with providers

Serve as a resource IEP process

Promote alternative dispute resolution

Support positive relationships between parents and school
partners



Established by parents in the 1950's, Alpha provides lifespan support services to individuals with intellectual and developmental disabilities.



Established by parents in the 1950's, Alpha provides lifespan support services to individuals with intellectual and developmental disabilities.

Alpha's Lifespan Support Services

Family Resource Center
Family Empowerment Center
Help Me Grow Santa Barbara County



Who we are is what we do



Keeping students first

Training and information sharing

Building relationships

Facilitating improved communication

Demystifying the special education process

Organizing and helping parents ask the right questions

Defusing the "I need a lawyer" call

Building skills and confidence for family engagement and partnership



Upcoming Events

NOVEMBER 15 IEP BASICS AND PARENT RIGHTS

Learn about the basics of the IEP (Individualized Education Plan) process and how to participate in meetings in a productive and meaningful way.

TRAININGS THAT WILL BE HELD AFTER WINTER BREAK

IEP Chalk Talk Series
Inclusion Training
Transition to Adulthood
Future Planning
Community Resources



LET'S DO THIS TOGETHER!



**HOW CAN YOU
HELP? HOW CAN WE
WORK TOGETHER?**

**HOW CAN WE HELP
DISTRICT STAFF, AS
WELL AS PARENTS**

**UPCOMING
OUTREACH**

**PLEASE HELP US SPREAD
THE WORD ABOUT
ALPHA FAMILY
EMPOWERMENT CENTER**





Lifespan Support Services
Servicios de Apoyo de Por Vida
www.alphasb.org

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FAMILY EMPOWERMENT CENTER

INTRODUCING ALPHA FEC!

NEW AT ALPHA RESOURCE CENTER

Alpha Family Empowerment Center specializes in providing training and information on the special education system to families of children and young adults with disabilities, between the ages of 3 and 22.



SUPPORT STAFF

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NAVIGATING THE SPECIAL EDUCATION MAZE

We know navigating special education can be challenging. The team at Alpha Family Empowerment Center assists parents to better understand their child's educational and developmental needs, effectively communicate with service providers, and serves as a resource for effectively participating in the Individual Education Program (IEP) process.

Funded by CA Dept. of Education

Regional Programs

Who Operates the programs?

What are the Programs?

Who pays for the programs?

(Who will be affected by a request for a change in program)

Regional Operators & Programs

Costs are Shared by districts of residence for students receiving services in the **same Regional Service Program** by the **Same Operator** per below:

● SBCEO Operator

- Extensive Special Needs (ESN)
- Preschool SDC/Plus
- Preschool Specialist (Itinerant)
- Preschool Assessment
- Juvenile Court/Community Schools
- Occupational Therapy (OT) (South)
- Vision & O&M
- DHH SDC
- DHH Itinerant
- Interpreter*

● District Operators

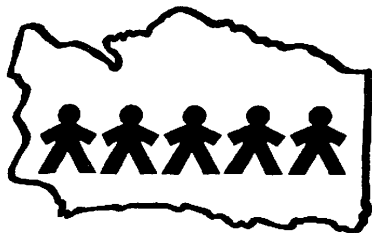
- | | |
|---|--|
| <ul style="list-style-type: none"> ● Lompoc <ul style="list-style-type: none"> ● TLP/GROW 1 ● Orcutt <ul style="list-style-type: none"> ● OT (North) ● Santa Maria Joint <ul style="list-style-type: none"> ● ESN ● TLP GROW 1 ● Santa Maria Bonita <ul style="list-style-type: none"> ● ESN | <ul style="list-style-type: none"> ● Goleta <ul style="list-style-type: none"> ● DHH Itinerant ● Santa Barbara Unified <ul style="list-style-type: none"> ● ESN ● TLP/GROW 1 ● Vision & O&M ● DHH Itinerant ● DHH SDC ● Interpreter |
|---|--|

*Charges for each 1:1 Interpreter go directly to DOR. Charges for SDC Interpreters are incorporated into SDC program.

Which LEA is going to be affected by a requested change to a Regional Program?

- 1) Which Regional Operator is bringing the request?
- 2) Which Regional Program is the request for?
- 3) Does the LEA have any students in that program provided by that operator?
 - Yes: The LEA would be directly affected by the change.
 - No: The LEA would only be affected if students enrolled in the program in the future (or were unable to enroll, in the case of a program closure)

A detailed list of classes/teachers for each program run by each operator is in the board packet.



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

Date: November 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SBCEO Regional Program Operator Request for Funding of Additional Support Staff for Ontiveros Elementary School Severe-Profound Pre-K Autism (LEAP) for the 2022-23 School Year

BACKGROUND:

- As per our Local Plan, regional program providers must annually request to continue and/or add the employment of extra or supplementary support staff that is above and beyond the number of support staff allocated per program or FTE in Local Plan Policy 3204.
- The current Local Plan staffing ratio guidelines for this program is one (1) teacher and three (3) paraeducators per every eight (8) students. For the 2022-23 school year there are ten (10) students enrolled in the program thus the request for additional aide time support for the school year.
- This request is directly related to high level of support and assistance that the students in this program require. Specifically, 2 students exhibit aggressive behavior towards peers and staff thus requiring close supervision to keep both the teacher and other students safe while also teaching these 2 students' proper social skills. There are 3 other students in the class that regularly attempt to elope thus also requiring a high level of supervision. Lastly, 9 of the students in the class are not toilet trained, thus requiring a minimum of 3 changings per day per student. To meet the needs of this classroom effectively the regional program operator, SBCEO, is requesting funding for 6.0 hours per day of additional paraprofessional support. The request for additional aide time support for the 2022-2023 school year is outlined on the attached request (**REF: VII-A.1**).
- An observation team recently visited the classroom and deemed the request for additional para support necessary as requested.
- LEA/district special education administrators support the proposed plan.

FISCAL IMPACT: The estimated cost for requested support range from low to high is \$35,793.00 - \$51,107.00 for regional program costs for additional para support for the 2022-2023 school year.

RECOMMENDATION: The JPA Board approve the SBCEO regional program request for funding of additional paraprofessional support time for Ontiveros Elementary School for the 2022-2023 school year as presented.

RA:lm

Regional Program Operator Request for Funding of Additional Support Staff

Program Operator: SBCEO		
Regional Program Type: Severe/Profound Pre-K Autism (LEAP)		
District: SMBSD/OUSD	School: Ontiveros Elementary School	For 2022-2023 School Year
Teacher Name: Sylvia Baeza	Current Class Size: 10	Age Range: 3-5
If request is for TLP; how many of the students are in the TLP class 50% or more of their day:		
Reason for additional request (check all appropriate boxes): <input type="checkbox"/> To meet the needs of a student with a low incidence disability <input type="checkbox"/> The need is associated with legal issues <input type="checkbox"/> To assist a student with severe behavioral problems <input checked="" type="checkbox"/> Staff ratio in individual classroom(s)		
Support staff being requested/pages to complete: <input checked="" type="checkbox"/> Additional Aide Time (pgs.1-3) <input type="checkbox"/> Signing Aide (pg.1) <input type="checkbox"/> Signing Interpreter (pg.1) <input type="checkbox"/> Transcriber (pg.1) <input type="checkbox"/> Other (pgs.1-3)		
Number of additional support staff hours requesting per day: 6		Estimated cost for requested support staff: Low: \$35,793 High: \$51,107

(complete this student information if request is for a specific student)

Student First Initial :	Last Initial:	<input type="checkbox"/> Male <input type="checkbox"/> Female	Age:	Grade:
Does Student live in a group home?	<input type="checkbox"/> Yes <input type="checkbox"/> No			

Current Local Plan staffing ratio guidelines for this program: One teacher and three paraeducators for 8 students.

Current Support Staff (ex: program aide, additional aide, one on one, etc)	<i>Total Hours/Schedule (ex.15hrs/Mon-Fri 9-12)</i>	Duties
Program aide	6hrs/M-F 8:30-2:30	Assist all students in autism class
Program aide	6hrs/M-F 8:30-2:30	Assist all students in autism class
Program aide	6hrs/M-F 8:30-2:30	Assist all students in autism class

Regional Program Operator Request for Funding of Additional Support Staff

Provide a narrative explanation of the reason for the additional support staff request (*do not use student names; use initials if needed*):

The SELPA staffing guidelines for the LEAP program is one teacher and three paraeducators for eight students. The class has 10 students currently and there are 1 teacher and 3 paraeducators in the classroom. One additional program paraeducator is requested to provide a safe learning environment for the students and provide support to address the student's IEP goals. We anticipate adding additional students over the remainder of the school year.

The students in the class have a variety of intensive needs requiring a high level of monitoring including elopement, extreme sensory seeking behaviors, and difficulty participating in directed tasks without a high level of support. This intensive level of support needed includes the use of positive reinforcement strategies, tangible reinforcers, visual schedules, and the use of picture exchange communication systems.

Two of the students in the class exhibit aggressive behavior towards peers and staff. These students require close supervision to keep students and staff safe and to teach appropriate social skills. Three students in the class attempt to elope on a regular basis. These students also require close supervision. When these students attempt to elope, they required monitoring which reduces the supervision for the other students in the class.

Nine of the students in the class are not toilet trained. These students need to be changed a minimum of three times per day. The high level of staff support required for this toileting reduces the staff supervision for the other students.

The use of evidence-based practices for students with ASD have been implemented in the class and students are making progress. Successful implementation of evidence-based practices requires a high level of staff training, planning, and organization to ensure success. This needs to be done regularly and prior to student's arrival in the classroom so that when students are present, staff can fully monitor and support the students, provide the consistency and structured routine necessary to decrease the behaviors, and assist the students in making academic progress. This entails creating individual visual schedules, keeping a supply of tangible reinforcers for each student, and creating lesson activities with modifications and accommodations relevant to each student's developmental needs.

Provide a plan or an IEP goal (must be measurable) that includes criteria for fading the additional support staff: Additional staff would not be required if the class enrollment reduces to eight students.

Regional Program Operator Request for Funding of Additional Support Staff

Rubric

Check the box of the number that best describes the student in each category that is appropriate.

	Health/Personal Care Rating	Behavior Rating	Instruction Rating	Inclusion/Mainstreaming Rating
0	General good health. No specialized health care procedure, medications taken or time for health care. Independently maintains all age appropriate personal care. <input type="checkbox"/>	Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends. <input type="checkbox"/>	Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts. <input type="checkbox"/>	Participate in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers. <input type="checkbox"/>
1	Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedure. Medication administration takes less than 10 minutes time. Needs reminders to complete age appropriate personal care activities. X	Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited. <input type="checkbox"/>	Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to: stay on task, follow directions and to remain engaged in learning. <input type="checkbox"/>	Participates with modification and accommodation. Needs an occasional reminder of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately. <input type="checkbox"/>
2	Chronic health issues, generic specialized health care procedures. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. Occasional toileting accidents. <input type="checkbox"/>	Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavior management plan, but unable to experience much success without behavior support plan implementation. X	Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions. <input type="checkbox"/>	Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Needs modifications and accommodations to benefit from class activities. Regular socialization may require adult facilitation. <input type="checkbox"/>
3	Very specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (stander, walker, gait trainer or wheelchair). Special food prep or feeding. Health related interventions 15-45 min. daily. Frequent physical prompts and direction assistance for personal care. Food prep required regularly. Requires toileting schedule, training, direct help, diapering. <input type="checkbox"/>	Serious behavior problems almost daily. Defiant and/or prone to physical aggression. Requires a Behavior Intervention Plan (BIP) and behavior goals and objectives on the IEP. Requires close visual supervision to implement the BIP. Medication for ADD/ADHD or other behaviors. <input type="checkbox"/>	Requires a lower than class-norm student-staff ratio, close adult proximity and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Cognitive abilities and skills likely require modifications not typical for class as a whole. Needs __Discrete Trial __ABA __Structured Teaching __PECs. Requires signing over 80% of the time. X	Participation may require additional staff for direct instructional and behavior support. Requires direct supervision going to and from class. Always requires modifications and accommodations for class work. Requires adult to facilitate social interaction with peers. X
4	Specialized health care procedure requiring care by specially trained employee (G-tube, tracheotomy, catheterization). Takes medication, requires positioning or bracing multiple times daily. Health related interventions 45 min. daily. Direct assistance with most personal care. Requires two-person lift. Direct 1:1 assistance 45 minutes or more daily. <input type="checkbox"/>	Serious behavior problems with potential for injury to self and others, runs-away, aggressive on a daily basis. Functional Analysis of Behavior or Hughes Bill has been completed and the student has a well-developed BIP, which must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors. <input type="checkbox"/>	Cannot participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodation and modification not typical for the class group. X	Always requires 1:1 staff in close proximity for direct instruction, safety, mobility or behavior monitoring. Requires 1:1 assistance to go to and from class 80% of the time. Requires adult to facilitate social interaction with peers and to remain in close proximity at all times. X

Regional Program Operator Request for Funding of Additional Support Staff

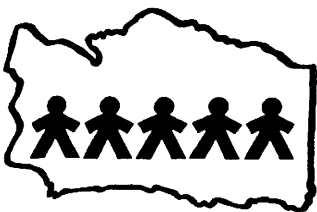
School Day Description: (check day(s) that pertain to chart below) ☒ MONDAY ☒ TUESDAY ☒ WEDNESDAY ☒ THURSDAY ☒ FRIDAY

Please describe the school week, the support staff now provided, and the support staff recommended. Use as many pages needed to represent the whole week.
Request will not be considered if this page does not show the student's/program's entire week including where and how the existing support staff is being used.

Time	Program Activity	Behavior Exhibited	# of other students	What are the other support staff doing?	Additional Support Needed at this time because...
8:30 am - 9:00 am	Setup classroom / change out materials / prep for art		0		Setup classroom / change out materials / prep for art
9:00 am - 9:30am	Free play/Toileting	Students can exhibit aggressive behavior, harm selves or others, or elope.	10 total	1 is changing diapers, 2 are supporting the other 9 students in the classroom, setting up snacks brought in from home.	Student safety, teaching appropriate play skills.
9:30 am - 9:50am	Large Group	Students elope, or can be aggressive, or distracting to others.	10 total	Teacher is leading large group; support staff are providing individual support to students.	Students need additional support to attend to group.
9:50 am - 10:30 am	Outside play time.	Students can elope and can be aggressive with one another harming selves or others.	10 total	2 support staff members alternate for each of their 15-minute breaks during this time.	Student supervision during outside time.
10:30 am - 10:50 am	Snack	Students need support eating, elopement, sitting for snack.	10 total	Staff is sitting with students supporting eating snack.	Students require additional supervision during snack time.
10:50 am- 11:10 am	Free play/Toileting	Students can exhibit aggressive behavior, harm selves or others, or elope.	10 total	1 is changing diapers, 2 are supporting the other 9 students in the classroom, setting up snacks brought in from home. During this time the 3rd support staff takes her 15-minute break.	Student safety, teaching appropriate play skills.
11:10 am - 11:55 am	Centers / Specific Goals	Students protests to teacher directed activities by eloping or exhibiting destructive behavior or tantrums	10 total	Each support staff member is supporting a center.	Additional support for students who elope or tantrum so centers can continue to run smoothly.
11:55 am - 12:45 pm	Outside play time	Students can elope and can be aggressive with one	10 total	Staff is supporting student safety and teaching appropriate play skills	This playground time overlaps with the state preschool so students can have some interaction with typically

Regional Program Operator Request for Funding of Additional Support Staff

		another harming selves or others.			developing peers. Safety is a big concern so more supervision is necessary during this time.
12:45 pm - 1:10 pm	Lunch	Students need support eating, elopement, sitting for snack.	10 total	Staff is sitting with students supporting eating snack.	Students require additional supervision during snack time.
1:10 pm - 1:45 pm	Art/ Free play / Toileting	Students can exhibit aggressive behavior, harm selves or others, or elope.	10 total	Staff is supporting students during art, supervising free play and toileting as well as cleaning up from lunch.	Students need more supervision during this time.
1:45 pm - 2:00 pm	Closing Group	Students elope, or can be aggressive or distracting to others.	10 total	Teacher is leading closing group; support staff are providing individual support to students.	Students need additional support to attend to group.
2:00 pm - 2:30 pm	Clean up	Staff is putting away materials and disinfecting materials.	0		Putting away materials and disinfecting materials.



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

Date: November 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Request for Preschool Expansion of the Lompoc Preschool SDC class for the 2022-2023 School Year

BACKGROUND:

- SBCEO provides regional Pre-School services throughout Santa Barbara County.
- SBCEO is requesting to add additional preschool spaces to serve preschool students in Lompoc. Currently the preschool has a total of 10 spaces available, with a projection of having 32 preschool students, meaning they do not have spots for at least 22 of the students. To make this preschool expansion they are requesting 1.0 FTE preschool teacher and 2 .60 FTE paraeducators for the remainder of the current school year.
- LEA/district special education administrators support the proposed plan.

FISCAL IMPACT: Estimated increase in cost for expansion ranges from \$129,394 - \$171,320 for the remainder of the 2022-2023 school year and \$203,189 - \$271,252 for 23-24 school year, to be funded by the participating LEA's.

RECOMMENDATION: The JPA Board approve the SBCEO request for Preschool Expansion of Lompoc Preschool SDC class for the 2022-2023 school year as presented.

RA:lm

**REGIONAL PROGRAM OPERATOR
REQUEST FOR FUNDING
FOR
PROGRAM EXPANSION**

PLEASE COMPLETE ONE FORM FOR EACH REQUEST BEING SUBMITTED

Date: October 7, 2022

School Year for Which Request Applies: 2022-23

1. **Program Operator:** Santa Barbara County Education Office
2. **Regional Program Type:** Lompoc Preschool SDC
3. **School:** To be determined
4. **Current Class Size:** Please see table below for more information.
5. **Age Range:** 3-5
6. **Current number of Instructional Aides assigned to class:** N/A
7. **Total number of hours per day of aide time assigned to class:** N/A
8. **Describe specifics of this request:**
 - 1.0 FTE preschool teacher
 - .60 FTE paraeducator
 - .60 FTE paraeducator
9. **Please provide a narrative explanation of the reason for this request:** This request is to add additional preschool spaces to serve preschool students in Lompoc. Based on current projections, we have 27 team assessments between 09/01/2022 and 2/01/23. This number is based on students currently served on IFSPs who will be referred by Tri Counties Regional Center. We also have another 16 parent/outside referrals that are pending assessment between 09/01/2022 to 2/01/2022. If 75% of these 43 assessments result in preschool placements, we will need space for 32 more preschoolers by February, 2023. We currently have a total of 10 spaces available, meaning that we do not have spots for at least 22 of the students. Additionally, these numbers **only** reflect Part C-B referrals and outside referrals that are currently known. They do not include any referrals for additional students over 3 that may come in between now and then.
10. **Estimate cost of this request for the remainder of the current school year:**
 - 1.0 FTE teacher: \$78,042-\$97,100
 - .6 FTE paraeducator: \$25,676-\$37,110
 - .6 FTE paraeducator: \$25,676-\$37,110
 - **Total: \$129,394 - \$171,320**

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

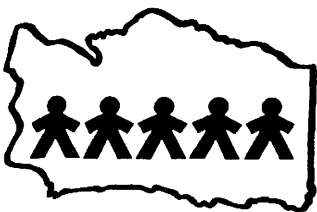
11. Estimate increase in cost for the next school year:

- 1.0 FTE teacher: \$111,489-\$138,714
- .75 FTE paraeducator: \$45,850-\$66,269
- .75 FTE paraeducator: \$45,850-\$66,269
- **Total: \$203,189-\$271,252**

Lompoc SDC Projections 2022-2023

**Enrollment
History:
June**

Preschool SDC Site	SELPA Recommended Total	Current # Enrolled	Available # of Spaces	2020-2021	2021-2022
Central Preschool (2)	18	15	3	20	22
Hapgood Preschool(2)	18	14	4	16	20
Fillmore Preschool (2)	18	15	3	10	21
Young Learners (2)	16	16	0	4	11
Clarence Ruth (LEAP) (1)	8	11	0	10	12
College State Preschool (1)				4	0
TOTALS	78	71	10	64	86
Updated 09/28/2022					
Part C-B	27				
Over 3 Referrals	16				
These numbers do not include any future Part C to B beyond February, or future over 3 referrals.					
Total Number of Team Assessments Pending 09/01/22 - 02/24/23	43				
	Part C to B	Over 3			
Sept. 1 - 30	10				
Oct. 1 - 30	7	5			
Nov. 1 - 30	6	5			
December 1- February 24, 2023	4	6			



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

Date: November 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Request for Preschool Expansion of Santa Maria/Orcutt Preschool SDC class for the 2022-2023 School Year

BACKGROUND:

- SBCEO provides regional Pre-School services throughout Santa Barbara County.
- SBCEO is requesting to add additional preschool spaces to serve preschool students in Santa Maria and Orcutt. Currently the preschool has a total of 39 spaces available, with a projection of having 45 preschool students, meaning they do not have spots for at least 6 of the students. To make this preschool expansion they are requesting 1.0 FTE preschool teacher and 2 .60 FTE paraeducators for the remainder of the current school year.
- LEA/district special education administrators support the proposed plan.

FISCAL IMPACT: Estimated increase in cost for expansion ranges from \$129,394 - \$171,320 for the remainder of the 2022-2023 school year and \$203,189 - \$271,252 for 23-24 school year, to be funded by the participating LEA's.

RECOMMENDATION: The JPA Board approve the SBCEO request for Preschool Expansion of the Santa Maria/Orcutt Preschool SDC class for the 2022-2023 school year as presented.

RA:lm

**REGIONAL PROGRAM OPERATOR
REQUEST FOR FUNDING
FOR
PROGRAM EXPANSION**

PLEASE COMPLETE ONE FORM FOR EACH REQUEST BEING SUBMITTED

Date: October 21, 2022

School Year for Which Request Applies: 2022-23

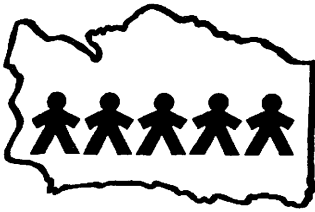
1. **Program Operator:** Santa Barbara County Education Office
2. **Regional Program Type:** Santa Maria/Orcutt Preschool SDC Class
3. **School:** To be determined
4. **Current Class Size:** Please see table below for more information.
5. **Age Range:** 3-5
6. **Current number of Instructional Aides assigned to class:** N/A
7. **Total number of hours per day of aide time assigned to class:** N/A
8. **Describe specifics of this request:**
 - 1.0 FTE preschool teacher
 - .60 FTE paraeducator
 - .60 FTE paraeducator
9. **Please provide a narrative explanation of the reason for this request:** This request is to add additional preschool spaces to serve the preschool students in Santa Maria and Orcutt. Based on current projections, the SBCEO has 60 team assessments between 10/1/2022 and 1/26/23. This number is based on students currently being served on IFSPs who will be referred by Tri Counties Regional Center in addition to parent/outside referrals that are currently pending assessment. If 75% of these 60 assessments result in preschool placements, the SBCEO will not have adequate space to provide preschool services to these students. The SBCEO currently has a total of 39 spaces available, therefore the SBCEO would not have space for 6 of these students by 1/26/23. These numbers do not reflect additional assessments that the SBCEO will conduct between 1/27/23 and the end of the 2022-2023 school year.
10. **Estimate cost of this request for the remainder of the current school year:**
 - 1.0 FTE teacher: \$78,042-\$97,100
 - .6 FTE paraeducator: \$25,676-\$37,110
 - .6 FTE paraeducator: \$25,676-\$37,110

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- **Total: \$129,394 - \$171,320**

11. Estimate increase in cost for the next school year:
- 1.0 FTE teacher: \$111,489-\$138,714
 - .75 FTE paraeducator: \$45,850-\$66,269
 - .75 FTE paraeducator: \$45,850-\$66,269
 - **Total: \$203,189-\$271,252**

Santa Maria/Orcutt 2022/2023 Projections				Enrollment History
Preschool SDC Site	SELPA Recommended Total	Current # Enrolled	Available # of Spaces	2021-2022 School Year
Orcutt Academy	18	19	0	24
Regency	18	13	5	22
Taylor	18	9	9	25
Oakley	18	15	3	20
Bruce	18	15	3	22
Ontiveros	8	10	0	11
Hancock	18	11	7	16
Los Padres	7	7	0	8
Chapel	7	8	0	6
Battles	16	4	12	NA
TOTALS	146	111	39	154
Total Number of Team Assessments Pending 10/1/22-1/27/23	60			
October	14			
November	23			
December	6			
January	2			
To be scheduled	15			



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

Date: November 7, 2022

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Request for Preschool Expansion the Santa Ynez Valley Preschool SDC class for the 2022-2023 School Year

BACKGROUND:

- SBCEO provides regional Pre-School services throughout Santa Barbara County.
- Currently the Santa Ynez Valley area has 2 half day preschools, with the Zaca preschool maximum number of students being 6 total. There has been a large growth in the number students in Santa Ynez Valley who require an IEP. SBCEO is requesting to open an additional half day SDC preschool by January 2023.
- Currently the Santa Ynez Valley preschools have a total of 14 spaces available to serve students, with 2 spaces available. It is projected that we will have 21 preschool students by January 2023, and so at this time they do not have the ability to serve all of these students. To make this preschool expansion they are requesting .5 FTE SDC preschool teacher and 2 .3 FTE paraeducators for the remainder of the current school year, increasing to 2 .375 FTE paraeducators for the 2023-2024 school year.
- LEA/district special education administrators support the proposed plan.

FISCAL IMPACT: Estimated increase in cost for expansion ranges from \$49,438 - \$91,780 for the remainder of the 2022-2023 school year and \$73,843 - \$136,321 for 23-24 school year, to be funded by the participating LEA's.

RECOMMENDATION: The JPA Board approve the SBCEO request for Preschool Expansion of Santa Ynez Valley Preschool SDC classes for the 2022-2023 school year as presented.

RA:lm

**REGIONAL PROGRAM OPERATOR
 REQUEST FOR FUNDING
 FOR
 PROGRAM EXPANSION**

PLEASE COMPLETE ONE FORM FOR EACH REQUEST BEING SUBMITTED

Date: October 6, 2022

School Year for Which Request Applies: 2022-23

1. **Program Operator:** Santa Barbara County Office of Education
2. **Regional Program Type:** Preschool
3. **School:** To be determined.
4. **Current Class Size:**
 We currently have two half day preschools in the Santa Ynez Valley area; Zaca Preschool and Santa Ynez Valley State Preschool. The MOU with Zaca Preschool states that the maximum number of students is 6.
5. **Age Range:** 3-5
6. **Current number of Instructional Aides assigned to class:** 0
7. **Total number of hours per day of aide time assigned to class:** 0
8. **Describe specifics of this request:**
 0.5 FTE preschool teacher
 .30 FTE paraeducator
 .30 FTE paraeducator
9. **Please provide a narrative explanation of the reason for this request:**
 Due to the growth in the number of students in the Santa Ynez Valley who require an Individualized Education Plan (IEP), this request is to open a half day SDC program by January 2023. The anticipated number of students requiring a preschool program by January 2023 is 21. Please see the table below for more information. Our current maximum capacity is 14 students; we have 2 spaces available. We are assessing an additional 9 students by January 2023, and possibly more students by the end of the school year who will need an inclusion SDC preschool.

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

10. **Estimated cost of this request for the remainder of the current school year:**
 12/1/22-6/30/23

.5 FTE SDC Teacher= \$26,728-\$52,018

.3 FTE Para= \$11,355-\$19,881

.3 FTE Para= \$11,355-\$19,881

Total: \$49,438-\$91,780

11. **Estimated increase in cost for the next school year:**
 2023-2024 School Year

.5 FTE SDC Teacher=\$35,993-\$70,051

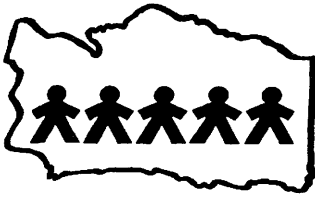
.375 FTE Para=\$18,925-\$33,135

.375 FTE Para=\$18,925-\$33,135

Total: \$73,843-\$136,321

Santa Ynez Valley Preschool Projections 2022-23

Preschool SDC Site	Total Spaces Available	Current # Enrolled	Available # of Spaces
Zaca Inclusion Preschool	6	6	0
Santa Ynez Valley Inclusion Preschool	8	6	2
TOTALS	14	12	2
Updated 10/03/2022			
Total Number of Known Assessments Pending 09/01/22 - 1/31/23			
	Part C to B	Over 3	Total
Sep. 1 - Oct. 31, 2022	0	3	3
Nov. 1 - 30, 2022	2	1	3
Dec. 1 - January 31, 2023	2	1	3
Total	4	5	9



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

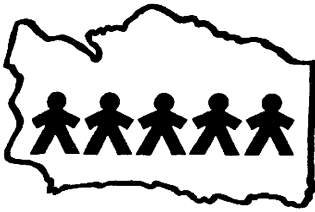
Date: November 7, 2022
To: SBCSELPA JPA Board
From: Ray Avila, SBCSELPA Executive Director
Re: Announcement of New SBCSELPA Staff Member, Tania Nunez, SBCSELPA WRAP Bilingual Youth Support Specialist (YSS)

BACKGROUND:

- SBCSELPA has hired Tania Nunez as a new SBCSELPA WRAP Bilingual Youth Support Specialist (YSS), her start date was October 4, 2022.
- Tania comes with a great resume and skill set; we look forward to having her supporting our LEAs throughout Santa Barbara County.

RA:lm

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

Date: November 7, 2022

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: Santa Barbara Countywide Special Education Instructional Assistant/Paraprofessional Training

BACKGROUND:

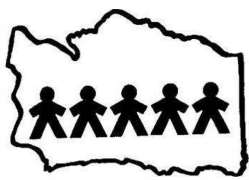
- At the October 3, 2022 SBCSELPA JPA Board Meeting, requests were made to SBCSELPA for a future Special Education Instructional Assistant/ Paraprofessional training for new staff countywide.
- SBCSELPA staff are in the process of organizing a five-day (four to six hours a day) training series for Santa Barbara County Special Education Instructional Assistants/Paraprofessionals countywide.

Each of the five-day trainings will encompass four to six hours of presentations by SBCSELPA Staff and will be organized by themes needed for new support staff in Special Education. Themes for each day will include Special Education 101, Supporting Student's Unique Behaviors, Documenting and Tracking Student Behavior, Mental Health and Staff Wellness, and Nonviolent Crisis Prevention Intervention. **(SEE attached REF: VIII-B.1, *Instructional Assistant/Paraprofessional Training*)**

SBCSELPA Instructional Assistant/Paraprofessional Trainings will be available to be scheduled by Santa Barbara County Local Education Agencies (LEAs) in the Summer of 2023 countywide, if not sooner per district request. The dates of the trainings will be determined by LEA in collaboration with SBCSELPA Staff. To schedule trainings, contact Jennifer Connolly, SBCSELPA Coordinator jconnolly@sbcselpa.org **(SEE attached REF: VIII-B.2, *Instructional Assistant/Paraprofessional Training Flyer*)**

- SBCSELPA will organize and provide a padlet of the presentations and resources from the training to participants for ongoing support. The padlet and resources will also be provided to Santa Barbara County Special Education Directors for support within their LEA.
- **FISCAL IMPACT:** No fiscal impact.

RA/JC/lm



Santa Barbara County
Special Education Local Plan Area

**Instructional Assistant/Paraprofessional Training
By SBCSELPA Staff**

Topic	By Whom
Special Education 101	
Get ready to support students (Roles/Responsibilities, IEP at a Glance, basics of who to go to for support)	Jennifer Connolly, SBCSELPA Coordinator
Special Education 101 (RTI, Referral, Eligibility, Assessment, Services, Supports)	Jennifer Connolly, SBCSELPA Coordinator
Supporting in inclusive environments Accommodations/Modifications	Jennifer Connolly, SBCSELPA Coordinator
What is SELPA?	Jennifer Connolly, SBCSELPA Coordinator
Supporting Student's Unique Behaviors	
How to support students behaviorally in a classroom	Rosy Bucio, SBCSELPA BCBA
Escalation Strategies	Rosy Bucio, SBCSELPA BCBA
How to respond to student behavior	Rosy Bucio, SBCSELPA BCBA
Providing Student Feedback	Rosy Bucio, SBCSELPA BCBA
Documenting and Tracking Behavior	
Behavior Basics (function of behavior)	Phil Pandac, SBCSELPA BCBA

Proactive Behavior Strategies	Phil Pandac, SBCSELPA BCBA
How to navigate a BIP	Phil Pandac, SBCSELPA BCBA
Data Collection for Behavior and IEP Goals	Phil Pandac, SBCSELPA BCBA
Mental Health	
Trauma Informed Education	Alison Lindsey, SBCSELPA Mental Health Manager
Mental Health/Mindfulness	Alison Lindsey, SBCSELPA Mental Health Manager
Self Care for the Paraeducator	Alison Lindsey, SBCSELPA Mental Health Manager
Nonviolent Crisis Prevention Intervention	Two of the above SELPA Staff

Options for Trainings:

1. In person training over a week span. One day per topic. Location (North, Mid, South county) Summer, July. Instructional Assistants/Paraprofessionals paid by district to attend.

Padlet of Presentations and Resources given to participants of the training.
Certificates given at the end of the week. NCPI Blue card received after CPI training. Blue card valid for two years.
2. Train throughout the year in person, per district request, throughout Santa Barbara County on the above topics. The district chooses the format for training.
(Ex. one topic one month at a time, in person or Zoom).
3. Instructional Assistant/Paraprofessional booklet to be developed with the topics above.

Instructional Assistant/ Paraprofessional Training

Coming soon in Summer 2023

Prepare your Instructional Assistants/ Paraprofessionals to support students and teachers for the school year with this five-day training (4-6 hours per day) presented by Santa Barbara County SELPA Staff!

Details:

- Day 1: Special Education 101
- Day 2: Supporting Student's Unique Behaviors
- Day 3: Behavior Basics and Data Collection.
- Day 4: Mental Health and Staff Wellness
- Day 5: Nonviolent Crisis Prevention Intervention (NCPI)

Training Series provided to Local Education Agencies (LEAs) in the following options:

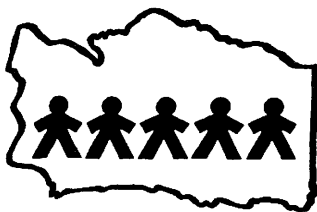
- In person, over a week, offered during the summer (June/July 2023).
- In person, one day a week/month, or during early release days. Dates to be scheduled by LEA.
- Live Zoom. Time and date to be determined by LEA.
**Exception, NCPI in person only.

To schedule a training: Contact Jennifer Connolly, SBCSELPA Coordinator a month in advance of the training.

jconnolly@sbcselpa.org

Trainings are
FREE!

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

Date: November 7, 2022

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: SBCSELPA Procedural Handbook Revisions, Section 12 Alternative Dispute Resolution

BACKGROUND:

- The SBCSELPA ADR Cadre reviewed, revised, and updated Section 12, “*Alternative Dispute Resolution (ADR)*” of the SBCSELPA Procedural Handbook. The necessary updates and changes to Section 12 are indicated on the attached marked up copy (**REF: VIII-C.1**).
- The revisions were previously presented to SEAM on October 21, 2022. LEA Special Education Administrators support the proposed revisions.

FISCAL IMPACT: No impact.

RA/JC:lm

PROCEDURAL HANDBOOK

SECTION

12

Alternative Dispute Resolution (ADR)

This section contains information you should know about...

Overview of Alternative Dispute Resolution provided by SBCSELPA.....	12-1
Types of Alternative Dispute Resolution Services	12-2
IEP and Non IEP Facilitators	12-3
Time and Scheduling	12-4
Requesting a Facilitated IEP or Non IEP Meeting	12-4
Program Data Collection, Evaluation and Reporting	12-5

<u><i>Overview of Alternative Dispute Resolution provided by SBCSELPA</i></u>	<u><i>12-2</i></u>
<u><i>Background and Training for SBCSELPA ADR Cadre</i></u>	<u><i>12-3</i></u>
<u><i>ADR Cadre Process.....</i></u>	<u><i>12-4</i></u>
<u><i>ADR Services and Meeting Types</i></u>	<u><i>12-5</i></u>
<u><i>Time and Scheduling of ADR Conference or Facilitated IEP Meeting</i></u>	<u><i>12-7</i></u>
<u><i>ADR Data Collection, Evaluation and Reporting</i></u>	<u><i>12-8</i></u>
<u><i>Definitions of Common Terminology in ADR.....</i></u>	<u><i>12-10</i></u>
<u><i>SELPA Forms</i></u>	<u><i>12-11</i></u>

OVERVIEW OF ALTERNATIVE DISPUTE RESOLUTION PROVIDED BY SBCSELPA

Introduction

SELPA's currently function as objective agencies that provide information and support to parents/guardians, community partners, students, and school district personnel ensuring compliance within special education's multitude of requirements. SELPA's role of being an objective partner provides the supports often needed in navigating conflict in special education. SELPA's mission is to ensure all students in special education receive the supports, services, and programming provided within a free and appropriate public education (FAPE).

Because disagreements are inevitable within educational systems, SELPA's provide a process to identify and discuss the area(s) of conflict through alternative to dispute resolution (ADR). Objectively, through ADR, collaborative communication between parents, students, and school personnel is hopefully restored and the trust broken through the dispute is fostered toward repair.

SBCSELPA and member LEAs promote collaborative relationships with parents/guardians to ensure that students with disabilities receive the services and supports needed in the provision of a free and appropriate public education (FAPE). Often, parent(s)/guardian and school personnel may encounter conflict when providing services and supports within the Individual Education Plan (IEP). In lieu of allowing the conflict to fester, SBCSELPA encourages the ADR process in providing a variety of alternatives to address the conflict and work as a team with the parent(s)/guardian to consensus. The SBCSELPA's overarching goal of ADR is for parents/guardians and school district teams to come to consensus on the conflict and avoid the need to retain costly attorneys, encounter due process, and state complaints, and to promote collaborative communication through the building of positive relationships with families and school district teams.

It is the goal of the SBCSELPA and member LEAs is to promote collaborative relationships with parents/guardians to ensure that students with disabilities with a free and appropriate public education (FAPE).

The SBCSELPA has made available to member LEAs and parents/guardians and other agencies alternatives for resolving disputes with to save time and money by avoiding the need to retain costly attorneys, due process and state complaints and to promote ongoing collaborative relationships.

The SBCSELPA ADR Process

SBCSELPA supports parents/guardians, students, and school personnel through ADR in being a neutral third party. SBCSELPA is not an advocate for a district nor for a parent. SBCSELPA focuses on the conflict and journeys all conversations back to focus on the student's best interests. ADR is a process for resolving conflicts that is voluntary, confidential, and encourages future positive relationships, while creating mutual consensus and solutions.

When a conflict arises for a parent/guardian, student, or school district personnel, a phone call is usually made to the SBCSELPA office. The SBCSELPA Executive Assistant discusses the nature of the call and will often refer the caller to the SBCSELPA Coordinator to investigate further

into the concern(s). The SBCSELPA Coordinator's role through the call is to listen, be neutral, and to provide special education learning opportunities and the time for the parent(s)/guardian or school personnel to ask questions. If the nature of the conflict appears to be a communication breakdown, the SBCSELPA Coordinator supports positive communication between the district personnel and parent(s)/guardian through follow up conversation(s) with both groups. SBCSELPA encourages continued communication with district personnel and leadership once a conflict is identified.

SBCSELPA, through the conversations with parent(s)/guardian and district personnel, offers a free of charge, confidential process to help resolve the conflicts within special education in behalf of the student. SBCSELPA completes the following steps upon the suggestion and agreement of ADR from the parent/guardian and school district leadership:

Step 1: Phone Consultation by calling SBCSELPA (805) 683-1424:

SBCSELPA Executive Assistant or Coordinator completes the SBCSELPA Alternative to Dispute Resolution (ADR) Intake form (SELPA86) gathering the nature of the concern/dispute, contact information from the parent(s)/guardian and school contact, and the suggestion for next steps of a conference or facilitated IEP Meeting.

Step 2: SBCSELPA ADR Cadre:

SBCSELPA has created an ADR Cadre of trained leaders in dispute resolution. All ADR Cadre are skilled in special education law, procedures, and practices within the Santa Barbara County. SBCSELPA's ADR Cadre are neutral leaders who represent SBCSELPA's ADR process and are confident in facilitating collaboration in special meetings between parents/guardians and school personnel for the benefit of students.

Background and Training Required for SBCSELPA IEP and Non-IEP Facilitators
ADR Cadre:

All facilitators SBCSELPA Cadre will complete 18 hours of mediation coursework and professional development. Optional resources for coursework are the following include the following: <https://www.cadreworks.org>, Nick Martin with Center for Accord, Sound Solutions, SELPA ADR Conference, Straus Mediating the Litigated Case, and Key2Ed.

Follow-up Training:

Facilitators ADR Cadre will additionally participate in continuing professional development for a minimum of 6 additional hours yearly as well as attend quarterly cadre meetings throughout the school year.

As a neutral facilitator, the ADR Cadre recognizes the importance of impartiality with regard to any ideas, options, feelings, or values expressed by participants in meetings.

The ADR Cadre is committed to remaining confidential, neutral and unbiased at all times, before, during, and after the student focused meetings.

If the ADR cadre has any known or possible conflicts of interest with any aspect of the concern, conflict or information presented in a meeting, he or she will recuse himself or herself from the facilitator role.

The ADR Cadre does not give advice, make recommendations, or provide opinions about the content of the concerns. The role of the ADR Cadre is to identify areas of consensus in the team meeting and to be aware of areas needing further exploration and information, promoting fluid positive communication with all team members. The ADR Cadre will only sign as having been a participant in the meeting.

The ADR Cadre will not voluntarily testify or report to any authority about what conversations took place during the meeting unless one of the participants makes a threat of physical harm or reveals information of child abuse or elder abuse, or in the event that proceedings are brought against the Cadre which would require defense of his or her actions. The district remains responsible for the provision of the special education and related services for the student developed through the IEP process. However, the Cadre will have the duty to inform the team if, after reasonable discussion, the team makes or is about to make a decision that the Cadre knows to be in violation of law or district policy. (ADR Cadre Code of Ethics (SELPA89))

ADR Cadre Process

The ADR Cadre assigned to the conflict will conduct the following procedures:

1. Contact via phone call the parent(s)/guardian and district leadership within 2 business days of the receipt of the ADR Meeting Intake form (SELPA86) soliciting additional information and identifying the areas of conflict from the parent(s)/guardians and school personnel.
2. Create, from the phone conversations, an agenda for a future meeting with parent(s)/guardian and school personnel, providing the 'draft' agenda to the team for input and revisions several days before a scheduled meeting. The meeting will be scheduled by school personnel.
3. ADR Cadre attends a scheduled meeting with parent(s)/guardian, school team, and leadership. ADR Cadre to provides to meeting participants the ADR Cadre Code of Ethics (SELPA89) and IEP Agenda.
4. During the meeting, the ADR Cadre may take notes on computer or chart paper to document areas of consensus and areas of impasse. The ADR Cadre supports collaboration during the meeting ensuring each team member can provide input to each agenda item.

Additionally, the Cadre keeps track of time, ensuring each agenda item is reviewed. If the entire agenda is not completed within the given time, the Cadre highlights the

agenda items to be covered in a follow-up meeting.

5. Upon completion of the meeting, the Cadre shows appreciation to all team members for the collaboration and teamwork. The Cadre, if appropriate, provides the notes taken by the Cadre at the meeting to the district leadership and parent for review.

Alternative to Dispute Resolution (ADR) Services and Meeting Types:

TYPES OF ALTERNATIVE DISPUTE RESOLUTION (ADR) SERVICES

Parent Conference:

Parent(s)/guardian and school district personnel may request a collaborative conference to discuss and resolve disagreements before a formal meeting is held such as an IEP. The process is voluntary, confidential, and can increase effective communication between parent(s)/guardian, and school district personnel. IEP services and goals are not amended at this informal meeting. An ADR Cadre may attend the conference to support collaborative conversations.

Facilitated IEP Meeting: with Trained ADR Cadre Member;

Facilitation is a collaborative process in which a trained and impartial person, the ADR Cadre (facilitator) who is not a member of the IEP team, assists the IEP team to communicate effectively and work towards consensus agreements. ~~with which the members can all feel comfortable.~~ The facilitator is not a decision maker or an advisor. Facilitation can be used whenever an IEP team wants to improve the effectiveness of communication. When conflicts have developed, facilitation can help defuse tensions and restore trust and more positive working relationships. A parent(s)/guardian and/or district personnel may request to SBCSELPA an ADR Cadre to facilitate an IEP Meeting.

A facilitated IEP may result in:

- a. More collaborative IEP meetings
- b. Improved relationships and communication between schools and parents/guardians
- c. Resolutions to concerns or disputes
- d. Greater understanding for teams of how to conduct communication at meetings successfully.
- e. Review and adjustment of the IEP to further benefit the student.

Facilitated Non IEP Meeting with Trained ADR Cadre Member;

A Facilitated Non IEP Meeting is similar to a Facilitated IEP Meeting in that a trained and impartial person assists the group to communicate effectively and work towards resolution. The difference is that the meeting is not a formal IEP meeting. There are many reasons why one may choose a Non IEP meeting over an IEP meeting. Some of these reasons may include but are not limited to programming, staffing, and compliance.

ADR ~~Non-IEP~~ Meeting with SBCSELPA Executive Director:

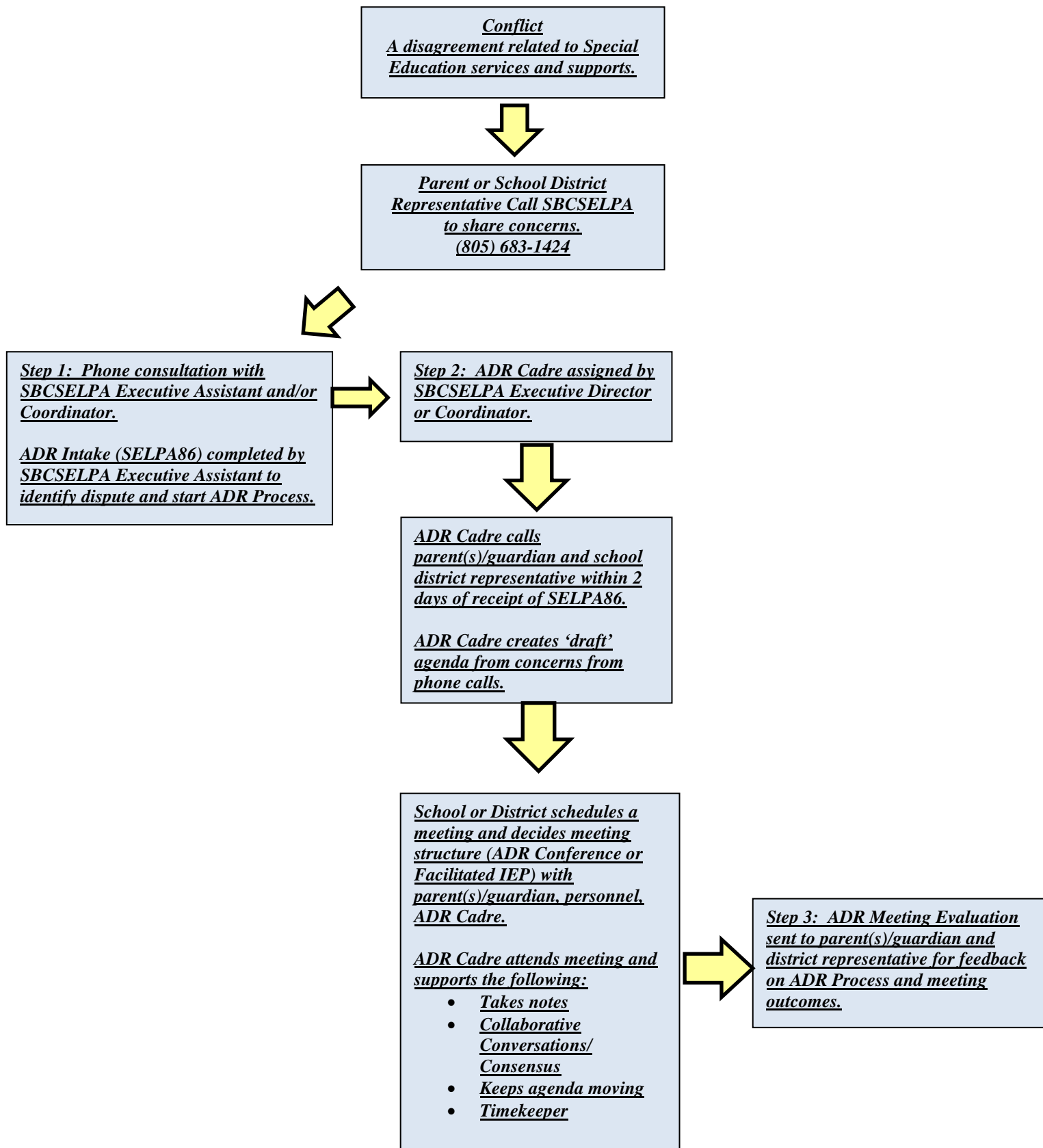
Parents/guardians or ~~LEA~~ district administrator may make a request to the SBCSELPA Executive Director to meet to resolve a dispute. As a complaint agency, there are times when the SBCSELPA Executive Director may be more directive than would be appropriate as an IEP facilitator to help parties determine what is or is not required under state and federal regulations or the SBCSELPA Local Plan. Examples of when a SBCSELPA ADR meeting may be needed are:

1. a request from the California Department of Education or CDE Complaint Process
2. a Resolution Session required as part of a due process filing.

Co-Facilitation:

Co-facilitation is when two people jointly facilitate a meeting. Co-Facilitation could be conducted by two ADR Cadre with each taking a specific role in the meeting.

SBCSELPA Alternative to Dispute Resolution (ADR) Process



Models of Practice:

There are various models of practice that can be employed during ADR facilitation.

Evaluative

This model is directive and provides advice and authority. The goal is settlement.

Facilitative

This model is supportive as it guides a team through probes and queries with purpose. The facilitator helps the team to generate options and the goal is a productive dialogue.

Transformative

This model is reflective and follows the discussion while asking questions without providing direction. The facilitator does not generate options for the team, rather the team discovers the options themselves. The goal of this model is empowerment and recognition.

Confidentiality:

All meetings are confidential. The ADR Cadre ~~facilitator~~ will maintain the confidentiality of all participants in the process. This means that what is discussed in the meeting will not be repeated unless known from other sources or specifically authorized by the parties involved. There are exceptions to confidentiality ~~which~~ are when one of the ~~parties~~ team members makes a genuine threat of physical harm and/or child or elder abuse. The ADR Cadre ~~Facilitator~~ will not voluntarily testify or report on anything said during ~~this~~ the facilitated meeting unless one of the participants makes a threat of physical harm or reveals information of child abuse or elder abuse.

Potential Conflicts of Interest:

The ADR Cadre ~~Facilitators~~ may possibly have a conflict ~~in~~ of interest in a case. If a conflict of interest is established and all parties are aware and agree, then the ~~facilitator~~ Cadre may ~~still~~ continue to facilitate the meeting. If the conflict is such that the team agrees ~~the Cadre~~ they cannot continue and take the case, then a different ~~facilitator~~ Cadre will be provided by SBCSELPA.

TIME AND SCHEDULING of ADR Conference or ADR Facilitated IEP

Required Notice: SBCSELPA Notice of ADR Conference or ADR Facilitated IEP

It is SBCSELPA recommendeds that requests for requests for ADR Conferences or ADR ~~facilitation~~ Facilitated IEPs be received at least 10 days prior to a scheduled meeting. Exceptions to this rule can be made in extenuating circumstances.

Time Allotment for ~~Each Facilitated IEP or Non-IEP meeting~~ Meetings:

Each meeting will be allotted 3 hours of facilitation time and a total of 5 hours per case. The SBCSELPA Cadre facilitators will be responsible for logging hours spent on each case and will inform district and SBCSELPA of the total hours and results of each case.

Denial of ~~Facilitated IEP or Non-IEP~~ ADR Conference or ADR Facilitated Meeting Request:

A request can be denied for facilitation. These types of situations include, but are not limited to:

- a topic beyond the scope of facilitation
- the case is in due process
- families~~y~~ and or district have retained an attorney
- one of the parties team does not agree to facilitation
- the request is received with not enough time to arrange for a ~~facilitator~~ Cadre or there are no ~~facilitators~~ Cadre available.

ADR PROGRAM DATA COLLECTION, EVALUATION, AND REPORTING

Step 3: Evaluation of Each Meeting:

After being notified by the SBCSELPA the ADR Cadre notifies SBCSELPA Facilitator of case resolution the results from the meeting, the ~~Facilitated IEP or Non-IEP~~ ADR Conference or ADR Facilitated Meeting Evaluation Form (SELPA88) will be disseminated by the SBCSELPA Clerical Assistant Executive Assistant and sent to the parent(s)/guardian and LEA district representative to gather feedback on the ADR process and outcome(s) from the meeting. SBCSELPA Clerical Assistant Executive Assistant will collect survey and meeting outcome data for records retention.

~~record meeting outcomes and survey data in SBCSELPA's internal data and~~ The SBCSELPA ADR Cadre will review the data at minimum of two times annually to determine the efficacy of the ADR process and advise collaborate as an ADR Cadre on future best practices in ADR.

Ongoing Evaluation of ~~IEP and Non-IEP Facilitators~~ ADR Cadre:

The SBCSELPA Executive Director will informally evaluate the effectiveness of the ADR Cadre ~~members~~ annually prior to the June each school year, meeting with both the LEA district special education administrators and the SBCSELPA JPA Board. Evaluation will be based on 1) Availability of each Cadre 2) Meeting outcomes and 3) Survey data.

Annual Methods of Overall Program Evaluation:

Record keeping / data collected

- number of cases
- number of meetings
- hours per meeting
- hours per case
- outcome of meeting
- satisfaction level of participants
- ~~facilitator's~~ ADR Cadre's performance

- perceptions of ~~facilitator~~ ADR Cadre
- follow up after facilitation
- relationship to other dispute resolution
- ~~facilitator~~ ADR Cadre debrief
- ~~chairperson~~ debrief
- parent debrief

Dissemination of Information:

SBCSELPA provides information regarding ADR services to Santa Barbara County on the SBCSELPA website at <https://www/sbcselpa.org> under the Community and Family Resources button. Additional training and information are provided to Santa Barbara County through ADR related professional development, presentation(s) to the SBCSELPA Community Advisory Committee (CAC), and through email blasts to districts.

Definition of Common Terminology in Alternative to Dispute Resolution (ADR)

ADR Cadre: SBCSELPA has created an ADR Cadre of trained leaders in dispute resolution. All ADR Cadre are skilled in special education law, procedures, and practices within the Santa Barbara County. SBCSELPA's ADR Cadre are neutral leaders who represent SBCSELPA's ADR process and are confident in facilitating collaboration in special meetings between parents/guardians and school personnel for the benefit of students.

Facilitator: A facilitator helps keep members of a team focused on the development of the IEP while addressing conflicts and disagreements that may have occurred before or emerged during the meeting. A facilitator is not a member of the IEP team, but encourages cooperation amongst team members and helps the collaboration of all team members in the meeting.

Norms: Guidelines for communicating and behavior to support an effective conversation.

Team: The Individualized Education Program (IEP) team consists of educational professionals, school personnel, parents/guardians, students, and others who have special knowledge of the student.

Consensus/Agreement: A negotiated arrangement between a team that allows for future action.

WHAT FORMS SHOULD BE USED

The following forms should be used in conjunction with requesting and implementing Alternative Dispute Resolution (ADR):

SELPA86: *ADR Conference and Facilitated Meeting Intake and Documentation Form*

SELPA87: *Alternative Dispute Resolution (ADR) Meeting Participation Guidelines and Code of Ethics*

SELPA88: *ADR Conference and Facilitated ~~IEP or Non-IEP~~ Meeting Evaluation Form*

SELPA89: *~~IEP and Non-IEP~~ ADR Cadre Facilitators Code of Ethics*

SELPA Forms referenced in this handbook are located in our county's online SIRAS Systems www.sirassystems.org website.

(OLD Information added above)

REQUESTING AN ADR CONFERENCE OR ADR FACILITATED IEP MEETING
FACILITATED IEP OR NON IEP MEETING

Who Can Request a Facilitated IEP or Non IEP Meeting:

- Adult Student
- Parents, Guardians
- LEA/Districts

How to Make a Request for a Facilitated IEP or Non IEP Meeting:

Contact SBCSELPA Clerical Assistant either by phone (805) 683-1424, or by completing the *ADR Facilitated Meeting Intake and Documentation Form (SELPA86)*. The intake process includes collecting background information as well as seeking agreement from both parties to participate in a facilitated meeting. After agreement to participate is reached, the SBCSELPA Clerical Assistant will forward the *ADR Facilitated Meeting Intake and Documentation Form (SELPA86)* to the SBCSELPA Director for review.

Assignment IEP or Non IEP Meeting Facilitators

The SBCSELPA Director will review the request and determine if it is appropriate for facilitation through SBCSELPA. If appropriate, SBCSELPA Director will assign a SBCSELPA ADR Facilitator based on availability, geographical locations, and issues in the case. Once a facilitator is assigned, the SBCSELPA Director will provide this information to the SBCSELPA Clerical Assistant who will then forward *ADR Facilitated Meeting Intake and Documentation Form (SELPA86)* to the assigned ADR Facilitator. The ADR Facilitator will then contact both parties within two business days of receipt of *ADR Facilitated Meeting Intake and Documentation Form (SELPA86)*.

Denial of Facilitated IEP or Non IEP Meeting Request:

A request can be denied for facilitation. These types of situations include, but are not limited to:

- a topic beyond the scope of facilitation
- the case is in due process
- families have retained an attorney
- one of the parties does not agree to facilitation
- the request is received with not enough time to arrange for a facilitator or there are no facilitators available.

PROGRAM DATA COLLECTION, EVALUATION AND REPORTING

Evaluation of Each Meeting:

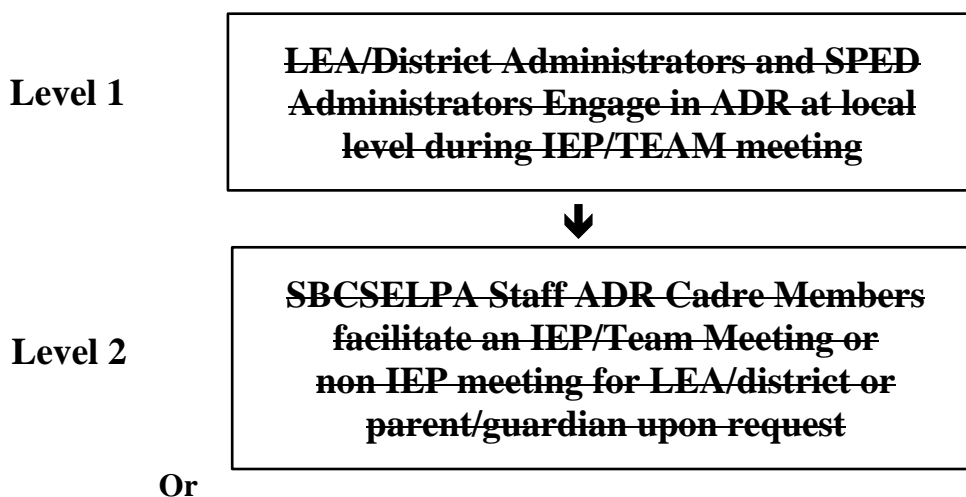
—After being notified by the SBCSELPA ADR Facilitator of case resolution, the *Facilitated IEP or Non IEP Evaluation Form (SELPA88)* will be disseminated by the SBCSELPA Clerical Assistant and sent to parent and LEA. SBCSELPA Clerical Assistant will record outcome and survey data and the SBCSELPA ADR Cadre will review data at minimum of two times annually to determine efficacy and advise future practices.

~~Ongoing Evaluation of IEP and Non IEP Facilitators:~~

- ~~— The SBCSELPA Director will informally evaluate the effectiveness of the ADR Cadre members annually prior to the June meeting with both the LEA special education administrators and the JPA Board. Evaluation will be based on 1) Availability 2) Meeting outcomes and 3) Survey data.~~

~~Annual Methods of Overall Program Evaluation:~~

- ~~— Record keeping / data collected~~
- ~~• number of cases~~
 - ~~• number of meetings~~
 - ~~• hours per meeting~~
 - ~~• hours per case~~
 - ~~• outcome of meeting~~
 - ~~• satisfaction level of participants~~
 - ~~• facilitator's performance~~
 - ~~• perceptions of facilitator~~
 - ~~• follow up after facilitation~~
 - ~~• relationship to other dispute resolution~~
 - ~~• facilitator debrief~~
 - ~~• chairperson debrief~~
 - ~~• parent debrief~~



SBCSELPA Director facilitates a dispute resolution session (ADR) with a LEA/District and Parent/Guardian or Outside Agency upon request



Level 3

SBCSELPA Director facilitates non-attorney Due Process Resolution Session Upon Request

IEP AND NON IEP FACILITATORS

Role and Expectations of IEP and Non IEP Facilitators:

The role of the facilitator is to be a neutral, impartial party to the process. Please refer to *IEP and Non IEP Facilitators Code of Ethics (SELPA89)*.

Background and Training Required for SBCSELPA IEP and Non IEP Facilitators:

All facilitators will complete 18 hours of mediation coursework. Optional resources for coursework are the following: <https://www.cadreworks.org>, Nick Martin with Center for Accord, and Key2Ed.

Follow-up Training:

Facilitators will participate in continuing professional development for a minimum of 6 additional hours yearly as well as attend quarterly cadre meetings.

Confidentiality:

All meetings are confidential and the facilitator will maintain the confidentiality of all participants in the process. This means that what is discussed in the meeting will not be repeated unless known from other sources or specifically authorized by the parties involved. There are exceptions to confidentiality which are when one of the parties makes a genuine threat of physical harm and/or child or elder abuse. Facilitator will not voluntarily testify or report on anything said during this facilitated meeting UNLESS one of the participants makes a threat of physical harm or reveals information of child abuse or elder abuse.

Potential Conflicts of Interest:

Facilitators may possibly have a conflict in interest in a case. If a conflict of interest is established and all parties are aware and agree, then the facilitator may still facilitate the meeting. If the conflict is such that they cannot take the case, then a different facilitator will be provided.

Available Options:

- IEP Facilitation
Jennifer Connolly, Santa Barbara County SELPA

~~Patty Moore, Alpha Resource Center
 Amy Gillespie, Carpinteria Unified School District
 Beverly Sherman, Santa Ynez Valley Consortium
 Jamie Carpio, Santa Barbara Unified School District
 Dr. Karla Curry, Carpinteria Unified School District
 Cherylin Lew, Goleta Union School District
 Rusty Gordon, Orcutt Union School District
 Dr. Joseph Ledoux, Lompoc Unified School District
 Meghan Davy, Alpha Resource Center~~

• ~~ADR Non IEP meeting~~

~~Dr. Ray Avila, Executive Director Santa Barbara County SELPA~~

~~Use of SBCSELPA Cadre Facilitators Outside of SBCSELPA:~~

~~Individual LEAs may contract with one of the facilitators outside of the SBCSELPA process. Please notify the SBCSELPA of any contracts.~~

Dissemination of Information:

~~A flow chart for positive school communication will be created to inform of ADR services. Information regarding ADR will be posted on the SBCSELPA website as well as through email blasts to LEAs.~~

TIME AND SCHEDULING

Required Notice:

~~It is recommended that requests for facilitation be received at least 10 days prior to a scheduled meeting. Exceptions to this rule can be made in extenuating circumstances.~~

~~Time Allotment for Each Facilitated IEP or Non IEP meeting:~~

~~Each meeting will be allotted 3 hours of facilitation time and a total of 5 hours per case. Cadre facilitators will be responsible for logging hours spent on each case and will inform district and SBCSELPA of the total hours per case.~~

REQUESTING A FACILITATED IEP OR NON IEP MEETING

~~Who Can Request a Facilitated IEP or Non IEP Meeting:~~

- ~~Adult Student~~
- ~~Parents, Guardians~~
- ~~LEA/Districts~~

~~How to Make a Request for a Facilitated IEP or Non IEP Meeting:~~

~~Contact SBCSELPA Clerical Assistant either by phone (805) 683-1424, or by completing the *ADR Facilitated Meeting Intake and Documentation Form (SELPA86)*. The intake process includes collecting background information as well as seeking agreement from both parties to participate in a facilitated meeting. After agreement to participate is reached, the SBCSELPA~~

Clerical Assistant will forward the *ADR Facilitated Meeting Intake and Documentation Form (SELPA86)* to the SBCSELPA Director for review.

Assignment IEP or Non IEP Meeting Facilitators

The SBCSELPA Director will review the request and determine if it is appropriate for facilitation through SBCSELPA. If appropriate, SBCSELPA Director will assign a SBCSELPA ADR Facilitator based on availability, geographical locations, and issues in the case. Once a facilitator is assigned, the SBCSELPA Director will provide this information to the SBCSELPA Clerical Assistant who will then forward *ADR Facilitated Meeting Intake and Documentation Form (SELPA86)* to the assigned ADR Facilitator. The ADR Facilitator will then contact both parties within two business days of receipt of *ADR Facilitated Meeting Intake and Documentation Form (SELPA86)*.

Denial of Facilitated IEP or Non IEP Meeting Request:

A request can be denied for facilitation. These types of situations include, but are not limited to:

- a topic beyond the scope of facilitation
- the case is in due process
- families have retained an attorney
- one of the parties does not agree to facilitation
- the request is received with not enough time to arrange for a facilitator or there are no facilitators available.

PROGRAM DATA COLLECTION, EVALUATION AND REPORTING

Evaluation of Each Meeting:

— After being notified by the SBCSELPA ADR Facilitator of case resolution, the *Facilitated IEP or Non IEP Evaluation Form (SELPA88)* will be disseminated by the SBCSELPA Clerical Assistant and sent to parent and LEA. SBCSELPA Clerical Assistant will record outcome and survey data and the SBCSELPA ADR Cadre will review data at minimum of two times annually to determine efficacy and advise future practices.

Ongoing Evaluation of IEP and Non IEP Facilitators:

— The SBCSELPA Director will informally evaluate the effectiveness of the ADR Cadre members annually prior to the June meeting with both the LEA special education administrators and the JPA Board. Evaluation will be based on 1) Availability 2) Meeting outcomes and 3) Survey data.

Annual Methods of Overall Program Evaluation:

— Record keeping / data collected

- number of cases
- number of meetings
- hours per meeting
- hours per case
- outcome of meeting

- satisfaction level of participants
- facilitator’s performance
- perceptions of facilitator
- follow up after facilitation
- relationship to other dispute resolution
- facilitator debrief
- chairperson debrief
- parent debrief

~~WHAT FORMS SHOULD BE USED~~

The following forms should be used in conjunction with requesting and implementing Alternative Dispute Resolution (ADR):

SELPA86: ~~*ADR Facilitated Meeting Intake and Documentation Form*~~

SELPA87: ~~*Alternative Dispute Resolution (ADR) Meeting Participation Guidelines and Code of Ethics*~~

SELPA88: ~~*Facilitated IEP or Non IEP Evaluation Form*~~

SELPA89: ~~*IEP and Non IEP Facilitators Code of Ethics*~~

Copies of all SELPA, IEP, and Supplemental IEP forms referenced in this handbook are located on our county’s online SIRAS Systems (<https://sirassystems.org>)

PROCEDURAL HANDBOOK

SECTION

12

Alternative Dispute Resolution (ADR)

This section contains information you should know about...

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Background and Training for SBCSELPA ADR Cadre	12-3
ADR Cadre Process	12-4
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Updated June 30, 2022

OVERVIEW OF ALTERNATIVE DISPUTE RESOLUTION PROVIDED BY SBCSELPA

Introduction

SELPA's currently function as objective agencies that provide information and support to parents/guardians, community partners, students, and school district personnel ensuring compliance within special education's multitude of requirements. SELPA's role of being an objective partner provides the supports often needed in navigating conflict in special education. SELPA's mission is to ensure all students in special education receive the supports, services, and programming provided within a free and appropriate public education (FAPE).

Because disagreements are inevitable within educational systems, SELPA's provide a process to identify and discuss the area(s) of conflict through alternative to dispute resolution (ADR). Objectively, through ADR, collaborative communication between parents, students, and school personnel is hopefully restored and the trust broken through the dispute is fostered toward repair.

SBCSELPA and member LEAs promote collaborative relationships with parents/guardians to ensure that students with disabilities receive the services and supports needed in the provision of a free and appropriate public education (FAPE). Often, parent(s)/guardian and school personnel may encounter conflict when providing services and supports within the Individual Education Plan (IEP). In lieu of allowing the conflict to fester, SBCSELPA encourages the ADR process in providing a variety of alternatives to address the conflict and work as a team with the parent(s)/guardian to consensus. The SBCSELPA's overarching goal of ADR is for parents/guardians and school district teams to come to consensus on the conflict and avoid the need to retain costly attorneys, encounter due process, and state complaints, and to promote collaborative communication through the building of positive relationships with families and school district teams.

The SBCSELPA ADR Process

SBCSELPA supports parents/guardians, students, and school personnel through ADR in being a neutral third party. SBCSELPA is not an advocate for a district nor for a parent. SBCSELPA focuses on the conflict and journeys all conversations back to focus on the student's best interests. ADR is a process for resolving conflicts that is voluntary, confidential, and encourages future positive relationships, while creating mutual consensus and solutions.

When a conflict arises for a parent/guardian, student, or school district personnel, a phone call is usually made to the SBCSELPA office. The SBCSELPA Executive Assistant discusses the nature of the call and will often refer the caller to the SBCSELPA Coordinator to investigate further into the concern(s). The SBCSELPA Coordinator's role through the call is to listen, be neutral, and to provide special education learning opportunities and the time for the parent(s)/guardian or school personnel to ask questions. If the nature of the conflict appears to be a communication breakdown, the SBCSELPA Coordinator supports positive communication between the district personnel and parent(s)/guardian through follow up conversation(s) with both groups. SBCSELPA encourages continued communication with district personnel and leadership once a conflict is identified.

SBCSELPA, through the conversations with parent(s)/guardian and district personnel, offers a free of charge, confidential process to help resolve the conflicts within special education in behalf of the student. SBCSELPA completes the following steps upon the suggestion and agreement of ADR from the parent/guardian and school district leadership:

Step 1: Phone Consultation by calling SBCSELPA (805)683-1424

SBCSELPA Executive Assistant or Coordinator completes the SBCSELPA Alternative to Dispute Resolution (ADR) Intake form (SELPA86) gathering the nature of the concern/dispute, contact information from the parent(s)/guardian and school contact, and the suggestions for next steps of a conference or facilitated IEP Meeting.

Step 2: SBCSELPA ADR Cadre

SBCSELPA has created an ADR Cadre of trained leaders in dispute resolution. All ADR Cadre are skilled in special education law, procedures, and practices within the Santa Barbara County. SBCSELPA's ADR Cadre are neutral leaders who represent SBCSELPA's ADR process and are confident in facilitating collaboration in special meetings between parents/guardians and school personnel for the benefit of students.

The SBCSELPA Executive Director or Coordinator may see a need to assign a SBCSELPA ADR Cadre to the conflict. The SBCSELPA Executive Director or Coordinator will assign a SBCSELPA ADR Cadre based on availability, geographical locations in Santa Barbara County, and the issues within the case. SBCSELPA ADR Cadre do not represent their own districts in ADR affiliated meetings.

Background and Training Required for SBCSELPA ADR Cadre

All SBCSELPA Cadre will complete 18 hours of mediation coursework. Optional resources for coursework include the following: <https://www.cadeworks.org>, Sound Solutions, SELPA ADR Conference, Straus Mediating the Litigated Case, and Key2Ed. ADR Cadre will additionally participate quarterly cadre meetings throughout the school year.

As a neutral facilitator, the ADR Cadre recognizes the importance of impartiality with regard to any ideas, options, feelings, or values expressed by participants in meetings. The ADR Cadre is committed to remaining confidential, neutral and unbiased at all times, before, during, and after the student focused meetings.

If the ADR cadre has any known or possible conflicts of interest with any aspect of the concern, conflict or information presented in a meeting, he or she will recuse himself or herself from the facilitator role.

The ADR Cadre does not give advice, make recommendations, or provide opinions about the content of the concerns. The role of the ADR Cadre is to identify areas of consensus in the team meeting and to be aware of areas needing further exploration and information,

promoting fluid positive communication with all team members. The ADR Cadre will only sign as having been a participant in the meeting.

The ADR Cadre will not voluntarily testify or report to any authority about what conversations took place during the meeting unless one of the participants makes a threat of physical harm or reveals information of child abuse or elder abuse, or in the event that proceedings are brought against the Cadre which would require defense of his or her actions. The district remains responsible for the provision of the special education and related services for the student developed through the IEP process. However, the Cadre will have the duty to inform the team if, after reasonable discussion, the team makes or is about to make a decision that the Cadre knows to be in violation of law or district policy. (IEP and Non-IEP Facilitator's Code of Ethics (SELPA89))

ADR Cadre Process

The ADR Cadre assigned to the conflict will conduct the following procedures:

1. Contact via phone call the parent(s)/guardian and district leadership within 2 business days of the receipt of the ADR Meeting Intake form (SELPA86) soliciting additional information and identifying the areas of conflict from the parent(s)/guardians and school personnel.
2. Create, from the phone conversations, an agenda for a future meeting with parent(s)/guardian and school personnel, providing the 'draft' agenda to the team for input and revisions several days before a scheduled meeting. The meeting will be scheduled by school personnel.
3. ADR Cadre attends a scheduled meeting with parent(s)/guardian, school team, and leadership. ADR Cadre to provides to meeting participants the ADR Cadre Code of Ethics (SELPA89) and IEP Agenda.
4. During the meeting, the ADR Cadre may take notes on computer or chart paper to document areas of consensus and areas of impasse. The ADR Cadre supports collaboration during the meeting ensuring each team member can provide input to each agenda item.

Additionally, the Cadre keeps track of time, ensuring each agenda item is reviewed. If the entire agenda is not completed within the given time, the Cadre highlights the agenda items to be covered in a follow-up meeting.

5. Upon completion of the meeting, the Cadre shows appreciation to all team members for the collaboration and teamwork. The Cadre, if appropriate, provides the notes taken by the Cadre at the meeting to the district leadership and parent for review.

Alternative to Dispute Resolution (ADR) Services and Meeting Types

Parent Conference:

Parent(s)/guardian and school district personnel may request a collaborative conference to discuss and resolve disagreements before a formal meeting is held such as an IEP. The process is voluntary, confidential, and can increase effective communication between parent(s)/guardian, and school district personnel. IEP services and goals are not amended at this informal meeting. An ADR Cadre may attend the conference to support collaborative conversations.

Facilitated IEP Meeting:

Facilitation is a collaborative process in which a trained and impartial person, the ADR Cadre (facilitator) who is not a member of the IEP team, assists the IEP team to communicate effectively and work towards consensus. The facilitator is not a decision maker or an advisor. Facilitation can be used whenever an IEP team wants to improve the effectiveness of communication. When conflicts have developed, facilitation can help defuse tensions and restore trust and more positive working relationships. A parent(s)/guardian and/or district personnel may request to SBCSELPA an ADR Cadre to facilitate an IEP Meeting.

A facilitated IEP may result in:

- a. More collaborative IEP meetings.
- b. Improved relationships and communication between schools and parents/guardians.
- c. Resolutions to concerns or disputes.
- d. Greater understanding for teams of how to conduct communication at meetings successfully.
- e. Review and adjustment of the IEP to further benefit the student.

ADR Meeting with SELPA Director:

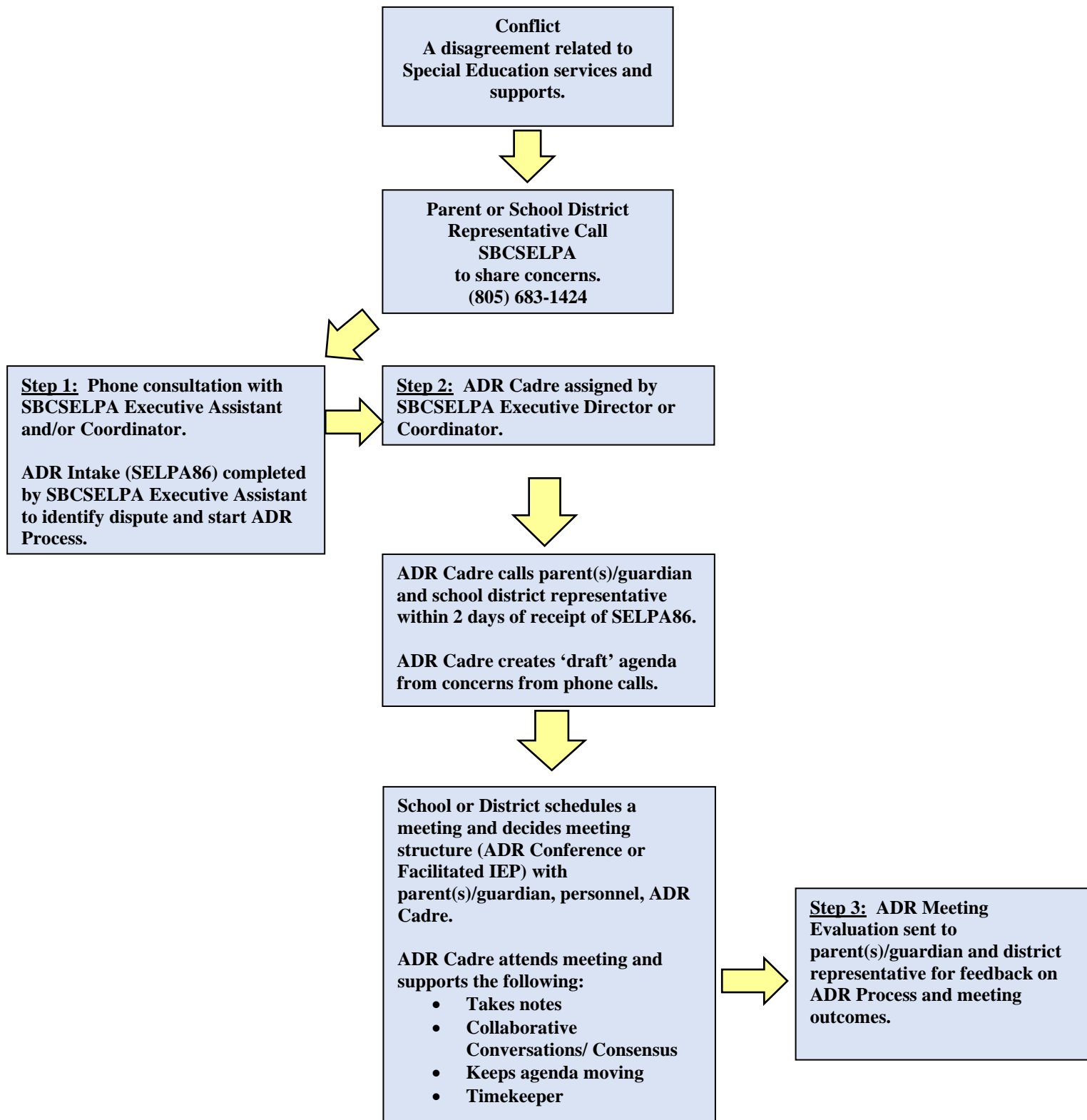
Parents/guardians or district administrator may make a request to the SBCSELPA Executive Director to meet to resolve a dispute. As a complaint agency, there are times when the SBCSELPA Executive Director may be more directive than would be appropriate as an IEP facilitator to help parties determine what is or is not required under state and federal regulations or the SBCSELPA Local Plan. Examples of when a SBCSELPA ADR meeting may be needed are:

1. a request from the California Department of Education or CDE Complaint Process.
2. a Resolution Session required as part of a due process filing.

Co-Facilitation:

Co-facilitation is when two people jointly facilitate a meeting. Co-Facilitation could be conducted by two ADR Cadre with each taking a specific role in the meeting.

SBCSELPA Alternative to Dispute Resolution (ADR) Process



Models of Practice:

There are various models of practice that can be employed during ADR facilitation.

Evaluative

This model is directive and provides advice and authority. The goal is settlement.

Facilitative

This model is supportive as it guides a team through probes and queries with purpose. The facilitator helps the team to generate options and the goal is a productive dialogue.

Transformative

This model is reflective and follows the discussion while asking questions without providing direction. The facilitator does not generate options for the team, rather the team discovers the options themselves. The goal of this model is empowerment and recognition.

Confidentiality:

All meetings are confidential. The ADR Cadre will maintain the confidentiality of all participants in the process. This means that what is discussed in the meeting will not be repeated unless known from other sources or specifically authorized by the parties involved. There are exceptions to confidentiality when one of the team members makes a genuine threat of physical harm and/or child or elder abuse. The ADR Cadre will not voluntarily testify or report on anything said during the facilitated meeting unless one of the participants makes a threat of physical harm or reveals information of child abuse or elder abuse.

Potential Conflicts of Interest:

The ADR Cadre may possibly have a conflict of interest in a case. If a conflict of interest is established and all parties are aware and agree, then the Cadre may continue to facilitate the meeting. If the conflict is such that the team agrees the Cadre cannot continue and take the case, then a different Cadre will be provided by SBCSELPA.

Time and Scheduling of ADR Conference or ADR Facilitated IEP

SBCSELPA Notice of ADR Conference or ADR Facilitated IEP

SBCSELPA recommends requests for ADR Conferences or ADR Facilitated IEPs be received at least 10 days prior to a scheduled meeting. Exceptions to this rule can be made in extenuating circumstances.

Time Allotment for Meetings

Each meeting will be allotted 3 hours of facilitation time and a total of 5 hours per case. The SBCSELPA Cadre will be responsible for logging hours spent on each case and will inform district and SBCSELPA of the total hours and results of each case.

Denial of ADR Conference or ADR Facilitated Meeting Request

A request can be denied for facilitation. These types of situations include, but are not limited to:

- a topic beyond the scope of facilitation
- the case is in due process
- family and or district have retained an attorney
- one of the team does not agree to facilitation
- the request is received with not enough time to arrange for a Cadre or there are no Cadre available.

ADR Data Collection, Evaluation, and Reporting

Step 3: Evaluation of Each Meeting

After the ADR Cadre notifies SBCSELPA of the results from the meeting, the ADR Conference or ADR Facilitated Meeting Evaluation Form (SELPA88) will be disseminated by the SBCSELPA Executive Assistant and sent to the parent(s)/guardian and district representative to gather feedback on the ADR process and outcome(s) from the meeting. SBCSELPA Executive Assistant will collect survey and meeting outcome data for records retention.

The SBCSELPA ADR Cadre will review the data at minimum of two times annually to determine the efficacy of the ADR process and collaborate as an ADR Cadre on future best practices in ADR.

Ongoing Evaluation ADR Cadre

The SBCSELPA Executive Director will informally evaluate the effectiveness of the ADR Cadre annually prior to June each school year, meeting with both the district special education administrators and the SBCSELPA JPA Board. Evaluation will be based on 1) Availability of each Cadre 2) Meeting outcomes and 3) Survey data.

Annual Methods of Overall Program Evaluation

Record keeping / data collected

- number of cases
- number of meetings
- hours per meeting
- hours per case
- outcome of meeting

- satisfaction level of participants
- ADR Cadre's performance
- perceptions of ADR Cadre
- follow up after facilitation
- relationship to other dispute resolution
- ADR Cadre debrief
- Parent(s) debrief

Dissemination of Information

SBCSELPA provides information regarding ADR services to Santa Barbara County on the SBCSELPA website at <https://www/sbcselpa.org> under the Community and Family Resources button. Additional training and information are provided to Santa Barbara County through ADR related professional development, presentation(s) to the SBCSELPA Community Advisory Committee (CAC), and through email blasts to districts.

Definitions of Common Terminology in Alternative to Dispute Resolution (ADR)

ADR Cadre: SBCSELPA has created an ADR Cadre of trained leaders in dispute resolution. All ADR Cadre are skilled in special education law, procedures, and practices within the Santa Barbara County. SBCSELPA's ADR Cadre are neutral leaders who represent SBCSELPA's ADR process and are confident in facilitating collaboration in special meetings between parents/guardians and school personnel for the benefit of students.

Facilitator: A facilitator helps keep members of a team focused on the development of the IEP while addressing conflicts and disagreements that may have occurred before or emerged during the meeting. A facilitator is not a member of the IEP team but encourages cooperation amongst team members and helps the collaboration of all team members in the meeting.

Norms: Guidelines for communicating and behavior to support an effective conversation.

Team: The Individualized Education Program (IEP) team consists of educational professionals, school personnel, parents/guardians, students, and others who have special knowledge of the student.

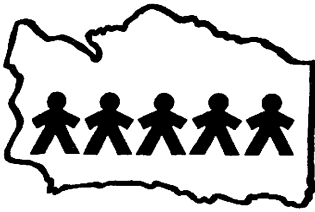
Consensus/Agreement: A negotiated arrangement between a team that allows for future action.

WHAT FORMS SHOULD BE USED

The following forms should be used in conjunction with requesting and implementing Alternative Dispute Resolution (ADR):

- SELPA86: ADR Conference and Facilitated Meeting Intake and Documentation Form
- SELPA87: Alternative Dispute Resolution (ADR) Meeting Participation Guidelines and Code of Ethics
- SELPA88: ADR Conference and Facilitated Meeting Evaluation Form
- SELPA89: ADR Cadre Code of Ethics

SELPA Forms referenced in this handbook are located in our county's online SIRAS Systems www.sirassystems.org website.



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

Date: November 7, 2022

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: November 2022 Professional Development Calendar

BACKGROUND:

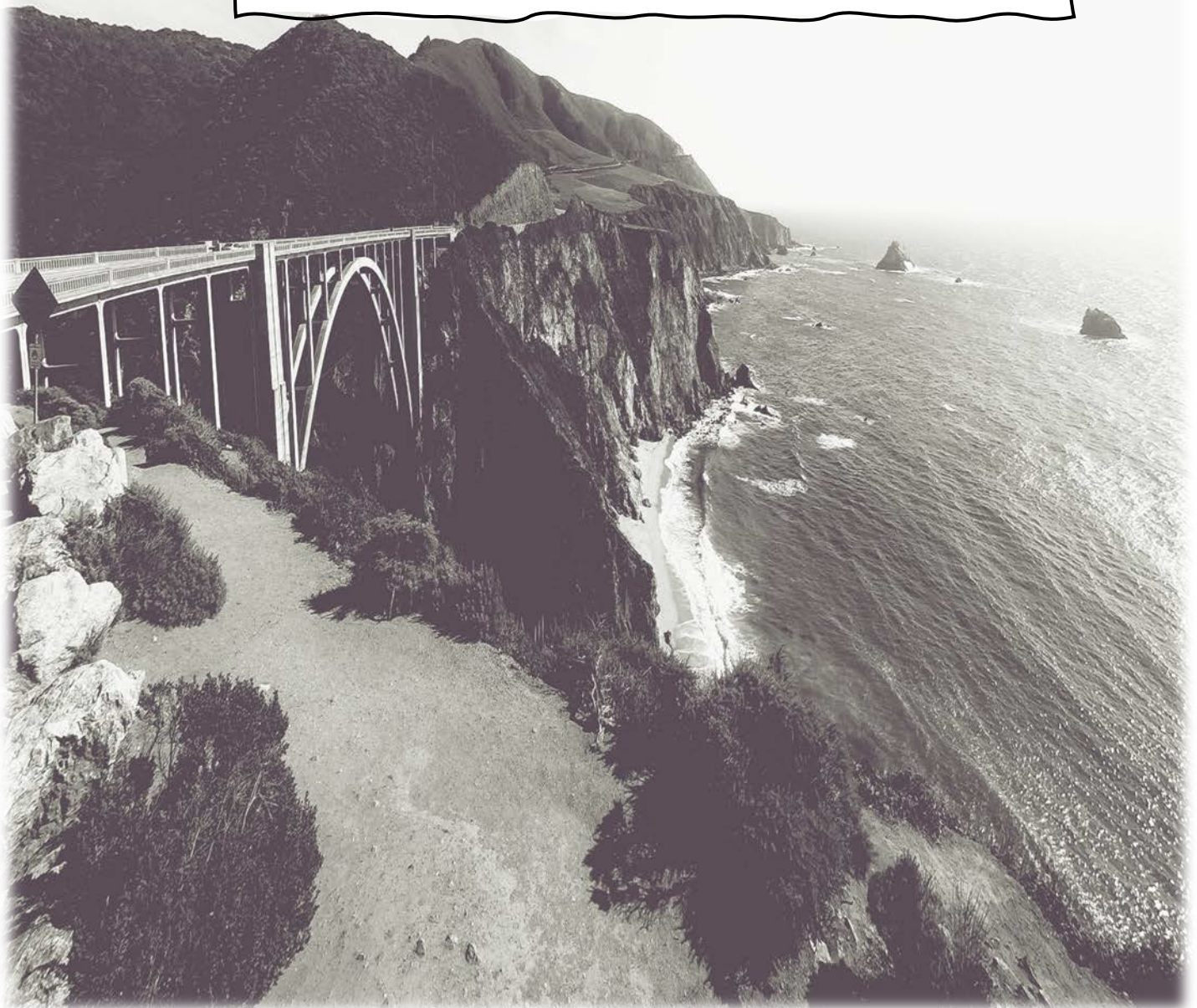
➤ November 2022 Professional Development Offerings to Santa Barbara County.

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

November				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
November 1, 2022 8:30-10:30am Virtual	Hot Topics in Special Education with Jan Tomsy	Jan Tomsy, Fagen, Friedman, and Fulfrost	Virtual Audience: All Staff	Free
November 1, 2022 2-3pm Virtual	Transition Network Team (TNT) Meeting	Jennifer Connolly	Virtual Audience: TNT	Free
November 3, 2022 8:30am-3:30pm In Person/SMB Souza Center	NCPI Refresher	Chyelin Andreadakis Jennifer Connolly	In Person/SMB Souza Center Audience: All Staff	Free
November 7, 2022 8:30am-12pm SBCSELPA	School Psychologist Network	Jennifer Connolly	In Person / SBCSELPA Audience: CCASP, Leadership, School Psychologists	Free
November 9, 2022 3-4pm 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 10, 2022 8am-4pm 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 8:30am-3:30pm SMB Souza Center	Assistive Technology Day 3 of Series	SBCSELPA AT Team with support of Placer County SELPA	In Person / SMB Souza Center Audience: Leadership teams, School Psychologists, Education Specialists	Free
November 14, 2022 3-4pm Virtual	SIRAS Office Hours	Jennifer Connolly	Virtual Same link for all meetings Audience: All Staff	Free
November 16, 2022 2:30-4pm 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 8:30am-3:30pm In Person/SBCSELPA	NCPI – Initial	Ben Ingalls Chris Osborne	In Person / SBCSELPA Audience: All Staff	Free
November 17, 2022 1:30-2:30pm Virtual	Behavior: Essential 10, Day 3: Function and Replacement Behaviors	Carrie Hicinbothom Yolanda Horton, PENT Team	Virtual Audience: All Staff	Free
November 28, 2022 12:30-3:30pm 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 3-4pm Virtual	OT Network	Jennifer Connolly Lisa Foote	Virtual Audience: Countywide OTs	Free
November 30, 2022 8:30am-12:30pm 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			Free

Santa Barbara County SELPA
Professional Development Offerings
2022-2023
October 2022



Professional Development Offerings

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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/revised with District and County Special Education Leadership and staff to ensure all topics emphasize student, district, and the overall Santa Barbara County needs. Presenter (s), dates/times, and locations are subject to change based on staff attendance and venue availability.

How to Schedule a Professional Development Offering

Mini Professional Development Offerings individualized to each district request.

1. Districts: contact Jennifer Connolly at jconnolly@sbcseelpa.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@sbcseelpa.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://sbcseelpa.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@smbdsd.net or Amber Walz awalz@smbdsd.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 SMJUHSD	Transition to Adulthood Day 1 of Series	Jeannine Forslund Kristy Van Horn	In Person/SMJUHSD 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://sbcselpa.k12oms.org/>

October

Dyslexia Awareness Month, Learning Disability Awareness Month

ADHD Awareness Month

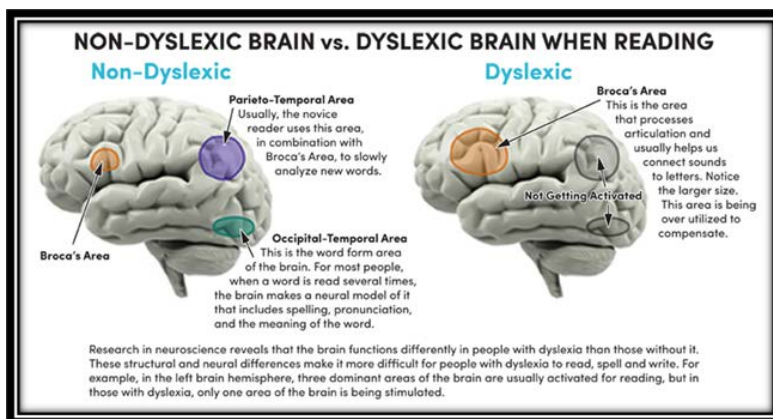
National Physical Therapy Month

AT/AAC Month

October				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
October 1, 2022 On demand, recorded event	ABCs of Preschool Assessment	Amy Taylor, Diagnostic Center of Southern California	Recorded training, register on SBCSELPA OMS for link to the two-hour event	Free
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	Assistive Technology Day 2 of Series	SBCSELPA AT Team with	In Person/Lompoc USD	Free

In Person Lompoc USD		support of Placer County SELPA	Audience: Leadership teams, School Psychologists, 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://sbcselfpa.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 Tomsy	Jan Tomsy, Fagen, Friedman, and Fulfroost	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 7, 2022 8:30-12:00 SBCSELPA	School Psychologist Network	Jennifer Connolly	In Person- SBCSELPA	Free

			Audience: CCASP, Leadership, School Psychologists	
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 SCOEE https://scoe.gosignmeup.com/public/Course/browse?courseid=12238 *Participant may need to create a free account with SCOEE.	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/SMB Souza Center 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 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	Behavior: Essential 10, Day 3:	Carrie Hicinbothom	Virtual Audience: All Staff	Free

Virtual	Function and Replacement Behaviors	Yolanda Horton, PENT Team		
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 teachers, Administrators, Paraeducators	Free

			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			

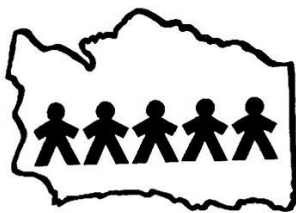
2022-2023 Professional Development Calendar of Events by the Month

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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://sbcselpa.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@smbd.net or Amber Walz awalz@smbd.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://sbcselpa.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://sbcselpa.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 SBCSELPAs	Supporting Medically Fragile Students Network	SLO and SBCSELPAs	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



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://sbcseelpa.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 actional 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.



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.



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.



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.'





Network Meetings for all Related Services

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

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

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

Requirements for NPS/A renewal of certification:

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

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

Each training satisfies the following conditions:

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

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

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: SMJUHSD 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)

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Youth Support Specialist

Professional Development Presenter(s) Information

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Santa Barbara County
Special Education Local Plan Area

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Adelante Charter School, Director, or Special Education	
Dr. Ray Avila	ravila@sbcseelpa.org
SBCSELPA Executive Director	

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

Available Resources

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

Professional Development Locations for Larger Events

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

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

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

Zoom Conferencing

This Professional Development Offerings Booklet is updated monthly,

FAMILY

EMPOWERMENT

CENTER

Upcoming Training Events

(All trainings will be held through zoom)

October

13

Turning 3

Have a child exiting Early Start and entering the school system? Join us and learn about this transition.

October

24

Getting Organized

We can help you keep all your child's important documents organized! Come learn some tips on how to organize all documents in a way that makes sense to you.

November

15

IEP Basics and Parent Rights

Have a child with an IEP (Individualized Education Plan)? Come learn the basics of the process and how to participate in meetings in a productive and meaningful way.

Trainings that will
be held after
winter break

- IEP Chalk Talk Series
- Inclusion Training
- Transition to Adulthood
- Future Planning
- Community Resources

For more information please contact **Meghan Davy** at

Mdavy@alphasb.org or 805-252-4044

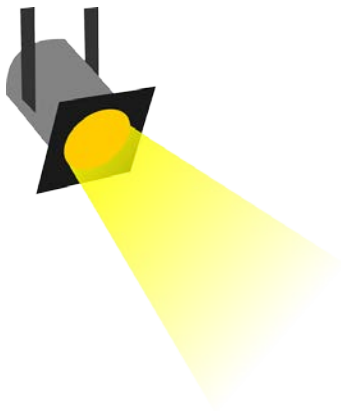


Fagen Friedman & Fulfroft LLP

HOT TOPICS IN SPECIAL EDUCATION



Santa Barbara County SELPA
November 1, 2022
Jan E. Tomskey



What We'll Focus On. . . .

- Recent guidance/legislation (current/pending)
- Transition from preschool to kindergarten
- Lessons learned from recent cases
- Dyslexia



RECENT GUIDANCE/LEGISLATION



Compensatory Services / Make-Up Services

Letter to Wolfram and Mandlawitz

- IEP team's proactive determination and provision of compensatory services to make up for impact of COVID-19 on individual students is consistent with IDEA
- OSERS/OSEP disagreed with concept that compensatory services are appropriate only in context of order for equitable relief or as remedy for loss of special education and related services as determined by due process
- In situations where compensatory services are necessary to address impact of service disruptions, staff and parent should work together collaboratively to develop plan for providing such services

(Letter to Wolfram and Mandlawitz (OSERS/OSEP 2022) 80 IDELR 196)



New Legislation: AB 181

- Signed by Governor Newsom on June 30, 2022
- Provides for “exemption” from local graduation requirements beyond California state minimum requirements for regular diploma for certain students with IEPs for purposes of awarding alternate diploma of graduation from high school
- Student is eligible if IEP provides that: (1) student is required to take alternate assessment aligned to alternate achievement standards in grade 11; and (2) student is required to complete state standards aligned coursework to meet statewide coursework requirements
- Before student begins grade 10, IEP team must determine and notify parent of whether student may be eligible to graduate pursuant to exemption



New Legislation: AB 181

- Legislature also updated Education Code section 51745 governing independent study
- Language added to provide that students with disabilities may participate in independent study if IEP specifically provides for such participation
- If parent or guardian requests independent study, IEP team must make an individualized determination as to whether student can receive FAPE in independent study placement
- Student's inability to work independently, need for adult support, or need for special education or related services does not preclude IEP team from determining that student can receive FAPE in independent study placement



Proposed Regulations

■ **California's Extended School Year Regulation**

- CDE proposed revising Title 5 of the California Code of Regulations Section 3043 to clarify that districts should consider LRE in making determinations related to ESY

■ **Possible Revision to Section 504 Regulations**

- USDOE announced it would seek comments regarding possible amendments to the current regulations implementing Section 504 of the Rehabilitation Act, suggesting that focus of amendments might be related to students with mental health needs

■ **Proposed New Title IX Regulations**

- USDOE released proposed regulations for Title IX (federal civil rights law that prohibits discrimination on basis of sex in education programs or activities that receive federal funding); proposed regulations include improving grievance procedures to allow coordination with IEP teams and Section 504 teams



KINDERGARTEN TRANSITION



Transition from Preschool to Elementary School

■ Applicability

- Child who is transitioning from preschool program to kindergarten (including TK, which is first year of two-year kindergarten program) or first grade

■ Timelines

- Child must be assessed prior to beginning kindergarten or elementary school

(Ed. Code, § 56445; Ed Code, § 56441.1)



Transition from Preschool to Elementary School

■ Substantive Requirements

- Prior to transition from preschool to elementary school, district must assess child to determine need for continuing special education and related services
- If child is to be exited from special education, IEP team should note present levels and learning styles and make information available to general education teacher

(Ed. Code, § 56445)



Transition from Preschool to Elementary School

■ Substantive Requirements

- Generally, the focus of FAPE for this group of students who will be transitioning from preschool centers around kindergarten readiness
- California law states that “as the preschool child approaches the age to enter an elementary school environment, the child’s preparation is to be geared toward a readiness for kindergarten and later school success”

(Ed. Code, § 56441.1)



Transition from Preschool to Elementary School

■ Cases

- Very few OAH decisions have interpreted scope of this assessment requirement
- The most recently reported case concerned whether assessment rules of section 56445 applied to student's circumstances . . .



Transition from Preschool to Elementary School

Case Example: Baldwin Park Unified School District

- Parent claimed District's failure to assess Student prior to transitioning him from preschool to NPS violated Education Code section 56445 and denied Student FAPE
- ALJ disagreed
 - NPS classroom was not traditional kindergarten but a transition classroom that included students as old as 9th grade
 - Student's continued eligibility was never at issue
 - Even had District violated section 56445, Parent made no showing how any failure to assess impeded Student's right to FAPE, significantly impeded Parent's opportunity to participate in decision-making process, or caused deprivation of educational benefits

(Student v. Baldwin Park Unified School Dist. and Baldwin Park Unified School Dist. v. Student (OAH 2012) Case Nos. 2011100998 and 2011100472)



Transition from Preschool to Elementary School

■ Practical Pointers

- Consider whether additional assessments are needed to plan for kindergarten (including TK) or first grade
- Discuss placement and service levels appropriate for kindergarten
- Ensure that IEP provides for monitoring progress related to kindergarten placement
- Evaluate any specific transition needs (e.g., consistent implementation of BIP, health plan, toileting plan, etc.)
- Consider whether exit from special education is appropriate



RECENT CASES: LESSONS LEARNED



Bullying



Csutoras v. Paradise High Sch. (2021)

■ Facts:

- ❑ Student with ADD received academic accommodations under Section 504, but plan did not contain any social interaction accommodations
- ❑ Student was assaulted at football game
- ❑ Assaulting student admitted that assault was motivated by Student's relationship with another student
- ❑ Student claimed ADA and Section 504 violation based on USDOE directives in Dear Colleague Letters related to peer-on-peer harassment/bullying on basis of disability



Csutoras v. Paradise High Sch. (2021)

■ Decision:

- District Court and 9th Circuit rejected Student's claim
- Court applied precedential "deliberate indifference" standard (where "the school's response to the harassment or lack thereof was clearly unreasonable in light of the known circumstances")
- District was not on notice of any "obvious" need for social-related accommodation, there had been no prior incidents of bullying/harassment directed at Student, and no allegations that District ignored any widespread bullying or harassment of disabled students

(Csutoras v. Paradise High Sch. (9th Cir. 2021) 12 F.4th 960, 79 IDELR 152)



Csutoras v. Paradise High Sch. (2021)

■ Why Does This Case Matter?

- ❑ Courts generally do not accept guidance issued from USDOE as binding authority; instead, they are bound to apply prior judicial precedent
- ❑ Here, 9th Circuit found no evidence that Dear Colleague Letters addressing bullying were issued as authoritative or official position of USDOE for purposes of private damages actions



Communications



L.F. v. Lake Washington Sch. Dist. #414 (2020)

■ Facts:

- ❑ Parent attended meeting at which District determined Section 504 services were not necessary to address his daughter's anxiety
- ❑ Parent then began series of numerous communications with District employees that became increasingly aggressive, making certain staff feel intimidated and bullied
- ❑ District imposed "Communication Plan" that limited Parent to bi-weekly meetings and advised Parent that, apart from these meetings, staff would not respond to further communications
- ❑ Parent claimed that "Communication Plan" violated his First Amendment rights



L.F. v. Lake Washington Sch. Dist. #414 (2020)

■ Decision:

- 9th Circuit found no constitutional violation
- No violation where government entity ignores (or threatens to ignore) communications from outside specified channels
- “Communication Plan” did not bar Parent from contacting school employees; rather, it advised him that staff would no longer respond to substantive communications about his daughter’s educational services
- Even assuming “Communication” Plan restricted Parent’s speech, regulation of expressive activity in non-public forum need only be reasonable, which it was in this case

(L.F. v. Lake Washington Sch. Dist. #414 (9th Cir. 2020) 947 F.3d 621, 75 IDELR 239)



L.F. v. Lake Washington Sch. Dist. #414 (2020)

■ Why Does This Case Matter?

- While districts must ensure that parents have right to participate in their child's education, this case points out that districts may set reasonable limits on such participation in instances where a parent's conduct has become hostile or intimidating toward staff
- Here, although the Communication Plan established certain limitations, it still allowed that Parent to meet regularly with District administrators



Consent



Murrieta Valley USD (2022)

Facts:

- In 2020, District sought to assess 13-year-old Student with Down syndrome
 - Agreed not to use “formalized assessments” per Parents’ request
- In 2021, District sent Parents assessment plan that contained proposal to administer standardized assessments
 - Did not explain reason for proposed new assessments
 - Parents rejected assessment plan
- District filed for due process hearing, seeking to reassess Student without Parents’ consent



Murrieta Valley USD (2022)

Decision:

- ALJ refused to allow District to conduct reassessment, although assessment plan met all legal criteria and IEP team legitimately believed conditions warranted reassessment
- District failed to make necessary efforts to obtain Parents' consent
- ALJ rejected contention that Parents failed to follow up with questions after District sent assessment plan: "[T]he burden to obtain informed consent rests with the school district, not the parents"
- IEP team never discussed need for reassessment with Parents and District did not contact Parents following their rejection of plan

(Murrieta Valley Unified School Dist. v. Student (OAH 2022) Case No. 2021110471, 80 IDELR 203)



Murrieta Valley USD (2022)

Why Does This Case Matter to Us?

- Districts have legal obligation to make “reasonable” efforts to obtain Parents’ informed consent to assessment plans, which ALJ found District did not do in this case for various reasons
- In seeking to obtain such consent, Districts must document any telephone calls made or attempted and results of those calls; maintain copies of any correspondence sent to parents and any responses received; and keep detailed records of visits made to Parents’ home or place of employment



IEP Content



Rocklin USD (2022)

Facts:

- 12-year-old Student with multiple disabilities, including congenital hydrocephalus, cerebral palsy and epilepsy with history of seizures
- District developed IEP that included individualized health care plan requiring specific responses to seizures that included timing frequency of seizures and contacting “911” if Student was not responsive
- Student experienced seizures while in school bathroom
- Student was relocated to classroom, but seizures were not timed nor did staff call “911”
- Parents arrived after 34 minutes and took Student to ER



Rocklin USD (2022)

Decision:

- ALJ determined District materially failed to implement IEP and denied Student FAPE by not following procedures outlined in health care plan
- Classroom teacher, who was responsible for implementing plan, did not reference it because the plan was not readily available
- District did not recognize symptoms of Student's seizure activity even though he exhibited all signs described in health care plan
- Student missed 11 days of school following incident and was awarded compensatory education for those days

(Student v. Rocklin Unified School Dist. (OAH 2022) Case Nos. 2021120714, 122 LRP 14970)



Rocklin USD (2022)

Why Does This Case Matter to Us?

- Schools must provide appropriate accommodations for safety and necessary physical care for individuals with disabilities, while simultaneously assuring the personal privacy and dignity of such individuals (Cal. Code Regs., tit. 5, § 3051.12(b)(3)(B))
- Whether such accommodations are documented in student's IEP or in separate health care plan, staff must have ready access to such document and be familiar with and prepared to implement its requirements in the event of emergency



Conejo Valley USD (2021)

Facts:

- Student was found eligible for special education and related services in December 2020, with primary eligibility category of OHI based on ADHD and secondary eligibility category of ED based on anxiety
- Parents claimed that District denied FAPE by failing to include in December 2020 IEP, a description, individualized for Student, of means by which special education and related services would be provided during emergency conditions when instruction or services could not be provided to Student either at school or in-person for more than 10 school days



Conejo Valley USD (2021)

Decision:

- ALJ: District complied with new IEP content requirement
- IEP stated that if instruction or services, or both, could not be provided to Student either at school or in person for more than 10 school days due to emergency conditions, IEP would be provided by means of distance learning to extent feasible, as determined by teachers, in light of emergency circumstances at that time
- No evidence that Student would not have been able to access curriculum using any methods of “distance learning” incorporated into Student’s Emergency Services Plan contained in December 2020 IEP

(Student v. Conejo Valley Unified School Dist. and Conejo Valley Unified School Dist. v. Student (OAH 2021) Case Nos. 2021020362 and 2021030817, 121 LRP 32565)



Conejo Valley USD (2021)

Why Does This Case Matter to Us?

- Description of means by which IEP services will be provided under emergency conditions pursuant to Education Code, section 56345, subdivision (a)(9)(A) is element of overall offer of FAPE

Parents must be involved in the development of emergency plan, and local educational agencies must obtain parental consent to implement such plan (Id.)



IEP Team Members



Ventura USD (2021)

Facts:

- Student was diagnosed with refractory epilepsy and had intractable seizures (i.e., not controlled by medication)
- Parent asked District to invite 1:1 nurse assigned by District to Student's IEP team meeting
- Instead, District decided that credentialed school nurse, who oversaw and directed 1:1 nurse, would attend
- Parent contended that 1:1 nurse was required IEP team member because she provided Student's "most important" related service, and because Parent requested her attendance



Ventura USD (2021)

Decision:

- ALJ agreed with District's assertions that 1:1 nurse was not special education or related service provider; it was not required to compel her attendance; and it did not prohibit her attendance (rather, she had declined invitation to attend)
 - "[District] exercised its right to determine the specific personnel to fill the required roles on Student's IEP team"
 - "Parents have the right to invite district personnel with knowledge or expertise regarding the child, but they are not required to attend"

(Student v. Ventura Unified School Dist. (OAH 2021) Case No. 2021010613, 121 LRP 26245)



Ventura USD (2021)

Why Does This Case Matter to Us?

- IDEA does not expressly require districts to make a specific employee available for IEP team meetings at parent's request
- OSEP has indicated that in absence of federal regulations, determination of whether districts must ensure attendance of one of its employees when invited by parent may be covered by state and local policy
- California has not regulated issue of whether district must ensure that a specific district employee, invited by parent, attend IEP team meetings



Least Restrictive Environment (LRE)



R.M. v. Gilbert Unif. Sch. Dist. (2019)

■ Facts:

- ❑ District wanted to increase service minutes provided to kindergarten Student with Down syndrome, who had been attending his home school
- ❑ IEP team also proposed implementing IEP at another school in its “Academic SCILLS” program
- ❑ District issued PWN stating that Student would be attending the new school with increase of service minutes to 125 per day outside of general education classroom
- ❑ Parents filed for due process, claiming proposed IEP was not LRE and that new setting constituted placement change



R.M. v. Gilbert Unif. Sch. Dist. (2019)

■ Decision:

- ❑ ALJ, District Court and 9th Circuit upheld District's FAPE offer
- ❑ Student's needs were not being met in general ed classroom, where he was "his own learning island" with his paraprofessional
- ❑ "Lack of educational benefit in a general classroom outweighs any comparably small social benefits"
- ❑ Move to new school was change of location, not change of placement because new school could execute Student's IEP as written, without making any significant changes to service minutes Student would spend outside the gen ed classroom

(R.M. v. Gilbert Unified Sch. Dist. (9th Cir. 2019, unpublished) 768 F.App'x 720, 74 IDELR 92)



R.M. v. Gilbert Unif. Sch. Dist. (2019)

■ Why Does This Case Matter?

- ❑ 9th Circuit has made it clear that the four factors in Rachel H. balancing test do not necessarily carry equal weight
 - ❑ Educational benefits of placement full-time in general education
 - ❑ Non-academic benefits of such placement
 - ❑ Effect the student has on the teacher and children in the general class
 - ❑ Costs of mainstreaming (rarely used)
- ❑ “Even when the other factors weigh in favor of mainstreaming, the student's academic needs weigh most heavily against a mainstream environment.”
(Baquerizo v. Garden Grove Unified School Dist. (9th Cir. 2016) 826 F.3d 1179)



Parent Participation



San Diego USD (2021)

Facts:

- District and Parents agreed that 21-year-old with autism required residential placement
- Student was scheduled to be released from current RTC on 22nd birthday (March 2021)
- Student was entitled to services through June 2021
- Parents proposed using their townhome as RTC, with District providing educational services
- District documented Parents' proposal but did not discuss it at IEP team meeting, instead offered to provide services at local school



San Diego USD (2021)

Decision:

- ALJ: District's conduct at IEP meeting violated IDEA
- Parents were entitled to information as to why District would not consider their RTC in-home proposal, even if it "may not ultimately have been workable, sustainable, or even legal"
- "Recording and ignoring Parents' proposals and questions does not meet the standard that parents are to meaningfully participate and have a significant role in an IEP team meeting"

(Student v. San Diego Unified School Dist. (OAH 2021) Case No. 2021030159, 121 LRP 26256)



San Diego USD (2021)

Why Does This Case Matter to Us?

- As ALJ in this case pointed out, parents, like districts, may approach IEP team meetings with ideas in mind—predetermination is not synonymous with preparation
- Parental participation guaranteed by IDEA requires districts to engage in open discussion of student's educational program and show willingness to discuss options proffered by parents at team meeting



PRIOR WRITTEN NOTICE



Prior Written Notice

- ❑ School districts are obligated to provide “prior written notice” or “section 300.503 notice” a reasonable time before proposing or refusing to initiate or change the identification, evaluation, or educational placement of the student or the provision of a FAPE to a student
 - ❑ What is “reasonable” depends on circumstances
 - ❑ OSEP: PWN must be provided so that parents have enough time to fully consider the change and respond to the action before it is implemented (Letter to Chandler (OSEP 2012))



Prior Written Notice Must Include

- A description of the action proposed or refused by the district
- An explanation of why the district proposes or refuses to take the action
- A description of each evaluation procedure, assessment, record, or report the district used as a basis for the proposed or refused action
- A statement that the parents have protection under the procedural safeguards



Prior Written Notice Must Include (cont'd)

- Sources for parents to contact to obtain assistance in understanding the district's explanation of why it proposes or refuses to take the action
- A description of other options considered by the IEP team and the reasons why those options were rejected
- A description of the factors relevant to the district's proposal or refusal



IEPs as PWN

- An IEP document can serve as PWN as long as IEP contains required content of appropriate notice
- But note that contents of an IEP are governed by Education Code section 56345, and contents of PWN are governed by Education Code section 56500.4
 - They are different and some, but not all, IEPs contain sufficient information to qualify as a prior written notice

(71 Fed. Reg. 46691 (Aug. 14, 2006); Letter to Lieberman (OSEP 2008) 52 IDELR 18; Student v. Sacramento City Unified School Dist. (OAH 2014) Case No. 2013060562)



Examples of Situations That Require PWN

- District proposes change of placement
- District proposes assessment
- Parents revoke consent
- Parents request change in placement
- Parents request change in services
- Parents request assessment



DYSLEXIA



Crofts v. Issaquah Sch. Dist. No. 411 (2022)

■ Facts:

- ❑ Parents requested evaluation, believing Student had dyslexia, based, in part, on independent assessment's conclusions
- ❑ District found Student eligible under SLD category, with assessment report also citing to Parents' assessor's findings
- ❑ Parents believed District should have formally evaluated Student for dyslexia and that failure to do so violated IDEA requirement to evaluate "in all areas of suspected disability"
- ❑ District refused Parents' IEE request and filed for due process
- ❑ ALJ and District Court ruled in District's favor



Crofts v. Issaquah Sch. Dist. No. 411 (2022)

■ Decision:

- 9th Circuit upheld District's assessment, finding that it met all legal requirements (also finding that District's IEPs were appropriate)
- District conducted battery of assessments to evaluate Student's reading and writing skills areas that dyslexia could impact
- Parents' insistence that District should have evaluated Student for dyslexia rather than recognizing her difficulties with reading, writing, and spelling under the broader SLD category was "based on a distinction without a difference"
- Evaluation was not deficient merely because it did not use the term "dyslexia" in manner Parents would have preferred

(Crofts v. Issaquah Sch. Dist. No. 411 (9th Cir. 2022) 80 IDELR 61)



Crofts v. Issaquah Sch. Dist. No. 411 (2022)

■ Why Does This Case Matter?

- ❑ Remember that districts are only required to assess student in particular areas related to suspected disability
- ❑ IDEA does not provide parents with right to dictate specific areas that district must assess as part of its comprehensive evaluation
- ❑ Of course, if district determines that particular assessment for dyslexia is needed to determine whether student has disability (SLD), then it must conduct such assessment





Fagen Friedman & Fulfroft LLP

Thank you for attending today!





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We advise you to consult with legal counsel to determine how this information may apply to your specific facts and circumstances.*



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

	22-23	<u>Expended</u> <u>to Date</u> <u>2022-23</u>	
	Carryover Funding	Allocation	Balance
Adelante	\$ 5,830	\$ -	\$ 5,830.00
Blochman	\$ 5,580	\$ -	\$ 5,580.00
Carpinteria	\$ 10,906	\$ -	\$ 10,906.00
Family Partnership	\$ 10,000.00	\$ 6,173	\$ 16,173.00
Goleta	\$ 15,078	\$ -	\$ 15,078.00
Guadalupe	\$ 8,567	\$ 8,458.00	\$ 109.00
Hope	\$ 7,582	\$ 6,890.00	\$ 692.00
Lompoc	\$ 31,271	\$ -	\$ 31,271.00
Manzanita	\$ 6,176	\$ -	\$ 6,176.00
Orcutt	\$ 18,844	\$ -	\$ 18,844.00
Santa Barbara Unified	\$ 43,033	\$ -	\$ 43,033.00
Santa Barbara Charter	\$ 5,786	\$ 541.50	\$ 5,244.50
Santa Maria Joint Union High	\$ 29,374	\$ -	\$ 29,374.00
Santa Maria-Bonita	\$ 89,672.23	\$ 52,159	\$ 141,831.23
Santa Ynez Consortium	\$ 36,516	\$ -	\$ 36,516.00
SBCEO Direct Services	\$ 17,120	\$ 8,204.00	\$ 8,916.00
TOTAL	\$ 99,672.23	\$ 300,000	\$ 24,093.50
			\$ 375,573.73

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

Beginning Balance \$ 325,000.00
YTD Expenditures

July	\$ -
August	\$ -
September	\$ 920.00
October	\$ 117.00
November	\$ -
December	\$ -
January	\$ -
February	\$ -
March	\$ -
April	\$ -
May	\$ -
June	\$ -
TOTAL	\$ 1,037.00
ENDING BALANCE	\$ 323,963.00

Payments to Law Firms:

Dannis Woliver Kelley	\$ 920.00
Fagen Friedman Fulfrost	\$ 117.00
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

REF: VIII-G

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	\$ 42,302	\$ 47,800	\$ 125,820	\$ 173,620		\$ 47,800	\$ 125,820
Orcutt Union	1	1	\$ 55,452	\$ 44,025	\$ 207,172	\$ 251,198		\$ 44,025	\$ 207,172
Santa Barbara Unified	1	2	\$ 45,244	\$ 44,722	\$ 179,795	\$ 224,517		\$ 44,722	\$ 179,795
Santa Maria Bonita	0	1	\$ 40,019	\$ 9,300	\$ 30,719	\$ 40,019		\$ 9,300	\$ 30,719
Santa Maria Joint	1	1	\$ -	\$ 26,660	\$ 78,500	\$ 105,160		\$ 26,660	\$ 78,500
Santa Ynez Valley Consortium	0	0	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
TOTAL	4	6	\$ 183,017	\$ 172,507	\$ 622,007	\$ 794,515		\$ 172,507	\$ 622,007

2021-22 Mental Health NPS Placement Budget	\$ 1,910,000 *
TOTAL YTD Mental Health Placement Paid	\$ 183,017
Estimated YTD Cost Remaining	\$ 611,498
Cost Subtotal	\$ 794,515
Less District Estimated Costs Reimbursed to SELPA	\$ 172,507
Mental Health NPS Placement Expenses to SELPA (Estimated)	\$ 622,007
Mental Health NPS Balance Available (Estimated)	\$ 1,287,993

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