

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

**Regular Meeting
Monday, February 6, 2023
Public Session – 12:00 p.m.
Jonata Middle School Library
301 Second Street, Buellton, CA 93427**

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.

Forms are available from the Board's secretary for requests to address the Board. Persons wishing to make public comments are requested to complete the appropriate form and return it to the Board Secretary.

I. PUBLIC SESSION

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

REF: I-E

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 December 5, 2022 Regular Meeting REF: V-A
- B. Minutes of January 9, 2023 Special Meeting REF: V-B
- C. Ratification of Payment of Claims REF: V-C
- D. 2022-2023 Nonpublic School (NPA) Master Contract Rates REF: V-D
1. Exhibit A Rates Sheet: Greenacre Homes & School

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

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

VI. PRESENTATION

- A. SBCSELPA Local Plan Low Incidence & 2023-24 Governor's Budget Proposal REF: VI-A
 Presenter: Rachel Wigle, SBCSELPA Chief Business Officer

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

- A. Santa Barbara County Local Plan Revision, Section 9, AB 602 Special Education Fiscal Allocation Plan (*Second Reading/Approval*) REF: VII-A
1. Section 9, AB 602 Special Education Fiscal Allocation Plan (*finalized updated version*)
 2. Section 9, AB 602 Special Education Fiscal Allocation Plan (*marked-up version*)

It is recommended that the JPA Board approve the revisions to Local Plan, Section 9, AB 602 Special Education Fiscal Allocation Plan as presented.

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

- B. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Funding of Additional Support Staff at Robert Bruce Preschool SDC for the 2022-23 School Year
1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO regional program request for funding of the additional support staff for Robert Bruce Preschool SDC for the 2022-2023 school year as presented.

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

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

- C. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Funding of Additional Support Staff for Manzanita Charter School for the 2023-24 School Year REF: VII-C
1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO regional program request for funding of additional support staff for Manzanita Charter School for the 2023-2024 school year as presented.

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

- D. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Funding of Additional Support Staff for Cabrillo High School for The 2023-2024 School Year REF: VII-D
1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO regional program request for funding for the continuation of additional support staff for Cabrillo High School for the 2023-2024 school year as presented.

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

- E. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Funding of Additional Support Staff for Cuyama Elementary for the 2022-2023 School Year REF: VII-E
1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO regional program request for funding of the Special Ed support staff for Cuyama Preschool SDC for the 2022-2023 school year as presented.

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

VIII. ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION

- A. 2023-2024 SBCSELPA Local Plan Revision (*First Reading*) REF: VIII-A
- B. Mental Health Ad Hoc Committee Update and Recommendations REF: VIII-B
1. Proposed MOU – Transfer of ERMHS Funds from Member LEAs to SELPA
- C. SBCSELPA Professional Development Calendar REF: VIII-C
1. SBCSELPA 22-23 Professional Development Offerings Booklet (Updated January 2023)
- D. LEA/District Costs Associated with Due Process SBCSELPA Year-to-Date Account Balances REF: VIII-D
- E. SBCSELPA Legal Fees Year-to-Date Reserve REF: VIII-E
- F. Nonpublic School (NPS) Year-to-Date Placement Expenditures REF: VIII-F

A. Items Proposed for Future Action or Discussion

Time: 12:00 p.m.

Location: Jonata School Library, Buellton, CA

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

REF: XI-A

REF: XI-B

REF: XI-C

SBCSELPA Unrepresented Employees: Classified & Certificated Staff

REF: XI-D

XIII. ADJOURNMENT

SBCSELPA EXECUTIVE DIRECTOR'S REPORT TO JPA BOARD

February 6, 2023

1) Due Process/Dispute Updates-

Eight Due Process filings in progress and one CDE Investigation.

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

We have a total of four (4) SBCSELPA funded NPS placements and one (1) pending.

3) Special Education Finance Update-

The Governor's Budget proposes to apply the 8.13% COLA to special education, which would increase the per-ADA rate from \$820 in 2022-23 to \$886.66 in 2023-24. Good news!

4) SBCSELPA Due Process Update-

Per the request of the JPA Board at our December meeting, (SEE REF: I-E.1, Due Process Data), is a chart that shows Due Process cases within SB County for the 2022-23 year. The Executive Director can present the chart to the JPA Board during his report.

5) CDE Compliance Monitoring-

In a letter dated December 19, 2022 (SEE REF: I-E.2, 12/19/22 Letter from CDE) CDE informed all LEAs throughout the state of the upcoming IEP Progress Monitoring process beginning February 2023. SBCSELPA staff presented on Friday, January 20, 2023, with the special education administrators who represent the 25 LEA's in SB County to discuss this new CDE mandate and review expectations and guidelines (SEE REF: I-E.3, SBCSELPA IEP Services Implementation Monitoring Power Point Presentation).

6) Mental Health Grant Update-

In conjunction with the UCSB School of Psychology staff, the Executive Director participated in submitting a grant proposal to the U.S. Department of Education, Safe and Drug Free Schools and Communities Program. The grant submission was approved and awarded (SEE REF: I-E.4, School Psychology JEDI Project Overview Summary) and the title of this project is "Preparing Professionals to Promote Justice, Equity, Diversity, and Inclusion in Mental Health Services at School (School Psychology JEDI Project). The JEDI Project is funded over the next five academic years (2023-2027) for \$5.3 million. This project will provide extra School Psychology support in three targeted SB County Districts (Lompoc Unified School District, Carpinteria Unified School District, and Santa Maria-Bonita School District) along with the SBCSELPA (SEE REF: I-E.5, Summary Model of the JEDI Project).

7) SBCSELPA "G.R.O.W. Model" Presentations-

The SBCSELPA Mental Health staff and Executive Director have been invited to present to several organizations over the next few months regarding the "G.R.O.W." Therapeutic Learning Program model. They will be presenting on the following dates:

- February 16: Advisory Commission on Special Education (ACSE) for CDE*
- February 7-10: National Association of School Psychologists (NASP) Conference*
- June 21-24: 2023 Summer Institute for Special Education (SLO County)*

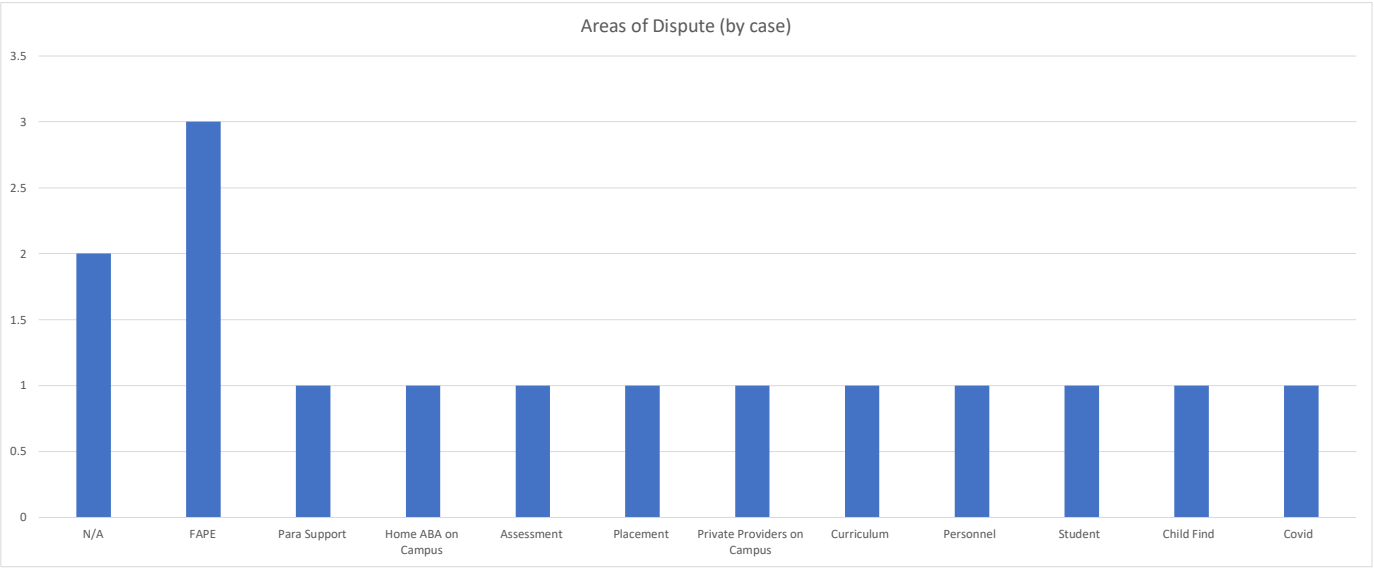
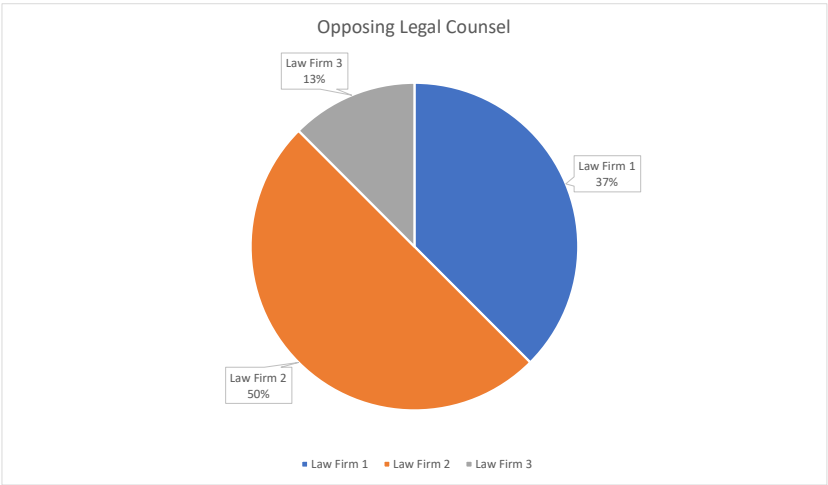
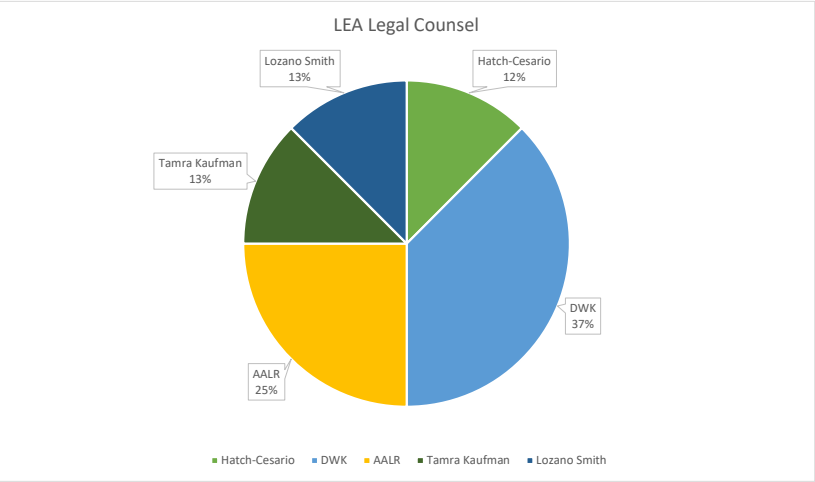
And some of the team recently presented at the ACSA Every Child Counts Symposium this past Friday, January 13, 2023!



(Ray Avila/Alison Lindsey/Jennifer Connolly)

Total Due Process Cases	8
Ongoing Cases	1
Resolved Cases	

LEA Legal Counsel	Hatch-Cesario	DWK	AALR	Tamra Kaufman	Lozano Smith
Opposing Legal	Law Firm 1	Law Firm 2	Law Firm 3		



Date: December 19, 2022

Subject: Official Message from the State Director of Special Education

To meet the monitoring requirements outlined in 34 *Code of Federal Regulations* (CFR) section 300.600, the California Department of Education (CDE), Special Education Division (SED) will begin collecting aggregate data on individualized education program (IEP) Implementation in Spring 2023 to support LEAs in implementing 34 CFR 300.323 (c)(2).

During the 2021–2022 school year, the SED consulted with Special Education Local Plan Areas and Local Educational Agencies (LEAs) on the data elements and data collection methodology. The CDE also completed a pilot of the data collection with a sample of LEAs to determine the and efficient method to collect the data.

Under this new data collection, LEAs are required to review a sample of student records to determine the rate of IEP Implementation for a specified period of time. The LEA will report to the CDE an aggregated rate of implementation of services prescribed in the affirmed IEP. The number of records an LEA is required to review is based on an LEA's size and count of students with disabilities (SWD) certified at time of census.

In April, the CDE will provide LEAs with a list of students for whom the LEA must review the student records and determine the IEP Implementation rate for a threemonth period, from February 2023 to April 2023. Between May and June of 2023 the LEA will conduct the review of records for the above three month time period. The LEA will summarize and report the following: the number of students who had more or less than 90% of their services implemented during the review period. The data will be due to CDE no later than June 30, 2023.

The CDE does not prescribe the manner in which the LEA annually tracks delivery of IEP-based services. To effectively meet the reporting requirements, LEAs should maintain records, such as service logs, and track service delivery for SWDs' IEPs. The LEA will use these records to analyze the students in the sample identified by the CDE.

Shortly, the CDE will hold a number of training webinars for LEAs to describe the data collection tool that will be used to upload the data to CDE and answer LEA questions

about the collection in preparation for the reporting period. More information will be made available closer to that time.

The IEP Implementation data collection comes as a part of CDE's efforts to help improve LEA's program efficiency and effectiveness in providing special education services to students across California. We are hopeful that the inclusion of this data element in monitoring will help CDE support LEAs to uphold our promise to support all students with IEPs to reach their full potential.

If you have any questions, please contact the Data, Evaluation and Analysis team by email at iepimplementation@cde.ca.gov.

Santa Barbara County SELPA IEP Services Implementation Monitoring

JANUARY 2023

Emma C. vs. Thurmond

Federal Case beginning in 1996:

Findings:

- Failure of CDE to monitor implementation of IDEA.

- Ruling for proposal for new process of evaluation for state's compliance.

 - Phase 1: Examine whether the state's annual statewide data collection activities enable effective monitoring of LEAs.

 - Phase 2: Review how state analyzes data to identify LEAs that require more extensive monitoring and enforcement.

 - Phase 3: Review how state annually conducts that monitoring and enforcement.

 - Phase 4: Review state's written policies governing its monitoring and enforcement functions.

Letter from CDE on 12/18/2022

Highlights:

34 Code of Federal Regulations (CFR) section 300.600

*CDE Special Education Division will begin collecting aggregate data on Individualized Education Program (IEP) Implementation in Spring 2023.

*CDE conducted a pilot of the data collection with a sample of LEAs in 2021-2022 to determine the efficient method to collect the data.

*The LEA will report to CDE an aggregated rate of implementation of services prescribed in the affirmed IEP. (Number of records of an LEA is based on LEA's size and count of SWD certified at time of census.

*April 2023, CDE will provide LEAs a list of students to review the student's records to determine the IEP Implementation rate for a three-month period from February 2023-April 2023.

Letter from CDE continued...

*May through June 2023, the LEA will conduct the review of records for the February through April period and summarize/report the following:

1. The number of students who had more or less than 90% of their services implemented during the review period.
2. The data will be due to CDE no later than June 20, 2023.

*CDE does not prescribe the manner in which the LEA annual tracks delivery of IEP-based services.

*LEAs should:

1. Maintain records such as service logs.
2. "rack service delivery for SWDs' IEPs.

CDE Future Plans for IEP Implementation of Data Collection

Create

Create a “Data Collection Tool” for uploading the data from the reporting period.

Hold

Hold training webinars.

Goal

Goal for IEP Implementation Data Collection:
Help improve LEA's program efficiency and effectiveness in providing Special Education Services to students across California.

IEP Monitoring Purpose



Identify systemic issues with LEAs who are not providing the services promised in IEPs.



Identify and categorize IEPs surveyed by three court designated percentage of completion ranges.



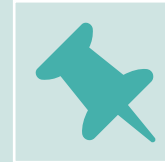
Assess the validity and reliability of data submitted and auditing 10% of LEAs for backup information.

IEP Monitoring

Calculation of Numerator



The amount of direct services the student *ACTUALLY* received for that time period.



Back up for this:
Locally determined but needs to be collected.

IEP Monitoring

Calculation of Denominator

Total

Total amount of direct Special Education services on the consented to IEP.

Add

Add together the SAI, Speech and Language, Occupational Therapy, Adapted P.E., Counseling, etc...

Wait



*** Suggestion: Wait to do this until you get the SSIDs from CDE.***

Back up

Back up for this:

- The Consented to the IEP Services Page.

Suggestions to Support All Staff in IEP Service Implementation Monitoring

- Notify teachers and providers NOW of the new auditing requirement which came out of the *Emma C* court case (information attached) that prompted this CDE action.
- Remind teachers and providers of the current responsibility to account for services they provide, as we often are asked for service logs when there are state complaints related to individual students.
- Inform teachers and providers that they may be asked to submit attendance or service logs in April through May for state reporting and going forward,
- If teachers and providers are not already doing so, they should maintain attendance and service logs records. (currently NOT a SBCSELPA mandate; discussions on this topic to follow).

Suggestions to Support All Staff in IEP Service Implementation Monitoring

- Centrally collect attendance and/or service log information for students on the CDE lists sent in April, which will be a random subset/fraction of total students with disabilities.
- Suggestion: Take the burden off teachers and providers by employing part-time clerical to gather all service information, do the calculations, and package the evidence for later potential audit.
- Ensure your clerical staff removes absences for individual students from the denominator before calculating and removes any school activities that prevented services from being delivered, as allowed under the IEP. Additional samples of good calculators will be forwarded to LEAs.

Suggestions to Support All Staff in IEP Service Implementation Monitoring

- For Specialized Academic Instruction (SAI) time for secondary, use attendance.
- For elementary, non-daily SAI, and all other related services, use service logs.
- Use whatever system works best for your LEA. SELPA will not prescribe a particular program to use. Old school pen and paper works fine too!
- Inform your superintendents of the requirement and need for certification of the data before it is submitted to the state .

IEP Monitoring Resources

- SBCSELPA IEP Implementation Monitoring One Page- Information Sharing (*attachment*)
- Preparing for IEP Implementation Monitoring (Suggestions and videos from East County SELPA (*attachment*) <https://drive.google.com/file/d/1qEa41ZY-4CNaS8fKa0BSJ3wuhyeJ3GcN/view>)
- Letter from CDE December 18, 2022 (*attachment*)
- Federal Case: Emma C. vs. Thurmond, from Solano County SELPA (*attachment*)

Questions ???



Preparing Professionals to Promote Justice, Equity, Diversity, and Inclusion in Mental Health Services at School (School Psychology JEDI Project)
Fall 2023 – Spring 2027

During the fall 2022 quarter, Dr. Jimerson collaborated with school psychology faculty colleagues to prepare a grant proposal to further advance DEI related scholarship, practice, and mental health supports and services for school-age children, youth, and adolescents. This proposal was prepared and submitted to the U.S. Department of Education, Safe and Drug Free Schools and Communities Program, with the title - **Preparing Professionals to Promote Justice, Equity, Diversity, and Inclusion in Mental Health Services at School (School Psychology JEDI Project)**. This project was recently selected for funding across the next five years (2023-2027), for \$5.3 million. This recent project builds upon and advances the school psychology program efforts, including the 2021-2025 grant led by Dr. Jimerson and school psychology colleagues **Project TEAMS: Collaboration to Train Special Education and School Psychology Scholars to Advance Equity in the Study of Mental Health among Students**, which is currently funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services for \$2.7 million.

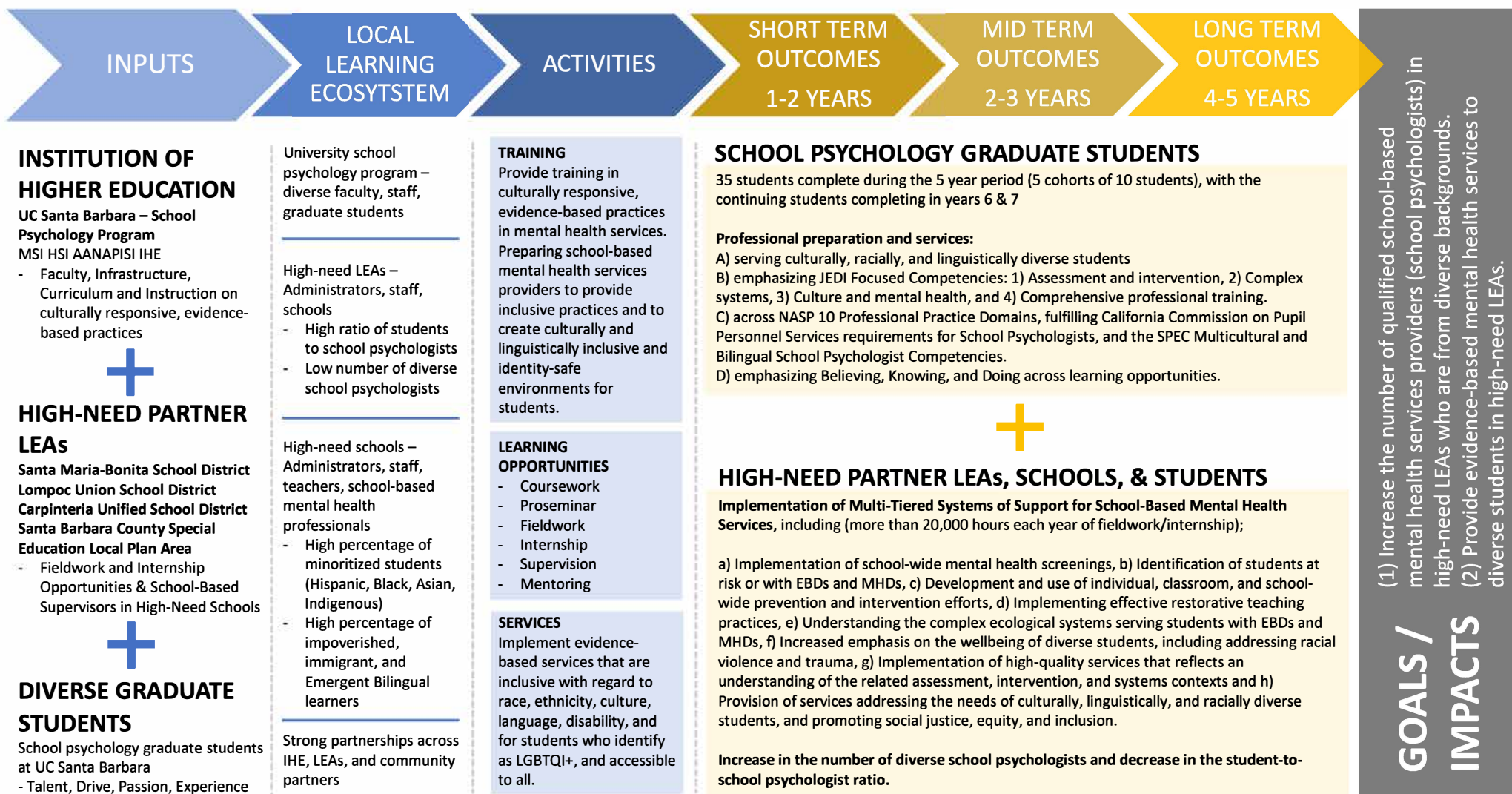
The UCSB School Psychology JEDI project (led by Principal Investigator Dr. Jimerson in collaboration with Co-PIs Drs. Dowdy, Ortiz, & Goodwin, and contributions from school psychology faculty Drs. Thompson, Quirk, & Sharkey, and Dr. Avila at SB-SELPA, and LEAs in the County) is designed to prepare highly-qualified school psychology professionals from diverse backgrounds to contribute to school-based mental health services for culturally and linguistically diverse students. These school psychologists will be prepared to advance and contribute to (a) school-wide methods for identifying and supporting student mental health and wellbeing, with a particular focus on the mental health and wellbeing of culturally, linguistically, and racially diverse students including those with disabilities; (b) evidence-based interventions for supporting students with Mental Health Disorders (MHDs), students with identified emotional and behavioral disorders (EBDs) and enhancing mental wellness in all students; and (c) the interaction of school, family, and community mental health service systems engaged in supporting student mental health. These school psychologists will be crucial for addressing the complex challenges facing the field of education, and their preparation will help to leverage integrated perspectives on addressing student mental health and promoting students' mental health at school. Graduates will be school-based mental health experts, who are prepared to lead and collaborate with interdisciplinary colleagues to deliver evidence-based interventions and inclusive practices to support the social, emotional, and mental health needs of diverse students (including race, ethnicity, culture, language, disability, and for students who identify as LGBTQI+).

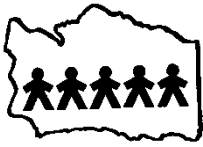
The UCSB School Psychology program has established MOUs reflecting robust partnerships between the UC Santa Barbara (UCSB) [an MSI, Hispanic Serving Institution (HSI) and Asian American Native American Pacific Islander Serving Institution (AANAPISI)] School Psychology program and 4 high-need Local Education Agencies (LEAs) with many high-need schools (Carpinteria Unified School District, Lompoc Union School District, Santa Barbara County Special Education Local Plan Area, and Santa Maria Bonita School District). Through our partnerships we will implement a model program to prepare school psychologists from

diverse backgrounds to be leaders in providing school-based services to promote the mental health of culturally and linguistically diverse students. Our program emphasizes evidence-based interventions and systems-level interventions for student mental health and wellbeing. School psychology faculty at UCSB are leaders in the development of multi-tiered systems of support, evidence-based approaches to mental health identification and intervention for students, trauma and school violence, and in studying complex systems that interact with schools to support students with mental health needs. A strength of our partnership is the geographic diversity of our sites (urban, suburban, rural), serving diverse students, including high percentages of culturally, linguistically, and racially minoritized students. Considering the current and increasing prevalence of Latinx students in the United States, this proposed project provides an opportunity to increase services and support for Latinx students in high-needs schools, along with students from other diverse backgrounds. High-need partner schools each have high ratios of students to school psychologists and include high percentages of students who are socio-economically disadvantaged, are in migrant families, are classified as high need, are identified as English learners, are foster youth, have chronic absenteeism, and high levels of discipline challenges and behavioral needs. This project will emphasize the importance of school psychologists understanding how the systems that they are learning about will operate in multiple cultural contexts and settings. These discussions will serve as a foundation to inform professional practice, and in understanding how to work in partnership with community members to design supports and systems that effectively serve for culturally, linguistically, and racially diverse students.

JEDI Project graduate students will engage in synergistic activities across UCSB and partner LEAs, including biannual meetings, proseminars, implementing Science-to-Practice projects, courses, fieldwork, and internships in high-need schools that serve culturally and linguistically diverse students. These activities will prepare highly-qualified school psychologists in developing deep knowledge of (1) assessment and interventions; (2) complex ecological systems impacting equitable mental health supports; (3) intersectionality of culture, mental health, and social determinants of health; and (4) comprehensive preparation in school psychology. This project will increase the number of qualified school-based mental health services providers from diverse backgrounds in high-need LEAs.

Appendix A.8 - JEDI Project Simplified Logic Model





Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
JOINT POWERS AGENCY BOARD
MINUTES OF DECEMBER 5, 2022, REGULAR MEETING
Public Session – 12:00 p.m.
Jonata Middle School Library
301 Second Street, Buellton, CA 93427

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 **12:04 p.m.** at Jonata Middle School Library, Buellton, CA.

B. Roll Call

Lindsay MacDonald took membership roll call.

Members Present: Holly Edds

Antonio Garcia

Anne Hubbard, Chairperson

Randal Haggard, Vice-Chairperson

Emilio Handall

Hilda Maldonado

Susan Salcido

Members Absent: Amy Alzina, Clerk

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

Lindsay MacDonald, SBCSELPA Office Manager

Jennifer Connolly, SBCSELPA Coordinator

Rachel Wigle, SBCSELPA Chief Business Official

Brian Helt, SBCSELPA Executive Assistant

Alison Lindsey, SBCSELPA Mental Health Manager

Cathy DeLaurentis, Director of Special Education, SBCEO

Claudia Echavarria, Director of Special Education, SYVSEC

C. Flag Salute

Anne Hubbard led the assembly in the Pledge of Allegiance.

D. Welcome Guests

Ray Avila began by welcoming our regular meeting attendees that are not on the Board or from SBCSELPA. There were no other guests in attendance at the meeting.

E. SBCSELPA Executive Director's Report

Ray Avila reviewed his report he prepared for the JPA Board, highlighting items 3, Legislation that Supports Special Education, and 6, CDE Compliance Monitoring. The Board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 5, 2022, REGULAR MEETING

II. **PUBLIC COMMENTS**

There were no public comments.

III. **APPROVAL OF ADDITIONAL EMERGENCY ITEMS**

There were no additional emergency items presented.

IV. **APPROVAL OF ACTION AGENDA**

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

Motion to Approve: Susan Salcido **Second:** Holly Edds

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

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

A. **Minutes of November 7, 2022 Regular Meeting**

B. **Ratification of Payment of Claims:** 01-715792 - 01-715801, 01-716726 – 01-716741, 01-717631 – 01-717642.

C. **2022-23 Nonpublic School (NPS) Individual Service Agreements (ISAs)**

1. Individual Service Agreement: Devereux Advanced Behavioral Health

D. **2022-23 Nonpublic Agency (NPA) Master Contract & Exhibit A Rates**

1. Exhibit A Rates Sheet: Youth Care of Utah, Inc.

E. **Santa County Education Office (SBCEO) School Business Advisory Services (SBAS) Annual Organizational Meeting & Authorized Signatures Request**

1. Authorized Signature Forms D, E, F, & G (1)

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

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

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

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

VI. **PRESENTATION**

A. **First Interim Report for Fiscal Year 22-23 Presentation**

Presenter: Rachel Wigle, SBCSELPA Chief Business Official

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

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

A. **Certification of First Period Interim Report for Fiscal Year 2022-2023**

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

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 5, 2022, REGULAR MEETING

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

Recommendation: The JPA Board approve the First Period Interim Report for Fiscal Year 2022-2023 as presented.

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

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

Ray Avila introduced and reviewed this item. The Board was satisfied; there were no questions or comments.

B. **Santa Barbara County Education Office (SBCEO) Request to Close Hollister Regional Program in the 2023-2024 School Year**

1. SBCEO Request

Recommendation: The JPA Board approve the closure of the regional program at Hollister Elementary School at the end of the 2022-2023 school year as presented.

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

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

Ray Avila introduced and reviewed this item. Hilda Maldonado inquired about the H.R. layoff process. The Board was satisfied; there were no questions or comments.

C. **Santa Barbara County Education Office (SBCEO) Request for Regional Occupational Therapy (OT) Expansion for the 2022-23 School Year**

1. SBCEO Request

Recommendation: The JPA Board approve the SBCEO request for Regional OT Expansion for the 2022-2023 school year as presented.

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

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

Ray Avila introduced and reviewed this item. The Board was satisfied; there were no questions or comments.

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

D. **Santa Barbara County Education Office (SBCEO) Request to Close Alice Shaw Elementary School SDC Regional Program in the 2023-2024 School Year**

Recommendation: The JPA Board the closure of Alice Shaw Elementary School SDC regional program at the end of the 2022-2023 school year as presented.

Motion to Approve: Antonio Garcia **Second:** Emilio Handall

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

Ray Avila introduced and reviewed this item. The Board was satisfied; there were no questions or comments.

E. **Santa Barbara County Education Office (SBCEO) Request for an Additional 0.85 FTE Regional Computer Network Technician to Support**

Recommendation: The JPA Board approve the SBCEO request for an additional 0.85 FTE Regional Program Computer Network Technician as presented.

Motion to Approve: Emilio Handal **Second:** Randal Haggard

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

Ray Avila introduced and reviewed this item. The Board was satisfied; there were no questions or comments.

F. **Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Funding of Additional Support Staff at Alice Shaw Elementary School for the 2022-23 School Year**

Recommendation: The JPA Board approve the SBCEO regional program request for funding of the additional support staff for Alice Shaw Elementary School for the 2022-2023 school year as presented.

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

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

Ray Avila introduced and reviewed this item. The Board was satisfied; there were no questions or comments.

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

G. **Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Funding of Additional Support Staff for Central Avenue Preschool for the 2022-2023 School Year**

1. SBCEO School Request

Recommendation: The JPA Board approve the SBCEO regional program request for funding of the additional support staff for Central Avenue Preschool for the 2022-2023 school year as presented.

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

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

Ray Avila introduced and reviewed this item. The Board was satisfied; there were no questions or comments.

VIII. **ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION**

A. **Regional Programs Update**

1. GROW Classrooms within the SBCSELPA, Regional & Non-Regional

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

B. **Santa Barbara County Local Plan Revision, Section 9, AB 602 Special Education Fiscal Allocation Plan** *(First Reading)*

1. Section 9, AB 602 Special Education Fiscal Allocation Plan (marked-up version)
2. Section 9, AB 602 Special Education Fiscal Allocation Plan (finalized updated version)

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

C. **2023 SELPA-Bratton Announcement**

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

D. **SBCSELPA “Winter Break” Announcement**

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

E. **SBCSELPA Professional Development**

1. SBCSELPA 22-23 Professional Development Offerings Booklet
(Updated November 2022)

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

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

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

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

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

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 5, 2022, REGULAR MEETING

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

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

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

IX. **MISCELLANEOUS AGENDA ITEMS**

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

It was requested that Ray and Rachel provide developed information regarding low incidence funds and local plan language per previous discussions surrounding low incidence. There were no additional requests for future agenda items.

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

Date: February 6, 2022

Time: 12:00 p.m.

Location: Jonata School Library, Buellton

C. **REMINDER:** *A JPA Board Special meeting will need to be scheduled for January 2023 to address the following upcoming agenda items:*

1. Audit Update and

2. Adopt a resolution allowing for the February 6, 2023, meeting to be held virtually.

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

There were no public comments.

XI. **CLOSED SESSION:** The JPA Board adjourned to Closed Session at **1:09 p.m.**

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

B. **CONFERNECE WITH LABOR NEGOTIATOR** *(Government Code§54957.6)*

Agency Designated Representative: Ray Avila

SBCSELPA Unrepresented Employees: Classified and Certificated Staff

XII. **RECONVENE TO PUBLIC SESSION:** Anne Hubbard called the meeting back into Public Session at 1:21 p.m. The Board took no action.

XIII. **ADJOURNMENT**

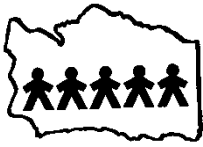
The meeting was adjourned at 1:21 p.m.

Anne Hubbard, Chairperson
Santa Barbara County SELPA

Ray Avila, Secretary
Santa Barbara County SELPA

Date

Date



Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

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

MINUTES OF JANUARY 9, 2023, SPECIAL MEETING
Due to the COVID-19 Crisis this meeting was held via Zoom
12:00 p.m.

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

I. PUBLIC SESSION

A. Call to Order

The regular meeting of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) Joint Powers Agency Board was called to order by Anne Hubbard at 12:03 p.m. via Zoom (**Meeting ID: 889 5245 2626**).

B. Roll Call

Lindsay MacDonald took membership roll call.

Members Present: Holly Edds

Antonio Garcia

Randal Haggard, Vice-Chairperson

Emilio Handall

Anne Hubbard, Chairperson

Members Absent: Amy Alzina, Clerk

Hilda Maldonado

Susan Salcido

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

Lindsay MacDonald, SBCSELPA Office Manager

Rachel Wigle, SBCSELPA Chief Business Official

Jennifer Connolly, SBCSELPA Coordinator

Brian Helt, SBCSELPA Executive Assistant

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

C. Flag Salute

Anne Hubbard led the assembly in the Pledge of Allegiance.

D. Welcome Guests

There were no guests present at the meeting.

II. PUBLIC COMMENTS

There were no public comments.

III. APPROVAL OF ADDITIONAL EMERGENCY ITEMS

There were no additional emergency items presented.

SBCSELPA JPA BOARD
MINUTES OF JANUARY 9, 2023 SPECIAL MEETING

IV. **APPROVAL OF ACTION AGENDA**

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

Motion to Approve: Randall Haggard Second: Anne Hubbard

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

V. **CONSENT AGENDA ITEMS: No Consent Agenda.**

VI. **PRESENTATION: No Presentation.**

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

A. **SBCSELPA Annual Audit Report for Fiscal Year Ending June 30, 2022**

1. **Audit Report**
2. **Representation Letter**

Recommendation: The JPA Board approve the SBCSELPA Annual Audit Report for Fiscal Year Ending June 30, 2022 as presented.

Motion to Approve: **???** **Second:** **???**

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

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

B. **Resolution 22-23-07 Recognizing a State of Emergency and Authorizing Teleconferenced Meetings for Regular Board Meeting on August 29, 2022**

1. Resolution 22-23-10

Recommendation: The JPA Board approve the Resolution 22-23-10 Authorizing the February 6, 2023 JPA Board Regular Meeting to be held virtually as presented.

Motion to Approve: **???** **Second:** **???**

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

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

VIII. **MISCELLANEOUS AGENDA ITEMS**

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

There were no requests for future agenda items.

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

Date: February 6, 2023

Time: 12:00 p.m.

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

SBCSELPA JPA BOARD
MINUTES OF JANUARY 9, 2023 SPECIAL MEETING

IX. **ADJOURNMENT**

The meeting was adjourned at 12:07 p.m.

Anne Hubbard, Chairperson
Santa Barbara County SELPA

Ray Avila, Secretary
Santa Barbara County SELPA

Date

Date

Checks Dated 11/16/2022 through 01/26/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-718851	11/22/2022	Avila, Ray S	01-5200		53.18
01-718852	11/22/2022	Bucio, Rosy	01-5910		35.00
01-718853	11/22/2022	Facio-Leon, Natalie	01-5910		35.00
01-718854	11/22/2022	Foote, Lisa A	01-5910		35.00
01-718855	11/22/2022	MacDonald, Lindsay	01-4300		50.88
01-718856	11/22/2022	Pandac, Philbert R	01-5910		35.00
01-718857	11/22/2022	ACSA	01-5300		123.62
01-718858	11/22/2022	Anna Whitehouse	01-5860		3,000.00
01-718859	11/22/2022	Annisha Susilo	01-5860		3,000.00
01-718860	11/22/2022	Barbara Katic	01-5800		5,000.00
01-718861	11/22/2022	Big Green Cleaning Company	01-5860		82.86
01-718862	11/22/2022	Cpr Computer Services	01-5860		1,260.00
01-718863	11/22/2022	Devereux ABH	01-5890		20,481.80
01-718864	11/22/2022	Diamond Ranch Academy, Inc.	01-5890		29,159.34
01-718865	11/22/2022	Donna Todaro	01-5200		390.66
01-718866	11/22/2022	Frontier	01-5910		78.62
01-718867	11/22/2022	Great America Financial Svcs.	01-5860		160.65
01-718868	11/22/2022	Heritage School	01-5890		13,005.00
01-718869	11/22/2022	Jane Harpster	01-4310		272.20
01-718870	11/22/2022	Linguabee	01-5860		765.00
01-718871	11/22/2022	Monica Romero	01-5860		3,000.00
01-718872	11/22/2022	Patterson Associates	01-5600		6,030.48
01-718873	11/22/2022	Rachel Bidinost	01-5910		35.00
01-718874	11/22/2022	Stanley Convergent Security So	01-5860		70.11
01-718875	11/22/2022	Stephanie Guertin	01-5910		35.00
01-718876	11/22/2022	Tamara Starling	01-5860		3,000.00
01-718877	11/22/2022	Tania Nunez De La Torre	01-5910		35.00
01-718878	11/22/2022	Yolanda Horton	01-5200		733.03
01-720093	12/06/2022	Avila, Ray S	01-8699		33.97
01-720094	12/06/2022	Hurvitz, Taryn	01-5200		68.75
01-720095	12/06/2022	Barbara Katic	01-5200		338.50
01-720096	12/06/2022	Cpr Computer Services	01-5860		1,710.00
01-720097	12/06/2022	Crystal Ramos	01-5800		696.00
01-720098	12/06/2022	Frontier	01-5910		421.46
01-720099	12/06/2022	Goleta Union School District	01-5860	18,667.81	
			01-7281	3,521.27	22,189.08
01-720100	12/06/2022	Monica Santana	01-4310		57.00
01-720101	12/06/2022	Rachel Bidinost	01-5200		790.63
01-720102	12/06/2022	Stephanie Guertin	01-5200		566.44
01-720103	12/06/2022	Steven G. Feifer, D.Ed. ABPdN	01-5800		1,100.00
01-720104	12/06/2022	Tania Nunez De La Torre	01-5200		1,034.38
01-720105	12/06/2022	The Online Itinerant	01-5800		300.00
01-721136	12/13/2022	Avila, Ray S	01-5200		1,084.54
01-721137	12/13/2022	Bucio, Rosy	01-5200	1,403.94	
			01-5910	35.00	1,438.94
01-721138	12/13/2022	Facio-Leon, Natalie	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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Checks Dated 11/16/2022 through 01/26/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-721139	12/13/2022	Foote, Lisa A	01-5910		35.00
01-721140	12/13/2022	MacDonald, Lindsay	01-4300		172.35
01-721141	12/13/2022	Pandac, Philbert R	01-5910		35.00
01-721142	12/13/2022	ACSA	01-5300		123.62
01-721143	12/13/2022	Anna Whitehouse	01-5860		3,000.00
01-721144	12/13/2022	Annisha Susilo	01-5860		3,000.00
01-721145	12/13/2022	APPLE INC.	01-4400		2,262.27
01-721146	12/13/2022	Barbara Katic	01-5800		5,000.00
01-721147	12/13/2022	Big Green Cleaning Company	01-5860		365.00
01-721148	12/13/2022	CalPERS Financial Reporting	01-3202		3,995.33
01-721149	12/13/2022	Care Youth Corporation (Falcon Ridge Ranch)	01-5890		11,765.00
01-721150	12/13/2022	Charlotte Villanueva	01-5890		327.96
01-721151	12/13/2022	Crystal Ramos	01-5800		696.00
01-721152	12/13/2022	Frontier	01-5910		22.11
01-721153	12/13/2022	Goleta Union School District	01-7281		14,020.98
01-721154	12/13/2022	Jane Harpster	01-4310		124.32
01-721155	12/13/2022	Monica Romero	01-5860		3,000.00
01-721156	12/13/2022	Patterson Associates	01-5600		5,642.48
01-721157	12/13/2022	Patty Luna	01-5800		638.00
01-721158	12/13/2022	Rachel Bidinost	01-5910		35.00
01-721159	12/13/2022	Sage Communications, Inc.	01-5910		475.13
01-721160	12/13/2022	Santa Maria-Bonita School Dist	01-7281		21,624.48
01-721161	12/13/2022	Stanley Convergent Security So	01-5860		70.11
01-721162	12/13/2022	Staples Business More	01-4300		330.38
01-721163	12/13/2022	Stephanie Guertin	01-5910		35.00
01-721164	12/13/2022	Tamara Starling	01-5860		3,000.00
01-721165	12/13/2022	Tania Nunez De La Torre	01-5910		35.00
01-721166	12/13/2022	Verizon Wireless	01-5910		240.03
01-721167	12/13/2022	VISA	01-4300	356.44	
			01-5800	157.45	513.89
01-721168	12/13/2022	X Tech Laser Printing Inc.	01-5860		153.34
01-723662	01/10/2023	Avila, Ray S	01-5200		87.25
01-723663	01/10/2023	Bucio, Rosy	01-5200		485.38
01-723664	01/10/2023	Connolly, Jennifer	01-5200		605.13
01-723665	01/10/2023	Facio-Leon, Natalie	01-5200		404.38
01-723666	01/10/2023	Foote, Lisa A	01-5200		201.25
01-723667	01/10/2023	Hurvitz, Taryn	01-5200		65.63
01-723668	01/10/2023	Lindsey, Alison	01-5200		239.00
01-723669	01/10/2023	ALD Telecom	01-5910		53.40
01-723670	01/10/2023	Barbara Katic	01-5200		105.88
01-723671	01/10/2023	Big Green Cleaning Company	01-5860		387.00
01-723672	01/10/2023	Diamond Ranch Academy, Inc.	01-5890		28,407.12
01-723673	01/10/2023	Eide Bailly LLP	01-5810		9,000.00
01-723674	01/10/2023	FAGEN FRIEDMAN & FULFROST LLP	01-5830		1,028.50
01-723675	01/10/2023	Frontier	01-5910		546.12

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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Checks Dated 11/16/2022 through 01/26/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-723676	01/10/2023	Goleta Union School District	01-5860	19,166.73	
			01-7281	26.87	19,193.60
01-723677	01/10/2023	Great America Financial Svcs.	01-5860		160.65
01-723678	01/10/2023	Jane Harpster	01-4310		700.37
01-723679	01/10/2023	Lava Heights Academy	01-5890		12,369.00
01-723680	01/10/2023	Leticia Leon	01-4310		17.05
01-723681	01/10/2023	Monica Santana	01-4310		21.72
01-723682	01/10/2023	Orcutt Union School District	01-5830		18,844.00
01-723683	01/10/2023	Rachel Bidinost	01-5200		419.38
01-723684	01/10/2023	Sage Communications, Inc.	01-5910		475.13
01-723685	01/10/2023	Santa Barbara Unified District	01-7281		61,735.18
01-723686	01/10/2023	Stanley Convergent Security So	01-5860		206.46
01-723687	01/10/2023	Staples Business Credit	01-4310		191.75
01-723688	01/10/2023	Stephanie Guertin	01-5200		798.88
01-723689	01/10/2023	Tania Nunez De La Torre	01-5200		1,312.50
01-723690	01/10/2023	The Online Itinerant	01-5800		300.00
01-723691	01/10/2023	Valerie Vigil	01-4310		12.97
01-723692	01/10/2023	Verizon Wireless	01-5910		244.91
01-723693	01/10/2023	X Tech Laser Printing Inc.	01-5860		187.09
01-724510	01/17/2023	ALD Telecom	01-5910		109.94
01-724511	01/17/2023	American Psychological Assoc.	01-5860		2,588.00
01-724512	01/17/2023	CalPERS Financial Reporting	01-3202		3,995.33
01-724513	01/17/2023	Devereux ABH	01-5890		19,430.10
01-724514	01/17/2023	Diamond Ranch Academy, Inc.	01-5890		29,159.34
01-724515	01/17/2023	Hearing Consultants Of Calif.	01-5860		480.00
01-724516	01/17/2023	Monica Santana	01-4310		32.29
01-724517	01/17/2023	Orcutt Union School District	01-7281		57,643.00
01-724518	01/17/2023	VISA	01-4300	716.32	
			01-5800	199.83	916.15
01-725567	01/24/2023	Avila, Ray S	01-5200		1,146.08
01-725568	01/24/2023	Connolly, Jennifer	01-5200		922.55
01-725569	01/24/2023	APPLE INC.	01-4400		3,763.75
01-725570	01/24/2023	Crystal Ramos	01-5800		696.00
01-725571	01/24/2023	Frontier	01-5910		91.11
01-725572	01/24/2023	Great America Financial Svcs.	01-5860		188.93
01-725573	01/24/2023	██████████ 2022-23-71	01-5890		592.49
01-725574	01/24/2023	Lrp Publications	01-4300		419.50
01-725575	01/24/2023	SISC III	01-3401		2,897.50
Total Number of Checks			124		486,443.64

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	124	486,443.64

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

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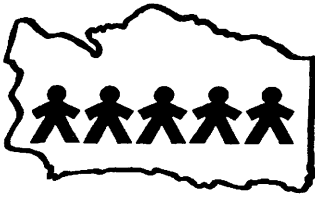
Checks Dated 11/16/2022 through 01/26/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
		Total Number of Checks	124	486,443.64	
		Less Unpaid Tax Liability		.00	
		Net (Check Amount)		<u>486,443.64</u>	

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

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

Date: February 6, 2023
To: SBCSELPA JPA Board
From: Ray Avila, SBCSELPA Executive Director
Re: 2022-2023 Nonpublic Agency (NPA) Master Contract Rates

BACKGROUND:

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

- Greenacre Homes & School

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

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

RA:lm

EXHIBIT A: 2022-2023 RATES4.1 RATE SCHEDULE FOR CONTRACT YEARThe CONTRACTOR: Greenacre Homes & SchoolThe CONTRACTOR CDS NUMBER: 49-70938-6906002

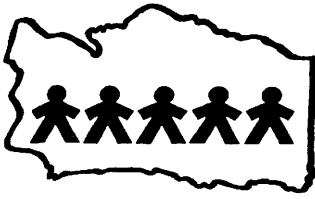
PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount: _____

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

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

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Basic Education Program/SPED Instruction</u> (Transportation, Group/Individual Counseling, Speech and Language included)	<u>\$257.24</u>	<u>Education Day</u>
<u>Basic Education Program/SPED Instruction</u> (Basic Education only)	<u>\$194.10</u>	<u>Education Day</u>
<u>Transportation – Round Trip</u>	<u>\$39.54</u>	<u>Hourly</u>
<u>Transportation – PE Per Mile</u>	<u>\$0.63</u>	<u>Per Mile</u>
<u>Speech and Language (Individual)</u>	<u>\$99.36</u>	<u>Hourly</u>
<u>Speech and Language (Group)</u>	<u>\$49.66</u>	<u>Hourly</u>
<u>Temporary Support Assistant (TSA)</u>	<u>\$21.30</u>	<u>Hourly</u>
<u>Individual Counseling</u>	<u>\$87.33</u>	<u>Hourly</u>
<u>Counseling and Guidance (Group)</u>	<u>\$43.66</u>	<u>Hourly</u>
<u>Counseling and Guidance (Individual)</u>	<u>\$87.33</u>	<u>Hourly</u>
<u>Counseling and Guidance (Family)</u>	<u>\$87.33</u>	<u>Hourly</u>
<u>Parent Counseling</u>	<u>\$87.33</u>	<u>Hourly</u>
<u>Occupational Therapy</u>	<u>\$104.24</u>	<u>Hourly</u>



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

Date: February 6, 2023
To: SBCSELPA JPA Board
From: Ray Avila, SBCSELPA Executive Director
Re: 2022-2023 Nonpublic School (NPS) Master Contract Rates

BACKGROUND:

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

- Intermountain Children's Home & Services dba Intermountain Residential

FISCAL IMPACT: Rates for services vary. Total costs for services will be determined by the individual service agreements written throughout the 2022-2023 school year and will be funded out of mental health dollars allocated to SBCSELPA NPS placements.

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

RA:lm

EXHIBIT A: 2022-2023 RATES4.1 RATE SCHEDULE FOR CONTRACT YEARThe CONTRACTOR: Intermountain Children's Home & Services dba Intermountain ResidentialThe CONTRACTOR CDS NUMBER: 77-76422-6131122

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

Maximum Contract Amount: _____

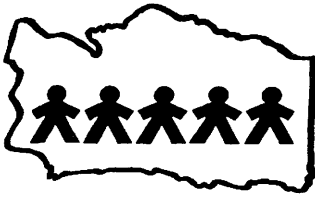
Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: _____

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

- 3) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Intensive Individual Services (340)</u>	<u>\$248</u>	<u>Education Day</u>
<u>RTC</u> (Includes Mental Health Support)	<u>\$342</u>	<u>Calendar Day</u>
<u>Room & Board</u>	<u>\$67</u>	<u>Calendar Day</u>
<u>Enrollment Fee</u>	<u>\$2,500</u>	<u>One-Time</u>



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

Date: February 6, 2023
To: SBCSELPA JPA Board
From: Ray Avila, SBCSELPA Executive Director
Re: 2022-2023 Nonpublic School (NPS) Individual Service Agreement (ISA)

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>
Intermountain Children's Home & Services	NPS 2022-23-75	\$86,009.00	02/02/2023 – 06/30/2023
Total		\$86,009.00	

FISCAL IMPACT: The contracted cost for this SBCSELPA NPS placement for 2022-2023 is \$86,009.00.

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

RA:lm

EXHIBIT B: 2022-2023 ISA

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on February 2, 2023 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 Special Education Local Plan Area Nonpublic School Intermountain Children's Home & Services

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

Pupil Name NPS 2022 23 75 Sex: ☒ M ☐ F Grade: 3
(Last) (First) (M.I.)

Address City Santa Barbara State/Zip Ca, 93108

DOB Residential Setting: ☐ Home ☐ Foster ☐ LCI # ☐ OTHER

Parent/Guardian Phone (949) (440)
(Residence) (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: \$248

Estimated Number of Days 91 x Daily Rate \$248 = PROJECTED BASIC EDUCATION COSTS \$22,568

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		Education Day	\$248	91	\$22,568
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).							
Parent Counseling (520)							
Social Work Services (525)							

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				
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Residential Room and Board		X		Daily	\$342	149	\$50,958
Mental Health Services		X		Daily	\$67	149	\$9,983
Other (900)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Enrollment Fee		X		One-Time	\$2,500	1	\$2,500

ESTIMATED MAXIMUM RELATED SERVICES COST\$ \$63,441

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS \$ 86,009

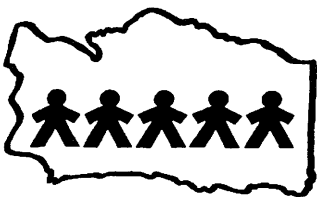
6. Progress Reporting Requirements: _____ Quarterly X Monthly _____ Other (Specify) _____

-LEA/SELPA-

(Name of LEA/SELPA)

(Signature)
(Date)

(Name of Superintendent or Authorized Designee)



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

Date: February 6, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County SELPA Local Plan Revision, Section 9, AB 602 Special Education Fiscal Allocation Plan (*Second Reading/Approval*)

BACKGROUND:

- This item was previously presented as an information/discussion item on the December 5, 2022 JPA Board agenda. The JPA Board authorized that this item return as an action item on this agenda.
- Beginning in Fall 2021 a Low Incidence (LI) Ad Hoc Committee was convened to review Low Incidence Local Plan Language.
- The committee developed proposed local plan language to clarify current practice, and to provide equitable distribution of Low Incidence funds and support for small LEAs with LI pupils.
- Proposed revisions have been made to Section 9 of the Local Plan. (**SEE REF: VII-A.1, Local Plan, Section 9, AB 602 Special Education Fiscal Allocation Plan**)
- The revisions were previously presented to the SEAMBO and SEAM groups on Friday, January 20, 2023. District/LEA special education administrators and business officials support the proposed revisions.

FISCAL IMPACT: None.

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

RA/RW:lm

SPECIAL EDUCATION LOCAL PLAN AREA

- 3000 BUSINESS AND NON-INSTRUCTIONAL OPERATION
- 3200 BUDGET PLANNING PROCESS
- 3204 AB 602 Special Education Fiscal Allocation Plan (*Continued*)

XV. LOW INCIDENCE MATERIALS AND EQUIPMENT FUNDS

Low Incidence (LI) Funding will be retained at SBCSELPA for Off-the-Top expenditures and to reimburse districts for expenditures based on their allocated amounts.

Off-the-Top amounts will be approved by the SBCSELPA JPA Board in the Annual SBCSELPA Adopted Budget. LEAs may request access to funds from the set aside pool based on extraordinary circumstances, such as new LI pupils. Requests must be approved by the JPA board.

Every Small LEA with LI pupils, defined as LEAs with less than 5,000 ADA, will be allocated \$5,000 after off-the-top expenses. The remaining LI funds will be distributed to all LEAs in proportion to current year CALPADS Fall 1 LI pupil counts.

By September first of each fiscal school year, SBCSELPA will review LI expenditures. Ending balances from SBCSELPA's LI prior year allocation shall go into a shared pool. Any LEA that can demonstrate they have a shortage of LI funding in a given year to cover LI student may submit a request with documentation to the SBCSELPA by June first of the current school year in order to access shared pool LI funding that may become available. Requests must be approved by the JPA Board. If there is SBCSELPA level shared pool LI funding remaining after all prior year LEA expenses are funded, it will be allocated out to SBCSELPA member LEAs by based on numbers/percentages of students identified as low incidence (LI) in the current year.

If a student with a low incidence disability, receives services from an LEA other than the district of residence (DOR), the non-district of residence LEA that provides the service shall collaborate with the special education administrator of the DOR in order to access low incidence funding to purchase needed equipment, materials, or services. The special education administrator of the DOR shall consent in writing all requests to purchases or to seek reimbursement for low incidence equipment, materials, or services. The purchasing district may submit for reimbursement from SBCSELPA utilizing the Low Incidence allocation of the DOR.

The non-district of residence providing low incidence service to a pupil shall be responsible for assisting the DOR with purchasing any IEP designated low

SPECIAL EDUCATION LOCAL PLAN AREA

incidence equipment, materials, or services and maintaining the inventory of any low incidence equipment purchased on behalf of a student.

The Annual Budget Plan asks for estimated expenditures for:

- 1) Supplemental Aides and Services in a regular classroom (SACS Function 1130)
- 2) Low Incidence Expenditures

LEAs will report their estimated expenditures for the following fiscal year. LEAs should consider utilizing codes to specify Low Incidence expenditures for services or personnel in order to have estimates for the Annual Budget Plan. There is no specific SACS code for Low Incidence, so it would need to be LEA defined.

EDUCATION CODE 56206

DATE APPROVED: September 5, 1997

DATE REVISED: December 9, 2002

DATE REVISED: June 6, 2016

DATE REVISED: TBD

SPECIAL EDUCATION LOCAL PLAN AREA

3000	BUSINESS AND NON-INSTRUCTIONAL OPERATION
3200	BUDGET PLANNING PROCESS
3204	AB 602 Special Education Fiscal Allocation Plan (<i>Continued</i>)

XV. LOW INCIDENCE MATERIALS AND EQUIPMENT FUNDS

Low Incidence (LI) Materials and Equipment funding will continue to allocated to LEAs within the SBCSELPA based upon the CALPADS Fall 1 with Low Incidence Disabilities as specified in SBCSELPA policy.

Low Incidence (LI) Funding will be retained at SBCSELPA for Off-the-Top expenditures and to reimburse districts for expenditures based on their allocated amounts.

Off-the-Top amounts will be approved by the SBCSELPA JPA Board. LEAs may request access to funds from a SELPA off-the-top set aside pool based on extraordinary circumstances, such as new LI pupils. Requests must be approved by the JPA board.

Every Small LEA with LI pupils, defined as LEAs with less than 5,000 ADA, will be allocated \$5,000 after off-the-top expenses. Each district in SBCEO and SYVSEC will count individually. The remaining LI funds will be distributed to all LEAs in proportion to current year CALPADS Fall 1 LI pupil counts.

By September first of each fiscal school year, SBCSELPA will review LI expenditures. **Ending balances from SBCSELPA's LI prior year allocation shall go into a shared pool.** by LEA from the prior year. Any LEA annual allocation LI funding remaining from the prior year above 25% shall go into a SBCSELPA shared pool to fund any other LEA unfunded LI costs from the prior year. Any LEA that can demonstrate they have a shortage of LI funding in a given year to cover LI student needs (as per specified priorities listed below) may submit a request with documentation to the SBCSELPA by June first of the current school year in order to access shared pool LI funding that may become available the following September. **Requests must be approved by the JPA Board.** If there is SBCSELPA level shared pool LI funding remaining after all prior year LEA expenses are funded, it will be allocated out to SBCSELPA member LEAs by based on numbers/percentages of students identified as low incidence (LI) in the current year.

The following excess cost funding priorities will apply:

- 1st priority—specialized equipment and materials expenses
- 2nd priority—direct services
- 3rd priority—transportation to direct services

SPECIAL EDUCATION LOCAL PLAN AREA

9-24

COPIED/Moved from Page 9-39 Section 3207

If a student with a low incidence disability, receives services from an LEA other than the district of residence (DOR), the non-district of residence LEA that provides the service shall collaborate with the special education administrator of the DOR in order to access low incidence funding to purchase needed equipment, materials, or services. The special education administrator of the DOR shall ~~sign in~~ consent **in writing** all requests to purchases or to seek reimbursement for low incidence equipment, materials, or services, ~~via the SBCSELPA Low Incidence Request Form.~~ **The purchasing district may submit for reimbursement from SBCSELPA utilizing the Low Incidence allocation of the DOR.**

The non-district of residence providing low incidence service to a pupil shall be responsible for assisting the DOR with purchasing any IEP designated low incidence equipment, materials, or services and maintaining the inventory of any low incidence equipment purchased on behalf of a student.

The Annual Budget Plan asks for estimated expenditures for:

1) Supplemental Aides and Services in a regular classroom (SACS Function 1130)

2) Low Incidence Expenditures

LEAs will report their estimated expenditures for the following fiscal year. LEAs should consider utilizing codes to specify Low Incidence expenditures for services or personnel in order to have estimates for the Annual Budget Plan. There is no specific SACS code for Low Incidence, so it would need to be LEA defined.

3000

BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

3200

BUDGET PLANNING PROCESS

REMOVED THIS SECTION FROM APPENDIX – Deleted duplicate language and moved non-duplicative language to Part XV.

~~3207—Methodology for Counting Students with Low Incidence Disabilities and Allocating Low Incidence Funds~~

~~The district of residence (DOR) of the student shall receive the low incidence funding allocated. Low incidence funds generated by pupils with low incidence disabilities shall be maintained at the SBCSELPA and allocated to DORs annually to reimburse any low incidence expenditure made on behalf of pupils with low incidence disabilities.~~

~~Low incidence funds are allocated annually to SBCSELPA district of residence (DOR) of pupils with low incidence disabilities on a per pupil dollar amount basis based on the total number of pupils with low incidence disabilities reported on the CALPADS Fall 1. The per pupil dollar amount is derived by dividing the number~~

SPECIAL EDUCATION LOCAL PLAN AREA

~~of low incidence pupils reported SBCSELPA-wide into the SBCSELPA total amount of low incidence service funds received.~~

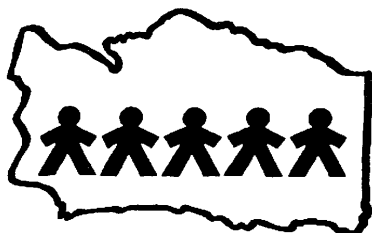
Moved this section out of Appendix and to Low Incidence Section XV above:

~~If a student with a low incidence disability, receives services from an LEA other than the district of residence (DOR), the non-district of residence LEA that provides the service shall collaborate with the special education administrator of the DOR in order to access low incidence funding to purchase needed equipment, materials, or services. The special education administrator of the DOR shall sign in consent all requests to purchases or to seek reimbursement for low incidence equipment, materials, or services via the SBCSELPA Low Incidence Request Form. ***The purchasing district may submit for reimbursement from SBCSELPA utilizing the Low Incidence allocation of the DOR.***~~

~~The non-district of residence providing low incidence service to a pupil shall be responsible for assisting the DOR with purchasing any IEP designated low incidence equipment, materials, or services and maintaining the inventory of any low incidence equipment purchased on behalf of a student.~~

EDUCATION CODE 56206

DATE APPROVED: September 5, 1997
DATE REVISED: December 9, 2002
DATE REVISED: June 6, 2016



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

Date: February 6, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
Request for Funding of Additional Support Staff at Robert Bruce Preschool SDC
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 the Moderate Severe Self-Contained preschool program is one (1) teacher and two (2) paraeducators for eight (8) to nine (9) students for a half day program. Currently there is one (1) teacher and two (2) paraeducators in the classroom with ten (10) students. It is anticipated that additional students will enroll for the remainder of the 22-23 school year, thus the request for additional paraprofessional time to support for the school year.
- The students in this class have a variety of intensive needs requiring a high level of monitoring including elopement, sensory seeking behaviors, and difficulty participating in directed tasks without a high level of support. To meet the needs of this classroom effectively and comply with the staffing ratio the regional program operator, SBCEO, is requesting funding for 6.75 hours of additional paraprofessional support time per day. The request for additional aide time support for the 2022-2023 school year is outlined on the attached request (**REF: VII-B.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 additional support staff ranges from \$21,475.00 - \$30,663.00 for the 2022-2023 school year.

RECOMMENDATION: The JPA Board approve the SBCEO regional program request for funding of the additional support staff for Robert Bruce Preschool SDC 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: Preschool SDC		
District: SBCEO	School: Robert Bruce Preschool SDC	For 2022-2023 School Year
Teacher Name: Linda Soloy	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 checked="" 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"/> 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: 6.75		Estimated cost for requested support staff: Low: \$21,475 High: \$30,663

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

Student First Initial : T	Last Initial: R	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	Age: 3	Grade: Preschool
Does Student live in a group home?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

Current Local Plan staffing ratio guidelines for this program: 3:9		
Current Support Staff (ex: program aide, additional aide, one on one, etc)	Total Hours/Schedule <i>(ex.15hrs/Mon-Fri 9-12)</i>	Duties
Program aide	27 hrs/T-F 7:45-3:00	Supporting student needs and safety, set up and clean up
Program aide	28 hrs/T-F 7:45-3:15	Supporting student needs and safety, set up and clean up

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 Moderate Severe Self-Contained preschool program is one teacher and two paraeducators for eight to nine students for a half day program. Starting the week of January 16, 2023, the AM and PM classes will have ten students each. Currently, there is one teacher and two paraeducators in the classroom. We anticipate adding additional students to this class over the remainder of the 2022/2023 school year. The students in the class have a variety of intensive needs requiring a high level of monitoring including elopement, sensory seeking behaviors, and difficulty participating in directed tasks without a high level of support.

In addition to the high number of students in the class, a new student (TR) is joining the AM class the week of January 16th. Student TR has significant needs including blindness, g-tube feeding, immobility, and medical needs. This student will require continual adult support throughout the school day to meet his needs and address his IEP goals.

One additional program paraeducator is requested to meet the staff ratio guidelines, provide a safe learning environment for the students, provide support to address the student's IEP goals, and support the needs of student TR.

Many of the students in the classroom continue to wear diapers and are being toilet trained. These students require a minimum of one-two daily changes. The high level of staff support during the times of diaper changes also reduces the staff supervision for other students.

Provide a plan or an IEP goal (must be measurable) that includes criteria for fading the additional support staff:

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. X	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. X	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.	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.	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.
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 X TUESDAY X WEDNESDAY X THURSDAY X 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.

AM Class

Time	Program Activity	Behavior Exhibited	# of other students	What are the other support staff doing?	Additional Support Needed at this time because...
7:45-8:00	Set up classroom/prep for teacher directed activity/change materials		0		
8:00-8:15	Students arrive-assist with helping students off the bus, putting backpacks in cubby.	Students elope, can demonstrate aggressive behavior towards staff, peers, themselves and/or materials	10	Each staff members support students	Students need additional support to complete directions, follow through on activity provided and maintain attention to the task. Student TR will require supervision and support
8:15-8:45	Free play/toileting	Students elope, can demonstrate aggressive behavior towards staff, peers, themselves and/or materials	10	1 staff is toileting students, 2 staff are supporting the remaining students in the classroom	Students need additional supervision and support to engage with peers and materials appropriately. Student TR will require supervision and support
8:45-9:00	Clean up	Students elope, can demonstrate aggressive behavior towards staff, peers, themselves and/or materials	10	All the staff are assisting students in cleaning up toys/materials.	Student TR will require supervision and support
9:00-9:30	Free choice activities	Students elope, can demonstrate aggressive behavior towards staff, peers, themselves and/or materials.	10	Each staff member is supporting and directing student activities	Students need additional support to complete directions, follow through on activity provided and maintain attention to the task so the activities can be run smoothly. Student TR will require supervision and support

Regional Program Operator Request for Funding of Additional Support Staff

9:30-9:50	Free Play/toileting/wash hands	Students elope, can demonstrate aggressive behavior towards staff, peers, themselves and/or materials	10	1 staff is toileting students, 2 staff are supporting the remaining students in the classroom	Students need additional supervision and support to engage with peers and materials appropriately. Students need additional support to wash hands and teach appropriate hand washing techniques. Student TR will require supervision and support
9:50-10:10	Snack time	Students need support sitting and eating snack appropriately. 3 students require more than moderate supervision while eating.	10	Staff support all students during snack time.	Students require more than moderate supervision while eating. Student TR will require supervision and support
10:10-10:30	Transition/Outdoor play time	Students elope, can demonstrate aggressive behavior towards staff, peers, themselves and/or materials	10	Each staff member supports students during transition to outdoors and supervises their safety while teaching appropriate play skills, gross motor skills and peer engagement.	Students need additional supervision and support to engage with peers and materials appropriately. Student TR will require supervision and support
10:30-10:45	Transition to indoor	Students elope, can demonstrate aggressive behavior towards staff, peers and themselves.	10	Each staff member supports students during transition to indoors and supervises their safety.	Students need additional supervision and support to transition to indoor. Student TR will require supervision and support
10:45-11:00	Students leave by bus or by parent pick up	Students elope, can demonstrate aggressive behavior towards staff, peers and themselves.	10	Each staff member supports students during transition to bus (putting on backpacks and walking to the bus safely) Helping parents retrieve their children	Students need additional supervision and support during transition to bus. Student TR will require supervision and support
11:00	Clean up	Staff are cleaning used materials/toys, putting them away and preparing for the next class.	0		Staff are cleaning/disinfecting used materials/toys, putting them away and preparing for the next class.

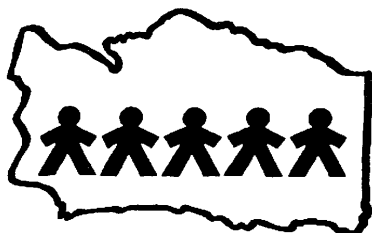
Regional Program Operator Request for Funding of Additional Support Staff

PM Class

11:30-11:45	Set up classroom/prep for teacher directed activity/change materials		0		
11:45-12:00	Students arrive-assist with helping students off the bus, putting backpacks in cubby.	Students elope, can demonstrate aggressive behavior towards staff, peers, themselves and/or materials	10	Each staff members support students	Students need additional support to complete directions, follow through on activity provided and maintain attention to the task.
12:00-12:30	Free play/toileting	Students elope, can demonstrate aggressive behavior towards staff, peers, themselves and/or materials	10	1 staff is toileting students, 2 staff are supporting the remaining students in the classroom	Students need additional supervision and support to engage with peers and materials appropriately.
12:30-12:45	Clean up	Students elope, can demonstrate aggressive behavior towards staff, peers, themselves and/or materials	10	All the staff are assisting students in cleaning up toys/materials.	Students need additional supervision and support to engage with peers and materials appropriately.
12:45-1:15	Free choice activities	Students elope, can demonstrate aggressive behavior towards staff, peers, themselves and/or materials.	10	Each staff member is supporting and directing student activities	Students need additional support to complete directions, follow through on activity provided and maintain attention to the task so the activities can be run smoothly.
1:15-1:25	Free Play/toileting/wash hands	Students elope, can demonstrate aggressive behavior towards staff, peers, themselves and/or materials	10	1 staff is toileting students, 2 staff are supporting the remaining students in the classroom	Students need additional supervision and support to engage with peers and materials appropriately. Students need additional support to wash hands and teach appropriate hand washing techniques.
1:25-1:45	Snack time	Students need support sitting and eating snack appropriately. 3 students	10	Staff support all students during snack time.	Students require more than moderate supervision while eating.

Regional Program Operator Request for Funding of Additional Support Staff

		require more than moderate supervision while eating.			
1:45-2:15	Transition/Outdoor play time	Students elope, can demonstrate aggressive behavior towards staff, peers, themselves and/or materials	10	Each staff member supports students during transition to outdoors and supervises their safety while teaching appropriate play skills, gross motor skills and peer engagement.	Students need additional supervision and support to engage with peers and materials appropriately.
2:15-2:30	Transition to indoor	Students elope, can demonstrate aggressive behavior towards staff, peers and themselves.	10	Each staff member supports students during transition to indoors and supervises their safety.	Students need additional supervision and support to transition to indoor.
2:30-2:45	Students leave by bus or by parent pick up	Students elope, can demonstrate aggressive behavior towards staff, peers and themselves.	10	Each staff member supports students during transition to bus (putting on backpacks and walking to the bus safely) Helping parents retrieve their children	Students need additional supervision and support during transition to bus.
2:45	Clean up	Staff are cleaning used materials/toys, putting them away and preparing for the next day's class.	0		Staff are cleaning/disinfecting used materials/toys, putting them away and preparing for the next class.



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

Date: February 6, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
 Request for Funding of Additional Support Staff for Manzanita Charter School
 for the 2023-24 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. The class size for 2023-2024 is projected to be 10 students enrolled in the program thus the request for additional paraprofessional time support for the school year.
- To meet the needs of this classroom effectively the regional program operator, SBCEO, is requesting funding for two (2) 6.5 hours of additional paraprofessional support time, 13 hours per day. The request for additional aide time support for the 2023-2024 school year is outlined on the attached request (**REF: VII-C.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 staff is \$125,232.00 for the 2023-2024 school year.

RECOMMENDATION: The JPA Board approve the SBCEO regional program request for funding of additional support staff for Manzanita Charter School for the 2023-2024 school year as presented.

RA:lm

Santa Barbara County

Special Education Local Plan Area..... A Joint Powers Agency

Regional Program Operator Request for Funding of Additional Support Staff

Program Operator: SBCEO		
Regional Program Type: SDC Mod/Severe		
District: LUSD	School: Manzanita Charter School	For 2023-2024 School Year
Teacher Name: Kristin Wood	Current Class Size: 10	Age Range: 6-12
If request is for CTE; how many of the students are in the CTE class 50% or more of their day:		
Reason for additional request (check all appropriate boxes):		
<input checked="" 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 checked="" 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"/> 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: 13		Estimated cost for requested support staff: \$125,232

(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:
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Current Local Plan staffing ratio guidelines for this program: 1 Teacher/3 Paraprofessionals		
Current Support Staff (ex: program aide, additional aide, one on one, etc)	TotalHours/Schedule (ex.15hrs/Mon-Fri 9-12)	Duties
Paraprofessional	6.5	Assist teacher in all aspects of program.
Paraprofessional	6.5	Assist teacher in all aspects of program.
Paraprofessional	6.5	Assist teacher in all aspects of program.
Additional paraprofessional requested	6.5	Assist teacher in all aspects of program
Additional paraprofessional requested	6.5	Assist teacher in all aspects of program

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

THIS REQUEST IS FOR TWO 6.5 HOURS ADDITIONAL PARAPROFESSIONAL TIME.

2023-24: Class size for 2023-24 school year is projected to be 10 students; there will be 9 students in the classroom (grades 1-7), and 1 student on Home Instruction.

Our student population and specific needs for the 2023-24 school year are as follows: We will have 1 student on Home Instruction due to medical fragility, 5 students in wheelchairs and 4 ambulatory students in the classroom, all on full day schedule. One of these students (AM) is blind, has a seizure disorder that is

controlled with medication, and he has a Specialized Physical Health Care Plan – nutrition via G-tube 2x per day while at school. He requires 2 staff during diaper changes so that he does not pull out his g-tube button. He is positioned in a walker 1x per day and stander 1x per day. Another wheelchair student (AV) is on a high-calorie diet due to his low weight, hypotonia and medical fragility; it takes at least 1 hour of 1:1 support to feed him breakfast and lunch. He is positioned in a walker 1x per day and in a stander 1x per day. An additional wheelchair student (AS) is deaf and has a seizure disorder. She is positioned in a stander 1x per day and a walker 1x per day. Another wheelchair student is medically fragile and has a seizure disorder. She is positioned in gait trainer 1x per day. The fifth wheelchair student (CS) receives all her nutrition via g-tube, 2 times per day, she is positioned in gait trainer one time per day. CS also participates in virtual Occupational Therapy requiring one staff to assist and facilitate lesson. All of the wheelchair students require 2-person lift in bathroom as well as 2 staff to transfer them in and out of equipment throughout the day.

SELPA2 7/7/11 (E)

Page 2 of 5

Santa Barbara County

Special Education Local Plan Area..... A Joint Powers Agency

Regional Program Operator Request for Funding of Additional Support Staff

We have two students with significant, aggressive behaviors, one with a Behavior Intervention Plan. Both of those students are ambulatory. One of the students (KM) has a BIP due to significant and challenging behaviors of biting, scratching, eloping, hair pulling and throwing over furniture. The other student with behaviors (DS) has self-injurious behaviors of banging her head on the floor, biting self and others, throwing objects, eating non-edibles, hair pulling and eloping. DS also participates in virtual Occupational Therapy requiring teacher and one staff to facilitate session 1x per week. Both of these students engage in the above behaviors frequently throughout the day and they each require constant 1:1 support in all settings for their safety and the safety of other students.

Needs of the other students are as follows: (AR) is ambulatory and has a behavior of eloping and smearing his feces; he has a Specialized Physical Health Care Plan for catheterization 2x per day and administration of medication and water via g-tube. The student on Home Instruction (ST) is medically fragile and will start the year on Home Hospital status; he receives 5 hours per week in-home instruction by the teacher with the assistance of one para. When he is able, he joins the class via ZOOM instruction.

Another student, (JT) has a diagnosis of Autism and requires 1:1 support throughout the day for his safety and the safety of other students. He has challenging behaviors of scratching and kicking staff and other students, mouthing objects and ingesting inedible materials. He is ambulatory, very active and will take off his clothes, elope, climb on cabinets or furniture and stand on his head if given the opportunity.

Additional support would help with safety concerns, supervision and programming as well as allow staff to take lunch breaks while other staff are working with students during the lunch hour on IEP goals related to adapted daily living skills of self-feeding and related health/hygiene goals. The added support would also help maintain effective programming in allowing us to fulfill our goal of having students participate in mainstreaming opportunities to the greatest extent possible.

Provide a plan or an IEP goal (must be measurable) that includes criteria for fading the additional support staff: Our goal is to provide students a with a supportive and safe educational environment. We work on consistency in implementing behavior strategies in order to reduce the aggressive and self-injurious behaviors of our students. When these behaviors decrease, staff members will be able to fade support. Extra support staff will be gradually faded as data collection for challenging behaviors shows a decrease in behaviors on a consistent basis and reveals that students are making progress on related IEP goals.

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	Interventions 45 min. daily. Direct assistance with most personal care. Requires two-person lift. Direct 1:1 assistance 45 minutes or more daily.	Management of assaultive behaviors.	Inclusion/Mainstreaming Rating
0			
1			
2			
3			
4			
5			

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...
8:15	Student arrival, entry tasks, bathroom breaks, students transferred from wheelchairs to classroom equipment – 5 students requiring 2 person lift.	Most students have been on bus for over 1 hour and arrive agitated, 1 student engages in high-pitched screaming on bus and at least 2 students are crying due to the noise level.	9	All staff greet the bus in the morning as we have 5 wheelchairs and the ambulatory students need 1:1 assistance walking to the classroom. Staff also assisting students in toileting routine; students need 1:1 support during toileting activities.	Upon arrival, all students are agitated and the student with BIP (KM) is typically excited and agitated at this time needing at least 1:1 support. Student (JT) is very active, has been sitting on bus for over 1 hour and he needs 1:1 support.
9:00	Toileting/Breakfast	KM requires outside time (15 min bike ride) to calm down. KM must eat away from other students to reduce behavior of throwing food and biting/scratching assistant. JT requires outside walk to calm down after bus ride.	9	One Para with KM One Para with JT One Para with DS Teacher and 2 Paras assisting students with toileting/staff preparing breakfast for students.	The need for extra staff position continues so that students remain safe and so that our students can participate in inclusion activities.
10:00	School Recess, repositioning of non-ambulatory students, snack and bathroom breaks, staff breaks.	Students with seizure action plans and behaviors require 1:1 support and constant supervision during recess.	9	All staff are working with students.	The need for extra staff position continues so that students can safely participate in recess with their gen ed peers. One student (CS) receiving nutrition via g-tube. One student (AM) water via g-tube.

Regional Program Operator Request for Funding of Additional Support Staff

10:30-11:30	Classroom group activity, bathroom breaks, staff lunch break	Student with BIP, JT and DS each need 1:1 support during group activities for safety of themselves and others. Ambulatory students need 1:2 level of support to remain seated and attend to and engage in lesson and work on related IEP goals.	9	Working with students. Staff lunch breaks begin at 11:00	The need for extra staff position continues so that students remain safe and can participate in classroom activities/work on integration/inclusion activities. One student (AR) catheterized and g-tube meds given at this time.
11:30-12:30	Student lunches, 1:1 support, group activity, staff lunch, bathroom breaks, lunch integration with peers	Student with BIP, JT and DS each need 1:1 support during eating and group activities. Ambulatory students need 1:2 level of support to work on self-feeding skills and to remain seated during the meal. Students with seizures continue to be monitored throughout the day.	9	Working with students. Staff lunch breaks continue.	The need for additional support continues for student safety and/or participation in adapted daily living skills of self-feeding. Need additional support for participation in lunch integration with peers. One student (AM) g-tube nutrition given at this time.
12:30-1:30	Hygiene, clean up, outside recess with peers, mainstreaming activities, individual work on IEP goals.	Student with BIP, JT and DS each need 1:1 support during hygiene and integration activities. Ambulatory students need 1:1 level of support during integration activities.	9	Working with students/supporting students during integration activities.	The need for additional support continues for student safety and/or participation in classroom activities/work on integration/inclusion activities.

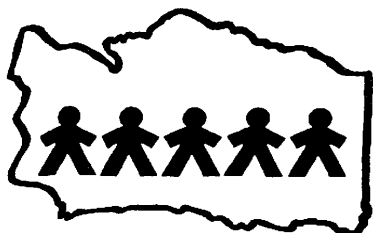
Regional Program Operator Request for Funding of Additional Support Staff

1:30-2:15	Individual work on IEP goals, continue mainstreaming/inclusion activities.	Student with BIP, JT and DS each need 1:1 support during mainstreaming/inclusion activities. Students with seizures require constant supervision during all activities. All students require assistance/supervision.	9	All staff are working with students.	<p>The need for additional support continues to ensure safety of all students.</p> <p>One student (AR) catheterized and g-tube meds given at this time.</p> <p>One student (AM) water given via g-tube at this time.</p> <p>One student (CS) nutrition given via g-tube at this time.</p>
2:15-2:30	Group activity/students are pulled out for hygiene.	All students require 1:1 assistance with toileting. At least 2 staff required to assist teacher during group activity to monitor students and for safety.	9	All staff are working with students.	The need for additional support continues to ensure safety of all students.
2:30-2:45	Hygiene continues/loading bus.	All students require 1:1 assistance with toileting and support walking to bus.	9	All staff are working with students.	The need for additional support continues to ensure safety of all students.

CONTINUING ADDITIONAL AIDE TIME
To be included as part of the 2022-23 Regional Program Expense

REF: VII-C.2

DISTRICT/CEO	2022-23 #	2023-24 #	POSITION	Teacher	STUDENT	PROGRAM	# HOURS 22-23	# HOURS 23-24	FTE 22-23	FTE 23-24	Resides in LCI?	Staff	ESTIMATED COST for 2023-24	NOTES	# Students per class 2022-23	# Students per class 2023-24
Additional IA Requests for 2023-24																
	1	1	Paraeducator	Akins	Additional classroom support	Cabrillo HS	4.75	4.75	0.5938	0.5938	No	Long term sub	\$ 45,800	See attached request with details about classroom needs.	9	9
	2	2	Paraeducator	Wood	Additional classroom support	Manzanita	6.5	6.5	0.8125	0.8125	No	Esparza	\$ 62,616	See attached request with details about classroom needs.	10	10
	3	3	Paraeducator	Wood	Additional classroom support	Manzanita	6.5	6.5	0.812	0.8125	No	Long term sub	\$ 62,616	tached request with details about classroom	10	10
												GRAND TOTAL	\$108,416.00			
DO NOT CONTINUE:																
												<i>Do not continue</i>				



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

Date: February 6, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
 Request for Funding of Additional Support Staff for Cabrillo High School for
 the 2023-2024 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. Currently there are 9 students enrolled for the 2022-23 school year. These 9 students all require some sort of one on one (1:1) assistance for various activities, thus the request for the continuation of additional paraprofessional time support for the 23-24 school year.
- To continue to meet the needs of this classroom effectively the regional program operator, SBCEO, is requesting continuation of the funding for 4.75 hours of additional paraprofessional support time per day. The request for the continuation of additional aide time support for the 2023-2024 school year is outlined on the attached request (**REF: VII-D.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 the continuation of additional paraprofessional time \$45,800.00 for the 2023-2024 school year.

RECOMMENDATION: The JPA Board approve the SBCEO regional program request for funding for the continuation of additional support staff for Cabrillo High School for the 2023-2024 school year as presented.

RA:lm

Regional Program Operator Request for Funding of Additional Support Staff
Demographics

Program Operator: SBCEO		<input checked="" type="checkbox"/> Program-Wide Support <input type="checkbox"/> Specific Student
Regional Program Type: SDC - Severe/Profound		
District: LUSD	School: Cabrillo HS	For 2023-2024 School Year
Teacher Name: Tracy Akins	Current Class Size: 9 (2022-23)	Age Range: 9 th grade- 22 years
Reason for additional request (check all appropriate boxes):		
<input checked="" 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 checked="" type="checkbox"/> To assist a student with severe behavioral problems		<input checked="" type="checkbox"/> Staff ratio in individual classroom(s)
Support staff being requested: <input checked="" type="checkbox"/> Aide Time <input type="checkbox"/> Signing Aide <input type="checkbox"/> Signing Interpreter <input type="checkbox"/> Transcriber		
<input type="checkbox"/> Other		
Number of additional support staff hours requested per day: 4.75		Estimated cost for requested support staff: \$45,800

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

Student First Name :		Last Initial:	
DOB:	<input type="checkbox"/> Male <input type="checkbox"/> Female	Age:	Grade:

Current Local Plan staffing ratio guidelines for this program: 1 Teacher/3 Paraprofessionals		
Current Support Staff (ex: program aide, additional aide, one on one, etc)	Hours	Duties
Paraprofessional	6.5	Assist teacher in all aspects of the classroom
Paraprofessional	6.5	Assist teacher in all aspects of the classroom
Paraprofessional	6.5	Assist teacher in all aspects of the classroom
Paraprofessional (Approved by JPA)	4.75	Assist teacher in all aspects of the classroom

Provide a narrative explanation of the reason for the additional support staff request:

THIS REQUEST IS FOR CONTINUATION OF ADDITIONAL PARAPROFESSIONAL TIME FOR 2023-2024

Additional support staff is requested to continue for this program for the 2023/2024 academic year as the need remains.

Cabrillo will serve 9 students 9th grade through 22 years of age with goals related to medical needs, behavior, communication, daily living skills, vocation skills, social skills, integration, and academics. There will be 9 students requiring 1:1 assistance for mobility utilizing mobility equipment and communicative technology including: standers, wheelchairs, walkers, switches, VOCAs, computer communication devices, and eye-gaze programs. All of this assistive technology requires 1:1 support, expanded wait time for response, and two-person physical lifts and transfers in & out of equipment. Four students utilize wheelchairs during the school day, 2 have seizure action plans requiring constant monitoring, 2 have specialized health care requiring 1:1 supports. One student demonstrate severe behaviors including loud vocalizations, grabbing others, scratching others, digging nails into others, self-injurious behaviors (SIB) including hitting self with force, banging head on surfaces or objects with force that may

Santa Barbara County

Special Education Local Plan Area..... *A Joint Powers Agency*

Regional Program Operator Request for Funding of Additional Support Staff

cause tissue damage. Extensive classroom support is required for goals & basic needs to be met in this classroom. Additionally, this program provides Community Based Instruction and Vocational experiences requiring 1:1 intensive support in the community.

Provide a plan or an IEP goal (must be measurable) that includes criteria for fading the additional support staff: Students with medical needs are ongoing and chronic.

Our goal is to provide students a with a supportive and safe educational environment. We work on consistency in implementing behavior strategies in order to reduce the aggressive and self-injurious behaviors of our students.

When students' behaviors and/or medical needs decrease, staff members will be able to fade support.

Extra support staff will be gradually faded as data collection for challenging behaviors shows a decrease in behaviors on a consistent basis and reveals that students are making progress on related IEP goals.

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

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. <input type="checkbox"/>	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. <input type="checkbox"/>	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 checked="" 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. <input type="checkbox"/>	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. <input type="checkbox"/>
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 checked="" 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. <input checked="" type="checkbox"/>	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. <input checked="" type="checkbox"/>

*Attach description of interventions used to support referred student in EACH of the areas marked above. Provide data that documents the prior success or failure of interventions.

* If mostly ratings of 3's & 4's, in two or more areas, continue with summary pg.3

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

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...
8:30-2:45 activities happen throughout the day	Curriculum Adaptation	screaming, grabbing others, scratching others, digging nails into others, SIB	9 (2 currently home hospital)	Working with other students.	Not enough support for safety, participation in classroom, integration activities, work on individual goals and medical needs.
8:30-2:45 activities happen throughout the day	Curriculum Assistance	screaming, grabbing others, scratching others, digging nails into others, SIB	9 (2 currently home hospital)	Working with other students.	Not enough support for safety, participation in classroom, integration activities, work on individual goals and medical needs.
8:30-2:45 activities happen throughout the day	Bathroom Assistance	screaming, grabbing others, scratching others, digging nails into others, SIB	9 (2 currently home hospital)	Working with other students	Not enough support for safety, participation in classroom, integration activities, work on individual goals and medical needs.
8:30-2:45 activities happen throughout the day	Functional Activities	screaming, grabbing others, scratching others, digging nails into others, SIB	9 (2 currently home hospital)	Working with other students.	Not enough support for safety, participation in classroom, integration activities, work on individual goals and medical needs.
8:30-2:45 activities happen throughout the day	Nutrition	screaming, grabbing others, scratching others, digging nails into others, SIB	9 (2 currently home hospital)	Working with other students.	Not enough support for safety, participation in classroom, integration activities, work on individual goals and medical needs.
8:30-2:45 activities happen throughout the day	Lunchroom/Meal Assistance	screaming, grabbing others, scratching others, digging nails into others, SIB	9 (2 currently home hospital)	Working with other students.	Not enough support for safety, participation in classroom, integration activities, work on individual goals and medical needs.

Santa Barbara County

Special Education Local Plan Area..... *A Joint Powers Agency*

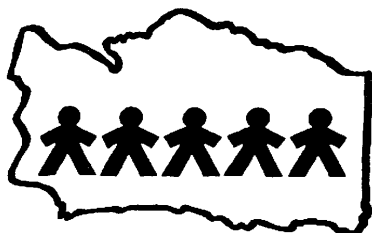
Regional Program Operator Request for Funding of Additional Support Staff

8:30-2:45 activities happen throughtout the day	Transition Assistance	screaming, grabbing others, scratching others, digging nails into others, SIB	9 (2 currently home hospital)	Working with other students.	Not enough support for safety, participation in classroom, intregation activities, work on individual goals and medical needs.
8:30-2:45 activities happen throughtout the day	Other: General Ed Inclusion/Community-Based	screaming, grabbing others, scratching others, digging nails into others, SIB	9 (2 currently home hospital)	Working with other students.	Not enough support for safety, participation in classroom, intregation activities, work on individual goals and medical needs.
8:30-2:45 activities happen throughtout the day	Other Needs: Medical Monitoring	screaming, grabbing others, scratching others, digging nails into others, SIB	9 (2 currently home hospital)	Working with other students.	Not enough support for safety, participation in classroom, intregation activities, work on individual goals and medical needs.

CONTINUING ADDITIONAL AIDE TIME
To be included as part of the 2022-23 Regional Program Expense

REF: VII-D.2

DISTRICT/CEO	2022-23 #	2023-24 #	POSITION	Teacher	STUDENT	PROGRAM	# HOURS 22-23	# HOURS 23-24	FTE 22-23	FTE 23-24	Resides in LCI?	Staff	ESTIMATED COST for 2023-24	NOTES	# Students per class 2022-23	# Students per class 2023-24
Additional IA Requests for 2023-24																
	1	1	Paraeducator	Akins	Additional classroom support	Cabrillo HS	4.75	4.75	0.5938	0.5938	No	Long term sub	\$ 45,800	See attached request with details about classroom needs.	9	9
	2	2	Paraeducator	Wood	Additional classroom support	Manzanita	6.5	6.5	0.8125	0.8125	No	Esparza	\$ 62,616	See attached request with details about classroom needs.	10	10
	3	3	Paraeducator	Wood	Additional classroom support	Manzanita	6.5	6.5	0.812	0.8125	No	Long term sub	\$ 62,616	tached request with details about classroom	10	10
												GRAND TOTAL	\$108,416.00			
DO NOT CONTINUE:																
												<i>Do not continue</i>				



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

Date: February 6, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
 Request for Funding of Additional Support Staff for Cuyama Elementary for
 the 2022-2023 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 guidelines for this SDC is two (2) paras per half day session. The Cuyama Preschool SDC currently has 1 student who requires support throughout his preschool day, 3 hours per day, 4 days per week in 22-23. This student is the only student identified in the Regional Preschool program located in the Head Start class in Cuyama who qualifies for SDC level service. However, there are no Special Ed support staff currently in the Head Start program. Thus, the need for the special education staff support for 2022-23 and continuing to 2024-25, when student transfers to Kindergarten.
- To meet the needs of this student in the SDC class classroom effectively the regional program operator, SBCEO, is requesting funding for 3 hours of additional Special Ed support time per day. The request for Special Ed support for the 2022-2023 school year is outlined on the attached request (**REF: VII-G.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 Special Ed support staff is \$8,893.00 for the 2022-2023 school year. The estimated cost for the 1 requested support staff for the 2023-24 school year will be \$22,792.00.

RECOMMENDATION: The JPA Board approve the SBCEO regional program request for funding of the Special Ed support staff for Cuyama Preschool SDC 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: Preschool Special Day Class				
District: Cuyama	School: Cuyama Elementary	For 2022-2023 School Year		
Teacher Name: Isabelle Coulter	Current Class Size: SDC: 1 student	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"/> 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: 3			Estimated cost for requested support staff: \$8,893 for 22-23	
(complete this student information if request is for a specific student)				
Student First Initial : L	Last Initial: G	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	Age: 3	Grade: PS
Does Student live in a group home?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

Current Local Plan staffing ratio guidelines for this program: 2 Paras per 1/2 day session		
Current Support Staff (ex: program aide, additional aide, one on one, etc)	TotalHours/Schedule (ex.15hrs/Mon-Fri 9-12)	Duties
Head Start staff only		
Special Ed teacher	3 hours/week	Working directly with LG

<p>Provide a narrative explanation of the reason for the additional support staff request (<i>do not use student names; use initials if needed</i>): LG was recently assessed and found eligible for Preschool SDC. He requires support throughout his preschool day (3 hours per day, 4 days per week in 2022-23). He is the only student identified in the Regional Preschool program located in the Head Start class in Cuyama who qualifies for SDC level service, therefore there are no Special Ed support staff currently in the Head Start program. The Special Education teacher will be serving him 1 day per week, and a para is required to support him the other days. LG struggles with hyperactivity, aggression, inattention, executive functioning, relating to adults, and impulse control. He is eligible under SLI and OHI. He has an annual goal to be able to remain in a group for a period of 10 minutes.</p>
<p>Provide a plan or an IEP goal (must be measurable) that includes criteria for fading the additional support staff: The need for the special education staff support will continue until LG transitions to kindergarten at the start of the 2024-25 school year. In the 2023-24 school year, the need will be 3 hours per day, 5 days per week. The estimated cost for the 1 requested support staff for the 2023-24 school year will be \$22,792.</p>

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. <input checked="" type="checkbox"/>	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. <input checked="" type="checkbox"/>	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. <input type="checkbox"/>	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. <input checked="" type="checkbox"/>
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. <input checked="" type="checkbox"/>	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. <input type="checkbox"/>

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...
8:30-11:30, Tuesday-Friday	Student requires constant visual cues and adult reminders to follow preschool routines, handle transitions, and to remain on task.	Inattentive; impulsive; can be aggressive; difficulty with expressive and receptive language.		There are no other special education support staff in the room. Other adults are Head Start staff, working with general education preschool students.	LG is the only student in this Regional preschool SDC. It is not practical to transport him from Cuyama to Santa Maria to provide SDC level support.



JPA Board Presentation February 6, 2023

Part 1: SBCSELPA Local Plan Low Incidence

Part 2: 2023-24 Governor's Budget Proposal

Rachel Wagle, Chief Business Official, Santa Barbara County SELPA



Low Incidence (LI) Disabilities & Funding



Low Incidence Disabilities are for:

Hard of Hearing (HH), Deafness (DEAF), Visual Impairment (VI), Orthopedic Impairment (OI), Deaf-Blindness (DB)

LI Funding is for:

Equipment and services UNIQUE to a LI disability AND specified in the student's IEP

- ASL Interpreters
- Hearing or Vision Equipment
- Braille Supplies or Transcriber
- Itinerant DHH Services
- Does NOT include items/services that would be provided to child if they did not have an LI disability

SBCSELPA Low Incidence Budget

Revenue							
22-23 Estimated Low Incidence		452	pupils	X	\$ 3,400.00	=	\$ 1,536,800
Expenses							
1	SELPA Audiologist currently off-the-top					\$	89,200
2	SBCEO Audiologist currently off-the-top					\$	111,500
3	AAC/AT off-the-top					\$	158,500
4	10% SELPA set aside for equipment, new LI pupils...					\$	111,700
5	Amount Remaining to allocate to DOR with Low Incidence Pupils					\$	1,065,900
Expenses Total						\$	1,536,800

5 Amount Remaining to allocate to DOR with Low Incidence Pupils \$ 1,065,900

- Small LEAs with LI pupils get \$5,000 off-the-top Allocation (<5,000 ADA)
- Remaining is distributed by proportion of LI Pupils to all LEAs

School Account Code	District of Accountability	22-23 Pupil Count (Allocation)	Percentage of Total Pupil Count	Off the Top Small LEAs <5000 ADA	Allocation by Pupil Count	Total Allocation
	Adelante	0				
	Blochman	1	0.22%	\$ 5,000	\$ 2,192	\$ 7,192
	Carpinteria	15	3.32%	\$ 5,000	\$ 32,884	\$ 37,884
	Family Partnership	2	0.44%	\$ 5,000	\$ 4,385	\$ 9,385
10	Goleta	31	6.86%	\$ 5,000	\$ 67,960	\$ 72,960
	Guadalupe	7	1.55%	\$ 5,000	\$ 15,346	\$ 20,346
	Hope	5	1.11%	\$ 5,000	\$ 10,961	\$ 15,961
	Lompoc	52	11.50%		\$ 113,997	\$ 113,997
	Manzanita	0	0.00%		\$ -	\$ -
16	Orcutt	27	5.97%	\$ 5,000	\$ 59,191	\$ 64,191
	Santa Barbara Unified	100	22.12%		\$ 219,226	\$ 219,226
20	Santa Barbara Charter	1	0.22%	\$ 5,000	\$ 2,192	\$ 7,192
32	Santa Maria Joint Union High	63	13.94%		\$ 138,112	\$ 138,112
18	Santa Maria-Bonita	130	28.76%		\$ 284,993	\$ 284,993
	Santa Ynez Consortium	12	2.65%	\$ 20,000	\$ 26,307	\$ 46,307
61	SBCEO Direct Services	6	1.33%	\$ 15,000	\$ 13,154	\$ 28,154
						\$ -
	Total Low Incidence Count	452	100.00%	\$ 75,000	\$ 990,900	\$ 1,065,900

SBCSELPA Low Incidence Off-The-Top & Requests to JPA Board

Request Type 1: Set-Aside Funds –During the year

4 10% SELPA set aside for equipment, new LI pupils...	\$	111,700
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- Based on “extraordinary circumstances”
- Example, district receives **new LI student after Adopted Budget or after CALPADS LI Pupil Count** and the district was unable to proactively budget for the student’s needs

Low Incidence Ending Fund Balance & Requests to JPA Board

Request Type 2: From SBCSELPA Low Incidence Ending Fund Balance – Unaudited Actuals for Prior Year Expenses

- 1) District Allocations are carried over for that district to use the next year.**
- 2) SBCSELPA Allocations are available for:**
 - A) Request Type 2: Ending Fund Balance**
 - District must show “excess LI expenses” during the year
 - “Extraordinary circumstances” not required
 - Excess Costs incurred via extraordinary circumstances for Year 1, may be requested for the Ending Fund Balance of subsequent years.
 - B) Remaining SBCSELPA Ending Fund Balance amounts that are not granted to a specific district based on a request are distributed to all districts with LI students based on current year LI Pupil Count**

Low Incidence - Purchasing Process

1) Sped Directors responsible for determining if a purchase is appropriate to use low incidence funds.

Email Ray for Approval. No Form Required.

Districts of Residence may submit for cost of their student in Regional Programs DHH Itinerant, VH, O&M, ASL Interpreters. Already Approved, no email required.

2) Regional Program Operators will help DORs to purchase LI equipment for students they serve.

Regional Program Operators that purchase on behalf of a DOR need written approval from the DOR Sped Director (email OK).

Low Incidence Form Available for Inter/Intra district use, but not required by SELPA

3) Districts make purchase and submit invoice to Lindsay MacDonald for reimbursement.

You will only be reimbursed for amounts up to your allocation

Indicate DOR if you are a Regional Provider that made a purchase for another District





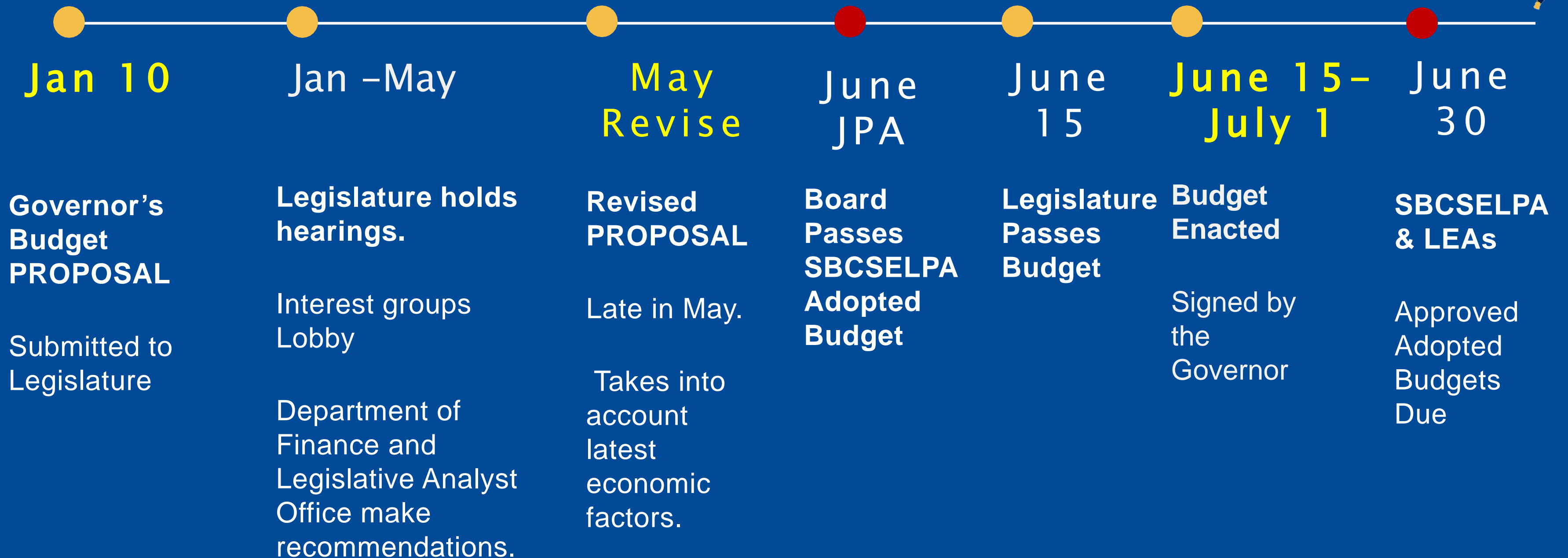
Part 2:

2023-24 Governor's Budget Proposal

Rachel Wigle, Chief Business Official, Santa Barbara County SELPA



State Budget Timelines for 23-24



Governor's Proposed Budget and Special Education



- **8.13%* COLA Applied LCFF AND Special Education!**
 - **Special Ed** is one of the Stand-Alone Categorical that IS proposed for **Ongoing Funding WITH COLA!**
- **State Revenues decrease – Newsom’s First Deficit Budget**
 - Proposes to address shortfall without dipping into reserves.
- **Prop 98 is protecting Education Funding**
 - Declines in State Revenues will be affecting non-education General Fund programs.
 - No “cuts” to education.
 - Funding Maintained for Recent Investment
 - Not expanding Programs
 - No new 1x funding

*COLA is a formula, it is not subjective. The actual amount won’t be known until May, but is likely to be between 7.5%-8.5% (possibly as low as 6%).

Governor's Proposed Budget – Recession Buffers

Buffers to Possible future recession:

- **State's rainy day fund**—significantly larger than the current-year revenue shortfall
- **Globalization of technology jobs**—even companies that are California-based, like Twitter, have a global workforce, meaning technology layoff effects are dispersed
- **Property tax revenues**—local governments are assured Proposition 13-permitted increases in property tax assessments since the Consumer Price Index is high
- **Recovering logistics**—the resolution of labor disputes affecting California will bring imports back to the state
- **Defense spending**—in California is likely to increase in the near term, due to Global conflict and Uncertainty

Governor's Proposed Budget and Mental Health

Proposed Mental Health (MH) Funding Shift for 23-24 from SELPA to LEAs

- Federal Funds (Restricted to SPED) \$ 754,119
- State Funds (NOT restricted to SPED) \$ 4,615,797

First proposed for 22-23 delayed to 23-24. Very Likely to occur.

Ad Hoc Committee convened to review current Model of MH Services and Funding:

- 1) make recommendations for desired changes within our current
- 2) make recommendations for response to proposed shift in funding.

Recommendations:

- 1) Maintain our current Mental Health Services & Funding/Allocation Model
- 2) Memorandum Of Understanding (Hopefully with All LEAs) to maintain status quo
 - Re-evaluate in 23-24 for 24-25, if shift actually becomes law.

Governor's Proposed Budget – Mental Health

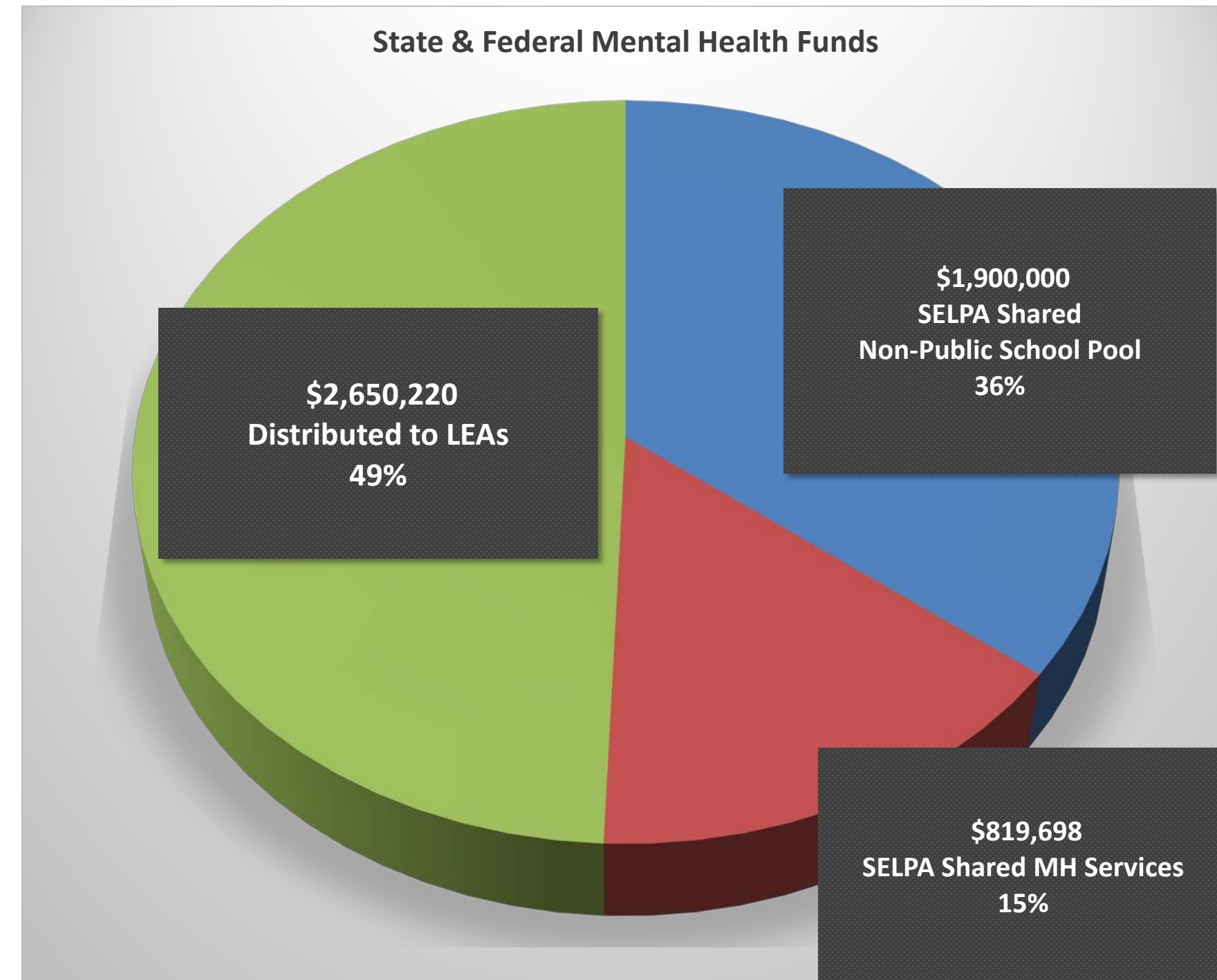
Mental Health (MH) Memorandum of Understanding

- SBCSELPA already distributes almost half of the funding directly to LEAs
- The shared NPS Pool is a financial safeguard for **all districts**, especially small LEAs. **Unspent NPS Pool funds are also distributed to LEAs**
- 15% SELPA Shared Mental Health Services include WRAP Team, Mental Health Manager and Support Specialist, GROW Support and CPI Training

1) SBCSELPA Member LEAs have **history of collaborative local decision-making** that, under the existing funding and allocation structure, has **ensured that the full continuum of services**, including ERMHS, is **available to all students served within the SELPA**

2) Member LEAs agree that the LEA's proportionate share of the state principal apportionment for ERMHS to fund SELPA ERMHS services will be transferred monthly to SELPA

3) Changes to the ERMHS programming or services or participation in the MOU will follow the SBCSELPA's Program Transfer Policy (year and a day notice, unless otherwise agreed)



Governor's Proposed & SBCSELPA Mental Health Budget

Goal: 100% Member LEA participation in MOU

- 1) LEAs that remain will have access to Non-Public School Pool and Case Management, WRAP Services, SBCSELPA Mental Health Personnel Support, GROW Support & CPI Training
- 2) LEAs that opt-out would not have access to these services.
- 3) If some LEAs opt-out, we will need to reconvene the Ad Hoc Committee to discuss due to newly proposed DOF language (Feb 1).

Governor's Proposed Budget and Special Education

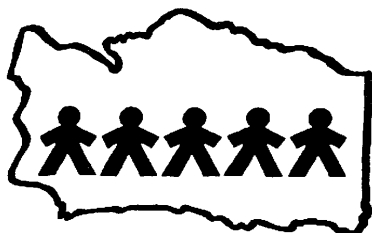
Other items noted and *how they affect SBCSELPA*:

- **Limiting the amount of additional funding SELPAs** are allowed to retain for non-direct student services before allocating special education base funding to their member local educational agencies
 - *Some Impact:* Concern that future declining ADA may impact SELPAs base budget under these provisions. Provision would prevent former “Plan B” of shifting excess Mental Health Costs to be funded from AB602.
- **Moratorium on the creation of new single-district SELPAs** by two years from June 30, 2024, to June 30, 2026
 - *Minimal to No Impact:* We don't have LEAs that are creating new single-district SELPAs
- Increasing fiscal transparency by requiring the California Department of Education to **post each SELPA's annual local plan**, including their governance, budget and services plans, on its website.
 - *No Impact:* Requirement of CDE. SBCSELPA already provides CDE all these items.
- Coalition for Adequate Funding for Special Education (CAFSE)
 - Meeting February 8th to review Trailer Bill Language

Questions?

Thank You





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

Date: February 6, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

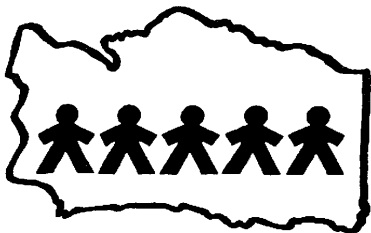
Re: 2023-2024 SBCSELPA Local Plan Revision (*First Reading*)

BACKGROUND:

- In Spring of 2020 the CDE adopted new templates for formatting SELPA Local Plans with the directive that Local Plans be revised and submitted for approval by June 30, 2020. The SBCSELPA followed the CDE guidelines and submitted a revised Local Plan that was approved by CDE in August 2020. For all purposes of reviewing the proposed revised Local Plan as instructed by the CDE please use the below referenced padlet.
- After the initial revision, the CDE now requires that SELPA's review and update their Local Plans every 3 years and submit the newest addition to them. Thus, the SBCSELPA has followed the procedures for review and revision of the current Local Plan to be submitted by June 30, 2023.
- **Padlet Link:** https://padlet.com/mslaterselpa4200/23_24_LP_Revision
- Local Plan, **Section A:** Contracts and Certifications
 Local Plan, **Section A, Certification 1:** Local Plan Section B: Governance & Administration
 Local Plan: **Certification 3:** County Superintendent
 Local Plan: **Certification 4:** Community Advisory Committee
 Local Plan: **Certification 5:** Participation Local Education Agency
 Local Plan, **Section B:** Governance and Administration
 Local Plan, **Attachments (I)**

RECOMMENDATION: The JPA Board approve bringing the 2023-2024 Local Plan Revision back as an information item for second reading on the March 6, 2023 JPA Board meeting agenda as presented.

RA:lm



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

Date: February 6, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Mental Health Ad Hoc Committee Update & Recommendations

BACKGROUND:

- The Governor's 2023-2024 State Budget includes a recommendation that, effective for the 2023-2024 school year, all state Educationally Related Mental Health Services (ERMHS) funding shift from the SBCSELPA and, instead, be distributed directly to each Member LEA.
- Member LEAs of SBCSELPA have a history of collaborative local decision-making that, under the existing funding and allocation structure, has ensured that the full continuum of services, including ERMHS, is available to all students served within the SBCSELPA.
- If the proposed shift of funds goes into effect, it will offer little benefit while making significant and unnecessary changes to the manner in which ERMHS services are provided. It will also result in program, funding, and staffing challenges that will impact the quality of services and thereby affect students, families, and staff across the SELPA.
- In response to the potential shift of funds, SBCSELPA created an Ad Hoc Committee at the onset of the 22-23 academic year to review our current allocation structure and make recommendations. This committee has met three times as of today's date, and is making the following recommendation:
 - To avoid the unnecessary changes and resulting consequences of the proposed shift of funds, the attached Memorandum of Understanding agrees to maintain the SBCSELPA's previous ERMH services via funding from the LEAs.
- This recommended MOU has been shared with SB County LEA special education administrators and business officials. Consensus is in support of this recommendation.
- If the SBCSELPA JPA approves this MOU, next steps will include the Superintendent/Executive Director of each SBCSELPA Member LEA signature for approval.

FISCAL IMPACT: The fiscal impact is \$0 based on current practice.

RECOMMENDATION: This item be placed on the March 6, 2023 JPA Board Agenda as an action item for approval.

**SANTA BARBARA COUNTY SELPA
MEMORANDUM OF UNDERSTANDING
TRANSFER OF ERMHS FUNDS FROM MEMBER LEAS TO SELPA**

This Memorandum of Understanding ("MOU") is made by and between the Santa Barbara County SELPA ("SELPA") and the member local educational agencies ("Member LEAS") of the Santa Barbara County SELPA: Adelante Charter School Ballard School District Blochman Union School District Buellton Union School District Carpinteria Unified School District Cold Spring School District College School District Cuyama Joint Union School District Family Partnership Charter School Goleta Union School District Guadalupe Union School District Hope School District Lompoc Unified School District Los Olivos School District Manzanita Public Charter School Montecito Union School District Orcutt Union School District Santa Barbara Charter School Santa Barbara Unified School District Santa Maria Joint Union High School District Santa Maria-Bonita School District Santa Ynez Valley Union High School District Solvang School District Vista Del Mar Union School District and the Santa Barbara County Education Office. The Governing Board of the SELPA and each Member LEA has approved this MOU and has authorized the execution of this MOU by an authorized agent. SELPA and the Member LEAs may be collectively referred to as the "Parties" or individually as a "Party."

Purpose of MOU

Whereas Under current law, state and federal funds for educationally-related mental health services ("ERMHS") for students eligible for special education and related services are distributed to the SELPA which then distributes these funds to Member LEAs in accordance with the SELPA Local Plan ("Local Plan") and SELPA Allocation Plan ("Allocation Plan"); and

Whereas The Governor's 2023-2024 State Budget includes a recommendation ("Proposal") that, effective for the 2023-2024 school year, all state ERMHS funding shift from the SELPA and, instead, be distributed directly to each Member LEA; and

Whereas The Parties to this MOU have a history of collaborative local decision-making that, under the existing funding and allocation structure, has ensured that the full continuum of services, including ERMHS, is available to all students served within the SELPA; and

Whereas The Member LEAs recognize that, if the Proposal goes into effect, it will offer little benefit while making significant and unnecessary changes to the manner in which ERMHS services are provided; and

Whereas Changes from the Proposal are likely to result in program, funding, and staffing challenges that will impact the quality of services and thereby affect students, families, and staff across the SELPA; and

Whereas These changes and the resulting challenges and impacts will be particularly difficult on the students, parents, and staff of the smaller Member LEAS; and

Whereas To avoid the unnecessary changes and resulting consequences of the Proposal, the Parties desire to maintain the SELPA's previous structure for distributing state and federal ERMHS funds.

Now, therefore, In consideration of the mutual covenants, conditions and obligations set forth herein, the Parties do hereby agree as follows:

1. MOU Conditioned on Proposal Going into Effect

The Parties agree that this MOU is conditioned on the adoption of the Proposal, or a similarly worded proposal, that distributes ERMHS funds directly to the Member LEAs instead of distributing them to the SELPA.

2. Effective Date

This MOU shall be effective as of the date of the last-executed signature below or the date on which the Proposal becomes law, whichever is later.

3. Member LEAs Shall Transfer ERMHS Funds to SELPA

Member LEAs agree that the LEA's proportionate share of the state principal apportionment for ERMHS to fund SELPA ERMHS services, for the 2023-2024 fiscal year, or any subsequent fiscal year in which this MOU is in effect, will be transferred to the SELPA each month by county journal entry.

4. ERMHS Funds to be Distributed in Accordance with Current Allocation Plan

SELPA agrees that all ERMHS funds transferred from the Member LEAS to the SELPA will be allocated pursuant to the SELPA's current ERMHS Allocation Plan.

5. Changes to ERMHS Programming

The Parties agree that, if any changes in ERMHS services are required because of the Proposal and/or implementation of this MOU, these changes will be determined by the SELPA Governing Board based on local needs.

6. Timeline for Planning and Review of Any Changes in ERMHS Services

The SELPA agrees that any changes to ERMHS services will be addressed using the procedures set forth in the SELPA's Program Transfer Policy and in accordance with Education Code section 56207.

7. Automatic Renewal

The Parties agree that this MOU shall be renewed automatically for each subsequent fiscal year unless and until the planning and review indicated in Section 6, above, takes place and the SELPA Governing Board takes formal action to change the service delivery model, program operators, **or** method of allocating ERMHS funding.

8. Superseded by Action of the SELPA Governing Board

Parties agree that **this** MOU and/or any of its terms will be superseded, and thereby rendered null and void, if the SELPA Governing Board, following SELPA procedures, makes changes to the service delivery model, program operators, Local Plan, and/or Allocation Plan affecting the subject matter of this MOU.

9. Severability/Waiver

If any provision of this MOU is determined to be illegal, unenforceable, or invalid, such provision shall in no way affect the validity of any other provision of this MOU. No waiver of any provision of this MOU shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party making the waiver.

10. Execution of MOU Electronically and in Counterparts

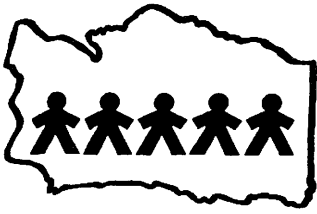
This MOU may be executed in counterparts such that the signatures may appear on separate signature pages. A copy or an original, with all signatures appended together, shall be deemed a fully executed MOU. A facsimile or scanned version of any party's signature shall be deemed an original signature.

IN WITNESS WHEREOF, the Parties via their respective authorized representatives have executed and entered into this MOU as of the date set next to the signatures below:

Javier Bolivar, Executive Director, Adelante Charter School	Date
Pam Rennick, Superintendent, Ballard School District	Date
Doug Brown, Superintendent, Blochman Union School District	Date
Dr. Randal Haggard, Superintendent, Buellton Union School District	Date
Diana Rigby, Superintendent, Carpinteria Unified School District	Date
Dr. Amy Alzina, Superintendent, Cold Spring School District	Date

Maurene Donner, Superintendent, College School District	Date
Alfonso Gamino, Superintendent, Cuyama Joint Union School District	Date
Stephanie Eggert, Executive Director, Family Partnership Charter School	Date
Dr. Diana Galindo-Roybal, Superintendent, Goleta Union School District	Date
Emilio Handall, Ed.D., Superintendent, Guadalupe Union School District	Date
Anne Hubbard, Ed.D., Superintendent, Hope School District	Date
Dr. Clara Finneran, Superintendent, Lompoc Unified School District	Date
Ray Vazquez, Superintendent, Los Olivos School District	Date
Suzanne Nicastro. Superintendent, Manzanita Public Charter School	Date
Anthony Ranii, Superintendent, Montecito Union School District	Date
Dr. Holly Edds, Superintendent, Orcutt Union School District	Date
Laura Donner, Director of Education Santa Barbara Charter School	Date

Dr. Hilda Maldonado, Superintendent, Santa Barbara Unified School District	Date
Antonio Garcia, Superintendent, Santa Maria Joint Union High School District	Date
Dr. Darren McDuffie, Superintendent, Santa Maria-Bonita School District	Date
Andrew Schwab, Superintendent, Santa Ynez Valley Union High School District	Date
Sierra Loughridge, Superintendent, Solvang School District	Date
Bree Valla, Superintendent, Vista Del Mar Union School	Date
Dr. Susan Salcido, Superintendent, Santa Barbara County Education Office	Date



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

Date: February 6, 2023

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: February 2023 Professional Development Calendar

BACKGROUND:

- To Register for events, go to <https://sbcselfpa.k12oms.org>

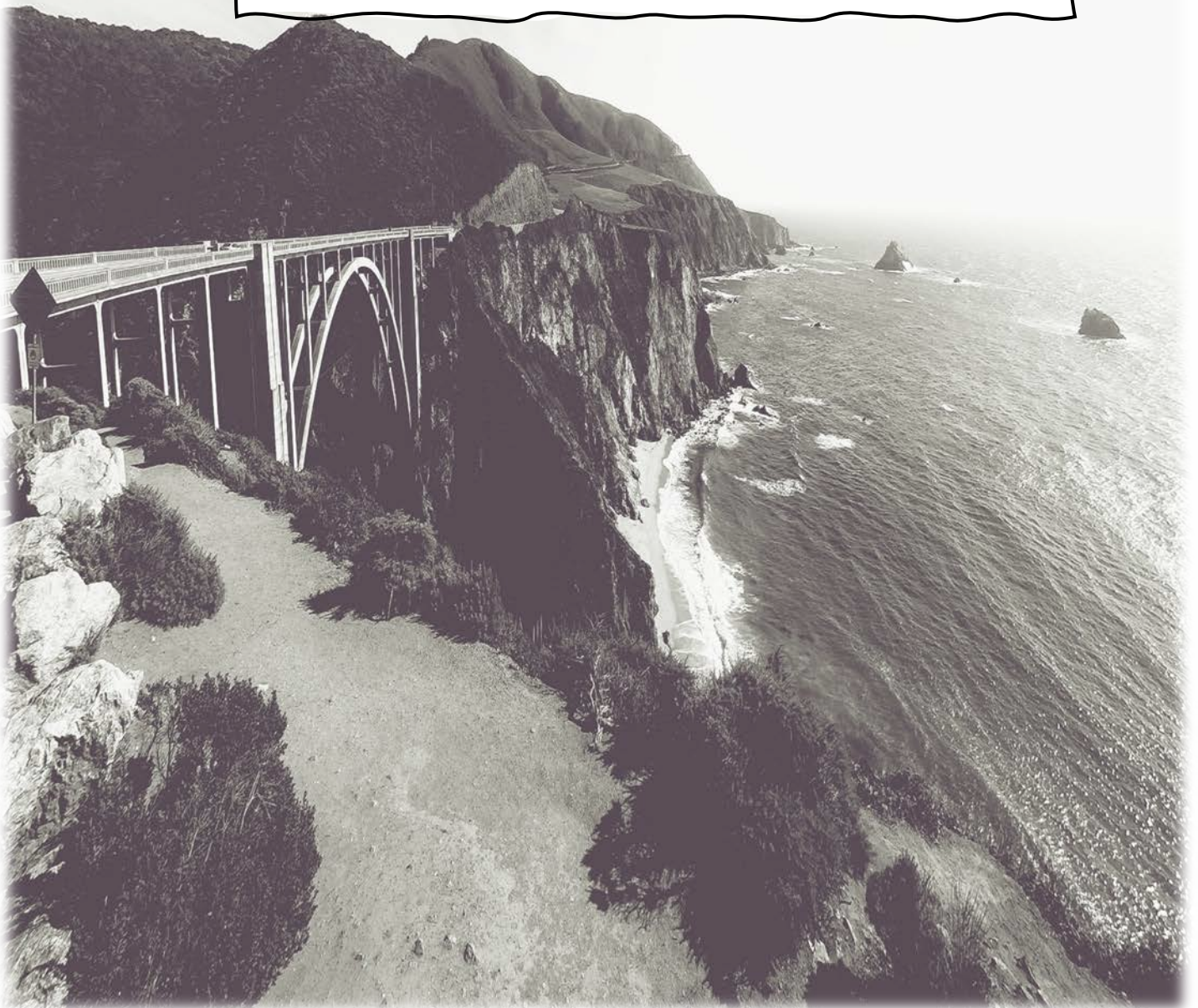
February 2023				
Date/ Time/Location	Name of Event	Presenter	Virtual/ In person/ Audience	Free/ Cost
February 1, 2023 8:30-12:30 Virtual Live	ADR Abell and Rossi	Greg Abell and Carlos Rossi	Virtual Live In Person North County SMB Souza Center South County Zoom	Free
February 6 OR February 13, 2023 4:00-5:00 Virtual	Engaging in Challenging Relationships (Coaching)	Greg Abell and Carlo Rossi	Audience: All Staff	Free
February 7, 2023 2:00-3:00 Virtual	Transition Network Team (TNT) Meeting	Jennifer Connolly	Audience: TNT	Free
February 8, 2023 8:30-9:30 Virtual	Interpreter/Translator Network	SBCSELPA and SLO SELPA	Audience: Interpreters/Translators	Free
February 8, 2023 9:30-12:00 Virtual Recorded	IEP Chalk Talk for Parents	Alpha Resource Center and SBCSELPA	Virtual- Spanish and English Audience: Parents	Free
February 8, 2023 3:20-3:35 Virtual	DHH Meeting	Taryn Hurvitz	Audience: DHH Staff	Free
February 8, 2023 4:00-5:00 Virtual	Residential Colleges Presentations: Fresno State Wayfinders	SBCSELPA and TNT	Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	Free
February 9, 2023 8:30-3:30 SBCSELPA	NCPI-Refresher	Jermaine Powell Chris Osborne	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	Audience: All staff, Parents	Free
February 15, 2023 1:00-3:00 Virtual, Recorded	Special Education Discipline- Manifestation Determination	Dora Dome, Esq.	Virtual Audience: All Staff, Parents	Free
February 15, 2023 9:30-12:00 Virtual Recorded	IEP Chalk Talk for Parents	Alpha Resource Center and SBCSELPA	Virtual- Spanish and English Audience: Parents	Free
February 15, 2023 4:00-5:00 Virtual	Residential Colleges Presentations	SBCSELPA and TNT	Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	Free
February 16, 2023 8:30-3:30 In person SBCSELPA	Assistive Technology Day 5 of Series	SBCSELPA AT Team with support of Placer County SELPA	In Person/ SBCSELPA Audience: Leadership teams, School Psychologist, Education Specialists	Free
February 24, 2023 8:00-4:00 In Person SMBSD Souza	Identification of SLD with Multilingual Learners via PSW: A nondiscriminatory, evidence-based approach for all practitioners	Dr. Samuel Ortiz	Hosted by SMBSD Contact: Kristin MaKena kmakena@smbdsd.net or Amber Walz awalz@smbdsd.net	Free
February 28, 2023 8:30-9:00 Virtual	School Psychologist Network	Jennifer Connolly and CCASP	Audience: Leadership, School Psychologists	Free
February 28, 2023 4:00-5:00 Virtual	Residential Colleges Presentations: UC Davis Redwood Seeds	SBCSELPA and TNT	Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	Free

Santa Barbara County SELPA
Professional Development Offerings

2022-2023

January 2023



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

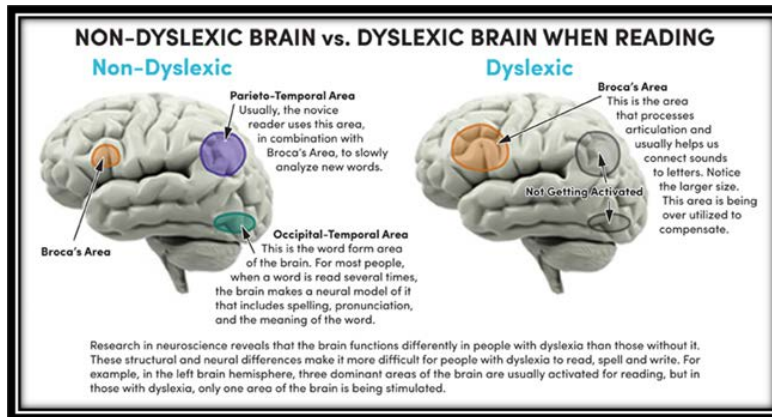
National Physical Therapy Month

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@smbdsd.net or Amber Walz awalz@smbdsd.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 24, 2022	Getting Organized	Meghan Davy, Alpha Resource Center	Virtual, contact Meghan Davy mdavy@alphasb.org Audience: Parents	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://sbcselpa.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 Tomsky	Jan Tomsky, 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 Audience: CCASP, Leadership, School Psychologists	Free

November 9, 2022 3:00-4:00 Virtual	Dyslexia, Structured Literacy and Equity	Kareem Weaver-offered by Sacramento COE, project lead for CA Dyslexia Initiative	Virtual- registration through SCOE https://scoe.gosignmeup.com/public/Course/browse?courseid=12238 *Participant may need to create a free account with SCOE.	Free
November				
November 10, 2022 8:00-4:00 In Person SMBSD Souza	Current Legal Topics in Special Education	Jennifer Nix	Hosted by Santa Maria Bonita SD Contact: Kristen MaKena kmakena@smbbsd.net or Amber Walz awalz@smbbsd.net	Free
November 10, 2022 8:30-3:30 SMB Souza Center	Assistive Technology Day 3 of Series	SBCSELPA AT Team with support of Placer County SELPA	In Person/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 15, 2022 Virtual	IEP Basics and Parent Rights	Meghan Davy and Jennifer Connolly	Virtual Audience: Parents	Free
November 17, 2022 8:30-3:30 In Person/ SBCSELPA	NCPI- Initial	Ben Ingalls Chris Osborne	In Person/ SBCSELPA Audience: All Staff	Free
November 17, 2022 1:30-2:30 Virtual	Behavior: Essential 10, Day 3: Function and Replacement Behaviors	Carrie Hicinbothom Yolanda Horton, PENT Team	Virtual Audience: All Staff	Free

November 28, 2022 12:30-3:30 Virtual	The Neuropsychology of Reading Disorders: An Introduction to the FAR	Dr. Feifer	Virtual: Hosted by SLO and Santa Barbara SELPA Audience: School Psychologists, SLPS, Leadership	Free
November 29, 2022 3:00-4:00	OT Network	Jennifer Connolly Lisa Foote	Virtual Audience: Countywide OTs	Free
November 30, 2022 8:30-12:30 Virtual/ In person	ADR Abell and Rossi	Greg Abell and Carlo Rossi	Virtual Live, North County In person SMB Souza Center South County Zoom Audience: All staff, Parents	Free

2022-2023 Professional Development Calendar of Events by the Month

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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 Watch with your teams	Free
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 12 <u>or</u> December 14, 2022 4:00-5:00 Virtual	Engaging in Challenging Relationships (Coaching)	Greg Abell and Carlo Rossi	Virtual Audience: All Staff	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

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 23 OR January 25, 2023 4:00-5:00 Virtual	Engaging in Challenging Relationships (Coaching)	Greg Abell and Carlo Rossi	Virtual Audience: All Staff	Free



Santa Barbara County
Special Education Local Plan Area

January 24, 2023 2:00-3:00 Virtual	Transition Network Team (TNT) Meeting	Jennifer Connolly	Virtual Audience: TNT	Free
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 26, 2023 1:30-3:00 Virtual	Behavior: Essential 10, Day 4: Teaching Strategies and Materials and Reinforcement	Phil Pandac, 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

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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 6 OR February 13, 2023	Engaging in Challenging	Greg Abell and Carlo Rossi	Virtual	Free

4:00-5:00 Virtual	Relationships (Coaching)		Audience: All Staff	
February 7, 2023 2:00-3:00 Virtual	Transition Network Team (TNT) Meeting	Jennifer Connolly	Virtual Audience: TNT	Free
February 8, 2023 8:30-9:30 Virtual	Interpreter/Translator Network	SBCSELPA and SLO SELPA	Virtual Audience: Interpreters/Translators	Free
February 8, 2023 9:30-12:00 Virtual Recorded	IEP Chalk Talk for Parents	Alpha Resource Center and SBCSELPA	Virtual- Spanish and English Audience: Parents	Free
February 8, 2023 3:20-3:35 Virtual	DHH Meeting	Taryn Hurvitz	Virtual Audience: DHH Staff	Free
February 8, 2023 4:00-5:00 Virtual	Residential Colleges Presentations: Fresno State Wayfinders	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, Parents	Free

February 15, 2023 9:30-12:00 Virtual Recorded	IEP Chalk Talk for Parents	Alpha Resource Center and SBCSELPA	Virtual- Spanish and English Audience: Parents	Free
February 15, 2023 1:00-3:00 Virtual, Recorded	Special Education Discipline- Manifestation Determination	Dora Dome, Esq.	Virtual Audience: All Staff, Parents	Free
February 15, 2023 4:00-5:00 Virtual	Residential 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/ SBCSELPA Audience: Leadership teams, School Psychologist, Education Specialists	Free
February 24, 2023 8:00-4:00 In Person SMBSD Souza	Identification of SLD with Multilingual Learners via PSW: A nondiscriminat ory, evidence- based approach for all practitioners	Dr. Samuel Ortiz	Hosted by SMBSD Contact: Kristin MaKena kmakena@smbdsd.net or Amber Walz awalz@smbdsd.net	Free
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 Presentations: UC Davis Redwood Seeds	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 9:30-12:00 Virtual Recorded	IEP Chalk Talk for Parents	Alpha Resource Center and SBCSELPA	Virtual- Spanish and English Audience: Parents	Free
March 2, 2023 3:10-3:40 Virtual	DHH Review of Event	Taryn Hurvitz	Virtual DHH Staff	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	Residential Colleges	SBCSELPA and TNT	Virtual	Free

Virtual			Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	
March 8, 2023 9:30-12:00 Virtual Recorded	IEP Chalk Talk for Parents	Alpha Resource Center and SBCSELPA	Virtual- Spanish and English Audience: 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	Local 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	Local Colleges	SBCSELPA and TNT	Virtual Audience: Leadership, Counselors, School Psychologist, Agencies, Transition Educators, Parents	Free
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 Tomsy	Jan Tomsy, 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	Nurses Symposium	SBCSELPA	In Person	Free

Location TBD			Audience: All SB County Nurses, Leadership	
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 *Participant may need to create a free account with SCOE.	Free
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)

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



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)



Occupational Therapy (TBD)



Reading

Dyslexia TBD



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

- 12: What is Grow- VMS
- 14: Adelante Classroom Management
- 15: SBCEO Supporting Students with Behavioral Needs
- 19: CAPTAIN What are EBPs
- 20: SBUSD Building Behavioral Practices Part I

27: SBUSD Building Behavioral Practices Part 2

27: Hope Captain Coaching

28: Guadalupe Building Behavioral Practices in School Communities of Belonging

29: Mental Health Round Table

29: Hope Captain Coaching

29: Hope Captain EBP Training

October

4: SBUSD Building Behavioral Practices Part 3

5: Manzanita Charter School Building Behavioral Practices Part 1

6: Goleta USD CAPTAIN EBP Training

10: Research to Practice: What Science Says About Behavior & How We Try to Implement

12: Carpinteria USD Building Behavioral Practices Part 1

13: Adelante Supporting Students During Behavioral Challenges for Parents

19: Guadalupe Trauma and the Brain Body Connection Part 1

24: Lompoc CPI

28: SBCEO FBA/BIP Data Collection Day 1

30: Lompoc GR

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

1: Adelante Mindfulness Practice in the Classroom

April

May

June

SBCSELPA Staff (note new emails)

5385 Hollister Avenue Bld. 7 Santa Barbara, CA 93111 805-683-1424

Dr. Ray Avila

ravila@sbcsepa.org

SBCSELPA Executive Director

Jennifer Connolly

jconnolly@sbcsepa.org

SBCSELPA Coordinator

Lindsay MacDonald

lmacdonald@sbcsepa.org

Office Manager

Brian Helt

bhelt@sbcsepa.org

Executive Assistant

Rachel Wigle

rwigle@sbcseelpa.org

Chief Business Official

Alison Lindsey

alindsey@sbcseelpa.org

Mental Health Manager

Rosy Mato-Bucio

rbucio@sbcseelpa.org

SBCSELPA BCBA

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

Phil Pandac

ppandac@sbcseelpa.org

SBCSELPA BCBA

Deborah Umansky

dumansky@sbcseelpa.org

Clinical Psychologist Intern Supervisor

Taryn Hurvitz

thurvitz@sbcseelpa.org

Audiologist

Lisa Foote

lfoote@sbcseelpa.org

SBCSELPA AT/AAC Specialist

Natalie Facio-Leon

nfacioleon@sbcseelpa.org

Mental Health Specialist (Bilingual)

Stephanie Guertin

sguertin@sbcseelpa.org

WRAP Facilitator

Rachel Bidinost

rbidinost@sbcseelpa.org

Youth Support Specialist

Tania Nunez

tnunez@sbcseelpa.org

Youth Support Specialist

Jazmin Estebez

jestebz@sbcseelpa.org

Youth Support Specialist

Professional Development Presenter(s) Information

Dr. Ray Avila

ravila@sbcseelpa.org

SBCSELPA Executive Director

805-683-1424

Jennifer Connolly

jconnolly@sbcseelpa.org

SBCSELPA Coordinator

805-683-1424

Alison Lindsey

SBCSELPA Mental Health Manager

alindsey@sbcselfpa.org

805-683-1424

Rosy Bucio

SBCSELPA BCBA

rbucio@sbcselfpa.org

805-688-1424

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

Phil Pandac

SBCSELPA BCBA

ppandac@sbcselfpa.org

805-688-1424



Santa Barbara County
Special Education Local Plan Area

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

Carrie Hicinbothom

SMB BCBA

chicinbothom@smbbsd.net

Yolanda Horton

SMB BCBA

yhorton@smbbsd.net

Billy Headrick

Orcutt BCBA

bheadrick@orcutt-schools.net

Cody Jacobs

SBUSD BCBA

cjjacobs@sbunified.org

Phil Pandac

SBSSELPA BCBA

ppandac@sbcselfpa.org

Ben Ingalls

SBUSD BCBA

bingalls@sbunified.org

Sarah Gunn

Lompoc BCBA

gunn.sarah@lusd.org

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

Rosy Bucio

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

rbucio@sbcselfpa.org

SBCSELPA BCBA

Yolanda Horton

yhorton@smbbsd.net

SMB BCBA

Lauren Hoffman

hoffman.lauren@lusd.org

LUSD BCBA

Jermaine Powell

jpowell@sbunified.org

SBUSD BCBA

Donna Todaro

dtodaro@sbceo.org

SBCEO Special Education Teacher

Meghan Davy

mdavy@alphasb.org

Advocacy Systems Specialist

Alpha Resource Center

Ivan Alvarez

ialvarez@sbceo.org

SBCEO School Psychologist

Haley Smith

hsmith@hopeschooldistrict.org

Hope BCBA

CPI Presenters North County

Chyelin Andreadakis

candreadakis@sbceo.org

Billy Headrick

bheadrick@orcutt-schools.net

Phil Pandac

ppandac@sbcseelpa.org

Alison Lindsey

alindsey@sbcseelpa.org

Jennifer Connolly

jconnolly@sbcseelpa.org

Rosy Bucio

rbucio@sbcseelpa.org

Natalie Facio-Leon

nfacio-leon@sbcseelpa.org

Bethany Schacherer

bschacherer@smbbsd.net

David Ibsen

dibsen@buelltonuds.org

CPI Presenters South County

Joe Isaacson

jisaacson@goleta.k12.ca.us

Benjamin Ingalls

bingalls@sbunified.org

Louisa Wood

lbwood@sbunified.org

Jermaine Powell

jpowell@sbunified.org

Chris Osborn	cosborn@sbunified.org
Alison Lindsey	alindsey@sbcselfpa.org
Jennifer Connolly	jconnolly@sbcselfpa.org
Rosy Bucio	rbucio@sbcselfpa.org
Natalie Facio-Leon	nfacio-leon@sbcselfpa.org

CPI Presenters (District only Trainers)

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

ADR Cadre

Jennifer Connolly SBCSELFPA Coordinator	jconnolly@sbcselfpa.org
Patty Moore Alpha Resource Center Manager, Children, Family & Advocacy Services	pjmoore@alphasb.org
Dr. Karla Curry Program Facilitator, SBUSD	kvcurry@sbunified.org
Jamie Carpio Santa Barbara Unified Program Specialist	jcarpio@sbunified.org
Amy Gillespie SBCEO School Psychologist	agillespie@sbceo.org
Beverly Sherman Santa Ynez Valley Consortium Coordinator	bsherman@buelltonusd.org
Rusty Gordon Orcutt, Director of Special Education	rgordon@smbd.net
Chantal Martinez Lompoc, Program Specialist	martinez.chantal@lud.org

Meghan Davy	mdavy@alphasb.org
Advocacy Systems Specialist	
Alpha Resource Center	
Nathan Moreno	nmoreno@gusdbobcats.com
Guadalupe, Director of Special Education	
Ashley Johnson	ajohnson@goleta.k12.ca.us
Goleta, Coordinator	
Stacy Tolkin	stacysbcs@gmail.com
Santa Barbara Charter, Director of Special Education	
Luis Correa	lc Correa@sbunified.org
Adelante Charter School, Director, or Special Education	
Dr. Ray Avila	ravila@sbcse lpa.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://sbcse lpa.k12oms.org/
Professional Development	
SBCSELPA Local Plan	www.sbcse lpa.org
Educators, Parent Resources	
SBCSELPA Procedural Handbook	www.sbcse lpa.org
Educators, Parent Resources	
Special Education Parent Handbook	www.sbcse lpa.org
Parent Resources	https://www.sirassystems.org
What are all these IEP Documents? Parent Questions for an IEP	www.sbcse lpa.org
Parent Resources	https://www.sirassystems.org
Turning 3: Transition from Early Start to Preschool	www.sbcse lpa.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/mslatorselpa4200/trcig7ygv4ood8uvback2school>

Professional Development Locations for Larger Events

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

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

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

Zoom Conferencing

This Professional Development Offerings Booklet is updated monthly,

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

	22-23	<u>Expended</u> <u>to Date</u> <u>2022-23</u>	
	Carryover Funding	Allocation	Balance
Adelante		\$ 5,830	\$ -
Blochman		\$ 5,580	\$ -
Carpinteria		\$ 10,906	\$ -
Family Partnership	\$ 10,000.00	\$ 6,173	\$ -
Goleta		\$ 15,078	\$ -
Guadalupe		\$ 8,567	\$ 8,458.00
Hope		\$ 7,582	\$ -
Lompoc		\$ 31,271	\$ -
Manzanita		\$ 6,176	\$ -
Orcutt		\$ 18,844	\$ 18,844.00
Santa Barbara Unified		\$ 43,033	\$ -
Santa Barbara Charter		\$ 5,786	\$ 541.50
Santa Maria Joint Union High		\$ 29,374	\$ -
Santa Maria-Bonita	\$ 89,672.23	\$ 52,159	\$ -
Santa Ynez Consortium		\$ 36,516	\$ -
SBCEO Direct Services		\$ 17,120	\$ 8,204.00
TOTAL	\$ 99,672.23	\$ 300,000	\$ 36,047.50

2022-23 Year to Date Nonpublic School Placement Costs

REF: VIII-F

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	\$ 85,665	\$ 47,800	\$ 125,820	\$ 173,620		\$ 47,800	\$ 125,820
Orcutt Union	1	1	\$ 114,794	\$ 44,025	\$ 207,172	\$ 251,198		\$ 44,025	\$ 207,172
Santa Maria Bonita	0	1	\$ 40,019	\$ 9,300	\$ 98,949	\$ 108,249		\$ 9,300	\$ 98,949
Santa Barbara County Education Office - Montecito	1	1	\$ -	\$ 22,568	\$ 65,941	\$ 88,509		\$ 22,568	\$ 65,941
Santa Maria Joint	1	1	\$ 33,023	\$ 26,660	\$ 78,500	\$ 105,160		\$ 26,660	\$ 78,500
Santa Barbara Unified	1	2	\$ 45,244	\$ 44,722	\$ 179,795	\$ 224,517		\$ 44,722	\$ 179,795
Santa Ynez Valley Consortium	0	0	\$ -	\$ -	\$ -	\$ -		\$ -	\$ -
TOTAL	5	7	\$ 318,745	\$ 195,075	\$ 756,178	\$ 951,253		\$ 195,075	\$ 756,178

2022-23 Mental Health NPS Placement Budget	\$ 1,910,000
Mental Health NPS Placement Expenses to SELPA (Estimated)	\$ 756,178
Mental Health NPS Balance Available (Estimated)	\$ 1,153,822

2022-23 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.