

SANTA BARBARA COUNTY SELPA JOINT POWERS AGENCY BOARD

Regular Meeting

Monday, August 28, 2023

Public Session – 9:00 a.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 comments to 30 minutes. People 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 acting 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. People 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. Election & Oath of Office for Renewal of Board Membership of Current Board Members
Board Officer Positions of Amy Alzina, JPA Clerk, and Emilio Handall

F. SBCSELPA Executive Director's Report

REF: I-F

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**

<p>It is recommended that the JPA Board take action to approve the action agenda as presented/amended.</p>	<p>Motion: _____ Second: _____ In Favor: _____ Opposed: _____ Abstained: _____</p>
--	--

V. **CONSENT AGENDA ITEMS**

- | | |
|--|----------|
| A. Minutes of June 5, 2023 Regular Meeting | REF: V-A |
| B. Ratification of Payment Claims | REF: V-B |
| C. 2023-2024 SBCSELPA JPA Board Meeting Dates | REF: V-C |
| D. 2023-2024 Legal Service Agreement | REF: V-D |
| 1. JRG Legal Consulting | |
| E. Santa Barbara SIPE Joint Powers Self Insurance Appointment of SB SIPE Board Representative & Safety & Health Committee Member | REF: V-E |
| F. 2023-2024 Nonpublic School (NPS) Individual Service Agreements (ISAs) | REF: V-F |
| 1. Individual Service Agreement: Casa Pacifica School | |
| 2. Individual Service Agreement: Diamond Ranch Academy | |
| 3. Individual Service Agreement: Lava Heights Academy | |
| 4. Individual Service Agreement: Sorenson's Ranch School | |
| G. 2023-2024 Nonpublic School (NPS) Master Contract Exhibit A Rates | REF: V-G |
| 1. Exhibit A Rates Sheet: Care Youth Corporation dba Falcon Ridge Ranch | |
| 2. Exhibit A Rates Sheet: Casa Pacifica School | |
| 3. Exhibit A Rates Sheet: Copper Hills Youth Center | |
| 4. Exhibit A Rates Sheet: The Help Group's North Hills Prep & Project Six Group Home | |
| 5. Exhibit A Rates Sheet: Intermountain Children's Home & Services | |
| 6. Exhibit A Rates Sheet: Sorenson's Ranch School | |
| H. 2023-2024 Nonpublic Agency (NPA) Master Contract Exhibit A Rates | REF: V-H |
| 1. Exhibit A Rates Sheet: 3 Chords, Inc. dba Therapy Travelers | |
| 2. Exhibit A Rates Sheet: Aequor Healthcare Services, LLC | |
| 3. Exhibit A Rates Sheet: ATX Learning | |
| 4. Exhibit A Rates Sheet: Aya Healthcare, Inc. | |
| 5. Exhibit A Rates Sheet: Children's Therapy Network | |
| 6. Exhibit A Rates Sheet: Dove Psychological and Behavioral Services, PC dba Actum Clinical and Behavior Services | |
| 7. Exhibit A Rates Sheet: Haynes Family of Programs – S.T.A.R. Academy | |
| 8. Exhibit A Rates Sheet: New Direction Solutions, LLC dba ProCare Therapy | |
| 9. Exhibit A Rates Sheet: Soliant Health | |
| 10. Exhibit A Rates Sheet: TinyEYE Therapy Services | |

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

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

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

VI. **PRESENTATION**

- A. Unaudited Actuals Report, Fiscal Year 2022-2023 Presentation
 Presenter: Rachel Wigle, SBCSELPA Chief Business Official

REF: VI-A

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

- A. 2022-2023 Unaudited Actuals Financial Report and Ending Fund Balance
 1. SBCSELPA Ending Fund Balance
 2. Recommendations for Undesignated Balances / Prior Year Comparison
 3. Unaudited Actuals Financial Report

REF: VII-A

It is recommended that the JPA Board approve the Unaudited Actuals Report and the proposed Ending Fund Balance designations as presented.

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

- B. SBCSELPA Request to Exercise Option to Renew Office Lease
 1. Correspondence to Property Management Exercising Option to Extend Lease
 2. Current Office Lease

REF: VII-B

It is recommended that the JPA Board approve the SBCSELPAs request to exercise the option to renew current office lease as presented.

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

- C. Santa Barbara County of Education Office (SBCEO) Regional Program Operator Request for Funding for Program Expansion of Lompoc Preschool SDC Class for 2023-24 School Year
 1. SBCEO Request

REF: VII-C

It is recommended that the JPA Board approve the SBCEO Regional Program request for funding for expansion of Lompoc Preschool SDC Class for the 2023-2024 school year as presented.

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

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION (continued)

- D. Santa Barbara County of Education Office (SBCEO) Regional Program Operator REF: VII-D
Request for Funding for Program Expansion of SBCEO Preschool for the 2023-24
School Year

1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO Regional Program request for funding for expansion of SBCEO Preschool for the 2023-2024 school year as presented.

Motion: _____

Second: _____

In Favor: _____

Opposed: _____

Abstained: _____

- E. Santa Barbara County of Education Office (SBCEO) Regional Program Operator REF: VII-E
Request for Funding of Additional Support Staff for Allan Hancock College
Preschool for the 2023-24 School Year

1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO Regional Program request for funding of additional support staff for Alan Hancock College Preschool for the 2023-2024 school year as presented.

Motion: _____

Second: _____

In Favor: _____

Opposed: _____

Abstained: _____

- F. Santa Barbara County of Education Office (SBCEO) Regional Program Operator REF: VII-F
Request for Funding for 50% of NPA “Finder’s Fee”

1. SBCEO Request

It is recommended that the JPA Board approves the SBCEO request for funding for 50% of NPA “Finder’s Fee” as presented.

Motion: _____

Second: _____

In Favor: _____

Opposed: _____

Abstained: _____

VIII. ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION

- A. Goleta Union School District (GUSD) Letter of Intent of Service Transfer for REF: VIII-A
DHH Regional Itinerant Service Providers.
1. Goleta Union School District Letter of Intent, dated June 30, 2023
- B. Announcement of New SBCSELPA Staff Member, Alexandra Holdom, REF: VIII-B
SBCSELPA WRAP Youth Support Specialist (YSS)
- C. Early Childhood Special Education, Extensive Support Needs, Mild Moderate REF: VIII-C
Support Needs, Bridge Authorization
- D. SBCSELPA Independent Educational Evaluation (IEE) List of Potential REF: VIII-D
Evaluators
1. Rates Proposed Changes

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

- | | | |
|----|---|-------------|
| E. | Proposed Memorandums of Understanding (MOUs) for services provided by SBCSELPA to LEAs | REF: VIII-E |
| | 1. MOU for BCBA Hours & Services | |
| | 2. MOU for SB-PIC Intern Placement & Services | |
| | 3. MOU for Graduate Student Research Services | |
| F. | Proposed School Psychologist Internship Placement Agreement | REF: VIII-F |
| | 1. Internship Placement Agreement | |
| G. | SBCSELPA Professional Development Calendar for September 2023 | REF: VIII-G |
| | 1. SBCSELPA 23-24 Professional Development Offerings Booklet (Updated July 2023) | |
| H. | SBCSELPA Governance Documents Spanish Translation | REF: VIII-H |
| | 1. SBCSELPA 23-24 Local Plan | |
| | 2. SBCSELPA Procedural Handbook | |
| I. | Notice of Procedural Safeguards, Special Education Rights of Parents & Children Revisions (English & Spanish) | REF: VIII-I |
| J. | LEA/District Costs Associated with Due Process – SBCSELPA 2022-23 Actual Ending Account Balances | REF: VIII-J |
| K. | SBCSELPA Legal Reserve – 2022-23 Unaudited Actuals Ending Fund Balance | REF: VIII-K |
| L. | Nonpublic School (NPS) 2022-23 Placement Expenditures | REF: VIII-L |
| M. | Nonpublic School (NPS) 2023-24 Placement Expenditures Year-to-Date | REF: VIII-M |

IX. MISCELLANEOUS AGENDA ITEMS

- | | |
|----|--|
| A. | Items Proposed for Future Action or Discussion |
| B. | Next Scheduled JPA Board Meeting: |
| | Date: October 2, 2023 |
| | Time: TBD – 9:00 a.m. or 12:00 p.m. |
| | Location: Jonata Middle School Library |

X. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEMS

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

XI. CLOSED SESSION

- | | |
|----|---|
| A. | Confidential Nonpublic School (NPS) Student Updates |
|----|---|

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

Oath of Office

FOR PUBLIC OFFICERS AND EMPLOYEES
(State Constitution, Art. XX, Sec. 3 as amended)

State of California

County of Santa Barbara } ss

FOR THE OFFICE OF JPA Board Member – 2023-2025 Membership Term & JPA Board Clerk

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

I, Amy Alzina, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

(Signature) Amy Alzina

Subscribed and sworn before me,

This 28th day of August, 2023

Ray Avila, Secretary
Santa Barbara County SELPA
Joint Powers Agency Board

Oath of Office

FOR PUBLIC OFFICERS AND EMPLOYEES
(State Constitution, Art. XX, Sec. 3 as amended)

State of California

County of Santa Barbara } ss

FOR THE OFFICE OF JPA Board Member – 2023-2025 Membership Term

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

I, Emilio Handall, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

(Signature) Emilio Handall

Subscribed and sworn before me,

This 28th day of August, 2023

Ray Avila, Secretary
Santa Barbara County SELPA
Joint Powers Agency Board

SBCSELPA EXECUTIVE DIRECTOR'S REPORT TO JPA BOARD

August 28, 2023

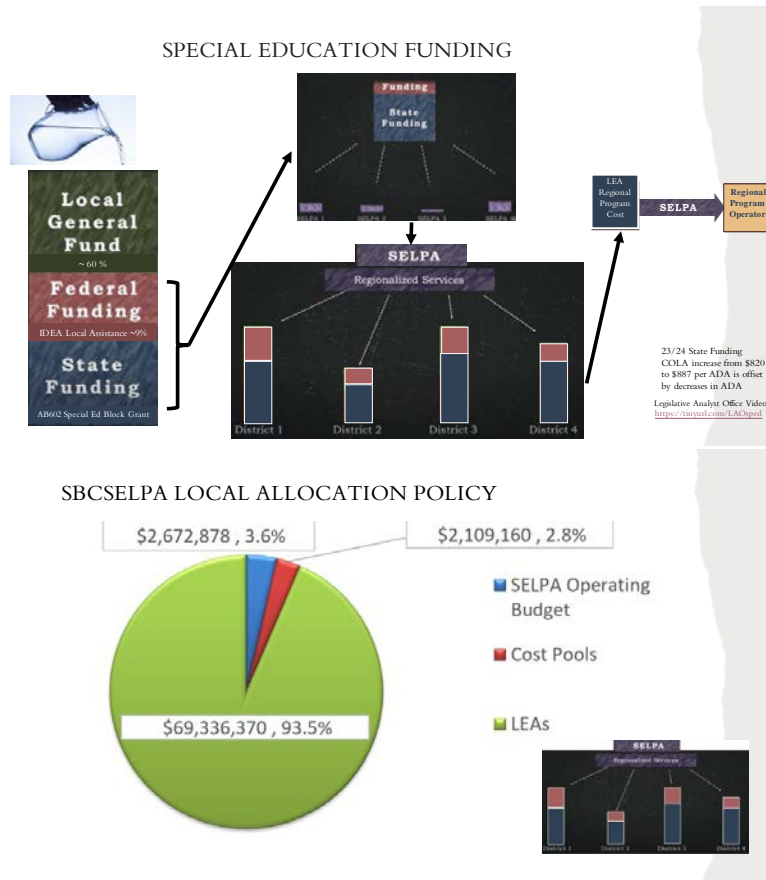
1) Due Process/Dispute Updates –

Five (5) Due Process filings in progress and two (2) CDE Investigations.

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

We have a total of five (5) SBCSELPA funded NPS placements and one (1) pending.

3) Special Education Finance Update –



4) Legislative Update –

*SBCSELPA continues to monitor two very important proposed bills that support special education: **AB 1517 (SELPA Governance)** and **SB 354 (Inclusion)**, (SEE attached letters of support to the Governor – REF: I-F.1 & REF: I-F.2).*

5) Fetal Alcohol Spectrum Disorder (FASD) –

The State Board of Education shall include "fetal alcohol spectrum disorder" in the definition of "other health impairment" in Section 3030 of Title 5 of the California Code of Regulations for a student's eligibility for special education, (SEE attached FASD Presentation – REF: I-F.3).

6) CDE Compliance Monitoring –

The 25 LEAs in SB County successfully concluded the 2022-23 year by completing the following CDE compliance items by the due dates required (great job!):

- IEP Monitoring Process
- CIM and Small Schools Monitoring
- CALPADS End-of-Year (EOY) 3&4 Submission of Data
- DRDP Pre-K Data Submission
- ADR and Learning Recovery Grant Expenditures

7) SBCSELPA Staff Retreat –

The Santa Barbara County SELPA staff had a retreat over the summer to revisit procedures and policy, reboot for the upcoming school year, as well as spending the day getting to know each other better (many SBCSELPA staff are in itinerant positions and see each other infrequently because of responsibilities out in the county). It was a great day! 😊





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

August 3, 2023

The Honorable Gavin Newsom
 Governor, State of California
 1021 O Street, Suite 9000
 Sacramento CA, 95814

Request for Signature: AB 1517 (Gallagher) Special Education: Special Education Local Plan Areas: Local Plans.

On behalf of the *Santa Barbara County SELPA (SBCSELPA)*, I am writing to request your signature on AB 1517 (Gallagher). The California Department of Education (CDE) requires SELPAs to provide monitoring and technical assistance to member LEAs. To date, there is no statutory requirement that SELPAs do this important work. SELPAs should provide technical assistance to member LEAs in the Statewide System of Support. AB 1517 seeks to include language in statute to ensure students with disabilities' (SWD) interests are sufficiently represented by specifically requiring SELPAs to be a part of the technical assistance team supporting their member LEAs in Differentiated Assistance and program improvement. Additionally, SELPAs would be required to document the technical assistance and support they provide in the Local Plan.

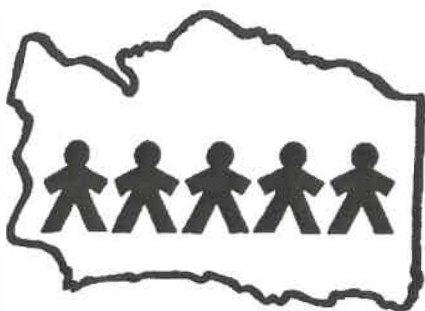
SBCSELPA has 25 member LEA's in our county. We support our LEA's in collaboration with our County Education Office (SBCEO) for Differentiated Assistance, consultation for LCAP development, guidance addressing CDE special education compliance requirements, and the overall development, governance and administration of the special education programs throughout our county.

We support codifying the technical assistance SELPAs provide to LEAs. For these reasons, we respectfully request your signature on AB 1517 (Gallagher).

Sincerely,

Ray Avila, Ed.D.
 Executive Director

cc: The Honorable James Gallagher
 Nichole Murillo, Deputy Legislative Secretary



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

August 3, 2023

The Honorable Gavin Newsom
 Governor, State of California
 1021 O Street, Suite 9000
 Sacramento CA, 95814

Request for Signature: SB 354 (Ochoa Bogh): Special education: inclusive education: universal design for learning: inclusive practices.

On behalf of the *Santa Barbara County SELPA (SBCSELPA)*, I am writing to request your signature on SB 354 (Ochoa Bogh). This bill would promote the inclusion of students with disabilities in general education classrooms by addressing and implementing inclusionary practices through the development of standards and performance expectations for administrators. This bill would also require the Department of Education, in consultation with the Commission on Teacher Credentialing (CTC), to develop and disseminate joint guidance to clarify the ways in which inclusive classrooms and placements may be staffed.

SBCSELPA has provided support through the Alternative to Dispute Resolution (ADR) process for our LEAs and families in our county to address issues and concerns when inclusive practices are not implemented for a student with an IEP. SBCSELPA is also collaborating with our County Education Office (SBCEO) in developing a series of Inclusion Network meetings countywide for the 2023-24 school year with the intent to enhance the focus on the topic of inclusion in our LEAs. These network meetings will provide an opportunity for our district and site level administrators countywide to participate in planning sessions with their teams. SB 354 will complement the efforts of this process.

All California students deserve an education worthy of their potential. For too long, this education has been out of reach for many of our students with disabilities. In 2018-19, California had one of the lowest inclusion rates for students with disabilities in the country: 56.9% of students with disabilities spend 80% or more of their day in general education compared to a national average of 66.2%. We must ensure an appropriate educational setting for students with disabilities that accounts for their educational needs while they learn alongside peers without disabilities. This also allows students with disabilities to develop relationships with their school and community. It is critical that outcomes for students with disabilities are improved, which may be impacted by providing the support necessary to implement meaningful, evidence-based inclusive practices in California schools.

SB 354 is necessary to support improved outcomes for students with disabilities. For these reasons, I respectfully request your signature on SB 354 (Ochoa Bogh).

Sincerely,

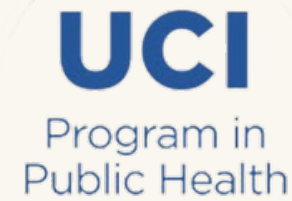
Ray Avila, Ed.D.
 Executive Director

cc: The Honorable Rosilicie Ochoa Bogh
 Nichole Murillo, Deputy Legislative Secretary

FASD Now!

A CALIFORNIA ALLIANCE

ED CODE 56332



FASD NorCal



Shannon Iacobacci

- Parent of multiple children with FASD
- FASD Specialist, MS Psychology
- Neurobehavioral Educator
- FASD*Now!* Alliance Member
- FASCETS[®] Board Chair
- Master IEP Coach[®]
- Founder, Embracing The Brain

ED CODE 56332

The State Board of Education shall include "fetal alcohol spectrum disorder" in the definition of "other health impairment" in Section 3030 of Title 5 of the California Code of Regulations.



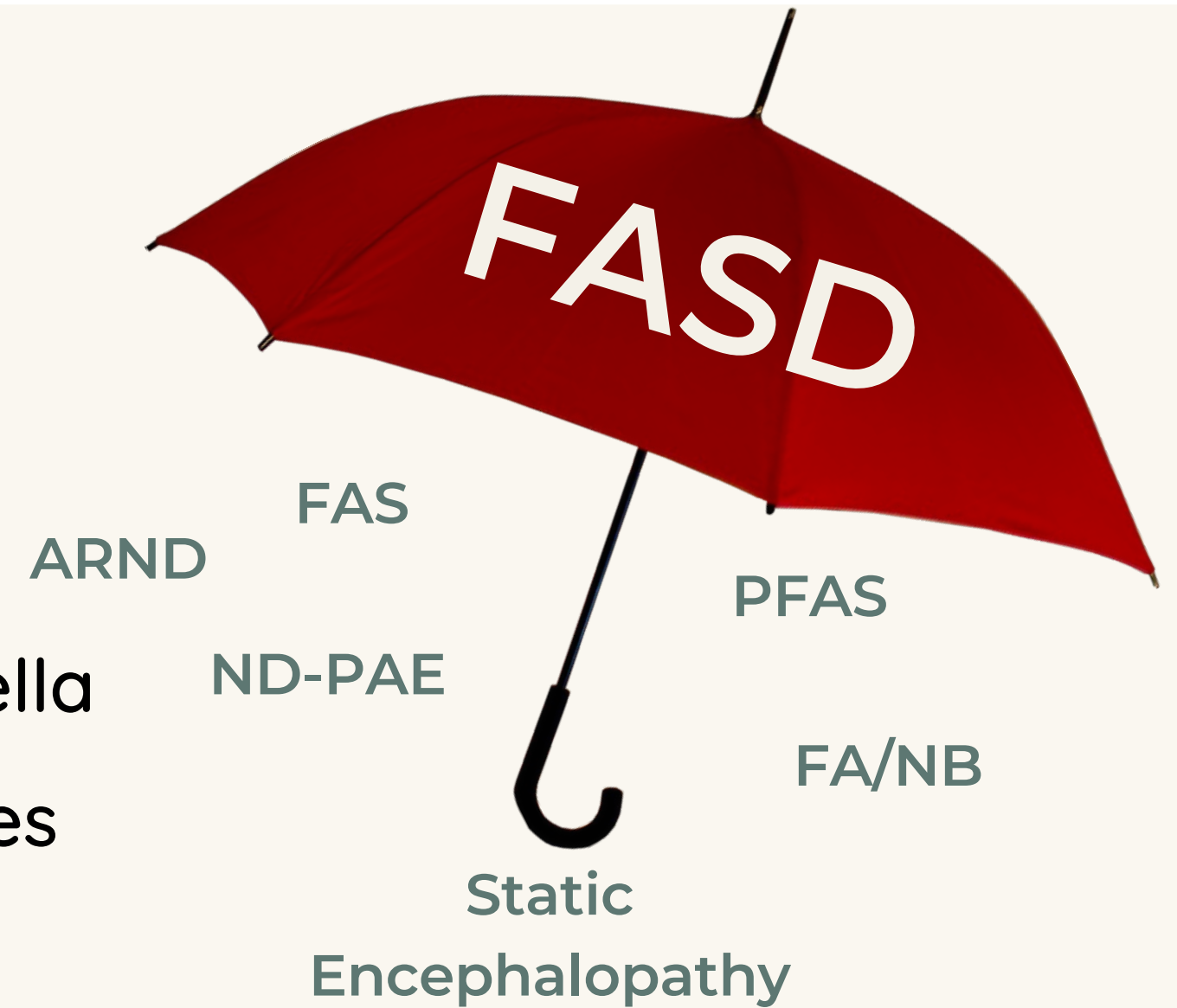
Objectives

- How FASD impacts learning
- What can school systems do to better support students with FASD
- Transition planning



What is FASD?

Fetal Alcohol Spectrum Disorder (FASD) is an umbrella term that describes a range of permanent disabilities that affect the brain and body of people who were prenatally exposed to alcohol. Each person with FASD has both strengths and challenges and will need special supports to help them succeed with many parts of their daily lives. (adapted from CANFASD)



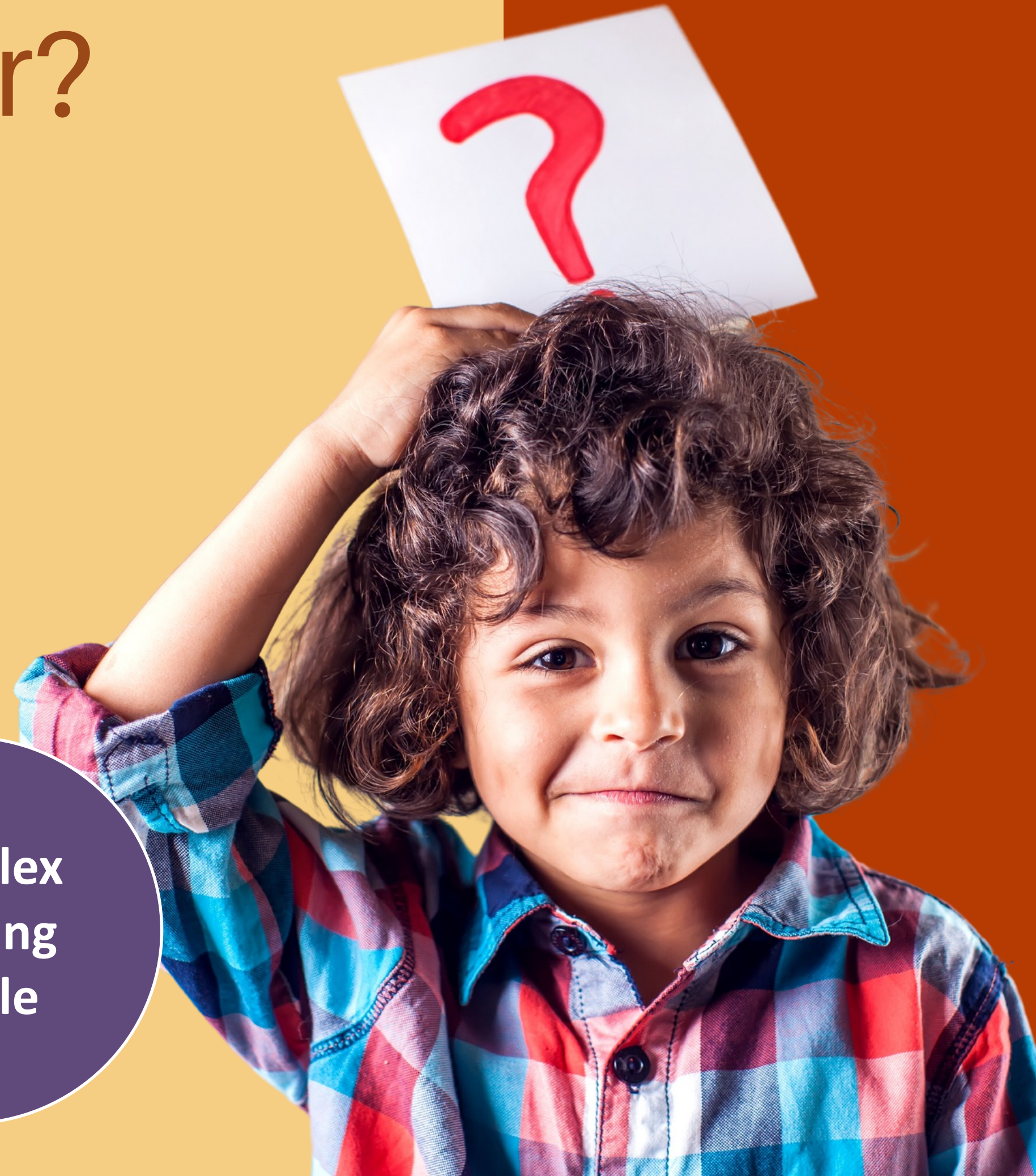
Why does it matter?

High Prevalence
1 in 20
(May et al., 2018)

**Unique
Challenges**

Hidden

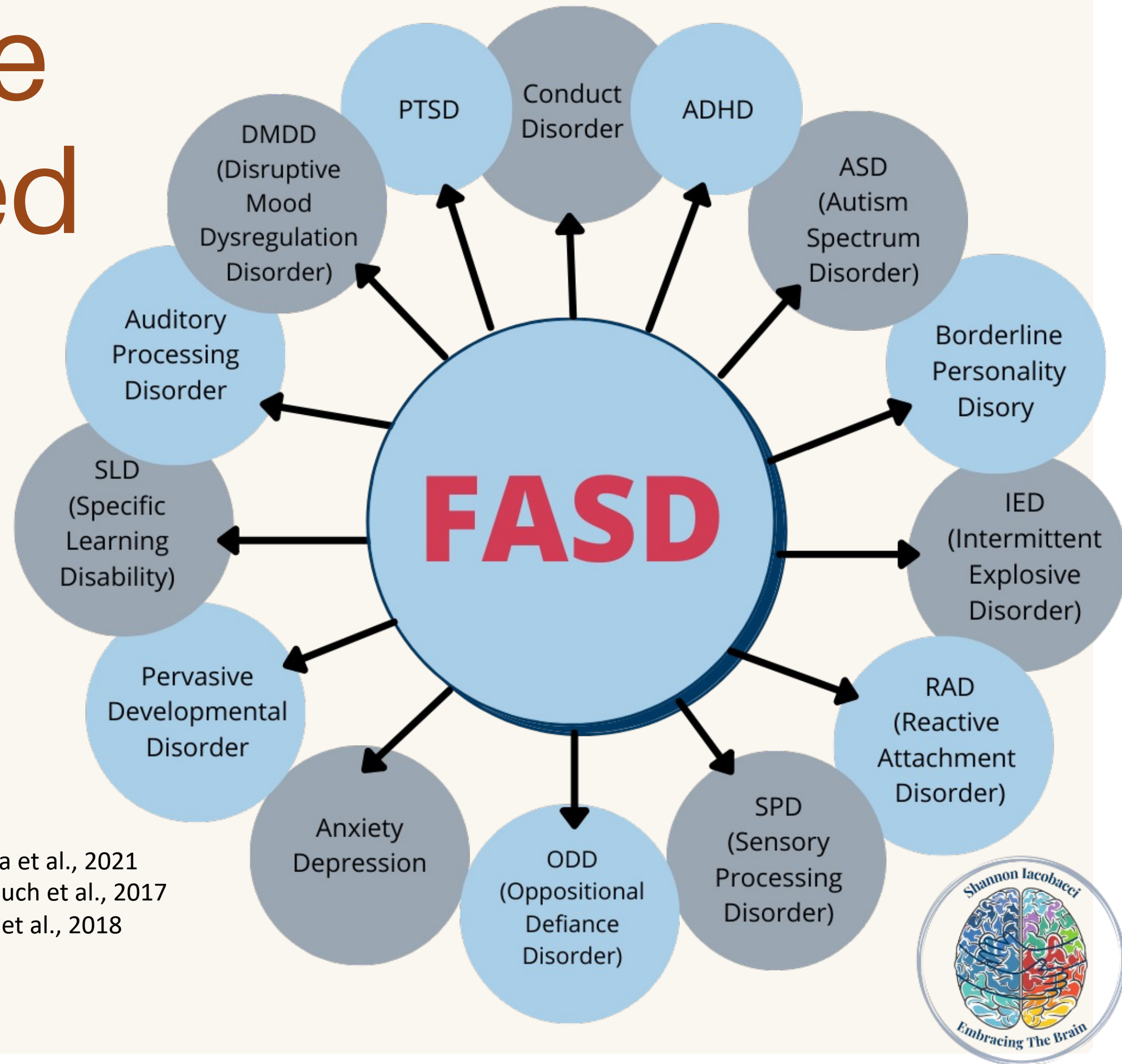
**Complex
learning
profile**



FASD is pervasive and unrecognized

- Between 1%-20% have a diagnosis
- Many of these students may already be receiving special education services
- Comorbidity/overlapping diagnosis
- Stigma

-Popova et al., 2021
 -Weyrauch et al., 2017
 -Lange et al., 2018



Case Study

Uneven Development: 6-Year-Old Child

Actual age of person: 6

Developmental age---3

Strengths (art, sports)-----10

Expressive language-----8

Receptive language-2

Reading -----4

Comprehension ----3

Brain
not
Blame

Case Study

Uneven Development:
10-Year-Old Child

Actual age of person: **10**

Developmental age-----5

Strengths (art, sports)-----14

Expressive language-----12

Receptive language--4

Reading -----8

Comprehension -----5

FASD *Now!*
A CALIFORNIA ALLIANCE



Case Study

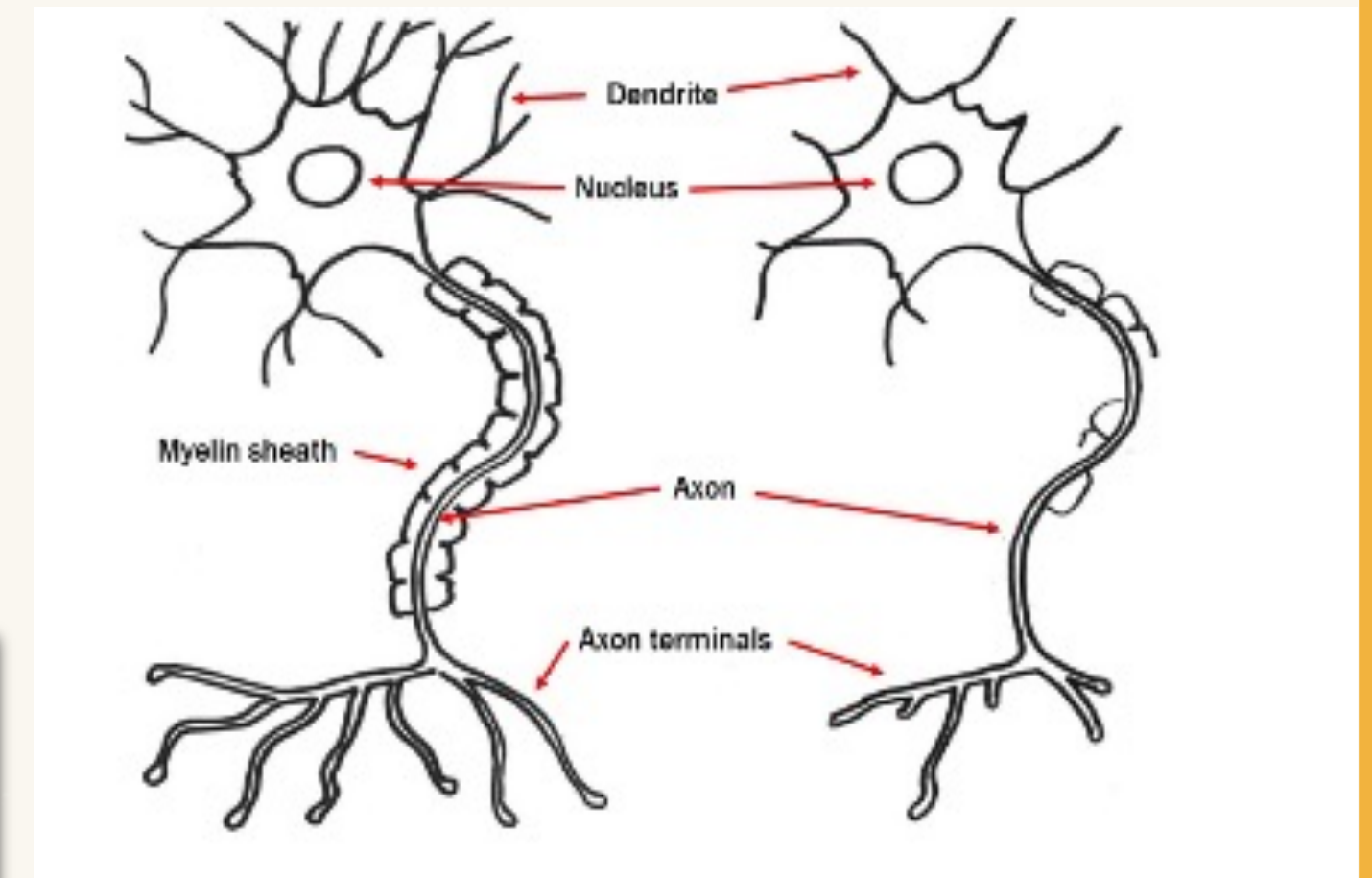
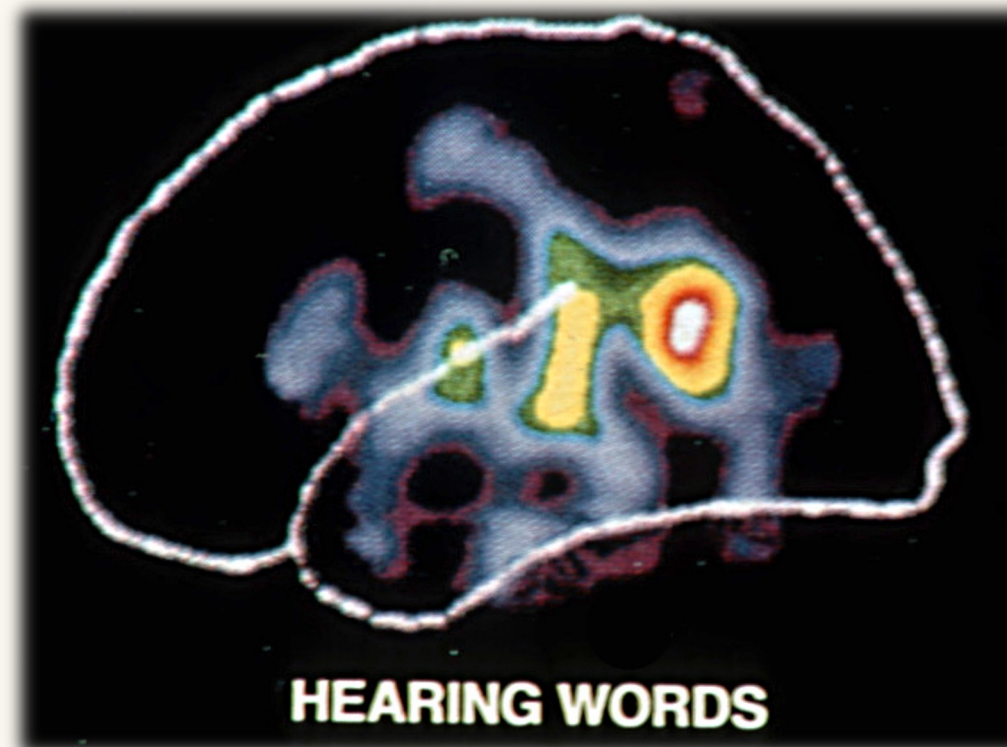
Uneven Development:
18-Year-Old Adolescent

Actual age of person: **18**

Developmental age-----	9
Strengths (art, sports)-----	24
Expressive language-----	20
Receptive language----	8
Reading -----	14
Comprehension -----	7



How FASD Impacts Learning



Top Enigmas and Challenges

- Math
- Transferring skills learned
- Executive functioning
- Inability to generalize
- Cognitive inflexibility
- Understanding cause and effect relationships/learning from consequences
- Adaptive functioning

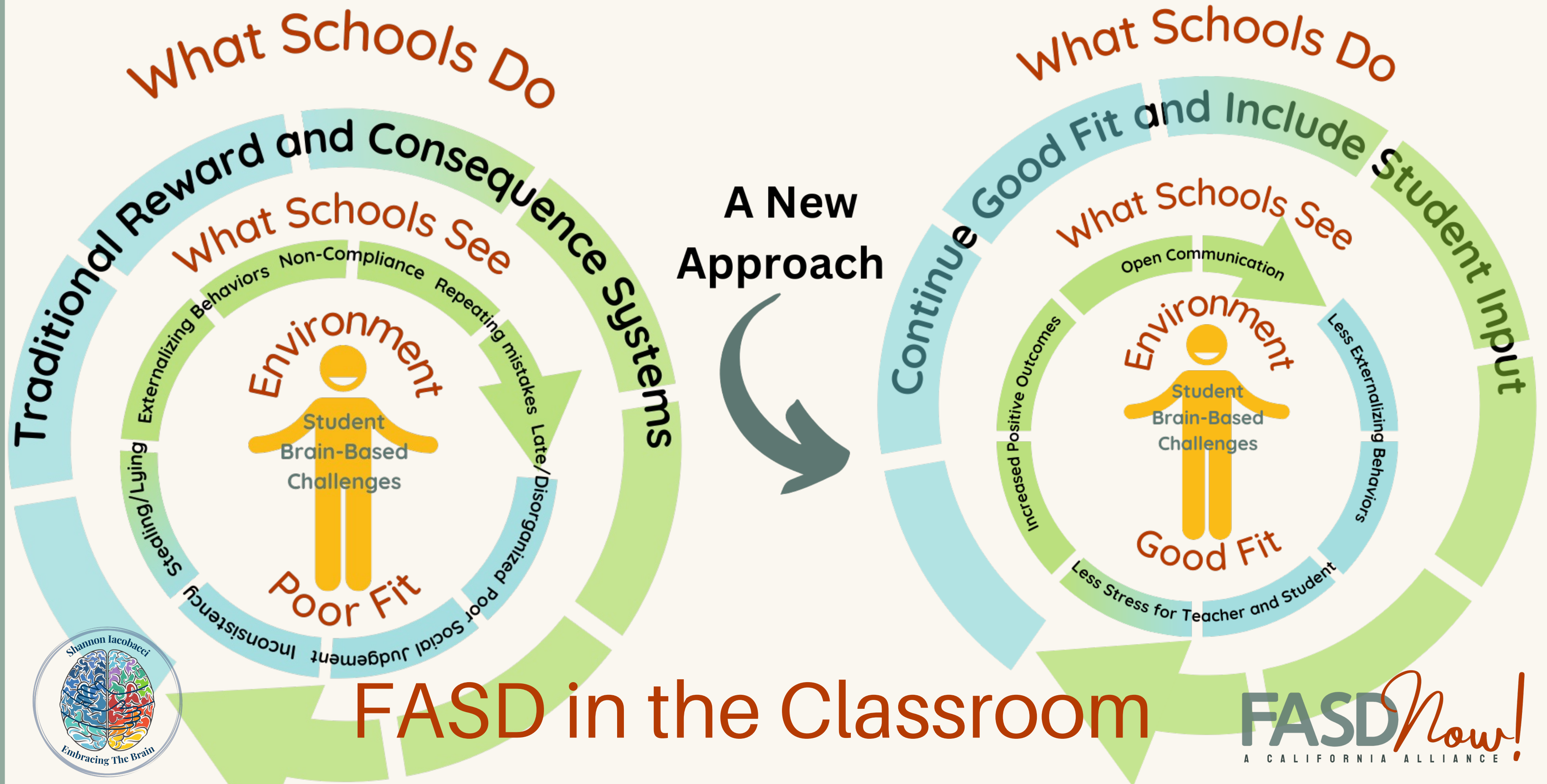
The standard IQ range for individuals with FASD is between 20-120, with an average of 72

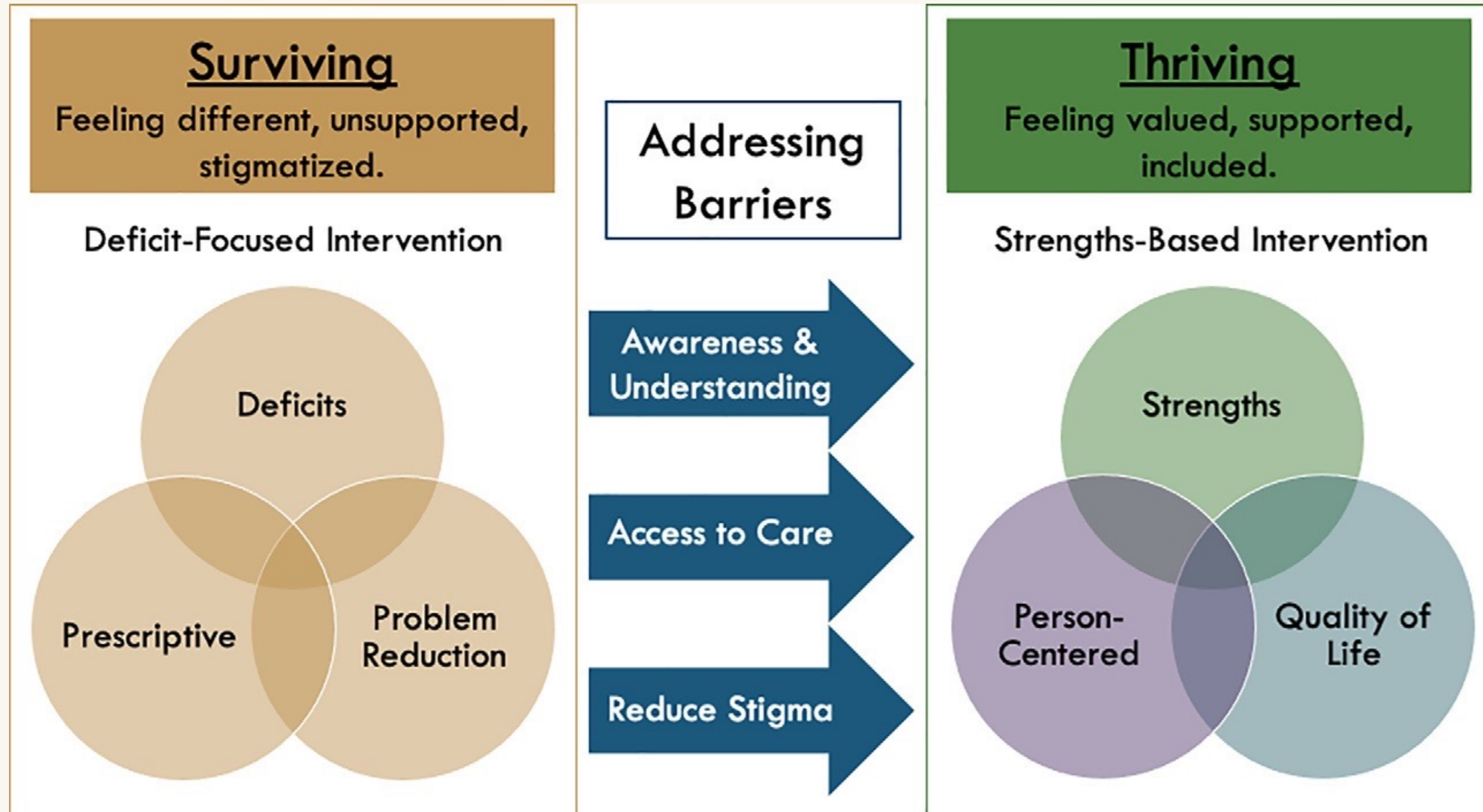
-Mattson, 202

What can school systems do?

- Research
 - Limited
 - Learning curve
- Best Practices
 - Early identification
 - Strengths-based







-Petrenko & Turnbull, 2021

Building On Strengths



What do you want the world to know about you?

FASD Now!
A CALIFORNIA ALLIANCE

It is imperative to understand that these children process information and learn differently due to prenatal alcohol exposure, and helping students with FASD requires a paradigm shift. The goal is not to figure out how to get the students with FASD to conform or behave like the other students; the goal is to figure out how to teach and adapt the school environment to meet the student's learning styles

-(Millar et al., 2014).

Special Considerations During Assessments

- Assessment choice and interpretation
- Test Scatter
- IQ Range



Special Considerations Developing the IEP



- Students with FASD are likely to have multiple areas of need
- Create a unique learning profile
- Short term objectives
- Consider interdependence vs independence
- Addressing the “non-preferred” task
- Student strengths

Accommodations

- Think brain not behavior
- Considerations for interdependence vs. independence
 - Navigator
- Get comfortable with out-of-the-box alternatives
- Think creatively when creating effective accommodations for students

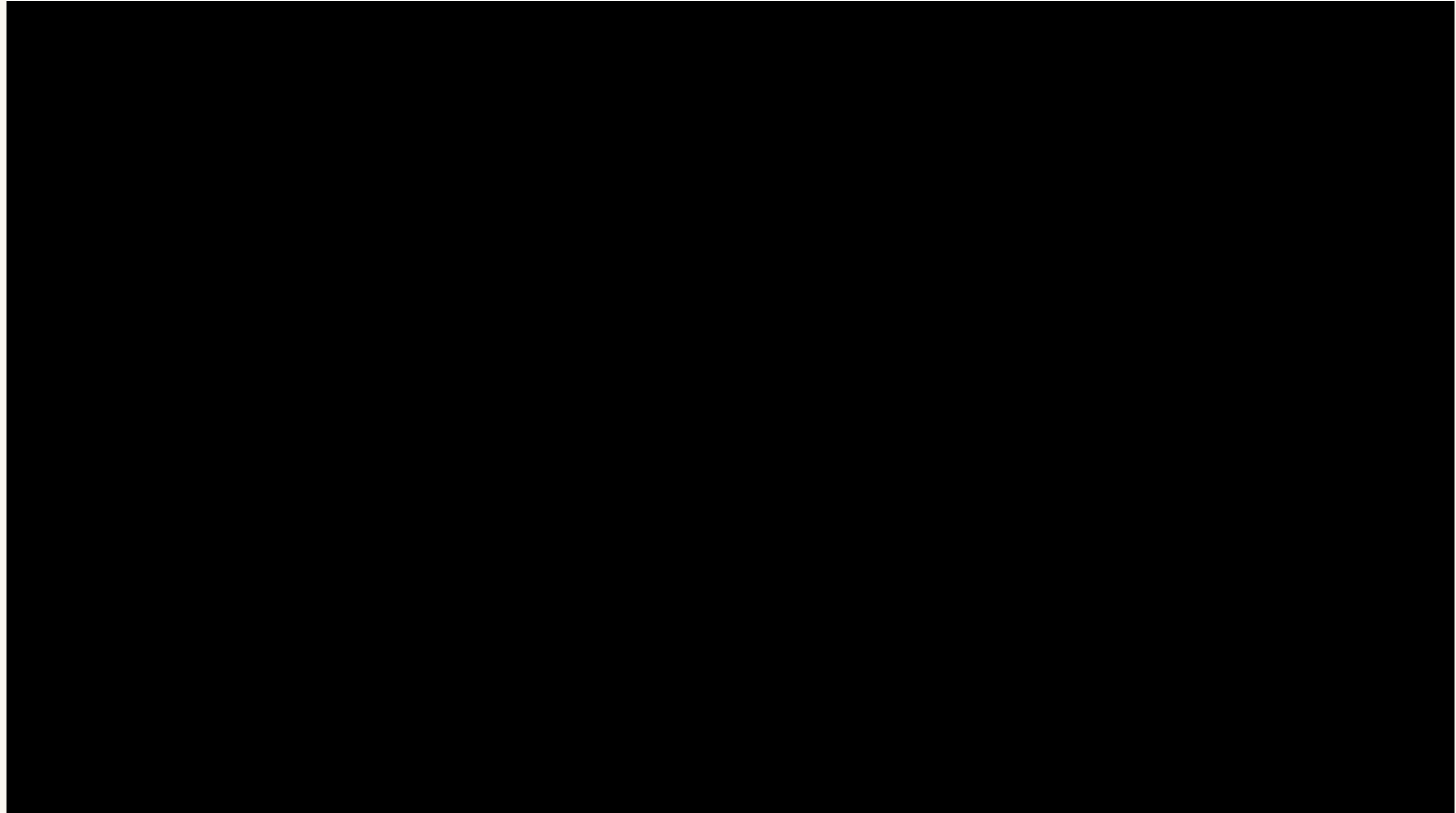
"When a plant is not thriving, you do not change the plant, you change its environment"



How Can You Help as SELPA Leaders?

- Ensure educators, administration, providers and staff are trained on FASD
- FASD-Informed assessment practices
- Cross-agency collaboration
- Support best practices
- Avoid activities that may inadvertently contribute to stigma

Shifting The Focus





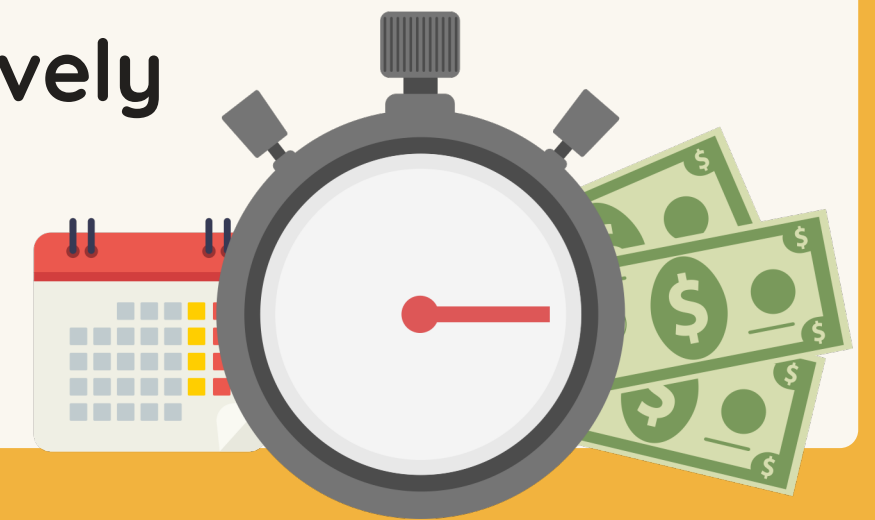
Transition Planning

**Transitions between
school sites as well
as ITPs**

Elementary and Middle School



- Interdependence vs. Independence
- Consider the student's developmental and adaptive skills
- Real life skills
- Consider
 - Strengths
 - abilities
 - interests
- Educating the student how to advocate for themselves effectively
- Connecting with resources



Life After High School

- Trade schools and on-the-job learning opportunities
- Navigator
- Assistive technology
- Educational rights holder
- Self-advocacy



Reference Materials

IDENTIFYING FASD IN THE CLASSROOM

Family history of substance use or alcohol use during pregnancy should trigger an immediate consideration of FASD

Red Flags

Red Flags are helpful tools to bring attention to situations where Fetal Alcohol Spectrum Disorders (FASD) may warrant consideration. With the exception of a direct notification of alcohol exposure in utero, individual red flags are not necessarily representative of FASD; however, when multiple red flags occur in the same individual, it is essential to consider the possibility of FASD as a contributing factor.

- Multiple mental health diagnoses (especially ADHD, RAD, ODD and mood disorders)
- Discipline does not seem to work, or effects do not last
- Repeat failure despite increasing interventions
- Adaptive functioning much lower than expected based on cognitive ability
- Autistic traits (but may or may not meet full criteria for autism)
- Acts younger than expected for their age
- Atypical social relationships
- Receptive language lower than expressive language (an atypical profile)
- ADHD diagnosis with poor response to ADHD medications
- Significant scatter in cognitive testing profile
- Difficulty learning from one's own mistakes
- Test results and classroom academic performance may not be aligned (often testing demonstrates higher ability than demonstrated in class)
- Significant variability in academic performance from day to day (or within a day) (e.g. knowing and able to demonstrate a skill one day and unable to do so the next)

School dropout and expulsion rates are significantly higher for students with FASD.
-CDC, 2023; Taylor & Enns, 2018; May et al., 2018

Children who are adopted or who have experienced out-of-home care are five times more likely to have FASD.
-Chasnoff et al., 2016; Popova et al., 2018

FASD Now!
A CALIFORNIA ALLIANCE

www.fasdnw.org

© 2023 FASD Now
Revision 3

INTERVENTION GUIDELINES for STUDENTS WITH FASD

FASD is a physical disability. Developing appropriate accommodations and services requires the IEP team to view the student through a neurodevelopmental/brain-based lens. With FASD, it is important to view the student's difficulties as a manifestation of their disability rather than as purposeful behaviors.

Interventions that are likely to be SUPPORTIVE

- Self-directed breaks
- Structure and predictability
- 8 Magic Keys (fasdoutreach.ca)
- Supervision across settings
- Consistency and repetition
- Think brain, not behavior
- Universal Design for Learning (UDL)
- Creating trusting relationships
- Relationally-based interventions
- Strength-Based approach to teaching
- Plan and practice any expected change in routine
- Support for executive functions and interdependency
- Creating opportunities for movement within the classroom
- Expectations must meet the developmental level of the student
- Any mental health interventions must be adapted to allow for cognitive and language processing deficits
- Sensory Processing supports designed by an Occupational Therapist with sensory processing expertise
- Social Communication supports by Speech Language Pathologist (SLP)
- Robust Transition Plans that include self-advocacy, interdependency, and connections to support systems
- The emphasis is on shifting the environment and expectations to meet the needs of the student
- Incorporate adaptive skills into the curriculum (money, math, time, safety awareness)
- Individualized accommodations based on the student's learning profile (rather than behavior modifications; think physical disability)

Interventions that are likely to be INEFFECTIVE and/or HARMFUL

- Rewards & Punishments (i.e. point systems, level systems, sticker charts)
- Behavioral Modification (including compliance-based behavioral intervention plans)
- Applied Behavioral Analysis (ABA)
- Cognitive Behavioral Therapy (CBT) (unless specifically adapted to utilize FASD-Informed approaches)

FASD Now!
A CALIFORNIA ALLIANCE

www.fasdnw.org

© 2023 FASD Now

FASD and the Educational Evaluation

Areas of Suspected Need to Consider with FASD

- Neuropsychological
- Cognitive/Intellectual
- Academic/Achievement
- Executive Functioning (in addition to interviews, direct, in-depth testing with the student)
- Memory (including Working Memory, Visual Memory, Auditory Memory, Generalizing)
- Processing (Visual, Auditory, Speed, Sequencing)
- Adaptive Skills (regardless of Cognitive Functioning)
- Social Communication
- Anxiety, Depression, Trauma
- Language and Speech (Expressive, Receptive, Pragmatics, Abstract Language)
- Occupational Therapy (Sensory, Fine-Motor, Dyspraxia)
- Assistive Technology
- Transition

FASD (Fetal Alcohol Spectrum Disorder) is a complex disability with the potential to impact all bodily systems. When evaluating someone with FASD, knowledge of what to assess and how to accurately interpret the findings is imperative to making appropriate recommendations.

Considerations When Interpreting Assessment Results for Students with FASD

- Scatter is part of the FASD disability profile and should not be dismissed
- Significant variability from one day (or hour) to another, or in different settings is common
- Assessment must include observation and analysis
- Cognition does not predict Adaptive Functioning in FASD (Low Adaptive Functioning is common with average or above average cognition and typically constitutes a greater discrepancy than seen with ADHD)
- Analyze results using a neurodevelopmental/brain-based disability lens (brain-based disability supersedes mental health lens)
- Brain-based disability is the primary challenge, mental health concerns are either part of the brain damage or are a secondary condition due to lack of appropriate services or interventions

FASD Now!
A CALIFORNIA ALLIANCE

www.fasdnw.org

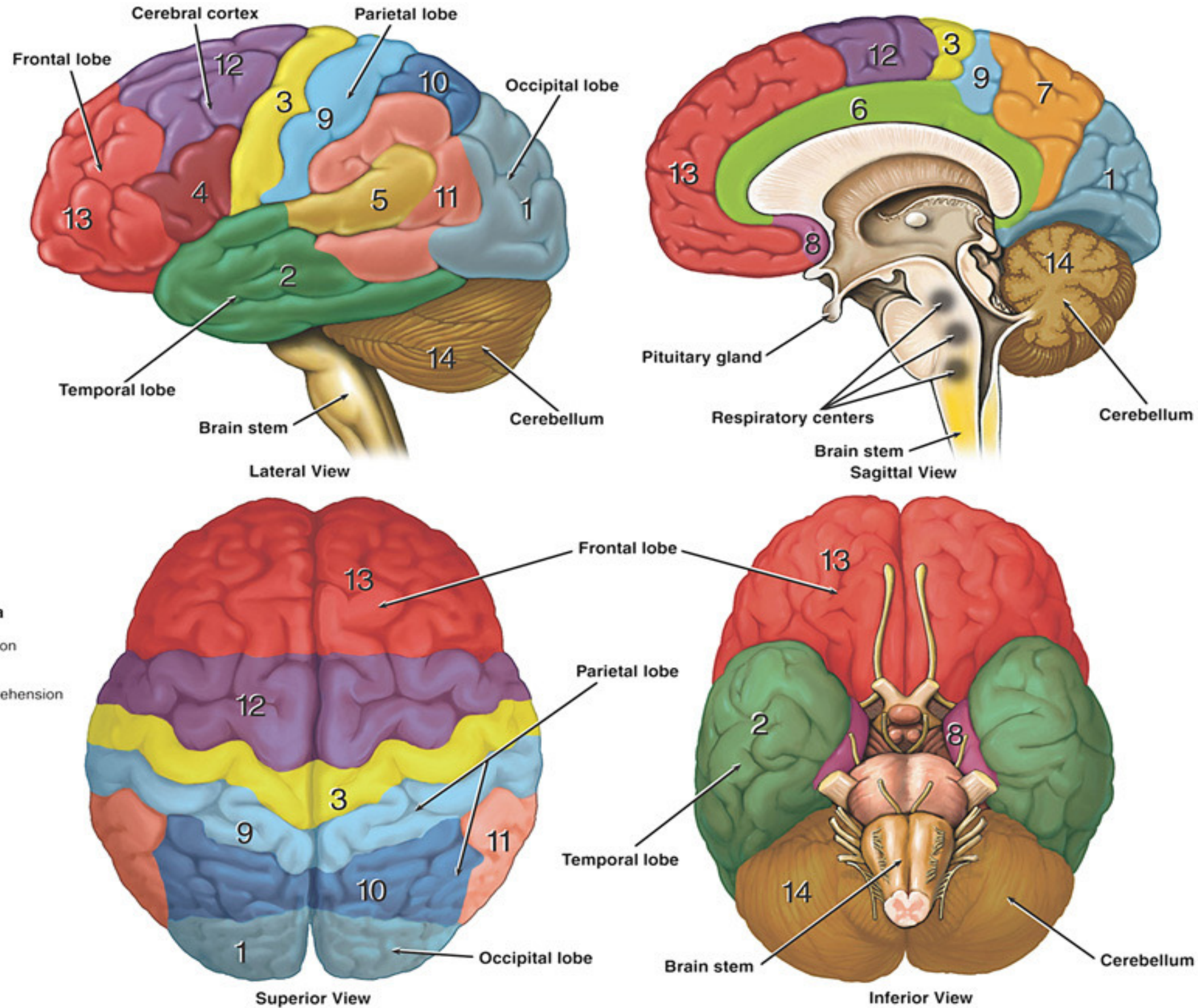
© 2023 FASD Now

Functional Areas of the Cerebral Cortex

- 1 **Visual Area:**
Sight
Image recognition
Image perception
- 2 **Association Area**
Short-term memory
Equilibrium
Emotion
- 3 **Motor Function Area**
Initiation of voluntary muscles
- 4 **Broca's Area**
Muscles of speech
- 5 **Auditory Area**
Hearing
- 6 **Emotional Area**
Pain
Hunger
"Fight or flight" response
- 7 **Sensory Association Area**
- 8 **Olfactory Area**
Smelling
- 9 **Sensory Area**
Sensation from muscles and skin
- 10 **Somatosensory Association Area**
Evaluation of weight, texture, temperature, etc. for object recognition
- 11 **Wernicke's Area**
Written and spoken language comprehension
- 12 **Motor Function Area**
Eye movement and orientation
- 13 **Higher Mental Functions**
Concentration
Planning
Judgment
Emotional expression
Creativity
Inhibition

Functional Areas of the Cerebellum

- 14 **Motor Functions**
Coordination of movement
Balance and equilibrium
Posture



Removing Obstacles

Thank You!

We look forward
to continuing to
support you in
your work.



Questions?



Resources

Further Training/Learning

- Embracing The Brain
- Healthy Minds Consulting
- JanisReidlcsw.com
- FASD Network of Northern California
- FASCETS
- FASDNow!

FASD and Education

- POPFASD (UK)
- FASCETS.org

Additional Information

- Provided handouts
- Recorded Webinar – FASD in the Classroom
 - FASD Network of Northern California

Helpful Websites

- POPFASD (UK)
- FASCETS
- FASD United
- FASD Network of Northern California
- FASD Network of Southern California



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 JUNE 5, 2023, REGULAR MEETING

Public Session – 9:00 a.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 **9:07 a.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*

Hilda Maldonado

Susan Salcido

Members Absent: Amy Alzina, *Clerk*

Emilio Handall

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

Kirsten Escobedo, Assistant Superintendent, Special Education, SBCEO

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, Kirsten Escobedo joined this meeting. There were no other guests in attendance at the meeting.

SBCSELPA JPA BOARD
MINUTES OF JUNE 5, 2023

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

E. **Renew Membership for Current Board Members & Board Officer Positions of Amy Alzina, JPA Clerk, Emilio Handall, and Anne Hubbard, JPA Chairperson, and administer Oath of Office.**

Anne Hubbard was the only board member present at today's meeting, her board membership was renewed for 2023-2025 term, and she remains the JPA Board Chairperson. The renewal of membership for Amy Alzina & Emilio Handall will be pushed to the next board meeting agenda, August, or September 2023.

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

Ray Avila reviewed the report he prepared for the JPA Board, highlighting item 3, Special Education Finance Update. This item specifically reviewed the newly released trailer bill language, and the bill proposal dubbed the "SELPA Administration Fee Cap." Item 3 explains language within trailer bill as it is written. The proposed language would prevent SELPA from having free flow access to AB 602 funds. The cap does not eliminate SBCSELPA plan to mitigate impact of trailer bill language on NPS funding. However, it does hamper access. If the language goes through and becomes law, the Local Plan will need to be reviewed and potentially revised in response to that.

The Trailer Bill came to be under the assumption that Governor Newsome's intent is to provide greater local control to school districts. The SBCSELPA pushes out as much funding as possible districts, and comparatively more than other SELPAs. The Board was satisfied; there were no questions or comments.

II. **PUBLIC COMMENTS**

There were no public comments.

III. **PUBLIC HEARING**

A. **Santa Barbara County SELPA 2023-2024 Proposed Adopted Budget**

- | | |
|----------------------------------|---------------------------------|
| 1. Convene Public Hearing | Opened: <u>9:15 a.m.</u> |
| 2. Discussion and Input | |
| 3. Adjournment of Public Hearing | Closed: <u>9:21 a.m.</u> |

IV. **APPROVAL OF ADDITIONAL EMERGENCY ITEMS**

There were no additional emergency items presented.

V. **APPROVAL OF ACTION AGENDA**

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

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

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

VI. **CONSENT AGENDA:** The JPA Board took action on Items A - M:

A. **Minutes of May 1, 2023 Regular Meeting**

B. **Ratification of Payment of Claims:** 01-738299 – 01-738313, 01-739341 – 01-739359, 01-740356 – 01-740374, 01-741490 – 01-741500, 01-742569 – 01-742578.

SBCSELPA JPA BOARD
MINUTES OF JUNE 5, 2023

VI. **CONSENT AGENDA** *(continued)*

C. 2022-2023 & 2023-2024 Nonpublic School (NPS) Individual Service Agreements (ISAs)

1. 22-23 Individual Service Agreement: Devereux Advanced Behavioral Health
2. 23-24 Individual Service Agreement: Diamond Ranch Academy
3. 23-24 Individual Service Agreement: Intermountain Children's Home & Services
4. 23-24 Individual Service Agreement: Lava Heights Academy

D. 2023-2024 Nonpublic School (NPS) Master Contract Rates

1. Exhibit A Rates Sheet: Diamond Ranch Academy
2. Exhibit A Rates Sheet: El Paseo Children's Center
3. Exhibit A Rates Sheet: Lava Heights Academy
4. Exhibit A Rates Sheet: Sorenson's Ranch School
5. Exhibit A Rates Sheet: Solstice RTC/Fernwood Academy
6. Exhibit A Rates Sheet: Triumph Academy

E. 2023-2024 Nonpublic Agency (NPA) Master Contract Rates

1. Exhibit A Rates Sheet: RO Health, LLC – San Diego

F. 2023-2024 Legal Service Agreements

1. Adams Silva & McNally
2. Atkinson, Adelson, Loya, Ruud & Romo
3. Fagen Friedman Fulfroost
4. Hatch & Cesario
5. Liebert Cassidy Whitmore

G. 2023-24 Research Agreement Between the Regents of the University of California Santa Barbara and the Santa Barbara County Special Education Local Plan Area

H. Memorandum of Understanding (MOU) of Santa Barbara Unified School District (SBUSD) as the Employer of Record for the SBCSELPA WRAP Services Team for the 2023-24 School Year

1. MOU

I. SB-PIC (SBCSELPA/UCSB) APPIC Doctoral School Psychologist Intern Match and Service Agreement

1. Services Agreement: Aldous "Dos" Pabon – Carpinteria

J. 2023-24 Agreement Between Crisis Prevention Institute, Inc. (CPI) and SBCSELPA

K. Agreement Between SBCSELPA and Laura Morizio, PhD, NCSP, for Mental Health Research/Services for the 2023-24 School Year

1. Services Agreement

L. Agreements Between SBCSELPA and SLO-SELPA for G.R.O.W. training and consultant services for 2023-24

1. SBCSELPA Services Agreement
2. SLO-SELPA Agreement for Consultant Services

SBCSELPA JPA BOARD
MINUTES OF JUNE 5, 2023

VI. **CONSENT AGENDA** *(continued)*

M. **Employment Contract Renewal for Deborah Umansky as SBCSELPA Mental Health Specialist, Clinical Psychologist Supervisor**

1. 2023-2024 Employment Contract

Recommendation: The JPA Board approves Consent Agenda Items A through M as presented.

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

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

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

VII. **PRESENTATION**

A. **SBCSELPA Professional Development 2022-2023 and 2023-2024**

Presenter: Jennifer Connolly, SBCSELPA Coordinator

1. SBCSELPA Professional Development One-Year-Plan for 2023-2024
2. Professional Development 2023-2024 Projections by Month – In Person, Virtual, Hybrid In-Person & Virtual (Recorded, posted on SBCSELPA website).

Jennifer Connolly shared a PowerPoint presentation with the JPA Board reviewing the 22-23 Professional Development offerings and overall attendance, along with the proposed offerings for the 23-24 school year.

The SBCSELPA provided multiple types of training throughout 22-23 including mini-district training, larger training, or all county (including full and half day), multi-day training, and also watch parties. Most training courses were free of charge, recorded, and posted to the website. A multitude of network meetings were also held during the 22-23 school year.

Jennifer also provided an overview for 23-24, the one-year plan is based on the Compliance Improvement Monitoring program, additionally, Differentiated Assistance is also a facet taken into consideration for planning. Evaluation data, LCAP targets, ongoing high-priority focus areas as well as other factors are also points of consideration for the one-year plan. The board was satisfied; there were no questions or comments.

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

A. **Santa Barbara County SELPA (SBCSELPA) 2023-2024 Proposed Adopted Budget**

1. SBCSELPA Proposed Adopted Budget

Recommendation: The JPA Board approves the SBCSELPA 2023-2024 Proposed Adopted Budget as presented.

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

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

SBCSELPA JPA BOARD
MINUTES OF JUNE 5, 2023

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

Rachel Wigle introduced and reviewed this item, sharing the SELPA 2023-2024 Adopted Budget review, including contingency plans. Dr. Salcido asked if the proposed adopted budget, which includes the discourse county-wide as to adjusted contingencies, includes any updates. Rachel informed the JPA that there is no unanimous agreement for an MOU. The current implementation plan is Plan C. There is a potential portion of Plan D to be incorporated, whereby an MOU could be created with districts for SELPA to use Federal funds for trade. Dr. Salcido thanked the SBCSELPA administrative team for the constant work towards the multiple iterations of the funding model. In kindness, Dr. Avila thanked the JPA for their valued feedback in the process of revision. The board was satisfied; there were no further questions or comments.

B. 2023-2024 Annual Deferred Maintenance Projects

1. SBCEO Request

Recommendation: The JPA Board approves funding of the annual deferred maintenance projects scheduled for 2023-2024 as presented.

Motion to Approve: Antonio Garcia **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 this item reminding the Board that this is an annual item we receive from SBCEO. The Board was satisfied; there were no questions or comments.

C. Santa Barbara County Education Office (SBCEO) Request to Exceed the Non-Salary Budget Regional Program Cost Caps

1. SBCEO Request
2. 2023-24 Regional Assessment & Tech Plan

Recommendation: The JPA Board approve SBCEO's request to exceed the non-salary budget caps in the 2023-2024 school year as presented.

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

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

Ray Avila introduced this item as well, again reminding the Board that this is an annual item we receive from SBCEO. The Board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF JUNE 5, 2023

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

D. Carpinteria Unified School District (CUSD) Request to Take Back Occupational Therapy (OT) Services for 2024-25 School Year

1. Carpinteria Letter of Intent
2. Program Transfer Plan & Checklist

Recommendation: The JPA Board approves the Carpinteria O.T. program transfer plan as presented.

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

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

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

E. Santa Ynez Valley Special Education Consortium (SYVSEC) to Take Back Occupational Therapy (OT) Services for 2024-25 School Year

1. SYVSEC Letter of Intent
2. Program Transfer & Checklist

Recommendation: The JPA Board approves the SYVSEC O.T. program transfer plan as presented.

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

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

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

F. Santa Barbara County Local Plan Revision, Section 9, AB 602 Special Education Fiscal Allocation Plan – Change for Funded ADA *(First & Second Reading/Approval)*

1. SBCSELPA Local Plan, Section 9, 3402 AB 62 Special Education Fiscal Allocation Plan Revisions

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

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

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

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

SBCSELPA JPA BOARD
MINUTES OF JUNE 5, 2023

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

G. **Santa Barbara County Education Office (SBCEO) Regional Program Operator
Request for Funding for Program Expansion of Santa Maria/Orcutt Preschool SDC for
the 2023-2024 School Year**

1. SBCEO Request

Recommendation: The JPA Board approves the SBCEO request for funding for expansion of Santa Maria/Orcutt Preschool SDC Class for the 2023-2024 school year as presented.

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

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

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

H. **Santa Barbara County Education Office (SBCEO) Regional Program Operator
Request for Funding for Program Expansion of Santa Ynez Valley Preschool SDC
Class for the 2023-2024 School Year**

1. SBCEO Request

Recommendation: The JPA Board approves the SBCEO request for funding for expansion of preschools in Santa Ynez Valley for the 2023-2024 school year as presented.

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

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

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

I. **Santa Barbara County Education Office (SBCEO) Regional Program Operator
Request for Funding for Program Expansion of Lompoc Preschool SDC Class for the
2023-2024 School Year**

1. SBCEO Request

Recommendation: The JPA Board approves the SBCEO request for funding of additional support staff for Lompoc LEAP Program for the 2023-2024 school year as as presented.

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

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

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

SBCSELPA JPA BOARD
MINUTES OF JUNE 5, 2023

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION (continued)

J. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Funding of Additional Support Staff for Lompoc LEAP Program

1. SBCEO Request

Recommendation: The JPA Board approves the SBCEO regional program request for funding for additional support staff for Lompoc LEAP program for the 2023-2024 school year as presented.

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

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

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

K. Proposed 2023-2024 SBCSELPA JPA Board Meeting Dates

Recommendation: The JPA Board approves the proposed 2023-2024 SBCSELPA JPA Board Meeting dates as presented.

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

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

Ray Avila introduced and reviewed this item. Since the last JPA meeting, the SELPA has worked with the employee regarding his lay off. The individual did technically have seniority over the current BCBA and possessed rights over the other BCBA being retained. However, due to logistics, the individual being laid off waived his rights and accepts the layoff. The Board was satisfied; there were no questions or comments.

VIII. ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION

A. SBCSELPA Office Lease Extension

1. Office Lease

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

B. SBCSELPA 2022-2023 Alternate Dispute Resolution (ADR) Outcomes

1. SBCSELPA ADR Outcome Data for 2022-2023 & 2021-2022 School Years
2. SBCSELPA ADR Countywide Events Offerings for 2022-2023 by Month

Jennifer Connolly reviewed caseload and outcomes for the 22-23 school year. The SELPA ADR Cadre has been highly effective and appreciated collaborative partners in the effort to administer ADR throughout the county. 8 ADR cases, with 2 intakes currently ongoing, have been recorded for 22-23. The SELPA has also provided multiple training courses across the county both in the legal context as well as in the administration of ADR and preventative measures and approaches. The Board was satisfied; there were no questions or comments.

SBCSELPA JPA BOARD
MINUTES OF JUNE 5, 2023

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

C. **SBCSELPA Professional Development (PD) Summary for 2022-23 and Proposed Plan for 2023-2024**

1. 2022-23 Professional Development Evaluation Data
2. 2022-23 SBCSELPA Network Meeting Dates
3. SBCSELPA Professional Development Offerings Booklet (Updated May 2023)

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

D. **SBCSELPA Community Advisory Committee (CAC) 2022-23 Annual Project**

1. SBCSELPA Informational Handout for Parents (English/Spanish)

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

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

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

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

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

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

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

X. **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:** August / September **TBD**, 2023
Time: 12:00 p.m.
Location: TBD

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

There were no public comments.

XII. **CLOSED SESSION:** There were no closed session items on the agenda.

XIII. **RECONVENE TO PUBLIC SESSION:** There were no closed session items on the agenda.

XIV. **ADJOURNMENT**

The meeting was adjourned at **10:28 a.m.**

Anne Hubbard, Chairperson
Santa Barbara County SELPA

Ray Avila, Secretary
Santa Barbara County SELPA

Date

Date

Checks Dated 05/24/2023 through 08/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-743545	05/30/2023	MacDonald, Lindsay	01-4300		126.00
01-743546	05/30/2023	Anna Whitehouse	01-5860		3,000.00
01-743547	05/30/2023	Annisha Susilo	01-5860		3,000.00
01-743548	05/30/2023	Barbara Katic	01-5800		5,000.00
01-743549	05/30/2023	CPR COMPUTER SERVICES	01-5860		1,978.44
01-743550	05/30/2023	Crystal Ramos	01-5800		1,508.00
01-743551	05/30/2023	Frontier	01-5910		194.10
01-743552	05/30/2023	Hatch & Cesario	01-5830		50.00
01-743553	05/30/2023	Katrina Scalzi	01-4310		8.69
01-743554	05/30/2023	Lisa Kuhlman	01-4310		214.66
01-743555	05/30/2023	Monica Romero	01-5860		3,000.00
01-743556	05/30/2023	Patterson Associates	01-5600		5,770.17
01-743557	05/30/2023	Santa Maria Jt.union High Dist	01-5830		29,374.00
01-743558	05/30/2023	Santa Maria-Bonita School Dist	01-7281		26,089.47
01-743559	05/30/2023	Tamara Starling	01-5860		3,000.00
01-743560	05/30/2023	Lindsey, Alison	01-5200		1,523.88
01-744371	06/06/2023	Bucio, Rosy	01-5200		1,503.72
01-744372	06/06/2023	Pandac, Philbert R	01-5200		593.49
01-744373	06/06/2023	FAGEN FRIEDMAN & FULFROST LLP	01-5800		1,277.50
01-744374	06/06/2023	Frontier	01-5910		138.74
01-744375	06/06/2023	Glen Annie Golf Club	01-5800		500.00
01-744376	06/06/2023	Rachel Bidinost	01-5200		1,470.48
01-744377	06/06/2023	Santa Barbara Charter School	01-7281		2,702.00
01-744378	06/06/2023	Santa Barbara County Education Office	01-5860		1,114.34
01-744379	06/06/2023	School Services of California	01-5860		310.00
01-744380	06/06/2023	Stephanie Kim	01-5200		974.12
01-744381	06/06/2023	Tania Nunez De La Torre	01-5200		1,519.60
01-744382	06/06/2023	Tina Kurrels	01-5200		507.63
01-744383	06/06/2023	X Tech Laser Printing Inc.	01-5860		257.19
01-745455	06/13/2023	Avila, Ray S	01-5200		1,348.49
01-745456	06/13/2023	Bucio, Rosy	01-5910		35.00
01-745457	06/13/2023	Connolly, Jennifer	01-4300	52.14	
			01-5200	304.58	356.72
01-745458	06/13/2023	Facio-Leon, Natalie	01-5910		35.00
01-745459	06/13/2023	Foote, Lisa A	01-5200	345.18	
			01-5910	35.00	380.18
01-745460	06/13/2023	MacDonald, Lindsay	01-5200		48.47
01-745461	06/13/2023	Pandac, Philbert R	01-5910		35.00
01-745462	06/13/2023	ACSA	01-5300		123.62
01-745463	06/13/2023	Big Green Cleaning Company	01-5860		387.00
01-745464	06/13/2023	Crystal Ramos	01-5800		710.50
01-745465	06/13/2023	Devereux ABH	01-5890		20,692.14
01-745466	06/13/2023	Diamond Ranch Academy, Inc.	01-5890		14,718.73
01-745467	06/13/2023	Frontier	01-5910		187.49
01-745468	06/13/2023	Goleta Union School District	01-5860		26,850.70

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

ESCAPE ONLINE

Page 1 of 5

Checks Dated 05/24/2023 through 08/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-745469	06/13/2023	Greenacre Homes & School	01-5890		21,562.36
01-745470	06/13/2023	Intermountain Residential	01-5890		17,639.00
01-745471	06/13/2023	Jazmin Estebez	01-5200	1,404.98	
			01-5910	35.00	1,439.98
01-745472	06/13/2023	Lauren Bussian	01-4310		68.89
01-745473	06/13/2023	Lava Heights Academy	01-5890		12,524.00
01-745474	06/13/2023	Maria Araujo	01-5800		3,059.50
01-745475	06/13/2023	Monica Santana	01-4310		31.73
01-745476	06/13/2023	North Valley Schools Inc.	01-5890		15,281.00
01-745477	06/13/2023	Patty Luna	01-5800		4,031.00
01-745478	06/13/2023	Rachel Bidinost	01-5910		35.00
01-745479	06/13/2023	Rolando Cerda	01-5800		1,218.00
01-745480	06/13/2023	Sage Communications, Inc.	01-5910		526.32
01-745481	06/13/2023	San Bernardino Co Supt - Tech OMS	01-5800		1,000.00
01-745482	06/13/2023	Sofia Rubalcava	01-5800		754.00
01-745483	06/13/2023	Staples Business Credit	01-4310		23.46
01-745484	06/13/2023	Stephanie Kim	01-5910		35.00
01-745485	06/13/2023	Tania Nunez De La Torre	01-5910		35.00
01-745486	06/13/2023	Tina Kurrels	01-5910		35.00
01-745487	06/13/2023	Verizon Wireless	01-5910		366.51
01-745488	06/13/2023	VISA	01-4300	1,445.65	
			01-5200	1,845.81	
			01-5800	295.83	3,587.29
01-746575	06/20/2023	Bucio, Rosy	01-5200		989.25
01-746576	06/20/2023	Hurvitz, Taryn	01-5200		77.95
01-746577	06/20/2023	ALD Telecom	01-5860	5.66	
			01-5910	48.38	54.04
01-746578	06/20/2023	Desiree Owens	01-5890		245.38
01-746579	06/20/2023	Erin Dowdy-Quirk	01-4300		206.32
01-746580	06/20/2023	Frontier	01-5910		94.44
01-746581	06/20/2023	Great America Financial Svcs.	01-5860		160.65
01-746582	06/20/2023	Hatch & Cesario	01-5830		375.00
01-746583	06/20/2023	Hope School District	01-5830		7,582.00
01-746584	06/20/2023	██████ NPS 2022-23-76	01-5890		2,393.89
01-746585	06/20/2023	Santa Barbara County Education Office	01-5800		300.00
01-746586	06/20/2023	Staples Business More	01-4300		556.82
01-747631	06/27/2023	MacDonald, Lindsay	01-4300		20.00
01-747632	06/27/2023	CalPERS Financial Reporting	01-3202		3,995.33
01-747633	06/27/2023	Crystal Ramos	01-5800		696.00
01-747634	06/27/2023	Frontier	01-5910		125.30
01-747635	06/27/2023	Heather Bouvier	01-4310		43.48
01-747636	06/27/2023	Intermountain Residential	01-5890		16,982.00
01-747637	06/27/2023	Margaret Slater	01-5860		50.00
01-747638	06/27/2023	Patterson Associates	01-5600		5,770.17
01-747639	06/27/2023	Voices	01-5800		85.00

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

ESCAPE ONLINE

Page 2 of 5

Checks Dated 05/24/2023 through 08/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-748582	07/03/2023	Bucio, Rosy	01-5910		35.00
01-748583	07/03/2023	Facio-Leon, Natalie	01-5910		35.00
01-748584	07/03/2023	Foote, Lisa A	01-5910		35.00
01-748585	07/03/2023	Pandac, Philbert R	01-5910		35.00
01-748586	07/03/2023	Apex Auto Glass & Tinting	01-4300		431.79
01-748587	07/03/2023	CPR COMPUTER SERVICES	01-5860		1,620.00
01-748588	07/03/2023	Frontier	01-5910		138.74
01-748589	07/03/2023	Goleta Union School District	01-5860	29,747.84	
			01-7281	29,716.38	59,464.22
01-748590	07/03/2023	Jazmin Estebez	01-5910		35.00
01-748591	07/03/2023	Lisa Kuhlman	01-4310		124.42
01-748592	07/03/2023	Lompoc Unified School District	01-7281		31,271.00
01-748593	07/03/2023	Moss Levy & Hartzheim	01-5810		3,000.00
01-748594	07/03/2023	Rachel Bidinost	01-5910		35.00
01-748595	07/03/2023	School Services of California	01-5860		310.00
01-748596	07/03/2023	Securitas Technology Corp.	01-5860		30.38
01-748597	07/03/2023	Stephanie Kim	01-5200	1,135.97	
			01-5910	35.00	1,170.97
01-748598	07/03/2023	Tania Nunez De La Torre	01-5910		35.00
01-748599	07/03/2023	Tina Kurrels	01-5910		35.00
01-749279	07/11/2023	Facio-Leon, Natalie	01-5200		239.73
01-749280	07/11/2023	Lindsey, Alison	01-5200		1,084.79
01-749281	07/11/2023	Big Green Cleaning Company	01-5860		387.00
01-749282	07/11/2023	CalPERS Financial Reporting	01-3202		42,596.22
01-749283	07/11/2023	Devereux ABH	01-5890		19,956.80
01-749284	07/11/2023	FAGEN FRIEDMAN & FULFROST LLP	01-5830		255.50
01-749285	07/11/2023	Frontier	01-5910		198.32
01-749286	07/11/2023	Goleta Union School District	01-7281		477.36
01-749287	07/11/2023	Greenacre Homes & School	01-5890		19,709.56
01-749288	07/11/2023	Intermountain Residential	01-5890		15,990.00
01-749289	07/11/2023	Jazmin Estebez	01-5200		1,368.95
01-749290	07/11/2023	██████████ NPS 2022-23-76	01-5890		1,263.57
01-749291	07/11/2023	Lava Heights Academy	01-5890		12,230.00
01-749292	07/11/2023	██████████ NPS 2022-23-74	01-5890		1,266.08
01-749293	07/11/2023	North Valley Schools Inc.	01-5890		1,232.40
01-749294	07/11/2023	Rachel Bidinost	01-5200		1,074.20
01-749295	07/11/2023	Sage Communications, Inc.	01-5910		526.32
01-749296	07/11/2023	Santa Barbara County Education Office	01-5860		68,653.37
01-749297	07/11/2023	Staples Business Credit	01-4310		85.98
01-749298	07/11/2023	Tania Nunez De La Torre	01-5200		1,433.14
01-749299	07/11/2023	Tina Kurrels	01-5200		412.00
01-749300	07/11/2023	X Tech Laser Printing Inc.	01-5860		286.96
01-750527	07/18/2023	Bucio, Rosy	01-4300		2,465.21
01-750528	07/18/2023	Connolly, Jennifer	01-5200		1,043.08
01-750529	07/18/2023	ACSA	01-5300		135.61

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

ESCAPE

ONLINE

Page 3 of 5

Checks Dated 05/24/2023 through 08/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-750530	07/18/2023	CRISIS PREVENTION INSTITUTE	01-5800		20,137.00
01-750531	07/18/2023	Crystal Ramos	01-5800		638.00
01-750532	07/18/2023	Diamond Ranch Academy, Inc.	01-5890		14,342.62
01-750533	07/18/2023	Great America Financial Svcs.	01-5860		160.65
01-750534	07/18/2023	Guadalupe Union School Dist.	01-5200	891.11	
			01-5830	7,382.00	
			01-7281	417.00	8,690.11
01-750535	07/18/2023	North Valley Schools Inc.	01-5890		15,281.00
01-750536	07/18/2023	Rachel Bidinost	01-4300		62.00
01-750537	07/18/2023	San Bernardino Co Supt - Tech OMS	01-5800		1,000.00
01-750538	07/18/2023	Securitas Technology Corp.	01-5860		316.30
01-750539	07/18/2023	Selpa Administrators Of Calif.	01-5300		1,660.00
01-750540	07/18/2023	SIRAS Systems	01-5850		101,810.00
01-750541	07/18/2023	Stephanie Kim	01-4300		62.00
01-750542	07/18/2023	Tania Nunez De La Torre	01-4300		62.00
01-750543	07/18/2023	Tina Kurrels	01-4300		90.00
01-750544	07/18/2023	VISA	01-4300	2,275.29	
			01-5800	199.83	2,475.12
01-751554	07/25/2023	Bucio, Rosy	01-5200		506.51
01-751555	07/25/2023	ALD Telecom	01-5910		58.52
01-751556	07/25/2023	Alexandra Holdom	01-4300		62.00
01-751557	07/25/2023	Casa Pacifica	01-5890		1,300.00
01-751558	07/25/2023	Coalition For Adequate Funding	01-5300		1,400.00
01-751559	07/25/2023	CPR COMPUTER SERVICES	01-5860		1,260.00
01-751560	07/25/2023	Jazmin Estebez	01-4300		62.00
01-751561	07/25/2023	Lompoc Unified School District	01-7281		644.94
01-751562	07/25/2023	██████████ NPS 2022-23-75	01-5890		745.37
01-751563	07/25/2023	North Valley Schools Inc.	01-5890		10,845.00
01-751564	07/25/2023	Patterson Associates	01-5600		5,770.17
01-751565	07/25/2023	Sisc li Property & Liability	01-5450		6,320.00
01-751566	07/25/2023	Verizon Wireless	01-5910		218.86
01-751567	07/25/2023	West Shield Adolescent Service	01-5890		9,984.34
01-752414	08/01/2023	Avila, Ray S	01-5200		98.42
01-752415	08/01/2023	FAGEN FRIEDMAN & FULFROST LLP	01-5830		10,029.00
01-752416	08/01/2023	Frontier	01-5910		238.85
01-752417	08/01/2023	Jazmin Estebez	01-5860		1,070.00
01-752418	08/01/2023	Margaret Slater	01-5800		562.50
01-752419	08/01/2023	Rachel Bidinost	01-5860		1,329.79
01-752420	08/01/2023	Santa Barbara County Education Office	01-7282		85,395.11
01-752421	08/01/2023	Stephanie Kim	01-5860		2,276.99
01-752422	08/01/2023	Tania Nunez De La Torre	01-5860		1,119.84
01-752423	08/01/2023	Tina Kurrels	01-5860		1,539.69
01-753214	08/08/2023	Avila, Ray S	01-4300		66.52
01-753215	08/08/2023	Wigle, Rachel R	01-4300		235.12
01-753216	08/08/2023	ACSA	01-5300		135.61

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

ESCAPE ONLINE

Page 4 of 5

Checks Dated 05/24/2023 through 08/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-753217	08/08/2023	Alexandra Holdom	01-5200		255.45
01-753218	08/08/2023	Big Green Cleaning Company	01-5860		387.00
01-753219	08/08/2023	Diamond Ranch Academy, Inc.	01-5890		8,814.81
01-753220	08/08/2023	Frontier	01-5910		161.78
01-753221	08/08/2023	Goleta Union School District	01-5860		13,285.81
01-753222	08/08/2023	Jane Harpster	01-4310		358.64
01-753223	08/08/2023	Jazmin Estebez	01-5200		1,221.58
01-753224	08/08/2023	Monica Santana	01-4310		38.44
01-753225	08/08/2023	Rachel Bidinost	01-5200		1,008.70
01-753226	08/08/2023	Sage Communications, Inc.	01-5910		643.73
01-753227	08/08/2023	Sorenson's Ranch School	01-5890		16,457.80
01-753228	08/08/2023	Stephanie Kim	01-5200		987.02
01-753229	08/08/2023	Tania Nunez De La Torre	01-5200		982.50
01-753230	08/08/2023	Verizon Wireless	01-5910		218.56
01-753231	08/08/2023	West Shield Adolescent Service	01-5890		13,264.54
01-753232	08/08/2023	X Tech Laser Printing Inc.	01-5860		446.62
Total Number of Checks			185		947,479.92

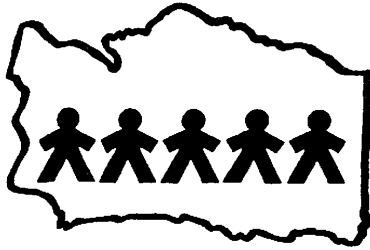
Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	185	947,479.92
Total Number of Checks		185	947,479.92
Less Unpaid Tax Liability			.00
Net (Check Amount)			947,479.92

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

ESCAPE ONLINE

Page 5 of 5



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

Date: August 28, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Proposed 2023-2024 SBCSELPA JPA Board Meeting Dates

BACKGROUND:

➤ The following dates are being proposed for 2023-2024 SBCSELPA JPA Board Meetings:

- **July 2023 – No Meeting**
- **August 28, 2023**
- September 2023 - **No Meeting**
- **October 2, 2023***
- **November 6, 2023**
- **December 4, 2023**
- January 2024 – **No Meeting**
- **February 5, 2024***
- **March 4, 2024**
- April 2024 – **No Meeting**
- **May 6, 2024***
- **June 3, 2024**

* - Superintendents' meeting is being held virtually.

- The proposed dates above align with the 2023-2024 Superintendents' meeting schedule that is currently pending confirmation.
- Note the dates marked **"*Date,"** October 2, 2023, February 5, 2024, and May 6, 2024, the Superintendents Council meeting is held virtually. The JPA Board will need to discuss as a group to decide how we want to proceed with those meetings.
- The JPA Board meetings will be held in the Jonata Middle School Library, unless advised otherwise.
- The SBCSELPA JPA Board will not meet in July 2023, September 2023, January 2024, or April 2024.

FISCAL IMPACT: No fiscal impact.

RECOMMENDATION: The SBCSELPA JPA Board approves the 2023-2024 SBCSELPA JPA Board Meeting dates as presented.

RA:lm



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

Date: August 28, 2023
To: SBCSELPA JPA Board
From: Ray Avila, SBCSELPA Executive Director
Re: 2023-2024 Legal Services Agreement

BACKGROUND:

- As per the Local Plan, each year SBCSELPA solicits contractual agreements on an open, ongoing bid basis for legal/attorney services with law firms.
- SBCSELPA has received a legal services agreement from the following legal firm for 2023-2024:

1. JRG Legal Consulting

FISCAL IMPACT: Depending upon use of legal services for districts/LEAs and the SBCSELPA.

RECOMMENDATIONS: The JPA Board approves the 2023-2024 legal services agreement as presented.

RA:lm

JRG LEGAL CONSULTING

A Professional Corporation



LEGAL SERVICES AGREEMENT

This Legal Services Agreement (“Agreement”) is entered into between SANTA BARBARA COUNTY SPECIAL EDUCATION LEGAL PLAN AREA (“SBCSELPA,” hereinafter referred to as “Client”) and JRG Legal Consulting, A Professional Corporation (“Attorney”). In consideration of the promises and mutual agreements made hereinafter, Attorney agrees to provide legal services to Client on the terms set forth below.

1. CONDITIONS AND TERM

This Agreement will not take effect, and Attorney will have no obligation to provide legal services, until Client returns a signed copy of this Agreement. Upon satisfaction of this condition, this Agreement will be deemed to take effect retroactive to August 1, 2023 and shall be in effect until June 30, 2024.

2. SCOPE OF LEGAL SERVICES

Client hires Attorney on an as-requested basis as its legal counsel with respect to issues and matters Client specifically refers to Attorney. Attorney will provide those legal services required to represent Client. Attorney will take reasonable steps to keep Client informed of progress and to respond to Client’s inquiries.

Issues and matters referred by Client to Attorney may be in any area related to work conducted by Client as a SELPA. However, this Agreement does not include representation of Client in litigation of any kind, including, but not limited to, in court, arbitration, or administrative hearings.

Attorney reserves the right to decline to provide legal services to Client where, in Attorney’s sole opinion, a matter requires resources that are beyond Attorney’s capacity, involve any subject matter that is not within Attorney’s competency, and/or will likely result in or proceed to an administrative hearing or litigation.

3. CLIENT’S DUTIES

Client agrees to cooperate with Attorney and to communicate with candor while keeping the Attorney apprised of any information or developments which may come to Client’s attention, to abide by this Agreement, to pay Attorney’s bills on time, and to keep Attorney advised of Client’s address and telephone number. Client will assist Attorney in providing information and documents necessary for the representation in the described matter.

4. E-MAIL COMMUNICATIONS/CLOUD-BASED COMPUTING

In order to provide Client with efficient and convenient legal services, Attorney will frequently communicate and transmit documents using e-mail. In addition, Attorney uses a cloud computing service with servers located in a facility other than Attorney's office. Most of Attorney's electronic data, including e-mails and documents, are stored in this manner. Although Attorney will take reasonable precautions to keep e-mail and other electronic data confidential and secure, because technology and cyber threats continue to evolve, there may be risks communicating and storing electronic data in this manner, including risks related to confidentiality and security. By entering into this Agreement, Client is consenting to such e-mail transmissions with Client and Client's representatives and agents, as well as to having communications, documents and electronic data pertinent to Client's matter(s) stored through a cloud-based service.

5. LEGAL FEES AND BILLING PRACTICES

Client agrees to pay by the hour, in minimum units of one tenth (.1) of an hour, at Attorney's prevailing rates for all time spent on Client's matter by Attorney's legal personnel. Current hourly rates are as follows:

Attorney	\$325.00 per hour
Paralegal/Law Clerk	\$125.00-\$175.00 per hour

The rates on this schedule, as well as the current job title designations/classifications listed hereon, are subject to change on 30 days' written notice to client. If Client declines to pay any increased rates, Attorney will have the right to withdraw as attorney for Client if permitted under the California Rules of Professional Conduct and applicable law.

The time charged will include, but is not limited to, the time Attorney spends on telephone calls, e-mails, and other electronic communications relating to Client's matter, including calls with Client and other parties and attorneys. The legal personnel assigned to Client's matter may confer among themselves about the matter, as required and appropriate. When they do confer, each person will charge for the time expended, as long as the work done is reasonably necessary and not duplicative. Likewise, if more than one of the legal personnel attends a meeting or other proceeding, each will charge for the time spent.

6. COSTS AND OTHER CHARGES

Attorney will incur various costs and expenses in performing legal services under this Agreement. To add value to Attorney's services for Client, Client will not be charged for in-office photocopying, in-office printing, facsimile charges, postage through the United States' Postal Service, on-line legal research subscriptions, and administrative overhead. Except as otherwise stated, Client agrees to pay for all costs, disbursements, and expenses in addition to the hourly fees. These include fees fixed by law or assessed by public agencies, messenger and other delivery fees, out of office copying/reproduction costs, and travel costs (including local and out-of-town travel, mileage charged at the then-current standard IRS rate, parking, transportation, meals, and hotel costs, if applicable), and other similar items. Client will also be charged the hourly rates for the time legal personnel spend traveling.

Consultants and Investigators. To aid in the representation in Client's matter, it may become necessary to hire consultants or investigators. Client agrees to pay such fees and charges. Client will be advised of this need and approve the hiring of any consultant or investigator prior to such hiring, unless such hiring is needed on an emergency basis to avoid prejudice to Client.

7. BILLING STATEMENTS

Attorney will send Client monthly statements for fees and costs incurred. Each statement will be payable within thirty (30) days of its mailing date, which may be by e-mail if preferred by Client. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) days past due. Client may request a bill at intervals of no less than 30 days. If Client requests a bill, Attorney will provide one within ten (10) days of the request. The statements shall include the amount, rate, basis of calculation or other method of determination of the fees and costs, which costs will be clearly identified by item and amount. Client agrees to promptly review all bills rendered by Attorney and to promptly communicate any objections, questions, or concerns about their contents.

8. CLIENT APPROVAL NECESSARY FOR SETTLEMENT

Attorney will not make any settlement or compromise of any nature of any of Client's claims without Client's prior approval. Client retains the absolute right to accept or reject any settlement.

9. INDEPENDENT CONTRACTOR AND NON-EXCLUSIVE RELATIONSHIP

Attorney is an independent contractor and is not an employee, partner, or agent of Client and therefore, shall not be subject to Client's conflict of interest code or policy. This Agreement does not create an exclusive relationship between the Parties for legal services, and Client retains the right to engage other legal counsel of its choosing at any time and Attorney retains the right to provide legal services to other clients.

10. DISCHARGE AND WITHDRAWAL

Client may discharge Attorney at any time. Attorney may withdraw with Client's consent, for good cause, or as allowed or required by the California Rules of Professional Conduct and/or applicable law. Good cause includes, but is not limited to, Client's breach of this Agreement, refusal to cooperate or to follow Attorney's advice on a material matter, or any fact or circumstance that would render Attorney's continuing representation unethical or unlawful.

When Attorney's services conclude, all unpaid charges for fees and costs will be due and payable immediately.

Client may have access to Client's case file at Attorneys' office at any reasonable time. At the end of the engagement, Client may request the return of Client's case file. If Client has not requested the return of Client's file, and to the extent Attorney has not otherwise delivered it or disposed of it consistent with Client's directions, Attorney will retain the case file for a period of seven (7) years, after which Attorney is authorized by this Agreement to have the case file destroyed. If Client would like Attorney to maintain Client's case file for more than seven (7) years after the conclusion of Attorney's services for Client on a given matter, a separate written agreement must be made between Attorney and Client, which agreement may provide for Client to bear the cost of maintaining the file. In the event Client requests that Attorney transfer possession of Client's case file to Client or a third

party, Attorney is authorized to retain copies of the case file. The case file includes Client papers and property as defined in Rule 3-700(D)(1) of the California Rules of Professional Conduct.

11. DISCLAIMER OF GUARANTEE AND ESTIMATES

Nothing in this Agreement and nothing in Attorney's statements to Client will be construed as a promise or guarantee about the outcome of a matter. Attorney makes no such promises or guarantees. Attorney's comments about the outcome of the matter are expressions of opinion only. Actual fees may vary from estimates given.

12. PROFESSIONAL LIABILITY INSURANCE DISCLOSURE

Pursuant to California Rule of Professional Conduct 1.4.2(a), Attorney informs Client that Attorney has professional liability insurance.

13. NO TAX ADVICE

Attorney has not been retained to provide Client with any tax advice concerning any of the services described in Section 2 above. Any documents prepared by Attorney may have specific tax ramifications. To be sure Client understands and is certain of all potential tax consequences, Client should consult with tax advisors regarding these matters.

14. ENTIRE AGREEMENT

This Agreement contains the entire agreement of the parties. No other agreement, statement, or promise made on or before the effective date of this Agreement will be binding on the parties.

15. MODIFICATION BY SUBSEQUENT AGREEMENT

This Agreement may be modified by subsequent agreement of the parties only by an instrument in writing signed by both of them or an oral agreement only to the extent that the parties carry it out.

16. SEVERABILITY

If any provision of this Agreement is held in whole or in part to be unenforceable for any reason, the remainder of that provision and of the entire Agreement will be severable and remain in effect.

17. DISPUTE RESOLUTION

The Parties shall meet and confer in good faith to resolve any dispute between them arising out of, resulting from, or relating to this Agreement, including, but not limited to, any dispute relating to this Agreement that arises or occurs after the termination of this Agreement. Except for an action to preserve the status quo and/or prevent irreparable harm, a Party shall not commence any cause of action, action, lawsuit, or proceeding arising out of, resulting from, or relating to this Agreement until after the Party has complied with the provisions of this Section 17.

Moreover, if a dispute arises out of or relating to any aspect of this Agreement between the Client and Attorney, or the breach thereof, and if the dispute cannot be settled through negotiation as

provided in this Section 17. Attorney and Client agree to use mediation before resorting to arbitration, litigation, or any other dispute resolution procedure.

This Section 17 shall survive the termination of this Agreement.

18. EFFECTIVE DATE

This Agreement will govern all legal services performed by Attorney on behalf of Client commencing with the date Attorney first performed services. The date at the beginning of this Agreement is for reference only. Even if this Agreement does not take effect, Client will be obligated to pay Attorney the reasonable value of any services Attorney may have performed for Client.

THE PARTIES HAVE READ AND UNDERSTAND THE FOREGOING TERMS AND AGREE TO THEM AS OF THE DATE ATTORNEY FIRST PROVIDED SERVICES. THE CLIENT SHALL RECEIVE A FULLY EXECUTED COPY OF THIS AGREEMENT.

DATED: _____

SANTA BARBARA COUNTY SELPA

Ray Avila
Executive Director

DATED: _____

JRG LEGAL CONSULTING, A PROFESSIONAL CORP.

Jennifer R. Rowe Gonzalez
Attorney/Owner

Request for Taxpayer Identification Number and Certification

► Go to www.irs.gov/FormW9 for instructions and the latest information.

Give Form to the
requester. Do not
send to the IRS.

Print or type.
See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. JRG Legal Consulting A Professional Corporation	
2 Business name/disregarded entity name, if different from above	
3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes. <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► _____ Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) ► _____	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>
5 Address (number, street, and apt. or suite no.) See instructions. 1300 H Street Suite 300	Requester's name and address (optional)
6 City, state, and ZIP code Modesto, CA 95354	
7 List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number									
or									
Employer identification number									
9	3	-	2	0	4	7	6	6	9

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here	Signature of U.S. person ►	Date ► 7/5/2023
------------------	----------------------------	------------------------

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.



Please return completed signed form to Program Administrator:
Amber Anderson (Amber_Anderson@rpadmin.com)

District Personnel Approved by the District to Fulfill Positions

Member District: Santa Barbara County SELPA

Signature: <u>Ray Avila</u> Ray Avila (Aug 3, 2023 14:07 PDT)	<input checked="" type="checkbox"/> SB SIPE Board Representative
	<input type="checkbox"/> SB SIPE Board Representative
Typed Name/Title: Ray Avila, Executive Director	<input checked="" type="checkbox"/> Safety & Health Committee Member
Signature: <u>Rachel Wigle</u>	<input type="checkbox"/> SB SIPE Board Representative
	<input checked="" type="checkbox"/> SB SIPE Board Representative
Typed Name/Title: Rachel Wigle, Chief Business Of	<input checked="" type="checkbox"/> Safety & Health Committee Member
Signature:	<input type="checkbox"/> SB SIPE Board Representative
	<input type="checkbox"/> SB SIPE Board Representative
Typed Name/Title:	<input type="checkbox"/> Safety & Health Committee Member
Signature:	<input type="checkbox"/> SB SIPE Board Representative
	<input type="checkbox"/> SB SIPE Board Representative
Typed Name/Title: aca	<input type="checkbox"/> Safety & Health Committee Member

I certify that the above individuals are authorized to act as agents of the governing board.

Board President Signature: _____

Date: _____

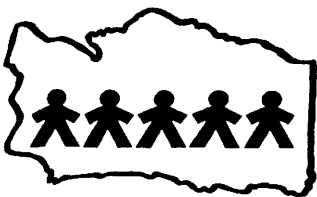
SB SIPE Board Representative:

Per the Bylaws, each Member of SIPE shall appoint to the Board one (1) Director and may appoint one (1) Alternate Director. Both shall be designated by the Member's governing body or an elected superintendent. Alternates attend and vote on the behalf of the designated representative in the event they are unable, however if both attend, only the designated representative may vote.

Attends five (5) Board meetings per year, four (4) of which are held via video-teleconferencing, except for the March meeting, which is also the annual Strategic Planning Session.

Safety & Health Committee Member:

Each Member of SIPE shall appoint to the Safety & Health Committee one Committee Member and one alternate Committee Member as desired, who will attend four (4) meetings per year. Meetings for the Safety & Health Committee are held in hybrid format, with the option of attending in person or virtually.



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

Date: August 28, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: 2023-2024 Nonpublic School (NPS) Individual Service Agreements (ISAs)

BACKGROUND:

- The following ISAs are for services provided to NPS students currently in placement reflect the rates negotiated in the JPA Board approved **2023-2024** Nonsectarian, Nonpublic School/Agency Master Contract.

<i>Nonpublic School</i>	<i>Case Number</i>	<i>100% Contract Cost</i>	<i>Effective Dates</i>
Casa Pacifica School	NPS 2023-24-78	\$472,654.32	7/1/2023 – 06/30/2024
Diamond Ranch Academy	NPS 2022-23-71	\$172,699.38	7/1/2023 – 06/30/2024
Lava Heights Academy	NPS 2022-23-74	\$ 154,143.00	7/1/2023 – 6/30/2024
Sorenson's Ranch School	NPS 2019-20-65	\$211,355.20	7/1/2023 – 6/30/2024
Total		\$1,010,851.90	

FISCAL IMPACT: The contracted costs for the SBCSELPA NPS placements for 2023-2024 are \$1,010,851.90.

RECOMMENDATION: The JPA Board approves the above 2023-2024 NPS ISAs as presented.

RA:lm

EXHIBIT B: 2023-2024 ISA**INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES**

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 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, 2024, 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 Casa Pacifica School

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

Pupil Name **NPS 2023-24-78** Sex: ☐ M ☒ F Grade: 10
(Last) (First) (M.I.)

Address City Santa Barbara State/Zip CA, 93103

DOB 1 Residential Setting: ☐ Home ☐ Foster ☐ LCI # ☒ OTHER RTC

Parent/Guardian Phone (805) ()
(Primary) (Secondary)

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: \$139.06

Estimated Number of Days 252 **x Daily Rate** \$139.06 **= PROJECTED BASIC EDUCATION COSTS** \$35,043.12

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)							
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		Calendar Day	\$477.70	366	\$174,838.2
Mental Health Services (School Days)		x		Education Day	\$623.40	192	\$119,692.80
Mental Health Services (Non-School Days)		x		Non-Education Day	\$822.30	174	\$143,080.20
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST\$ \$437,611.20

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS \$ 472,654.32

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

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

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

-CONTRACTOR-


-LEA/SELPA-

Casa Pacifica Centers for Children and Families

(Name of Nonpublic School/Agency)

Santa Barbara County SELPA

(Name of LEA/SELPA)


Shawna Morris (Jul 13, 2023 08:42 PDT)

(Signature)
(Date)

07/13/2023


Ray Avila (Jun 29, 2023 14:57 PDT)

(Signature)

Jun 29, 2023

(Date)

Sharna Morris, Chief Executive Officer

(Name and Title)

Dr. Ray Avila, Executive Director

(Name of Superintendent or Authorized Designee)

REF: V-F.2

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 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, 2024, 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 Diamond Ranch Academy

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

Pupil Name **NPS 2022-23-71** Sex: ☒ M ☐ F Grade: 11
(Last) (First) (M.I.)

Address [REDACTED] City Santa Barbara State/Zip CA/93103

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

Parent/Guardian _____ Phone (805) _____ (Primary) (805) _____ (Secondary)

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: \$139.06

Estimated Number of Days	252	x Daily Rate	\$139.06	= PROJECTED BASIC EDUCATION COSTS	\$35,043.12
---------------------------------	------------	---------------------	-----------------	--	--------------------

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		252	\$139.06		\$35,043.12
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			366	\$209.79		\$76,783.14
Mental Health Services	x			366	\$166.32		\$60,873.12
Other (900)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST\$ \$137,656.26

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS \$ 172,699.38

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

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

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

-CONTRACTOR-

-LEA/SELPA-

Diamond Ranch
Academy

(Name of Nonpublic School/Agency)

Santa Barbara County
SELPA

(Name of
LEA/SELPA)

Reeve K Knighton
Reeve K Knighton (Jun 14, 2023 16:47 MDT)

(Signature)
(Date)

06/14/2023

Ray Avila
Ray Avila (Jun 14, 2023 14:56 PDT)

(Signature)

06/14/2023

(Date)

Reeve Knighton, Director of Academics &
SPED

(Name and Title)

Dr. Ray Avila, Executive
Director

(Name of Superintendent or Authorized Designee)

EXHIBIT B: 2023-2024 ISA

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

This agreement is effective on July 1, 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, 2024, 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 _____

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

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

Address ██████████ City Guadalupe State/Zip CA/93434

DOB ██████████ Residential Setting: ☐ Home ☐ Foster ☐ LCI # _____ ☒ OTHER RTC

Parent/Guardian ██████████ Phone (805) ██████████ (805) ██████████
(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: \$165

Estimated Number of Days 251 **x Daily Rate** \$165 **= PROJECTED BASIC EDUCATION COSTS** \$41,415

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		251	\$165		\$41,415
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			366	\$230		\$84,180
Mental Health Services	x			366	\$78		\$28,548
Other (900)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST\$ \$112,728

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS \$ 154,143

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

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

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

-CONTRACTOR-

-LEA/SELPA-

Lava Heights Academy

(Name of Nonpublic School/Agency)

Santa Barbara County SELPA

(Name of LEA/SELPA)

Jeff Rinard

(Signature)
(Date)

07/05/2023

Ray Avila

Ray Avila (Jun 14, 2023 14:58 PDT)

(Signature)

06/14/2023

(Date)

Jeff Rinard, Program Director

(Name and Title)

Dr. Ray Avila, Executive Director

(Name of Superintendent or Authorized Designee)

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	\$408.05	365	\$148,938.25
Mental Health Services							
Psychiatric Services		x		Monthly	\$150	12	\$1,800
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COST\$ \$164,738.25

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS \$ 211,355.20

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON _____

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

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

-CONTRACTOR-

-LEA/SELPA-

Sorenson's Ranch SchoolSanta Barbara County_____
(Name of Nonpublic School/Agency)SELPA_____
(Name of
LEA/SELPA)Mindy TalbotMindy Talbot (Jun 30, 2023 14:22 MDT)06/30/2023_____
(Signature)
(Date)RARay Avila (Jun 28, 2023 18:22 EDT)06/28/2023_____
(Signature)_____
(Date)Mindy Talbot, CCO_____
(Name and Title)Dr. Ray Avila, Executive
Director_____
(Name of Superintendent or Authorized Designee)



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

Date: August 28, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: 2023-2024 Nonpublic School (NPS) Master Contract Rates

BACKGROUND:

- The attached Exhibit A Rates sheets for the following nonpublic school (NPS) contractors are an attachment to the NPS master contract for the 2023-2024 school year and are being presented for JPA Board approval:

- Care Youth Corporation dba Falcon Ridge Ranch
- Casa Pacifica School
- Copper Hills Youth Center
- The Help Group's North Hills Prep & Project Six Group Home
- Intermountain Children's Home & Services
- Sorenson's Ranch School

FISCAL IMPACT: Rates for services vary. Total costs for services will be determined by the individual service agreements written throughout the 2023-2024 school year and will be funded using 22-23 ending fund balance mental health dollars designated for SBCSELPA NPS placements.

RECOMMENDATION: The JPA Board approves the 2023-2024 NPS Master Contract rates for contractor services as presented.

RA:lm

EXHIBIT A: 2023-2024 RATES4.1 RATE SCHEDULE FOR CONTRACT YEARThe CONTRACTOR: Care Youth Corporation dba Falcon Ridge RanchThe CONTRACTOR CDS NUMBER: 77-76422-0136309

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>Nonpublic School (340)</u>	<u>\$165.00</u>	<u>Education Day</u>
<u>Room & Board</u>	<u>\$230.00</u>	<u>Calendar Day</u>
<u>Mental Health Services</u>	<u>\$78.00</u>	<u>Calendar Day</u>
<u>Speech and Language Services</u>	<u>\$85.00</u>	<u>Per Hour</u>

EXHIBIT A: 2023-2024 RATES4.1 RATE SCHEDULE FOR CONTRACT YEARThe CONTRACTOR: Casa Pacifica SchoolThe CONTRACTOR CDS NUMBER: 56-72546-7087984

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>A. BASIC EDUCATION/SPECIAL EDUCATION</u> (Day school)	<u>\$208.85</u>	<u>Education Day</u>
<u>B. INTEGRATED RESIDENTIAL TREATMENT PROGRAM</u> (Includes room and board, mental health services, basic education/special education at NPS)	<u>\$1,300</u>	<u>Daily</u>
<u>B1. THP+FC (TRANSITIONAL AGED YOUTH HOUSING</u>		
<u>Supportive Housing</u>	<u>\$TBD</u>	<u>Daily</u>
<u>Mental Health Services</u>	<u>\$TBD</u>	<u>Daily</u>
<u>Basic Education/Special Education</u>	<u>\$208.85</u>	<u>Education Day</u>
<u>C. RELATED SERVICES</u>		
<u>1:1 Services</u>	<u>\$41.86</u>	<u>Hourly</u>
<u>Counseling</u> (Individual, Group, Parent, Family)	<u>\$130.56</u>	<u>Hourly</u>
<u>Social Work Services</u>	<u>\$130.56</u>	<u>Hourly</u>
<u>Speech Therapy</u>	<u>\$130.56</u>	<u>Hourly</u>
<u>Occupational Therapy</u>	<u>\$130.56</u>	<u>Hourly</u>
<u>ABA Assessment & Development of Behavioral Plan</u>	<u>\$633.42</u>	<u>Each</u>
<u>Educational Assessment</u>	<u>\$844.56</u>	<u>Each</u>
<u>Behavioral Intervention - BII</u>	<u>\$130.56</u>	<u>Hourly</u>
<u>Behavioral Intervention - BID</u>	<u>\$130.56</u>	<u>Hourly</u>

<u>Psycho-Social Emotional Assessment</u> (if triennial included in daily rate)	<u>\$1,266.84</u>	<u>Each</u>
<u>Psychological Services</u> (Including IQ, personality inventory, neuro-psych screening, developmental assessment)	<u>\$2,111.40</u>	<u>Each</u>
<u>Transportation</u>	<u>\$55.90</u>	<u>Per Round Trip</u>
<u>D. SCHOOL BASED MENTAL HEALTH SERVICES</u>		
<u>Hourly Licensed</u>	<u>\$175</u>	<u>Hourly</u>
<u>Full Year, Licensed</u>	<u>\$112,000</u>	<u>Annually</u>
<u>Full Year, Para Pro</u>	<u>\$64,500</u>	<u>Annually</u>
<u>E. WRAPAROUND TEAM</u>		
<u>Cost per case</u>	<u>\$2,600</u>	<u>Per Client/Monthly</u>

EXHIBIT A: 2023-2024 RATES4.1 RATE SCHEDULE FOR CONTRACT YEARThe CONTRACTOR: Copper Hills Youth CenterThe CONTRACTOR CDS NUMBER: 77-76422-6131015

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>Educational Services (340)</u>	<u>\$160</u>	<u>Education Day</u>
<u>Mental Health Services</u>	<u>\$187</u>	<u>Daily</u>
<u>Residential Room & Board</u>	<u>\$248</u>	<u>Daily</u>

EXHIBIT A: 2023-2024 RATES**4.1 RATE SCHEDULE FOR CONTRACT YEAR**The CONTRACTOR: The Help Group's North Hills Prep & Project Six Group HomeThe CONTRACTOR CDS NUMBER: 19-64733-6900476

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</u>	<u>\$198.83</u>	<u>Education Day</u>
<u>Counseling</u> (ERICS Individual)	<u>\$150</u>	<u>Hourly</u>
<u>Counseling</u> (ERICS Group)	<u>\$83</u>	<u>Hourly</u>
<u>Counseling</u> (ERICS Group Half Hour)	<u>\$50</u>	<u>Per Half Hour</u>
<u>LAS</u> (Individual)	<u>\$157</u>	<u>Hourly</u>
<u>LAS</u> (Group)	<u>\$86</u>	<u>Hourly</u>
<u>LAS</u> (Group Half Hour)	<u>\$52</u>	<u>Per Half Hour</u>
<u>1:1 Aide</u>	<u>\$33</u>	<u>Hourly</u>
<u>AA Group</u>	<u>\$22</u>	<u>Hourly</u>
<u>OT</u> (Individual)	<u>\$157</u>	<u>Hourly</u>
<u>OT</u> (Group)	<u>\$86</u>	<u>Hourly</u>
<u>OT</u> (Individual Half Hour)	<u>\$90</u>	<u>Per Half Hour</u>
<u>OR</u>	<u>\$52</u>	<u>Per Half Hour</u>

(Group Half Hour)

<u>Room & Board</u> (PROJECT SIX)	<u>\$537.20</u>	<u>Daily</u>
--	-----------------	--------------

<u>Mental Health Services</u> (PROJECT SIX)	<u>\$79.77</u>	<u>Daily</u>
--	----------------	--------------

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Intermountain Children's Home & Services

The 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>Education</u>	<u>\$248</u>	<u>Education Day</u>
<u>Residential Treatment</u> (Including Mental Health Support)	<u>\$342</u>	<u>Calendar Day</u>
<u>Room and Board</u>	<u>\$67</u>	<u>Calendar Day</u>
<u>Enrollment Fee</u>	<u>\$2,500</u>	<u>Per Enrollment</u>

EXHIBIT A: 2023-2024 RATES4.1 RATE SCHEDULE FOR CONTRACT YEARThe CONTRACTOR: Sorenson's Ranch SchoolThe CONTRACTOR CDS NUMBER: 77-76422-0128835

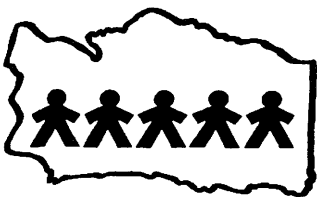
PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

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>Academic Instruction</u> (Including ESY)	<u>\$195.05</u>	<u>Education Day</u>
<u>Room & Board</u>	<u>\$408.05</u>	<u>Daily</u>
<u>Bed Hold</u>	<u>\$75</u>	<u>Daily</u>
<u>Staff to Staff Supervision</u>	<u>\$275</u>	<u>Daily</u>
<u>Psychiatric Services, Medication Assessment</u>	<u>\$150</u>	<u>Per Session</u>
<u>Individual Counseling</u> (Psychological Services Provided Through Contractors through Quote Only)	<u>\$100</u>	<u>Per Session</u>
<u>Group Counseling</u> (Psychological Services Provided Through Contractors through Quote Only)	<u>\$50</u>	<u>Per Session</u>
<u>Parent Counseling/Training</u> (Psychological Services Provided Through Contractors through Quote Only)	<u>\$150</u>	<u>Per Session</u>
<u>Behavior Intervention</u>	<u>\$275</u>	<u>Daily</u>
<u>Health & Nursing Services</u>	<u>Included</u>	<u>Included</u>
<u>Recreation Services</u>	<u>Included</u>	<u>Included</u>



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

Date: August 28, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: 2023-2024 Nonpublic Agency (NPA) Master Contract Rates

BACKGROUND:

- The attached Exhibit A Rates sheets for the following nonpublic agency (NPA) contractors are attached to the NPA master contract for the 2023-2024 school year and are being presented for JPA Board approval:
 1. Exhibit A Rates Sheet: 3 Chords, Inc. dba Therapy Travelers
 2. Exhibit A Rates Sheet: Aequor Healthcare Services, LLC
 3. Exhibit A Rates Sheet: ATX Learning
 4. Exhibit A Rates Sheet: Aya Healthcare, Inc.
 5. Exhibit A Rates Sheet: Children's Therapy Network
 6. Exhibit A Rates Sheet: Dove Psychological and Behavioral Services, PC dba Actum Clinical and Behavior Services
 7. Exhibit A Rates Sheet: Haynes Family of Programs – S.T.A.R. Academy
 8. Exhibit A Rates Sheet: New Direction Solutions, LLC dba ProCare Therapy
 9. Exhibit A Rates Sheet: Soliant Health
 10. Exhibit A Rates Sheet: TinyEYE Therapy Services

FISCAL IMPACT: Rates for services vary. Total costs for services will be determined by the individual service agreements written throughout the 2023-2024 school year and will be funded using 22-23 ending fund balance mental health dollars designated for SBCSELPA NPS placements.

RECOMMENDATION: The JPA Board approves the 2023-2024 NPA Master Contract rates for contractor services as presented.

RA:lm

EXHIBIT A: 2023-2024 RATES**4.1 RATE SCHEDULE FOR CONTRACT YEAR**The CONTRACTOR: 3 Chords, Inc. dba Therapy TravelersThe CONTRACTOR CDS NUMBER: 9900325

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>SLP</u>	<u>\$90 - \$130+</u>	<u>Hourly</u>
<u>SLP-CFY</u>	<u>\$80 - \$99+</u>	<u>Hourly</u>
<u>SLPA</u>	<u>\$70 - \$85+</u>	<u>Hourly</u>
<u>School Psychologist</u>	<u>\$90 - \$140+</u>	<u>Hourly</u>
<u>BCBA</u>	<u>\$90 - \$125+</u>	<u>Hourly</u>
<u>Social Workers</u>	<u>\$85 - \$115+</u>	<u>Hourly</u>
<u>Counselor</u>	<u>\$85 - \$105+</u>	<u>Hourly</u>
<u>LMFT</u>	<u>\$85 - \$115+</u>	<u>Hourly</u>
<u>OT</u>	<u>\$90 - \$115+</u>	<u>Hourly</u>
<u>COTA</u>	<u>\$70 - \$80+</u>	<u>Hourly</u>
<u>PT</u>	<u>\$90 - \$115+</u>	<u>Hourly</u>
<u>PTA</u>	<u>\$70 - \$80+</u>	<u>Hourly</u>
<u>RN</u>	<u>\$88 - \$115+</u>	<u>Hourly</u>
<u>LPN</u>	<u>\$70 - \$80+</u>	<u>Hourly</u>
<u>Behavior Interventionist</u>	<u>\$60 - \$75+</u>	<u>Hourly</u>
<u>RBT</u>	<u>\$60 - \$75+</u>	<u>Hourly</u>
<u>Para Educator</u>	<u>\$60 - \$70+</u>	<u>Hourly</u>
<u>Special Education Teacher</u>	<u>\$90 - \$120+</u>	<u>Hourly</u>

EXHIBIT A: 2023-2024 RATES4.1 RATE SCHEDULE FOR CONTRACT YEARThe CONTRACTOR: Aequor Healthcare Services, LLCThe CONTRACTOR CDS NUMBER: 9902006

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>Speech Language Pathologist (415)</u>	<u>\$95 - \$115</u>	<u>Hourly</u>
<u>Occupational Therapist (450)</u>	<u>\$90 - \$100</u>	<u>Hourly</u>
<u>Physical Therapist (460)</u>	<u>\$90 - \$100</u>	<u>Hourly</u>
<u>Special Education Teachers</u>	<u>\$80 - \$90</u>	<u>Hourly</u>
<u>SLPA/OTA/PTA</u>	<u>\$70 - \$75</u>	<u>Hourly</u>
<u>School Psychologist</u>	<u>\$100 - \$115</u>	<u>Hourly</u>
<u>BCBA</u>	<u>\$100 - \$120</u>	<u>Hourly</u>
<u>RN</u>	<u>\$80 - \$85</u>	<u>Hourly</u>
<u>LVN</u>	<u>\$61 - \$66</u>	<u>Hourly</u>
<u>Social Worker</u>	<u>\$75 - \$79</u>	<u>Hourly</u>
<u>Counselor</u>	<u>\$75 - \$79</u>	<u>Hourly</u>
<u>Behavior Interventionist</u>	<u>\$75 - \$85</u>	<u>Hourly</u>
<u>Paraprofessional/Educator/Aide</u>	<u>\$64 - \$66</u>	<u>Hourly</u>
<u>Registered Behavioral Tech</u>	<u>\$65 - \$68</u>	<u>Hourly</u>
<u>Teachers (General Ed)</u>	<u>\$75 - \$80</u>	<u>Hourly</u>

4.1 RATE SCHEDULE FOR CONTRACT YEARThe CONTRACTOR: ATX LearningThe CONTRACTOR CDS NUMBER: 9901688

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>Speech Language Pathologist</u>	<u>\$90 - \$115</u>	<u>Hourly</u>
<u>School Psychologist</u>	<u>\$95 - \$125</u>	<u>Hourly</u>
<u>Resource Specialist/SPED Teacher</u>	<u>\$85 - \$95</u>	<u>Hourly</u>
<u>Occupational Therapist</u>	<u>\$85 - \$100</u>	<u>Hourly</u>
<u>Physical Therapist</u>	<u>\$85 - \$100</u>	<u>Hourly</u>
<u>Social Worker</u>	<u>\$75 - \$95</u>	<u>Hourly</u>
<u>School Nurse</u>	<u>\$80 - \$100</u>	<u>Hourly</u>
<u>Paraprofessionals</u>	<u>\$38 - \$50</u>	<u>Hourly</u>
<u>RBT/ABA</u>	<u>\$60 - \$70</u>	<u>Hourly</u>
<u>BCBA</u>	<u>\$80 - \$100</u>	<u>Hourly</u>
<u>General Ed Teacher (STEM)</u>	<u>\$60 - \$75</u>	<u>Hourly</u>

EXHIBIT A: 2023-2024 RATES**4.1 RATE SCHEDULE FOR CONTRACT YEAR**The CONTRACTOR: Aya Healthcare, Inc.The CONTRACTOR CDS NUMBER: 9903266

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>
(1)		
a. <u>Special Education Teacher</u>	<u>\$75-\$100</u>	<u>Hourly</u>
b. <u>Resource Teacher</u>	<u>\$80-\$100</u>	<u>Hourly</u>
c. <u>Life Skills Teacher</u>	<u>\$80-\$100</u>	<u>Hourly</u>
d. <u>Teacher of the Deaf and Hard of Hearing (TDHH)</u>	<u>\$120-\$140</u>	<u>Hourly</u>
e. <u>Teacher of the Visually Impaired (TVI)</u>	<u>\$100-\$120</u>	<u>Hourly</u>
f. <u>Orientation and Mobility Specialist (O&M)</u>	<u>\$90-\$110</u>	<u>Hourly</u>
g. <u>Psychologist</u>	<u>\$95-\$120</u>	<u>Hourly</u>
h. <u>Guidance Counselor</u>	<u>\$80-\$100</u>	<u>Hourly</u>
i. <u>Adaptive Physical Education Teacher</u>	<u>\$100-\$110</u>	<u>Hourly</u>
j. <u>Social Worker</u>	<u>\$90-\$110</u>	<u>Hourly</u>
k. <u>Assistive Technology Specialist</u>	<u>\$100-\$120</u>	<u>Hourly</u>
l. <u>Audiologist</u>	<u>\$160-\$180</u>	<u>Hourly</u>
(2)		
a. <u>Language and Speech Pathologist – (SLP-CCC)</u>	<u>\$90-\$110</u>	<u>Hourly</u>
b. <u>Language and Speech Pathologist – Clinical Fellow (CFY)</u>	<u>\$80-\$100</u>	<u>Hourly</u>
c. <u>SLPA, PTA and/or COTA</u>	<u>\$90-\$110</u>	<u>Hourly</u>
(3)		
a. <u>Paraprofessional/Special Education Aide</u>	<u>\$35-\$55</u>	<u>Hourly</u>
(4)		
a. <u>Sign Language Interpreter (SLI)</u>	<u>\$70-\$90</u>	<u>Hourly</u>
(5)		
a. <u>Music Therapist</u>	<u>\$70-\$90</u>	<u>Hourly</u>
(6)		
a. <u>Occupational Therapist</u>	<u>\$90-\$110</u>	<u>Hourly</u>
(7)		
<u>Physical Therapist</u>	<u>\$90-\$110</u>	<u>Hourly</u>

(8)

<u>a. Behavior Intervention – BII</u>	<u>\$45-\$65</u>	<u>Hourly</u>
<u>b. Applied Behavior Analyst (ABA)</u>	<u>\$80-\$100</u>	<u>Hourly</u>
<u>c. Board Certified Behavior Analyst (BCBA)</u>	<u>\$100-\$120</u>	<u>Hourly</u>
<u>d. Registered Behavior Technician (RBT)</u>	<u>\$65-\$85</u>	<u>Hourly</u>

(9)

<u>a. School Nurse – Certified Nursing Assistant (CNA)</u>	<u>\$35-\$55</u>	<u>Hourly</u>
<u>b. School Nurse – Registered Nurse (RN, BSN, CSN)</u>	<u>\$100-\$110</u>	<u>Hourly</u>
<u>c. School Nurse – Licensed Nurse (LVN, LPN)</u>	<u>\$45-\$65</u>	<u>Hourly</u>

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Children's Therapy Network

The CONTRACTOR CDS NUMBER: 9900438

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

Maximum Contract Amount: _____

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

- 1) Daily Basic Education Rate: _____

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

- 3) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Adapted Physical Education</u>		
(Individual – In-person)	<u>\$150</u>	<u>Hourly</u>
(Per person in group)	<u>\$110</u>	<u>Hourly</u>
(Individual – Virtual)	<u>\$135</u>	<u>Hourly</u>
<u>Behavioral Intervention – Design/Planning</u>	<u>\$175 (Max at \$600)</u>	<u>Max 5.5 hours</u>
<u>Behavior Intervention - Implementation</u>		
(Individual – In-person)	<u>\$150</u>	<u>Hourly</u>
(Per person in group)	<u>\$110</u>	<u>Hourly</u>
(Individual – Virtual)	<u>\$135</u>	<u>Hourly</u>
<u>Functional Behavioral Analysis</u>		
(In-person)	<u>\$2500</u>	<u>(Max 15 hrs)</u>
(Virtual)	<u>\$2200</u>	<u>(Max 15 hrs)</u>
<u>Language and Speech Development/Remediation</u>		
(Individual – In-person)	<u>\$195</u>	<u>Hourly</u>
(Per person in group)	<u>\$135</u>	<u>Hourly</u>
(Individual – Virtual)	<u>\$175</u>	<u>Hourly</u>
<u>Occupational Therapy Services</u>		
(Individual – In-person)	<u>\$195</u>	<u>Hourly</u>
(Per person in group)	<u>\$135</u>	<u>Hourly</u>
(Individual – Virtual)	<u>\$175</u>	<u>Hourly</u>
<u>Physical Therapy Services</u>		
(Individual – In-person)	<u>\$195</u>	<u>Hourly</u>
(Per person in group)	<u>\$135</u>	<u>Hourly</u>
(Individual – Virtual)	<u>\$175</u>	<u>Hourly</u>
<u>Psychological Services (Non IEP Assessment/Development</u>		
(Individual – In-person)	<u>\$195</u>	<u>Hourly</u>
(Per person in group)	<u>\$135</u>	<u>Hourly</u>
(Individual – Virtual)	<u>\$175</u>	<u>Hourly</u>

<u>Recreation Services</u>		
(Individual – In-person)	<u>\$150</u>	<u>Hourly</u>
(Per person in group)	<u>\$110</u>	<u>Hourly</u>
(Individual – Virtual)	<u>\$135</u>	<u>Hourly</u>
<u>Other Related Services</u>		
Reg. Evaluation	<u>\$800</u>	<u>Flat Rate</u>
IEE	<u>\$1,500</u>	<u>Flat Rate</u>

EXHIBIT A: 2023-2024 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Dove Psychological and Behavioral Services, PC dba Actum Clinical and Behavior Services

The CONTRACTOR CDS NUMBER: 9901660

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>
Mitchell Taubman, Ph.D.	<u>\$325</u>	<u>Hourly</u>
	<u>\$2,000</u>	<u>Daily</u>
Other Actum Staff (Masters level, BCBA, Over 10yr exp.)	<u>\$225</u>	<u>Hourly</u>
	<u>\$1,700</u>	<u>Daily</u>

EXHIBIT A: 2023-2024 RATES**4.1 RATE SCHEDULE FOR CONTRACT YEAR**The CONTRACTOR: Haynes Family of Programs – S.T.A.R. AcademyThe CONTRACTOR CDS NUMBER: 9900295

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>
Compensatory Services		
<u>Supplemental Academic Services or Transition Services</u>	<u>\$95</u>	<u>Hourly</u>
<u>Occupational Therapy</u>	<u>\$170</u>	<u>Hourly</u>
<u>Language and Speech Therapy</u>	<u>\$170</u>	<u>Hourly</u>
<u>ERICS-ERHMS Counseling</u>	<u>\$150</u>	<u>Hourly</u>
<u>Parent Training</u>	<u>\$150</u>	<u>Hourly</u>
<u>Educational Counseling (1:1)</u>	<u>\$150</u>	<u>Hourly</u>
IEP-Based Services/Interim Placement		
<u>Home Instruction</u>	<u>\$125</u>	<u>Hourly</u>
SAS/SAI, Direct Service (5+ hours/week)		
SAS/SAI – RSP – Direct Service (<5 hours/week)		
Prep/IEP: 1 hour for every 5 hours Direct Service		
IEP-Based Services Assessments		
<u>Adapted PE – Review of Records</u>	<u>\$600</u>	<u>Per Evaluation</u>
<u>Adapted PE – Triennial Assessment</u>	<u>\$1,000</u>	<u>Per Evaluation</u>
<u>ERHMS/ERICS/DIS Counseling – Review of Records</u>	<u>\$600</u>	<u>Per Evaluation</u>
<u>ERHMS/ERICS/DIS Counseling – Triennial Assessment</u>	<u>\$1,000</u>	<u>Per Evaluation</u>
<u>Language and Speech Assessment – Review of Records</u>	<u>\$600</u>	<u>Per Evaluation</u>
<u>Language and Speech Assessment – Triennial Assessment</u>	<u>\$1,000</u>	<u>Per Evaluation</u>

<u>Occupational Therapy – Review of Records</u>	<u>\$600</u>	<u>Per Evaluation</u>
<u>Occupational Therapy – Triennial Assessment</u>	<u>\$1,000</u>	<u>Per Evaluation</u>
<u>Physical Therapy Assessment – Review of Records</u>	<u>\$600</u>	<u>Per Evaluation</u>
<u>Physical Therapy Assessment – Triennial Assessment</u>	<u>\$1,000</u>	<u>Per Evaluation</u>
<u>SAS – Triennial Assessment</u> (Comprehensive Academic Assessment)	<u>\$600</u>	<u>Per Evaluation</u>
<u>SAS – Triennial Assessment – Review of Records</u>	<u>\$1,000</u>	<u>Per Evaluation</u>

Behavior Services – School/Home/Community Based Services

<u>Behavior Intervention Development (BID)</u> (Supervision to Accompany BII Services – 1 hour BID for every 5 hours of BII direct service allocated)	<u>\$135</u>	<u>Hourly</u>
<u>BID - Consultation with IEP Team/Parent</u>	<u>\$135</u>	<u>Hourly</u>
<u>BID – Program Development/Training</u>	<u>\$135</u>	<u>Hourly</u>
<u>Behavior Intervention Implementation (BII)</u> (1:1 School/Community)	<u>\$90</u>	<u>Hourly</u>
<u>Behavior Intervention Implementation (BII)</u> (Transportation)	<u>\$90</u>	<u>Hourly</u>
<u>Behavior Intervention Development (BID)</u> (Social Skills)	<u>\$135</u>	<u>Hourly</u>

Staff Training - Behavior

<u>Behavior Intervention Fundamentals - Group</u> (Max of 20 Participants)	<u>\$1,500</u>	<u>Flat rate</u>
<u>Behavior Intervention Plan – BIP Student Specific</u> (Individual)	<u>\$1,000</u>	<u>Per student</u>
<u>Behavior Intervention Plan – BIP Student Specific</u> (Group)	<u>\$1,000</u>	<u>Per student</u>

Assessments – Initials and IEEs

<u>Adapted PE Assessment</u>	<u>\$1,950</u>	<u>Per Evaluation</u>
<u>ERHMS Assessment</u>	<u>\$2050</u>	<u>Per Evaluation</u>
<u>Language and Speech Assessment</u>	<u>\$2050</u>	<u>Per Evaluation</u>
<u>Language and Speech Assessment</u> (AAC Assessment)	<u>\$2250</u>	<u>Per Evaluation</u>
<u>Occupational Therapy Assessment</u>	<u>\$2050</u>	<u>Per Evaluation</u>
<u>Occupational Therapy Assessment</u> (AT Assessment)	<u>\$2250</u>	<u>Per Evaluation</u>
<u>Physical Therapy Assessment</u>	<u>\$2050</u>	<u>Per Evaluation</u>
<u>Transition Assessment</u>	<u>\$1850</u>	<u>Per Evaluation</u>

<u>Functional Behavior Assessment</u> (One Location – School or Home)	<u>\$2750</u>	<u>Per Evaluation</u>
<u>Functional Behavior Assessment</u> (Two Locations – School or Home)	<u>\$3,000</u>	<u>Per Evaluation</u>
<u>Functional Behavior Assessment</u> (w/ 1:1 Aide Determination – School Based)	<u>\$2750</u>	<u>Per Evaluation</u>
<u>Psycho-Educational Assessment - Initial</u>	<u>\$3,000</u>	<u>Per Evaluation</u>
<u>Psycho-Educational Assessment - IEE</u>	<u>\$3,750</u>	<u>Per Evaluation</u>
<u>Dyslexia/Dysgraphia Evaluation</u>	<u>\$2,375</u>	<u>Per Evaluation</u>
<u>Targeted Evaluation</u> (One area of concern, preschool transition social- Emotional, academic, adaptive behavioral)	<u>\$2050</u>	<u>Per Evaluation</u>
<u>Rush Fee</u> (Less than 30 Days)	<u>\$750</u>	<u>Per Evaluation</u>

EXHIBIT A: 2023-2024 RATES**4.1 RATE SCHEDULE FOR CONTRACT YEAR**The CONTRACTOR: New Direction Solutions, LLC dba ProCare TherapyThe CONTRACTOR CDS NUMBER: 9900798

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>Speech Language Pathologist (415)</u>	<u>\$95 - \$165</u>	<u>Hourly</u>
<u>Occupational Therapist (450)</u>	<u>\$90 - \$140</u>	<u>Hourly</u>
<u>Physical Therapist (460)</u>	<u>\$110 - \$165</u>	<u>Hourly</u>
<u>Physical Therapist Assistant</u>	<u>\$85 - \$105</u>	<u>Hourly</u>
<u>School Psychologist (530)</u>	<u>\$98 - \$160</u>	<u>Hourly</u>
<u>Teacher of the Visually Impaired</u>	<u>\$105 - \$120</u>	<u>Hourly</u>
<u>Certified Occupational Therapy Assistant</u>	<u>\$85 - \$105</u>	<u>Hourly</u>
<u>Speech Language Pathologist Assistant</u>	<u>\$85 - \$105</u>	<u>Hourly</u>
<u>Deaf and Hard of Hearing Teacher</u>	<u>\$105 - \$130</u>	<u>Hourly</u>
<u>Paraprofessional</u>	<u>\$55 - \$75</u>	<u>Hourly</u>
<u>Sign Language Interpreter</u>	<u>\$85 - \$115</u>	<u>Hourly</u>
<u>Special Education Teacher/RSP</u>	<u>\$87 - \$105</u>	<u>Hourly</u>
<u>Board Certified Behavior Analyst</u>	<u>\$100 - \$165</u>	<u>Hourly</u>
<u>Registered Nurse</u>	<u>\$90 - \$120</u>	<u>Hourly</u>
<u>Audiologist</u>	<u>\$115 - \$140</u>	<u>Hourly</u>
<u>Social Worker</u>	<u>\$75 - \$130</u>	<u>Hourly</u>
<u>Behavior Specialist</u>	<u>\$90 - \$115</u>	<u>Hourly</u>

<u>Licensed Vocational Nurse</u>	<u>\$85 - \$100</u>	<u>Hourly</u>
<u>Counselor</u>	<u>\$110 - \$130</u>	<u>Hourly</u>
<u>Adaptive PE Teacher</u>	<u>\$105 - \$120</u>	<u>Hourly</u>
<u>Music Therapist</u>	<u>\$85 - \$100</u>	<u>Hourly</u>

EXHIBIT A: 2023-2024 RATES4.1 RATE SCHEDULE FOR CONTRACT YEARThe CONTRACTOR: Soliant HealthThe CONTRACTOR CDS NUMBER: 9900057

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>Speech Language Pathologist</u>	<u>\$94.64 - \$102.96</u>	<u>Hourly</u>
<u>Speech Language Pathologist Assistant</u>	<u>\$73.94 - \$81.12</u>	<u>Hourly</u>
<u>Occupational Therapist</u>	<u>\$92.56 - \$98.80</u>	<u>Hourly</u>
<u>Certified Occupational Therapist Assistant</u>	<u>\$73.84 - \$80.08</u>	<u>Hourly</u>
<u>School Psychologist</u>	<u>\$101.92 - \$117.52</u>	<u>Hourly</u>
<u>Physical Therapist</u>	<u>\$94.64 - \$102.96</u>	<u>Hourly</u>
<u>Physical Therapist Assistant</u>	<u>\$73.94 - \$81.12</u>	<u>Hourly</u>

EXHIBIT A: 2023-2024 RATES4.1 RATE SCHEDULE FOR CONTRACT YEARThe CONTRACTOR: TinyEYE Therapy ServicesThe CONTRACTOR CDS NUMBER: 9901447

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>
Language and Speech Development Remediations	<u>\$115-\$125</u>	<u>Hourly</u>
Speech Therapy Services	<u>\$120</u>	<u>Hourly</u>
Occupational Therapy Services	<u>\$101-\$115</u>	<u>Hourly</u>
Psychological Services	<u>\$130-\$150</u>	<u>Hourly</u>
Social Work Services	<u>\$110-\$130</u>	<u>Hourly</u>
Counseling and Guidance Services	<u>\$110-\$130</u>	<u>Hourly</u>



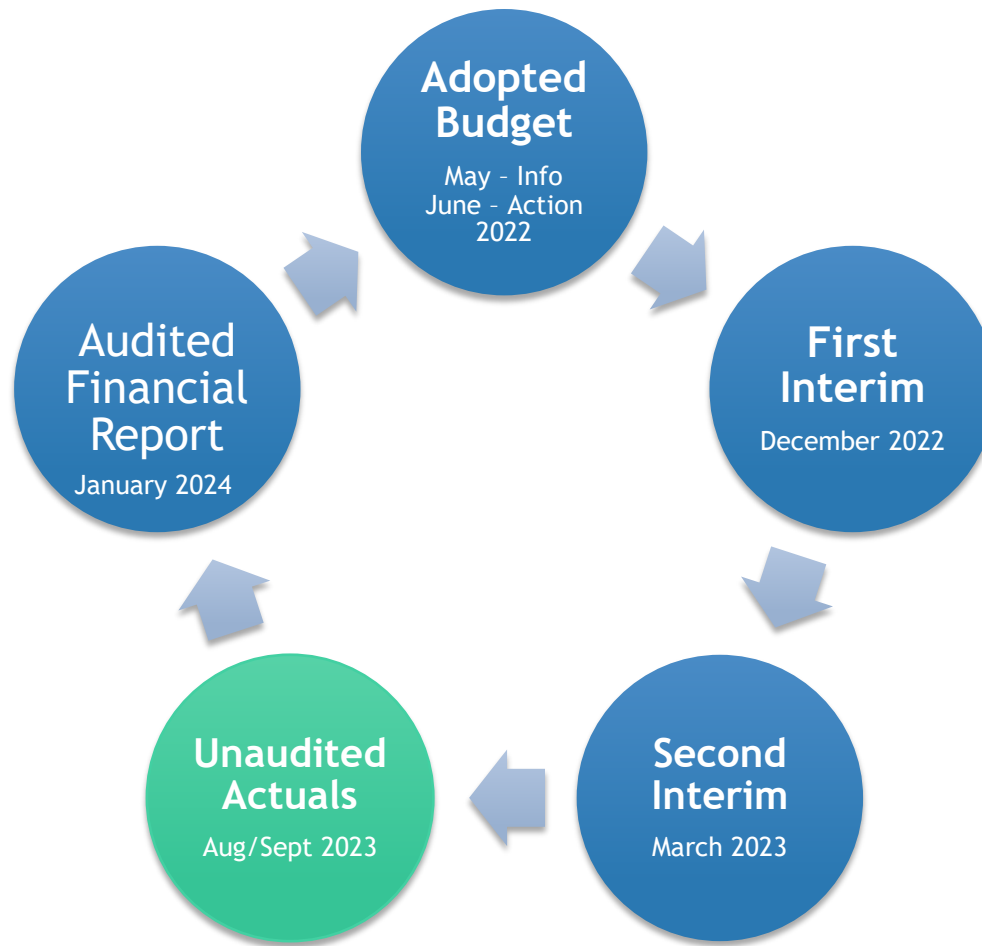
Unaudited Actuals Report Fiscal Year 2022-23

August 28, 2023

Presented by Rachel Wigle
SBCSELPA Chief Business Official



The 2022-23 Reporting Cycle



Unaudited Actuals

- ▶ The Unaudited Actuals Report presents the results of operations and financial position for fiscal year 2022-23

Beginning Fund Balance as of July 1, 2022

+ Revenue

- Expenditures

Ending Fund Balance as of June 30, 2023

- ▶ The JPA Board reviews the Ending Fund Balance and determines how the money is to be allocated in the next fiscal year



Results of Operations

- ▶ SBCSELPA generally ends each year with an Ending Fund Balance between \$2M-\$4M



Resource		Beginning Fund Balance	Revenues	Expenses	Ending Fund Balance
Fund 01 - General Fund					
0000	Unrestricted	235,325	146,285	79,261	302,348
3315	SpEd-IDEA Preschl/Non RIS		10,944	10,944	
3327	SpEd-IDEA-B Mental Health/§611		754,119	754,119	
3345	SpEd-IDEA-B Preschl Stf Dvlpmnt		4,089	4,089	
3395	ADR Program		17,777	17,777	
6500	Special Education	2,206,029	5,208,962	5,336,032	2,078,959
6536	Special Ed: Alt. Dispute Resol	177,686	2,773	180,459	
6546	State Mental Health Funds	1,868,205	2,134,120	2,649,900	1,352,425
Total for Fund 01		4,487,244	8,279,069	9,032,581	3,733,732



Ending Fund Balance — Why?

Left over money is a good thing

- Designated Accounts for LEAs / Budgeted Expenditures not needed
 - NPS Placements
 - Staff Development, Legal Fees
- Ending Fund Balance gets rolled into following year and JPA Board determines how to spend.
- Cash Flow - keeps SELPA solvent until Federal Grant reimbursement funding is received.

SBCSELPA Ending Fund Balance

For the Fiscal Year Ended June 30, 2023

Total 2022-23 SBCSELPA Ending Fund Balance **\$ 3,733,732**

Non-Mental Health **\$ 2,381,307**

Designated Ending Fund Balance:

Regional Program Facilities Deferred Maintenance	-
Potential Medical Therapy Unit (MTU) Site Replacement (Lompoc area)	250,000
Deferred Maintenance 23-24 per June 2023 Board Meeting	12,000
Low Incidence equipment, materials, services funding carryover	600,770
SELPA-Wide Staff Development Carryover--recommended to use to make most PD's free to LEAs	31,000
Crisis Prevention Intervention (CPI) for Free SELPA-Wide Staff Development	13,350
SELPA Legal Reserve	307,637
Medical Administrative Activities (MAA) Funding for SELPA	44,500
Self Insurance Program for Employees (SIPE) Rebate for SELPA	35,245
Mental Health Services and Non Public School Cost Pool per 2023-24 Adopted Budget	344,652
Economic Uncertainty - Cash Reserve	150,000
Total	\$ 1,789,154

Undesignated Ending Fund Balance	\$ 592,153
---	-------------------

Mental Health **\$ 1,352,425**

Designated Ending Fund Balance:

Mental Health Services and Non Public School Cost Pool per 2023-24 Adopted Budget	1,352,425
---	-----------

Undesignated Ending Fund Balance	\$ -
---	-------------

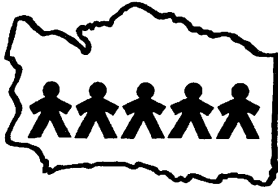
Recommendations for Undesignated Balances

Prior Year Comparisons

	2020-21 Ending Fund Balance	2021-22 Ending Fund Balance	2022-2023 Ending Fund Balance	
Non-Mental Health	\$ 836,622	\$ 1,038,836	\$ 592,153	Recommendations
LEA/District legal fees	\$ 300,000	300,000	200,327	Legal Fees allocation for LEAs.
			99,673	Redesignate LEA/District legal fees carryover balance from 2009-10 to all LEAs
Deferred Maintenance	\$ 49,218	15,170	38,000	Replenish regional program facilities deferred maintenance reserve (Target = \$75,000)
		-	17,363	Replenish SELPA Legal Reserve (Target = \$325,000)
SELPA reserve for unanticipated expenses including Non-MH NPS placement costs	\$ 100,000	-	236,790	Reserve for unanticipated expenses (including NPS costs), decreases in revenue, cash flow, and future designation by the board.
Allocate to LEAs	\$ 387,400	\$ 723,666	\$ -	
Mental Health	\$ 1,439,500	\$ 1,652,020	\$ -	Recommendations
SELPA Reserve for unanticipated costs including MH NPS placements and WRAP services (NPS Budget is \$1,910,000)	\$ 100,000	-	-	Reserve for Mental Health (NPS Budget is \$1,600,000). Additional reserve included above from Non Mental Health Funds
Allocate to LEAs	\$ 1,339,553	\$ 1,652,020	\$ -	
Total Recommendations from Undesignated	\$ 549,218	\$ 315,170	\$ 592,153	
Total Allocations to LEAs	\$ 1,726,953	\$ 2,375,686	\$ -	

QUESTIONS?





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

Date: August 28, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: 2022-23 Unaudited Actuals Financial Report and Ending Fund Balance

BACKGROUND:

- At the first meeting of the new year, the JPA Board approves the prior years' Unaudited Actuals Financial Report and the allocation of Ending Fund Balance.
- The Ending Fund Balance is presented in SBCSELPA Ending Fund Balance (REF: VII-A.1). The suggested designation of available SBCSELPA Ending Fund Balance is detailed in Recommendations for Undesignated Balances (REF: VII-A.2).
- The Budget Act of 2023 shifted Mental Health Funding from SELPAs to LEAs. In order to continue the Mental Health Services and Non-Public School Cost Pool as budgeted in the 2023-2024 budget, ending fund balances have been designated for this purpose.
- The SBCSELPA Ending Fund Balance of \$3,733,732 includes:
 - **Non-Mental Health** Ending Fund Balance of \$2,381,307.
 - \$1,899,154 is designated including \$344,652 for budgeted for mental health services and cost pool for which there is no longer mental health funding.
 - \$482,153 is undesignated Ending Fund Balance. Recommendations include allocations for legal fees for LEAs and replenishing reserves.
 - Due to the shift of Mental Health Funding there is no recommended ending fund balance distribution to LEAs.
 - **Mental Health** Ending Fund balance of \$1,352,425
 Designated to continue the Mental Health Services and Non-Public School Cost Pool as budgeted in the 2023-2024 budget.
- The First Interim report will adjust the 2023-2024 Adopted Budget to recognize carryover funds as available for expenditure in 2023-2024.

FISCAL IMPACT: There is no known fiscal impact at this time.

RECOMMENDATION: The JPA Board approve the Unaudited Actuals Report and the proposed Ending Fund Balance designations as presented.

RA:RW

SBCSELPA Ending Fund Balance

For the Fiscal Year Ended June 30, 2023

Total 2022-23 SBCSELPA Ending Fund Balance **\$ 3,733,732**

Non-Mental Health **\$ 2,381,307**

Designated Ending Fund Balance:

Regional Program Facilities Deferred Maintenance	-
Potential Medical Therapy Unit (MTU) Site Replacement (Lompoc area)	250,000
Deferred Maintenance 23-24 per June 2023 Board Meeting	12,000
Low Incidence equipment, materials, services funding carryover	600,770
SELPA-Wide Staff Development Carryover--recommended to use to make most PD's free to LEAs	31,000
Crisis Prevention Intervention (CPI) for Free SELPA-Wide Staff Development	13,350
SELPA Legal Reserve	307,637
Medical Administrative Activities (MAA) Funding for SELPA	44,500
Self Insurance Program for Employees (SIPE) Rebate for SELPA	35,245
Mental Health Services and Non Public School Cost Pool per 2023-24 Adopted Budget	344,652
Economic Uncertainty - Cash Reserve 5%	260,000
Total	\$ 1,899,154

Undesignated Ending Fund Balance **\$ 482,153**

Mental Health **\$ 1,352,425**

Designated Ending Fund Balance:

Mental Health Services and Non Public School Cost Pool per 2023-24 Adopted Budget **1,352,425**

Undesignated Ending Fund Balance **\$ -**

Recommendations for Undesignated Balances

Prior Year Comparisons

	2020-21 Ending Fund Balance	2021-22 Ending Fund Balance	2022-2023 Ending Fund Balance	
Non-Mental Health	\$ 836,622	\$ 1,038,836	\$ 482,153	Recommendations
LEA/District legal fees	\$ 300,000	300,000	200,327	Legal Fees allocation for LEAs.
			99,673	Redesignate LEA/District legal fees carryover balance from 2009-10 to all LEAs
Deferred Maintenance	\$ 49,218	15,170	38,000	Replenish regional program facilities deferred maintenance reserve (Target = \$75,000)
		-	17,363	Replenish SELPA Legal Reserve (Target = \$325,000)
SELPA reserve for unanticipated expenses including Non-MH NPS placement costs	\$ 100,000	-	126,790	Reserve for unanticipated expenses (including NPS costs), decreases in revenue, cash flow, and future designation by the board.
Allocate to LEAs	\$ 387,400	\$ 723,666	\$ -	

Mental Health	\$ 1,439,500	\$ 1,652,020	\$ -	Recommendations
SELPA Reserve for unanticipated costs including MH NPS placements and WRAP services (NPS Budget is \$1,910,000)	\$ 100,000	-	-	Reserve for Mental Health (NPS Budget is \$1,600,000). Additional reserve included above from Non Mental Health Funds
Allocate to LEAs	\$ 1,339,553	\$ 1,652,020	\$ -	

Total Recommendations from Undesignated	\$ 549,218	\$ 315,170	\$ 482,153	
Total Allocations to LEAs	\$ 1,726,953	\$ 2,375,686	\$ -	

UNAUDITED ACTUAL FINANCIAL REPORT:

To the County Superintendent of Schools:

2022-23 UNAUDITED ACTUAL FINANCIAL REPORT. This report was prepared in accordance with Education Code Section 41010 and is hereby approved and filed by the governing board of the JPA pursuant to Education Code sections 41023 and 42100.

Signed: _____
Clerk / Secretary of the JPA Governing Board
(Original signature required)

Date of Meeting: Aug 28, 2023

To the Superintendent of Public Instruction:

2022-23 UNAUDITED ACTUAL FINANCIAL REPORT. This report has been verified for accuracy by the County Superintendent of Schools pursuant to Education Code sections 41023 and 42100.

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

For additional information on the unaudited actual reports, please contact:

For County Office of Education:

For JPA:

Joshua Becerra

Name
Administrator, School Business Advisory Services

Title
(805) 964-4711

Telephone
jbecerra@sbceo.org

E-mail Address

Rachel Wigle

Name
Chief Business Official

Title
(805) 979-2135

Telephone
rwigle@sbcselfa.org

E-mail Address

REQUEST FOR AN APPROVED INDIRECT COST RATE:

JPAs do not receive an approved indirect cost rate unless specifically requested.

N Do you want an approved indirect cost rate for use with 2024-25 programs? (Yes/No)

Following is a summary of the critical data elements contained in your unaudited actual data. Since these data may have fiscal implications for your agency, please verify their accuracy before filing your unaudited actual financial reports.

Form	Description	Value
ICR	Preliminary Proposed Indirect Cost Rate	0.00%
	Fixed-with-carry-forward indirect cost rate for use in 2024-25, subject to CDE approval (applicable only if an approved indirect cost rate has been requested).	

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	786,929.00	29,955.00	-96.2%
3) Other State Revenue		8300-8599	6,850,537.00	5,383,074.00	-21.4%
4) Other Local Revenue		8600-8799	641,602.93	351,740.00	-45.2%
5) TOTAL, REVENUES			8,279,068.93	5,764,769.00	-30.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	377,328.84	377,328.84	0.0%
2) Classified Salaries		2000-2999	866,512.77	761,430.90	-12.1%
3) Employee Benefits		3000-3999	394,377.55	413,614.44	4.9%
4) Books and Supplies		4000-4999	48,105.25	198,908.00	313.5%
5) Services and Other Operating Expenditures		5000-5999	2,299,653.08	3,357,491.00	46.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	5,046,603.85	2,191,167.00	-56.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			9,032,581.34	7,299,940.18	-19.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(753,512.41)	(1,535,171.18)	103.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(753,512.41)	(1,535,171.18)	103.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,091,907.34	3,733,731.93	-8.8%
b) Audit Adjustments		9793	395,337.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			4,487,244.34	3,733,731.93	-16.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,487,244.34	3,733,731.93	-16.8%
2) Ending Balance, June 30 (E + F1e)			3,733,731.93	2,198,560.75	-41.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,431,383.72	1,852,159.54	-46.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	302,348.21	346,401.21	14.6%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	4,185,266.34		
1) Fair Value Adjustment to Cash in County Treasury		9111	(139,228.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable		9200	1,027,342.68		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			5,073,381.02		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	1,339,649.09		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			1,339,649.09		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			3,733,731.93		
FEDERAL REVENUE					
Special Education Discretionary Grants		8182	786,929.00	29,955.00	-96.2%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			786,929.00	29,955.00	-96.2%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	4,225,766.00	5,340,501.00	26.4%
All Other State Apportionments - Prior Years		8319	496,422.00	0.00	-100.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6695	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,128,349.00	42,573.00	-98.0%
TOTAL, OTHER STATE REVENUE			6,850,537.00	5,383,074.00	-21.4%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	54,669.01	25,000.00	-54.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	11,923.00	0.00	-100.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
In-District Premiums/Contributions		8674	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
All Other Local Revenue		8699	575,010.92	326,740.00	-43.2%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
ROC/P Transfers					
From Districts or Charter Schools	6360	8791	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			641,602.93	351,740.00	-45.2%
TOTAL, REVENUES			8,279,068.93	5,764,769.00	-30.4%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	312,596.04	312,596.04	0.0%
Other Certificated Salaries		1900	64,732.80	64,732.80	0.0%
TOTAL, CERTIFICATED SALARIES			377,328.84	377,328.84	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	129,871.20	136,752.00	5.3%
Other Classified Salaries		2900	736,641.57	624,678.90	-15.2%
TOTAL, CLASSIFIED SALARIES			866,512.77	761,430.90	-12.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	72,069.96	114,642.81	59.1%
PERS		3201-3202	113,482.75	106,874.59	-5.8%
OASDI/Medicare/Alternative		3301-3302	17,966.38	16,487.03	-8.2%
Health and Welfare Benefits		3401-3402	177,610.80	163,261.80	-8.1%
Unemployment Insurance		3501-3502	6,171.78	5,685.17	-7.9%
Workers' Compensation		3601-3602	7,075.88	6,663.04	-5.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			394,377.55	413,614.44	4.9%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	38,007.10	192,908.00	407.6%
Noncapitalized Equipment		4400	10,098.15	6,000.00	-40.6%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			48,105.25	198,908.00	313.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	73,864.56	25,000.00	-66.2%
Travel and Conferences		5200	168,225.48	131,000.00	-22.1%
Dues and Memberships		5300	4,622.72	5,100.00	10.3%
Insurance		5400-5450	5,961.42	6,100.00	2.3%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	68,105.60	77,353.00	13.6%

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,958,446.14	3,087,828.00	57.7%
Communications		5900	20,427.16	25,110.00	22.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,299,653.08	3,357,491.00	46.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	30,000.00	New
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments					
To Districts or Charter Schools	6500	7221	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.0%
ROC/P Transfers of Apportionments					
To Districts or Charter Schools	6360	7221	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.0%
All Other Transfers		7281-7283	5,046,603.85	2,161,167.00	-57.2%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			5,046,603.85	2,191,167.00	-56.6%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			9,032,581.34	7,299,940.18	-19.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: Special Reserve Fund		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: Special Reserve Fund		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%

Santa Barbara County SELPA JPA
Santa Barbara County

Unaudited Actuals
General Fund
Expenditures by Object

42 40378 0000000
Form 01
D8AGAYPTKJ(2022-23)

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	786,929.00	29,955.00	-96.2%
3) Other State Revenue		8300-8599	6,850,537.00	5,383,074.00	-21.4%
4) Other Local Revenue		8600-8799	641,602.93	351,740.00	-45.2%
5) TOTAL, REVENUES			8,279,068.93	5,764,769.00	-30.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		3,952,212.89	5,078,303.18	28.5%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		13,337.44	5,360.00	-59.8%
8) Plant Services	8000-8999		20,427.16	25,110.00	22.9%
9) Other Outgo	9000-9999	Except 7600-7699	5,046,603.85	2,191,167.00	-56.6%
10) TOTAL, EXPENDITURES			9,032,581.34	7,299,940.18	-19.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(753,512.41)	(1,535,171.18)	103.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(753,512.41)	(1,535,171.18)	103.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,091,907.34	3,733,731.93	-8.8%
b) Audit Adjustments		9793	395,337.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			4,487,244.34	3,733,731.93	-16.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,487,244.34	3,733,731.93	-16.8%
2) Ending Balance, June 30 (E + F1e)			3,733,731.93	2,198,560.75	-41.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,431,383.72	1,852,159.54	-46.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	302,348.21	346,401.21	14.6%

Santa Barbara County SELPA JPA
Santa Barbara County

Unaudited Actuals
General Fund
Exhibit: Restricted Balance Detail

42 40378 0000000
Form 01
D8AGAYPTKJ(2022-23)

	Resource	Description	2022-23 Unaudited Actuals	2023-24 Budget
	6500	Special Education	2,078,959.11	1,538,019.51
	6546	Mental Health-Related Services	1,352,424.61	314,140.03
Total, Restricted Balance			3,431,383.72	1,852,159.54

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	13,151,725.60	13,913,182.00	5.8%
3) Other State Revenue		8300-8599	38,994,512.00	35,863,321.00	-8.0%
4) Other Local Revenue		8600-8799	(1,822.86)	0.00	-100.0%
5) TOTAL, REVENUES			52,144,414.74	49,776,503.00	-4.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	52,144,414.74	49,776,503.00	-4.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			52,144,414.74	49,776,503.00	-4.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
3) Accounts Receivable		9200	11,033,102.56		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			11,033,102.56		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	11,033,102.56		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			11,033,102.56		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(must agree with line F2) (G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
Property Taxes Transfers		8097	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Pass-Through Revenues from					
Federal Sources		8287	13,151,725.60	13,913,182.00	5.8%
TOTAL, FEDERAL REVENUE			13,151,725.60	13,913,182.00	5.8%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	36,394,250.00	35,863,321.00	-1.5%
Prior Years	6500	8319	1.00	0.00	-100.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	2,600,261.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			38,994,512.00	35,863,321.00	-8.0%
OTHER LOCAL REVENUE					
Interest		8660	(1,822.86)	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			(1,822.86)	0.00	-100.0%
TOTAL, REVENUES			52,144,414.74	49,776,503.00	-4.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	15,423,542.37	13,617,353.00	-11.7%
To County Offices		7212	326,621.37	295,829.00	-9.4%
To JPAs		7213	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments					
To Districts or Charter Schools	6500	7221	33,389,722.00	33,052,894.00	-1.0%
To County Offices	6500	7222	3,004,529.00	2,810,427.00	-6.5%

Santa Barbara County SELPA JPA
Santa Barbara County

Unaudited Actuals
Special Education Pass-Through Fund
Expenditures by Object

42 40378 0000000
Form 10
D8AGAYPTKJ(2022-23)

Description	Resource Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
To JPAs	6500	7223	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			52,144,414.74	49,776,503.00	-4.5%
TOTAL, EXPENDITURES			52,144,414.74	49,776,503.00	-4.5%

Description	Function Codes	Object Codes	2022-23 Unaudited Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	13,151,725.60	13,913,182.00	5.8%
3) Other State Revenue		8300-8599	38,994,512.00	35,863,321.00	-8.0%
4) Other Local Revenue		8600-8799	(1,822.86)	0.00	-100.0%
5) TOTAL, REVENUES			52,144,414.74	49,776,503.00	-4.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	52,144,414.74	49,776,503.00	-4.5%
10) TOTAL, EXPENDITURES			52,144,414.74	49,776,503.00	-4.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Santa Barbara County SELPA JPA
Santa Barbara County

Unaudited Actuals
Special Education Pass-Through Fund
Exhibit: Restricted Balance Detail

42 40378 0000000
Form 10
D8AGAYPTKJ(2022-23)

		2022-23 Unaudited Actuals	2023-24 Budget
Resource	Description		
Total, Restricted Balance		0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 0.00
2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 1,638,219.16

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 0.00%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool.
Retain supporting documentation. _____

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
(Functions 7200-7600, objects 1000-5999, minus Line B9) 0.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 0.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	0.00
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	0.00
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	0.00
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	0.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	3,878,348.33
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	0.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	13,337.44
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	20,427.16
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	3,912,112.93
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment (For information only - not for use when claiming/recovering indirect costs) (Line A8 divided by Line B19)	0.00%
D. Preliminary Proposed Indirect Cost Rate (For final approved fixed-with-carry-forward rate for use in 2024-25 see www.cde.ca.gov/fg/ac/ic) (Line A10 divided by Line B19)	0.00%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)

0.00

B. Carry-forward adjustment from prior year(s)

1. Carry-forward adjustment from the second prior year

0.00

2. Carry-forward adjustment amount deferred from prior year(s), if any

0.00

C. Carry-forward adjustment for under- or over-recovery in the current year

1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (0%) times Part III, Line B19); zero if negative

0.00

2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (0%) times Part III, Line B19) or (the highest rate used to recover costs from any program (0%) times Part III, Line B19); zero if positive

0.00

D. Preliminary carry-forward adjustment (Line C1 or C2)

0.00

E. Optional allocation of negative carry-forward adjustment over more than one year

Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.

Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward

adjustment is applied to the current year calculation:

not
applicable

Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder

is deferred to one or more future years:

not
applicable

Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder

is deferred to one or more future years:

not
applicable

LEA request for Option 1, Option 2, or Option 3

1

F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)

0.00

Santa Barbara County SELPA JPA
Santa Barbara County

Unaudited Actuals
2022-23 Estimated Actuals
Exhibit A: Indirect Cost Rates Charged to Programs

42 40378 0000000
Form ICR
D8AGAYPTKJ(2022-23)

Approved indirect
cost rate: 0.00%
Highest
rate used
in any
program: 0.00%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
------	----------	---	---	--------------

Santa Barbara County SELPA JPA
Santa Barbara County

Unaudited Actuals
2022-23
Form and Charter Schools Funds
Program Cost Report
Schedule of Allocation Factors (AF) for Support Costs

42 40378 0000000
Form PCRAF
D8AGAYPTKJ(2022-23)

	Teacher Full-Time Equivalents				Classroom Units		Pupils Transported
	Instructional Supervision and Administration (Functions 2100 - 2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Pupil Transportation (Function 3600)
A. Amount of Undistributed Expenditures, Funds 01, 09, and 62, Goals 0000 and 9000 (will be allocated based on factors input)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
B. Enter Allocation Factor(s) by Goal: (Note: Allocation factors are only needed for a column if there are undistributed expenditures in line A.)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	CU Factor(s)	CU Factor(s)	PT Factor(s)
Instructional Goals							
0001 Pre-Kindergarten							
1110 Regular Education, K-12							
3800 Career Technical Education							
4110 Regular Education, Adult							
4630 Adult Career Technical Education							
5000-5999 Special Education (allocated to 5001)							
6000 ROC/P							
Other Goals							
7110 Nonagency - Educational							
7150 Nonagency - Other							
8500 Child Care and Development Services							
Other Funds							
-- Adult Education (Fund 11)							
-- Child Development (Fund 12)							
-- Cafeteria (Funds 13 & 61)							
C. Total Allocation Factors	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Goal	Program/Activity	Direct Costs			Central Admin Costs (col. 3 x Sch. CAC line E) Column 4	Other Costs (Schedule OC) Column 5	Total Costs by Program (col. 3 + 4 + 5) Column 6
		Direct Charged (Schedule DCC) Column 1	Allocated (Schedule AC) Column 2	Subtotal (col. 1 + 2) Column 3			
Instructional Goals							
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00		0.00
1110	Regular Education, K-12	0.00	0.00	0.00	0.00		0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00		0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00		0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00		0.00
5000-5999	Special Education	3,972,640.05	0.00	3,972,640.05	13,337.44		3,985,977.49
6000	Regional Occupational Ctr/Prg (ROC/P)	0.00	0.00	0.00	0.00		0.00
Other Goals							
7110	Nonagency - Educational	0.00	0.00	0.00	0.00		0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00		0.00
8500	Child Care and Development Services	0.00	0.00	0.00	0.00		0.00
Other Costs							
----	Food Services					0.00	0.00
----	Enterprise					0.00	0.00
----	Facilities Acquisition & Construction					0.00	0.00
----	Other Outgo					5,046,603.85	5,046,603.85
Other Funds ----	Adult Education, Child Development, Cafeteria, Foundation ([Column 3 + CAC, line C5] times CAC, line E)		0.00	0.00	0.00		0.00
----	Indirect Cost Transfers to Other Funds (Net of Funds 01, 09, 62, Function 7210, Object 7350)				0.00		0.00
----	Total General Fund and Charter Schools Funds Expenditures	3,972,640.05	0.00	3,972,640.05	13,337.44	5,046,603.85	9,032,581.34

Unaudited Actuals
2022-23
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Direct Charged Costs (DCC)

Goal	Type of Program	Instruction (Functions 1000-1999)	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3110-3160 and 3900)	Pupil Transportation (Function 3600)	Ancillary Services (Functions 4000-4999)	Community Services (Functions 5000-5999)	General Administration (Functions 7000-7999, except 7210)*	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Total
Instructional Goals													
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
1110	Regular Education, K-12	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
5000-5999	Special Education	0.00	3,952,212.89	0.00	0.00	0.00	0.00	0.00			20,427.16	0.00	3,972,640.05
6000	ROC/P	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Other Goals													
7110	Nonagency - Educational	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8500	Child Care and Development Services	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00
Total Direct Charged Costs		0.00	3,952,212.89	0.00	0.00	0.00	0.00	0.00	0.00	0.00	20,427.16	0.00	3,972,640.05

* Functions 7100-7199 for goals 8100 and 8500

Goal	Type of Program	Allocated Support Costs (Based on factors input on Form PCRAF)			Total
		Full-Time Equivalents	Classroom Units	Pupils Transported	
Instructional Goals					
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00
1110	Regular Education, K-12	0.00	0.00	0.00	0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00
5000-5999	Special Education (allocated to 5001)	0.00	0.00	0.00	0.00
6000	ROC/P	0.00	0.00	0.00	0.00
Other Goals					
7110	Nonagency - Educational	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00
8500	Child Care and Development Svcs.	0.00	0.00	0.00	0.00
Other Funds					
--	Adult Education (Fund 11)	0.00	0.00	0.00	0.00
--	Child Development (Fund 12)	0.00	0.00	0.00	0.00
--	Cafeteria (Funds 13 and 61)	0.00	0.00	0.00	0.00
Total Allocated Support Costs		0.00	0.00	0.00	0.00

Unaudited Actuals
2022-23
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Central Administration Costs (CAC)

A.	Central Administration Costs in General Fund and Charter Schools Funds	
1	Board and Superintendent (Funds 01, 09, and 62, Functions 7100-7180, Goals 0000-6999 and 9000, Objects 1000-7999)	13,337.44
2	External Financial Audits (Funds 01, 09, and 62, Functions 7190-7191, Goals 0000-6999 and 9000, Objects 1000 - 7999)	0.00
3	Other General Administration (Funds 01, 09, and 62, Functions 7200-7600 except 7210, Goal 0000, Objects 1000-7999)	0.00
4	Centralized Data Processing (Funds 01, 09, and 62, Function 7700, Goal 0000, Objects 1000-7999)	0.00
5	Total Central Administration Costs in General Fund and Charter Schools Funds	13,337.44
B.	Direct Charged and Allocated Costs in General Fund and Charter Schools Funds	
1	Total Direct Charged Costs (from Form PCR, Column 1, Total)	3,972,640.05
2	Total Allocated Costs (from Form PCR, Column 2, Total)	0.00
3	Total Direct Charged and Allocated Costs in General Fund and Charter Schools Funds	3,972,640.05
C.	Direct Charged Costs in Other Funds	
1	Adult Education (Fund 11, Objects 1000-5999, except 5100)	0.00
2	Child Development (Fund 12, Objects 1000-5999, except 5100)	0.00
3	Cafeteria (Funds 13 & 61, Objects 1000-5999, except 5100)	0.00
4	Foundation (Funds 19 & 57, Objects 1000-5999, except 5100)(Not applicable to JPAs)	0.00
5	Total Direct Charged Costs in Other Funds	0.00
D.	Total Direct Charged and Allocated Costs (B3 + C5)	3,972,640.05
E.	Ratio of Central Administration Costs to Direct Charged and Allocated Costs (A5/D)	.34%

Type of Activity	Food Services (Function 3700)	Enterprise (Function 6000)	Facilities Acquisition & Construction (Function 8500)	Other Outgo (Functions 9000- 9999)	Total
Food Services (Objects 1000-5999, 6400-6700)	0.00				0.00
Enterprise (Objects 1000-5999, 6400-6700)		0.00			0.00
Facilities Acquisition & Construction (Objects 1000-6700)			0.00		0.00
Other Outgo (Objects 1000 - 7999)				5,046,603.85	5,046,603.85
Total Other Costs	0.00	0.00	0.00	5,046,603.85	5,046,603.85

Santa Barbara County SELPA JPA
Santa Barbara County

Unaudited Actuals
2022-23 Unaudited Actuals
Schedule of Capital Assets

42 40378 0000000
Form ASSET
D8AGAYPTKJ(2022-23)

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings	131,895.00		131,895.00			131,895.00
Equipment			0.00			0.00
Total capital assets being depreciated	131,895.00	0.00	131,895.00	0.00	0.00	131,895.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings	(92,327.00)		(92,327.00)		5,276.00	(97,603.00)
Equipment			0.00			0.00
Total accumulated depreciation	(92,327.00)	0.00	(92,327.00)	0.00	5,276.00	(97,603.00)
Total capital assets being depreciated, net excluding lease and subscription assets	39,568.00	0.00	39,568.00	0.00	5,276.00	34,292.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	39,568.00	0.00	39,568.00	0.00	5,276.00	34,292.00
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease and subscription assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Santa Barbara County SELPA JPA
Santa Barbara County

Unaudited Actuals
2022-23 Estimated Actuals
Schedule of Long-Term Liabilities

42 40378 0000000
Form DEBT
D8AGAYPTKJ(2022-23)

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable	5,907.60		5,907.60	1,733.44	264.84	7,376.20	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	5,907.60	0.00	5,907.60	1,733.44	264.84	7,376.20	0.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

SACS Web System - SACS V6

8/17/2023 1:24:18 PM

42-40378-0000000

Unaudited Actuals

Budget 2023-24

Technical Review Checks

Phase - All

Display - All Technical Checks

Santa Barbara County SELPA JPA**Santa Barbara County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)**W/WC** - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)**O** - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)**IMPORT CHECKS****CHECKFUNCTION** - (Fatal) - All FUNCTION codes must be valid. **Passed****CHECKFUND** - (Fatal) - All FUND codes must be valid. **Passed****CHECKGOAL** - (Fatal) - All GOAL codes must be valid. **Passed****CHECKOBJECT** - (Fatal) - All OBJECT codes must be valid. **Passed****CHECKRESOURCE** - (Warning) - All RESOURCE codes must be valid. **Passed****CHK-FDXRS7690xOB8590** - (Fatal) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed****CHK-FUNCTIONxOBJECT** - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid. **Passed****CHK-FUNDxFUNCTION-A** - (Warning) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed****CHK-FUNDxFUNCTION-B** - (Fatal) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed****CHK-FUNDxGOAL** - (Warning) - All FUND and GOAL account code combinations should be valid. **Passed****CHK-FUNDxOBJECT** - (Fatal) - All FUND and OBJECT account code combinations must be valid. **Passed****CHK-FUNDxRESOURCE** - (Warning) - All FUND and RESOURCE account code combinations should be valid. **Passed****CHK-GOALxFUNCTION-A** - (Fatal) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed****CHK-GOALxFUNCTION-B** - (Fatal) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**

CHK-RES6500XOBJ8091 - (Fatal) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-RESOURCExOBJECTA - (Warning) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (Informational) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (Fatal) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

SPECIAL-ED-GOAL - (Fatal) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

GENERAL LEDGER CHECKS

CEFB-POSITIVE - (Fatal) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

CONTRIB-RESTR-REV - (Fatal) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

CONTRIB-UNREST-REV - (Fatal) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

EFB-POSITIVE - (Warning) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

EXCESS-ASSIGN-REU - (Fatal) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

EXP-POSITIVE - (Warning) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

INTERFD-DIR-COST - (Fatal) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-IN-OUT - (Fatal) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - (Fatal) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRA-FD-DIR-COST - (Fatal) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRA-FD-INDIRECT - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRA-FD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

LOTTERY-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

OBJ-POSITIVE - (Warning) - All applicable objects should have a positive balance by resource, by fund. **Passed**

PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

REV-POSITIVE - (Warning) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

RS-NET-POSITION-ZERO - (Fatal) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

SE-PASS-THRU-REVENUE - (Warning) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

UNASSIGNED-NEGATIVE - (Fatal) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (Fatal) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

EXPORT VALIDATION CHECKS

CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

CHK-EXTRACTED-DATA-SOURCE - (Warning) - All forms that extract data from a prior reporting period use the same source extraction submission **Passed**

CHK-UNBALANCED-A - (Warning) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

CHK-UNBALANCED-B - (Fatal) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

VERSION-CHECK - (Warning) - All versions are current. **Passed**

SACS Web System - SACS V6
8/17/2023 1:24:44 PM

42-40378-0000000

Unaudited Actuals
Budget 2023-24
Technical Review Checks
Phase - All
Display - Exceptions Only

Santa Barbara County SELPA JPA

Santa Barbara County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

SACS Web System - SACS V6

8/17/2023 1:25:38 PM

42-40378-0000000

Unaudited Actuals
 Unaudited Actuals 2022-23
Technical Review Checks
 Phase - All
 Display - Exceptions Only

Santa Barbara County SELPA JPA**Santa Barbara County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

GENERAL LEDGER CHECKS

EXP-POSITIVE - (Warning) - The following expenditure functions have a negative balance by resource, by fund.
 (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.)

Exception

FUND	RESOURCE	FUNCTION	VALUE
10	0000	9200	(\$1,822.86)

Explanation: There was a negative Interest Revenue posted to Fund 10, so the negative revenue was also passed onto the district (creating a negative expense).

10	6536	9200	(\$2,773.00)
----	------	------	--------------

Explanation: Adelante returned Resource 6536 funds, which were then put into SELPA Fund 01. The Expenditure and Revenue were Abated, but since the original transaction took place in 21-22, this created a negative. This entry was reviewed by external auditor prior to posting.

OBJ-POSITIVE - (Warning) - The following objects have a negative balance by resource, by fund:

Exception

FUND	RESOURCE	OBJECT	VALUE
10	0000	8660	(\$1,822.86)

Explanation: There was a negative Interest Revenue posted to Fund 10, so the negative revenue was also passed onto the district (creating a negative expense).

10	0000	7211	(\$1,804.00)
----	------	------	--------------

Explanation: There was a negative Interest Revenue posted to Fund 10, so the negative revenue was also passed onto the district (creating a negative expense).

10	0000	7212	(\$18.86)
----	------	------	-----------

Explanation: There was a negative Interest Revenue posted to Fund 10, so the negative revenue was also passed onto the district (creating a negative expense).

10	3310	7212	(\$6,109.27)
----	------	------	--------------

Explanation: In 21-22 An accrual was made to 7212 in error. It should have been to 7211. The accrual reversal results in a negative Object code, as the expense was not realized in 22-23.

10	6536	8587	(\$2,773.00)
----	------	------	--------------

Explanation: Adelante Charter returned unused Resource 6536 funds, which were then put into SELPA Fund 01. The Expenditure and Revenue were Abated, but since the original transaction took place in 21-22, this created a negative. This entry was reviewed by external auditor prior to posting.

10	6536	7211	(\$2,773.00)
----	------	------	--------------

Explanation: Adelante Charter returned unused Resource 6536 funds, which were then put into SELPA Fund 01. The Expenditure and Revenue were Abated, but since the original transaction took place in 21-22, this created a negative. This entry was reviewed by external auditor prior to posting.

PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) do not equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327) for the following funds by resources:

Exception

FUND	RESOURCE	Right Pass-through Revenues	Right Transfers of Pass-through Revenues	Right Difference
10	0000	\$0.00	(\$1,822.86)	\$1,822.86

Explanation: Revenue received in Object 8660 was passed through in objects 7211 and 7212. This caused it to be out of balance. If 7281 and 7282 had been used, this would not be out of balance.

REV-POSITIVE - (Warning) - In the following resources, total revenues exclusive of contributions (objects 8000-8979) are negative, by fund:

Exception

FUND	RESOURCE	VALUE
10	0000	(\$1,822.86)

Explanation: There was a negative Interest Revenue posted to Fund 10, so the negative revenue was also passed onto the district (creating a negative expense). This was passed on to the LEAS

10	6536	(\$2,773.00)
----	------	--------------

Explanation: Adelante Charter returned unused Resource 6536 funds, which were then put into SELPA Fund 01. The Expenditure and Revenue were Abated, but since the original transaction took place in 21-22, this created a negative. This entry was reviewed by external auditor prior to posting.

SUPPLEMENTAL CHECKS

IC-ADMIN-NOT-ZERO - (Informational) - There are no Other General Administration costs reported in Form ICR, Part III, Line A1. Please review your records and make any necessary corrections.

Exception

MESSAGE	VALUE
Other general administration costs, less portion charged to restricted resources or specific goals (Form ICR, Part III, Line A1)	0.00

IC-ADMIN-PLANT-SVCS - (Informational) - Percentage of plant services costs attributable to general administration is either zero or exceeds 25%. LEAs with these percentages may have incorrectly coded general administration costs. Please review the GL data extracted on Line A1 and any amount entered on Line A2a in Part I of the Indirect Cost Rate Worksheet (Form ICR) and correct the data if necessary.

Exception

Percentage of plant services costs attributable to general administration (Part I, Line C) is	%	\$0.00
---	---	--------

IC-BD-SUPT-VS-ADMIN - (Informational) - In Form ICR, the ratio of Board and Superintendent costs to Other General Administration costs is less than 5%. Please review your records and make any necessary corrections.

Exception

Board and Superintendent (Form ICR, Part III, Line B7)	\$13,337.44
Other General Administration, less portion charged to restricted resources or specific goals (Form ICR, Part III, Line A1)	\$0.00
Ratio is	\$0.00 %

IC-PCT - (Informational) - The straight indirect cost percentage (i.e., WITHOUT the carry-forward adjustment) is less than 2% or exceeds 9%. LEAs, regardless of their size or type, with rates outside of these guidelines have usually incorrectly coded general administrative costs (e.g., fiscal services, personnel/human services, central support, and centralized data processing). Please review the Indirect Cost Rate Worksheet (Form ICR) paying special attention that costs coded to the indirect cost functions are consistent with the definitions in the California School Accounting Manual. Also, to help with your review, the Indirect Cost Rate Worksheet section of the SACS Software User Guide contains a list of common problem areas. If general administration costs are incorrectly coded, make the necessary data corrections; if costs are correct, please provide an explanation identifying the major contributing factors to the rate.

Exception

Straight indirect cost percentage before carry-forward adjustment (Form ICR, Part III, Line C is	\$0.00 %
--	----------

SACS Web System - SACS V6

8/17/2023 1:19:38 PM

42-40378-0000000

Unaudited Actuals
Unaudited Actuals 2022-23
Technical Review Checks

Phase - All
Display - All Technical Checks

Santa Barbara County SELPA JPA**Santa Barbara County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

BALANCE-FDxRS - (Fatal) - Adjusted Beginning Fund Balance plus Revenues minus Expenditures minus Assets minus Deferred Outflows of Resources plus Liabilities plus Deferred Inflows of Resources, must total zero by fund and resource, except for agency funds 76 and 95. **Passed**

BALANCE-FDxRS-AGENCY - (Fatal) - Assets (objects 9100-9489) minus Liabilities (objects 9500-9689) must total zero by fund and resource for agency funds 76 and 95. **Passed**

CHECKFUNCTION - (Fatal) - All FUNCTION codes must be valid. **Passed**

CHECKFUND - (Fatal) - All FUND codes must be valid. **Passed**

CHECKGOAL - (Fatal) - All GOAL codes must be valid. **Passed**

CHECKOBJECT - (Fatal) - All OBJECT codes must be valid. **Passed**

CHECKRESOURCE - (Warning) - All RESOURCE codes must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (Fatal) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNCTIONxOBJECT - (Fatal) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxFUNCTION-A - (Warning) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (Fatal) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-FUNDxGOAL - (Warning) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxOBJECT - (Fatal) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxRESOURCE - (Warning) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-GOALxFUNCTION-A - (Fatal) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC.

Passed

CHK-GOALxFUNCTION-B - (Fatal) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699).

Passed

CHK-RES6500XOBJ8091 - (Fatal) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years).

Passed

CHK-RESOURCExOBJECTA - (Warning) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid.

Passed

CHK-RESOURCExOBJECTB - (Informational) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid.

Passed

CHK-RS-LOCAL-DEFINED - (Fatal) - All locally defined resource codes must roll up to a CDE defined resource code.

Passed

PY-EFB=CY-BFB - (Fatal) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791).

Passed

PY-EFB=CY-BFB-RES - (Fatal) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource.

Passed

SPECIAL-ED-GOAL - (Fatal) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332.

Passed

GENERAL LEDGER CHECKS

AR-AP-POSITIVE - (Fatal) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund.

Passed

CEFB-POSITIVE - (Fatal) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund.

Passed

CEFB=FD-EQUITY - (Fatal) - Components of Ending Fund Balance/Net Position (objects 9710-9790, 9796, and 9797) must agree with Fund Equity (Assets [objects 9100-9489] plus Deferred Outflows of Resources [objects 9490-9499] minus Liabilities [objects 9500-9689] minus Deferred Inflows of Resources [objects 9690-9699]).

Passed

CONTRIB-RESTR-REV - (Fatal) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund.

Passed

CONTRIB-UNREST-REV - (Fatal) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund.

Passed

DUE-FROM=DUE-TO - (Fatal) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610).

Passed

EFB-POSITIVE - (Warning) - All ending fund balances (Object 979Z) should be positive by resource, by fund.

Passed

EXCESS-ASSIGN-REU - (Fatal) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95).

Passed

EXP-POSITIVE - (Warning) - The following expenditure functions have a negative balance by resource, by fund. (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.)

Exception

FUND	RESOURCE	FUNCTION	VALUE
10	0000	9200	(\$1,822.86)
Explanation: There was a negative Interest Revenue posted to Fund 10, so the negative revenue was also passed onto the district (creating a negative expense).			
10	6536	9200	(\$2,773.00)
Explanation: Adelante returned Resource 6536 funds, which were then put into SELPA Fund 01. The Expenditure and Revenue were Abated, but since the original transaction took place in 21-22, this created a negative. This entry was reviewed by external auditor prior to posting.			

INTERFD-DIR-COST - (Fatal) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds.

Passed

INTERFD-IN-OUT - (Fatal) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629).

Passed

INTERFD-INDIRECT - (Fatal) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds.

Passed

INTERFD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function.

Passed

INTRA-FD-DIR-COST - (Fatal) - Transfers of Direct Costs (Object 5710) must net to zero by fund.

Passed

INTRA-FD-INDIRECT - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by fund.

Passed

INTRA-FD-INDIRECT-FN - (Fatal) - Transfers of Indirect Costs (Object 7310) must net to zero by function.

Passed

LOTTERY-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300).

Passed

NET-INV-CAP-ASSETS - (Warning) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund.

Passed

OBJ-POSITIVE - (Warning) - The following objects have a negative balance by resource, by fund:

Exception

FUND	RESOURCE	OBJECT	VALUE
10	0000	8660	(\$1,822.86)
Explanation: There was a negative Interest Revenue posted to Fund 10, so the negative revenue was also passed onto the district (creating a negative expense).			
10	0000	7211	(\$1,804.00)
Explanation: There was a negative Interest Revenue posted to Fund 10, so the negative revenue was also passed onto the district (creating a negative expense).			
10	0000	7212	(\$18.86)
Explanation: There was a negative Interest Revenue posted to Fund 10, so the negative revenue was also passed onto the district (creating a negative expense).			
10	3310	7212	(\$6,109.27)
Explanation: In 21-22 An accrual was made to 7212 in error. It should have been to 7211. The accrual reversal results in a negative Object code, as the expense was not realized in 22-23.			
10	6536	8587	(\$2,773.00)
Explanation: Adelante Charter returned unused Resource 6536 funds, which were then put into SELPA Fund 01. The Expenditure and Revenue were Abated, but since the original transaction took place in 21-22, this created a negative. This entry was reviewed by external auditor prior to posting.			
10	6536	7211	(\$2,773.00)
Explanation: Adelante Charter returned unused Resource 6536 funds, which were then put into SELPA Fund 01. The Expenditure and Revenue were Abated, but since the original transaction took place in 21-22, this created a negative. This entry was reviewed by external auditor prior to posting.			

PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) do not equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327) for the following funds by resources:

Exception

FUND	RESOURCE	Right Pass-through Revenues	Right Transfers of Pass-through Revenues	Right Difference
10	0000	\$0.00	(\$1,822.86)	\$1,822.86
Explanation: Revenue received in Object 8660 was passed through in objects 7211 and 7212. This caused it to be out of balance. If 7281 and 7282 had been used, this would not be out of balance.				

REV-POSITIVE - (Warning) - In the following resources, total revenues exclusive of contributions (objects 8000-8979) are negative, by fund:

Exception

FUND	RESOURCE	VALUE
10	0000	(\$1,822.86)
Explanation: There was a negative Interest Revenue posted to Fund 10, so the negative revenue was also passed onto the district (creating a negative expense). This was passed on to the LEAS		
10	6536	(\$2,773.00)
Explanation: Adelante Charter returned unused Resource 6536 funds, which were then put into SELPA Fund 01. The Expenditure and Revenue were Abated, but since the original transaction took place in 21-22, this created a negative. This entry was reviewed by external auditor prior to posting.		

RS-NET-POSITION-ZERO - (Fatal) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95.

Passed

SE-PASS-THRU-REVENUE - (Warning) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area.

Passed

UNASSIGNED-NEGATIVE - (Fatal) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95.

Passed

UNR-NET-POSITION-NEG - (Fatal) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95.

Passed

SUPPLEMENTAL CHECKS

ASSET-ACCUM-DEPR-NEG - (Fatal) - In Form ASSET, accumulated depreciation and amortization for governmental and business-type activities must be zero or negative.

Passed

ASSET-IMPORT - (Fatal) - If capital asset amounts are imported/keyed (Function 8500, Facilities Acquisition and Construction, or objects 6XXX, Capital Outlay; or objects 9400-9489, Capital Assets, in funds 61-67), then capital asset supplemental data (Form ASSET) must be provided.

Passed

ASSET-PY-BAL - (Fatal) - If capital asset ending balances were included in the prior year unaudited actuals, the Schedule of Capital Assets (Form ASSET) must be provided.

Passed

DEBT-ACTIVITY - (Informational) - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt.

Passed

DEBT-IMPORT - (Fatal) - If long-term debt amounts are imported/keyed, the long-term debt supplemental data (Form DEBT) must be provided.

Passed

DEBT-POSITIVE - (Fatal) - In Form DEBT, long-term liability ending balances must be positive.

Passed

DEBT-PY-BAL - (Fatal) - If long-term liability ending balances were included in the prior year unaudited actuals data, the Schedule of Long-Term Liabilities (Form DEBT) must be provided.

Passed

IC-ADMIN-NOT-ZERO - (Informational) - There are no Other General Administration costs reported in Form ICR, Part III, Line A1. Please review your records and make any necessary corrections.

Exception

MESSAGE	VALUE
Other general administration costs, less portion charged to restricted resources or specific goals (Form ICR, Part III, Line A1)	0.00

IC-ADMIN-PLANT-SVCS - (Informational) - Percentage of plant services costs attributable to general administration is either zero or exceeds 25%. LEAs with these percentages may have incorrectly coded general administration costs. Please review the GL data extracted on Line A1 and any amount entered on Line A2a in Part I of the Indirect Cost Rate Worksheet (Form ICR) and correct the data if necessary.

Exception

Percentage of plant services costs attributable to general administration (Part I, Line C) is	% \$0.00
---	----------

IC-BD-SUPT-NOT-ZERO - (Informational) - Board and Superintendent costs (Part III, Line B7) in Form ICR should not be zero.

Passed

IC-BD-SUPT-VS-ADMIN - (Informational) - In Form ICR, the ratio of Board and Superintendent costs to Other General Administration costs is less than 5%. Please review your records and make any necessary corrections.

Exception

Board and Superintendent (Form ICR, Part III, Line B7)	\$13,337.44
Other General Administration, less portion charged to restricted resources or specific goals (Form ICR, Part III, Line A1)	\$0.00
Ratio is	\$0.00 %

IC-EXCEEDS-LEA-RATE - (Informational) - The indirect cost rate used in one or more programs (Form ICR, Exhibit A - Rate Used) should not exceed the LEA's approved indirect cost rate.

Passed

IC-PCT - (Informational) - The straight indirect cost percentage (i.e., WITHOUT the carry-forward adjustment) is less than 2% or exceeds 9%. LEAs, regardless of their size or type, with rates outside of these guidelines have usually incorrectly coded general administrative costs (e.g., fiscal services, personnel/human services, central support, and centralized data processing). Please review the Indirect Cost Rate Worksheet (Form ICR) paying special attention that costs coded to the indirect cost functions are consistent with the definitions in the California School Accounting Manual. Also, to help with your review, the Indirect Cost Rate Worksheet section of the SACS Software User Guide contains a list of common problem areas. If general administration costs are incorrectly coded, make the necessary data corrections; if costs are correct, please provide an explanation identifying the major contributing factors to the rate.

Exception

Straight indirect cost percentage before carry-forward adjustment (Form ICR, Part III, Line C is \$0.00 %

IC-POSITIVE - (Informational) - The indirect cost rate after the carry-forward adjustment (Form ICR, Part III, Line D) should be positive.

Passed

ICRATE-REQST-PRVDED - (Fatal) - JPAs must indicate in the Unaudited Actual Certification (Form CA) whether or not they are requesting a state approved indirect cost rate.

Passed

PCR-ALLOC-NO-DIRECT - (Warning) - In forms PCR/PCRAF, costs should normally only be allocated to goals that have direct costs.

Passed

PCR-GF-EXPENDITURES - (Fatal) - Total Costs by Program in Form PCR, Column 6 should agree with total expenditures (objects 1000-7999) in funds 01, 09, and 62.

Passed

PCRAF-UNDISTRIBUTED - (Fatal) - Allocation factors must be entered in Form PCRAF for support functions with costs in undistributed goals (goals 0000 and 9000).

Passed

EXPORT VALIDATION CHECKS

CHK-DEPENDENCY - (Fatal) - If data has changed that affect other forms, the affected forms must be opened and saved.

Passed

CHK-EXTRACTED-DATA-SOURCE - (Warning) - All forms that extract data from a prior reporting period use the same source extraction submission

Passed

CHK-UNBALANCED-A - (Warning) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.

Passed

CHK-UNBALANCED-B - (Fatal) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed.

Passed

FORM01-PROVIDE - (Warning) - Form 01 (Form 01I) must be opened and saved.

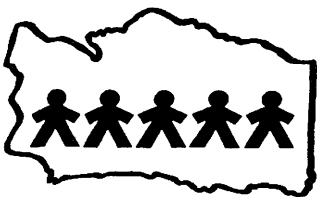
Passed

UNAUDIT-CERT-PROVIDE - (Fatal) - Unaudited Actual Certification (Form CA) must be provided.

Passed

VERSION-CHECK - (Warning) - All versions are current.

Passed



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

Date: August 28, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SBCSELPA Office Lease Renewal

BACKGROUND:

- The current SBCSELPA office lease expires on May 31, 2024, with the option to renew for one (1) remaining option to extend the term of the Lease as set forth in Section 20 of the Original Lease Agreement. The option to extend the term of the lease for one (1) additional period of thirty-six (36) months, (**REF: VII-B.2**).
- To exercise the option to extend, Lessee must give notice in writing of its election to exercise such an option to Lessor a minimum one hundred and eighty (180) days and a maximum of two hundred and seventy (270) days prior to expiration date. **Therefore, the SBCSELPA must give notice to Lessor between September 4, 2023 to December 3, 2023, (REF: VII-B.1).**
- According to our original lease the rent to be paid by the Lessee to the Lessor for the option period shall increase by three percent (3%). The monthly rent for each subsequent year of the extended term shall be increased in accordance with Section 3.5 hereof.

3.5 Rent Adjustment. As specified in Item 4 of the Basic Lease Provisions, the Base Rent shall be increased by three percent (3%) annually.

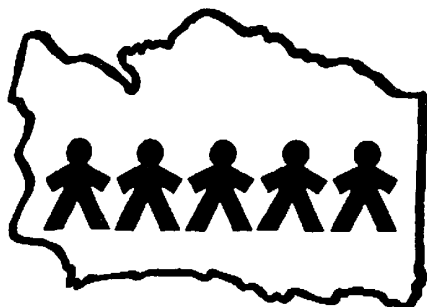
Rent Summary:

- **Base Monthly Rent Amount as of May 2023: \$4,256.48**
 Base \$4,256.48 + \$1,286.00 CAMS/Utilities + \$100.00 Internet = **\$5,642.48**
- **Base Monthly Rent Amount as of June 2023 (After Annual Increase): \$4,384.17**
 Base \$4,384.17 + \$1,286.00 CAMS/Utilities + \$100.00 Internet = **\$5,770.17**

FISCAL IMPACT: The 2024-2025 monthly rent amount of \$5,770.17 (\$4,384.17 Base Rent + \$1,286.00 CAMS/Utilities + \$100.00 Internet) will increase by 3% in June 2024.

RECOMMENDATION: The JPA Board approves the SBCSELPA exercise the option to extend lease for 3 years as presented.

RA:lm



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

September 5, 2023

PATTERSON & ASSOCIATES
c/o Bermant Development Company
5385 Hollister Avenue, Suite 120
Santa Barbara, CA 93111

RE: 5385 Hollister Avenue, Building 7

Dear Patterson & Associates:

On behalf of the *Santa Barbara County SELPA (SBCSELPA)*, current lessee of the *office space located at 5385 Hollister Ave., building #7, Santa Barbara, CA*, I am writing to inform you that SBCSELPA wishes to exercise the option to extend our current lease which is scheduled to expire on May 31, 2024.

According to the original lease, to exercise the option to extend, Lessee must give notice in writing of its election to exercise such an option to Lessor a minimum one hundred and eighty (180) days and a maximum of two hundred and seventy (270) days prior to expiration date. **Therefore, the SBCSELPA must give notice to Lessor between September 4, 2023, to December 3, 2023.**

If you have any questions, please contact the SBCSELPA office for further assistance.

Respectfully,

Ray Avila, Ed.D.
Executive Director
Santa Barbara County SELPA

cc: SBCSELPA JPB Board Members

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

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

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

COMMENCEMENT MEMORANDUM

THIS COMMENCEMENT MEMORANDUM is made and entered into as of the 1st day of June, 2021, by and between **Patterson Associates, LLC, a California limited company** ("Lessor") and **Santa Barbara County Special Education Local Plan Area, a Joint Powers Education Agency** ("Lessee") with respect to that Net, Net, Net Lease dated November 2, 2020, for premises located at 5385 Hollister Avenue, Building 7, Goleta, California (the "Lease").

Lessor and Lessee hereby confirm that the Term Commencement Date, as defined in Section 7 of the Basic Lease Provisions and Article 2 of the Lease, shall be June 1, 2021.

The Lessee took possession of the Premises on June 1, 2021.

The Base Rent shall commence June 1, 2021.

The expiration date of the Lease shall be May 31, 2024, unless terminated or extended per the terms of the Lease.

IN WITNESS WHEREOF, Lessor and Lessee have executed this document as of the first date set forth in the first paragraph above.

LESSOR:
PATTERSON ASSOCIATES, LLC,
a California limited liability company

By: _____
Jeffrey C. Bermant, Manager

Date: _____

LESSEE:
Santa Barbara County Special Education Local Plan Area,
a Joint Powers Education Agency

By:  _____
Print Name: Ray Avila

Date: June 10, 2021

Its: SBCSELPA Executive Director

investments for improvements which comply with governmental conservation or safety programs over such reasonable period as the Lessor shall determine (together with interest at seven percent (7%) on the unamortized amount), but excluding the items set forth on Schedule 1 attached hereto. General overhead and depreciation of improvements shall not be included in the expenses except as specifically set forth in the foregoing. Any governmental surcharge, fee or assessment imposed with respect to the parking facilities within Exhibit "B" shall, to the extent paid by the Lessor and not passed on to the users of said parking facilities, be included in Common Area Operating Expenses.

3.4.5 Real Property Taxes shall mean all real and personal property taxes and assessments incurred during any calendar year, including, but not limited to: special and extraordinary assessments, meter and sewer rates and charges, occupancy taxes or similar taxes imposed on or with respect to the real or personal property, whether or not imposed on or measured by the rent payable by the Lessee, and other governmental levies and charges, general and special, ordinary and extraordinary, unforeseen as well as foreseen, of any kind and nature whatsoever relating to the real or personal property, and any gross rental, license or business tax measured by or levied on rent payable or space occupied. "Real Property Taxes" shall not include any interest or fees payable by reason of Lessor's determination to pay property taxes in periodic installments. Real Property Taxes shall also include all expenses reasonably incurred by the Lessor in seeking a reduction by the taxing authorities of Real Property Taxes applicable to the Project. Real Property Taxes shall not include any capital levy, franchise, estate, inheritance, succession, gift or transfer tax of the Lessor, or any income, profits or excess profits tax, assessment, charge or levy upon the income of the Lessor; provided, however, that if at any time during the term of this Lease under the laws of the United States or the State of California, or any political subdivision of either, a tax or excise on rents, space or other aspects of real property (other than as income), is levied or assessed against the Lessor, the same shall be deemed to be Real Property Taxes. If any such property taxes upon the income of the Lessor shall be imposed on a graduated scale, based upon the Lessor's aggregate rental income, Real Property Taxes shall include only such portion of such property taxes as would be payable if the rent payable with respect to the Building and Common Areas were the only rental income of the Lessor subject thereto.

3.5 Rent Adjustment. As specified in Item 4 of the Basic Lease Provisions, the Base Rent shall be increased by three percent (3%) annually.

3.6 Calculation and Payment.

3.6.1 Base Rent and Additional Rent shall be payable to the Lessor without deduction or offset, in lawful money of the United States at the Lessor's address herein or to such other persons or at such other places as the Lessor designates in writing. Rent payable for any period less than one (1) month shall be prorated based upon a thirty (30) day month.

Prior to the commencement of the Lease term, the Lessor shall give the Lessee a written estimate of the Lessee's share of Building and Common Area Operating Expenses for the ensuing year or portion thereof. Lessor's current estimate of Lessee's Building and Common Area Operating Expenses for calendar year 2021 (estimated) is Forty-two Cents

(\$0.42 per square foot per month (One Thousand One Hundred Ninety-Seven and 00/100 Dollars (\$1,197.00) per month). The Lessee shall pay such estimated amount to the Lessor in equal monthly installments, in advance. Within ninety (90) days after the end of each calendar year, the Lessor shall furnish to the Lessee an itemized statement showing on a line item by line item basis the actual Building and Common Area Operating Expenses incurred by the Lessor during such period, and the parties shall within thirty (30) days make any payment or allowance necessary to adjust the Lessee's estimated payment to the Lessee's actual proportionate share as shown by such annual statement. Any amount due the Lessee shall be credited against installments next coming due under this Section. Notwithstanding the foregoing, Lessor shall use its best efforts to provide Lessee a written estimate of the Lessee's share of Building and Common Area Operating Expenses on or before the fifteenth (15th) day of December for each ensuing year or portion thereof.

3.6.2 Lessor shall keep full and accurate books of account, records and other pertinent data regarding Building and Common Area Operating Expenses for a period of one (1) year after the close of each calendar year. Provided Lessee is not in default under this Lease, Lessee shall have the right to review, audit, and copy all documents and information pertaining to Operating Expenses for a period of one (1) year following the receipt of Lessor's Operating Expense statement. Lessee shall give Lessor no less than twenty (20) business days' notice prior to commencing an audit, which audit shall take place during Lessor's normal business hours, and all documents shall remain at Lessor's place of business at all times. In no event, however, will Lessor or its property manager be required to create any ledgers or schedules not already in existence. Lessee shall have an independent auditor reasonably acceptable to Lessor to conduct such audit at Lessee's sole cost and expense (except as provided in this Section 3.6.2), but in no event shall said auditor be compensated based on savings generated to Lessee as a result of such audit. In the event the audit reveals that there are amount due either Lessor or Lessee, then any amounts due shall be immediately paid by the appropriate party. Lessee shall pay for all costs of the audit unless Lessee's share of Operating Expenses, as determined by the audit, differs by more than the lesser of Ten Thousand Dollars (\$10,000.00) or five percent (5%) in favor of the Lessee, in which case Lessor shall bear the cost of the audit up to a maximum cost of Five Thousand Dollars (\$5,000.00) per year.

4. SECURITY DEPOSIT

Concurrently with the Lessee's execution of this Lease, the Lessee shall deposit with the Lessor the sum specified in Item 8 of the Basic Lease Provisions as security for the faithful performance by the Lessee of all covenants and conditions of this Lease. If the Lessee shall breach or default in the performance of any covenants or conditions of this Lease, including the payment of rent, the Lessor may, use, apply or retain the whole or any part of such security deposit for the payment of any rent in default or for any other sum which the Lessor may spend or be required to spend by reason of the Lessee's default. If the Lessor so uses or applies all or any portion of said deposit, the Lessee shall, within ten (10) days after written demand therefor, deposit cash with the Lessor in an amount sufficient to restore said deposit to the full amount hereinabove stated and the Lessee's failure to do so shall be a material breach of this Lease. Should the Lessee comply with all covenants and conditions of this Lease, the security deposit or any balance thereof shall be returned to the Lessee (or at the option of the Lessor, to the last

meaning and shall not be construed for or against either party, as each party has participated in the drafting of this Lease and had the opportunity to have their counsel review it. Whenever the context and construction so requires, all words used in the singular shall be deemed to be used in the plural, all masculine shall include the feminine and neuter, and vice versa.

19. CONSTRUCTION

19.1 Lessor's Work. Lessor shall deliver the Premises to Lessee in clean condition with all building systems in good working order, with a code compliant turnkey build-out as shown on Exhibit A and subject to mutually acceptable construction plans and building standard finishes, materials and specifications. Lessee shall pay for its phone and data cabling costs. Lessor shall contract directly with Trabucco Construction and PK Architecture to complete Lessor's Work.

19.2 Punch List Items. The Lessor shall, at its expense, promptly correct all items not conforming with the plans and specifications of which the Lessor is notified by the Lessee in writing within ninety (90) days after the Lessee takes possession of the Premises.

19.3 Lessor's Warranty. The Lessor warrants the Building, building systems and the Lessee's improvements installed in the Premises by the Lessor against any defects in materials and workmanship of which the Lessor is notified by the Lessee in writing within one (1) year after the date of completion of the work in question. The Lessor further warrants that the construction of the Building and such tenant improvements will upon completion comply with all applicable statutes, ordinances, rules, regulations, orders and requirements of governmental authorities in effect as of the commencement of the lease term.

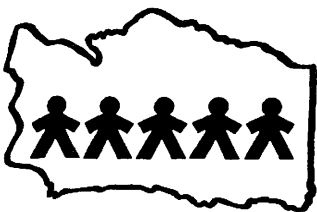
20. OPTIONS TO EXTEND

Provided that (1) Lessee is not then in default under any of the terms of this Lease or at the expiration of the initial term of this Lease or the prior option term, as applicable, nor has any event occurred which upon notice or lapse of time, or both, would create a default, and (2) Lessee has not assigned this Lease nor sublet the Premises in whole, Lessee shall have the option to extend the term of this Lease for one (1) additional periods of thirty-six (36) months. This option is personal to Lessee and any Permitted Transferee and they may not be transferred to any person or entity, whether in connection with any assignment or sublease or otherwise, without the prior written consent of Lessor.

Should Lessee exercise the option, the terms and conditions of the extended term shall be in accordance with the terms and conditions of this Lease, except for the provisions relating to the Rent as provided in this Article 20.

Rent to be paid by the Lessee to the Lessor for the option period shall increase by three percent (3%). The monthly rent for each subsequent year of the extended term shall be increased in accordance with Section 3.5 hereof.

To exercise the option to extend, Lessee must give notice in writing of its election to exercise such option to Lessor a minimum of one hundred eighty (180) days and a maximum of two hundred seventy (270) days prior to expiration date.



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

Date: August 28, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
 Request for Funding for Program Expansion of Lompoc Preschool SDC Class for
 2023-24 School Year

BACKGROUND:

- As per our Local Plan, regional program operators must make a request to the JPA Board if student numbers, or classroom demands necessitate that a new program be opened or expanded.
- Due to growth in preschool assessments and placements, and given the current class numbers, this request is to add additional inclusion slots in classes to serve preschool students from Lompoc and to add an additional special education preschool SDC program for the 23-24 school year.
- SBCEO requests to add two (2) 1.0 FTE teachers; two (2) 0.875 FTE paraeducators and two (2) 0.875 FTE bilingual paraeducators, for a total of (4) additional paraeducators.
- In summary this expansion would allow for inclusive opportunities for our students. It would allow us the opportunity to increase openings to at least an additional 24 to 32 slots to serve future students that may become eligible in the 2023-2024 school year between November through May of the 2023-2024 School year:
- District/LEA business officials and special education administrators agree with the request.

FISCAL IMPACT: Estimated increase in cost for expansion ranges from \$452,324.76 - \$627,206.76 for the current 2023-2024 school year.

RECOMMENDATION: The JPA Board approves the SBCEO Regional Program request for funding for expansion of Lompoc Preschool SDC Class for the 2023-2024 school year as presented.

RA:lm

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

PLEASE COMPLETE ONE FORM FOR EACH REQUEST BEING SUBMITTED

Date: August 1, 2023

School Year for Which Request Applies: 2023-2024

1. **Program Operator:** Santa Barbara County Education Office
2. **Regional Program Type:** Lompoc Preschool SDC Class
3. **School:** To be determined
4. **Current Class Size:** Please see the table below for more information.
5. **Age Range:** 3-5
6. **Current number of Instructional Aides assigned to class:** N/A
7. **Total number of hours per day of aide time assigned to class:** N/A
8. **Describe the specifics of this request:**
 - 1.0 FTE Preschool teacher
 - 1.0 FTE Preschool teacher
 - .875 FTE paraeducator
 - .875 FTE bilingual paraeducator
 - .875 FTE paraeducator
 - .875 FTE bilingual paraeducator
9. **Please provide a narrative explanation of the reason for this request:**

Due to growth in preschool assessments and placements, and given the current class numbers, this request is to add additional inclusion slots in classes to serve preschool students from Lompoc and to add an additional special education preschool SDC program for the 23-24 school year.

Based on current projections, we have 30 team assessments scheduled between 08/01/2023 and 11/30/23. Not all of these assessments will result in preschool placements. However, our current percentage of students being found eligible is 80 to 90 % of students being assessed. If even half of the team assessments result in eligibility placements, we will need space for at least 15 more preschoolers. We are looking at projections for the 2023-2024 school year, and our classroom caseloads are already high with classes starting at 5 -9 students per class. (See chart below for details.)

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

We need at least 22 more slots for students by May in order to stay below the SELPA guidelines of 8 students in the SDC classroom. We will have only 4 slots left starting in November of 2023-2024. We anticipate needing more, as we get more referrals as the school year progresses, and this does not include the students who are referred who are over 3 years old. We must have an open spot to provide families with an appropriate offer of FAPE that aligns with the student's level of need.

If we are able to add two teachers and 4 additional paraeducators, this would enable us to expand our programs on campuses where there is already an existing general education preschool program to allow for more inclusive opportunities for our students. It would allow us the opportunity to increase openings to at least an additional 24 to 32 slots to serve future students that may become eligible in the 2023-2024 school year between November through May of the 2023-2024 School year: 24 if a self-contained classroom and an Inclusion opportunity arise, or 32 if two self-contained classrooms are opened.

10. Estimate cost of this request for the remainder of the current school year:

1.0 FTE Teacher - \$98,448 - \$130,245
 1.0 FTE Teacher - \$98,448 - \$130,245
 .875 FTE Para - \$60,121 - \$87,943
 .875 FTE Para Bilingual - \$60,121 - \$87,943
 .875 FTE Para- \$60,121 - \$87,943
 .875 FTE Para Bilingual- \$60,121 - \$87,943
 New Preschool Classroom Startup Cost: \$7,472.38
 New Preschool Classroom Startup Cost: \$7,472.38

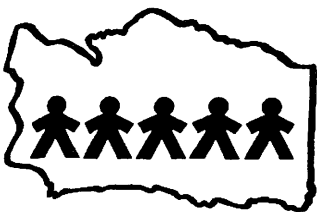
TOTAL: Low: \$452,324.76 -- High: \$627,206.76

11. Estimate increase of cost for next year:

N/A

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

Lompoc 2023/2024 Projections		As of 08/01/2023	As of 08/01/2023	Enrollment History		Projected enrollment November 2023
Preschool SDC Site	SELPA Recommend ed Total	Current # Enrolled	Available # of Spaces	2021-2022 School Year	2022-2023 School Year	November 2023- 2024
Clarence Ruth Leap	8	9	0	12	10	10
New Horizons A	16	10	6	NA	6	16
New Horizons B	16	15	1	18	22	16
Central	16	16	0	16	22	16
Filmore	16	14	2	17	22	16
Young Learners Inclusion	16	9	7	NA	16	16
De Colores Inclusion	10	4	6	NA	4	10
Crestview	16	3	13	NA	NA	12
TOTALS	114	80	34	63	102	112(2 from overage in LEAP Class)
Total number of available slots for the 2023-2024 as of 08/2023 (114-80)	34					
Total number of team assessments pending 08/01/23 - 11/30/23	30					
August	10					
September	5					
October	3					
November	1					
Pending Over 3's (22-23)	11					
Available spaces projected as of 11/30/23 (34-30)	4					



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

Date: August 28, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
 Request for Funding for Program Expansion of SBCEO Preschool for
 2023-24 School Year

BACKGROUND:

- As per our Local Plan, regional program operators must make a request to the JPA Board if student numbers, or classroom demands necessitate that a new program be opened or expanded.
- SBCEO will begin the 2023/2024 school year with nine SDC preschool programs (each comprised of two half day programs), four half day preschool inclusion programs, and one LEAP class serving students in Santa Maria and Orcutt.
- The SELPA Local Plan recommendation for a half day SDC Program is 8-9 students with one preschool SDC teacher and two paraeducators. (The MOU with Allan Hancock and CommUnify Preschools state that the maximum number of students is 8).
- SBCEO is experiencing an increase in the number of preschool referrals for special education services. The expected number of students requiring a preschool special education program by December 2023 is 201. Based on SELPA recommended guidelines the current SBCEO preschool programs can accommodate 185 students.
- SBCEO requests two (2) additional full-day preschool programs, which will necessitate the hiring of two (2) 1.0 FTE SDC teachers; four (4) 0.875 FTE paraeducators, along with the one-time classroom start-up costs.
- District/LEA business officials and special education administrators agree with the request.

FISCAL IMPACT: Estimated increase in cost for expansion ranges from \$452,324.00 - \$627,205.00 for the 2023-2024 school year.

RECOMMENDATION: The JPA Board approves the SBCEO request for funding for expansion of SBCEO Preschool for the 2023-2024 school year as presented.

RA:lm

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

PLEASE COMPLETE ONE FORM FOR EACH REQUEST BEING SUBMITTED

Date: August 11, 2023

School Year for Which Request Applies: 2023-2024

1. **Program Operator:** Santa Barbara County Office of Education
2. **Regional Program Type:** Preschool
3. **School:** To be determined.
4. **Current Class Size:**
The SBCEO will begin the 2023/2024 school year with nine SDC preschool programs (each comprised of two half day programs), four half day preschool inclusion programs, and one LEAP class serving students in Santa Maria and Orcutt. The SELPA Local Plan recommendation for a half day SDC Program is 8-9 students with one preschool SDC teacher and two paraeducators. (The MOU with Allan Hancock and CommUnify Preschools state that the maximum number of students is 8.)
5. **Age Range:** 3-5
6. **Current number of Instructional Aides assigned to class:** 0
7. **Total number of hours per day of aide time assigned to class:** 0
8. **Describe specifics of this request:** This request is for two additional full-day preschool programs as described in number 9.
9. **Please provide a narrative explanation of the reason for this request:**
The SBCEO is experiencing an increase in the number of preschool referrals for special education services. The expected number of students requiring a preschool special education program by December 2023 is 201. Based on SELPA recommended guidelines the current SBCEO preschool programs can accommodate 185 students. While SELPA Local Plan Guidelines recommend 8-9 students per SDC class, these projections are based on 8 students per class. This class size was used for these projections due to several factors. These factors include the increased number of students with behavior challenges, the impact that large class size has on staff morale, the challenges of hiring qualified teachers, and the support needed to address the developmental needs of preschool students. Based on these projections the SBCEO will therefore not have classroom space for the number of preschool students requiring special

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

education services. The SBCEO is therefore requesting two additional special education classes to begin by December of 2023.

10. Estimated increase in cost for the 2023-2024 school year:

Staffing Costs:

2 (1.0 FTE) SDC Teachers = \$196,896 - \$260,489

4 (0.875 FTE) Paraeducators = \$240,484 - \$351,772

Total Staffing Costs: \$437,380 - \$612,261

Classroom Start-up Costs: \$14,944

Total increased costs: \$452,324 – \$627,205

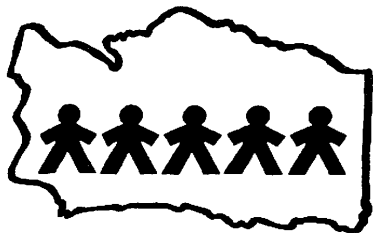
Santa Maria/Orcutt Preschool Inclusion and SDC Projections 2023-2024

Updated 07/25/2023

Preschool Programs	Available Number of Spaces by December 2023
Alice Shaw	0
Regency PS	0
Taylor PS	0
Oakley PS	0
Robert Bruce PS	0
Hancock Inclusion	0
Los Padres Inclusion	0
Chapel Inclusion	0
Sierra Madre Inclusion	0
Maridian Inclusion	0
Casmalia 1 PS	0
Casmalia 2 PS	0
New program (located to be determined)	0
Total available student spaces by October 2023	0
Projected enrollment by December 2023	201

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

Total Space available by December 2023	-16
---	-----



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

Date: August 28, 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 Alan Hancock College
 Preschool 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 guidelines for this Moderate Severe Self-Contained program is one (1) teacher and two (2) paraeducators for eight (8) to nine (9) students per half day session. The Alan Hancock College Preschool classroom will currently be starting with eight (8) students in the fall. There are multiple students in the class that require behavioral support, and the staff is divided into two (2) classrooms, A & B.
- Lastly, there is one student who utilizes a wheelchair and requires physical support across domains. Additional staff would not be required once the student transitions to kindergarten in the Fall of 2024. To meet the needs of this student in the preschool class classroom effectively the regional program operator, SBCEO, is requesting funding for additional support staff.
- 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 aide support staff ranges from \$28,7770.37 - \$42,681.47 for the 2023-2024 school year.

RECOMMENDATION: The JPA Board approves the SBCEO regional program request for funding of additional support staff for Alan Hancock College Preschool for the 2023-2024 school year as presented.

RA:lm

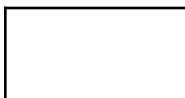
Regional Program Operator Request for Funding of Additional Support Staff

Program Operator: SBCEO		
Regional Program Type: Moderate-Severe Disabilities		
District: Santa Maria Bonita School District	School: Allan Hancock College Preschool	For 2023-2024 School Year
Teacher Name: Frances Vasquez	Current Class Size: 8	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: N/A		
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 type="checkbox"/> Staff ratio in individual classroom(s)		
Support staff being requested/pages to complete: <input checked="" type="checkbox"/> Additional Aide Time (pgs.1-3) <input type="checkbox"/> Signing Aide (pg.1) <input type="checkbox"/> Signing Interpreter (pg.1) <input type="checkbox"/> Transcriber (pg.1) <input type="checkbox"/> Other (pgs.1-3)		
Number of additional support staff hours requesting per day: 3.5 hr.		Estimated cost for requested support staff: Low: \$28,770.37 High: \$42,681.47

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

Student First Initial : J.	Last Initial: S.	X Male <input type="checkbox"/> Female	Age: 4	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: One teacher and three paraeducators for 8 students.		
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	7 hrs M-F 8:00-3:30	Bilingual, Assist all students in class
Program aide	7 hrs/M-F 8:00-3:30	Assist all students in class



Regional Program Operator Request for Funding of Additional Support Staff

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

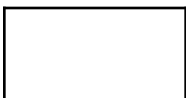
The SELPA staffing guidelines for the Moderate Severe Self-Contained program is one teacher and two paraeducators for eight to nine students for a half-day program. Currently, the preschool classroom will be starting with 8 students in the fall. J.S. is a student with an orthopedic impairment who has average intelligence and benefits from being in an inclusive setting. Currently, there are other students in the program that require behavioral support, and the staff is divided into two classrooms that are supported at the same time in classrooms A, and B. J.S. is in a classroom where another student requires behavioral support daily.

All of his IEP goals reflect his physical support needs across domains. For example, the use of supportive seating, a standing device, or a gait trainer to participate in activities.

He has many physical challenges and utilizes a wheelchair. He is a very social child who benefits greatly from inclusion. He requires adult assistance throughout the day to help him access his adaptive seating, gait trainer, and kid walk in order to access the curriculum and participate socially with his typically developing peers.

With the current staffing, it is difficult to manage his individual needs and maintain the safety and behavioral needs of the other 7 students with special needs that are currently in the large group setting that consists of 24 total students at the Allan Hancock Preschool. Adding an additional staff would facilitate this student's ability to access his curriculum and engage with typically developing peers, while at the same time maintaining the safety and supporting the behavioral needs of all the other students in the program.

Provide a plan or an IEP goal (must be measurable) that includes criteria for fading the additional support staff: Additional staff would not be required once the student transitions to kindergarten in the Fall of 2024.



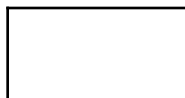
Santa Barbara County

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. 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. X	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 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. X	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 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. X

SELPA2 4/14/2016 (E)

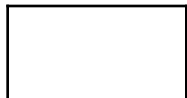


Santa Barbara County

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

Regional Program Operator Request for Funding of Additional Support Staff

SELPA2 4/14/2016 (E)



Santa Barbara County

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

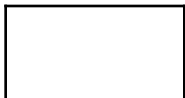
Regional Program Operator Request for Funding of Additional Support Staff

School Day Description: (check day(s) that pertain to chart below) X 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.

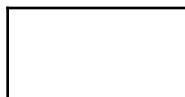
Time	Program Activity	Behavior Exhibited	# of other students	What are the other support staff doing?	Additional Support Needed at this time because...
8:00-8:15	Arrival: Handwashing and selection of an exploration learning activity	J.S. remains seated in his wheelchair until a teaching staff member approaches to assist him with obtaining soap, washing his left hand, getting a paper towel and drying his hand. J.S. has limited use of his right hand, so he is unable to wheel himself to transition from hand washing to the indoor classroom exploration area. When he is asked to select an exploration area he uses one to two word phrases to select a preferred activity; he points at the activity area, and he waits for an adult to wheel him to the activity he has chosen.	20+	2 paraprofessionals walk to the bus stop to transition students from the bus to the classroom. Upon arrival to the classroom both paraprofessionals assist bus students with hand washing and transitioning to select an exploration activity. Special education teacher assists all SBCEO parent drop off students with hand washing, departing from parents (separation anxiety), and initiates work on IEP goals during student selected exploration activities. Special education teacher often assists students with significant behavioral dysregulation and is unable to assist J.S. in exploration/learning activities.	J.S. is unable to access developmentally appropriate education opportunities during this program activity without dedicated adult support. When the special education teacher is supporting students in need of emotional and behavioral support, J.S. remains seated in his wheelchair at his selected activity long after he has lost interest in the activity and would like to explore another activity or classroom environment with his peers. This limits J.S.'s social engagement and learning opportunities.
8:15-8:30	Classroom exploration	J.S. has limited use of his right hand, so he is unable to wheel himself to transition from hand washing to the indoor classroom exploration area. When he is asked to select an exploration area he uses	25+	2 paraprofessionals are assisting both SBCEO and Hancock inclusion students with behavioral and social skill development needs. They also assist with building social bridges between SBCEO students who have social-emotional/peer interaction goals	J.S. is unable to access developmentally appropriate education opportunities during this program activity without dedicated adult support. When the special education teacher is supporting students in need of emotional and behavioral support, J.S. remains seated in his wheelchair

SELPA2 4/14/2016 (E)



Regional Program Operator Request for Funding of Additional Support Staff

		one to two word phrases to select a preferred activity; he points at the activity area, and he waits for an adult to wheel him to the activity he has chosen.		and assist with toileting needs for 7 of our SBCEO students. Special education teacher is working with all students (embedding IEP goals in the child-initiated exploration play routines and activities and or invites students to work on pre-planned IEP goal activities).	at his selected activity long after he has lost interest in the activity and would like to explore another activity or classroom environment with his peers. This limits J.S.'s social engagement and learning opportunities.
8:30-9:00	Line up for hand washing and breakfast out on the patio	J.S. remains seated in his wheelchair until a teaching staff member approaches to assist him with obtaining soap, washing his left hand, getting a paper towel and drying his hand. He waits for a teaching staff member to wheel him out to the patio to have breakfast with his peers. Once seated at the table with his friends, J.S. smiles widely at his peers and teaching staff. He waits for his teacher to place his spoon, cup, and plate within reach (on his left hand side). When he is done eating, J.S. asks for help to clean up.	35-45	Special education teacher wheels J.S. to the dish bins and places his wheelchair so that J.S. can reach and independently put his dishes away. Two other paraprofessionals are assisting all other SBCEO students with mealtime, social skills, cleaning up, and preparing to transition to the indoor and outdoor classroom areas.	When other students require behavioral and or emotional support, J.S.'s wait time at the table is extended. His special education teacher is not always available to provide the transition and self-care support that J.S. needs. He waits at the table until his peers' are in a safe emotional state, then his teacher assists him. During this time, all his hancock peers have already transitioned into the classroom resulting in his loss of valuable social peer engagement opportunities.
9:00-9:45	Indoor classroom exploration PK1	J.S. waits for a staff member to wheel him into the classroom and he uses words and gestures to excitedly select an activity and group of peers he would like to play with.	20+ (PK2 students remain outdoors when staffing permits and	Special education teacher travels between PK1 and PK2 classrooms working on IEP goals with all students and assisting with social-emotional/peer interactions for all SBCEO students. One paraprofessional is assigned to each classroom. Each paraprofessional is	His special education teacher and classroom assigned paraprofessional are not always available to provide the dedicated transition and self-care support that J.S. needs. He waits at the table or selected activity until his peers' are in a safe emotional state, then his teacher assists him. These wait times can last from 45-minutes to

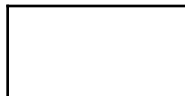


Santa Barbara County

Special Education Local Plan Area..... *A Joint Powers Agency****Regional Program Operator Request for Funding of Additional Support Staff***

			PK1 students go into the classroom)	<p>responsible to working with 4 SBCEO students in each classroom setting.</p> <p>Special education teacher and both paraprofessionals assist all students with behavioral support needs and social emotional skills.</p> <p>Paraprofessionals and special education teacher assist with toileting needs of all students.</p> <p>Special education teacher: provides supportive toileting for J.S.; he is unable to address any self-care needs independently.</p>	1 hour or more. During this time, all J.S.'s hanncock peers have already transitioned to other classroom activities, again resulting in his loss of valuable social peer engagement opportunities, art activities, and equal access to educational opportunities available in the Hancock Children's Center program.
9:45-10:00	Large group circle time PK1	J.S. waits for a staff member to wheel him to the large group circle time area. He smiles and giggles with delight and chooses a spot near a friend that he would like to sit beside.	20+	<p>Special education teacher enters PK1 after working in the outdoor classroom area with PK2 students. 1 paraprofessional works in the PK2 outdoor classroom program and assists PK2 students with IEP goals and social/peer interactions.</p> <p>The other paraprofessional assists all SBCEO students in PK1 (assists with toileting, peer-interactions, behavioral support, indoor classroom exploration for 4 SBCEO students).</p>	When SBCEO staffing permits, the special education teacher provides J.S. with a cube chair and offers him the option of sitting in the cube chair or on the floor with his peers. J.S. requires a teacher staff member to remain seated beside him due to limited core strength and balance. When other students require additional behavioral support to keep themselves and others safe, his special education teacher is unable to provide JS with support and he remains seated in his wheelchair.
10:00-10:15	Hand washing, sunscreen, and line up to go outside	J.S. waits for a staff member to wheel him to the hand washing line. He waits for a staff member to assist him with obtaining soap, washing his left hand, getting a paper towel and drying his hand. J.S. has	20+	<p>One paraprofessional goes indoors (PK2) to assist 4 SBCEO students. The second paraprofessional assists 4 SBCEO (PK1) students with transitioning to the outdoor area. The special education teacher assists J.S. with transitioning to his walking device (KidWalk); however, when</p>	J.S. requires a dedicated staff member to assist with hand washing and to safely transitioning into his Kidwalk and safely navigating the outdoor classroom area with his peers. J.S. is a very social person who enjoys a variety of outdoor classroom activities. He needs to be able to safely

SELPA2 4/14/2016 (E)

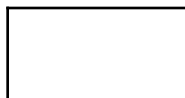


Santa Barbara County

Special Education Local Plan Area..... *A Joint Powers Agency****Regional Program Operator Request for Funding of Additional Support Staff***

		limited use of his right hand, so he is unable to wheel himself to transition from hand washing to the outdoor classroom exploration area.		other students require additional behavioral support with this transition, J.S. waits in his wheel chair until his special education teacher is available. During these challenging transitions with other students, the special education teacher asks the PK1 paraprofessional to please help J.S. in selecting an outdoor activity. When staffing and behavioral support needs permit, the special education teacher helps J.S. to transfer to his sidewalk and supports him while he walks to the various outdoor classroom areas with his peers.	navigate all classroom and program activities.
10:15-10:50	Outdoor classroom: Literacy, art, math, science, gross motor, social-emotional skill building activities	J.S. waits for a staff member to assist him with transferring to his sidewalk and when he is tired from walking he requests his wheelchair. JS points to activities that he wants to explore and relies on one staff member to provide him with support to prevent falls or injuries. When using his sidewalk, J.S. needs a helping hand from an adult staff member to help push him through some areas on the grass, on paths, or up small hills.	20-45+ (when short staffed PK1 and PK2 students combine in the outdoor classroom area)	Special education teacher relieves paraprofessionals in PK1 and PK2 for 15 minute breaks. Special education goes between PK1 and PK2 to work on IEP goals and to participate in the learning activities in both classroom programs. paraprofessional 1 works with four SBCEO students in PK1 and paraprofessional 2 works in PK2. When paraprofessionals return from breaks, the special education teacher gathers backpacks and prepares to transition students to the bus.	J.S. is unable to safely navigate the outdoor classroom area without dedicated support in the form of a teacher or paraprofessional.
10:50-11:00	Transition to bus and departure	J.S. waits for a staff member to transfer him into his wheelchair for parent pick up.	20-45+	special education teacher and one paraprofessional walk bus students to the bus stop.	J.S is unable to transfer into his wheelchair independently and he cannot be left unattended while waiting for his parents arrival.

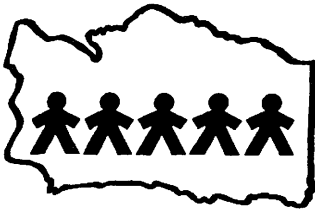
SELPA2 4/14/2016 (E)



Regional Program Operator Request for Funding of Additional Support Staff

				One paraprofessional remains in the outdoor classroom area with parent pick up SBCEO students. The special education teacher tries to ensure that she transfers J.S to his wheelchair before assisting bus students; however, there are times that the special education teacher must assist other students with behavioral support needs.	





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

Date: August 28, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
 Request for Funding for Request for Funding for 50% of NPA “Finder’s Fee”

BACKGROUND:

- Across the State of California, it continues to be a struggle to recruit staff to fill vacant positions, SBCEO and our other County LEAs completely agree. As of June 2023, SBCEO had 9 FTE teacher vacancies within Special Education alone.
- Qualifications of some of the applicants presents additional issues for hiring. Some applicants apply for positions they aren’t qualified for and/or don’t have an interest in earning special education credentials, some accepted other subsequent positions in other districts during the interviewing process. Lastly, SBCEO had an applicant who previously taught and had been released during their probationary period.
- SBCEO currently has 4 remaining positions to fill for the upcoming school year.
- We received an applicant through an NPA who has a general education credential who has expressed an interest in earning a special education credential. We would like to hire her with a provisional credential to serve in one of our preschool programs but are only able to do this if she is employed by SBCEO directly, not through the NPA. The NPA is requesting a Finder’s Fee of \$23,040 for us to hire her directly and not violate the terms of the contract.
- District/LEA business officials and special education administrators agree with the request.

FISCAL IMPACT: SBCEO is requesting that 50% of the Finder’s Fee, which is \$11520.00, be paid by the Regional Preschool Program.

RECOMMENDATION: The JPA Board approves the SBCEO request for funding for 50% of NPA “Finder’s Fee” as presented.

RA:lm



Santa Barbara County Education Office

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

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

Susan C. Salcido, Superintendent of Schools

Date: August 1, 2023
 To: Santa Barbara County SEAM and JPA Board
 From: Kirsten Escobedo, Associate Superintendent, SBCEO
 Re: Request for funding for 50% of NPA "Finder's Fee"

Background

SBCEO and most other Local Education Agencies in California continue to face challenges recruiting staff to fill vacant positions. In June 2023, SBCEO had 9 full-time equivalent (FTE) teacher vacancies within the Special Education Division.

Some of the applicants for these positions were not qualified to teach special education and did not express an interest in earning a special education credential, or were interviewed and subsequently took positions in other districts, or, in one case, had previously taught for SBCEO and been released during the probationary period.

SBCEO has hired five teachers with provisional credentials who have committed to returning to school to earn special education credentials. (Two of these teachers were paraprofessionals in our division in 2022-23 who we have encouraged to return to school to earn credentials.)

To fill our four remaining vacancies, we continue to interview applicants, encourage qualified paraeducators to consider returning to school, work with retired teachers to fill positions, and contract with Non-Public Agencies (NPAs.)

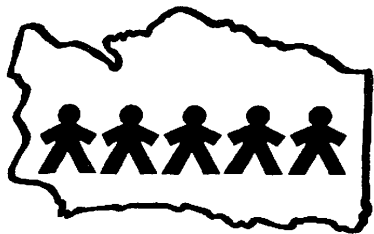
Request

We received an applicant through an NPA who has a general education credential who has expressed an interest in earning a special education credential. We would like to hire her with a provisional credential to serve in one of our preschool programs but are only able to do this if she is employed by SBCEO directly, not through the NPA. The NPA is requesting a Finder's Fee of \$23,040 in order for us to hire her directly and not violate the terms of the contract.

SBCEO is requesting that 50% of the Finder's Fee, which is \$11,520, is paid by the Regional Preschool Program.

Recommendation

The recommendation is that SEAM support and the JPA approve 50% (\$11,520) of the cost of the Finder's Fee.



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

Date: August 28, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Goleta Union School District (GUSD) Letter of Intent of Service Transfer for DHH Regional Itinerant Service Providers

BACKGROUND:

- Goleta Union School District is a regional provider of DHH Regional Itinerant Service Providers.
- GUSD notified the SBCSELPA in a letter dated June 30, 2023, sent via email & U.S. mail, of its intent to transfer service for DHH Regional Itinerant Service Provider for the 2024-2025 school year (**SEE Attachment REF: VIII-A.1**)
- Goleta Union School District will ensure a continuum of services and will provide the program transfer plan documents by the November 2023 JPA Board meeting.

FISCAL IMPACT: School districts utilizing DHH services throughout Santa Barbara County will experience an increase in costs since fewer students will be utilizing services.

RA:lm

**GOLETA UNION SCHOOL DISTRICT***Office of the Superintendent***Board of Trustees***Dr. Richard Mayer, President**Dr. Vicki Ben-Yaacov, Vice President**Sholeh Jahangir, Clerk**Ethan Bertrand, Member**Emily Zacarias, Member***Superintendent***Dr. Diana Galindo-Roybal***SENT VIA EMAIL AND U.S. MAIL**

June 30, 2023

Ray Avila
Executive Director
SBC SELPA
5385 Hollister Ave., Box 107
Santa Barbara, CA 93111
Email: ravila@sbcselfpa.org

Dr. Anne Hubbard
Chairperson
SBC SELPA JPA Board
5385 Hollister Ave., Box 107
Santa Barbara, CA 93111
Email: selfpa@sbcselfpa.org

Re: Notification of Service Transfer for DHH Regional Itinerant Service Provider Pursuant to Section 9 of the SBC SELPA Local Plan and California Education Code § 56207

Dear Mr. Avila and SBC SELPA JPA Board,

This letter is formal notice pursuant to Section 9 of the Santa Barbara County Special Education Local Plan Area (SBC SELPA) Local Plan and California Education Code (EC) § 56207(b) that the Goleta Union School District (GUSD) intends to employ the Deaf and Hard of Hearing (DHH) Itinerant Services Teacher as a 1.0 FTE employee beginning July 1, 2024. GUSD is and has been the employer for this position but has allowed SELPA to utilize GUSD's employee for various portions of the FTE (currently 0.25 FTE) to provide DHH regional itinerant services to other districts.

GUSD does not intend to serve any DHH students outside of the district and, therefore, will not provide regional itinerant services for DHH. GUSD's position is that **this is not in any way a “program/service transfer”** in accordance with the guidance and criteria for program transfers in California, nor is this a service transfer under Policy 3208 of Section 9 of the SBC SELPA Local Plan.

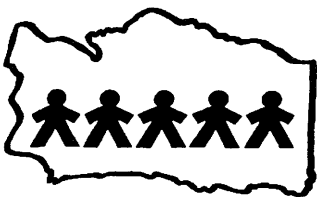
Should it ultimately be determined that this is a program/service transfer under California law or the SBC SELPA Local Plan, Goleta hereby provides the legally required notice to the SBC SELPA JPA Board and SBC SELPA Executive Director that beginning July 1, 2024, Goleta will employ the DHH Itinerant Services Teacher for 1.0 FTE and will no longer be allowing this position to be utilized by SBC SELPA for use as a DHH regional itinerant service provider.

Should you have any questions, please do not hesitate to contact me or Mr. Conrad Tedeschi, Assistant Superintendent of Fiscal Services (ctedeschi@gusd.us).

Sincerely,



Amanda Martínez, MA
Assistant Superintendent of Pupil Services
amartinez@gusd.us



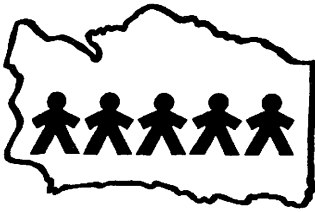
Santa Barbara County
Special Education Local Plan Area
A Joint Powers Agency

Date: August 28, 2023
To: SBCSELPA JPA Board
From: Ray Avila, SBCSELPA Executive Director
Re: Announcement of New SBCSELPA Staff Member, Alex Holdom, SBCSELPA WRAP Youth Support Specialist (YSS)

BACKGROUND:

- SBCSELPA has hired Alex Holdom as a new SBCSELPA WRAP Youth Support Specialist (YSS), her start date was July 14, 2023.
- Alex comes with a great resume and skill set; we look forward to having her supporting our LEAs throughout Santa Barbara County.

RA:lm



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

Date: August 28, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director
 Jennifer Connolly, SBCSELPA Coordinator

Re: Early Childhood Special Education, Extensive Support Needs, Mild Moderate Support Needs, Bridge Authorization

BACKGROUND:

- SBCSELPA, as an authorized agent, will provide professional development for each of the three special education credential bridges:
 1. Mild/Moderate Support Needs
 2. Early Childhood Special Education
 3. Extensive Support Needs
- SBCSELPA will offer in person trainings throughout the fall 2023 and Zoom trainings in January 2024 to fulfill the requirements from the Commission on Teacher Credentialing (CTC) for the Bridge Authorizations that also include Orthopedic Impairment (OI) and Traumatic Brain Injury (TBI) authorizations.
- Participants will attend one (3) hour training on a date pertaining to their credential to receive clearance from SBCSELPA to proceed with paperwork to CTC for the Bridge Authorization. SBCSELPA will provide a Verification Form indicating the completion of the coursework for the teacher to provide to their LEA HR department.
- The following training dates are being provided by SBCSELPA:

Extensive Support Needs:

- *September 12, 4:00-7:00 at SBCSELPA Conference Room (Santa Barbara)*
- *October 17, 4:00-7:00 at Lompoc USD District Office Board Room (Lompoc)*
- *November 6, 4:00-7:00 at SMJUHSD Board Room (Santa Maria)*
- *January 23, 4:00-7:00 via Zoom.*

Early Childhood Special Education:

- *September 13, 4:00-7:00 at SBCSELPA Conference Room (Santa Barbara)*
- *October 18, 4:00-7:00 at Lompoc USD District Office Media Room (Lompoc)*
- *November 8, 4:00-7:00 at SMJUHSD Board Room (Santa Maria)*
- *January 24, 4:00-7:00 via Zoom.*

Mild Moderate Support Needs:

- *September 14, 4:00-7:00 at SBCSELPA Conference Room (Santa Barbara)*
- *October 19, 4:00-7:00 at Lompoc USD District Office Media Room (Lompoc)*
- *November 7, 4:00-7:00 at SMJUHSD Board Room (Santa Maria)*
- *January 25, 4:00-7:00 via Zoom.*

- All evening events are **FREE**. Dinner to be provided by SBCELPA. Staff to bring to the training electronic device.

FISCAL IMPACT: None

RA/lm

SPECIAL EDUCATION BRIDGE AUTHORIZATIONS: PROFESSIONAL DEVELOPMENT COMPLETION

As an authorized agent, the Santa Barbara County SELPA will provide professional development for each of the three special education credential bridges.

Pre-Training

- Districts need to identify all eligible candidates for each credential.
 - *In order to be eligible for a bridge, the candidate must possess the Autism Authorization.*
 - *Educators who hold a credential authorizing special education instruction that was issued under older standards and does not include the autism preparation must also hold the added authorization in autism spectrum disorders to be considered equivalent.*
 - *For additional information, [CIA 22-07](#) and [CIA 22-06](#)*
 - *(Resources for Autism Add-on Auths: [AASE](#) or [AASE](#))*
 - *For MMSN: Learning Handicap (LH) + Autism added authorization +Resource Specialist added authorization*
 - *For ESN: Severely Handicap (SH) + Resource Specialist added authorization*
 - *You can only bridge the base credential- not added authorizations*
- Districts could consider a plan to incentivize teachers for bridging their credential.
- District to have candidates sign up through OMS.

Training

- The developed training will cover the additional content identified in the newly adopted Teaching Performance Expectations that represent the content not covered during the initial preparation.
- Each training will be 3 hours.
- Training will only be held in person to ensure candidates are engaged.
- A Zoom option will be provided in January of 2024.
- **Candidates only need to attend one training date to complete the requirement**
- **Registration: <https://sbcselpa.k12oms.org>**

Details:

- **Registration for events at <https://sbcselpa.k12oms.org> . If participant does not have an OMS account, they will need to create one.**
- **SBCSELPA will organize a sign-in sheet for each event.**
- **Participants to arrive 15 minutes before the start of the event.**
- **SBCSELPA to provide dinner.**

Addresses for Events:

South County:

**Santa Barbara County SELPA
5385 Hollister Avenue Building 7, Santa Barbara, CA 93111.**

Mid-County:

**Lompoc Unified School District Media Room
515 W. College Avenue, Lompoc, CA 93436.**

North County:

**Santa Maria Joint Union High School District
2560 Skyway Drive, Santa Maria, CA 93455.**

Zoom:

A Zoom link will be sent to registered participants the day before the event.

2023-2024 Training Schedule

Extensive Support Needs (ESN)	Early Childhood Special Education (ECSE)	Mild Moderate Support Needs (MMSN)
South County	South County	South County
September 12, 2023 4:00-7:00 p.m. Location: Santa Barbara County SELPA Santa Barbara	September 13, 2023 4:00-7:00 p.m. Location: Santa Barbara County SELPA Santa Barbara	September 14, 2023 4:00-7:00 p.m. Location: Santa Barbara County SELPA Santa Barbara
Mid- County	Mid- County	Mid- County
October 17, 2023 4:00-7:00 p.m. Location: Lompoc USD District Office Board Room	October 18, 2023 4:00-7:00 p.m. Location: Lompoc USD District Office Media Room	October 19, 2023 4:00-7:00 p.m. Location: Lompoc USD District Office Media Room
North County	North County	North County
November 6, 2023 4:00-7:00 p.m. Location: Santa Maria Joint UHSD Board Room	November 8, 2023 4:00-7:00 p.m. Location: Santa Maria Joint UHSD Board Room	November 7, 2023 4:00-7:00 p.m. Location: Santa Maria Joint UHSD Board Room
Zoom	Zoom	Zoom
January 23, 2024 4:00-7:00 p.m. Zoom	January 24, 2024 4:00-7:00 p.m. Zoom	January 25, 2024 4:00-7:00 p.m. Zoom

Post Training (CIA 22-07)

LEA / Candidate Responsibility	SELPA Responsibility
<p>Submit a paper submission to CTC of application form 41-4</p> <p>Submit a processing fee of \$100</p>	<p>Will complete the Verification Form for each candidate and provide to the LEA for record keeping (MMSN, ESN, ECSE+ TK/K content standards)</p> <p>Will provide a Verification of professional development completion letter to each candidate who participates in the training. This letter will be provided the same day of the training to the candidate. https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2023_alerts/cia-23-01.pdf?sfvrsn=757d21b1_3</p> <p>CL-904</p> <p>One Pager from COE</p>

Example of CTC Processed Bridge Authorization

Document Title	Document Number	Term	Status	Issue Date	Expiration Date	Original Issue Date
Education Specialist Instruction Credential	210044005	Level II	Valid	6/1/2021	6/1/2026	5/22/2006
➤ Educator Authorization	230036932	Clear	Valid	11/1/2022		11/1/2022
Crosscultural, Language and Academic Development Certificate	070297412	Clear	Valid	7/3/2007		7/3/2007
<div>⌂ ⏪ ⏩ ⌂</div>						
Authorization/Subjects						
Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Address	
➤ R3BE	This authorizes the holder to perform all services authorized by the Education Specialist Instruction Credential: Extensive Support Needs that are not otherwise authorized by their existing Moderate/Severe Disabilities Education Specialist Credential.	BEN	Education Specialist Bridge – Extensive Support Needs	MAJ		
<div>⌂ ⏪ ⏩ ⌂</div>						
Renewal Requirements						
Please disregard any # signs you may see below and refer to the “Additional Description” column to the right for specific renewal requirements.						
Renewal Code	Renewal Description	Additional Description				
➤ C8	This authorization need not be renewed and shall remain in force as long as the valid prerequisite is held concurrently.					
<div>⌂ ⏪ ⏩ ⌂</div>						
Employment Restrictions						
Organization	Organization Type	County				

Federal Disability Categories	Mild Moderate	Mild Moderate Support Needs (New)	Moderate Severe	Extensive Support Needs (New)
Autism	✓	✓	✓	✓
Deaf/Blindness			✓	✓
Emotional Disturbance	✓	✓	✓	✓
Intellectual Disability	✓	✓	✓	✓
Multiple Disabilities		✓	✓	✓
Orthopedic Impairment		✓		✓
Other Health Impairment	✓	✓		✓
Specific Learning Disability	✓	✓		✓
Traumatic Brain Injury		✓		✓

**** ECSE bridges up to TK**

Credential Authorization	Specific Learning Disability/Mental Retardation (Mild/Moderate)	Mental Retardation (Moderate/Severe)	Emotional Disturbance	Multiple Disabilities	Autism	Speech or Language Impairment	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
Education Specialist Instruction Credentials (initially issued effective September 27, 1997- except Language and Academic Development effective September 03, 2011) <i>*Also authorizes service as a resource specialist across all disability areas at the grade level of the document.</i>												
Mild/Moderate * (K-12 to Age 22)	X		X		◆ ¹						X	
Moderate/Severe * (K-12 to Age 22)		X	X	X	X			X				
Ryan Specialist Instruction Teaching Credentials (initially issued 1976 to September 27, 1997; renewals available)												
Communication Handicapped					◆ ⁴	X	X	X				
Learning Handicapped	X		◆ ⁵								X	
Severely Handicapped		X	X	X	X			X				

Contact: Dr. Ray Avila ravila@sbcsepa.org or Jennifer Connolly jconnolly@sbcsepa.org for additional information.
SBCSELPA Phone: (805) 683-1424



@ SBCSELPA Santa Barbara
September 12, 2023
4:00-7:00 p.m.

@ Lompoc USD District, Board Room
October 17, 2023
4:00-7:00 p.m.

@ Santa Maria Joint USD District,
Conference Room
November 6, 2023
4:00-7:00 p.m.

@ Zoom
January 23, 2024
4:00-7:00 p.m.

Extensive Support Needs (ESN) Bridge Authorization

Santa Barbara County SELPA is providing a 3-hour professional development opportunity to 'bridge' your current Moderate/Severe Credential to the new Extensive Support Needs (ESN) Credential.

Registration: <https://sbcselfpa.k12oms.org>

Contact your
District SpED. for
additional Information
Or Jennifer Connolly
jconnolly@sbcselfpa.org.





Early Childhood
Special Education (ECSE)
Bridge Authorization

Santa Barbara County SELPA is providing a 3-hour professional development opportunity to bridge your current ECSE Credential to the new ECSE Credential.

Contact your District SpEd. For additional information or SBCSELPA Jennifer Connolly
jconnolly@sbcselfpa.org.

Registration: <https://sbcselfpa.k12oms.org>

@ SBCSELPA Santa Barbara
September 13, 2023
4:00-7:00 p.m.

@ Lompoc USD District, Media Room
October 18, 2023
4:00-7:00 p.m.

@ Santa Maria Joint USD District, Conference Room
November 8, 2023
4:00-7:00 p.m.

@ Zoom
January 24, 2024
4:00-7:00 p.m.



@ SBCSELPA Santa Barbara

September 14, 2023

4:00-7:00 p.m.

@ Lompoc USD District, Media Room

October 19, 2023

4:00-7:00 p.m.

@ Santa Maria Joint USD, District

Conference Room

November 7, 2023

4:00-7:00 p.m.

@ Zoom

January 25, 2024

4:00-7:00 p.m.

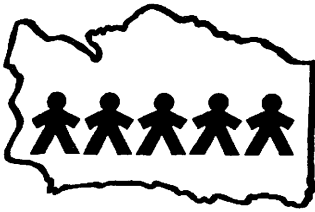
Mild Moderate Support Needs (MMSN) Bridge Authorization

Santa Barbara County SELPA is providing a 3-hour professional development opportunity to 'bridge' your current Mild/Moderate Credential to the new MMSN Credential.

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



SpED. For additional
Information OR SBCSELPA
Jennifer Connolly
jconnolly@sbcselpa.org



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

Date: August 28, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director
 Jennifer Connolly, SBCSELPA Coordinator

Re: Independent Educational Evaluations (IEE) Rates Proposed Changes

BACKGROUND:

- Per SBCSELPA Local Plan, Section 5, children with disabilities are entitled to an Individual Education Evaluation (IEE) at public expense.
- Parents have the right to an independent educational evaluation at public expense if they disagree with an evaluation “obtained” or completed by the LEA. Parent must make a request in writing for an IEE within two years of the date of presentation of the assessment which they disagree consistent with the statute of limitations.
- Independent Educational Evaluations (IEE) are conducted by a qualified examiner who is not employed by the local educational agency (LEA). The LEA either pays for the full cost of the evaluation or ensures the evaluation is otherwise provided at no cost to the parent or guardian. IEE Evaluators must be located within the boundaries of Santa Barbara, Ventura, or San Luis Obispo Counties.
- Depending on the complexity of the evaluations, most IEE evaluations consist of observations, record reviews, administration and scoring of tests, report writing, and attendance in person or by Zoom of an IEP Team meeting.
- IEE Evaluators, yearly, complete a contract with SBCSELPA agreeing to allowable rate ranges proposed by SBCSELPA. SBCSELPA compiles all contracts into a list for LEAs to provide to parents if a request is made for an IEE. The IEE list of evaluators is frequently updated with new evaluator contracts after feedback and approval through the Special Education Administrators Meeting (SEAM).
- The allowable rates and ranges are discussed annually at the SBCSELPA Special Education Administrators Meeting (SEAM) in August for feedback. The rates are agreed upon and set forth by the governing (JPA) Board of Santa Barbara County SELPA.
- From recent feedback from SEAM and a survey of the current IEE evaluators on the SBCSELPA IEE list, a need for an increase in the allowable rate and range has been proposed to SEAM.
- Attached are the proposed “draft” rate changes for the 2023-2024 school year for IEEs (***SEE REF: VIII-D.1).***

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

6000 SPECIAL EDUCATION - INSTRUCTION

6200 ASSESSMENT

6208 Independent Educational Evaluations (*Continued*)**Cost Limitations for Evaluations**

The cost of an IEE shall be comparable to those costs that the LEA incurs when it uses its own employees or the going rate in the area for contractors to perform a similar assessment. Costs include: observations, record review, administration and scoring of tests, report writing, and attendance in person or by phone at an IEP Team meeting. Reimbursement will be in an amount no greater than the actual cost to the parent and will be subject to proof of payment. The following cost limitations have been agreed upon and set forth by the governing (JPA) Board of the Santa Barbara County SELPA:

Type of Assessment	Allowable Rate or *Range (*depending on tasks performed and/or type of licensure of assessor)	Averages of Low ; High Rates for 2023/2024
Academic Achievement	\$1,500.00 - \$2,000.00 depending on the areas assessed and complexity	\$2,272 ; \$3,333
Augmentative Alternative Communication	Up to \$1,500.00	N/A ; N/A
Adapted Physical Education	\$1,200.00 - \$1,500.00	\$1,000 ; \$2,000
Adaptive Behavior	\$ 500.00 - \$ 600.00	\$1,500 ; \$2,400
Assistive Technology	Up to \$1,500.00	N/A ; N/A
Autism/Behavior (ABA) with observation / data collection	\$1,200.00 - \$1,500.00	\$2,000 ; \$4,000
Behavioral - functional behavior analysis (FBA) Conducted by BCBA-all Costs Inclusive	\$2,500.00 - \$3,500.00	\$4,333 ; \$6,666
Auditory Acuity or Perception	\$ 300.00 - \$ 350.00	\$1,000 ; \$2,000
Auditory Verbal Therapy	\$1,200.00 - \$1,500.00	\$1,000 ; N/A
CAPD (Central Auditory Processing)	\$1,200.00 - \$1,500.00	\$1,500 ; \$2,000
DHH (Deaf and Hard of Hearing)	\$2,500.00	\$1,000 ; N/A
Neuropsychological Assessment	\$2,500.00 - \$3,500.00	\$4,714 ; \$6,500
Occupational Therapy (fine/gross motor skills)	\$1,200.00 - \$1,500.00	\$2,333 ; \$3,666
Physical Therapy	\$1,200.00 - \$1,500.00	\$1,500 ; \$2,000

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

Full Psycho-educational (rate allowed depends on components tested such as academic, adaptive behavior, cognition, social-emotional, neuropsych, etc.)	\$3,500.00 - \$5,000.00	\$4727 ; \$6,777
Speech & Language	\$1,000.00 - \$2,500.00 depending on the areas assessed and complexity	\$2,000 ; \$3,000
Social-emotional	\$1,000.00 - \$1,500.00 depending on the areas assessed and complexity	N/A ; N/A
Transition - Post Secondary Complete Evaluation	\$2,000.00 - \$2,500.00	\$2,500 ; \$4,000
Visual Acuity & Perception	\$ 300.00 - \$ 350.00	\$2,000 ; N/A
Visual Processing	\$ 300.00 - \$ 350.00	\$1,500 ; \$1,800

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

6000 SPECIAL EDUCATION - INSTRUCTION

6200 ASSESSMENT

6208 Independent Educational Evaluations (*Continued*)

When insurance will cover all or partial costs of the IEE, the LEA will request that the parent voluntarily have their insurance pay the IEE costs covered by their insurance. However, parents will not be asked to have insurance cover independent evaluation costs if such action would result in a financial cost to the parents including, but not limited to the following:

- a. A decrease in the available lifetime coverage or any other benefit under an insurance policy;
- b. An increase in premiums or the discontinuance of the policy; or
- c. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim unless the parent is willing to have the LEA reimburse them for the amount of the deductible.

As part of the contracted evaluation, independent evaluators must:

- attend relevant IEP Team meetings by phone or in person to discuss their findings
- provide protocols of the assessments, and
- provide a written report prior to the IEP Team meeting.

The written report must meet the requirements of the Individuals with Disabilities Education Act and California Education Code Section 56327.

The LEA/district shall schedule an IEP meeting within 30 days of receipt of the written report from the IEE assessor.

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

6000	SPECIAL EDUCATION - INSTRUCTION
6200	ASSESSMENT
6208	Independent Educational Evaluations (<i>Continued</i>)

Minimum Qualifications for Evaluators

Evaluators must meet qualifications specified in ed code or they will not be approved unless the parent can demonstrate the appropriateness of using an evaluator meeting other qualifications. (E.C. 56320(b)(3); E.C. 56329)

Minimum Qualifications for Evaluators

Type of Assessment	Qualifications
Academic Achievement	Credentialed Special Education Teacher Credentialed School Psychologist Licensed Educational Psychologist
Adaptive Behavior	Credentialed Special Education Teacher Credentialed School Psychologist (must have LEP) Licensed Clinical Psychologist Licensed Educational Psychologist (LEP) Board Certified Behavior Analyst (BCBA)
Assistive Technology	Credentialed or Licensed Speech/Language Pathologist Certified Assistive Technology Specialist Credentialed Special Education Teacher Registered Occupational Therapist
Auditory Acuity	Licensed or Certificated Audiologist
Auditory Perception	Credentialed School Psychologist Licensed Educational Psychologist Licensed or Credentialed Speech/Language Pathologist
CAPD (Central Auditory Processing Disorder)	Licensed or Certificated Audiologist
Cognitive Functioning	Licensed Psychologist Licensed Educational Psychologist Credentialed School Psychologist
Motor Skills (fine)	Credentialed School Psychologist Registered Occupational Therapist Licensed Educational Psychologist
Motor Skills (gross)	Credentialed Adapted Physical Education Teacher Registered Occupational Therapist
Speech and Language	Credentialed or Licensed Speech/Language Pathologist

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

6000 SPECIAL EDUCATION - INSTRUCTION

6200 ASSESSMENT

6208 Independent Educational Evaluations (*Continued*)

Type of Assessment	Qualifications
Social/Emotional/Behavioral	Credentialed School Psychologist (must be LEP) Licensed Educational Psychologist (LEP) Licensed Psychiatrist Licensed Clinical Psychologist Board Certified Behavior Analyst BCBA (Behavioral only)
Vision (acuity and perception)	Credentialed Teacher of the Visually Impaired Credentialed School Nurse Vision Specialist
Visual Processing	Credentialed School Psychologist Registered Occupational Therapist Licensed Educational Psychologist Credentialed Teacher of the Visually Impaired

SBCSELPA will maintain a courtesy list of potential Independent Educational Evaluation (IEE) evaluators who have agreed to the agency's criteria; however, the SBCSELPA or its member LEAs/districts do not endorse the evaluators listed and are not responsible for any liability that may arise from use of any evaluator listed. It is recommended that parent/guardians request a copy of potential evaluators' resumé or vitae, ask for references, and request a written proposal that includes the itemized costs for the evaluation including writing the report and attending the IEP meeting, prior to making a final selection. It is recommended that parent/guardians contact the LEA/district prior to making the final selection of an IEE evaluator to ensure that the evaluator meets the agency's licensures/credentialing criteria.

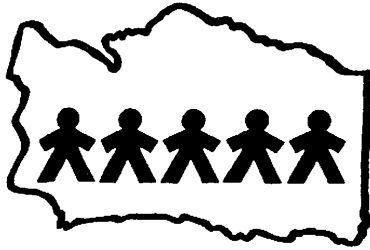
(EDUCATION CODE 56329 (b) (c); 56506 (c))

(34 CFR §300.502 (b) (1))

(GOVERNMENT CODE 7572 (c) (1) (2) (3))

DATE APPROVED: October 9, 2006
 DATE APPROVED: October 6, 2008
 DATE REVISED: November 3, 2008 DATE
 REVISED: June 7, 2010 DATE
 REVISED: December 6, 2010 DATE
 REVISED: January 9, 2012 DATE
 REVISED: December 10, 2012

DATE REVISED: May 6, 2013
 DATE REVISED: October 7, 2013
 DATE REVISED: September 8, 2014
 DATE REVISED: October 5, 2015
 DATE REVISED: September 12, 2016
 DATE REVISED: May 7, 2018



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

Date: August 28, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Proposed Memorandum of Understanding (MOUs) for services provided by SBCSELPA to LEAs

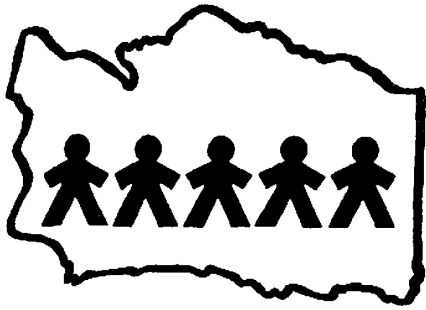
BACKGROUND:

- For many years SBCSELPA has provided and/or facilitated the following services on a fee-for-service basis:
 - **SBCSELPA Board Certified Behavior Analyst (BCBA) services** – LEAs request and agree to reimburse a certain number of days of service per year, prior to the school year beginning.
 - **Santa Barbara Psychology Internship Consortium (SB-PIC)** – Following an interview process, participating LEAs are matched with doctoral level School Psychology interns, who complete an average of 35 hours per week with direct service delivery for the LEA they are placed in.
 - **UCSB Graduate Student Researchers** – Provide counseling services and data collection approximately 10 hours per week for LEAs that request this level of support.
- Agreements for these services have historically been via email between the SBCSELPA Executive Director and LEA Special Education Administrators.
- Attached MOUs are templates to establish formal agreements on an annual basis for contracted services provided to LEAs.

FISCAL IMPACT: None.

RECOMMENDATION: This item return as an action item at the October 2, 2023 JPA Board meeting to approve the Memorandum of Understanding (MOUs) for services provided by SBCSELPA to LEAs.

RA:rw



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

MEMORANDUM OF UNDERSTANDING FOR PROFESSIONAL SERVICES
Santa Barbara County SELPA and _____

This **Memorandum of Understanding (“MOU”)** for professional services is made between the _____ (“LEA”) and the Santa Barbara County Special Education Local Plan Area (“SELPA”), a joint powers authority (“SBCSELPA”). The SBCSELPA and LEA may hereinafter be referred to individually as a “Party” or collectively as the “Parties.” This MOU is entered into in accordance with Education Code Section 56195(b).

1. **Recitals.** This MOU is entered with reference to the following background recitals:
 - A. The SBCSELPA is comprised of 25 local education agencies, operating as a Joint Powers Agency as stated in the current *Joint Exercise Of Powers Agreement of the Santa Barbara County SELPA* (“JPA”). LEA is a member of the SBCSELPA and party to the SBCSELPA JPA.
 - B. Pursuant to the SBCSELPA’s Local Plan, SBCSELPA employs one or more individuals qualified as Board Certified Behavior Analyst(s) (“BCBA”), who are made available to provide regionalized services to students attending programs within member local education agencies in the SBCSELPA. SBCSELPA BCBA(s) may provide various professional services within their scope of practice and expertise in Applied Behavior Analysis (“ABA”) (“BCBA Services”).
 - C. The purpose of this MOU is to clarify the terms and conditions between SBCSELPA and LEA, for the cost effective provision of BCBA Services to LEA student(s) by one or more employees of the SBCSELPA, as outlined in the *Scope of Work: BCBA Services*, attached hereto as Exhibit A and incorporated into this Agreement by reference (“*Scope of Work: BCBA*”). Nothing in this MOU shall be construed to supplant, modify or otherwise alter any of the terms, conditions, or obligations of the JPA. If there is any conflict found between this MOU and the JPA, the JPA shall control.
2. **Responsibilities of SBCSELPA.** As a special education service provider, SBCSELPA shall make available one or more qualified employees of the SBCSELPA who are qualified to provide BCBA Services to LEA as outlined in the *Scope of Work: BCBA* during the term of this MOU.
3. **LEA of Responsibility.** As the district of residence and/or responsibility for all students served by SBCSELPA pursuant to this MOU, LEA retains financial and legal responsibility for LEA’s development and offer of a free appropriate public education (“FAPE”) and provision of special education and related services under state and federal law to its students. Parties acknowledge and agree that LEA is and shall remain the LEA of special education responsibility for any and all LEA students served by SBCSELPA BCBA(s) during the term of this MOU, for all purposes, including but not limited to, with regard to any of the matters described in Title 34 of the Code of

Federal Regulations, Part 300.503(a)(1) and (2) (relating to the identification, evaluation or educational placement of a child with a disability, or the provision of FAPE to the child).

4. **General Employer Responsibilities.** When providing BCBA Services to LEA pursuant to this MOU, the SBCSELPA employees shall remain employee(s) of SBCSELPA and shall not be considered an employee(s) of the LEA, for any purpose. The SBCSELPA employee(s) will remain regular employee(s) of SBCSELPA, on SBCSELPA's payroll, subject to SBCSELPA's general personnel administration, and shall remain subject to SBCSELPA's personnel policies, rules and regulations. SBCSELPA employee(s)'s full salary and benefits will continue to be paid by SBCSELPA exclusively. SBCSELPA shall further be responsible for payment of all employee salary and related benefits, pension, insurance, taxes and withholdings required under SBCSELPA's personnel rules, policies and contracts and applicable federal and state law. SBCSELPA shall be responsible for keeping and maintaining the personnel file and payroll and other records of the SBCSELPA employee(s), and for all employment-related state and federal reporting requirements, including but not limited to those related to employee compensation.
5. **Payment.** SBCSELPA shall invoice LEA according to SBCSELPA's Board-approved rate as stated in the Rate Sheet: BCBA Services, attached hereto as Exhibit B and incorporated into this Agreement by reference ("Rate Sheet: BCBA"). LEA shall reimburse SBCSELPA for the actual days of BCBA Services delivered by SBCSELPA to or on behalf of LEA student(s) under this MOU (in minimum increments of quarter days). SBCSELPA shall submit to LEA itemized invoices on a bi-annual basis, and reimbursement is due upon submission of the invoice, but not later than 60 days after the invoice is received.
6. **Term and Governing Law.** The term of this MOU will be July 1, 2023 through June 30, 2024. This MOU shall be governed by the laws of the State of California.
7. **Insurance.** Both Parties shall procure and maintain insurance for workers' compensation, general liability, and property coverage. Parties agree to maintain such coverage for the duration of this MOU and shall provide proof of coverage upon request. SBCSELPA shall maintain workers' compensation insurance for SBCSELPA employees.
8. **Indemnification and Hold Harmless.**
 - (a) To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless SBCSELPA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("SBCSELPA Indemnitees") against any and all claims, lawsuits, actions, administrative or special proceedings, whether judicial or administrative in nature, to include any loss, liability, or expense, including reasonable attorney's fees and costs of defense, arising as a result of SBCSELPA's obligations under this MOU ("Claims").
 - (b) LEA's duty and obligation to defend shall arise immediately upon tender of a request to defend a due process hearing complaint under the Individuals with Disabilities in Education Act, or lawsuit naming the SBCSELPA. The duty to indemnify and defend shall include any and all obligations including liabilities or debts incurred by the SBCSELPA as a result of the LEA's negligence which results in the SBCSELPA incurring any loss including but not limited to as a result of any administrative proceeding or civil action.

(c) LEA's obligation to defend, indemnify, and hold harmless the SBCSELPA per this MOU shall not apply if it is ultimately adjudicated that any Claim was proximately caused by the negligent, intentional or willful act or omission of SBCSELPA, including, without limit, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors). The defense and indemnification obligations of this MOU are to be undertaken in addition to, and shall not in any way be limited by, the insurance obligations contained in this MOU; and, shall survive the termination or completion of this MOU for the full period of time allowed by law.

9. **Termination for Substantial Change in Circumstances.** This MOU may be terminated by either Party upon at least thirty (30) calendar days written notice to the other Party due to a substantial change in circumstances, such as student relocation or change in IEP services, or loss of SBCSELPA staff. In the event of such termination, all work performed by SBCSELPA employee(s) or made available by SBCSELPA pursuant to the terms of this MOU prior to the date of termination, shall be compensated by LEA.

If LEA provides notice of termination due to reduction in need (*i.e.*, lack of work), SBCSELPA shall make every effort to reassign SBCSELPA employee(s) as soon as possible upon receipt of written notice of termination from LEA; however, if reassignment is not possible, LEA understands and agrees to continue to reimburse SBCSELPA for the proportion of BCBA Services/employee costs warranted by this MOU, up to the full 30-day notice period.

10. **Entire Agreement.** This MOU contains the sole and entire agreement and understanding of the Parties with respect to the terms set forth in this MOU. No representations, oral or otherwise, expressed, or implied other than those contained in this MOU are part of the terms or consideration of this MOU.
11. **Amendment.** The terms of this MOU may be modified only by a written addendum signed by the authorized representatives of both Parties.

Santa Barbara County SELPA, a JPA

_____, **LEA**

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

JPA Board Approved (date): _____

LEA Board Approved (date): _____

EXHIBIT A***Scope of Work: Board Certified Behavior Analyst Services***

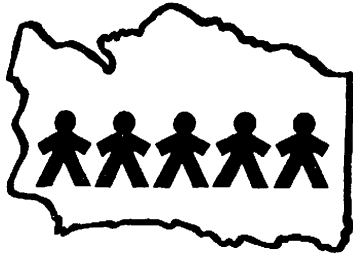
The roles and responsibilities of the SBCSELPA BCBA(s) shall consist of duties and time allocation described below, and shall include:

BCBA Services	Total Days in July 1, 2023 to June 30, 2024 (Estimated)
Delivery of BCBA Services (program development and supervision) to students identified by District according to the student(s)'s individualized education program ("IEP")	
Collaboration with School and/or Home Behavior Team	
Functional Behavior Assessment	
IEP Team Meeting Attendance and Preparation	
District Staff Training/Professional Development	
Availability for the provision of Technical Assistance as requested	
Other:	

EXHIBIT B

Option 1: BCBA Costs

	July 1, 2023 to June 30, 2024
Daily Rate	\$746



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

SCHOOL PSYCHOLOGIST INTERNSHIP PLACEMENT AGREEMENT

This School Psychologist Internship Placement Agreement is entered into by and between the Santa Barbara County Special Education Local Plan Area, a joint powers agency comprised of 25 local education agencies operating under the current Joint Exercise Of Powers Agreement of the Santa Barbara County SELPA ("JPA") (hereinafter, "SBCSELPA"), which participates as an Internship Partner in the Santa Barbara Psychology Internship Consortium ("SB-PIC"), and [School District Name], a local education agency who is a member of the SBCSELPA and party to the SBCSELPA JPA (hereinafter, "LEA", collectively with SBCSELPA, "Parties").

SB-PIC Intern Name:

Email :

Mailing Address:

Phone:

City:

State:

Zip :

The above named Intern is a doctoral-level psychology student participating in the SB-PIC internship program, who is seeking placement as a School Psychology Intern with a local education agency located within SBCSELPA as part of the SB-PIC program for the 2023-2024 school year (hereinafter, "SB-PIC Intern"). The purpose of this Agreement is to set forth the terms and conditions of the Parties to effectuate SBCSELPA's coordination of placement of SB-PIC Intern in LEA as a school psychology intern for the 2023-2024 school year.

RECITALS

Whereas, LEA desires to receive an average of 35 hours per week of school psychologist intern services from SB-PIC Intern over 190 business days between August 1, 2023 and June 30, 2024, in furtherance of intern's pursuit of a degree/certification in school psychology and according to the terms and conditions of the SB-PIC program; and,

Whereas, SBCSELPA represents itself as able and willing to coordinate such placement of SB-PIC Intern at LEA and to provide supervision, didactic training, and a stipend payment to SB-PIC Intern on behalf of LEA to effectuate the requirements of the SB-PIC program, and in consideration of the benefit of SB-PIC Intern's school psychologist intern services to the LEA;

Now Therefore, the Parties agree to enter into this School Psychologist Internship Placement Agreement ("Agreement") for the mutual benefit of the Parties as participants in the SB-PIC program, in accordance with the *SB-PIC Intern Handbook* posted on the SB-PIC website (www.SB-PIC.org) for the current school year, and as may be updated from time to time during the course of this Agreement, which is hereby incorporated into this Agreement by reference.

SB-PIC Internship Placement Agreement, page 2**A. TERM OF THE AGREEMENT/EFFECTIVE DATE OF AGREEMENT**

The Term of this Agreement shall be August 1, 2023 to June 30, 2024. The effective date of this Agreement shall be August 1, 2023.

B. PROMISES OF LEA

LEA agrees to comply with the requirements of Partner agencies in the SB-PIC training program, including all relevant requirements stated in the *SB-PIC Intern Handbook*, and make available to SB-PIC Intern at least 1500 hours of internship program activities and training during the academic year, for a total of 190 business days, by:

- Assigning SB-PIC Intern to perform a total of 35 hours per week (average) of school psychologist intern services provided to and on behalf of LEA students, according to LEA and students' needs, under the ongoing oversight and supervision of a fully credentialed school psychologist of the LEA; and,
- Permitting SB-PIC Intern to attend 5 hours per week (average) of supervision and didactic training activities provided by the SBCSELPA, as well as monthly full-day didactic professional development trainings required of interns in the SB-PIC program; and,
- Payment to SBCSELPA of \$40,000 for SBCSELPA administration of SB-PIC program as set forth in Paragraph C (PROMISES OF SBCSELPA), and stipend payments made to SB-PIC Intern as set forth in Paragraph D (STIPEND) below.

C. PROMISES OF SBCSELPA

SBCSELPA agrees to comply with the requirements of Partner agencies in the SB-PIC training program, including all relevant requirements stated in the *SB-PIC Intern Handbook*, and make available to SB-PIC Intern at least 1500 hours of internship program activities and training during the academic year, for a total of 190 business days, by:

- Coordinating placement of SB-PIC Intern in LEA according to the terms of this Agreement; and,
- Providing 5 hours per week (average) of supervision and didactic training activities for SB-PIC Intern per week, to include doctoral level clinical psychologist supervision for the SB-PIC Intern for an average of two hours of individual and group supervision each week, and monthly full-day didactic professional development trainings required of interns in the SB-PIC program; and,
- Receiving and maintaining SB-PIC Intern's monthly internship hours log and paying a monthly stipend to SB-PIC Intern on behalf of LEA, as set forth in Paragraph D (STIPEND) below.

D. STIPEND

In accordance with SB-PIC program requirements, and in recognition of the valuable contributions of the school psychologist intern services provided to the LEA of placement, SBCSELPA shall provide a stipend to SB-PIC Intern on behalf of the LEA of placement, which LEA agrees to reimburse, in the total amount of thirty thousand dollars (\$30,000), paid in ten monthly installments during the term of this Agreement, upon SB-PIC Intern's monthly

SB-PIC Internship Placement Agreement, page 3

certification of their participation in ongoing internship activities.

GENERAL CONDITIONS

1. **Independent Contractor.** Parties acknowledge and agree that SB-PIC Intern is acting in an independent status and not as an agent or employee of SBCSELPA or LEA. This means SB-PIC Intern shall be wholly responsible for the manner in which SB-PIC Intern participates in internship activities and performs school psychologist intern services provided under this Agreement.
2. **LEA of Responsibility.** As the district of residence and/or responsibility for all students served by the internship services delivered pursuant to this Agreement, LEA retains financial and legal responsibility for LEA's development and offer of a free appropriate public education ("FAPE") and provision of special education and related services under state and federal law to its students. Parties acknowledge and agree that LEA is and shall remain the LEA of special education responsibility for any and all LEA students served pursuant to this Agreement, for all purposes, including but not limited to, with regard to any of the matters described in Title 34 of the Code of Federal Regulations, Part 300.503(a)(1) and (2) (relating to the identification, evaluation or educational placement of a child with a disability, or the provision of FAPE to the child) and Section 504 of the Rehabilitation Act of 1973 ("Section 504").
3. **Governing Law.** This Agreement shall be governed by the laws of the State of California.
4. **JPA.** Nothing in this Agreement shall be construed to supplant, modify or otherwise alter any of the terms, conditions, or obligations of the JPA. If there is any conflict found between this Agreement and the JPA, the JPA shall control.
5. **Insurance.** Both Parties shall procure and maintain insurance for workers' compensation, general liability, and property coverage. Parties agree to maintain such coverage for the duration of this Agreement and shall provide proof of coverage upon request.
6. **Indemnification and Hold Harmless.**
 - (a) To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless SBCSELPA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("SBCSELPA Indemnitees") against any and all claims, lawsuits, actions, administrative or special proceedings, whether judicial or administrative in nature, to include any loss, liability, or expense, including reasonable attorney's fees and costs of defense, arising as a result of SBCSELPA's obligations under this Agreement ("Claims").
 - (b) LEA's duty and obligation to defend shall arise immediately upon tender of a request to defend a due process hearing complaint under the Individuals with Disabilities in Education Act or Section 504, or any related lawsuit naming the SBCSELPA. The duty to indemnify and defend shall include any and all obligations including liabilities or debts incurred by the SBCSELPA as a result of the LEA's negligence which results in the SBCSELPA incurring any loss including but not limited to as a result of any administrative proceeding or civil action.
 - (c) LEA's obligation to defend, indemnify, and hold harmless the SBCSELPA per this Agreement shall not apply if it is ultimately adjudicated that any Claim was proximately caused by the

SB-PIC Internship Placement Agreement, page 4

negligent, intentional or willful act or omission of SBCSELPA, including, without limit, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors). The defense and indemnification obligations of this Agreement are to be undertaken in addition to, and shall not in any way be limited by, the insurance obligations contained in this Agreement; and, shall survive the termination or completion of this Agreement for the full period of time allowed by law.

7. **Fiscal Liability of SBCSELPA.** SBCSELPA's payment obligation under this Agreement shall be limited to the payment to SB-PIC Intern provided for in the "STIPEND" section of this Agreement, on behalf of LEA. SBCSELPA shall not be liable for any special consequential, indirect or incidental damages, including but not limited to lost profits in connection with this Agreement.

8. **Remedies.**

- (a) If LEA has concerns about the conduct or performance of the SB-PIC Intern or if SB-PIC Intern expresses concerns about LEA's provision of internship activities pursuant to this Agreement, LEA agrees to abide by the SB-PIC Policies and Procedures of Evaluation, Due Process, Termination & Grievance as stated in the *SB-PIC Intern Handbook*. LEA understands that it will be responsible for reimbursement to SBCSELPA for SB-PIC Intern's Stipend for the full term of this Agreement, unless SB-PIC Intern withdraws or is withdrawn from placement with LEA, in writing, pursuant to the policies and procedures of the SB-PIC internship program.
- (b) If LEA fails to perform any term, covenant, or condition contained in this Agreement and as such is in default of this Agreement, and such default is continuing, the SBCSELPA may, individually or in combination with any other remedy:
1. Terminate this Agreement upon ten days written notice or less at the discretion of the SBCSELPA, subject to completion if applicable of SB-PIC Policies and Procedures of Evaluation, Due Process, Termination & Grievance, including any appeals. SBCSELPA shall specify the date of termination in its written notice of termination for default. As applicable, SBCSELPA shall continue to pay stipend installment(s) to SB-PIC Intern, as required by SB-PIC program requirements, and LEA agrees to reimburse SBCSELPA, at a per diem rate of \$210.52 per business day as warranted;
 2. Withhold funds due to LEA pursuant to this Agreement or otherwise;
 3. Cure the default, in which event all amounts expended by the SBCSELPA in effecting such cure shall be payable upon demand; or
 4. Exercise any other remedy available by law.

The SBCSELPA shall have no obligation to exercise any of the foregoing remedies. The failure of the SBCSELPA to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement shall not be deemed a waiver of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term

SB-PIC Internship Placement Agreement, page 5

or condition.

- 9. Entire Agreement.** Except as otherwise expressly stated herein, this Agreement contains the sole and entire agreement and understanding of the Parties with respect to the terms set forth herein. No representations, oral or otherwise, expressed, or implied other than those contained in this Agreement are part of the terms or consideration of this Agreement.
- 10. Severability.** If any terms, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

THIS AGREEMENT IS ENTERED INTO THIS ____ DAY OF _____, 2023.

Santa Barbara County SELPA, a JPA

LEA

Dr. Ray Avila, Ph.D

Name: _____

Director, SBCSELPA

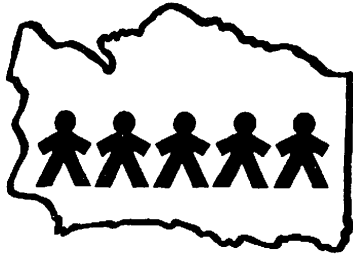
Title: _____

Date: _____

Date: _____

JPA Board Approved/Ratified (date):_____

310-3/6677844.1



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

MEMORANDUM OF UNDERSTANDING
FOR GRADUATE STUDENT RESEARCH SERVICES

This **Memorandum of Understanding (“MOU”)** for graduate student research services is made between the Santa Barbara Unified School District (“LEA”) and the Santa Barbara County Special Education Local Plan Area (“SELPA”), a joint powers authority (“SBCSELPA”). The SBCSELPA and LEA may hereinafter be referred to individually as a “Party” or collectively as the “Parties.” This MOU is entered into in accordance with Education Code Section 56195(b).

UCSB Student Researcher(s): Gabriela Hinojosa and Angela Pollard

The above named UCSB Student Researcher(s) are graduate student(s) at University of California, Santa Barbara (“UCSB”), who are seeking placement as a Graduate Student Researcher with a local education agency located within SBCSELPA for the 2023-2024 school year (hereinafter, “UCSB Student”).

1. **Recitals.** This MOU is entered with reference to the following background recitals:

A. The SBCSELPA is comprised of 25 local education agencies, operating as a Joint Powers Agency as stated in the current *Joint Exercise Of Powers Agreement of the Santa Barbara County SELPA* (“JPA”). LEA is a member of the SBCSELPA and party to the SBCSELPA JPA.

B. Pursuant to an agreement with the UCSB, SBCSELPA has access to procure the services of one or more UCSB graduate student researchers who are employees of UCSB (“UCSB Student”), who UCSB makes available to provide graduate student research services to students attending programs within member local education agencies in the SBCSELPA. UCSB Student may provide various graduate student research services within their scope of practice and expertise (“Graduate Student Researcher Services”).

C. The purpose of this MOU is to clarify the terms and conditions between SBCSELPA and LEA, for the cost effective provision of Graduate Student Researcher Services to LEA students by UCSB Student, as outlined in the *Scope of Work: UCSB Graduate Student Researcher Services*, attached hereto as Exhibit A and incorporated into this Agreement by reference (“*Scope of Work*”). Nothing in this MOU shall be construed to supplant, modify or otherwise alter any of the terms, conditions, or obligations of the JPA. If there is any conflict found between this MOU and the JPA, the JPA shall control.

2. **Responsibilities of SBCSELPA.** SBCSELPA shall administer the placement of UCSB Student within LEA to provide services as outlined in the *Scope of Work* during the term of this MOU.

MOU for Graduate Student Researcher Services, page 2

3. **LEA of Responsibility.** As the district of residence and/or responsibility for all students served by SBCSELPA pursuant to this MOU, LEA retains financial and legal responsibility for LEA's development and offer of a free appropriate public education ("FAPE") and provision of special education and related services under state and federal law to its students. Parties acknowledge and agree that LEA is and shall remain the LEA of special education responsibility for any and all LEA students served by UCSB Student during the term of this MOU, for all purposes, including but not limited to, with regard to any of the matters described in Title 34 of the Code of Federal Regulations, Part 300.503(a)(1) and (2) (relating to the identification, evaluation or educational placement of a child with a disability, or the provision of FAPE to the child), or Section 504 of the Rehabilitation Act of 1973 ("Section 504").
4. **No General Employer Responsibilities.** When providing Graduate Student Researcher Services to LEA pursuant to this MOU, the UCSB Student shall remain an employee of UCSB pursuant to the terms of the SBCSELPA's agreement with UCSB, and shall not be considered an employee of the LEA, for any purpose.
5. **Payment.** SBCSELPA shall invoice LEA according to UCSB's current contracted rates for graduate student researcher services, as stated in the *Rate Sheet: Graduate Student Researcher Services*, attached hereto as Exhibit B and incorporated into this Agreement by reference. LEA shall reimburse SBCSELPA for the hours of Graduate Student Researcher Services delivered by UCSB Student to LEA under this MOU (in minimum increments of quarter hours). SBCSELPA shall submit to LEA an itemized invoice subsequent to receipt from and payment to UCSB, and reimbursement is due upon submission of the invoice, but not later than 60 days after the invoice is received.
6. **Term and Governing Law.** The term of this MOU will be July 1, 2023 through June 30, 2024. This MOU shall be governed by the laws of the State of California.
7. **Indemnification and Hold Harmless.**
 - (a) To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless SBCSELPA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("SBCSELPA Indemnitees") against any and all claims, lawsuits, actions, administrative or special proceedings, whether judicial or administrative in nature, to include any loss, liability, or expense, including reasonable attorney's fees and costs of defense, arising as a result of SBCSELPA's obligations under this MOU ("Claims").
 - (b) LEA's duty and obligation to defend shall arise immediately upon tender of a request to defend a due process hearing complaint under the Individuals with Disabilities in Education Act, or lawsuit naming the SBCSELPA. The duty to indemnify and defend shall include any and all obligations including liabilities or debts incurred by the SBCSELPA as a result of the LEA's negligence which results in the SBCSELPA incurring any loss including but not limited to as a result of any administrative proceeding or civil action.
 - (c) LEA's obligation to defend, indemnify, and hold harmless the SBCSELPA per this MOU shall not apply if it is ultimately adjudicated that any Claim was proximately caused by the negligent, intentional or willful act or omission of SBCSELPA, including, without limit, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA Board Members,

MOU for Graduate Student Researcher Services, page 3

administrators, employees, agents, attorneys, volunteers, and subcontractors). The defense and indemnification obligations of this MOU are to be undertaken in addition to, and shall not in any way be limited by, the insurance obligations contained in this MOU; and, shall survive the termination or completion of this MOU for the full period of time allowed by law.

8. **Termination.** This Agreement may be terminated by either Party upon at least thirty (60) calendar days written notice to the other Party. In the event of termination, all work performed by UCSB Student pursuant to the terms of this Agreement prior to the date of termination, shall be compensated by LEA.

9. **Entire Agreement.** This MOU contains the sole and entire agreement and understanding of the Parties with respect to the terms set forth in this MOU. No representations, oral or otherwise, expressed, or implied other than those contained in this MOU are part of the terms or consideration of this MOU.

10. **Amendment.** The terms of this MOU may be modified only by a written addendum signed by the authorized representatives of both Parties.

Santa Barbara County SELPA, a JPA

_____, **LEA**

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

JPA Board Approved (date): _____

LEA Board Approved (date): _____

EXHIBIT A***Scope of Work: UCSB Graduate Student Researcher Services***

The roles and responsibilities of the UCSB Graduate Student Researchers shall consist of duties and time allocation described below, and shall include:

Graduate Student Researcher Services	Total Hours in July 1, 2023 to June 30, 2024
<p>The Student Assistants (Sas) will be responsible for service provision, data management, data analysis, and report preparation. The students will not be expected to play a collaborative role in research production, but will support the research by doing routine tasks. Under supervision of the Principal Investigator (PI), SA's will perform a variety of complex duties in support of the project and public contact duties that require the use of specialized skills. SAs will not be fundamental contributors to the intellectual content of the research. The PIs will be responsible for the development and implementation of the evaluation plan and for all reports.</p> <p>Understanding and Promoting Policy and Programming for Students with Emotional and Behavioral Disturbances The Topic This project continues to focus on further understanding support services in schools for students with pervasive emotional and behavioral challenges. These students require a large array of supports including, but not limited to, proactive classroom management techniques, specialized academic instruction, motivation systems, frequent goal setting and monitoring, mentor-based supports, school-home collaborative efforts, and psychotherapeutic services. While research has continually emphasized these components, many programs serving students with Emotional Disturbance insufficiently adhere to evidence-based practices. Moreover, analyses of these students' trajectories reveal patterns of unhealthy behavior that persist into adulthood. The present collaboration will continue to offer exploratory analysis of the implementation and outcomes of the comprehensive programming provided to students with emotional or behavioral problems. This information can inform future implementation, and has implications for future SB County SELPA policy and programming for students with EBD.</p> <p>The Collaboration The research and evaluation component with SB County SELPA involves our assistance in understanding the implementation and outcomes associated with the SB County SELPA support services for</p>	<p>2 student assistants</p> <p>10 hours per week</p> <p>1920 hours each</p>

MOU for Graduate Student Researcher Services, page 5

<p>students with Emotional and Behavioral Disturbances across each of the schools.</p> <p>To date, this process involves multiple meetings with the SB County SELPA Director and the SB County SELPA Mental Health Specialists to discuss topics essential to understanding implementation and outcomes. The first step of these activities involves specification and prioritization of the particular questions that are of most interest for the SB County SELPA to understand.</p> <p>Questions /priorities that will continue to be examined, include;</p> <ol style="list-style-type: none"> 1. What mental health interventions and strategies are most effective in supporting students that are eligible for special education as <i>emotionally disturbed</i>? <ol style="list-style-type: none"> a. What strategies or curricular components utilized in group counseling are deemed to be most successful in assisting students that are eligible for special education as emotionally disturbed (ED)? a. What frequency and duration of group counseling are most highly correlated with a higher rate of program compliance? 2. From the information obtained, what further professional development is needed to facilitate the success of teachers in meeting the needs of students with Emotional and Behavioral Disturbances within the SB County SELPA context? <ol style="list-style-type: none"> a. For both implementation and outcomes, each of the results will be carefully examined to determine what further professional development is needed. <p>The collaborative team will explore existing data that they have and facilitating the identification of questions and criteria to examine the implementation fidelity of the program that they are using across each of the sites.</p> <p>The SB County SELPA will orchestrate the necessary infrastructure to obtain the information that they need, and we will collaborate further to understand the data and implications for future implementation and professional development.</p> <p>The collaboration is critical to understanding and ultimately supporting the needs of students receiving special education services for Emotional and Behavioral Disturbances in SB County.</p>	
--	--

EXHIBIT B

UCSB Graduate Student Researcher Rate Sheet

	July 1, 2023 to June 30, 2024
Salaries and statutory payroll costs for 2 Student Assistants and UCSB Indirect Cost	\$24,943

PI: Shane Jimerson					Period 1		Total
Agency: Santa Barbara County Special Education Local Plan Area Office					8/1/23		8/1/23
OR Record # 20231349					7/31/24		7/31/24
Title: Understanding and Promoting Policy and Programming for Students with Emotional and Behavioral Disturbances							
SALARIES							
Student Assistant-	# persons	rate/hr	% time	# hours			
Graduate Student							
Gabriela Hinojosa	1	\$20	25%	1920	\$9,600		
Angela Pollard	1	\$20	25%	1920	\$9,600		
Student Assistant subtotal					\$19,200		\$19,200
Salaries Total					\$19,200		\$19,200
BENEFITS							
Student Assistant-	@3.1% of eligible salary						
Base Sum:	\$9,600	3.10%			\$298		
Base Sum:	\$9,600	3.10%			\$298		
Benefits Total:					\$596		\$596
Salaries & Benefits TOTAL					\$19,796		\$19,796
TOTAL DIRECT COSTS					\$19,796		\$19,796
TOTAL MODIFIED DIRECT COSTS					\$19,796		\$19,796
INDIRECT COSTS:							
** of Modified Total Direct Costs							
Base sum:	\$19,796	26.00%			\$5,147		
	\$19,796				\$5,147		\$5,147
TOTAL INDIRECT COSTS					\$5,147		\$5,147
TOTAL COSTS					\$24,943		\$24,943
* Provided to all Graduate Student Researchers employed at 25% time or more							
**This is the DHHS negotiated, predetermined, off-campus rate for Research Projects covering the period							

1. **Entire Agreement.** Except as otherwise expressly stated herein, this Agreement contains the sole and entire agreement and understanding of the Parties with respect to the terms set forth herein. No representations, oral or otherwise, expressed, or implied other than those contained in this Agreement are part of the terms or consideration of this Agreement.

MOU for Graduate Student Researcher Services, page 7

2. **Severability.** If any terms, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

THIS AGREEMENT IS ENTERED INTO THIS ____ DAY OF _____, 2023.

Santa Barbara County SELPA, a JPA

LEA

Dr. Ray Avila, Ed.D

Name: _____

Director, SBCSELPA

Title: _____

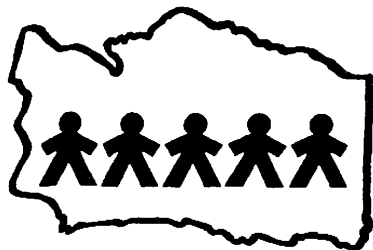
Date: _____

Date: _____

JPA Board Approved/Ratified (date):_____

LEA Board Approved/Ratified (date):_____

310-3/6678077.1



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

Date: August 28, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: School Psychologist Internship Placement Agreement

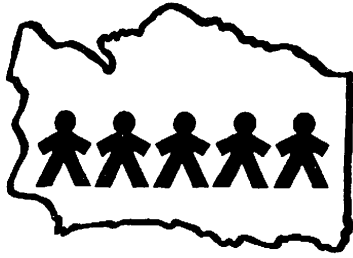
BACKGROUND:

- SBCSELPA coordinates the Santa Barbara Psychology Internship Consortium (SB-PIC), including agreements between UCSB and SBCSELPA, SBCSELPA and LEAs, and SBCSELPA and SB-PIC Interns.
- SBCSELPA pays the SB-PIC Interns their stipend amount as independent contractors.
- This arrangement has historically been made via the SBCSELPA Services Agreement.
- The attached MOU template is to establish formal agreement between SBCSELPA and SB-PIC Interns, similar to the other MOUs utilized as part of the SB-PIC program.

FISCAL IMPACT: None.

RECOMMENDATION: This item return as an action item at the October 2, 2023 JPA Board meeting to approve the School Psychologist Internship Placement Agreement.

RA:rw



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

SCHOOL PSYCHOLOGIST INTERNSHIP PLACEMENT AGREEMENT

This School Psychologist Internship Placement Agreement is entered into by and between the Santa Barbara County Special Education Local Plan Area, hereinafter referred to as the "SBCSELPA," which participates as an Internship Partner in the Santa Barbara Psychology Internship Consortium ("SB-PIC"), and:

SB-PIC Intern Name:

Tax ID Number:

Mailing Address:

City:

State:

Zip Code:

The above named intern is a doctoral-level psychology student participating in the SB-PIC internship program, who is seeking placement as a School Psychology Intern with a local education agency located within SBCSELPA as part of the SB-PIC program. Intern is hereinafter referred to as the "SB-PIC Intern" and SBCSELPA, collectively with SB-PIC Intern, are hereinafter referred to as "Parties."

RECITALS

Whereas, SB-PIC Intern desires to receive an average of 38 hours per week of experiential training as a school psychologist by providing school psychologist intern services in an LEA within SBCSELPA, and an average of 2 hours of didactic training per week, and to receive 4 hours of supervision, in order to complete a total of 1500 hours of training over 190 business days between August 1, 2023 and June 30, 2024, in intern's pursuit of a degree/certification in school psychology and according to the terms and conditions of the SB-PIC program; and,

Whereas, SBCSELPA represents itself as able and willing to coordinate such placement of SB-PIC Intern at an LEA within SBCSELPA and to provide supervision, didactic training, and a stipend payment to SB-PIC Intern on behalf of the LEA to effectuate the requirements of the SB-PIC program, and in consideration of the benefit of SB-PIC Intern's school psychologist intern services to the LEA of placement;

Now Therefore, the Parties agree to enter into this School Psychologist Internship Placement Agreement for the mutual benefit of the Parties as participants in the SB-PIC program, and in accordance with the *SB-PIC Intern Handbook* posted on the SB-PIC website (www.SB-PIC.org) for the current school year, and as may be updated from time to time during the course of this Agreement, which is hereby incorporated into this Agreement by reference.

A. TERM OF THE AGREEMENT/EFFECTIVE DATE OF AGREEMENT

The Term of this Agreement shall be August 1, 2023 to June 30, 2024. The effective date of

SB-PIC Internship Placement Agreement, page 2

this Agreement shall be the date of full execution of this Agreement or August 1, 2023, whichever is later.

B. PROMISES OF SB-PIC INTERN

SB-PIC Intern agrees to complete the full term of the SB-PIC Internship year, and comply with all requirements of interns in the SB-PIC Internship Program, including but not limited to those stated in the *SB-PIC Intern Handbook*, and fulfill 1500 hours of internship services and training during the academic year. SB-PIC Intern will continue to accrue hours throughout the academic year by participating in the intern activities and services described below, for a total of 190 business days during the Term of this Agreement according to the LEA's school year calendar, by:

Performing 38 hours per week (average) of school psychologist intern services provided to and on behalf of students in the LEA of placement, according to LEA and students' needs and the LEA's school year calendar; and,

Participating in 4 hours per week (average) of supervision and 2 hours (average) didactic training activities, to include weekly supervision meetings and monthly full-day didactic professional development trainings required of interns in the SB-PIC program.

C. PROMISES OF SBCSELPA

SBCSELPA agrees to comply with the requirements of Partner agencies in the SB-PIC training program, including all relevant requirements stated in the *SB-PIC Intern Handbook*, and make available to SB-PIC Intern at least 1500 hours of internship program activities and training during the academic year, for a total of 190 business days, by:

Coordinating placement of SB-PIC Intern in an LEA of the SELPA, where SB-PIC Intern may perform a total of 38 hours per week (average) of school psychologist intern services provided to and on behalf of the students in SB-PIC's LEA of placement, according to LEA and students' needs, and under the ongoing oversight and supervision of a fully credentialed school psychologist of the LEA; and,

Providing access to 4 hours per week (average) of supervision and 2 hours per week (average) didactic training activities for SB-PIC Intern, to include doctoral level clinical psychologist supervision for the SB-PIC Intern for an average of two hours of individual and group supervision each week, and monthly full-day didactic professional development trainings required of interns in the SB-PIC program.

D. STIPEND

In accordance with SB-PIC program requirements, and in recognition of the valuable contributions of the school psychologist intern services provided to the LEA of placement, SBCSELPA shall provide a stipend to SB-PIC Intern on behalf of the LEA of placement, in the total amount of thirty thousand dollars (\$30,000), paid in ten monthly installments during the term of this Agreement for SB-PIC Intern's monthly participation in ongoing internship activities.

GENERAL CONDITIONS**1. INDEPENDENT CONTRACTOR**

Parties acknowledge and agree that SB-PIC Intern is acting in an independent status and not as an agent or employee of SBCSELPA or the LEA of placement. SB-PIC Intern shall be wholly responsible for the manner in which SB-PIC Intern participates in internship activities and performs school psychologist intern services promised under this Agreement.

2. INDEMNIFICATION

SB-PIC Intern agrees to defend, indemnify, and hold harmless the SBCSELPA, its governing board, officers, agents, volunteers, and employees, individually and collectively, from and against all costs, losses, claims, demands, suits, actions, expenses, liability, damage, injury, payments and judgments, including legal and attorney's fees, arising from personal or bodily injuries, property damage or otherwise, regardless of and however caused, brought or recovered against any of the above arising out of or incident to any alleged acts, negligence, omissions or willful misconduct of SB-PIC Intern, its officials, officers, employees, agents, consultants and contractors arising out of or in connection with the performance of the Internship Services or this Agreement, including without limitation the payment of all consequential damages and attorney's fees and other related costs and expenses.

3. TAXES

SB-PIC Intern shall pay all taxes levied in connection with this Agreement, or the Internship Services delivered pursuant hereto.

4. LIABILITY OF SBCSELPA

SBCSELPA's payment obligation under this Agreement shall be limited to the payment provided for in the "STIPEND" section of this Agreement. SBCSELPA shall not be liable for any special consequential, indirect or incidental damages, including but not limited to lost profits in connection with this Agreement.

5. DEFAULT

SB-PIC Intern shall be in default if SB-PIC Intern: (a) fails to perform any term, covenant, or condition contained in this Agreement; (b) files or is the subject of a petition for bankruptcy or insolvency; or (c) has a court ordered receiver or trustee appointed with respect to SB-PIC Intern's assets.

6. REMEDIES

In the event of concerns about the conduct of performance of the SB-PIC Intern, SB-PIC Policies and Procedures of Evaluation, Due Process, Termination & Grievance as stated in the *SB-PIC Intern Handbook* will be followed and implemented.

If Default under Section 5 has occurred and is continuing, the SBCSELPA may, individually or in combination with any other remedy:

1. Terminate this Agreement upon ten days written notice or less at the discretion of the SBCSELPA, subject to completion if applicable of SB-PIC Policies and Procedures of Evaluation, Due Process, Termination & Grievance, including any appeals. SBCSELPA shall specify the date of termination in its written notice of termination for Default. SBCSELPA shall continue to pay the monthly stipend installment(s) as required by SB-PIC program requirements, if applicable, at a per diem rate of \$159.89 per business day

SB-PIC Internship Placement Agreement, page 4

as warranted.

2. Withhold funds due hereunder, if consistent with SB-PIC program requirements;
3. Cure the default, in which event all amounts expended by the SBCSELPA in effecting such cure shall be payable upon demand, consistent with SB-PIC program requirements;
or
4. Exercise any other remedy available by law.

The SBCSELPA shall have no obligation to exercise any of the foregoing remedies.

7. WAIVER

The failure of the SBCSELPA to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

8. NON DISCRIMINATION

SB-PIC Intern agrees that it shall not discriminate on the basis of sex, race, religious creed, national origin, age, marital status, sexual orientation, gender, or disability, in its participation in and performance of internship activities under this Agreement.

9. ENTIRE AGREEMENT

This Agreement contains the entire agreement between the parties and supersedes all other oral or written provisions.

10. SEVERABILITY

If any terms, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

11. ADA COMPLIANCE

SB-PIC Intern acknowledges that, pursuant to the Americans with Disabilities Act (ADA), programs, services, and other activities provided by a public entity to the public, whether directly or through a contractor, must be accessible to persons with disabilities.

SB-PIC Intern agrees not to discriminate against persons with disabilities in the provision of services, products, benefits, or activities provided in this Agreement, and further agrees that any violation of this prohibition on the part of the SB-PIC Intern shall constitute a material breach of this Agreement.

THIS AGREEMENT IS ENTERED INTO THIS ____ DAY OF _____, 2023.
Santa Barbara County SELPA, a JPA **SB-PIC Intern**

 Dr. Ray Avila, Ed.D

Director, SBCSELPA

 Name: _____

Title: _____

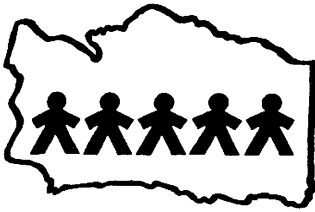
SB-PIC Internship Placement Agreement, page 5

Date: _____

Date: _____

JPA Board Approved (date): _____

310-3/6674419.1



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

Date: August 28, 2023

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: September 2023 Professional Development Calendar

BACKGROUND:

- SBCSELPA is excited to present the following Professional Development Events to Santa Barbara County Staff.

September 2023:

September 5, 12:00-1:00: Consulting in Schools with Dr. Rosy Bucio, Zoom for NPS Certification, all are welcome to attend.

September 6, 2:30-4:30: SIRAS Beginners Training with Michael Brown, Zoom, recorded.

September 12, 12:30-3:30: Manifestation Determination with Melissa Hatch (Hatch and Cesario), in person and Zoom.

September 12, 4:00-7:00: Extensive Support Needs Bridge Authorization with Dr. Ray Avila and Jennifer Connolly, in person at SBCSELPA.

September 13, 12:00-3:00: AAC Training with Lisa Foote and Placer County SELPA, Zoom.

September 13, 4:00-7:00: Early Childhood Special Education Bridge Authorization with Armando Uribe and Jennifer Connolly, in person at SBCSELPA

September 14, 4:00-7:00: Mild Moderate Support Needs Bridge Authorization with Dr. Ray Avila and Jennifer Connolly, in person at SBCSELPA.

September 18, 10:00-11:00: A New Lens on Behavior with Dr. Rosy Bucio, Zoom for NPS Certification, all are welcome to attend.

September 18, 3:30-4:30: SIRAS Office Hours with Jennifer Connolly, Zoom drop in.

September 19, 2:30-4:30: SIRAS Updates with Service Logs with Brian Marcontell, Zoom, recorded.

September 22, 8:30-11:30: Operating from the Third Side: Supporting Others to Navigate Conflict with Greg Abell, In Person SBCSELPA.

September 22, 1:00-3:30: Operating from the Third Side: Supporting Others to Navigate Conflict with Greg Abell, In Person SMB Souza Center.

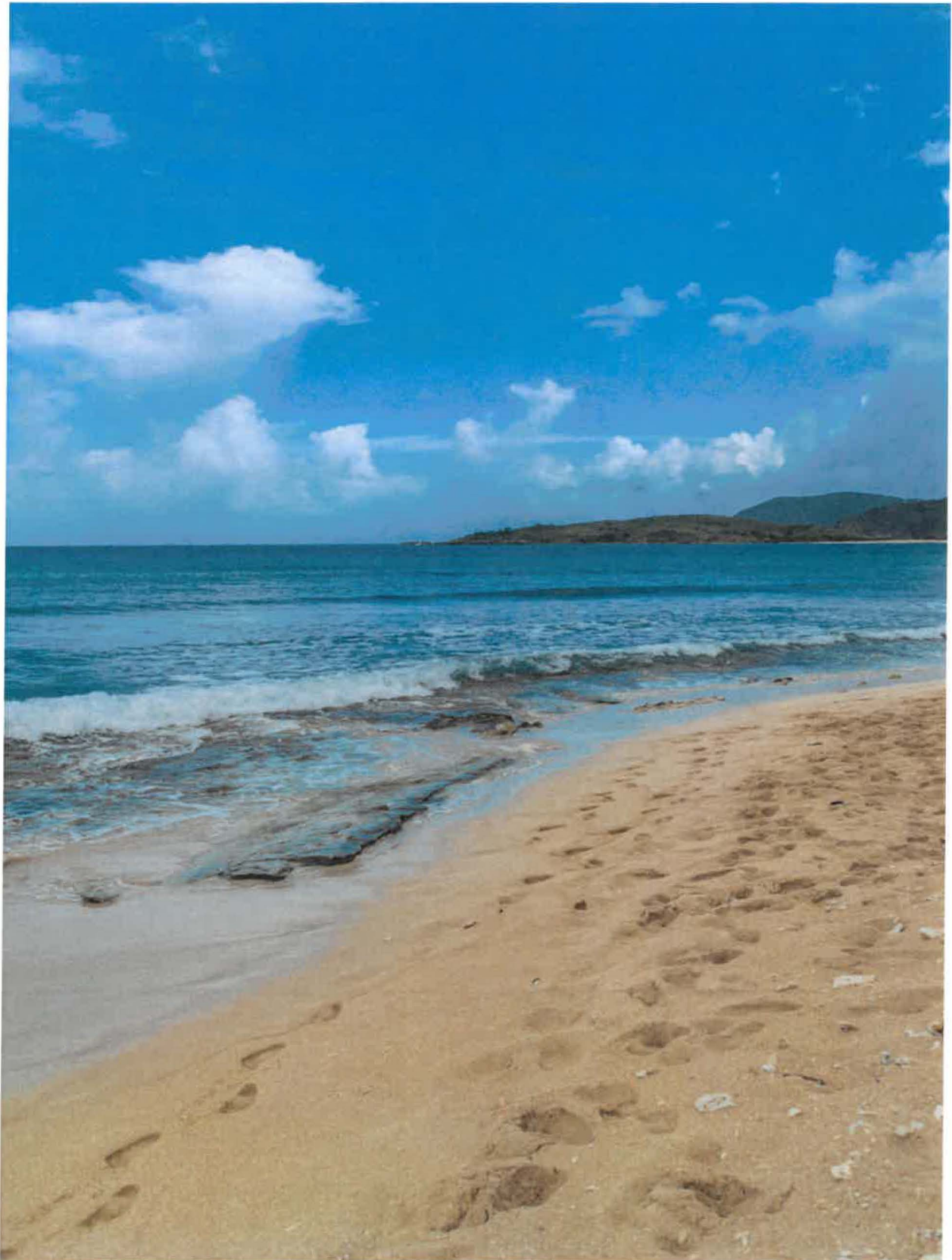
September 26, 8:30-2:30: Diagnostic Center of Southern CA: Development, Routines, and Themes: The Blueprint for Effective Special Education Classrooms with Allease Glamore, In person, SMB Souza Center.

September 26, 3:15-4:30: Dyslexia and the Learning Brain, SCOE CA Dyslexia Initiative, Zoom, Watch Party through SBCSELPA.

September 27, 12:00-3:00: AAC with Lisa Foote and Placer County SELPA, Zoom.

September 28, 3:30-4:30: Operating from the Third Side: Supporting Others to Navigate Conflict with Greg Abell, Coaching, Zoom.

**Santa Barbara County SELPA
Fall 2023
Professional Development Events**



Santa Barbara County SELPA

Fall 2023

Professional Development Events

Table of Contents

	Page
Santa Barbara County SELPA	3
The Law, Child Find	4
District Special Education Programs	5
About professional development offerings, Scheduling	6
Network Meetings	7
Professional Development Calendar of Events by the Month	11
‘Mini’ LEA Professional Development Topics Available Upon Request	42
LEA Calendar of ‘Mini’ Professional Development	47
SBCSELPA Staff	49
Presenter contacts	50

Available Resources

OMS Online Registration for Events	54
Special Education Parent Handbook	
What are all these IEP Documents? Parent Questions for an IEP	
SBCSELPA Local Plan	
SBCSELPA Procedural Handbook	
Special Education Parent Handbook	
Turning 3: Transition from Early Start to Preschool	
SIRAS Systems (IEP development)	
Santa Barbara SBCSELPA Conference Room	
SBCSELPA YouTube Channel for all recorded trainings	
Flyers for Events	55



New Events Added Monthly

Santa Barbara County SELPA

Fall 2023

Professional Development Events

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.

Santa Barbara County SELPA

Fall 2023

Professional Development Events

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.

**Santa Barbara County SELPA
Fall 2023
Professional Development Events**

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

New Events Added Monthly

Santa Barbara County SELPA

Fall 2023

Professional Development Events

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.

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.

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.

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.

The Professional Development event to be added to the SBCSELPA Online Management System, OMS calendar for tracking purposes.

Attendance: Participants of the 'Mini' LEA requested Professional Development events do not have to register on OMS.

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.

Presenter (s) subject to change due to unforeseen emergencies.

District venues subject to change due to number of participants for Professional Development.

If more than one district requests the same topic on the same day, the 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 the registrant does not have an account, create an OMS account.
3. Select the link on the calendar and complete the registration. No Phone Registrations.

New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events

Network Meetings
All Santa Barbara County

Network	Dates
Adapted P.E. Network	Thursday, September 21, 2:30-3:00 Thursday, November 30, 2:30-3:00 Thursday, February 29, 2:30-3:00 Thursday, April 18, 3:00-3:30 Zoom link: https://us06web.zoom.us/j/83337982573?pwd=dnI1aW5zQnpaQXdORkkwV3lBVm5nUT09
ADR Cadre	Thursday, August 31, 8:30-9:30 at SELPA Thursday, November 30, 8:30-9:30 Thursday, April 18, 8:30-9:30 Zoom link: https://us06web.zoom.us/j/81729152052?pwd=SnJXRzdBeWwyVDZNRmpkZ2hKcXg2QT09
CALPADS/MIS Network	Friday, August 4, 9:00-12:00 Friday, October 13, 9:00-10:00 Friday, December 1, 10:00-11:00 Friday, February 2, 9:00-10:00 Zoom link: https://us06web.zoom.us/j/82386419909?pwd=bjFWUXVhUW9MY1R2dUs5dlRpeWhHZZ09
Interpreter/Translator Network	Wednesday, October 18, 9:30-10:30 Wednesday, February 14, 9:30-10:30 Wednesday, April 17, 9:30-10:30 Zoom link: https://us06web.zoom.us/j/88676476230?pwd=SlNMNoxCNoliSHNjZUYrN3pSSEZ4Zz09

New Events Added Monthly

Santa Barbara County SELPA

Fall 2023

Professional Development Events

Medically Fragile Teacher Network	<p>Wednesday, September 27, 3:30-4:15 Wednesday, November 29, 3:30-4:15 Wednesday, February 7, 3:30-4:15 Wednesday, April 17, 3:30-4:15</p> <p>Hosted by SLO and SBC SELPA Zoom link: https://us06web.zoom.us/j/86311929848?pwd=bmlxN214QlY3TW5jK3lJRUFMNUs5Zzo9</p>
Occupational Therapist Network	<p>Tuesday, September 21, 3:00-3:30 Tuesday, November 16, 3:00-3:30 Tuesday, January 18, 3:00-3:30 Tuesday, April 25, 3:00-3:30</p> <p>Zoom link: https://us06web.zoom.us/j/89144664975?pwd=Qj9BMWlRWdNjZG05VTE3QkV302UT09</p>
Preschool Staff Network	<p>Thursday, September 14, 3:15-4:00 Thursday, November 9, 3:15-4:00 More dates tbd.</p> <p>Zoom link: https://us06web.zoom.us/j/89473040888?pwd=cU51aE9paGVYdnZDbjRxUTY2QWVmZz09</p>
Nurses Network	<p>Thursday, August 31, 2:00-3:00 Tuesday, April 30, 8:30-12:00 (Symposium)</p> <p>Zoom link: https://us06web.zoom.us/j/84236211799?pwd=TXJFcUs2cG9mNXBnSU5p5TGkzNU1RUTo9</p>
School Psychologist Network	<p>Tuesday, September 12, 8:30-9:00 Tuesday, October 10, 8:30-9:00 Tuesday, February 13, 8:30-9:00 Tuesday, March 12, 8:30-9:00 Tuesday, April 16, 8:30-9:00</p> <p>Zoom link: https://us06web.zoom.us/j/85914793269?pwd=QXBBMGdFSlRRRmx1QzBSbVpTUlNm</p>

New Events Added Monthly

Santa Barbara County SELPA

Fall 2023

Professional Development Events

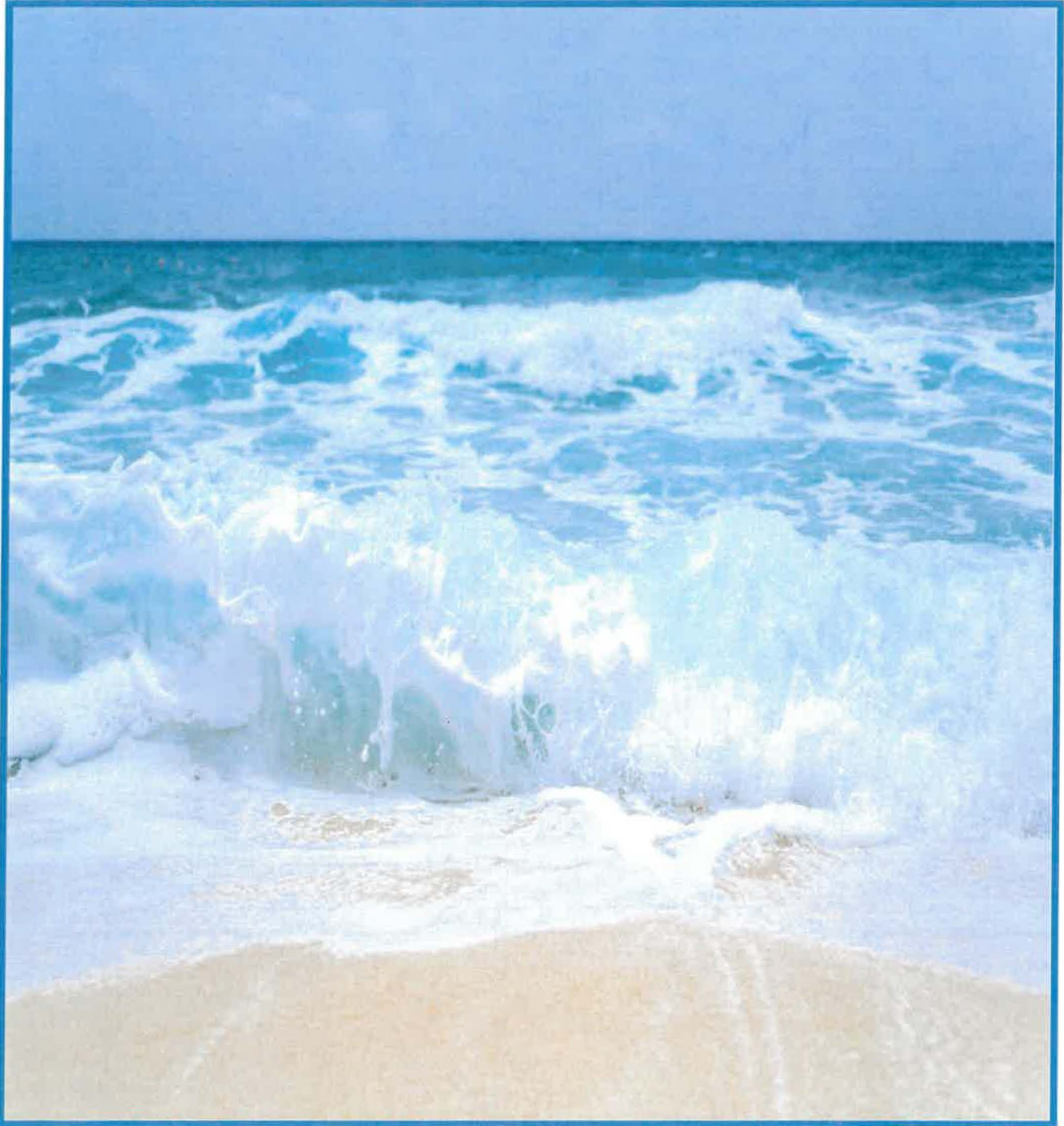
	Zz09
SIRAS Office Hours	<p>Monday, August 28, 3:30-4:30 Monday, September 18, 3:30-4:30 Monday, October 30, 3:30-4:30 Monday, November 27, 3:30-4:40</p> <p>Zoom link: https://us06web.zoom.us/j/89846079834?pwd=RWJ2NXFaWFdtR3BXeStSTFAvWjB3QT09</p>
SIRAS Forms Committee	<p>Friday, August 25, 9:00-10:00 Friday, December 1, 9:00-10:00 Friday, March 1, 9:00-10:00</p> <p>Zoom link: https://us06web.zoom.us/j/86781285732?pwd=RkVjbUx1RGR5UTgoQmlFMnRiOEEdwz09</p>
Speech and Language Network	<p>Thursday, September 14, 2:00-2:30 Thursday, November 16, 2:00-2:30 Thursday, February 8, 2:00-2:30 Thursday, April 18, 2:00-2:30</p> <p>Zoom link: https://us06web.zoom.us/j/87088200770?pwd=eHArZ1RKWkw3elNlVnNoODYoaXlzUT09</p>
Specific Learning Disability Manual Team	<p>Wednesday, September 13, 8:30-9:30 Wednesday, October 11, 8:30-9:30 Wednesday, December 6, 8:30-9:30 Wednesday, February 7, 8:30-9:30 Wednesday, March 6, 8:30-9:30 Wednesday, April 17, 8:30-9:30</p> <p>Zoom link: https://us06web.zoom.us/j/88530301698?pwd=dUooT3hvUVJmN3NHQnhoelFsMjJzZz09</p>
Special Education Leadership Network	<p>Monday, August 28, 12:00-2:00 Monday, September 18, 9:00-10:00 Monday, October 30, 9:00-10:00 Monday, January 29, 8:30-10:30 Monday, March 4, 9:00-10:00 Monday, April 29, 8:30-10:30</p>

New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events

	<p>Monday, May 20, 9:00-10:00</p> <p>Zoom link: https://us06web.zoom.us/j/86876212937?pwd=QkVWbFNDWGE5NHFtNEowMXhZVV A5Zz09</p>
Transition Network Team	<p>Tuesday, September 26, 2:00-3:00 Tuesday, October 31, 2:00-3:00 Tuesday, November 14, 2:00-3:00 Tuesday, February 6, 2:00-3:00 Tuesday, March 19, 2:00-3:00</p> <p>Zoom link: https://us06web.zoom.us/j/82635822624?pwd=cGpVVGdNaGluTXVWclhadWRzSjhhZz09</p>
Vision Network	<p>Thursday, September 7, 1:30-3:30 SBCSELPA Conference Room- In Person Thursday, October 5, 1:30-3:30 SBCEO North- In Person Thursday, November 2, 1:30-3:30 TBD</p>

Santa Barbara County SELPA
Fall 2023
Professional Development Events
July and August



New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events
July/August

<https://sbcselpa.k12oms.org>

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Thursday, July 6, 2023 10:00-11:00 Zoom Not Recorded	Consulting in Schools Presenter: Dr. Rosy Bucio	Free: Event scheduled for NPS/NPA Behavior Certification. All LEAS are welcome to attend.
Wednesday, July 26, 2023 10:00-11:00 Zoom Not Recorded	A New Lens on Behavior Presenter: Dr. Rosy Bucio	Free: Event scheduled for NPS/NPA Behavior Certification. All LEAS are welcome to attend.
August		
Tuesday, August 1, 2023 12:30-3:30 In Person Orcutt USD and SMJUHSD Righetti H.S. Cafeteria	Paraprofessional/ Instructional Assistant Training: Presenter: Jennifer Connolly	Free: Event for Orcutt and SMJUHSD staff only.
Wednesday, August 2, 2023 In Person 12:30-3:30 In Person Orcutt USD and SMJUHSD Righetti H.S. Cafeteria	Paraprofessional/ Instructional Assistant Training: Presenter: Rosy Bucio	Free: Event for Orcutt and SMJUHSD staff only.
Wednesday, August 2, 2023 In person	GROW Training Presenter: Alison Lindsey	Free: Event for SMJUHSD GROW Program staff only.
Thursday, August 3, 2023 12:30-3:30 In Person Orcutt USD and SMJUHSD Pioneer Valley H.S. Library	Paraprofessional/ Instructional Assistant Training: Presenter: Alison Lindsey	Free: Event for Orcutt and SMJUHSD staff only.

New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events

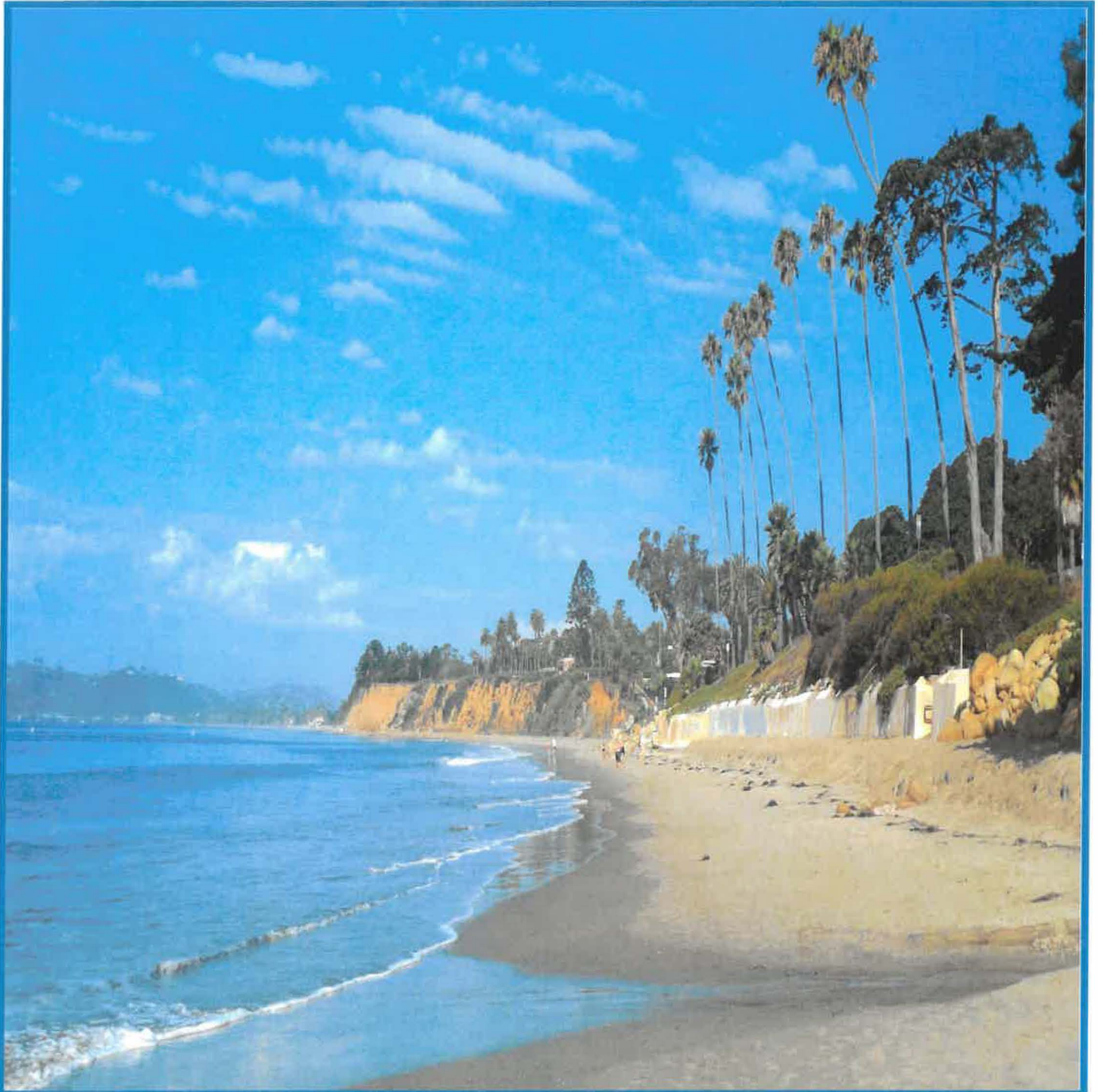
Thursday, August 3, 2023 9:00-12:00 In Person and Zoom SBCSELPA Conference Room Santa Barbara Recorded	Overview of CALPADS Reporting by CDE Presenter: Brandi Jauregui and Alex Manriquez	Free: Event for Administrators and Leadership in Special Education
Friday, August 4, 2023 In Person	GROW Training Presenter: Alison Lindsey	Free: Event for LUSD GROW Program staff only.
Friday, August 4, 2023 9:00-12:00 In Person and Zoom SBCSELPA Conference Room Santa Barbara Recorded	CALPADS/ MIS Training Updates by CDE Presenter: Brandi Jauregui and Alex Manriquez	Free: Event for Administrators and Leadership in Special Education
Friday, August 4, 2023 8:30-3:30 In Person Orcutt USD and SMJUHS Righetti H.S. Cafeteria	Nonviolent Crisis Prevention Intervention (NCPI) Presenters: Natalie Facio-Leon, Phil Pandac, Jody Dowell	Free: Event for Orcutt and SMJUHS staff only.
Monday, August 7, 2023 In Person 1:30-3:30 Orcutt USD	SIRAS Beginners Training for new staff Presenter: Jennifer Connolly	Free: Event for Orcutt staff only.
Tuesday, August 8, 2023 In Person	GROW Training Presenter: Alison Lindsey	Free: Event for Santa Ynez Valley Consortium GROW Program staff only.
Tuesday, August 8-9, 2023 8:30-3:30 In Person Location: TBD	New Trainer of Trainers: Nonviolent Crisis Prevention Intervention (NCPI)	Free: Event closed to the public. Trainers approved by SELPA and Districts.
Wednesday, August 9, 2023 9:00-11:00 Zoom Recorded	Beginners MIS Clerk Training and SIRAS Updates for MIS Clerks Presenter: Brian Marcontell and Michael Brown	Free: Event for all Clerks and Admin. working with data in SIRAS.

New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events

Thursday, August 10, 2023 8:30-3:30 In Person Location: TBD	Trainer of Trainers: Nonviolent Crisis Prevention Intervention (NCPI)	Event closed to the public. Trainers approved by SELPA and Districts.
Thursday, August 24, 2023 9:00-10:00 Zoom Not Recorded	Supporting Students in Schools Presenter: Rosy Bucio	Free: Event scheduled for NPS/NPA Behavior Certification. All LEAS are welcome to attend.
Thursday, August 24, 2023 3:00-5:00 Zoom Recorded	SIRAS Beginners Training Presenter: Michael Brown	Free: Event for all staff new to SIRAS. Learn to create an IEP in SIRAS.
Monday, August 28, 2023 3:00-4:00 Zoom Not Recorded	Providing Students with Feedback Presenter: Rosy Bucio	Free: Event scheduled for NPS/NPA Behavior Certification. All LEAS are welcome to attend.
Monday, August 28, 2023 3:30-4:30 Zoom Not Recorded	SIRAS Office Hours Presenter: Jennifer Connolly	Free: Drop in with SIRAS Questions and Support Needs.
Thursday, August 31, 2023 2:00-3:00 Zoom Recorded	Seizure Action Plans and Headache Remediation Presenter: Dr. Genevieve Cruz	Free: Event for SB County Nurses and all staff

Santa Barbara County SELPA
Fall 2023
Professional Development Events
September



New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events
September
<https://sbcselpa.k12oms.org>

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Tuesday, September 5, 2023 12:00-1:00 Zoom Not Recorded	Consulting in Schools Presenter: Dr. Rosy Bucio	Event scheduled for NPS/NPA Behavior Certification. All LEAS are welcome to attend.
Wednesday, September 6, 2023 2:30-4:30 Zoom, Recorded	SIRAS Beginners Training Presenter: Michael Brown	Event for all staff new to SIRAS. Learn to create an IEP in SIRAS.
Tuesday, September 12, 2023 12:30-3:30 In Person at SBCSELPA and Zoom	Manifestation Determination Presenter: Melissa Hatch	Free: Event for all staff.
Tuesday, September 12, 2023 4:00-7:00 In Person at SBCSELPA Dinner Provided	Bridge Authorization for Extensive Support Needs Credential Presenters: Dr. Ray Avila and Jennifer Connolly	Free: Event for staff needing to add the Bridge Authorization for staff holding a Mod/Severe (Extensive Support Needs) Credential.
Wednesday, September 13, 2023 12:00-3:00 Zoom, Not Recorded	Tier 1, Day 1 of 4: Placer County SELPA AAC Training	Free: Event for all SLPs.
Wednesday, September 13, 2023 4:00-7:00 In Person at SBCSELPA Dinner Provided	Bridge Authorization for Early Childhood Special Education Credential Presenters: Armando Uribe and Jennifer Connolly	Free: Event for staff needing to add the Bridge Authorization for staff holding Early Childhood Special Education Credential.

New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events

Thursday, September 14, 2023 4:00-7:00 In Person at SBCSELPA Dinner Provided	Bridge Authorization for Mild Moderate Support Needs Credential Presenters: Dr. Ray Avila and Jennifer Connolly	Free: Event for staff needing to add the Bridge Authorization for staff holding a Mild Moderate or Resource Credential.
Monday, September 18, 2023 10:00-11:00 Zoom Not Recorded	A New Lens on Behavior Presenter: Dr. Rosy Bucio	Event scheduled for NPS/NPA Behavior Certification. All LEAS are welcome to attend.
Monday, September 18, 2023 3:30-4:30 Zoom, Not Recorded	SIRAS Office Hours Drop In with Jennifer Connolly	Free: Event for all staff.
Tuesday, September 19, 2023 2:30-4:30 Zoom, Recorded	SIRAS Updates with Service Logs Presenter: Brian Marcontell	Event for all staff. Learn how to create individual and group service logs.
Friday, September 22, 2023 8:30-11:30 In Person- SBCSELPA Two locations: Friday, September 22, 2023 1:00-3:30 In Person- SMB Souza Center	Day 1 of 4: Operating from the Third Side: Supporting Others to Navigate Conflict Presenter: Greg Abell	Free: For all staff, especially Leadership.
Tuesday, September 26, 2023 8:30-2:30 In Person Santa Maria Bonita Souza Center	Diagnostic Center of S. CA: Development, Routines, and Themes: The Blueprint for Effective Special Education Classrooms Presenter: Allease Glamore	Free: For all Staff. It is recommended to attend with your cross-disciplinary team.
Tuesday, September 26, 2023 3:15-4:30	Dyslexia and the Learning Brain Presenter: Maria Luisa	Free: Event for all countywide staff.

New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events

Zoom Watch Party	Gorno Tempini (SCOE CA Dyslexia Initiative)	
Wednesday, September 27, 2023 12:00-3:00 Zoom, Not Recorded	Tier 1, Day 2 of 4: Placer County SELPA AAC Training	Free: Event for all SLPs.
Thursday, September 28, 2023 3:30-4:30 Virtual, Not Recorded.	Coaching: Operating from the Third Side: Supporting Others to Navigate Conflict	Free: For all staff, especially Leadership.

Santa Barbara County SELPA
Fall 2023
Professional Development Events
October



New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events
October

<https://sbcselpa.k12oms.org>

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Tuesday, October 3, 2023 3:00-4:00 Zoom Not Recorded	Supporting Students in Schools Presenter: Dr. Rosy Bucio	Free: Event scheduled for NPS/NPA Behavior Certification. All LEAS are welcome to attend.
Wednesday, October 4, 2023 8:30-3:00 In person SBCSELPA and Zoom option	Patterns of Strengths and Weaknesses Presenter: Jenny Ponzuric	Free: Event for all countywide staff.
Thursday, October 5, 2023 8:30-3:00 In Person SMB Souza Center	NCPI Presenters: Alison Lindsey and Rosy Bucio	Free: Event for all countywide staff.
Monday, October 9, 2023 8:30-10:30 Zoom Recorded Watch Party	Diagnostic Center of S. CA: Keeping the Day Sane: Mental Health 101 for Paraeducators Presenter: Tim Halphide	Free: Paraeducators, all staff, ERMHS staff, Behaviorists, IEP team members.
Tuesday, October 10, 2023 3:15-4:30 Zoom Recorded Watch Party	Identifying Students At Risk for Reading Difficulty Presenter: Dr. Jack Fletcher (SCOE CA Dyslexia Initiative)	Free: Event open to all staff.
Wednesday, October 11, 2023 12:00-3:00 Zoom	Tier 1, Day 3 of 4: Placer County SELPA AAC Training	Free: Event open to all SLPs.
Thursday, October 12, 2023	Transition Series Day 1: The Spirit of Transition	Free: Event open to staff working with students ages

New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events

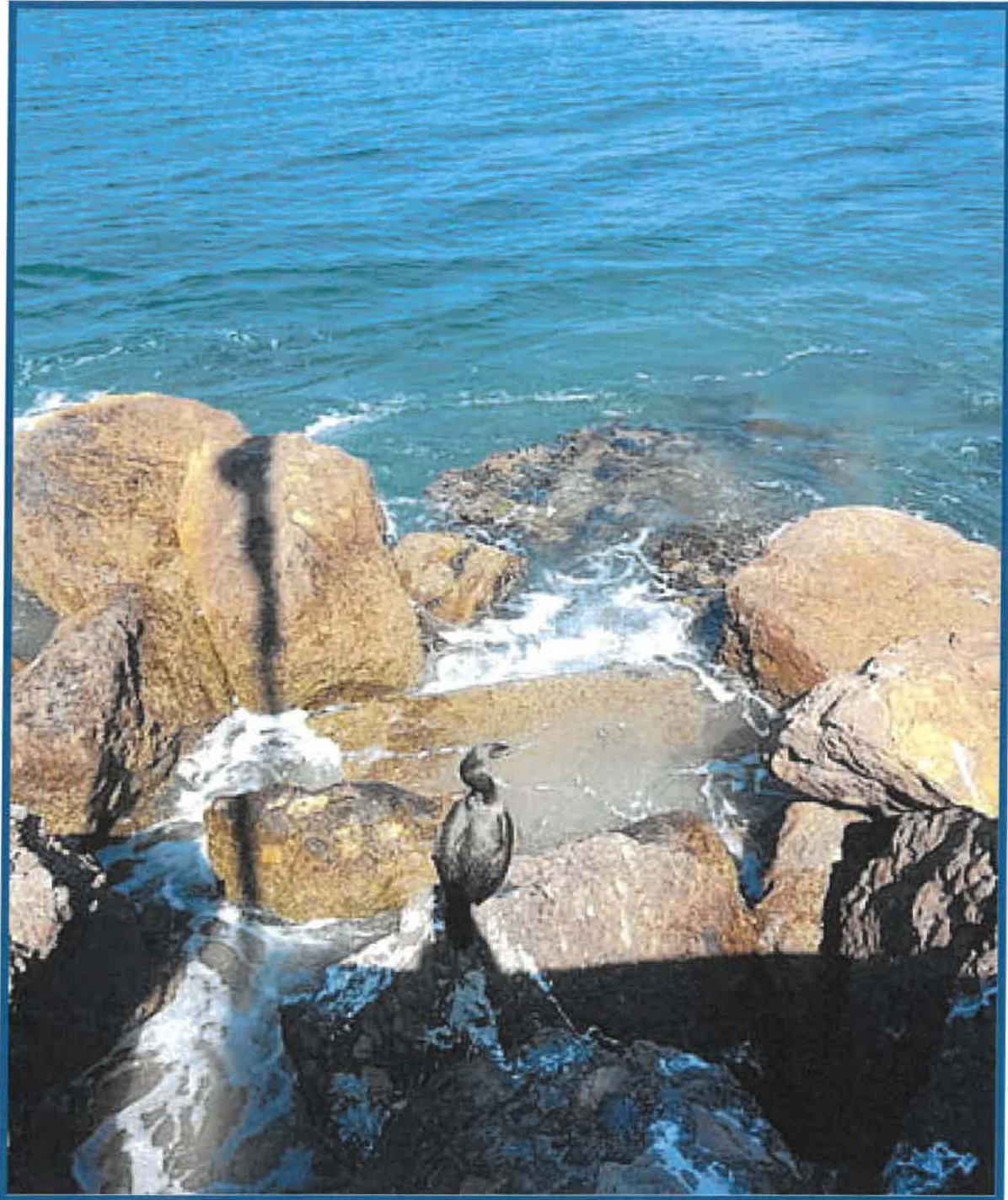
2:30-4:00 Zoom, Recorded	and why we plan for Life after High School Presenters: TNT	14-22.
Tuesday, October 17, 2023 3:15-4:30 Zoom Recorded event-Watch Party	Building Systems that Support Struggling Readers and Students with Dyslexia Presenter: Sharon Vaughn, U of Texas (SCOE, CA Dyslexia Initiative)	Free: Event for all countywide staff.
Tuesday, October 17, 2023 4:00-7:00 In Person at Lompoc USD District Office Dinner Provided	Bridge Authorization for Extensive Support Needs Credential Presenters: Dr. Ray Avila and Jennifer Connolly	Bridge Authorization for Mod/Severe (Extensive Support Needs) Credential
Wednesday, October 18, 2023 In Person at Lompoc USD District Office Dinner Provided	Bridge Authorization for Early Childhood Special Education Credential Presenters: Armando Uribe and Jennifer Connolly	Bridge Authorization for Early Childhood Special Education Credential
Thursday, October 19, 2023 8:30-3:00 In Person SBCSELPA	NCPI Presenters: Jennifer Connolly and Chris Osborne	Free: Event for all countywide staff.
Thursday, October 19, 2023 4:00-7:00 In Person at Lompoc USD District Office Dinner Provided	Bridge Authorization for Mild/Moderate Support Needs Credential Presenters: Dr. Ray Avila and Jennifer Connolly	Bridge Authorization for Mild/Moderate Support Needs or Resource Credential
Tuesday, October 24, 2023 3:15-4:30 Zoom Watch Party	Preventing Reading Difficulties Through Early Intervention Presenter: Hugh Catts (SCOE CA Dyslexia Initiative)	Free: Event open to all staff.

New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events

Wednesday, October 25, 2023 2:00-4:00 Zoom	Dyslexia Training Institute Presenter: Kelli Sandman-Hurley	Free: Event open to all staff.
Thursday, October 26, 2023 2:00-4:00 Zoom	Dyslexia Training Institute Presenter: Kelli Sandman-Hurley	Free: Event open to all staff.
Thursday, October 26, 2023 8:30-12:30 Zoom	Day 2: Operating from the Third Side: Supporting Others to Navigate Conflict Presenter: Greg Abell	Free: For all staff, especially Leadership.
Monday, October 30, 2023 3:30-4:40 Zoom	SIRAS Office Hours with Jennifer Connolly drop in.	Free: For all staff.
Tuesday, October 31, 2023 3:15-4:30 Zoom Watch Party	Structured Literacy Reading Instruction for English Learners Presenter: Elsa Cardenas-Hagan (SCOE CA Dyslexia Initiative)	Free: Event for all countywide staff.

Santa Barbara County SELPA
Fall 2023
Professional Development Events
November



New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events
November
<https://sbcselpa.k12oms.org>

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Wednesday, November 1, 2023 3:30-5:00 Zoom Recorded Watch Party	Diagnostic Center of S. CA: Reading Between the Lines Presenter: Andrea Abrishami	Free: Educators working with students with reading difficulties ASHA Hours for SLPs
Thursday, November 2, 2023 3:30-4:40 Virtual, Not Recorded.	Coaching: Operating from the Third Side: Supporting Others to Navigate Conflict Presenter: Greg Abell	Free: For all staff, especially Leadership.
Thursday, November 2, 2023 8:30-3:00 In Person SMB Souza Center	NCPI Presenters: Sarah Gunn and Phil Pandac	Free: Event for all countywide staff.
Monday, November 6, 2023 4:00-7:00 In Person Santa Maria Joint UHSD Board Room Dinner Provided	Bridge Authorization for Extensive Support Needs Credential Presenters: Dr. Ray Avila and Jennifer Connolly	Bridge Authorization for Moderate/Severe, Extensive Support Needs Credential
Tuesday, November 7, 2023 4:00-7:00 In Person Santa Maria Joint UHSD Board Room Dinner Provided	Bridge Authorization for Mild/Moderate Support Needs Credential Presenters: Dr. Ray Avila and Jennifer Connolly	Bridge Authorization for Mild/Moderate Support Needs and Resource Credential
Tuesday, November 7, 2023 12:00-3:00	UDL/AT Immersion Day 1	Free: Event for all countrywide staff.

New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events

Location TBD		
Wednesday, November 8, 2023 8:30-10:30 Zoom	Hot Topics in Special Education Presenter: Jan Tomsky Fagen, Friedman, & Fulfrost	Free: Event for all countywide staff.
Wednesday, November 8, 2023 2:00-4:00 Zoom	Patterns of Strengths and Weaknesses Coaching Presenter: Jenny Ponzuric	Free: Event for all countywide staff.
Wednesday, November 8, 2023 4:00-7:00 In Person Santa Maria Joint UHSD Board Room Dinner Provided	Bridge Authorization for Early Childhood Special Education Credential Presenters: Armando Uribe and Jennifer Connolly	Bridge Authorization for Early Childhood Special Education Credential
Wednesday, November 15, 2023 8:30-12:30 Zoom, Not Recorded	Day 3: Operating from the Third Side: Supporting Others to Navigate Conflict Presenter: Greg Abell	Free: For all staff, especially Leadership.
Wednesday, November 15, 2023 2:30-4:00 Zoom, Recorded	Transition Series Day 2: Transition Assessments Presenters: TNT	Free: Event open to staff working with students ages 14-22.
Thursday, November 16, 2023 8:30-3:00 In Person SBCSELPA	NCPI Presenters: Rosy Bucio and Jermaine Powell	Free: Event for all countywide staff.
Monday, November 27, 2023 3:30-4:30 Zoom	SIRAS Office Hours Presenter: Jennifer Connolly	Free: Event for all countywide staff.
Tuesday, November 28, 2023 12:00-3:00 Virtual	UDL/AT Immersion Day 2	Free: Event for all countywide staff.

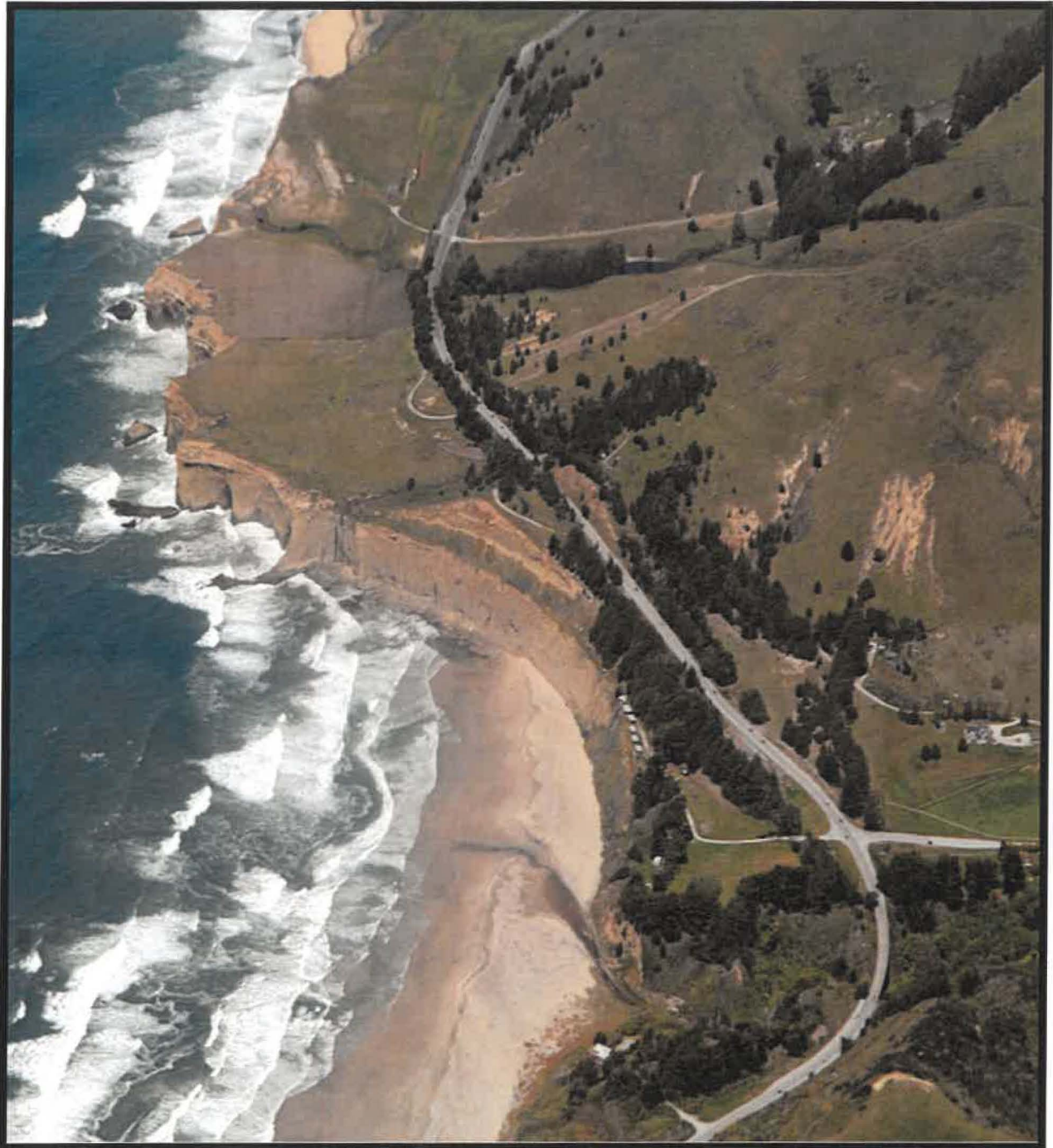
New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events

Not Recorded		
Tuesday, November 28, 2023 3:30-4:30 Virtual	Coaching: Operating from the Third Side: Supporting Others to Navigate Conflict Presenter: Greg Abell	Free: For all staff, especially Leadership.

**Santa Barbara County SELPA
Fall 2023
Professional Development Events**

December



New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events
December
<https://sbcselpa.k12oms.org>

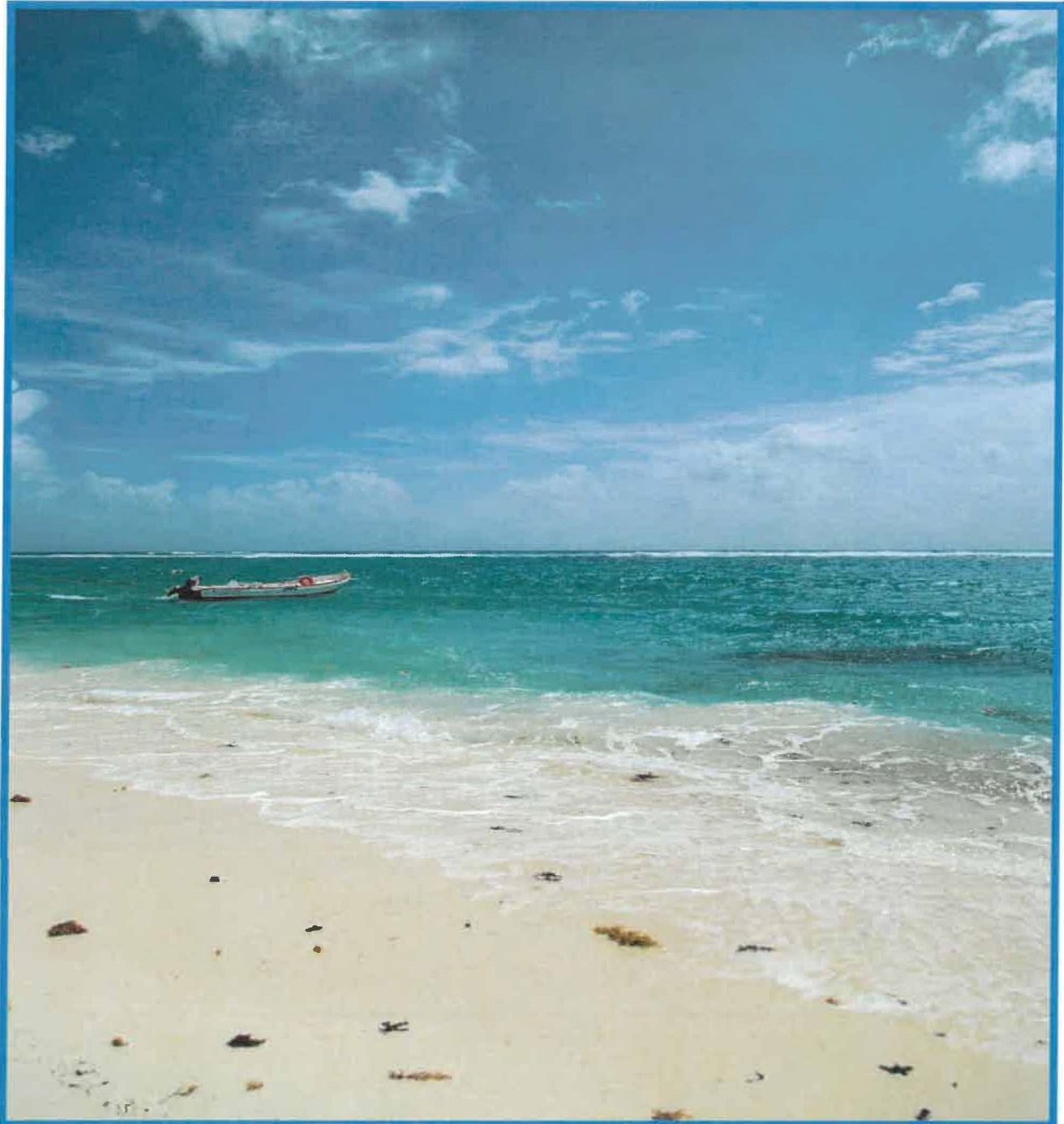
<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Monday, December 4, 2023 2:30-4:30 Zoom Recorded Watch Party	Diagnostic Center of S. CA: Part 1: Teaching Students with Moderate/Severe Intellectual Disabilities Presenter: Jill Martinez Margot Johnson	Free: All Special Education staff working with students with moderate/severe intellectual disabilities.
Tuesday, December 5, 2023 2:30-4:30 Zoom Recorded Watch Party	Diagnostic Center of S. CA: Part 2: Teaching Students with Moderate/Severe Intellectual Disabilities Presenter: Jill Martinez Margot Johnson	Free: All Special Education staff working with students with moderate/severe intellectual disabilities.
Wednesday, December 6, 2023 2:30-4:00 Zoom Recorded	Transition Series Day 3: Writing ITPs (Post Secondary Goals, Annual Goals)	Free: Event open to staff working with students ages 14-22.
Thursday, December 7, 2023 8:30-12:30 Zoom, Not Recorded	Day 4: Operating from the Third Side: Supporting Others to Navigate Conflict Presenter: Greg Abell	Free: For all staff, especially Leadership.
Thursday, December 7, 2023 2:30-4:00 Zoom Recorded Watch Party	Diagnostic Center of S. CA: Multisensory Math! Advanced Math Skills Presenter: Heather Barakat	Free: For all Staff, Gen. Ed. teachers, Admin., Paraeducators
Tuesday, December 12, 2023 12:00-3:00 Zoom, Not Recorded	UDL/AT Immersion Day 3	Free: Event for all countywide staff.
Wednesday, December 13, 2023	Coaching: Operating from the Third Side: Supporting	Free: For all staff, especially Leadership.

New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events

3:30-4:30 Zoom, Not Recorded	Others to Navigate Conflict Presenter: Greg Abell	
Thursday, December 14, 2023 3:30-4:30 Zoom Recorded Watch Party	Diagnostic Center S. CA: Mindfulness Practice: The Educator's Guide to Help Students Practice Mindfulness Presenter: Mojgan Mostael	Free: For all staff, Mental Health Specialists, Counselors and staff working with all students

Santa Barbara County SELPA
Fall 2023
Professional Development Events
January



New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events
January
<https://sbcselpa.k12oms.org>

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Thursday, January 11, 2024 1:30-3:30 Zoom Recorded	SIRAS Updates, State Testing, Transition to Next Year's Data Presenter: Michael Brown	Event for all staff
Thursday, January 11, 2024 8:30-3:00 In Person SMB Souza Center	NCPI Presenters: Bethany Schacherer and David Ibsen	Free: Event for all countywide staff.
Thursday, January 18, 2024 8:30-3:00 In Person SBCSELPA	NCPI Presenters: Jennifer Connolly and Natalie Facio-Leon	Free: Event for all countywide staff.
Tuesday, January 23, 2024 4:00-7:00 Zoom, Not Recorded	Bridge Authorization for Extensive Support Needs Credential Presenters: Dr. Ray Avila and Jennifer Connolly	Bridge Authorization for Mod/Severe, Extensive Support Needs Credential
Wednesday, January 24, 2024 4:00-7:00 Zoom, Not Recorded	Bridge Authorization for Early Childhood Special Education Credential Presenters: Armando Uribe and Jennifer Connolly	Bridge Authorization for Early Childhood Special Education Credential
Thursday, January 25, 2024 4:00-7:00 Zoom, Not Recorded	Bridge Authorization for Mild/Mod Support Needs Credential Presenters: Dr. Ray Avila and Jennifer Connolly	Bridge Authorization for Mild/Mod Support Needs and Resource Credential

New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events

Tuesday, January 30, 2024 12:00-3:00 Zoom, Not Recorded	Digital Tools Day 1	Free: Event for all countywide staff.
---	---------------------	--

Santa Barbara County SELPA
Fall 2023
Professional Development Events
February



New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events
February
<https://sbcselpa.k12oms.org>

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Thursday, February 1, 2024 2:30-4:00 Zoom Recorded Watch Party	Diagnostic Center of S. CA: Reading Between the Lines Presenter: Andrea Abrishami	Free: Educators working with students with reading difficulties
Thursday, February 8, 2024 8:30-3:00 In Person SMB Souza Center	NCPI Presenters: Jennifer Connolly and Alison Lindsay	Free: Event for all countywide staff.
Tuesday, February 13, 2024 12:00-3:00 Zoom Not Recorded	Digital Tools Day 2	Free: Event for all countywide staff.
Thursday, February 22, 2024 8:30-3:00 In Person SBCSELPA	NCPI Presenters: Chris Osborn and Alison Lindsey	Free: Event for all countywide staff.
Tuesday, February 27, 2024 12:00-3:00 Zoom Not Recorded	Digital Tools Day 3	Free: Event for all countywide staff.
Wednesday, February 28, 2024 8:30-3:00 In Person Santa Maria Bonita with Zoom option	Patterns of Strengths and Weaknesses Presenter: Jenny Ponzuric	Free: Event for all countywide staff.

Santa Barbara County SELPA
Fall 2023
Professional Development Events
March



New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events
March

<https://sbcselpa.k12oms.org>

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Tuesday, March 5, 2024 2:00-4:00 Zoom Recorded Watch Party	Diagnostic Center of S. CA: Keeping the Day Sane: Mental Health 101 for Paraeducators Presenter: Tim Halphide	Free: Paraeducators, all staff, ERMHS staff, Behaviorists, IEP team members.
Wednesday, March 6, 2024 2:30-4:00 Zoom, Recorded	Transition Series Day 4: Writing ITPs: Activities and Community Experiences	Free: Event open to staff working with students ages 14-22.
Thursday, March 7, 2024 8:30-3:00 In Person SMB Souza Center	NCPI Presenters: Phil Pandac and Natalie Facio- Leon	Free: Event for all countywide staff.
Tuesday, March 12, 2024 12:00-3:00 Zoom Not Recorded	Digital Tools Day 4	Free: Event for all countywide staff.
Wednesday, March 20, 2024 2:00-4:00 Zoom	Patterns of Strengths and Weaknesses Coaching Presenter: Jenny Ponzuric	Free: Event for all countywide staff.
Thursday, March 21, 2024 8:30-3:00 In Person SBCSELPA	NCPI Presenters: Natalie Facio-Leon and Rosy Bucio	Free: Event for all countywide staff.

New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events
April



New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events
April
<https://sbcselpa.k12oms.org>

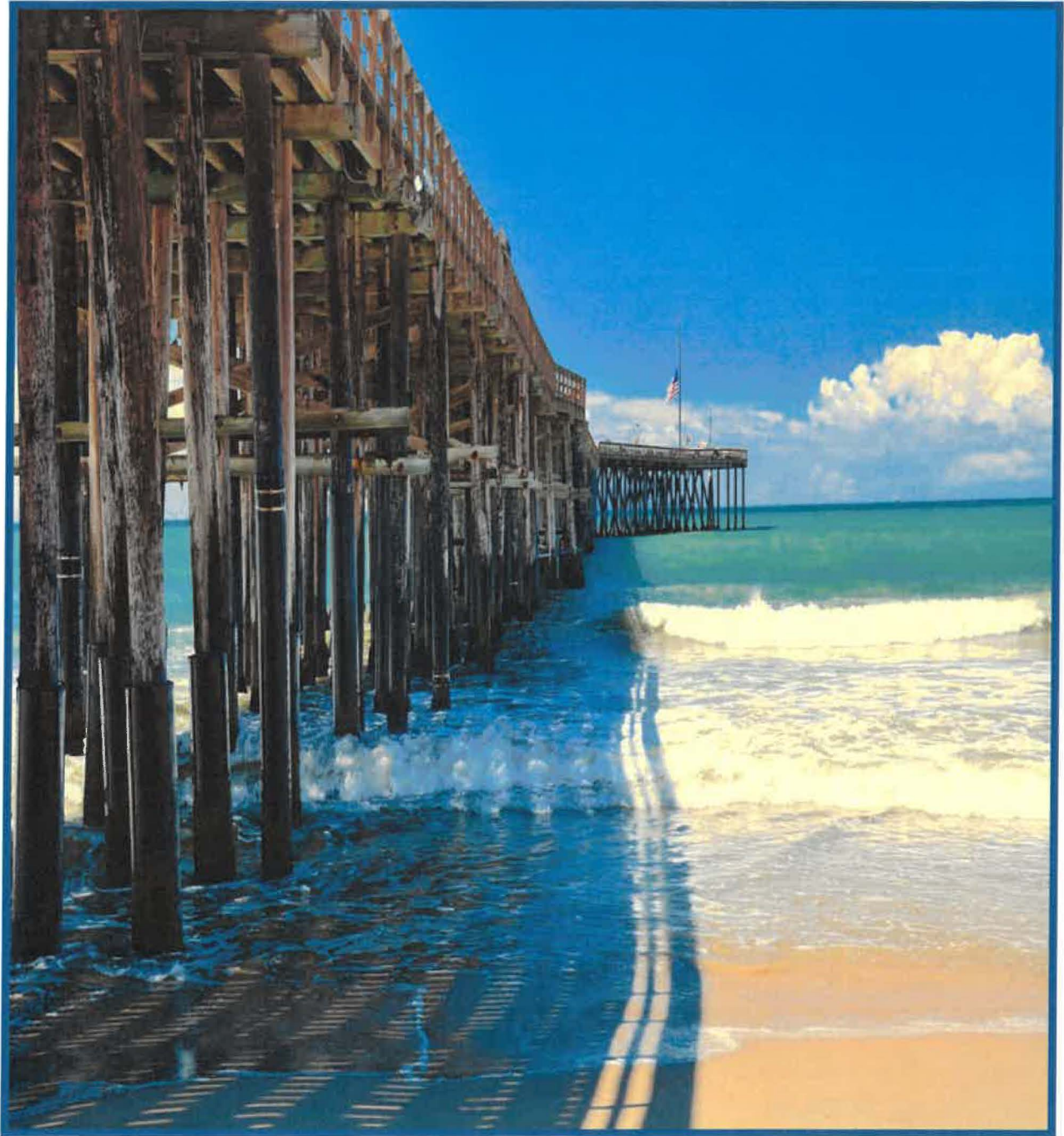
<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Tuesday, April 9, 2024 2:30-3:30 Zoom Recorded Watch Party	Diagnostic Center S. CA: Mindfulness Practice: The Educator's Guide to Help Students Practice Mindfulness Presenter: Mojgan Mostael	Free: For all staff, Mental Health Specialists, Counselors and staff working with all students
Wednesday, April 10, 2024 1:30-3:30 Zoom	Hot Topics in Special Education Presenter: Jan Tomskey Fagen, Friedman, and Fulfrost	Free: Event for all countrywide staff.
Thursday, April 11, 2024 8:30-3:00 In Person SMB Souza Center	NCPI Presenters: David Ibsen and Bethany Schacherer	Free: Event for all countywide staff.
Thursday, April 11, 2024 4:00-5:00 Zoom, Recorded	Transition Series Day 5: Writing ITPs: Agency Linkages and Transition Services	Free: Event open to staff working with students ages 14-22.
Tuesday, April 16, 2024 12:00-3:00 Zoom Not Recorded	Introduction to SAP Day 1	Free: Event for all countywide staff.
Thursday, April 18, 2024 8:30-3:00 In Person SBCSELPA	NCPI Presenters: Alison Lindsay and Jennifer Connolly	Free: Event for all countywide staff.
Thursday, April 25, 2024	Diagnostic Center of S. CA: Multisensory Math!	Free: For all Staff, Gen. Ed. teachers, Admin.,

New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events

2:30-4:00 Zoom Recorded Watch Party	Advanced Math Skills Presenter: Heather Barakat	Paraeducators
Tuesday, April 30, 2024 12:00-3:00 Zoom Not Recorded	Introduction to SAP Day 2	Free: Event for all countywide staff.
Tuesday, April 20, 2024 8:30-12:00 In Person	Nurses Symposium	Event for all countywide nurses.

Santa Barbara County SELPA
Fall 2023
Professional Development Events
May



New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events
May
<https://sbcselpa.k12oms.org>

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Wednesday, May 1, 2024 8:30-11:30 Zoom Recorded	End of Year Reminders Presenter: Brian Marcontell	Event for CALPADS and MIS Clerks, Administrators
Thursday, May 9, 2024 8:30-3:00 In Person SMB Souza Center	NCPI Presenters: Sarah Gunn and Rosy Bucio	Free: Event for all countywide staff.
Thursday, May 16, 2024 8:30-3:00 In Person SBCSELPA	NCPI Presenters: Jermaine Powell and Alison Lindsey	Free: Event for all countywide staff.
Thursday, May 16, 2024 5:00-8:00 In person Glen Annie Golf Course	SELPA-Bration Awards Night	Invited Guests

Santa Barbara County SELPA

Fall 2023

Professional Development Events

'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 support, 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

Santa Barbara County SELPA

Fall 2023

Professional Development Events

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

New Events Added Monthly

Santa Barbara County SELPA

Fall 2023

Professional Development Events

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's fillable! This short training will explain what Wrap supports are, how the referral process works, and how to document on an IEP. This training will be recorded and available for viewing at your convenience.

Brain-Based Behavioral Perspectives and Support Strategies

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

Santa Barbara County SELPA

Fall 2023

Professional Development Events

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 how to maneuver through SIRAS and how to create an IEP in SIRAS.

Santa Barbara County SELPA
Fall 2023
Professional Development Events

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.

Santa Barbara County SELPA
Fall 2023
Professional Development Events
'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.

June:

- 12: SBUSD: Self Care for Educators
- 12: Manzanita CPI Training
- 12: SBUSD: UDL/AT
- 13: SBUSD: UDL/AT
- 13: SBUSD: Self Care for Educators
- 13: BCBA Training
- 14: SBUSD: New Lens on Behavior

July:

- 31-1: SLO SELPA GROW

August:

- 1-4: SMJUHSD and Orcutt: Paraprofessional Series and CPI
- 2: SMJUHSD GROW
- 4: LUSD GROW
- 7: Orcutt: SIRAS Beginners Training
- 8: SYVSEC: GROW
- 8: LUSD: SIRAS Training
- 11: SBUSD: Tier 1 AAC
- 11: SBUSD: Paraprofessional training
- 15: Los Olivos: Wellness for Educators
- 17: SBUSD: Brain States
- 21: Hope: CPI Training
- 23: Carpinteria: Special Education (Timelines, Parent Rights, ADR, Elig/Assessment)

New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events

24: Pediatric Resident Training with Alpha Resource Center: Special Education and SELPA

28: SYVUHSD: De-Escalation Strategies

September:

6: Carpinteria: Autism Behavior Training

25: SYVUHSD: De-escalation Strategies

October:

4: Carpinteria: Autism Behavior Training

November:

17: College SD: Supporting student behavior during everyday school activities

December:

January:

February:

March:

April:

May:

Santa Barbara County SELPA

Fall 2023

Professional Development Events

SBCSELPA Staff

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@sbcsepa.org

Chief Business Official

Alison Lindsey

alindsey@sbcsepa.org

Mental Health Manager

Rosy Mato-Bucio

rbucio@sbcsepa.org

SBCSELPA BCBA

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

Deborah Umansky

dumansky@sbcsepa.org

Clinical Psychologist Intern Supervisor

Taryn Hurvitz

thurvitz@sbcsepa.org

Audiologist

Lisa Foote

lfoote@sbcsepa.org

SBCSELPA AT/AAC Specialist

Natalie Facio-Leon

nfacioleon@sbcsepa.org

Mental Health Specialist (Bilingual)

New Events Added Monthly

Santa Barbara County SELPA

Fall 2023

Professional Development Events

Stephanie Kim	skim@sbcsepa.org
WRAP Facilitator	
Tina Kurrels	tkurrels@sbcsepa.org
WRAP Facilitator	
Rachel Bidinost	rbidinost@sbcsepa.org
Youth Support Specialist	
Tania Nunez	tnunez@sbcsepa.org
Youth Support Specialist	
Jazmin Estebez	jestebes@sbcsepa.org
Youth Support Specialist	
Alex Holdom	aholdom@sbcsepa.org
Youth Support Specialist	

Professional Development Presenter(s) Information

Dr. Ray Avila	ravila@sbcsepa.org
SBCSELPA Executive Director	805-683-1424
Jennifer Connolly	jconnolly@sbcsepa.org
SBCSELPA Coordinator	805-683-1424
Alison Lindsey	alindsey@sbcsepa.org
SBCSELPA Mental Health Manager	805-683-1424
Rosy Bucio	rbucio@sbcsepa.org
SBCSELPA BCBA	805-683-1424
Regional Implementation SELPA Lead for C.A.P.T.A.I.N.	
Rachel Wigle	rwigle@sbcsepa.org
Chief Business Official	805-683-1424

Santa Barbara County SELPA
Fall 2023
Professional Development Events
P.E.N.T. Team (Behavior)

Carrie Hicinbothom

chicinbothom@orcutt.net

SMB BCBA

Yolanda Horton

yhorton@sbmsd.net

SMB BCBA

Cody Jacobs

cjjacobs@sbunified.org

SBUSD BCBA

Phil Pandac

ppandac@orcutt-schools.net

Orcutt BCBA

Ben Ingalls

bingalls@sbunified.org

SBUSD BCBA

Sarah Gunn

gunn.sarah@lUSD.org

Lompoc USD

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

Rosy Bucio

rbucio@sbcsepa.org

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

SBCSELPA BCBA

Yolanda Horton

yhorton@sbmsd.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

New Events Added Monthly

Santa Barbara County SELPA

Fall 2023

Professional Development Events

Alpha Resource Center

Ivan Alvarez

ialvarez@sbceo.org

SBCEO School Psychologist

Haley Smith

hsmith@hopeschooldistrict.org

Hope BCBA

CPI Presenters North County

Sarah Gunn

gunn.sarah@lusd.org

Bethany Schacherer

bschacherer@smbd.net

Phil Pandac

ppandac@orcutt-schools.net

Alison Lindsey

alindsey@sbcsepa.org

Jennifer Connolly

jconnolly@sbcsepa.org

Rosy Bucio

rbucio@sbcsepa.org

Natalie Facio-Leon

nfacio-leon@sbcsepa.org

David Ibsen

dibsen@buelltonusd.org

CPI Presenters South County

Jermaine Powell

jpowell@sbunified.org

Chris Osborne

cosborne@sbunified.org

Alison Lindsey

alindsey@sbcsepa.org

Jennifer Connolly

jconnolly@sbcsepa.org

Rosy Bucio

rbucio@sbcsepa.org

Natalie Facio-Leon

nfacio-leon@sbcsepa.org

New Events Added Monthly

Santa Barbara County SELPA

Fall 2023

Professional Development Events

ADR Cadre

Jennifer Connolly

jconnolly@sbcselfpa.org

SBCSELPA Coordinator

Patty Moore

pjmoore@alphasb.org

Alpha Resource Center

Manager, Children, Family & Advocacy Services

Dr. Karla Curry

kvcurry@sbunified.org

Program Facilitator, SBUSD

Amy Gillespie

agillespie@buelltonusd.org

Santa Ynez Valley Consortium School Psychologist

Beverly Sherman

bsherman@buelltonusd.org

Santa Ynez Valley Consortium Coordinator

Rusty Gordon

rgordon@smbsd.net

Orcutt, Director of Special Education

Meghan Davy

mdavy@alphasb.org

Advocacy Systems Specialist

Alpha Resource Center

Nathan Moreno

nmoreno@gusdbobcats.com

Guadalupe, Director of Special Education

Ashley Johnson

ajohnson@sbceo.org

SBCEO, Coordinator

Stacy Tolkin

stacysbcs@gmail.com

Santa Barbara Charter, Director of Special Education

Dr. Ray Avila

ravila@sbcselfpa.org

SBCSELPA Executive Director

Santa Barbara County SELPA

Fall 2023

Professional Development Events

Available Resources

OMS Calendar of Events	https://sbcselpa.k12oms.org/
Professional Development	
SBCSELPA Local Plan	www.sbcselpa.org
Educators, Parent Resources	
SBCSELPA Procedural Handbook	www.sbcselpa.org
Educators, Parent Resources	
Special Education Parent Handbook	www.sbcselpa.org
Turning 3: Transition from Early Start to Preschool	www.sbcselpa.org

SIRAS Systems (IEP development)	https://www.sirassystems.org
Educators Resources	
SBCSELPA website for all recorded trainings	
Santa Barbara SBCSELPA Conference Room	bhelt@sbceo.org
To book Santa Barbara SBCSELPA Conference Room	
Back2School Padlet of Resources	
	https://padlet.com/mslaterselpa4200/trcig7ygv4ood8uvback2school

Professional Development Locations for Larger Events

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

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

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

Zoom Conferencing

This Professional Development Offerings Booklet is updated monthly,

New Events Added Monthly

Santa Barbara County SELPA
Fall 2023
Professional Development Events

Event Flyers by Month



Santa Barbara County SELPA
A Joint Powers Agency

Date: June 16, 2023

To: NPS/A, Santa Barbara County Superintendents, Directors

From: Jennifer Connolly, SBCSELPA Coordinator

Re: Response to Education Code 56366.1 (a) amended to AB 1172
Nonpublic Schools and Agencies (NPS/A) verification of mandatory behavior training.

- NPS/A requirements for annual renewal of certification, including the following as specified in Education Code 56366.1:
 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.
- In response to the requirements for annual renewal of certification, SBCSELPA will provide behavior trainings encompassing evidence-based practices and interventions to NPS/As. LEA staff are also invited to attend trainings.
- Registration for behavior trainings is found on SBCSELPA's Online Registration Site by month at the following link <https://sbcselfpa.k12oms.org/> and also on the <https://www.sbcselfpa.org/> under Professional Development.
- 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.
 3. Trainings are not recorded.
- SBCSELPA offers the following trainings that fulfill the new requirements of AB1172 for an NPS/A.
 1. **July 6, 10:00-11:00:** Consulting in Schools (Virtual/ Free)
 2. **July 26, 10:00-11:00:** A New Lens on Behavior (Virtual/Free)
 3. **August 24, 9:00-10:00:** Supporting Students in Schools (Virtual/Free)
 4. **August 28, 3:00-4:00:** Providing Students with Feedback (Virtual/Free)
 5. **September 5, 12:00-1:00:** Consulting in Schools (Virtual/Free)
 6. **September 18, 10:00-11:00:** A New Lens on Behavior (Virtual/Free)
 7. **October 3, 3:00-4:00:** Supporting Students in Schools (Virtual/Free)
- SBCSELPA training content consists of the following:
 1. Positive behavioral interventions and supports, analysis, use of data for planning and implementation of behavior supports.
 2. How to understand and address challenging behaviors including evidence-based strategies for preventing behaviors.
 3. Evidence based interventions for reducing and replacing challenging behaviors, including de-escalation techniques.
 4. Trainings will not be recorded for viewing later.
- SBCSELPA will provide the following documents to the participants of the in person or Zoom trainings.
 1. Copy of the training materials and certificate of attendance to the training
 2. Affidavit of participant attendance to the training.

JC/RA

Instructional Assistant/ Paraprofessional Training

August 1-4, 2023

Start the school year strong in supporting students and teachers in General Education and Special Education.

Audience: Paraprofessionals/ Instructional Assistants

Dates and Details:

Day 1: August 1, 2023, 12:30-3:30: Righetti H.S. Cafeteria

Supporting Students in Special Education

Day 2: August 2, 2023, 12:30-3:30: Righetti H.S. Cafeteria

Supporting Student's Unique Behaviors

Day 3: August 3, 2023, 12:30-3:30: Pioneer Valley H.S. Library

Mental Health and Staff Wellness

Day 4: August 4, 2023, 9:00-3:30: Righetti H.S. Cafeteria

Nonviolent Crisis Prevention Intervention (NCPI)

Addresses:

Righetti H.S.: 941 E Foster Rd. Santa Maria, CA 93455

Pioneer Valley H.S.: 675 Panther Dr. Santa Maria, CA 93454

Registration

<https://sbcselpa.k12oms.org>

Select the August 1 date for registration for all four events.

If you do not have an account, please create one.

Questions: Jennifer Connolly jconnolly@sbcselpa.org

Trainings are
FREE!

CALPADS

Everything You Wanted to Know About CALPADS and Resolving Errors (Round 2)!

Thursday, August 3, 2023
(For Administrators)
9:00-12:00

Friday, August 4, 2023
9:00-12:00
(For CALPADS/MIS Staff)

In Person and Zoom
Santa Barbara County SELPA

Presentation provided by California
Department of Education (CDE)

Registration:

<https://sbcselfpa.k12oms.org>

Objectives:

- Learn how to resolve frequent special education related CALPADS errors.
- Updates to CALPADS, SIRAS reporting.
- Discuss local processes and practices that delay data review and certification.
- Review best practices for reporting and certifying special education data in CALPADS.
- Review best practices for coordination of student information system vendor staff for students with disabilities.

CALPADS & MIS

CALPADS/MIS NETWORK

Dates:

- August 4, 2023: 9:00-12:00 with CDE and SIRAS (event to be recorded)
- (Choice of in person at SBCSELPA or Zoom).
- October 13, 2023: 9:00-10:00 via Zoom.
- December 1, 2024: 10:00-11:00 via Zoom.
- February 2, 2024: 9:00-10:00 via Zoom.

Objectives:

- Create a community of practice.
- Create a shared document with due dates and reminders for all countywide CALPADs/ MIS staff on due dates and supports to be completed throughout the year.
- Discuss current procedures and processes in CALPADS and MIS.
- Support new staff in both systems. Create a contact list for questions and support.
- Additional agenda items welcomed.

Registration:

<https://sbcselpa.k12oms.org>

*If you do not have an OMS Account, please start an account by adding your personal information into the system.

Questions, Contact:

Jennifer Connolly jconnolly@sbcselpa.org or
Brian Helt bhelt@sbcselpa.org



Santa Barbara County Special Education Local Plan Presents

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

SIRAS Trainings 2023-2024

Dates/ Time	Topic	Location
Wednesday, August 9, 2023 9:00-11:00 Virtual Recorded	SIRAS for MIS Clerks, Updates	Zoom Conferencing (Free) https://us06web.zoom.us/j/86559166035?pwd=TkRScTFkOEKzOXAyRjA5aWhjbnhPdZ09
Thursday, August 24, 2023 3:00-5:00 Virtual Recorded	SIRAS for Beginners with Michael Brown, SIRAS Systems	Zoom Conferencing (FREE) https://us06web.zoom.us/j/82013265564?pwd=cVN0SFJhYUJNazFVVG80eFlkeTV6dz09
Monday, August 28, 2023 3:30-4:30 Drop-in support for SIRAS. Same Zoom link monthly.	SIRAS Office Hours with Jennifer Connolly, SBCSELPA Coordinator	Zoom Conferencing (FREE) https://us06web.zoom.us/j/84722624567?pwd=RXFjc3ZaaU05NDlhVDJMbFpxbHJOdz09
Wednesday, September 6, 2023 2:30-4:30 Virtual Recorded	SIRAS for Beginners with Michael Brown, SIRAS Systems	Zoom Conferencing (FREE) https://us06web.zoom.us/j/82505151115?pwd=VlJ0VndqL3lwem5jLlkzUGNGbHphdz09
Monday, September 18, 2023 3:30-4:30 Drop-in support for SIRAS. Same Zoom link monthly.	SIRAS Office Hours with Jennifer Connolly, SBCSELPA Coordinator	Zoom Conferencing (FREE) https://us06web.zoom.us/j/84722624567?pwd=RXFjc3ZaaU05NDlhVDJMbFpxbHJOdz09
Tuesday, September 19, 2023 2:30-4:30 Virtual Recorded	SIRAS Updates, SERVICE LOGS	Zoom Conferencing (FREE) https://us06web.zoom.us/j/86718613798?pwd=aTRWNEdrRUo1bmU5clpHMlU5d0w1QT09
Monday, October 30, 2023 3:30-4:30 Drop-in support for SIRAS. Same Zoom link monthly.	SIRAS Office Hours with Jennifer Connolly, SBCSELPA Coordinator	Zoom Conferencing (FREE) https://us06web.zoom.us/j/84722624567?pwd=RXFjc3ZaaU05NDlhVDJMbFpxbHJOdz09
Monday, November 27, 2023 3:30-4:30 Drop-in support for SIRAS. Same Zoom link monthly.	SIRAS Office Hours with Jennifer Connolly, SBCSELPA Coordinator	Zoom Conferencing (FREE) https://us06web.zoom.us/j/84722624567?pwd=RXFjc3ZaaU05NDlhVDJMbFpxbHJOdz09

1 of 2

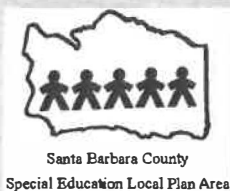
Thursday, January 11, 2024 1:30-3:30 Recorded	SIRAS Updates with Michael Brown, SIRAS Systems. <ul style="list-style-type: none"> • State Testing Accommodations • Transition • Next Year's Data 	Zoom Conferencing (FREE) https://us06web.zoom.us/j/83256984559?pwd=ankvK0djQ29QYXpoYUZTd0NlZHZkUT09
Wednesday, May 1, 2024 8:30-11:30 Recorded	SIRAS Updates and End of the Year Reminders with Brian Marcontell, SIRAS Systems for CALPADS/MIS Clerks	Zoom Conferencing (FREE) https://us06web.zoom.us/j/81404489222?pwd=c1Q1M2Q0R0R0NqWDlmSUJhbjBKZGcvUT09

Audience: ALL Staff, Leadership, Staff new to SIRAS, MIS Clerks, CALPADS

Presenters: Michael Brown, Brian Marcontell, SIRAS Systems, and Jennifer Connolly, SBCSELPA Coordinator

REGISTRATION: <https://sbcselpa.k12oms.org> for events listed as Zoom Conferencing.

Contact: Jennifer Connolly, SBCSELPA Coordinator jconnolly@sbcselpa.org or Brian Helt bhelt@sbcselpa.org Questions: Call (805) 683-1424.



Santa Barbara County SELPA *Presents*

Dr. Geneive Cruz

Seizure Plans and Migraine Headache Forms

Date: Thursday, August 31, 2023

Time: 2:00-4:00

Location: Zoom

Audience:

Santa Barbara County SELPA Countywide Nurses and all Special Education Staff.
Nurses from outside of SBCSELPA welcome.

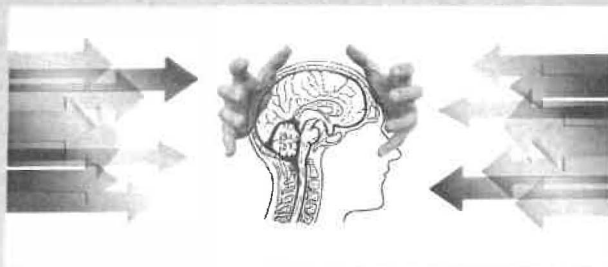
Content:

Dr. Geneive Cruz provides support and guidance with Seizure Medical Plans, Migraine and Headache Forms as well as medical updates on seizures, migraine, and headache remediation.

Free Event

Registration

For Zoom link: please register for event on <https://sbcselpa.k12oms.org>
If you do not have a SELPA OMS Account, please create an account to register.
Questions: Contact Jennifer Connolly jconnolly@sbcselpa.org





Santa Barbara County SELPA Presents

**“Discipline Do’s and Don’ts
for the Special Education Student”**

Date: Tuesday, September 12, 2023

Time: 12:30 p.m.-3:30 p.m.

**Location: Santa Barbara County SELPA
Address: 5385 Hollister Ave. Building 7
Santa Barbara, CA 93111**

OR

Location: Zoom

Event is Free!

Presenter: Melissa Hatch, Esq. Hatch & Cesario Attorneys-at-Law

Content Objectives:

- Discipline and the Special Education Student
- Manifestation Determinations
- Interim Alternative Educational Settings
- Suspensions
- Discipline and 504 Students

Registration

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

Specify Zoom or In Person in registration.

If you do not have a SELPA OMS account, please create one on the above link.

Contact: Jennifer Connolly, SBCSELPA Coordinator jconnolly@sbcselpa.org or
Brian Helt bhelt@sbcselpa.org for questions: Call (805) 683-1424.



@ SBCSELPA Santa Barbara
September 12, 2023
4:00–7:00 p.m.

@ Lompoc USD District, Media Room
October 17, 2023
4:00–7:00 p.m.

@ Santa Maria Joint USD District,
Conference Room
November 6, 2023
4:00–7:00 p.m.

@ Zoom
January 23, 2024
4:00–7:00 p.m.



Contact your
District SpED. for
additional Information
Or Jennifer Connolly
jconnolly@sbcselfpa.org.

Extensive Support Needs (ESN) Bridge Authorization

Santa Barbara County SELPA is providing a
3-hour professional development
opportunity to 'bridge' your current
Moderate/Severe Credential to the new
Extensive Support Needs (ESN) Credential.

Registration: <https://sbcselfpa.k12oms.org>



**Early Childhood
Special Education (ECSE)
Bridge Authorization**

Santa Barbara County SELPA is providing a 3-hour professional development opportunity to bridge your current ECSE Credential to the new ECSE Credential.

Contact your District SpEd. For additional information or SBCSELPA Jennifer Connolly
jconnolly@sbcselfpa.org.

Registration: <https://sbcselfpa.k12oms.org>

**@ SBCSELPA Santa Barbara
September 13, 2023
4:00-7:00 p.m.**

**@ Lompoc USD District, Media
Room
October 18, 2023
4:00-7:00 p.m.**

**@ Santa Maria Joint USD
District,
Conference Room
November 8, 2023
4:00-7:00 p.m.**

**@ Zoom
January 24, 2024
4:00-7:00 p.m.**



@ SBCSELPA Santa Barbara

September 14, 2023

4:00–7:00 p.m.

@ Lompoc USD District, Media Room

October 19, 2023

4:00–7:00 p.m.

@ Santa Maria Joint USD, District
Conference Room

November 7, 2023

4:00–7:00 p.m.

@ Zoom

January 25, 2024

4:00–7:00 p.m.

Mild Moderate Support Needs (MMSN) Bridge Authorization

Santa Barbara County SELPA is providing a 3-hour professional development opportunity to 'bridge' your current Mild/Moderate Credential to the new MMSN Credential.

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



Contact your District
SpED. For additional
Information OR SBCSELPA
Jennifer Connolly
jconnolly@sbcselpa.org

Registration Flyer

OPEN ACCESS
Learning & Participation for ALL

www.openaccess-ca.org



For participants attending:

AAC Foundations

Santa Barbara County



Dates and times (four virtual sessions total):

Wednesdays, 12:00 - 3:00 PM

September 13, 2023

September 27, 2023

October 11, 2023

October 18, 2023



[Click here to sign up!](#)

Please sign up by **September 5th**. Once the participant list is finalized, you will receive a link to log into the Zoom sessions.



Instructors: Open Access AAC Regional Leads from Santa Barbara County



This course meets the requirements for 12 hours of continuing professional development for Speech-Language Pathologists as required by the California Speech-Language Pathology and Audiology Licensing Board (PDP #338). 100% attendance is required to earn CEUs.

Questions? Please contact:

Lisa Foote, lfoote@sbcsepa.org

805-979-2124



Santa Barbara County
Special Education Local Plan Area

Operating from the Third Side: Supporting Others to Navigate Conflict with Greg Abell

Four Day Series

<u>Date/ Time/ Location</u>	<u>Topic</u>
Day 1: Friday, September 22, 2023, 8:30 a.m. -11:30 a.m. South County SBCSELPA In Person Friday, September 22, 2023, 1:00 p.m. – 3:30 p.m. North County Santa Maria Bonita Souza Center In Person	Day 1: <ul style="list-style-type: none"> Review key concepts, processes, and skills from Tier 1 Engaging Challenging Conversations. Introduce the notion of the ‘Third Side’ Introduce Role and Function of a Facilitator
Thursday, September 28, 2023, 3:30 p.m. -4:30 p.m. Zoom	Coaching
Day 2: Thursday, October 26, 2023, 8:30 a.m.-12:30 p.m. Live On Demand Event	Day 2: <ul style="list-style-type: none"> Review Structure of conversation for shared learning and shared decision-making. Identify role and function of the Facilitator at each stage of the process.
Thursday, November 2, 2023, 3:30 p.m.-4:30 p.m. Zoom	Coaching
Day 3: Wednesday, November 15, 2023, 8:30 a.m.-12:30 p.m. Live On Demand Event	Day 3: <ul style="list-style-type: none"> Introduce the role of Conflict Coach and differentiate from other support roles. Explore role of coach as a resource for engaging change Introduce models of change
Tuesday, November 28, 2023, 3:30 p.m.-4:30 p.m. Zoom	Coaching
Day 4: Thursday, December 7, 2023, 8:30 a.m.-12:30 p.m. Live On Demand Event	Day 4: <ul style="list-style-type: none"> Introduce structure for coaching conversations. Practice key skills of listening and inquiry. Introduce material for sharing Tier 2 concepts, processes, and skills with others.
Wednesday, December 13, 2023, 3:30 p.m.-4:30 p.m. Zoom	Coaching

Details on Sessions:

Content:

Tier 2, four-day series Operating from the Third Side: Supporting Others to Navigate Conflict, is the second step in our Multi-tiered System of Support for Conflict Engagement, MTSSCE. The four-day event, stretched over a course of four months, is designed for increasing a participant's individual capacity for engaging conflict.

This Tier 2 core seminar builds on the foundational concepts, processes, and skills taught in Tier 1 and at the heart of our Multi-Tiered Systems of Support for Conflict Engagement (MTSSCE). In this seminar, we introduce the key Tier 2 roles of Conflict Coach/Consultant, Facilitator, and Teacher. In this seminar we will:

- Review key concepts, processes, and skills covered in Tier 1
- Review core elements of MTSS framework
- Introduce the role of Facilitator in support of the challenging conversations of groups or teams
- Introduce the role of Conflict Coach in support of other to intentionally prepare to engage conflict within a range of contexts.
- Be introduced to tools for sharing core conflict engagement skills and strategies with others.

Locations:

Four Learning Sessions one in person and three virtual.

Four 'virtual' Coaching Sessions.

Participants are encouraged to attend *all* four sessions.

Cost: FREE

Audience: SBCSELPA ADR Cadre, ALL Special Education Staff, ALL Leadership, Deans, IEP Teams, Parents, School Counselors, Agency Representatives.

Presenters: Sound Option Group: <http://sometg.com/>

Greg Abell is the Principal at Sound Options Group, LLC. His primary focus is in assisting agencies, organizations, and communities in designing and implementing systems for more effectively engaging in conflict and facilitating productive and collaborative work environments.

- Administrative Agent to the Office of the Superintendent of Public Instruction for Washington State and DCYF to provide Mediation in Special Education under the IDEA.
- Senior Consultant to CADRE.
- Partner with TAESE in the Center for Special Education Leadership and Conflict Engagement.
- Core Founder of the Dispute Resolution Center of Kitsap County, a community-based ADR resource.
- Consults nationally in the design and delivery of Conflict Engagement resources.
- Previously worked in public education as a School Psychologist, Coordinator of Student Support Services and Assistant Director of Special Education.

REGISTRATION: <https://sbcselpa.k12oms.org> for entire series.

Contact: Jennifer Connolly, SBCSELPA Coordinator jconnolly@sbcselpa.org or Brian Helt bhelt@sbcselpa.org Questions: Call (805) 683-1424.



Santa Barbara County SELPA
and the Diagnostic Center of Southern California

Presents...

**“Development, Routines, and Themes:
The Blueprint for Effective Special Education Classrooms”**

Date: Tuesday, September 26, 2023, In Person. Time: 8:30-2:30 p.m.
Free Event.

Location: Santa Maria Bonita Souza Center 708 S. Miller Street Santa Maria, CA 93454

Audience: All Special Education Staff and Leadership. Recommended for cross-disciplinary teams.

About this Presentation: This training provides a blueprint for establishing effective classroom programs by facilitating a deeper understanding of development so educators can ensure activities are well-matched to the level of the child, designing purposeful routines, and using themes to provide a rich context for learning.

Outcomes: Participants will:

1. Learn about developmental milestones, key skills that represent stages of development, and the implications for learning.
2. Understand the purpose of routines and how to establish effective class schedules and expectations for participation within activities.
3. Learn the importance of themes and be able to create theme-based activities across domains and developmental levels.

Presenters: Allease Glamore, M.S. is a School Psychologist at the Diagnostic Center, Southern California. She has an M.S. and Pupil Personnel Services credential in School Psychology and is a Licensed Educational Psychologist. Allease has more than 20 years of experience supporting students with exceptional needs. She has supported students of all ages (infants through adults) in many capacities and settings. Allease currently serves as an intern supervisor to graduate students, professor, consultant, professional development facilitator, assessor, and interventionist. She has also been a program administrator and has written research articles. Early childhood special education, autism, school readiness, alternative assessment, social emotional learning, development, building family and community partnerships, program development and improvement, and supporting students with behavior challenges and severe disabilities are among her many areas of expertise. Allease is native to the South Los Angeles and South Bay portions of the Los Angeles area. She is passionate about empowering educators/service providers and families and enhancing the progress of all students.

Heather DeFelice, M.S., CCC-SLP, is a Speech-Language Pathologist at the Diagnostic Center, Southern California. She earned her M.S. in Communicative Disorders from University of Wisconsin-Madison. Heather holds California state licensure in speech-language pathology and the Certificate of Clinical Competence from the American Speech Language-Hearing Association (ASHA). She also earned an Assistive Technology Applications certificate through CSUN and has extensive experience working with children in public schools as well as in augmentative and alternative communication (AAC) camp settings. Areas of expertise include AAC, autism, and severe disabilities.

Registration

<https://sbcselpa.k12oms.org> If participant does not have a SELPA OMS Account, please create one.

Questions: Jennifer Connolly jconnolly@sbcselpa.org or Brian Helt bhelt@sbcselpa.org

Call SBCSELPA: (805) 683-1424

D Y S L E X I A

Dyslexia: The Study of Reading Difficulties (Five Tuesdays)

- September 26: 3:00-4:30: *Dyslexia and the Learning Brain*
Presenter: Dr. Maria Luisa Gorno Tempini, University of California, San Francisco, Dyslexia Center
- October 10: 3:00-4:30: *Identification of Students at Risk for Reading Difficulties*
Presenter: Dr. Jack Fletcher, University of Houston
- October 17: 3:00-4:30: *Building Systems to Support Struggling Readers and Students with Dyslexia:*
Presenter: Dr. Sharon Vaughn, University of Texas at Austin
- October 24: 3:00-4:30: *Preventing Reading Difficulties through Early Intervention*
Presenter: Dr. Hugh Catts, Florida State University, Florida Center for Reading Research
- October 31: 3:00-4:30: *Structured Literacy of Reading Instruction for English Learners*
Presenter: Elsa Cardenas-Hagan, Valley Speech Language and Learning Center

Objectives:

- California Dyslexia Initiative Expert Webinar Series presents a study of Reading Difficulties and strategies for working with students with Dyslexia.
- Watch the 'free' one hour recorded event on Zoom.
- Collaborate with colleagues on the content presented in each webinar.

Registration:

<https://sbcselpa.k12oms.org>

*If you do not have an OMS Account, please start an account by adding your personal information into the system.

Questions, Contact:

Jennifer Connolly jconnolly@sbcselpa.org or
Brian Helt bhelt@sbcselpa.org



2023-2024

NONVIOLENT CRISIS INTERVENTION TRAININGS

A program focusing on crisis prevention and intervention with a core philosophy of providing for the Care, Welfare, Safety, and Security of everyone involved in a crisis situation.

Participants will be taught skills to safely respond to various levels of risk behavior while balancing the responsibilities of care.

<u>INITIAL COURSE</u> (7 hours)	<u>REFRESHER COURSE</u> (6 hours)
This <u>one-day</u> Initial Course is designed for school staff working with students who have the potential for demonstrating "Risk Behavior".	This <u>one-day</u> Refresher Course is designed for persons who need to re-certify and have already taken the Initial Course and received certification.
<u>INVESTMENT FOR EITHER COURSE</u>	
➤ \$21.49 for Staff and Parents of students attending public school within Santa Barbara County ➤ \$31.49 All others	
PLEASE NOTE: ➤ ALL TRAININGS WILL BE IN PERSON IN NORTH AND SOUTH COUNTY ➤ TRAININGS BEGIN PROMPTLY AT 8:30 AM AND ENDS AT 3:30 PM FOR INITIAL AND 2:30 PM FOR REFRESHER ➤ PLEASE WEAR CASUAL ATTIRE AND ATHLETIC TYPE SHOES (for physical portion of training)	

TRAINING DATES

North County Santa Maria Bonita Souza Center		South County SBCSELPA Conference Room	
1 Day Initial	1 Day Refresher	1 Day Initial	1 Day Refresher
<input type="checkbox"/> October 5, 2023	<input type="checkbox"/> November 2, 2024	<input type="checkbox"/> November 16, 2023	<input type="checkbox"/> October 19, 2023
<input type="checkbox"/> January 11, 2024	<input type="checkbox"/> February 8, 2024	<input type="checkbox"/> February 22, 2024	<input type="checkbox"/> January 18, 2024
<input type="checkbox"/> March 7, 2024	<input type="checkbox"/> April 11, 2024	<input type="checkbox"/> April 18, 2024	<input type="checkbox"/> March 21, 2024
<input type="checkbox"/> May 9, 2024			<input type="checkbox"/> May 16, 2024

REGISTRATION IS ON A FIRST COME, FIRST SERVE, BASIS

Registration deadline is *two weeks prior* to training date

NO late registrations will be accepted

TO REGISTER:

- Access this event in the SBCSELPA OMS system at: sbcselpa.k12oms.org
- ****You will need to create an OMS account if you do not yet have one****No Phone Registrations
- Questions: Call (805) 683-1424 or email selparegistration@sbceo.org



Santa Barbara County SELPA
and the Diagnostic Center of Southern California

Presents...

“Keeping the Day Sane: Mental Health 101 for Paraeducators”

Monday, October 9, 2023 8:30-10:30 Zoom Recorded Watch Party	Tuesday, March 5, 2024 2:00-4:00 Zoom Recorded Watch Party
---	---

Audience: Paraeducators, All Special Education Staff, ERMHS staff or school counselors specifically designated to working with special needs students, behaviorists, and other IEP team members who support these students are strongly advised to attend.

Content:

Many adults inadvertently handle behavioral scenarios with tactics that escalate student emotions rather than improve them, resulting in a decrease in student readiness for participation and learning. This training will equip your staff with basic knowledge and easy-to-learn strategies that can help them be more successful and keep students safe and ready to learn. Let's get everyone on the same page!

Outcomes: Participants will:

1. Learn the basics of most frequently encountered mental health profiles.
2. Learn how to side-step emotional triggers.
3. Learn basic learning supports and strategies to help develop student readiness and active participation.
4. Learn how to collect proper data to support teachers, behaviorists, counselors, and school psychologists.
5. Learn proactive strategies for reducing emotional responses from students.

Presenter: **Tim Halphide**, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist has an M.A. in Clinical Psychology and he is both a school psychologist and Licensed Marriage and Family Therapist at the Diagnostic Center, Southern California. Tim brings together his 22 years of experience working within diverse settings including private practice psychotherapy, community mental health clinics, psychiatric hospitals, social work and foster family agencies, as well as working directly with students, teachers, and parents in California's public schools. Tim brings into focus the best applied clinical psychology practices for school mental health via a combination of family systems therapies, cognitive behavioral methodologies, psychodynamically-informed classroom practices, and behavioral psychology. Tim approaches both assessment and school consultation as a collaborative process, with an open, non-judgmental style. He has worked with scores of school districts in southern California to train educators in mental health guidelines and in developing actionable treatment plans for elementary through high school populations.

Registration

<https://sbcselpa.k12oms.org> If participant does not have a SELPA OMS Account, please create one.

Questions: Jennifer Connolly jconnolly@sbcselpa.org or Brian Helt bhelt@sbcselpa.org

Call SBCSELPA: (805) 683-1424



Santa Barbara County SELPA
and the Diagnostic Center of Southern California
Presents...
“Reading Between the Lines”

Wednesday, November 1, 2023 3:30-5:00 p.m. Zoom, Recorded Watch Party	Thursday, February 1, 2024 2:30-4:00 p.m. Zoom, Recorded Watch Party
--	---

Audience: Educators working with students with reading difficulties. **FREE!**

Content: According to the International Dyslexia Association, one-half of all students who qualify for special education services are classified as having a learning disability. Approximately 85% of those students have a primary disability in reading and language processing. The National Institute of Health identified Dyslexia as the most common and prevalent of all known learning disabilities, affecting one in five children in the United States. Characteristics of dyslexia, assessments, interventions, and accommodations will be addressed to offer the practitioner tools and strategies to support struggling readers. This training will focus on best practices in working with students who have been identified with reading difficulties or are suspected of having dyslexia.

Participants will:

1. Review and discuss the components of reading.
2. Learn about the characteristics of dyslexia.
3. Become familiar with strategies, appropriate interventions, and accommodations for students with reading difficulties.
4. Learn about evidence-based practices and why they are effective for struggling readers.

Presenter: Andrea Abrishami is an education specialist at the Diagnostic Center, Southern California. She holds an M.A. in Special Education from California State University, Los Angeles. Since 2005 Andrea has served students of all ages with mild to moderate disabilities in a variety of settings. She comes with extensive experience in developing and implementing programs that address the social emotional and academic needs of all learners. Areas of expertise include educational programming and instructional techniques for students with mild-moderate disabilities, positive behavior supports and supporting struggling readers across academic settings.

Registration

<https://sbcselpa.k12oms.org>

If participant does not have a SELPA OMS Account, please create one.

Questions: Jennifer Connolly jconnolly@sbcselpa.org or Brian Helt bhelt@sbcselpa.org

Call SBCSELPA: (805) 683-1424



ACCESSIBLE CURRICULUM *for* ALL

with Santa Barbara SELPA

UDL-AT Immersion	Digital Tools & Assistive Technologies	Intro to SAP Quality AT Practices
Three, 3-hr. sessions	Four, 3-hr. sessions	Two, 3-hr. sessions
9 Sessions: 12-3:00 pm Rotating Locations		
November 7, 2023 November 28, 2023 December 12, 2023	January 30, 2024 February 13, 2024 February 27, 2024 March 12, 2024	April 16, 2024 April 30, 2024
See Below	Virtual/Zoom	See Below

SBC SELPA Office: 5385 Hollister Ave Building 7, Santa Barbara

LUSD District Office 1301 N. A St Lompoc

SMB Souza Center: 708 Miller St. Santa Maria

[Click here](#) to sign up for this series

Please sign up by **October 30**. Once the participant list is finalized, you will receive an email with additional information

[Click here](#) to access the Course Page for the first section of the training, UDL-AT Immersion.

Password: mindset

You will receive print Companion Guides prior to each segment of training (digital versions on course page).

Questions? Please contact:

Lisa Foote, lfoote@sbcsepa.org

OPEN ACCESS
Learning & Participation for ALL



The Accessible Curriculum for All trainings are designed to empower teachers to leverage digital tools and assistive technologies as they support students in more universally designed environments.

In building capacity within our districts or school sites to eliminate barriers to student's accessing rigorous content within inclusive settings, we are looking at building tiered approaches.

- We want ALL teachers to have access to training and support for developing a UDL planning mindset. This is a specific outcome for our Leading and Coaching Towards UDL project.
- Within the Accessible Curriculum for All project, we also embed some grounding in this UDL planning mindset, so that we can more effectively build our assistive technology programs and supports around a belief that if we can make resources available to all students as part of providing flexibility and options, we have decreased the need for more time intensive processes. We can give them what they need, when they need it!
- In the Accessible Curriculum for All project, we focus on developing "site-based" *AT Implementers* who can support the IEP team in making decisions about the majority of their student's AT needs.

Why am I here?



When you are finished with this training sequence, and if you complete the fidelity components built in, you will receive recognition and certification as an *AT Implementer* through this statewide Open Access project. That means that you have demonstrated the ability to complete a robust *AT Consideration* process, including matching appropriate digital tools and assistive technologies to your individual student's needs, and to document this appropriately on an IEP. That also means that you can access and use resources (that we will provide through this training) to participate in a more individualized, team-based *Student Access Plan* that can be used any time an AT assessment (or more robust data collection) is needed. Because of the resources you will have access to, you can also play a valuable role in supporting other teachers in their exploration and learning of designing instruction through a UDL lens and how to embed tools into teaching and learning opportunities for students.



Are AT Implementers the same as AT Specialists? All IEP team members play a role in making decisions around assistive technology, it's a collective team-based approach. We are not asking our site-based AT Implementers to learn and know about every assistive technology tool for every learner, or to provide an expert-driven assessment process. We are basing the tools we will explore together on our general education students as well as our students with "high incidence" disabilities. Our students with more "low incidence" disabilities will often have additional specialists (speech-language pathologists, OTs/PTs, OI or PHI teachers, VI teachers, audiologists, DHH teachers) who are part of their educational teams who can help to identify those very specialized tools these students may need. Your Leads, or AT Specialists, will be able to support you with more complex students or more specialized tools or more complex assessments when needed in a team-based decision making process.



Santa Barbara County SELPA
and the Diagnostic Center of Southern California

Presents...

“Teaching Students with Moderate to Severe Intellectual Disabilities”

Monday, December 4, 2023 2:30-4:30 Zoom, Recorded Watch Party	Tuesday, December 5, 2023 2:30-4:30 Zoom, Recorded Watch Party
--	---

Audience: Teachers, Instructional Assistants, and related service providers who work with students with moderate to severe intellectual disabilities. FREE Event!

Content: This training will focus on increasing active engagement for students with moderate to severe intellectual disabilities, by providing differentiated instruction, developmentally appropriate instructional and behavioral supports, and using effective, evidence-based teaching strategies.

Participants will:

1. Review, practice identifying, and link appropriate behavioral and instructional strategies to developmental levels and symbolic vs. pre-symbolic communicators.
2. Develop curricular and instructional plans for their current caseload that emphasize differentiated instruction to increase active engagement in all students.
3. Learn about best practices for promoting generalization of skills.

Presenters: Jill Martinez, M.A., is an education specialist at the Diagnostic Center, Southern California. She earned her M.A. in Special Education from California State University, Los Angeles. Jill has been in the field of education for over 10 years and has worked as a paraeducator, special day class teacher, inclusion specialist, and program specialist. She has extensive experience in the areas of assessment, program and curriculum development, and positive behavior supports for students with moderate to severe disabilities across all grade levels including adult transition programs. Areas of particular interest include assessment and instruction of students who exhibit challenging behaviors and transdisciplinary assessment of students with multiple disabilities.

Margot Johnson, M.A., is an education specialist and assistant director at the Diagnostic Center, Southern California. Margot is a Board-Certified Behavior Analyst (BCBA) and earned her M.A. in Special Education from Chapman University. She has extensive experience working with students of all ages who have moderate-to-severe disabilities in the public-school setting. Areas of expertise include curriculum, differentiated instruction, and instructional techniques for students with moderate-to-severe disabilities, programming for transition-age students, and positive behavioral interventions for students who exhibit significant behavioral challenges.

Registration

<https://sbcselpa.k12oms.org> If participant does not have a SELPA OMS Account, please create one.

Questions: Jennifer Connolly jconnolly@sbcselpa.org or Brian Helt bhelt@sbcselpa.org

Call SBCSELPA: (805) 683-1424



Santa Barbara County SELPA
and the Diagnostic Center of Southern California
Presents...

“Multisensory Math! Advanced Math Skills”

Thursday, December 7, 2023 2:30-4:00 p.m. Zoom, Recorded Watch Party	Thursday, April 25, 2024 2:30-4:00 p.m. Zoom, Recorded Watch Party
---	---

Audience: General education teachers, special education teachers, administrators, and paraeducators. FREE Event!

Content: During this webinar, participants will review the 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 advanced math instruction.

This webinar will review multisensory instruction in the following areas:

- Place Value Review
- Multi-digit Multiplication and Division
- Fractions (addition, subtraction, multiplication, division)
- Integers (addition, subtraction, multiplication, division)
- Simplify Expressions
- Equations

Participants will walk away with knowledge on who will benefit from multisensory instruction and step-by-step instructions on how to implement multisensory instructional strategies when teaching mathematics.

Materials: Participants are encouraged to print and cut the base ten blocks, double sided circles, double sided squares, and algebra tiles (provided in the handout packet), in color, to participate and practice in the training.

Participants will:

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

Presenter: Heather Barakat is an education specialist at the Diagnostic Center, Southern California. She holds an Ed.D. in Education with a concentration in Special Education from Northcentral University and a M.A. in Special Education from Point Loma Nazarene University. She also holds three credentials: Special Education (Mild/Moderate), Multiple Subjects, and Reading. Heather has been in the field of education for over 10 years and has extensive experience working with students of all ages with mild-to-moderate disabilities in a variety of settings (e.g., public school, charter school, and non-public schools). Areas of expertise include assessment, autism, program and curriculum development and differentiating instruction for all learners. Heather has been a member of National Association of Special Education Teachers (NASSET) for several years.

Registration

<https://sbcselpa.k12oms.org>

If participant does not have a SELPA OMS Account, please create one.

Questions: Jennifer Connolly jconnolly@sbcselpa.org or Brian Helt bhelt@sbcselpa.org

Call SBCSELPA: (805) 683-1424



Santa Barbara County SELPA
and the Diagnostic Center of Southern California
Presents...

**“Mindfulness Practice:
The Educator’s Guide to Help Students Practice Mindfulness”**

<p>Thursday, December 14, 2023 3:30-4:30 Zoom, Recorded Watch Party</p>	<p>Tuesday, April 9, 2024 2:30-3:30 Zoom, Recorded Watch Party</p>
---	--

Audience: Special education teachers, school psychologists, administrators, LCSWs, LMFTs, LPCs, clinical psychologists, ERMHS staff or school counselors specifically designated to work with special needs students and students with mental health concerns. **FREE Event!**

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

Participants will:

1. Learn the meaning, history, and reasons behind implementing mindfulness.
2. Learn the impact of mindfulness and how it improves different aspects of individuals.
3. Learn the importance of teaching children about mindfulness.
4. Learn about several considerations when implementing mindfulness.
5. Learn some examples of mindfulness practices and several resources to explore more options.

Presenter: Mojgan Moshtael is a licensed clinical psychologist at the Diagnostic Center, Southern California. She specializes in the assessment and treatment of children and adolescents. Her passion is providing assessment, treatment and support to students and families with emotional/behavioral challenges related to ADHD, Autism, Learning Disorders, and other mental health disorders. She received her doctorate degree in clinical psychology from Alliant International University. Mojgan has provided psychological services in a variety of settings including schools, behavioral clinics, treatment programs, and hospitals for over 15 years.

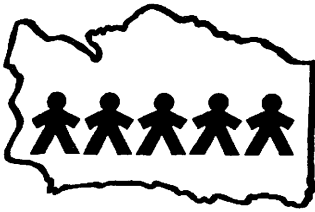
Registration

<https://sbcselpa.k12oms.org>

If participant does not have a SELPA OMS Account, please create one.

Questions: Jennifer Connolly jconnolly@sbcselpa.org or Brian Helt bhelt@sbcselpa.org

Call SBCSELPA: (805) 683-1424



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

Date: August 28, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director
Jennifer Connolly, SBCSELPA Coordinator

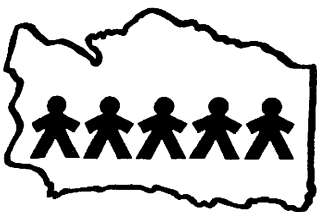
Re: Spanish Translations of the SBCSELPA Local Plan and the SBCSELPA Procedural Handbook

BACKGROUND:

- The SBCSELPA Local Plan and the Procedural Handbook are two documents that provide the governance and the accountability of SBCSELPA and the 25 member LEAs special education programs within Santa Barbara County.
- Both the SBCSELPA Local Plan and the Procedural Handbook are located for the public to view on the website, <https://www.sbcselfpa.org>.
- In recent years, numerous requests from various LEAs in SB County were made to SBCSELPA for the Spanish translation of both the SBCSELPA Local Plan and the Procedural Handbook.
- SBCSELPA has completed the Spanish translation of both the SBCSELPA Local Plan and the Procedural Handbook. Both documents will be located for public and LEA usage on the website, <https://www.sbcselfpa.org>.

Fiscal Impact: None. Alternative to Dispute Resolution (ADR) grant funds were used for this project.

RA/lm



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

Date: August 28, 2023

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director
 Jennifer Connolly, SBCSELPA Coordinator

Re: Notice of Procedural Safeguards, Special Education Rights of Parents and Children

BACKGROUND:

- The SBCSELPA Notice of Procedural Safeguards document of Special Education Rights of Parents and Children provides parents, legal guardians, and surrogate parents of children with disabilities from three years of age through age twenty-two and students who have reached age eighteen an overview of educational rights or procedural safeguards.
- This Notice of Procedural Safeguards is given to parents, legal guardians, and surrogate parents and is required under the Individuals with Disabilities Education Act (IDEA) and must be provided in the following scenarios:
 - When asked for a copy.
 - The first time a child is referred for a special education assessment.
 - Each time an assessment plan is given to evaluate a child.
 - Upon receipt of the first state or due process complaint in a school year.
 - When the decision is made to make a removal that constitutes a change of placement.
 - Given at all IEP meetings. (Initial, Annual, Triennial Meetings).
- A request from a Special Education Administrators Meeting (SEAM) was made to make the following enhancements to the SBCSELPA Procedural Safeguards:
 - Add SBCSELPA Letterhead
 - Add information on SBCSELPA Alternative Dispute Resolution Process (ADR)
 - Add Family Resource Center information
- The changes were presented for feedback at the June SEAM Meeting. The Procedural Safeguards changes have been translated into Spanish as well, (**SEE REF: VIII-I.2**).
- The Procedural Safeguards will be in the SIRAS document library and available for IEPs for the start of the 2023/2024 school year.

Fiscal Impact: None.

RA/lm



Special Education Rights of Parents and Children
Under the Individuals with Disabilities Education Act, Part B, and the
California Education Code

Notice of Procedural Safeguards

Revised July 25, 2023

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

What is the Notice of Procedural Safeguards?

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

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

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

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

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

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

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

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

The parent or guardian, or the local educational agency (LEA), has the right to participate in the development of the IEP and to initiate their intent to electronically audiotape the proceedings of the IEP team meetings. At least 24 hours prior to the meeting, the parent or guardian shall notify



the members of the IEP team of their intent to record a meeting. If the parent or guardian does not consent to the LEA audiotape recording an IEP meeting, the meeting shall not be recorded on an audiotape recorder.

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

Where can I get more help?

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

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

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

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

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

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

Prior Written Notice

When is a notice needed?

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

The school district must inform you about proposed evaluations of your child in a written notice or an assessment plan within fifteen (15) days of your written request for evaluation. The notice



must be understandable and in your native language or other mode of communication unless it is clearly not feasible to do so. (34 *CFR* 300.304; *EC* 56321)

What will the notice tell me?

The Prior Written Notice must include the following:

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

Parental Consent

When is my approval required for assessment?

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

When is my approval required for services?

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

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

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

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

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



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

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

When may I revoke consent?

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

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

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

Surrogate Parent Appointment

What if a parent cannot be identified or located?

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

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



Nondiscriminatory Assessment

How is my child assessed for special education services?

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

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

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

Independent Educational Assessments

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

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

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

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

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

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

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



Access to Educational Records

May I examine my child's educational records?

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

How Disputes Are Resolved Due Process Hearing

When is a due process hearing available?

You have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of your child or the provision of FAPE. The request for a due process hearing must be filed within two years from the date you knew or should have known about the alleged action that forms the basis of the due process complaint. (20 *USC* 1415[b][6]; 34 *CFR* 300.507; *EC* 56501 and 56505[1])

Mediation and Alternative Dispute Resolution

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

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

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

Santa Barbara County SELPA also supports parents/guardians, students, and school personnel through ADR in being a neutral third party. Santa Barbara County SELPA can provide trained neutral facilitators to mediate disputes in collaborative team meetings. Through the ADR process, it is the hope that parents/guardians and districts work together to resolve conflicts and encourage future positive relationships.

What is a pre-hearing mediation conference?

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

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



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

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

Due Process Rights

What are my due process rights?

You have a right to:

1. Have a fair and impartial administrative hearing at the state level before a person who is knowledgeable of the laws governing special education and administrative hearings (*20 USC 1415[f][1][A]*, *1415[f][3][A]-[D]*; *34 CFR 300.511*; *EC 56501[b][4]*)
2. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities (*EC 56505 [e][1]*)
3. Present evidence, written arguments, and oral arguments (*EC 56505[e][2]*)
4. Confront, cross-examine, and require witnesses to be present. (*EC 56505[e][3]*)
5. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions (*EC 56505[e][4]*)
6. Have your child present at the hearing (*EC 56501[c][1]*)
7. Have the hearing be open or closed to the public (*EC 56501[c][2]*)
8. Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five (5) business days before a hearing (*EC 56505[e][7]* and *56043[v]*)
9. Be informed by the other parties of the issues and their proposed resolution of the issues at least ten (10) calendar days prior to the hearing (*EC 56505[e][6]*)
10. Have an interpreter provided (*CCR 3082[d]*)
11. Request an extension of the hearing timeline (*EC 56505[f][3]*)
12. Have a mediation conference at any point during the due process hearing (*EC 56501[b][2]*), and
13. Receive notice from the other party at least ten days prior to the hearing that the other party intends to be represented by an attorney (*EC 56507[a]*). (*20 USC 1415[e]*; *34 CFR 300.506, 300.508, 300.512 and 300.515*)



Filing a Written Due Process Complaint

How do I request a due process hearing?

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

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

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

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

What does a resolution session include?

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

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

Does my child's placement change during the proceedings?

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



May the decision be appealed?

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

Who pays for my attorneys' fees?

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

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

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

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

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

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

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

The OAH can also be contacted by email using the Secure e-File Transmission (SFT) system. The SFT may be found on OAH's website at <https://www.applications.dgs.ca.gov/OAH/oahSFTWeb>.



School Discipline and Placement Procedures for Students with Disabilities

School Discipline and Alternative Interim Educational Settings

May my child be suspended or expelled?

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

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

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

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

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

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

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

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

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

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



Children Attending Private School

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

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

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

When may reimbursement be reduced or denied?

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

Your notice to the school district must be given either:

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

When may reimbursement not be reduced or denied?

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

- The school prevented you from providing notice.
- You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of the requirement to notify the district.
- Providing notice would likely have resulted in physical harm to your child.



- Illiteracy and inability to write in English prevented you from providing notice, or
- Providing notice would likely have resulted in serious emotional harm to your child.

(20 USC 1412[a] [10] [C]; 34 CFR 300.148; EC 56177)

State Complaint Procedures

When may I file a state compliance complaint?

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

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

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

You may also email your complaint to sepeceducation@cde.ca.gov.

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

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

Senate Bill 511, Family Empowerment Centers

The Family Empowerment Centers (FECs) were established in 2001 by the enactment of Charter 690 of the Statutes of 2001 (Senate Bill 511, Alpert), enacted as Education Code (EC) 56400-56415. The FECs provide services to families with children with disabilities ages three to twenty-two. The intent of the legislature is to ensure that parents, guardians, and families of children and young adults with disabilities have access to accurate information, specialized training, and peer-to-peer support.



FEC Contact and Service Information

Organization	Counties Served	Website
Ability Path's Family Resource Center of San Mateo County	San Mateo	https://www.smcfrc.org/
Alpha Family Resource Center	Santa Barbara	https://alphasb.org/
Exceptional Family Resource Center (EFRC)	Imperial, San Diego	https://efrconline.org/
Exceptional Parents Unlimited (EPU)	Madera	https://www.epuchildren.org/
Family Focus Resource and Empowerment Center	North Los Angeles (San Fernando, Santa Clarita, Antelope Valley)	https://csun.edu/family-focus-resource-center
Family Resource Navigators	Alameda	https://familyresourcenavigators.org/
Family SOUP	Colusa, Sutter, Yuba	http://www.familysoup.org/
H.E.A.R.T.S. Connection Family Resource Center and Empowerment Center	Kern	http://www.heartsfrc.org/
Heluna Health/Eastern Los Angeles Family Resource Center	Los Angeles (Alhambra, Arcadia, Boyle Heights, City Terrace, Commerce, East Los Angeles, East Pasadena, El Sereno, Eagle Rock/ Highland Park, La Habra Heights, La Mirada, Lincoln Heights, Montebello, Monterey Park, Mount Washington, Pico Rivera, Rosemead, San Gabriel, San Marino, South Pasadena, Santa Fe Springs, Temple City, Whittier)	https://www.helunahealth.org/partners/eastern-los-angeles-regional-family-resource-center/
Matrix Parent Network and Resource Center	Napa, Solano, Sonoma	https://www.matrixparents.org/
Matrix Parent Network	Marin	https://www.matrixparents.org/
Parents Helping Parents, Inc.	Santa Clara	https://www.php.com/
Parents Helping Parents San Luis Obispo	San Luis Obispo	http://www.phpslo.org/



The Parents' Place Family Resource Center	Los Angeles (San Gabriel Valley, Pomona)	http://www.parentsplacefrc.com/
Plumas Rural Services, Inc.	Lassen, Modoc, Plumas, Sierra	https://www.plumasruralservices.org/
Rowell Family Empowerment of Northern California (RFENC)	Butte, Glenn, Shasta, Siskiyou, Tehama, Trinity	https://rfenc.org/Home/
South Central Los Angeles Regional Center (McClaney Family Resource Center)	Los Angeles (South Los Angeles including Watts, Leimert Park, Florence/ Firestone, West Adams, Bell, Bell Gardens, Compton, Cudahy, Downey, Huntington Park, Lynwood, Maywood, Vernon, South Gate, North Carson, Gardena, Paramount)	https://sclarc.org/
Special Kids Connect	Monterey	https://specialkidsconnect.org/
Special Parents Information Network (SPIN)	San Benito, Santa Cruz	https://www.spinsc.org/
Support for Families of Children with Disabilities	San Francisco	https://www.supportforfamilies.org/
Team of Advocates for Special Kids, Inc. (TASK)	Orange	https://taskca.org/
Team of Advocates for Special Kids, Inc. (TASK)	Los Angeles (Artesia, Avalon, Bellflower, Carson, Cerritos, Harbor City, Harbor Gateway, Hawaiian Gardens, Hermosa Beach, Lakewood, Lomita, Long Beach, Manhattan Beach, Norwalk, Palos Verdes Estates, Rancho, Palos Verdes, Rolling Hills, San Pedro, Signal Hill, Torrance, Willmington)	https://taskca.org/
Team of Advocates for Special Kids, Inc. (TASK)	Los Angeles (Signal Hill, Long Beach, Catalina Island)	https://taskca.org/
Team of Advocates for Special Kids, Inc. (TASK)	Los Angeles (Lakewood, East Lakewood, Hawaiian Gardens, Bellflower, Norwalk/Little Lake, Artesia, Cerritos)	https://taskca.org/



Warmline Family Resource Center	Alpine, El Dorado, Nevada, Placer, Sacramento, Yolo	http://www.warmlinefrc.org/
Westside Family Resource Center	West Los Angeles	http://wfrec.org/

Glossary of Abbreviations Used in This Notification

ADR	Alternative Dispute Resolution
CFR	Code of Federal Regulations
EC	California Education Code
FAPE	Free Appropriate Public Education
FEC	Family Empowerment Center on Disability
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
PTIC	Parent Training and Information Center
OAH	Office of Administrative Hearings
SELPA	Special Education Local Plan Area
USC	United States Code



Derechos a la Educación Especial de Padres e Hijos

Derechos de educación especial de los padres y los niños en virtud de la Ley de Educación para Personas con Discapacidades, Parte B, y el Código de Educación de California.

Aviso de Garantías Procesales **Revisado: venti cinco de julio de 2023**

Nota: El término distrito escolar se utiliza a lo largo de este documento para describir cualquier agencia de educación pública responsable de proporcionar el programa de educación especial de su hijo. El término evaluación se utiliza para referirse a la evaluación o a las pruebas. Las leyes federales y estatales se citan a lo largo de esta notificación mediante el uso de abreviaturas en inglés, que se explican en un glosario al final de la misma.

¿Qué es el Aviso de Garantías Procesales?

Esta información les proporciona a ustedes, como padres, tutores legales y padres sustitutos de niños con discapacidades desde los tres años de edad hasta los veintiun y estudiantes que han alcanzado la edad de 18 años, la mayoría de edad, una visión general de sus derechos educativos o garantías procesales.

El Aviso de Garantías Procesales es requerido conforme a la Ley de Educación para Individuos con Discapacidades (Individuals with Disabilities Education Act [IDEA], por sus siglas en inglés) y se le debe proporcionar a usted:

- Cuando pida una copia.
- La primera vez que su hijo es remitido para una evaluación de educación especial.
- Cada vez que se le entregue un plan de evaluación de su hijo.
- Al recibir la primera queja estatal o de proceso debido en un año escolar, y
- Cuando se toma la decisión de realizar una remoción que constituye un cambio de colocación.

(20 Código de los Estados Unidos [USC] Artículo 1415[d]; 34 Código de Regulaciones Federales [CFR] Sección 300.504; Código de Educación [EC] de California Sección 56301[d] [2], EC Artículo 56321 y EC Sección 56341.1[g] [1])

¿Qué es la ley de Educación para individuos con discapacidades (IDEA)?

La IDEA es una ley federal que obliga a los distritos escolares a proporcionar una Educación Pública Gratuita y Apropia (FAPE, por sus siglas en inglés) para los niños con discapacidades que reúnan los requisitos necesarios. Una educación pública gratuita y apropiada significa que la educación especial y los servicios relacionados se proporcionarán a su hijo tal como se describe en el Programa Individualizado de Educación (Individualized Education Program [IEP], por sus siglas en inglés) y bajo supervisión pública sin costo alguno para usted.



¿Puedo participar en las decisiones sobre la educación de mi hijo?

Usted debe tener la oportunidad de participar en cualquier reunión de toma de decisiones sobre el programa de educación especial de su hijo. Usted tiene derecho a participar en las reuniones del equipo del IEP sobre la identificación (elegibilidad), la evaluación o la colocación educativa de su hijo y otros asuntos relacionados con la FAPE de su hijo. (20 *USC* Sección 1414[d] [1]B-[d][1][D]; 34 *CFR* Sección 300.321; *EC* Sección 56341[b] y *EC* Sección 56343[c])

El padre o tutor, y la Agencia de Educación Local (LEA, por sus siglas en inglés) tienen derecho a participar en el desarrollo del IEP y a iniciar su intención de grabar electrónicamente los procedimientos de las reuniones del equipo del IEP. Al menos 24 horas antes de la reunión, el padre o tutor deberá notificar a los miembros del equipo IEP su intención de grabar una reunión. Si el padre o tutor no da su consentimiento para que la LEA grabe en audio una reunión del IEP, la reunión no se grabará en una grabadora de audio.

Sus derechos incluyen la información sobre la disponibilidad de FAPE, incluidas todas las opciones de programas y todos los programas alternativos disponibles, tanto públicos como no públicos. (20 *USC* secciones 1401[3] y 1412[a][3]; 34 *CFR* Sección 300.111; *EC* secciones 56301, 56341.1[g][1] y 56506).

¿Dónde puedo obtener más ayuda?

Cuando tenga alguna inquietud sobre la educación de su hijo, es importante que se ponga en contacto con el profesor o el administrador de su hijo para hablar de él y de cualquier problema que vea. El personal de su distrito escolar o del Área de Planificación Local para la educación especial (SELPA, por sus siglas en inglés) puede responder a preguntas sobre la educación de su hijo, sus derechos y las garantías procesales. Además, cuando tiene una preocupación, esta conversación informal suele resolver el problema y ayuda a mantener una comunicación abierta.

También puede ponerse en contacto con alguna de las organizaciones de padres de California, como los Centros de Capacitación Familiar sobre Discapacidad (FEC) o los Centros de Capacitación e Información para Padres (PTIC) situados en todo el estado. Estas organizaciones se crearon para aumentar la colaboración entre padres y educadores con el fin de mejorar el sistema educativo y proporcionar información, capacitación y recursos adicionales a las familias de estudiantes y jóvenes con discapacidades. La información de contacto de estas organizaciones se encuentra en la página web de las organizaciones de padres de California del Departamento de Educación de California (CDE, por sus siglas en inglés) en

<https://www.cde.ca.gov/sp/se/qa/caprntorg.asp>.

Al final de este documento se enumeran recursos adicionales para ayudarle a comprender las garantías procesales.



¿Qué sucede si mi hijo es sordo, tiene problemas de audición, es ciego, tiene discapacidad visual o es sordociego?

Las Escuelas Especiales del Estado prestan servicios a los alumnos sordos, con problemas de audición, ciegos, con discapacidad visual o sordociegos en cada uno de sus tres centros: las Escuelas para Sordos de California en Fremont y Riverside, y en la Escuela para Ciegos de California en Fremont. Se ofrecen programas residenciales y de escuela diurna para estudiantes desde la infancia hasta los 21 años en las dos escuelas estatales para sordos. Estos programas se ofrecen a estudiantes de 5 a 21 años en la Escuela para Ciegos de California. Las Escuelas Especiales del Estado también ofrecen servicios de evaluación y asistencia técnica. Para obtener más información sobre las Escuelas Especiales del Estado, visite la página web del CDE, Escuelas Especiales del Estado en <https://www.cde.ca.gov/sp/ss/index.asp> o pida más información a los miembros del equipo del IEP, de su hijo.

Notificación, consentimiento, evaluación, nombramiento de padres sustitutos y acceso a los registros **Aviso previo por escrito**

¿Cuándo se necesita un aviso?

Este aviso debe darse cuando el distrito escolar propone o se niega a iniciar un cambio en la identificación, evaluación o colocación educativa de su hijo con necesidades especiales o la provisión de una FAPE. (20 *USC* Secciones 1415[b][3] y (4), 1415[c][1] y 1414[b][1]; 34 *CFR* Sección 300.503; *EC* Secciones 56329 y 56506[a])

El distrito escolar debe informarle sobre las evaluaciones propuestas para su hijo en una notificación escrita o en un plan de evaluación dentro de los 15 días siguientes a su solicitud escrita de evaluación. El aviso debe ser comprensible y en su idioma nativo u otro modo de comunicación, a menos que claramente no sea factible hacerlo. (34 *CFR* Sección 300.304; *EC* Sección 56321)

¿Qué me dirá el aviso?

El aviso previo por escrito debe incluir lo siguiente:

1. Una descripción de las acciones propuestas o rechazadas por el distrito escolar.
2. Una explicación de por qué se propuso o rechazó la acción.
3. Una descripción de cada procedimiento de evaluación, registro o informe que la agencia utilizó como base para la acción propuesta o rechazada.
4. Una declaración de que los padres de un niño con discapacidad están protegidos por las garantías procesales.



5. Fuentes a las que los padres pueden dirigirse para obtener ayuda con el fin de comprender las disposiciones de esta parte.
6. Una descripción de otras opciones que el equipo del IEP consideró y las razones por las que esas opciones fueron rechazadas; y
7. Una descripción de cualquier otro factor relevante para la acción propuesta o rechazada. (20 USC Secciones 1415[b][3] y [4], 1415[c][1] y 1414[b][1]; 34 CF Sección 300.503).

Consentimiento de los padres

¿Cuándo se requiere mi aprobación para la evaluación?

Tiene derecho a remitir a su hijo a los servicios de educación especial. Debe dar su consentimiento informado y por escrito antes de que se pueda proceder a la primera evaluación de educación especial de su hijo. Los padres disponen de al menos 15 días desde la recepción de la propuesta del plan de evaluación para tomar una decisión. La evaluación puede comenzar inmediatamente después de recibir el consentimiento y debe completarse y elaborarse un IEP en un plazo de 60 días a partir de su consentimiento.

¿Cuándo se requiere mi aprobación para los servicios?

Usted debe dar su consentimiento informado y por escrito antes de que su distrito escolar pueda proporcionarle a su hijo educación especial y servicios relacionados.

¿Cuáles son los procedimientos cuando un padre no da su consentimiento?

Si usted no da su consentimiento para una evaluación inicial o no responde a una solicitud de consentimiento, el distrito escolar puede proseguir con la evaluación inicial al utilizar los procedimientos del debido proceso.

Si usted se niega a dar su consentimiento para la iniciación de los servicios, el distrito escolar no debe proporcionar educación especial y servicios relacionados, y no tratará de proporcionar servicios a través de los procedimientos del debido proceso.

Si usted da su consentimiento por escrito a la educación especial y los servicios relacionados para su hijo, pero no da su consentimiento a todos los componentes del IEP, aquellos componentes del programa a los que usted ha dado su consentimiento deben ser implementados sin demora.

Si el distrito escolar determina que el componente del programa de educación especial propuesto al que usted no da su consentimiento es necesario para proporcionar una FAPE a su hijo, se debe iniciar una audiencia de debido proceso. Si se celebra una audiencia con garantías procesales, la decisión de la audiencia será definitiva y vinculante.



En el caso de las reevaluaciones, el distrito escolar debe documentar las medidas razonables para obtener su consentimiento. Si no responde, el distrito escolar puede proceder a la reevaluación sin su consentimiento. (20 *USC* Secciones 1414[a][1][D] y 1414[c]; 34 *CFR* Sección 300.300; *EC* Secciones 56506[e], 56321[c] y [d], y 56346).

¿Cuándo puedo revocar el consentimiento?

Si en cualquier momento posterior a la provisión inicial de educación especial y servicios relacionados, el padre de un niño revoca el consentimiento por escrito para la provisión continua de educación especial y servicios relacionados, la agencia pública:

1. Puede no continuar proporcionando educación especial y servicios relacionados al niño, pero debe proporcionar un aviso previo por escrito de acuerdo con el 34 *CFR* Sección 300.503 antes de cesar dichos servicios.
2. No puede utilizar los procedimientos de la subparte E de la Parte 300 34 del *CFR* (incluidos los procedimientos de mediación en virtud de la Sección 300.506 del 34 *CFR* o los procedimientos del debido proceso en virtud de las secciones 300.507 a 300.516 del 34 *CFR*) para obtener un acuerdo o una decisión que permita prestar los servicios al niño.
3. No se considerará que se ha incumplido el requisito de poner a disposición del niño una FAPE por no haberle proporcionado más educación especial y servicios relacionados.
4. No está obligado a convocar una reunión del equipo del (IEP ni a elaborar un IEP en virtud de las secciones 300.320 y 300.324 del 34 *CFR* para el niño a fin de seguir proporcionándole educación especial y servicios relacionados.

Tenga en cuenta, de acuerdo con el 34 *CFR* Sección 300.9 (c)(3), que si los padres revocan el consentimiento por escrito para que su hijo reciba servicios de educación especial después de que el niño reciba inicialmente educación especial y servicios relacionados, la agencia pública no está obligada a modificar los registros educativos del niño para eliminar cualquier referencia a la recepción del niño de educación especial y servicios relacionados debido a la revocación del consentimiento.

Nombramiento de padre sustituto

¿Y si no se puede identificar o localizar a un padre?

Los distritos escolares deben asegurarse de que se asigne a una persona para que actúe como padre sustituto de los padres de un niño con discapacidad cuando no se pueda identificar a un padre y el distrito escolar no pueda descubrir el paradero de un padre.

También se puede nombrar a un padre sustituto si el niño es un joven sin hogar no acompañado, un dependiente adjudicado o bajo la tutela del tribunal en virtud del Código de Bienestar e Instituciones del estado, y es remitido a la educación especial o ya tiene un IEP. (20 *USC* Sección 1415[b][2]; 34 *CFR* Sección 300.519; *EC* Sección 56050; *Código de Gobierno* Secciones 7579.5 y 7579.6)



Evaluación no discriminatoria

¿Cómo se evalúa a mi hijo para los servicios de educación especial?

Usted tiene derecho a que su hijo sea evaluado en todas las áreas de sospecha de discapacidad. Los materiales y procedimientos utilizados para la evaluación y la colocación no deben ser discriminatorios desde el punto de vista racial, cultural o sexual.

Los materiales de evaluación deben proporcionarse y la prueba debe administrarse en el idioma materno de su hijo o en su modo de comunicación y en la forma que tenga más probabilidades de proporcionar información precisa sobre lo que el niño sabe y puede hacer desde el punto de vista académico, de desarrollo y funcional, a menos que sea claramente inviable proporcionarla o administrarla.

Ningún procedimiento puede ser el único criterio para determinar la elegibilidad y desarrollar la FAPE para su hijo. (20 *USC* Secciones 1414[b][1]-[3], 1412[a][6][B]; 34 *CFR* Sección 300.304; *EC* Secciones 56001[j] y 56320)

Evaluaciones educativas independientes

¿Puede mi hijo someterse a una prueba independiente a expensas del distrito?

Si no está de acuerdo con los resultados de la evaluación realizada por el distrito escolar, tiene derecho a solicitar y obtener una evaluación educativa independiente para su hijo por parte de una persona calificada para llevar a cabo la evaluación con fondos públicos.

El padre tiene derecho a una sola evaluación educativa independiente a expensas públicas cada vez que la agencia pública realiza una evaluación con la que el padre no está de acuerdo.

El distrito escolar debe responder a su solicitud de evaluación educativa independiente y proporcionarle información sobre dónde obtener una evaluación educativa independiente.

Si el distrito escolar considera que la evaluación del distrito es adecuada y no está de acuerdo en que sea necesaria una evaluación independiente, el distrito escolar debe solicitar una audiencia de debido proceso para demostrar que su evaluación fue adecuada. Si el distrito prevalece, usted todavía tiene derecho a una evaluación independiente, pero no a expensas públicas. El equipo del IEP debe tener en cuenta las evaluaciones independientes.

Los procedimientos de evaluación del distrito permiten observar a los alumnos en clase. Si el distrito escolar observa a su hijo en su salón de clases durante una evaluación o si el distrito escolar hubiera podido observar a su hijo, una persona que realice una evaluación educativa independiente también podrá observar a su hijo en el salón de clases.

Si el distrito escolar propone un nuevo entorno escolar para su hijo y se está llevando a cabo una evaluación educativa independiente, se debe permitir que el evaluador independiente observe primero el nuevo entorno propuesto. (20 *USC* Secciones 1415[b][1] y [d][2][A]; 34 *CFR* Sección 300.502; *EC* Sección 56329[b] y [c])



Acceso a los registros educativos

¿Puedo examinar el expediente académico de mi hijo?

Usted tiene derecho a inspeccionar y revisar todos los registros educativos de su hijo sin demoras innecesarias, incluso antes de una reunión sobre el IEP de su hijo o antes de una audiencia de debido proceso. El distrito escolar debe proporcionarle acceso a los registros y las copias, si lo solicita, en un plazo de cinco días hábiles después de que se haya hecho la solicitud de forma oral o por escrito. (*EC* Secciones 49060, 56043[n], 56501[b][3] y 56504).

Cómo se resuelven las disputas

Audiencia de Debido Proceso

¿Cuándo está disponible una audiencia de debido proceso?

Usted tiene derecho a solicitar una audiencia imparcial de debido proceso en relación con la identificación, evaluación y colocación educativa de su hijo o la provisión de la FAPE. La solicitud de audiencia sobre el proceso legal debe presentarse en un plazo de dos años a partir de la fecha en que usted tuvo o debería haber tenido conocimiento de la supuesta acción que constituye la base de la queja sobre el proceso legal. (20 *USC* Sección 1415[b][6]; 34 *CFR* Sección 300.507; *EC* Secciones 56501 y 56505[1]).

Mediación y resolución alternativa de conflictos

¿Puedo solicitar una mediación o una forma alternativa de resolver el conflicto?

Una solicitud de mediación puede hacerse antes o después de que se haga una solicitud de audiencia de debido proceso.

Puede pedir al distrito escolar que resuelva las disputas a través de la mediación o la resolución alternativa de disputas (ADR), que es menos conflictiva que una audiencia de debido proceso. La ADR y la mediación son métodos voluntarios para resolver una disputa y no pueden utilizarse para retrasar su derecho a una audiencia con garantías procesales.

El SELPA del Condado de Santa Barbara también apoya a los padres/tutores, estudiantes y personal escolar mediante una ADR para ser una tercera parte neutral. SELPA del Condado de Santa Barbara puede proporcionar facilitadores neutrales capacitados para mediar disputas en reuniones de equipos colaborativos. A través del proceso ADR, se espera que los padres/tutores y los distritos trabajen juntos para resolver conflictos y fomentar futuras relaciones positivas.

¿Qué es una conferencia de mediación previa a la audiencia?

Usted puede buscar una solución a través de la mediación antes de presentar una solicitud de audiencia de debido proceso. La conferencia es un procedimiento informal que se lleva a cabo de



manera no contradictoria para resolver cuestiones relacionadas con la identificación, la evaluación o la colocación educativa de un niño o con una FAPE.

En la conferencia de mediación previa a la audiencia, los padres o el distrito escolar pueden estar acompañados y asesorados por representantes que no sean abogados y pueden consultar con un abogado antes o después de la conferencia. Sin embargo, solicitar o participar en una conferencia de mediación previa a la audiencia no es un requisito previo para solicitar una audiencia de proceso debido.

Todas las solicitudes de conferencia de mediación previa a la audiencia se presentarán al Superintendente. La parte que inicie una conferencia de mediación previa a la audiencia al presentar una solicitud por escrito al Superintendente de la OAH deberá proporcionar a la otra parte de la mediación una copia de la solicitud al mismo tiempo que la presenta.

La conferencia de mediación previa a la audiencia se programará en un plazo de 15 días a partir de la recepción por el Superintendente de la OAH de la solicitud de mediación y se completará en un plazo de 30 días a partir de la recepción de la solicitud de mediación, a menos que ambas partes acuerden ampliar el plazo. Si se llega a una resolución, las partes firmarán un acuerdo jurídicamente vinculante por escrito que establezca la resolución. Todas las discusiones durante el proceso de mediación serán confidenciales. Todas las conferencias de mediación previas a la audiencia se programarán de manera oportuna y se celebrarán en un momento y lugar razonablemente convenientes para las partes. Si las cuestiones no se resuelven a satisfacción de todas las partes, la parte que solicitó la conferencia de mediación tiene la opción de solicitar una audiencia de proceso debido. (EC Secciones 56500.3 y 56503)

Derechos de debido proceso

¿Cuál es mi derecho al debido proceso?

Usted tiene derecho a:

1. Tener una audiencia administrativa justa e imparcial a nivel estatal ante una persona que conozca las leyes que rigen la educación especial y las audiencias administrativas. (20 USC Secciones 1415[f][1][A], y 1415[f][3][A]-[D]; 34 CFR Sección 300.511; EC Sección 56501[b][4])
2. Estar acompañado y asesorado por un abogado o personas con conocimientos sobre niños con discapacidades. (EC Sección 56505 [e][1])
3. Presentar pruebas, alegaciones escritas y orales. (CE Sección 56505[e][2])
4. Confrontar, repreguntar y exigir la presencia de testigos. (EC Sección 56505[e][3])
5. Recibir un acta escrita o, a elección de los padres, un acta literal electrónica de la audiencia, incluidas las conclusiones de hecho y las decisiones. (EC Sección 56505[e][4])
6. Que su hijo esté presente en la audiencia. (EC Sección 56501[c][1])
7. Que la audiencia sea abierta o cerrada al público. (EC Sección 56501[c][2])



8. Recibir una copia de todos los documentos, incluidas las evaluaciones completadas hasta esa fecha y las recomendaciones, así como una lista de testigos y su área general de testimonio en un plazo de cinco (5) días hábiles antes de una audiencia. (*EC* Secciones 56505[e][7] y 56043[v])
9. Ser informado por las otras partes de las cuestiones y su propuesta de resolución de las mismas al menos diez (10) días naturales antes de la audiencia. (*EC* Sección 56505[e][6])
10. Contar con un intérprete. (*Código de Reglamentos de California*, Título 5 (5 *CCR* Sección 3082[d])
11. Solicitar una prórroga del plazo de audiencia. (*EC* Sección 56505[f][3])
12. Celebrar una conferencia de mediación en cualquier momento de la audiencia de debido proceso. (*EC* Sección 56501[b][2]); y
13. Recibir la notificación de la otra parte, al menos diez días antes de la audiencia, de que la otra parte tiene la intención de ser representada por un abogado. (*EC* Sección 56507[a]). (20 *USC* Sección 1415[e]; 34 *CFR* Secciones 300.506, 300.508, 300.512 y 300.515)

Presentación de una queja por escrito sobre el debido proceso

¿Cómo solicito una audiencia de debido proceso?

Debe presentar una solicitud por escrito para una audiencia de debido proceso. Usted o su representante deben presentar la siguiente información en su solicitud:

1. Nombre del niño
2. Dirección de la residencia del niño
3. Nombre de la escuela a la que asiste el niño
4. En el caso de un niño sin hogar, la información de contacto disponible para el niño y el nombre de la escuela a la que asiste; y
5. Una descripción de la naturaleza del problema, incluidos los hechos relacionados con el/los problema/s y una propuesta de resolución del/los problema/s.

Las leyes federales y estatales requieren que cualquiera de las partes que solicite una audiencia de debido proceso debe proporcionar una copia de la solicitud por escrito a la otra parte. (20 *USC* Secciones 1415[b][7] y 1415[c][2]; 34 *CFR* Sección 300.508; *EC* Sección 56502[c][1])

Antes de solicitar una audiencia de debido proceso, el distrito escolar deberá tener la oportunidad de resolver el asunto convocando una sesión de resolución, que es una reunión entre los padres y los miembros pertinentes del equipo IEP que tienen conocimiento específico de los hechos identificados en la solicitud de audiencia de debido proceso. (20 *USC* Sección 1415[f][1][B]; 34 *CFR* Sección 300.510)



¿Qué incluye una sesión de resolución?

Las sesiones de resolución se convocarán en un plazo de 15 días a partir de la recepción de la notificación de la solicitud de la audiencia de proceso debido de los padres. Las sesiones incluirán a un representante del distrito escolar con autoridad para tomar decisiones y no incluirán a un abogado del distrito escolar, a menos que el padre esté acompañado por un abogado. El padre del niño puede discutir el tema de la audiencia de debido proceso y los hechos que forman la base de la solicitud de la audiencia de debido proceso.

La sesión de resolución no es necesaria si el padre y el distrito escolar acuerdan por escrito renunciar a la reunión. Si el distrito escolar no ha resuelto la cuestión de la audiencia del debido proceso en un plazo de 30 días, podrá celebrarse la audiencia de debido proceso. Si se llega a una resolución, las partes firmarán un acuerdo jurídicamente vinculante. (20 *USC* Sección 1415[f][1][B]; 34 *CFR* Sección 300.510)

¿Cambia la colocación de mi hijo durante el procedimiento?

El niño implicado en cualquier procedimiento administrativo o judicial debe permanecer en la colocación educativa actual a menos que usted y el distrito escolar acuerden otro arreglo. Si está solicitando la admisión inicial de su hijo en una escuela pública, su hijo será colocado en un programa escolar público con su consentimiento hasta que se completen todos los procedimientos. (20 *USC* Sección 1415[j]; 34 *CFR* Sección 300.518; *EC* Sección 56505[d])

¿Se puede apelar la decisión?

La decisión de la audiencia es definitiva y vinculante para ambas partes. Cualquiera de las partes puede apelar la decisión de la audiencia mediante la presentación de una acción civil en un tribunal estatal o federal dentro de los 90 días siguientes a la decisión final. (20 *USC* Secciones 1415[i][2] y [3][A], y 1415[l]; 34 *CFR* Sección 300.516; *EC* Sección 56505[h] y [k], *EC* Sección 56043[w])

¿Quién paga los honorarios de mis abogados?

En cualquier acción o procedimiento relativo a la audiencia del debido proceso, el tribunal, a su discreción, puede conceder los honorarios razonables de los abogados como parte de los costos a usted como padre de un niño con una discapacidad si usted es la parte que prevalece en la audiencia. Los honorarios razonables de los abogados también pueden realizarse tras la conclusión de la audiencia administrativa, con el acuerdo de las partes. (20 *USC* Sección 1415[i][3][B]-[G]; 34 *CFR* Sección 300.517; *EC* Sección 56507[b])

Los honorarios pueden reducirse si se da alguna de las siguientes condiciones:

1. El tribunal considera que usted retrasó injustificadamente la resolución final de la controversia.
2. Los honorarios por hora de los abogados superan la tarifa vigente en la comunidad por servicios similares prestados por abogados con una habilidad, reputación y experiencia razonablemente comparables.



3. El tiempo empleado y los servicios jurídicos prestados fueron excesivos, o
4. Su abogado no proporcionó al distrito escolar la información adecuada en la notificación de solicitud de debido proceso.

Sin embargo, los honorarios de los abogados no se reducirán si el tribunal considera que el Estado o el distrito escolar retrasaron injustificadamente la resolución final de la acción o el procedimiento o que hubo una violación de esta sección de la ley. (20 USC Sección 1415[i][3][B]-[G]; 34 CFR Sección 300.517)

Los honorarios de los abogados relacionados con cualquier reunión del equipo del IEP no pueden ser concedidos a menos que se convoque una reunión del equipo del IEP como resultado de un procedimiento de audiencia del debido proceso o una acción judicial. Los honorarios de los abogados también pueden ser denegados si usted rechaza una oferta de acuerdo razonable hecha por el distrito/agencia pública 10 días antes de que comience la audiencia y la decisión de la audiencia no es más favorable que la oferta de acuerdo. (20 USC Sección 1415[i][3][B]-[G]; 34 CFR Sección 300.517)

Para obtener más información o para solicitar una mediación o una audiencia de debido proceso, comuníquese con:

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

También se puede contactar con la OAH por correo electrónico mediante el sistema de transmisión segura de expedientes electrónicos (SFT, por sus siglas en inglés). La SFT puede encontrarse en el sitio web de la OAH en <https://www.applications.dgs.ca.gov/OAH/oahSFTWeb>

Procedimientos de disciplina escolar y colocación de alumnos con discapacidades.

Procedimientos de Disciplina escolar y locación de alumnos con discapadidase

Disciplina escolar y entornos educativos provisionales alternativos

¿Pueden suspender o expulsar a mi hijo?

El personal de la escuela puede considerar cualquier circunstancia única sobre una base de caso por caso al determinar si un cambio de colocación es apropiado para un niño con una discapacidad que viola un código de conducta de los estudiantes de su entorno a:

- Un entorno educativo alternativo provisional adecuado, otro entorno o la suspensión durante no más de 10 días escolares consecutivos.



- Expulsiones adicionales de no más de 10 días escolares consecutivos en el mismo año escolar por incidentes separados de mala conducta.

¿Qué ocurre después de una remoción de más de 10 días?

Después de que un niño con una discapacidad haya sido retirado de su colocación actual durante 10 días escolares en el mismo año escolar, durante cualquier día subsiguiente de remoción, la agencia pública debe proporcionar servicios para permitir que el niño continúe participando en el plan de estudios de educación general y el progreso hacia el cumplimiento de los objetivos establecidos en el IEP del niño. Además, el niño recibirá, según corresponda, una evaluación funcional del comportamiento y servicios de intervención y modificaciones del comportamiento, que están diseñados para abordar la violación del comportamiento para que no se repita.

Si un niño supera los 10 días en este tipo de colocación, debe celebrarse una reunión del equipo del IEP para determinar si la mala conducta del niño está causada por la discapacidad. Esta reunión del equipo del IEP debe tener lugar inmediatamente, si es posible, o dentro de los 10 días siguientes a la decisión del distrito escolar de tomar este tipo de medidas disciplinarias.

Como padre, se le invitará a participar como miembro de este equipo del IEP. Es posible que el distrito escolar tenga que desarrollar un plan de evaluación para abordar la mala conducta o, si su hijo tiene un plan de intervención de comportamiento, revisar y modificar el plan según sea necesario.

¿Qué ocurre si el equipo del IEP determina que la mala conducta no está causada por la discapacidad?

Si el equipo del IEP llega a la conclusión de que la mala conducta no fue una manifestación de la discapacidad del niño, el distrito escolar puede tomar medidas disciplinarias, como la expulsión, de la misma manera que lo haría con un niño sin discapacidad. (20 USC Sección 1415[k][1] y [7]; 34 CFR Sección 300.530).

Si no está de acuerdo con la decisión del equipo del IEP, puede solicitar una audiencia acelerada de debido proceso, que debe tener lugar dentro de los 20 días escolares siguientes a la fecha en que solicitó la audiencia. (20 USC Sección 1415[k][2]; 34 CFR Sección 300.531[c]).

Independientemente del entorno, el distrito escolar debe seguir proporcionando una FAPE a su hijo. Los entornos educativos alternativos deben permitir que el niño siga participando en el plan de estudios general y garantizar la continuación de los servicios y las modificaciones detalladas en el IEP. (34 CFR Sección 300.530; EC Sección 48915.5[b])



Niños que asisten a una escuela privada

¿Pueden participar en programas de educación especial financiados con fondos públicos los alumnos a los que los padres han colocado en escuelas privadas?

Los niños que son inscritos por sus padres en escuelas privadas pueden participar en programas de educación especial financiados con fondos públicos. El distrito escolar debe consultar con las escuelas privadas y con los padres para determinar los servicios que se les ofrecerán a los alumnos de las escuelas privadas. Aunque los distritos escolares tienen una clara responsabilidad de ofrecer una FAPE a los estudiantes con discapacidades, esos niños, cuando son colocados por sus padres en escuelas privadas, no tienen derecho a recibir parte o la totalidad de la educación especial y los servicios relacionados necesarios para proporcionar FAPE. (20 USC Sección 1415[a][10][A]; 34 CFR secciones 300.137 y 300.138; EC Sección 56173)

Si un padre de una persona con necesidades excepcionales que previamente recibió educación especial y servicios relacionados bajo la autoridad del distrito escolar inscribe al niño en una escuela primaria o secundaria privada sin el consentimiento o la referencia de la agencia educativa local, el distrito escolar no está obligado a proporcionar educación especial si el distrito ha puesto a disposición la FAPE. Un tribunal o un funcionario de la audiencia de debido proceso puede exigir que el distrito escolar reembolse al padre o tutor el costo de la educación especial y la escuela privada sólo si el tribunal o el funcionario de la audiencia de debido proceso determina que el distrito escolar no había puesto a disposición del niño la FAPE de manera oportuna antes de esa inscripción en la escuela primaria o secundaria privada y que la colocación privada es apropiada. (20 USC Sección 1412[a][10][C]; 34 CFR Sección 300.148; EC Sección 56175)

¿Cuándo se puede reducir o denegar el reembolso?

El tribunal o el funcionario de la audiencia pueden reducir o denegar el reembolso si usted no puso a su hijo a disposición para una evaluación tras la notificación del distrito escolar antes de remover a su hijo de la escuela pública. También se le puede denegar el reembolso si no informó al distrito escolar de que usted rechazó la colocación de educación especial propuesta por el distrito escolar, incluyendo la declaración de sus preocupaciones y la intención de inscribir a su hijo en una escuela privada a expensas de fondos públicos.

Su notificación al distrito escolar debe realizarse:

- En la última reunión del equipo del IEP a la que asistió antes de retirar a su hijo de la escuela pública, o
- Por escrito al distrito escolar al menos 10 días hábiles (incluidos los días festivos) antes de retirar a su hijo de la escuela pública. (20 USC Sección 1412[a][10][C]; 34 CFR Sección 300.148; EC Sección 56176)



¿Cuándo no se puede reducir o denegar el reembolso?

Un tribunal o un funcionario de la audiencia no deben reducir o denegar su reembolso si no proporcionó una notificación por escrito al distrito escolar por cualquiera de las siguientes razones:

- La escuela le impidió avisar.
- No ha recibido una copia de este Aviso de Garantías Procesales ni se le ha informado de otro modo de la obligación de notificar al distrito.
- El hecho de avisar le habría provocado probablemente un daño físico a su hijo.
- El analfabetismo y la incapacidad de escribir en inglés le impidieron notificar, o
- El hecho de avisar probablemente habría provocado un grave daño emocional a su hijo.

(20 USC Sección 1412[a] [10] [C]; 34 CFR Sección 300.148; EC Sección 56177)

Procedimientos estatales de queja

¿Cuándo puedo presentar una queja de cumplimiento estatal?

Puede presentar una queja de cumplimiento estatal cuando crea que un distrito escolar ha infringido las leyes o reglamentos federales o estatales de educación especial. Su queja escrita debe especificar al menos una supuesta violación de las leyes federales y estatales de educación especial. La infracción debe haberse producido como máximo un año antes de la fecha en que el CDE reciba la denuncia. Cuando presente una queja, debe enviar una copia de la misma al distrito escolar al mismo tiempo que presenta una queja de cumplimiento estatal ante el CDE. (34 CFR Sección 300.151-153; 5 CCR Sección 4600)

Las quejas que alegan violaciones de las leyes o reglamentos federales y estatales sobre educación especial pueden enviarse por correo a:

California Department of Education
Special Education Division
Complaint Support Unit
1430 N Street, Suite 2401
Sacramento, CA 95814]

También puede enviar su queja por correo electrónico a speceducation@cde.ca.gov

Para las quejas relacionadas con cuestiones no cubiertas por las leyes o los reglamentos federales o estatales de educación especial, consulte los procedimientos uniformes de quejas de su distrito.

Para obtener más información sobre la resolución de disputas, incluido cómo presentar una queja, póngase en contacto con CDE, División de Educación Especial, Dependencia de Apoyo a las Quejas, por teléfono en el 800-926-0648; por fax al 916-327-3704; o visite la página web del CDE, Educación Especial en <https://www.cde.ca.gov/sp/se/index.asp>.



Proyecto de ley del Senado 511, Centros de Capacitación Familiar Antecedentes

Los Centros de Capacitación Familiar sobre Discapacidad (FEC, por sus siglas en inglés) se crearon en 2001 mediante la promulgación del Capítulo 690 de los Estatutos de 2001 (Proyecto de Ley del Senado 511, Alpert), promulgado como *Código de Educación (EC)* 56400-56415. Los FEC ofrecen servicios a las familias con niños discapacitados de entre tres y veintidós años. La intención del legislador es garantizar que los padres, tutores y familias de niños y jóvenes adultos con discapacidades tengan acceso a información precisa, formación especializada y apoyo entre pares.

Información de contacto y servicio de FEC Organización	Condados atendidos	Sitio de Internet
Centro de Recursos Familiares de Ability Path del condado de San Mateo	San Mateo	https://www.smcfrc.org/
Centro de Recursos Familiares Alpha	Santa Bárbara	https://alphasb.org/
Centro de Recursos para Familias Excepcionales (EFRC, por sus siglas en inglés)	Imperial, San Diego	https://efrconline.org/
Padres Excepcionales Ilimitados (EPU, por sus siglas en inglés)	Fresno, Kings	https://www.epuchildren.org/
Padres Excepcionales Ilimitados (EPU, por sus siglas en inglés)	Madera	https://www.epuchildren.org/
Centro de Recursos y Capacitación de Family Focus	Norte de Los Ángeles (San Fernando, Santa Clarita, Antelope Valley)	https://csun.edu/family-focus-resource-center
Navegadores de recursos familiares	Alameda	https://familyresourcenavigators.org/
Family SOUP	Colusa, Sutter, Yuba	http://www.familysoup.org/
Conexión H.E.A.R.T.S. Centro de Recursos Familiares y Centro de Capacitación	Kern	http://www.heartsfrc.org/



Heluna Health/Centro de Recursos Familiares del Este de Los Ángeles	Los Ángeles (Alhambra, Arcadia, Boyle Heights, City Terrace, Commerce, este de Los Ángeles, este de Pasadena, El Sereno,	https://www.helunahealth.org/partners/eastern-los-angeles-regional-family-resource-center/
---	--	---

Información de contacto y servicio de FEC Organización	Condados atendidos	Sitio de Internet
	Eagle Rock/Highland Park, La Habra Heights, La Mirada, Lincoln Heights, Montebello, Monterey Park, Mount Washington, Pico Rivera, Rosemead, San Gabriel, San Marino, sur de Pasadena, Santa Fe Springs, Temple City, Whittier)	
Red de padres de Matrix y Centro de recursos	Napa, Solano, Sonoma	https://www.matrixparents.org/
Red de padres de Matrix	Marin	https://www.matrixparents.org/
Parents Helping Parents, Inc.	Santa Clara	https://www.php.com/
Parents Helping Parents San Luis Obispo	San Luis Obispo	http://www.phpslo.org/
Centro de Recursos Familiares The Parents' Place	Los Ángeles (Valle de San Gabriel, Pomona)	http://www.parentsplacefc.com/
Plumas Rural Services, Inc.	Lassen, Modoc, Plumas, Sierra	https://www.plumasruralservices.org/
Capacitación Familiar Rowell del norte de California (RFENC, por sus siglas en inglés)	Butte, Glenn, Shasta, Siskiyou, Tehama, Trinity	https://rfenc.org/Home/
Centro Regional del Centro sur de Los Ángeles (Centro de Recursos Familiares McClaney)	Los Ángeles (sur de Los Ángeles incluidos: Watts, Leimert Park, Florence/Firestone, West Adams, Bell, Bell Gardens, Compton, Cudahy, Downey, Huntington Park, Lynwood, Maywood, Vernon, South Gate, North Carson, Gardena, Paramount)	https://sclarc.org/



Special Kids Connect	Monterey	https://specialkidsconnect.org
Red de Información para Padres Especiales (SPIN, por sus siglas en inglés)	San Benito, Santa Cruz	https://www.spinsc.org/
Apoyo a las familias de niños discapacitados	San Francisco	https://www.supportforfamilies.org/
Team of Advocates for Special Kids, Inc. (TASK)	Orange	https://taskca.org/
Team of Advocates for Special Kids, Inc. (TASK)	Los Ángeles (Artesia, Avalon, Bellflower, Carson, Cerritos, Harbor City, Harbor Gateway, Hawaiian Gardens, Hermosa Beach, Lakewood, Lomita, Long Beach, Manhattan Beach, Norwalk, Palos Verdes Estates, Rancho, Palos Verdes, Rolling Hills, San Pedro, Signal Hill, Torrance, Wilmington)	https://taskca.org/
Team of Advocates for Special Kids, Inc. (TASK)	Los Ángeles (Signal Hill, Long Beach, Catalina Island)	https://taskca.org/
Team of Advocates for Special Kids, Inc. (TASK)	Los Ángeles (Lakewood, East Lakewood, Hawaiian Gardens, Bellflower, Norwalk/Little Lake, Artesia, Cerritos)	https://taskca.org/
Centro de Recursos Familiares de Warmline	Alpine, El Dorado, Nevada, Placer, Sacramento, Yolo	http://www.warmlinefrc.org/
Centro de Recursos Familiares de Westside	Oeste de Los Ángeles	http://wfrec.org/

Glosario de abreviaturas utilizadas en este aviso

ADR: Resolución alternativa de conflictos

CFR: Código de Regulaciones Federales

EC: Código de Educación de California

FAPE: Educación Pública Gratuita y Apropiaada

FEC: Centros de Capacitación Familiar sobre Discapacidad

IDEA: Ley de Educación para Personas con Discapacidades



IEP: Programa Educativo Individualizado

PTIC: Centro de Capacitación e Información para Padres

OAH: Oficina de Audiencias Administrativas

SELPA: Área del Plan Local de Educación Especial

USC: Código de los Estados Unidos

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

	Carryover Funding	22-23 Allocation	<u>Expended to Date 2022-23</u>	Balance
Adelante		\$ 5,830	\$ -	\$ 5,830.00
Blochman		\$ 5,580	\$ -	\$ 5,580.00
Carpinteria		\$ 10,906	\$ -	\$ 10,906.00
Family Partnership	\$ 10,000.00	\$ 6,173	\$ -	\$ 16,173.00
Goleta		\$ 15,078	\$ 15,078.00	\$ -
Guadalupe		\$ 8,567	\$ 7,382.00	\$ 1,185.00
Hope		\$ 7,582	\$ 7,582.00	\$ -
Lompoc		\$ 31,271	\$ 31,271.00	\$ -
Manzanita		\$ 6,176	\$ -	\$ 6,176.00
Orcutt		\$ 18,844	\$ 18,844.00	\$ -
Santa Barbara Unified		\$ 43,033	\$ 43,033.00	\$ -
Santa Barbara Charter		\$ 5,786	\$ 3,841.50	\$ 1,944.50
Santa Maria Joint Union High		\$ 29,374	\$ 29,374.00	\$ -
Santa Maria-Bonita	\$ 89,672.23	\$ 52,159	\$ -	\$ 141,831.23
Santa Ynez Consortium		\$ 36,516	\$ 36,516.00	\$ -
SBCEO Direct Services		\$ 17,120	\$ 8,204.00	\$ 8,916.00
TOTAL	\$ 99,672.23	\$ 300,000	\$ 201,125.50	\$ 198,541.73

2022-23

Beginning Balance	\$	325,000.00
-------------------	----	------------

Expenditures

July	\$ -
August	\$ -
September	\$ 920.00
October	\$ 117.00
November	\$ 1,028.50
December	\$ -
January	\$ 195.00
February	\$ -
March	\$ -
April	\$ 2,792.50
May	\$ 50.00
June	\$ 12,259.50
TOTAL	\$ 17,362.50
ENDING BALANCE	\$ 307,637.50

Payments to Law Firms:

Dannis Woliver Kelley	\$	920.00
Fagen Friedman Fulfroost	\$	11,625.00
Law Office of Melissa Hatch	\$	4,817.50
Liebert Cassidy Whitmore	\$	-
Lozano Smith	\$	-
Musick, Peeler & Garrett	\$	-
Lana Clark	\$	-
Atkinson, Andelson, Loya	\$	-
Payments to Districts	\$	-

TOTAL 2022-23 LEGAL SETTLEMENTS TO DATE

Settlement Agreements	None
-----------------------	------

2022-23

Nonpublic School Placement Expenditures

District	# Students Currently Placed	# Students Cumulative Placements	District Actual	SELPA Actual	Total
Lompoc Unified	0	1	\$ 28,769	\$ 118,909	\$ 147,678
Orcutt Union	1	1	\$ 43,906	\$ 189,788	\$ 233,693
Santa Maria Bonita	0	1	\$ 9,300	\$ 30,719	\$ 40,019
Santa Barbara County Education Office - Montecito	1	1	\$ 22,816	\$ 67,436	\$ 90,252
Santa Maria Joint	1	1	\$ 26,660	\$ 81,720	\$ 108,380
Santa Barbara Unified	2	3	\$ 64,988	\$ 242,788	\$ 307,775
Santa Ynez Valley Consortium	1	1	\$ 8,544	\$ 59,548	\$ 68,092
TOTAL	6	9	\$ 204,982	\$ 790,908	\$ 995,891

2022-23 Mental Health NPS Placement Budget	\$ 1,910,000
Mental Health NPS Placement Expenses to SELPA	\$ 790,908
Mental Health NPS Balance Available	\$ 1,119,092

2022-23 Non Mental Health NPS Placement Budget	\$ 360,000
TOTAL YTD Non Mental Health Placement Costs (SELPA)	\$ -
Non Mental Health NPS Balance Available	\$ 360,000

Ending Fund Balance from NPS Cost Pools	\$ 1,479,092
--	---------------------

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.

2023-24 Year to Date Nonpublic School Placement Costs

REF: VIII-M

District	# Students Currently Placed	# Students Cumulative Placements	Mental Health Placements				Non-Mental Health Placements SELPA 70% Districts 30% Estimated Cost
			SELPA Paid YTD	District Estimated	SELPA Estimated	Total Estimated	
Lompoc Unified	0	1	\$ -	\$ 2,536	\$ 17,034	\$ 19,569	
Orcutt Union	0	1	\$ -	\$ 14,369	\$ 12,095	\$ 26,464	
Santa Maria Bonita	0	0	\$ -	\$ -	\$ -	\$ -	
Santa Barbara County Education Office - Montecito	0	1	\$ 16,969	\$ 3,472	\$ 18,497	\$ 21,969	
Santa Maria Joint	2	2	\$ -	\$ 222,244	\$ 176,722	\$ 398,966	
Santa Barbara Unified	2	3	\$ -	\$ 115,834	\$ 580,568	\$ 696,402	
Santa Ynez Valley Consortium	1	1	\$ 5,400	\$ 86,944	\$ 247,036	\$ 333,980	
SBCSELPA - Combined Site Visits			\$ -	\$ -	\$ 5,198	\$ 5,198	
TOTAL	5	9	\$ 22,369	\$ 445,398	\$ 1,051,952	\$ 1,497,350	

2023-24 Mental Health NPS Placement Budget	\$ 1,600,000
Mental Health NPS Placement Expenses to SELPA (Estimated)	\$ 1,051,952
Mental Health NPS Balance Available (Estimated)	\$ 548,048

2023-24 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.

Note: 4 students eligible for placement, but not currently placed