

SANTA BARBARA COUNTY SELPA JOINT POWERS AGENCY BOARD

Regular Meeting

Monday, February 5, 2024

Public Session – 12:00 p.m.

LOCATION: SEE BELOW BOARD MEMBER MEETING LOCATIONS

ZOOM Meeting ID: 844 3386 2239

Dr. Anne Hubbard, Superintendent (Chairperson) HOPE SCHOOL DISTRICT 3970 La Colina Road, Santa Barbara, CA 93110	Dr. Randal Haggard, Superintendent (Vice Chairperson) BUELLTON UNION SCHOOL DISTRICT 301 Second Street Buellton, CA 93427
Dr. Amy Alzina, Superintendent (Clerk) COLD SPRINGS SCHOOL DISTRICT 2243 Sycamore Canyon Road Santa Barbara, CA 93108	Dr. Hilda Maldonado, Superintendent SANTA BARBARA UNIFIED SCHOOL DISTRICT 720 Santa Barbara Street Santa Barbara, CA 93101
Dr. Holly Edds, Superintendent ORCUTT UNION SCHOOL DISTRICT 500 Dyer Street Orcutt, CA 93455	Dr. Emilio Handall, Superintendent GUADALUPE UNION ELEMENTARY 4465 Ninth Street Guadalupe, CA 93434
Mr. Antonio Garcia, Superintendent SANTA MARIA JOINT UNION HIGH SCHOOL DIST. 2560 Skyway Drive Santa Maria, CA 93455	Dr. Susan Salcido, Superintendent SANTA BARBARA COUNTY SCHOOLS 4400 Cathedral Oaks Road Santa Barbara, CA 93160-6307

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. SBCSELPA Executive Director's Report

REF: I-E

II. PUBLIC COMMENTS

Please refer to information above regarding public comment guidelines.

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

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

Motion: _____

Second: _____

In Favor: _____

Opposed: _____

Abstained: _____

V. CONSENT AGENDA ITEMS

- A. Minutes of December 4, 2023 Regular Meeting REF: V-A
- B. Minutes of January 17, 2024 Special Meeting REF: V-B
- C. Ratification of Payment Claims REF: V-C
- D. 2023-2024 Nonpublic School (NPS) Individual Service Agreement (ISA) REF: V-D
 - 1. Individual Service Agreement: Elevations Academy RTC
- E. SBCSELPA Memorandum of Understanding (MOU) for Professional Services provided to District for 2023-24 BCBA Hours and Services REF: V-E
 - 1. MOU for Professional Services: Hope Elementary School District
 - 2. MOU for Professional Services: Manzanita Charter School
 - 3. MOU for Professional Services: Santa Barbara Charter School
 - 4. MOU for Professional Services: Santa Barbara County Education Office

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

Motion: _____

Second: _____

In Favor: _____

Opposed: _____

Abstained: _____

VI. PRESENTATION – NO PRESENTATION.

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

- A. Santa Barbara County Education Office (SBCEO) Regional Program Operator REF: VII-A
Request for Additional Support Staff at Oakley Pre-School 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 the additional support staff for Oakley Pre-School for the 2023-24 school year as presented.

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

- B. Santa Barbara County Education Office (SBCEO) Regional Program Operator REF: VII-B
Request for Additional Support Staff at Taylor Pre-School 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 the additional support staff for Taylor Pre-School for the 2023-24 school year as presented.

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

- C. Santa Barbara County Education Office (SBCEO) Regional Program Operator REF: VII-C
Request for Additional Support Staff for Cabrillo High School SDC for the 2024-25 School Year

1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO regional program request for funding for the continuation of additional support staff for Cabrillo High School SDC for the 2024-25 school year as presented.

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

- D. Santa Barbara County Education Office (SBCEO) Regional Program Operator REF: VII-D
Request for Tommie Kunst DHH Program to Continue for the 2024-25 School Year

1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO regional program request for Tommie Kunst DHH Program to continue for the 2024-25 school year as presented.

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

- E. Santa Barbara County Education Office (SBCEO) Regional Program Operator REF: VII-E
Request to Increase Itinerant DHH Teacher Staffing for the 2024-25 School Year

1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO regional program request for Tommie Kunst DHH Program to continue for the 2024-25 school year as presented.

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

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

- F. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Additional Support Staff for Alice Shaw Preschool for the 2023-24 School Year REF: VII-F

1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO regional program request for funding of the additional support staff for Alice Shaw Pre-School for the 2023-24 school year as presented.

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

- G. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request for Additional Support Staff for Ontiveros Elementary School for the 2023-24 School Year REF: VII-G

1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO regional program request for funding of the additional support staff for Ontiveros Elementary School for the 2023-24 school year as presented.

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

- H. Santa Barbara County Education Office (SBCEO) Regional Program Operator Request to Close the Arellanes Junior High School ESN Program for the 2024-25 School Year REF: VII-H

1. SBCEO Request

It is recommended that the JPA Board approve the SBCEO regional program request to close the Arellanes Junior High School ESN Program for the 2024-25 school year as presented.

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

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

- A. First Interim Financial Report and Analysis and Recommendations REF: VIII-A
- B. Resignation Notification from Rachel Bidinost, SBCSELPA WRAP Youth Support Specialist (YSS) REF: VIII-B
1. Resignation Letter
- C. Announcement of New SBCSELPA WRAP Staff Members REF: VIII-C
1. Gissell Crespo, WRAP Bilingual YSS
2. Lauren Gerken, WRAP Bilingual YSS
3. Michelle White, WRAP Facilitator
- D. SBCSELPA Procedural Handbook Revisions, Section 7, Low Incidence Disabilities – Vision Procedures REF: VIII-D
1. “Current” Section 7: Low Incidence Disabilities
2. “New” Vision Impairments Section
3. “New” Table of Contents for Section 7: Low Incidence Disabilities

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

- E. SBCSELPA Professional Development Calendar for February 2024 REF: VIII-E
 - 1. SBCSELPA 23-24 Professional Development Offerings Booklet
(Updated January 2024)
- F. 2024 SBCSELPA SELPA-Bration Announcement and Save the Date REF: VIII-F
- G. LEA/District Costs Associated with Due Process – SBCSELPA Year-to-Date` Account Balances REF: VIII-G
- H. SBCSELPA Legal Fees Year-to-Date Reserve REF: VIII-H
- I. Nonpublic School (NPS) Year-to-Date Placement Expenditures REF: VIII-I

IX. **MISCELLANEOUS AGENDA ITEMS**

- A. Items Proposed for Future Action or Discussion
- B. Next Scheduled JPA Board Meeting: Date: **March 4, 2024**
Time: **12:00 p.m.**
Location: **TBD – 2 locations**

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**
- B. **Evaluation of the SBCSELPA Executive Director, Ray Avila**
- C. **Liability Claims: (Gov. Code § 54954.5(d))**
Claimant: Goleta Union School District
Agency Claimed Against: Santa Barbara County SELPA

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

ZOOM MEETING INFORMATION:

Lindsay MacDonald, SBCSELPA Office Manager, is inviting you to a scheduled Zoom meeting.

Topic: February 2024 JPA Board Regular Meeting

Time: Feb 5, 2024 12:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us06web.zoom.us/j/84433862239?pwd=w5abBpEnzYjShPLeTsoVXCngmmRj3s.1>

Meeting ID: 844 3386 2239

Passcode: 174201

One tap mobile

+16694449171,,84433862239#,,, *174201# US

+12532158782,,84433862239#,,, *174201# US (Tacoma)

Dial by your location

- **+1 669 444 9171 US**
- **+1 253 215 8782 US (Tacoma)**
- **+1 346 248 7799 US (Houston)**
- **+1 719 359 4580 US**
- **+1 720 707 2699 US (Denver)**
- **+1 253 205 0468 US**
- **+1 689 278 1000 US**
- **+1 301 715 8592 US (Washington DC)**
- **+1 305 224 1968 US**
- **+1 309 205 3325 US**
- **+1 312 626 6799 US (Chicago)**
- **+1 360 209 5623 US**
- **+1 386 347 5053 US**
- **+1 507 473 4847 US**
- **+1 564 217 2000 US**
- **+1 646 558 8656 US (New York)**
- **+1 646 931 3860 US**

Meeting ID: 844 3386 2239

Passcode: 174201

Find your local number: <https://us06web.zoom.us/j/84433862239?pwd=w5abBpEnzYjShPLeTsoVXCngmmRj3s.1>

SBCSELPA EXECUTIVE DIRECTOR'S REPORT TO JPA BOARD

February 5, 2024

1) Due Process/Dispute Updates –

There are no Due Process filings in progress and two (2) CDE Investigations.

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

We have a total of six (6) SBCSELPA funded NPS placements.

3) CDE Compliance Monitoring Update –

All LEA's submitted their FALL 1 CALPADS submissions by the CDE timeline date of December 15, 2023! SBCSELPA has approved all 25 submissions and confirmed this certification with CDE.

4) Finance Update –

The Special Education Fiscal Collaborative, a resource from School Services, Inc., provided a roundtable presentation to highlight the recent 2024-2025 Governor's budget proposal (SEE attached presentation titled, "SSC: Governor's Proposals for the 2024-25 State Budget and K-12 Education" – REF: I-E.1). There appears to be no major changes in terms of what is being proposed for Special Education funding.

5) 2023-2024 SBCSELPA Funding Model Committee Update –

The SBCSELPA Funding Model Committee held its third meeting for this school year (SEE attached Agenda – REF: I-E.2, and Meeting Notes – REF: I-E.3). Local Plan language revisions were discussed and made and the 2024-25 SBCSELPA proposed budget allocation was vetted in draft form for the committee's review.

6) Community Advisory Committee (CAC) –

The SBCSELPA Executive Director presented at the quarterly SBCSELPA CAC meeting (SEE attached SBCSELPA Presentation to CAC – REF: I-E.4). This annual presentation highlights a few of our organization's areas of focus.

7) State SELPA Association Newsletter –

The State SELPA Association released their most recent newsletter titled "IMPACT" (SEE attached Impact newsletter – REF: I-E.5). Mentioned in this quarterly newsletter is the upcoming statewide Alternative to Dispute Resolution (ADR) Conference in March where SBCSELPA will be sending a team to present on the benefits of including community agency collaboration and involvement!



Governor’s Proposals for the 2024-25 State Budget and K-12 Education



Notes:

School Services of California INC. An Employee-Owned Company

POCKET BUDGET

A Summary of the 2024-25 Governor’s State Budget Proposal for California’s Schools

PROPOSITION 98

Proposition 98 Minimum Guarantee (In billions)

	2023-24 Enacted Budget	Governor’s Budget Adjustments	2024-25 Budget Proposal
2022-23	\$107.4	-\$9.1	\$98.3
2023-24	\$108.3	-\$2.7	\$105.6
2024-25	\$111.6	-\$2.5	\$109.1

COST-OF-LIVING ADJUSTMENT (COLA)

	2024-25	2025-26	2026-27	2027-28	2028-29
	0.76%	2.73%	3.11%	3.17%	3.24%

LOCAL CONTROL FUNDING FORMULA (LCFF)

LCFF Entitlements for School Districts and Charters

Grade Span	2023-24 Base Grant per ADA ¹	0.76% COLA	2024-25 Base Grant per ADA
TK-3	\$9,919	\$75	\$9,994
4-6	\$10,069	\$77	\$10,146
7-8	\$10,367	\$79	\$10,446
9-12	\$12,015	\$91	\$12,106

Note: Reliant on one-time funds to support ongoing LCFF costs

¹ Average daily attendance

© 2024 School Services of California Inc.

Notes:

School Services of California INC.

© 2024 School Services of California Inc.

2

Governor's Budget Themes

- Governor Gavin Newsom measures a \$37.9 billion budget shortfall, due largely to 2022 tax collections well below the budget's assumptions
- The Governor’s Budget proposal protects the education budget against the local impact of a nearly \$12 billion reduction in Proposition 98 resources that, if unmitigated, would undoubtedly harm our students and the cadre of professionals who dedicate their lives to teaching and supporting them
- Proposal attempts to ensure that the education profession remains an attractive career choice by removing obstacles to entry and enabling agencies to provide competitive wages
- Governor’s focus is on students whose learning was and continues to be deeply impacted by the COVID-19 pandemic
- The Governor's Budget uses less pessimistic revenue assumptions than the Legislative Analyst's Office (LAO)



© 2024 School Services of California Inc.

2

Notes:

Proposition 98

- The Proposition 98 budget is a story of correction and normalization

Good
News

- The historic increases in Proposition 98 from 2019-20 through 2021-22 resulted in significant financial investments to combat the impacts of the pandemic
- The state is better prepared to weather a financial downturn due to record levels of reserves

Bad
News

- The \$26 billion shortfall of tax revenues for 2022-23 turned a normal year into one where it appears that the state provided money above the minimum guarantee
- The Governor’s solution to mitigate this shortfall is unprecedented and not widely or clearly understood, which creates risk for local educational agencies (LEAs)

Notes:

The Education Budget and Local Impact

■ The Governor continues with the theme of “correction and normalization”

Good
News

- Despite the significant underperformance of General Fund revenues in 2022-23, the Governor is not proposing any new cuts or deferrals to K-12 education core programs
- General Fund revenue spikes in 2021-22 were used for one-time purposes and that is now paying dividends

Bad
News

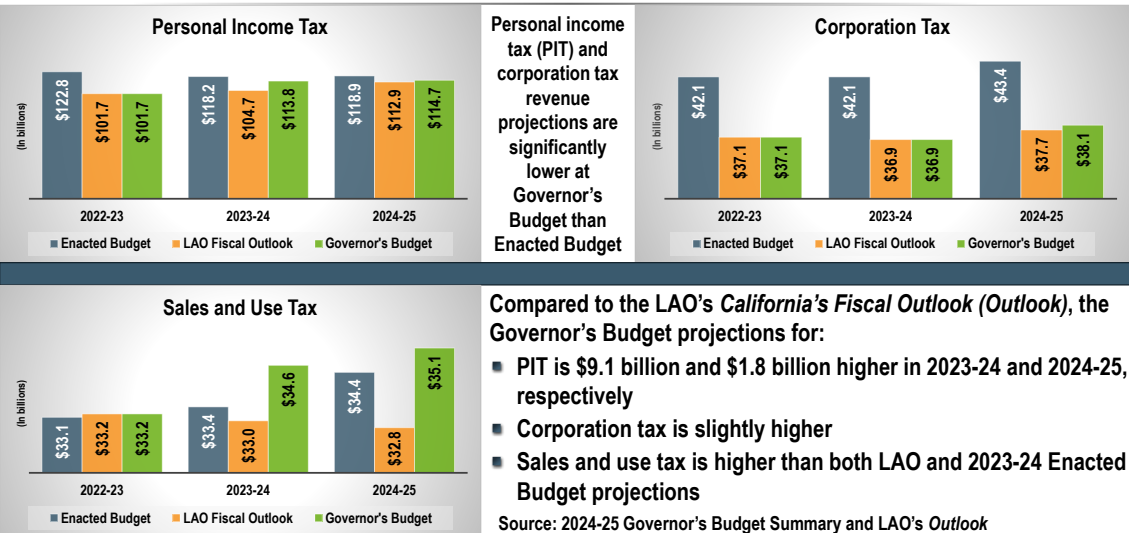
- Education is facing a “COLA-only” year where the projected statutory COLA is significantly less than 2023-24 and anticipated for 2024-25 trending

© 2024 School Services of California Inc.

4

Notes:

Big Three Taxes—Governor’s Budget vs. LAO’s Outlook



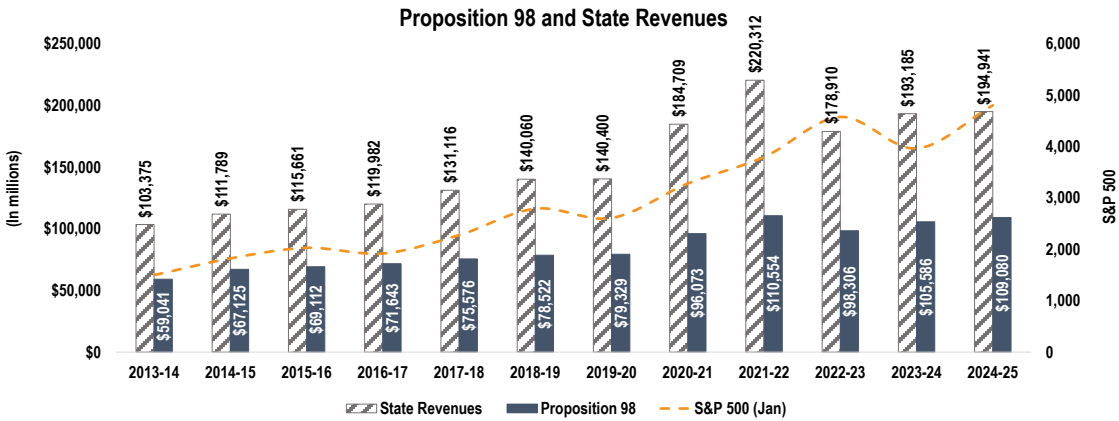
© 2024 School Services of California Inc.

5

Notes:

Proposition 98 Over Time

- As we have noted before, General Fund revenues rely heavily on California’s top earners
- Even with the downward adjustments, Proposition 98 continues an upward overall trend

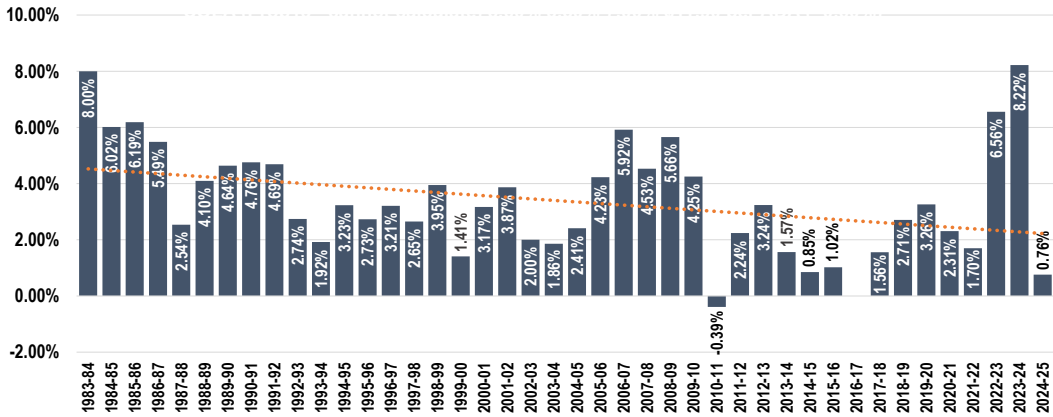


© 2024 School Services of California Inc.

Notes:

Historical Statutory COLAs

- The statutory COLA for 2024-25 feels anomalous relative to the last two years, but when looking back, COLA is beginning to normalize to historical trends—COLAs above 6% are the anomalies



© 2024 School Services of California Inc.

7

Notes:

Fluctuating Statutory COLAs From the Department of Finance

- The changing statutory COLA is NOT related to the state’s financial health
 - Rather, the statutory COLA is computed using federally aggregated metrics
- The statutory COLA is a calculated percentage, but the Governor and Legislature must still determine whether there is sufficient money to fund the statutory COLA
- The significant projected decline in 2024-25 is the result two primary factors:
 - Reversal in price increases that occurred in 2022
 - Revisions to historical data points

	2024-25	2025-26	2026-27
January 2024	0.76%	2.73%	3.11%
June 2023	3.94%	3.29%	3.19%
Percentage Point Decrease	-3.18	-0.56	-0.08

Notes:

What’s Not in the Education Budget?



Proposition 98 Cuts

Despite the significant drop in the minimum guarantee from 2021-22 to 2022-23, the Governor’s Budget proposes no cuts in overall Proposition 98 funding

Deferrals

Due to the Governor’s Budget revenue assumptions and the Administration’s treatment of the Proposition 98 minimum guarantee, there is no need for the state to defer payments to LEAs

Sweeps

Unlike last year, the Governor’s Budget does not include any proposals to sweep unallocated funds from programs, such as the Community Schools Partnership Program, so LEAs planning for those funds can breathe a sigh of relief . . . *for now*

Notes:

Special Education in the Budget

State Special Schools Infrastructure Support

- Approximately \$3 million one-time dollars and \$380,000 on-going to support State Special Schools and Diagnostic Centers:
 - Replacement of critical servers
 - Maintain warranty coverage for network infrastructure
 - Refresh laptops, tablets, and workstations for students and staff



Educational Revenue Augmentation Fund (ERAF)

- ERAF reduces demand on state revenues by shifting a portion of property taxes to non-basic aid LEAs and Special Education Local Plan Areas on a per-ADA basis
- Past accounting practices related to the ADA of charter schools resulted in a reduction of property taxes allocated to education
- A legislative fix is included to allow charter school ADA to be included in ERAF calculations, and for charter schools to be allowed access to ERAF funds
- This does not increase any entitlements, but shifts the funding source

Notes:

2024-25 LCFF Funding Factors

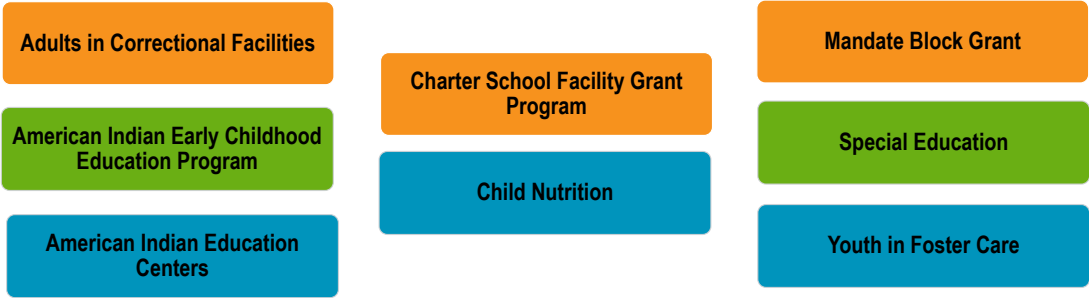
Grade Span	TK-3	4-6	7-8	9-12
2023-24 Base Grant per ADA	\$9,919	\$10,069	\$10,367	\$12,015
0.76% COLA	\$75	\$77	\$79	\$91
2024-25 Base Grant per ADA	\$9,994	\$10,146	\$10,446	\$12,106
Grade Span Adjustment	\$1,039	–	–	\$315
2024-25 Adjusted Base Grant per ADA	\$11,033	\$10,146	\$10,446	\$12,421
20% Supplemental Grant per ADA ¹	\$2,207	\$2,029	\$2,089	\$2,484
65% Concentration Grant per ADA ²	\$3,227	\$2,968	\$3,055	\$3,633
TK ³ Add-On (inclusive of COLA)	\$3,067	–	–	–

¹Maximum amount per ADA—to arrive at LEA’s grant amount, multiply adjusted base grant per ADA by 20% and unduplicated pupil percentage (UPP)
²Maximum amount per ADA—to arrive at LEA’s grant amount, multiply adjusted base grant per ADA by 65% and UPP above 55%
³Transitional kindergarten

Notes:

State Categorical Programs Receiving COLA

- The Governor’s Budget includes \$65 million to fund the 0.76% COLA for the Equity Multiplier and the following programs:



Notes:

SSC Financial Projection Dartboard

Planning Factors						
		2023-24	2024-25	2025-26	2026-27	2027-28
DOF ¹ Planning COLA		8.22%	0.76%	2.73%	3.11%	3.17%
California CPI ²		3.36%	2.83%	2.70%	2.72%	2.72%
CalSTRS ³ Employer Rate		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS ⁴ Employer Rate		26.68%	27.80%	28.50%	28.90%	30.30%
Unemployment Insurance		0.05%	0.05%	0.05%	0.05%	0.05%
California Lottery	Unrestricted per ADA	\$177.00	\$177.00	\$177.00	\$177.00	\$177.00
	Restricted per ADA	\$72.00	\$72.00	\$72.00	\$72.00	\$72.00
Mandate Block Grant (District) ⁵	Grades K-8 per ADA	\$37.81	\$38.10	\$39.14	\$40.36	\$41.64
	Grades 9-12 per ADA	\$72.84	\$73.39	\$75.39	\$77.73	\$80.19
Mandate Block Grant (Charter)	Grades K-8 per ADA	\$19.85	\$20.00	\$20.55	\$21.19	\$21.86
	Grades 9-12 per ADA	\$55.17	\$55.59	\$57.11	\$58.89	\$60.76

¹Department of Finance, ²Consumer Price Index, ³California State Teachers’ Retirement System, ⁴California Public Employees’ Retirement System, ⁵County Office of Education Mandate Block Grant: \$38.10 per ADA grades K-8; \$73.39 per ADA grades 9-12; \$1.28 per unit of countywide ADA

Notes:

Minimum Wage—Future Forecast

- The minimum wage increased to \$16.00 on January 1, 2024, and School Services of California Inc. (SSC) projects an increase of about 40¢-50¢ each January thereafter
- Employers should review city or county ordinances to determine if any local minimum wage standards apply

Minimum Wage ¹	Effective Date: >25 Employees	Effective Date: ≤25 Employees	Exempt Minimum Salary (Weekly)	Exempt Minimum Salary (Monthly)	Exempt Minimum Salary (Annually)
\$15.50/hour	January 1, 2023		\$1,240	\$5,373	\$64,480
\$16.00/hour	January 1, 2024		\$1,280	\$5,547	\$66,560
\$16.50/hour	January 1, 2025		\$1,320	\$5,720	\$68,640
\$16.90/hour	January 1, 2026		\$1,352	\$5,859	\$70,304
\$17.30/hour	January 1, 2027		\$1,384	\$5,997	\$71,968
\$17.70/hour	January 1, 2028		\$1,424	\$6,171	\$74,048
\$18.20/hour	January 1, 2029		\$1,464	\$6,344	\$76,128

¹Minimum wage is tied to the U.S. CPI for Urban Wage Earners and Clerical Workers, but is rounded and capped at 50¢ per year

Notes:

Recruitment Landscape—The Special Education Staffing Crisis

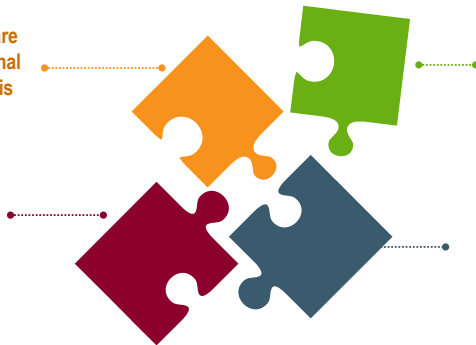
- The special education pipeline is severely depleted—forcing the use of contractors and vendors
 - Some LEAs have a special education workforce that is made up of more contractors than employees—has this become the impossible puzzle with no resolution?

Paraprofessional Classifications

- All special education positions are impacted, but the paraprofessional classification is in a state of crisis
- Will this classification cease to exist because LEAs cannot compete with vendors?

Compensation Concerns

- Classified salaries are an area of focus
- The cost of vendors are far higher than the cost of internal employees



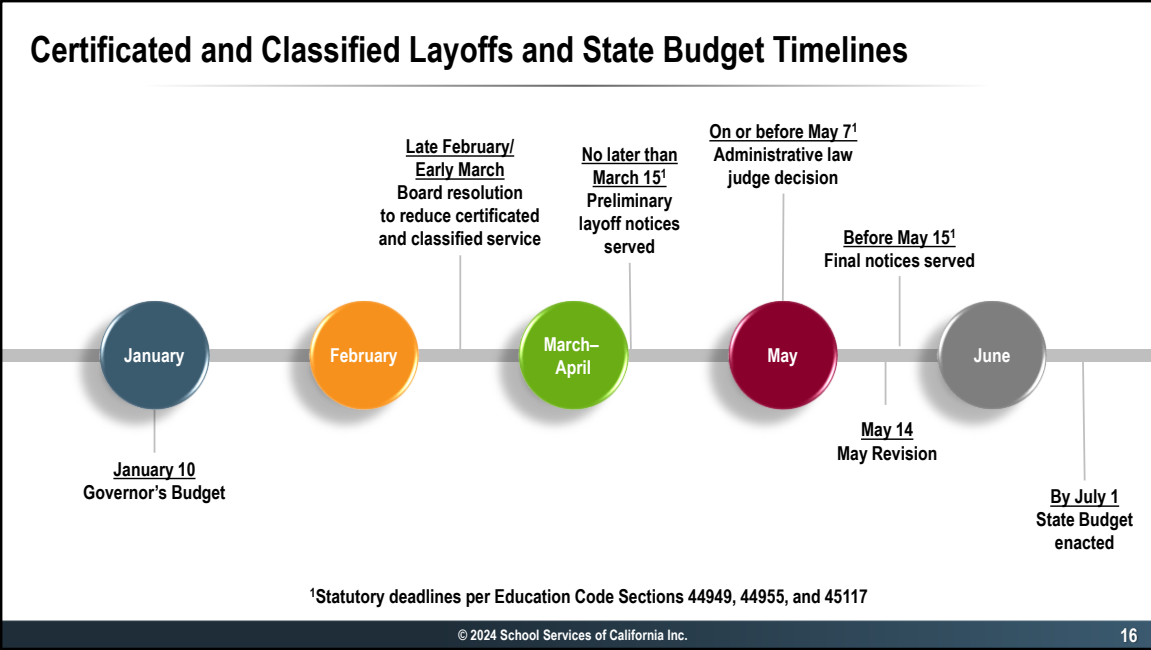
Position Control

- It is difficult to ascertain personnel expenditures because LEAs may encumber the position twice
 - Position control
 - Vendor contracts

The Human Resources (HR) and Special Education Intersect

- The special education program and HR have a complicated history:
 - HR struggles to meet needs
 - HR is not involved in staffing decisions

Notes:



Notes:

The Road Ahead

- Despite a multibillion-dollar budget deficit, the Governor is calling for limited early action on issue areas not affecting education
- The next steps in the process are controlled by the Legislature, which has the responsibility to vet the Governor’s proposals during budget hearings over the next several weeks and months
 - This process coincides with the release of further details on the Governor’s Budget proposals, included in trailer bill language, which is usually released at the beginning of February
 - The LAO and public also get to weigh in with their feedback and counterproposals
 - This process prepares legislators to respond quickly after the next official State Budget checkpoint—the May Revision



Notes:



Thank you

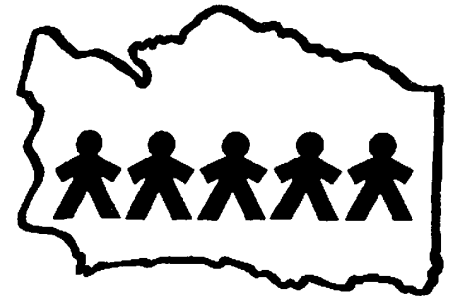
Notes:

SBCSELPA FUNDING MODEL COMMITTEE

AGENDA

(Review Members and Goals)

- 1) LP Revision for Classroom Startup Costs –
DRAFT
- 2) Tab-by-Tab through the funding model
- 3) Revisit 24-25 Ongoing Funding Proposal



COMMITTEE MEMBERS AND GOALS

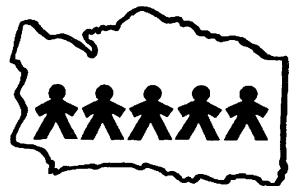
Representation	District	Name	Role
South Unified	SBUSD	Kim Hernandez	Fiscal
	SBUSD	John Schettler	Admin
South Elem	Goleta	Conrad Tedeschi	Fiscal
Direct Services Valley	SBCEO	Kirsten Escobedo	Admin
	SYVSEC	Claudia Echevarria	Admin
North Medium Elem	Orcutt	Mary Andrade	Fiscal
North Large Elem	SMBSD	Brian King	Fiscal
North High	SMJUHSD	Frances Evans	Admin
North High	SMJUHSD	Michelle Coffin	Fiscal
SELPA	SELPA	Ray Avila	Admin
	SELPA	Rachel Wigle	Fiscal

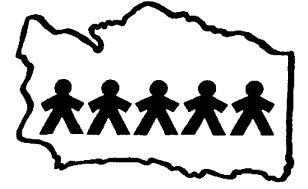
Goals:

1) To recommend an **ongoing funding source** to fund SELPA obligations and services.

This change is needed as a result of current legislation including the redirection of Mental Health funding from SBCSELPA to LEAs.

2) Review other factors of Local Plan / Regional Program funding as requested by LEAs





1

CLASSROOM STARTUP COSTS

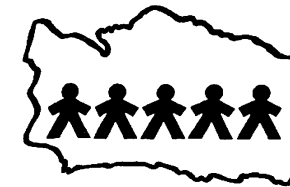
Proposed Revised Local Plan Language

Unprecedented Preschool Population with Special Needs combined with new TK students and districts' need for space has created a new housing challenge for special ed preschool programs.

This revision is to establish plan language with regard to startup costs when beginning a new classroom.

Goals:

- 1) Enduring language that can adjust for changes in cost over time.
- 2) Fiscally prudent to require using existing resources before purchasing new ones



2

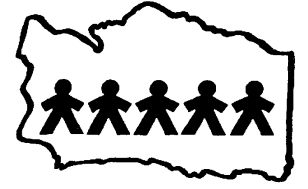
FUNDING MODEL: TAB-BY-TAB

23-24 November Funding Model

(Must download to clear #REF errors displayed in Google Sheet Preview)

- A. Top Distribution Summary – BLUE:** Summary of all funding sources in the workbook. All other tabs are backup.
 - A. Changes – since prior model for the entire program
 - B. Changes per LEA
- B. Baseline ADA – Current Year P-2 AB602 Funded ADA.**

Prior to current year availability it is the greater of the two prior years' ADA as indicated on the prior year P-2 ADA. (*Backup Tab 22-23 P-2 AB602 ADA – Yellow*)
- C. Federal Grant Carryovers – unspent allocations from prior year(s)**
- D. AB602 Distribution – PINK ~\$34 million**
 - Backup Tabs: AB602 LEA Minimum Calculation; Cuyama Scarcity; SELPA Budget; Mental Health Budget; 23-24 Estimated Exhibit
- E. Property Taxes – by Baseline ADA ~\$20 million**
- F. K-12 3310 Federal PL-192 Local Assistance ~\$13.3 million**
 - PSPS 3311 mandated Private School Proportionate Share set aside
- G. Pre-K Grants Federal Local Assistance ~\$436k**



2

FUNDING MODEL: TAB-BY-TAB

23-24 November Funding Model

Regional Programs:

- H. Housing of Regional Programs; Housing on Private Sites; Credit for Housing*
- I. Regional Program Adjustments – (Prior Year Regional Programs-SBCEO Only)*
- J. PayGo Program Operators – Revenue to Program Operators*
- K. 100% PAYGO SBCEO & 100% PAYGO DISTRICTS*
- L. Tabs for EACH Regional Program*

District Allocations Held at SELPA:

- M. Low Incidence
- N. District Legal
- O. Professional Development

SBCSELPA LOCAL ALLOCATION POLICY

- Local Plan Section 9

- **State AB602 (~\$36.3M)**

1st: Off-the-Top SELPA Budget, MTU Housing & Sparsity Adj for Rural LEA

2nd: Remainder Allocated to LEAs based on AB602 P-2 Funded Average Daily Attendance (ADA)

- **Low Incidence (~\$1.5M)**

1st: Off the Top for Selpa-wide:

- SBCSELPA & SBCEO Audiologist
- Alternative Augmented Communication/Assisted Technology (AAC/AT) Specialist
- Set Aside Pool for LEA access for special circumstances

2nd: To LEAs by current year LI Pupil Count

- **Out-Of-Home Care → (~\$1.3M) To LEAs**

- **Property Taxes → (~\$19M) To LEAs by ADA (offsets AB602 funding)**

- **Federal IDEA Funds (~\$13.8M)**

- **Part B Local Assistance (PL-142) K-12 (\$13.3M) → to LEAs by ADA**

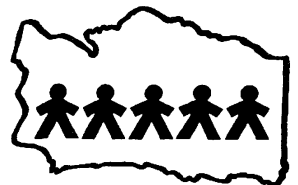
- **PreK (\$4.26M) → 97.12% to LEAs by ADA 2.88% to SELPA**

- **Propose using parts of Out-of-Home Care and Federal IDEA to fill funding shortfall created by Mental Health Funding Shift.**



SBC SELPA FUNDING 23 / 24

	23/24	24/25
Budget	4.78 Million (M)	
Existing Funding Sources	\$3.08M	<ul style="list-style-type: none"> • Ongoing available sources of funding. • Funding not currently in LEA budgets = Change is lesser impact on LEAs
22/23 Ending Fund Balance	\$1.7M	
Out of Home Care Shared (Foster and Reallocated Savings)		~\$950,000
Federal IDEA K-12		~\$750,000



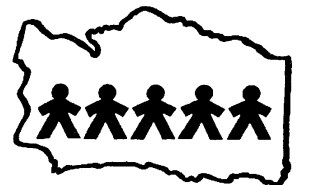
SBCSELPA LOCAL ALLOCATION POLICY

Out-Of-Home Care → Foster and Allocated Savings to SELPA

Amount	Rate	Source/Distribution	Total
453	\$ 1,608	Foster Youth	\$ 728,419
		Reallocated Savings - Proportional Share	\$ 221,145
		To be distributed by ADA	\$ 949,564
		Recommend: Change to apply to SELPA Budget for NPS Pool	
24.03	\$ 15,561	Short-Term Residential Therapeutic Program (STR)	\$ 373,932
1	\$ 3,578	Community Care	\$ 3,578
0	\$ 13,499	Intermediate Care	\$ -
1	\$ 28,637	Skilled Nursing	\$ 28,637
		subtotal to specific LEAs	\$ 406,147
		Grand Total	\$ 1,355,711

Out of Home Foster Youth and Reallocated Savings are a shared funding source that is currently not in the funding model (i.e. [not budgeted by LEAs](#)).

This leaves funding in-tact for LEAs with students in Congregate Care facilities.



SBCSELPA LOCAL ALLOCATION POLICY

- Federal IDEA Funds Part B Local Assistance (PL-142) K-12:**

- 22-23 Grant \$13,370,770 all to LEAs (currently in funding model)
- 23-24 & 24-25 Estimated Grant Total \$14,222,494 (may be in February update)

- Proposed 24-25:**

Off-the-top to fund SELPA;

~\$750,000 to SELPA;

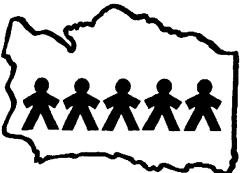
Remainder to LEAs

Estimated \$13,472,496

IDEA Grant History:

Federal IDEA Funds Part B Local Assistance (PL-142) K-12 Resource 3310						
Actual				Estimated		
	20-21	21-22	22-23	23-24	24-25	
Grant Amount	\$ 12,514,553	\$ 12,759,211	\$ 13,370,770	\$ 14,222,494	\$ 14,222,494	
Increase		\$ 244,658	\$ 611,559	\$ 851,724		
% Increase		1.95%	4.79%	6.37%		

23-24 Estimate based on increased % of Omnibus appropriations bill for 23-24 school year. 24-25 flat funded.



OTHER TOPICS?



SBCSELPA Funding Model Committee Meeting Notes

Thursday, January 18, 2024 – SEE Attached Presentation

-The agenda was introduced by Ray Avila, Executive Director, SBCSELPA

-Committee Members and Goals for today's meeting were shared by Ray and Rachel Wigle, SBCSELPA CBO. Committee members present: *John Schettler (SBUSD), Stacy Tolkin (SB Charter), Conrad Tedeschi (GUSD), Kirsten Escobedo (SBCEO), Claudia Echevarria (SYVSEC), Mary Andrade (OUSD), Brian King (SM-BSD), Kim Hernandez (SBUSD), and Michelle Coffin (SMJUHSD)*. Committee members absent: *Frances Evans (SMJUHSD)*

-Rachel explained the proposed Local Plan language additions and edits regarding Regional Provider Classroom Startup Costs (Slide #3). Kirsten provided clarity when needed. Some highlights included:

-This recommendation is due to the unprecedented growth in the Pre-K population, thus requiring SBCEO to open new classrooms.

-Edits in the proposed language include changing "MAY" to "WILL" and "HER/HIM" to "THEM".

-Rachel did a "deep dive" into (Slide #4) the current Funding Model (to provide the committee with a knowledge base of how the model is developed and highlighted tabs for revenue and expenditures.

-Rachel reviewed the proposed SBCSELPA 24-25 Budget model again for the committee. The members were asked if there were any questions and/or thoughts regarding this model. Ray shared this proposed budget model would be shared with SEAM/BO in February and then next to our SBCSELPA JPA Board for approval.

Questions/Comments from Committee Members regarding the above shared information:

- 1) How is the Special Ed. Property Tax assessed? Rachel shared that she would inquire about this question and circle back to the committee with a response.***
- 2) In reference to the AB 602 Funds, how does the Direct Service piece work? Rachel provided an explanation that was sufficient and accepted.***

Meeting adjourned at 4:00. Next meeting will be via zoom on Tuesday, February 27, 2024 (3:00-4:30)

SBCSELPA Presentation to CAC

Ray Avila, Ed.D. – Executive Director
February 5, 2024

Objectives for Today

- ✓ ***Decrease in County enrollment and increase in SPED enrollment***
- ✓ ***2023-24 SBCSELPA Initiatives – ADR, “JEDI” School Psychology Interns, Alternative Pathways***
- ✓ ***Inclusion Inquiry Network with SBCEO***
- ✓ ***WRAP Team Services and Supports***

Alternative to Dispute Resolution (ADR)

- SBCELPA has a cadre of 12 individuals
- Collaboration with Alpha Resource Center

SELPA ADR Conference 2024 Flyer.pdf



A series of thin, dark grey lines forming an abstract, overlapping geometric pattern in the top left corner of the page. The lines intersect to create various triangular and polygonal shapes, some of which are nested within others.

JEDI PROJECT:

**Preparing Professionals to Promote
Justice, Equity, Diversity, and Inclusion
in Mental Health Services at School**

COLLABORATORS

1. UCSB provides the coursework and preparation of students and facilitates their fieldwork and internship opportunities in partner LEAs.
1. JEDI Project funds provide support for the student's tuition, fees, and stipend to support fieldwork (10 hours a week, full year), including support for supervisors.
1. JEDI Project funds can also be used to augment internship (40 hours a week, full year).



Fieldwork and Internship in Partner LEAs



Santa Barbara County SELPA

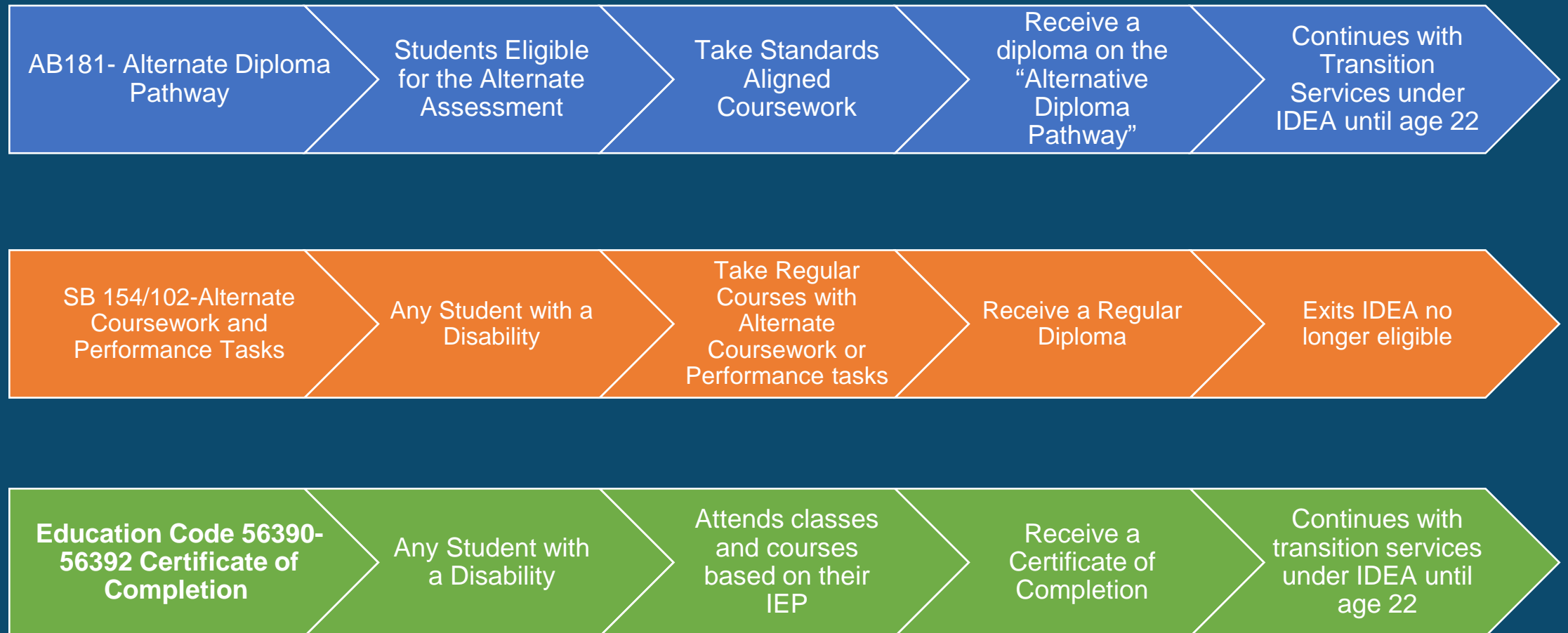


Alternative Pathway to a Diploma



Santa Barbara County
Special Education Local Plan Area

Diploma Pathways





Supporting
Inclusive
Practices



Santa Barbara County
Special Education Local Plan Area

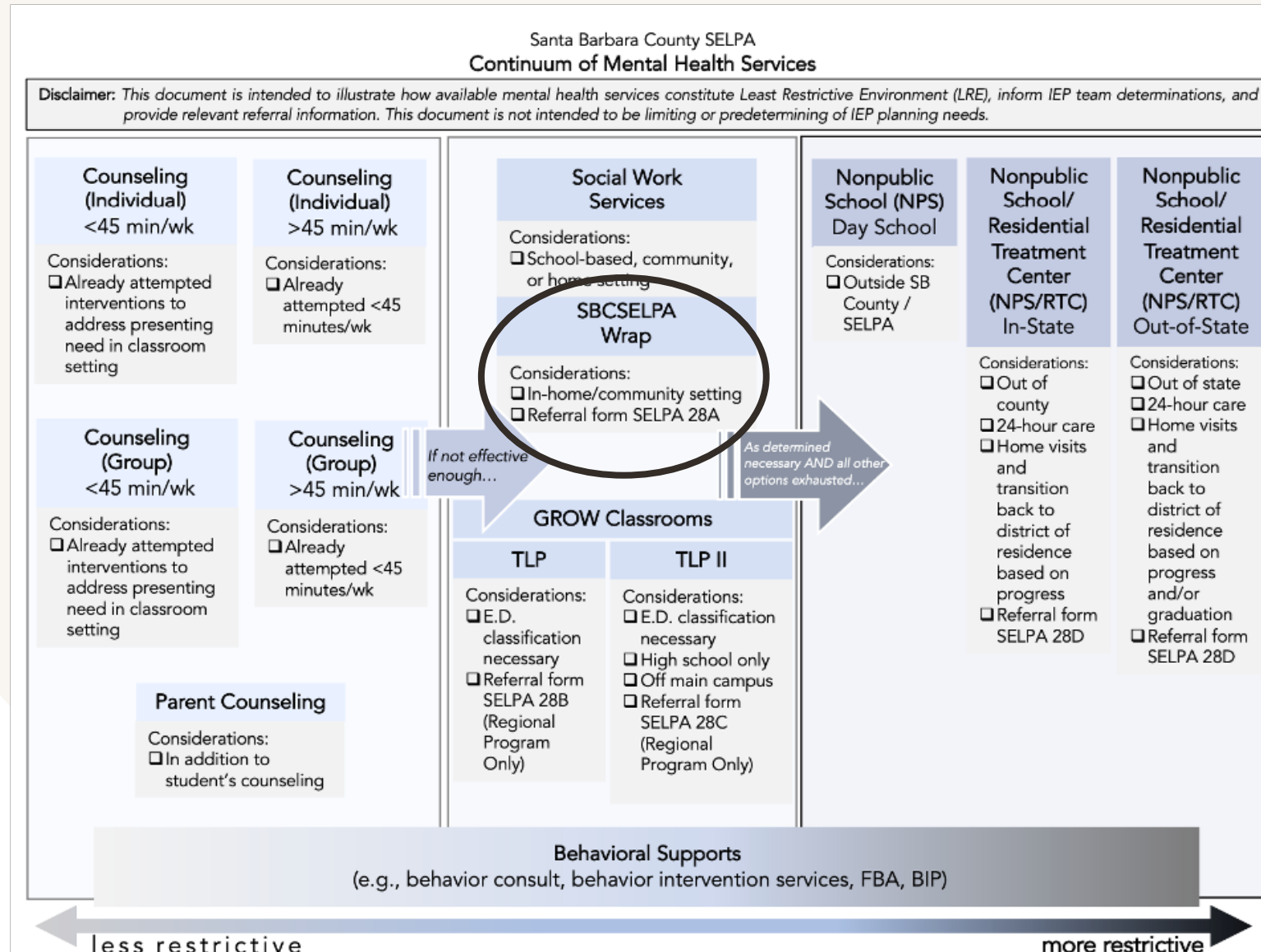
1/29/2024

Funded by the California Department of Education, Special Education Division

What is SBCSELPA Wrap?

- SBCSELPA Wrap is an intensive mental health service that serves as a collection of IEP services (social work services, individual counseling, parent counseling, and family counseling) that “wraps around” the student and their family with the overarching goal of improving the student’s access to their education.

Where does Wrap land on the Continuum of Mental Health Services?



What areas of support does Wrap focus on?

Student Support

- Individual sessions provided at home, school, or in the community
- Family sessions provided at home or in the community
 - Safety planning
- Skill development focused on SEL and/or behavioral goals in IEP

Parent Support

- Parent sessions provided at home or in the community
- Family Sessions provided at home or in the community
- Partner in safety planning
 - Psychoeducation
- Parenting skills (i.e. empathic listening, boundaries, setting limits, etc.)

Community Networking

- Support with accessing other areas of need (i.e. housing, insurance, clothes, food, tech)
- Establishing community-based mental health supports
- Networking w/ other providers

Questions?





IMPACT

A publication of the SELPA Administrators of California
Providing a vision and voice for students with disabilities since 1977

WINTER 2024

Volume 4

SPOTLIGHT ON THE EXECUTIVE TEAM

The SELPA Executive Team volunteers their time to lead the Association in its mission to champion educational access and opportunities for students with disabilities and their families. The Executive Team consists of five members chosen by the members of the Association who are charged to plan agendas, make executive decisions, select Chairpersons of other standing committees, meet regularly with representatives from the California Department of Education as well as other governmental agencies and associations with whom we regularly engage. This team spearheads the implementation of the four main goals of the Association's strategic plan (See [SELPA Impact Newsletter, Fall 2023](#)).

Interestingly, four members of the SELPA Executive Team began their journey in the field of education as school psychologists. Though the SELPAs they lead vary in size and structure, each of their backgrounds in mental health, serving students with diverse needs, and service coordination drives the important work they do, both for the Association and in their individual SELPAs.

Benay Loftus, Past Chair, served as a School Psychologist and district Director of Special Education for 20 years prior to becoming the Administrator of the Antelope Valley SELPA. Benay is proud to have worked with many LEAs in the SELPA to ensure regionalized program options operated by the LEAs in the SELPA are available to meet the needs of students with disabilities in the area. Benay is deeply honored and motivated by the amazing Superintendents and Special Education Directors who are

always ready, willing and available to support students and families across Antelope Valley.

Veronica Coates, Treasurer, has served as the Assistant Superintendent for **Tehama County SELPA**, a rural and small and sparse SELPA since 2015. She is inspired and motivated to lead other leaders through a student-centered, moral imperative lens. Her passions align in the area of building and preserving relationships with all partners in the IEP process to prevent and resolve disputes in the intense world of special education. Veronica has lived in rural Northern California her whole life and is proud to support small communities.



Kristin Cinco, Secretary, has served as the Senior Director of Special Education Services and the SELPA Director for **Anaheim Elementary School District SELPA** since 2015. Kristin has

worked for over 20 years to address the needs of students with disabilities and their families through different roles as a school psychologist, a wrap-around facilitator, and as an NPS teacher. She is a passionate advocate for mental health and believes that positive connections are crucial to the overall well-being of students. Developing programs and services that create inclusive opportunities for all students is an ongoing focus in her work at the local level.



SELPA SHINES AT SIL SUMMIT

The System Improvement Leads held their 2023 SIL Summit on December 12-13 in Palm Desert. The two-day educational summit celebrates improvements in outcomes for students with disabilities across California by highlighting various continuous improvement projects from LEAs and SELPAs who used the time to share their learnings and their favorite improvement tools and resources. Presenters included Shiyloh Duncan-Becerril from the California Department of Education, Mindy Fattig from the California Collaborative for Educational Excellence, Statewide Resource Leads, as well as SELPAs, County Offices of Education, and LEA representatives. Two keynote speakers, Joe Sanfelippo and Brandi Hinnant-Crawford, inspired the participants with stories of empowerment and leadership. The SIL project is supported by the California Department of Education and the California Collaborative for Educational Excellence, and made possible through strong collaboration between the Riverside County SELPA and the El Dorado County SELPA.



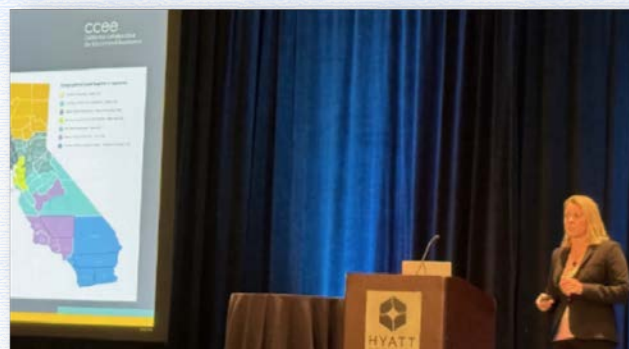
Joe Sanfelippo delivers inspirational keynote.



CDE Special Education Division's Shiyloh Duncan-Becerril



Distinguished panelists included SELPA Administrators of California Chair-Elect Scott Turner and his CalECSE Co-Lead, Irvine USD SELPA's Melanie Hertig.



Mindy Fattig from CCEE and former Chair of SELPA Administrators of California provided updates on the Statewide System of Support.



Brandi Hinnant-Crawford focused on empowerment.



SIL Project Co-Lead Leah Davis, Executive Director of the Riverside County SELPA, facilitated one of several expert panels at this year's Summit.

NOW TRENDING AT SIL...

Get the highest quality improvement resources available at www.systemimprovement.org. Some of our favorite go-to resources include:

- [State Performance Plan Indicator Modules \(short videos\)](#)
- [State Performance Plan Indicator Guide \(revised\)](#)
- [Dr. Edward Fergus Video Resources on Disproportionality](#)
- Popular short videos on [Mental Models](#), [Social Fields](#), [The Iceberg Model](#), and the famous [Ladder of Inference](#)
- [System Improvement Leads Networked Improvement Community \(SIL NIC\)](#)

DR. RACHEL HEENAN TAKES THE HELM

On January 5, 2024, a press release from the California Department of Education confirmed that State Superintendent of Public Instruction, Tony Thurmond, appointed Long Beach Unified School District SELPA Director, Rachel Heenan, Ed.D., to the top leadership post in the Special Education Division.

In his official announcement, Thurmond noted, "'Dr. Heenan's wealth of experience and dedication aligns perfectly with our mission to ensure every student meets or exceeds high standards of achievement, regardless of the challenges,'" Thurmond said. "Her leadership will be instrumental in advancing our commitment to inclusive and equitable education for all, ensuring that every student has the opportunity to thrive. I look forward to the positive impact Dr. Heenan will make as we continue our mission to provide quality education for every child in California."

We asked Heenan the same set of questions we have been asking all SELPA Administrators this year, and she shared she was originally inspired to enter special education at a young age. "When I was in high school, I taught swimming at a summer camp in Massachusetts. Each summer, my boss would bring her niece, Shelley, to the pool. Shelley was (is) Deaf and an American Sign Language (ASL) user. From the moment I saw the two communicate, and the beauty of the language, I knew that I wanted to work in the field of Deafness."



About being a SELPA Administrator, Heenan said she enjoyed most the ability to make a difference in the lives of students with disabilities on a daily basis, and the opportunity to collaborate and work with SELPA Administrators who have such unique, multi-faceted jobs. She said, "I gained knowledge from every interaction with my job-alike colleagues. I am grateful for this opportunity."

As for a powerful read, she chose *A Journey into the Deaf World*, by Harlan Lane, Robert Hoffmeister & Ben Bahan. The book features rich and powerful stories from the lives of Deaf people, a linguistic minority, a tight-knit community, a Culture that is often misunderstood by our Hearing society. She added, "It will really make you think twice about how we work with our Deaf children, families, and community." **MANY CONGRATULATIONS, DR. HEENAN!!!**

ADR CONFERENCE SET TO INSPIRE

The 2024 State SELPA Alternative Dispute Conference is set for March 14 and 15 at the Riverside Convention Center. The theme for the conference is "*Making Every Connection Matter - Working Together to Promote Alternative Dispute Prevention & Resolution.*" Each year, upwards of 800 educators, parents, and community partners come together to learn the latest best practices in dispute prevention and resolution from leading experts in the field. This year, over 30 sessions in all are planned across the two-day event.



This year, parent participation is expanding thanks to generous additional ADR-focused funding from CDE and coordinated through the Pathways to Partnership Project resource lead, a collaboration between the Ventura County SELPA and Tehama County SELPA.



Inspiration will also come in the form of powerful keynote presentations from ADR practitioner experts like Crystal Williams, Jason Harper, and Dawn Kuhlman. Fun is built into the event as well with a full reception and 80's tribute band, "StayTuned!" performing in the main hall. You simply won't want to miss this year's conference!! Click [HERE](#) to register you and your team!

SELPA BUILDS OUT ROBUST SET OF PROFESSIONAL LEARNING EXPERIENCES

SELPA Administrators have planned more professional development opportunities this year than ever, and on a variety of topics of high interest. A total of eight topics will be covered across eleven sessions, not including the ADR Conference, and to date during this school year, over 2,400 people have registered and/or already attended SELPA-hosted professional learning, and over half of those were at no cost to attendees. Check out what we have on the books through the rest of the year, and click on the images to register. Feel free to reach out to us with questions at register@selpa.info. We have added a page just on at www.selpa.info under "Workshops and Conferences."

Data Advantage Season 4 with Corey Stacy, Part 3 April 30, 2024 NO COST



THE DATA ADVANTAGE: SEASON 4

A FREE 3-part series designed for staff responsible for special education data submissions.

COREY STACY
Professional Consultant
LCS-Training

VIRTUAL SESSIONS
OCTOBER 12, 2023
NOVEMBER 7, 2023
APRIL 30, 2024
@ 9:00 - 11:00 A.M.

Change is inevitable.
Growth is optional.
-The C. Stewart

THIS YEAR'S FOCUS

After 4 years of reporting special education data in CALPADS, the 2023-24 school year will provide new challenges with data reporting. The SEDS file in CALPADS is undergoing a major restructuring during this school year. More than 100 data points are being added and deleted, and the process for submitting data is changing. This session will focus on the new requirements and provide guidance on how to prepare for the new data submission process. It will also cover the new data submission process and provide guidance on how to prepare for the new data submission process.

REGISTER NOW
QMS Registration Link:
<https://dataadvantage.k12ca.gov/2722-23874>
QUESTIONS? Please email: coreystacy@selpa.info



THE PATTERN OF STRENGTHS & WEAKNESSES (PSW) MODEL

"AM I DOING THIS RIGHT?"

Jenny Ponzuric

The language in California Education Code is a bit vague and unclear in the Pattern of Strengths and Weaknesses (PSW) Model for Specific Learning Disability (SLD) identification. Districts are using a variety of methodologies to approach this SLD model. Whether you are a fan of the CHC-waitlist, Delta's terminology revised to PSW, or something your district or SELPA created, let's talk about it.

Full-day, virtual format
FEBRUARY 13, 2024
8:30 a.m. to 3:00 p.m.

Cost: \$99.00
NASP and CAMFT CE Credits Hours for \$10.00 (plus a \$2.00 service fee on total amount)

QMS Registration Link
<https://pswmodel.k12ca.gov/2722-244034>

Email register@selpa.info

Our Presenter
Jenny Ponzuric has a Ph.D. in School Psychology and is a Licensed Educational Psychologist, Professor, and Educational Consultant with over 20 years of experience in the field of school psychology.

The Language of Trauma, with Heather Forbes February 20, 2024 Half day, \$75 w/CEU option



Classroom 180
The Language of Trauma

Classroom 180 is a virtual mini-conference for educators and administrators. It is a place where you can learn from the best in the field and share your own experiences. The conference is designed to be a place where you can learn from the best in the field and share your own experiences. The conference is designed to be a place where you can learn from the best in the field and share your own experiences.

WHEN:
February 20, 2024
12:30 to 4:00 p.m.

COST:
\$75.00
NASP and CAMFT CE Credit Hours for \$10.00 (plus a \$2.00 service fee on total amount)

Sponsored by:
SELPA


Approved by:
CPEP

About the Presenter
Heather T. Forbes, LCSW

Heather T. Forbes, LCSW is the author of the book *Classroom 180: The Language of Trauma*. She has worked in the field of trauma and healing since 1999. Heather is an internationally published author on the topics of raising children with difficult and severe behaviors, the impact of trauma on the developing child, adoptive attachment, and self-development. Much of her experience and insight on understanding trauma, disruptive behaviors, and attachment-related issues comes from her direct, firsthand experience of her two adopted children and mentoring a severely trauma-impacted young adult.

MAKING IT HAPPEN
EACH STUDENT EVERY DAY

In addition to expanding on the variety of topics offered, SELPA Administrators is providing numerous opportunities for speech and language pathologists, PPS school psychologists, licensed educational psychologists, counselors, clinicians, and social workers to earn continuing education units through ASHA, NASP, and CAMFT.



SELPA **SoCalSEA**

Best Practices in Non-Biased Assessment of English Learners With Potential Developmental Language Disorder

Friday, March 8, 2024
9:00 a.m. to 11:00 a.m.

Presenting:
Celeste Roseberry-McKibbin, Ph.D., CCC-Sp
Associate Professor, Department of Speech-Language Pathology, University of California, San Diego

Course Description

There is an increasing number of culturally and linguistically diverse students who are English learners (ELs) who are also being referred for assessment of potential developmental language disorder (DLD). This session will explore the challenges of assessing these students and provide strategies for non-biased assessment. The session will also explore the challenges of assessing these students and provide strategies for non-biased assessment.

Learning Outcomes

- Describe how non-biased assessment and diagnosis impact a child's educational experience.
- Identify the challenges of assessing English learners with potential developmental language disorder.
- Identify the challenges of assessing English learners with potential developmental language disorder.
- Identify the challenges of assessing English learners with potential developmental language disorder.
- Identify the challenges of assessing English learners with potential developmental language disorder.
- Identify the challenges of assessing English learners with potential developmental language disorder.
- Identify the challenges of assessing English learners with potential developmental language disorder.
- Identify the challenges of assessing English learners with potential developmental language disorder.

Speaker Description

Celeste Roseberry-McKibbin received her Ph.D. from Northwestern University. She is a Professor of Communication Sciences and Disorders at California State University, Sacramento. Dr. Roseberry-McKibbin is also the Director of the Center for the Study of Communication Disorders. She has published numerous articles on the assessment and diagnosis of developmental language disorder. She is also the author of the book *Assessing and Diagnosing Developmental Language Disorder*.

Non-Biased Assessment of English Learners with Dr. Celeste Roseberry-McKibbin March 8, 2024 Full day, \$50 includes CEUs

Universal Screenings for Reading Difficulties Including Dyslexia Virtual Conference April 15, 2024 Full day, \$99 w/CEU option



SELPA Administrators of California presents a full-day live virtual event...

The Promise & Potential
Universal Screenings for Reading Difficulties Including Dyslexia & Considerations for Future Implementation and Intervention

featuring our special guests

Jonathan Mooney
Author of *The Sound Mind and Sound Mind*
California Dyslexia Initiative
Sacramento County Office of Education

Capistrano Unified School District
Dr. James Bylund
The Hybrid Chief
San Bernardino City School District
Burlingame Elementary School

Adopted in July, Senate Bill 134 requires that by June 30, 2025, LEAs serving K-2 students must adopt one or more screening instruments from a state-approved list, and that by the 2025-26 school year and annually thereafter, all K-2 students for risk of reading difficulties, and, if a student is identified as being at risk of having reading difficulties, LEAs must provide the student with supports and services. This professional learning experience, designed for both general education and special education professionals, brings together a variety of experts in dyslexia and reading difficulties, with the purpose to train, engage, and build professional expertise for the important work ahead.

April 15, 2024
8:30 a.m. to 2:45 p.m.

Cost: \$99.00
NASP and CAMFT CE Credit Hours for \$10.00 (plus a \$2.00 service fee on total amount)




SELPA

Legal Trends for 2024
A full-day, virtual mini-conference

SELPA Administrators of California is proud to host this unique professional learning opportunity to help practitioners stay current on issues and trends to learn not only how to avoid frequent problem areas in the implementation of IDEA, but also how to work effectively with parents as partners in the IEP process.

Tuesday, April 16, 2024
8:30 AM - 3:15 PM

Our esteemed lineup...

- 8:30 to 9:00 a.m. **Registration & Communication: The Key to Successful IEPs**
De Ettinger
Associate Attorney at Law
- 9:00 to 10:00 a.m. **What's New in Case Law and Updates for IEPs**
Melissa Hatch
Senior Counsel, Attorney at Law
- 10:00 to 11:00 a.m. **LEA: California Drives a Spotlight on Full Inclusion**
Jonathan Rowe
Attorney at Law
- 11:00 to 12:00 p.m. **Virtual Presenters, Distance Learning, & A Q&A with Experts**
Jonathan Rowe
Attorney at Law
- 12:00 to 1:00 p.m. **Top 10 Issues That Don't Always Get Discussed**
Josh Walden
Senior Counsel, Attorney at Law

Register now!
\$75 (plus \$10.00 service fee)
<https://www.selpa.info/2722-24394/>

Legal Trends for 2024 Virtual Conference April 16, 2024 Full day, \$75



PHILANTHROPY WORK CONTINUES

As our professional learning offerings grows, a portion of the proceeds from these events is being gifted to agencies that align with the mission of our association, to champion educational access and opportunities for students with disabilities. In addition to our first two recipients below, gifts have also been made to support continuation of the Grazer Award at the Advisory Commission on Special Education, as well as to support Evan's EdTech Memorial Scholarship Fund.



South County SELPA Director Rae Lynn Nelson and Saddleback Valley USD Superintendent Crystal Turner, Ed.D. and students hand over a \$5,000 check to Melissa Erdmann of Special Olympics of California at Trabuco Hills HS in Rancho Santa Margarita.



SELPA Administrators Chair Elizabeth Engelken and Yolo County SELPA Director Patrick McGrew visited the campus at UC Davis to hand off a \$5,000 gift to Redwood SEED Scholars Program Coordinator Beth Foraker, staff and over a dozen of their amazing student/self-advocates.

CALLING ALL CHAMPIONS!!!

Our Champions Club Partnership Program is up and running and we look forward to building relationships with agencies whose mission and purpose aligns with our own. There are many opportunities to contribute: *Champion, Influencer, Patron, Advocate, Friend, and Exhibitor*. Each level of partnership brings specific points of access to SELPA Administrators of California. If you are interested, click the image (right) and complete the Partnership Interest Form.



Chair	Elizabeth Engelken , Sonoma County SELPA and Sonoma Charter SELPA
Chair-Elect	Scott Turner, Ed.D. , East San Gabriel Valley SELPA
Treasurer	Veronica Coates , Tehama County SELPA
Secretary	Kristin Cinco , Anaheim ESD SELPA
Past Chair	Benay Loftus , Antelope Valley SELPA



The Champions Club




WHY BECOME A PARTNER?

Special Education Local Plan Areas connect the 800,000 students with disabilities in California to the continuum of programs and services they require; provide schools and districts with the essential technical assistance to support compliance; deliver high-quality professional development to bring about improved student outcomes; and facilitate resolutions between families and local educational agencies.

OUR MISSION

SELPA Administrators of California is an association of professional educators whose mission is to champion educational access and opportunities for students with disabilities by collaborating with educational partners to influence policy and practice on major special education issues.

OUR IMPACT

- A total of **137 SELPAs** support all regions of California.
- SELPA Administrators provide leadership to **over 1,500 superintendents and charter leaders** on special education fiscal issues through established SELPA governing boards.
- SELPA Administrators support special education directors and coordinators in **over 2,000 local educational agencies**.
- We provide legislative advocacy to promote **inclusionary practices**, equity, and improved student outcomes.
- Successfully advocated for **increased base rate funding** and pandemic learning recovery and dispute prevention.
- SELPA Administrators of California hosted events are expected to draw over **3,000 attendees** in 2023-24, including over **800 attendees** at the SELPA State ADR Conference.
- Active social media following including an average of **40 new website visitors daily** and over **1,000 Facebook friends** and over 1,200 followers.
- Quarterly SELPA IMPACT newsletters, a list serve of over 4,500 educators, superintendents, legislators, parents, and agency partners, and robust podcasting and video production.

GET STARTED ...

Find out more about whether SELPA Administrators of California might make a good partner for your organization by completing a brief questionnaire.

- Click to complete our **Partnership Interest Form**
- Email questions to: selpasupport@selpa.info
- Please make checks payable to: SELPA Administrators of California, ATTN: Treasurer, 1400 Ranger Dr., Covina, California 91722

For more information about SELPA, please visit us at:
www.selpa.info and
www.facebook.com/SELPAstrong

MAKING IT HAPPEN.
EACH STUDENT. EVERY DAY.



Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

REF: V-A

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
JOINT POWERS AGENCY BOARD
MINUTES OF DECEMBER 4, 2023, REGULAR MEETING
Public Session – 12:00 p.m.
Jonata Middle School Library
301 Second Street, Buellton, CA 93427

I. PUBLIC SESSION

A. Call to Order

The regular meeting of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) Joint Powers Agency (JPA) Board was called to order by Anne Hubbard at **12:05 p.m.** at Jonata Middle School Library, Santa Barbara, CA.

B. Roll Call

Lindsay MacDonald took membership roll call.

Members Present: Anne Hubbard, *Chairperson*

Antonio Garcia

Randal Haggard, *Vice Chairperson*

Emilio Handal

Susan Salcido

Members Absent: Amy Alzina, *Clerk*

Holly Edds

Hilda Maldonado

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

Lindsay MacDonald, SBCSELPA Office Manager

Jennifer Connolly, SBCSELPA Coordinator

Rachel Wigle, SBCSELPA Chief Business Official

Kirsten Escobedo, Assistant Superintendent, Special Education, SBCEO

Beverly Sherman, Coordinator for Special Education, SYVSEC

C. Flag Salute

Anne Hubbard led the assembly in the Pledge of Allegiance.

D. Welcome Guests

Anne Hubbard began by welcoming the district staff members that regularly join the JPA Board meetings. Anne further confirmed that there were no additional guests in attendance at the meeting.

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 4, 2023

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

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

Ray Avila reviewed the report he prepared for the JPA Board, highlighting items #'s 3 & 6 regarding CDE compliance monitoring updates and legal hot topics. Ray shared that CDE has provided an update on Compliance Monitoring with updated timelines and new data for Performance Indicators and that the SELPA would be sharing this information with the County Special Education Administrators in preparation of compliance monitoring progress for the remainder of the school year. Ray also shared that the SBCSELPA recently brought in Jan Tomskey, attorney with F3 law firm, to present on a variety of legal hot topics and shared that the PowerPoint presentation has been included in the agenda as an attachment. The Board was satisfied; there were no questions or comments.

II. **PUBLIC COMMENTS**

There were no public comments.

III. **APPROVAL OF ADDITIONAL EMERGENCY ITEMS**

There were no additional emergency items presented.

IV. **APPROVAL OF ACTION AGENDA**

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

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

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

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

A. **Minutes of November 6, 2023 Regular Meeting**

B. **Ratification of Payment of Claims:** 01-765841 – 01-765855, 01-766841 – 01-766858, 01-767896 – 01-767909.

C. **2023-2024 School Psychologist Internship Placement Agreement: Orcutt Union School District**

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

1. Authorized Signature Forms

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

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

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

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

SBCSELPA JPA BOARD
MINUTES OF DECEMBER 4, 2023

VI. PRESENTATION

A. First Interim Report for Fiscal Year 2023-2024 Presentation
Presenter: Rachel Wigle, SBCSELPA Chief Business Official

Alison Lindsey, SBCSELPA Mental Health Manager, shared a PowerPoint presentation with the JPA Board reviewing the SBCSELPA WRAP Team and the supports they offer the Districts throughout our County. A majority of the SBCSELPA WRAP staff also joined the meeting and were introduced to the JPA Board, specifically, Tina Kurrels, Tania Nunez, Jazmin Estebez, and Rachel Bidinost.

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

VII. ITEMS SCHEDULED FOR ACTION/CONSIDERATION

A. Certification of First Period Interim Report for Fiscal Year 2023-2024

1. Narrative and Chart of First Period Interim Revenues and Expenses
2. First Period Interim Report

Recommendation: The JPA Board approve the First Period Interim Report for Fiscal Year 2023-2024 as presented.

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

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

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

B. SBCSELPA Local Plan Revision, Section 9, Part XVII, Out-of-Home Care (*Second Reading/Approval*)

1. Local Plan revisions

Recommendation: The JPA Board approve the revisions to the Local Plan, Section 9, Part XVII, Out-of-Home Care as presented.

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

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

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

VIII. ITEMS SCHEDULED FOR INFORMATION AND DISCUSSION

A. Approval of Fiscal Year 2023-24 Adopted Budget & Adopted Budget Analysis & Recommendation

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

B. Announcement of New SBCSELPA Staff Member, Alexis Freeborn, SBCSELPA WRAP Facilitator

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

C. SBCSELPA Professional Development Calendar for October 2023

1. SBCSELPA Professional Development Offerings Booklet (Updated August 2023)

Jennifer Connolly, SBCSELPA Coordinator, introduced this item and reviewed the October 2023 Professional Development training that would be offered. The Board was satisfied; there were no questions or comments.

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

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

E. SBCSELPA Legal Year-to-Date Reserve

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

F. Nonpublic School (NPS) 2023-24 Year-to-Date Placement Expenditures

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

IX. MISCELLANEOUS AGENDA ITEMS

A. Items Proposed for Future Action or Discussion

There were no requests for future agenda items.

B. Next Scheduled JPA Board Meeting:

Date: February 5, 2024

Time: 12:00 p.m.

Location: Jonata Middle School Library

C.

X. PUBLIC COMMENT PERIOD REGARDING CLOSED SESSION ITEM

There were no public comments.

XI. CLOSED SESSION: The JPA Board adjourned to Closed Session at **12:37 p.m.**

A. Liability Claims (Gov. Code § 54954.5(d))

Claimant: Goleta Union School District

Agency Claimed Against: Santa Barbara County SELPA

XII. RECONVENE TO PUBLIC SESSION: Anne Hubbard called the meeting back into Public Session at **1:04 p.m. The Board took no action.**

XIII. ADJOURNMENT

The meeting was adjourned at **1:04 p.m.**

Anne Hubbard, Chairperson
Santa Barbara County SELPA

Ray Avila, Secretary
Santa Barbara County SELPA

Date **11/06/2023**

Date **11/06/2023**



Santa Barbara County
Special Education Local Plan Area
Joint Powers Agency

REF: V-B

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

MINUTES OF JANUARY 17, 2024, SPECIAL MEETING

Public Session – 12:00 p.m.

Via ZOOM – Meeting ID: 882 0161 9790

South County Location:

Santa Barbara County Education Office

Cabinet Conference Room, 4400 Cathedral Oaks Rd.

Santa Barbara, CA 93110

North County Location:

Jonata Middle School Library

301 Second Street, Buellton, CA 93427

I. PUBLIC SESSION

A. Call to Order

The special meeting of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) Joint Powers Agency (JPA) Board was called to order by Anne Hubbard at **12:12 p.m.** at SBCEO Cabinet Conference Room, Santa Barbara, CA.

B. Roll Call

Lindsay MacDonald took membership roll call.

Members Present at SBCEO South County Location:

Amy Alzina, *Clerk*

Anne Hubbard, *Chairperson*

Members Present at Jonata Middle School North County Location:

Randal Haggard, *Vice-Chairperson*

Susan Salcido

Emilio Handall (via zoom)

Members Absent: Holly Edds

Antonio Garcia

Hilda Maldonado

Others Present:

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

Lindsay MacDonald, SBCSELPA Office Manager

Rachel Wigle, SBCSELPA Chief Business Official

Jennifer Connolly, SBCSELPA Coordinator

Brian Helt, SBCSELPA Executive Assistant

C. Flag Salute

Anne Hubbard led the assembly in the Pledge of Allegiance.

D. Welcome Guests

There were no guests present at the meeting.

II. PUBLIC COMMENTS

There were no public comments.

SBCSELPA JPA BOARD
MINUTES OF JANUARY 17, 2024 SPECIAL MEETING

III. **APPROVAL OF ADDITIONAL EMERGENCY ITEMS**

There were no additional emergency items presented.

IV. **APPROVAL OF ACTION AGENDA**

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

Motion to Approve: Amy Alzina Second: Emilio Handall

Vote: 5 – 0 The motion passed with JPA Board Members Amy Alzina, Randal Haggard, Emilio Handall, Anne Hubbard, and Susan Salcido voting in favor; none opposed.

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

VI. **PRESENTATION: No Presentation.**

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

A. **SBCSELPA Annual Audit Report for Fiscal Year Ending June 30, 2023**

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

Recommendation: The JPA Board approves the SBCSELPA Annual Audit Report for Fiscal Year Ending June 30, 2023 as presented.

Motion to Approve: Susan Salcido **Second:** Amy Alzina

Vote: 5 – 0 The motion passed with JPA Board Members Amy Alzina, Randal Haggard, Emilio Handall, Anne Hubbard, and Susan Salcido voting in favor; none opposed.

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

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

A. **Resignation Notification from Stephanie Kim (formerly Guertin), SBCSELPA WRAP Facilitator**

1. **Resignation Letter**

B. **Resignation Notification from Alexis Freeborn, SBCSELPA WRAP Facilitator**

1. **Resignation Letter**

IX. **MISCELLANEOUS AGENDA ITEMS**

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

There were no requests for future agenda items.

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

Date: February 5, 2024

Time: 12:00 p.m.

Location: Jonata Middle School Library, Buellton

X. **ADJOURNMENT**

The meeting was adjourned at **12:17 p.m.**

Anne Hubbard, Chairperson
Santa Barbara County SELPA

Ray Avila, Secretary
Santa Barbara County SELPA

Date

Date

Checks Dated 11/15/2023 through 01/25/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-769549	11/28/2023	Bucio, Rosy	01-5200	1,930.36	
			01-5910	35.00	1,965.36
01-769550	11/28/2023	Facio-Leon, Natalie	01-5910		35.00
01-769551	11/28/2023	Foote, Lisa A	01-5910		35.00
01-769552	11/28/2023	ALD Telecom	01-5910		60.36
01-769553	11/28/2023	Aldous Pabon	01-5860		6,000.00
01-769554	11/28/2023	Alexandra Holdom	01-4300	15.21	
			01-5200	35.00	50.21
01-769555	11/28/2023	Alexis Freeborn	01-5910		35.00
01-769556	11/28/2023	Catherine Park	01-5860		3,000.00
01-769557	11/28/2023	Devereux ABH	01-5890	17,353.99	
			01-5892	5,003.68	22,357.67
01-769558	11/28/2023	Emma Warren	01-5860		3,000.00
01-769559	11/28/2023	Frontier	01-5910		87.47
01-769560	11/28/2023	Gabrielle Esposito	01-5860		3,000.00
01-769561	11/28/2023	Goleta Union School District	01-7281		477.94
01-769562	11/28/2023	Great America Financial Svcs.	01-5860		160.65
01-769563	11/28/2023	Greenacre Home and School	01-5890	19,604.19	
			01-5892	3,021.24	22,625.43
01-769564	11/28/2023	Jazmin Estebez	01-5910		35.00
01-769565	11/28/2023	Lava Heights Academy	01-5890	8,470.00	
			01-5891	1,078.00	
			01-5892	3,630.00	13,178.00
01-769566	11/28/2023	Moss Levy & Hartzheim	01-5810		3,000.00
01-769567	11/28/2023	North Valley Schools Inc.	01-5890	525.00	
			01-5892	12,642.00	13,167.00
01-769568	11/28/2023	Patterson Associates	01-5600		5,770.17
01-769569	11/28/2023	Ponzuric Learning Solutions	01-5800		400.00
01-769570	11/28/2023	Rachel Bidinost	01-5910		35.00
01-769571	11/28/2023	Santa Barbara Unified District	01-5860		35,592.13
01-769572	11/28/2023	Staples Credit Plan	01-4300		36.58
01-769573	11/28/2023	Tania Nunez De La Torre	01-5910		35.00
01-769574	11/28/2023	Tina Kurrels	01-5910		35.00
01-769575	11/28/2023	West Shield Adolescent Service	01-5890		6,821.47
01-770757	12/05/2023	Avila, Ray S	01-8699		94.37
01-770758	12/05/2023	Bucio, Rosy	01-5200		522.88
01-770759	12/05/2023	Connolly, Jennifer	01-5200		430.20
01-770760	12/05/2023	Hurvitz, Taryn	01-5200		69.43
01-770761	12/05/2023	Alexandra Holdom	01-5200		915.89
01-770762	12/05/2023	Frontier	01-5910		254.81
01-770763	12/05/2023	Jazmin Estebez	01-5200		838.40
01-770764	12/05/2023	North Valley Schools Inc.	01-5890		9,335.40
01-770765	12/05/2023	Rachel Bidinost	01-5200		825.30
01-770766	12/05/2023	Regents of Univ. of CA	01-8699		1,278.90
01-770767	12/05/2023	Santa Maria Jt.union High Dist	01-7281		1,110.95
01-770768	12/05/2023	Securitas Technology Corp.	01-5860		70.11

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.

 ERP for California

Page 1 of 4

Checks Dated 11/15/2023 through 01/25/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-770769	12/05/2023	Tania Nunez De La Torre	01-5200		971.82
01-771857	12/12/2023	Avila, Ray S	01-5200		1,136.25
01-771858	12/12/2023	Connolly, Jennifer	01-4300		180.76
01-771859	12/12/2023	MacDonald, Lindsay	01-5200		48.47
01-771860	12/12/2023	ACSA	01-5300		135.61
01-771861	12/12/2023	Aldous Pabon	01-5860		3,000.00
01-771862	12/12/2023	Alexis Freeborn	01-5200		433.81
01-771863	12/12/2023	Big Green Cleaning Company	01-5860		387.00
01-771864	12/12/2023	Catherine Park	01-5860		3,000.00
01-771865	12/12/2023	CPR COMPUTER SERVICES	01-5860		1,080.00
01-771866	12/12/2023	Devereux ABH	01-5890	17,030.40	
			01-5892	3,639.04	20,669.44
01-771867	12/12/2023	Elevations RTC	01-5890	3,740.00	
			01-5892	18,240.00	21,980.00
01-771868	12/12/2023	Emma Warren	01-5860		3,000.00
01-771869	12/12/2023	Frontier	01-5910		195.61
01-771870	12/12/2023	Gabrielle Esposito	01-5860		3,000.00
01-771871	12/12/2023	Goleta Union School District	01-7281		870.04
01-771872	12/12/2023	Greenacre Home and School	01-5890	16,478.04	
			01-5892	4,454.24	20,932.28
01-771873	12/12/2023	JRG Legal Consulting	01-5830		715.00
01-771874	12/12/2023	Lava Heights Academy	01-5890	9,240.00	
			01-5892	3,300.00	12,540.00
01-771875	12/12/2023	Nargan Fire & Safety Co. Inc.	01-5860		44.00
01-771876	12/12/2023	North Valley Schools Inc.	01-5890	38,267.90	
			01-5892	3,822.00	42,089.90
01-771877	12/12/2023	Patterson Associates	01-5600		5,770.17
01-771878	12/12/2023	Rebecca Fritz	01-4310		538.75
01-771879	12/12/2023	Sage Communications, Inc.	01-5910		1,187.38
01-771880	12/12/2023	Santa Barbara Unified District	01-5860		74,561.96
01-771881	12/12/2023	Staples Business Credit	01-4310		73.23
01-771882	12/12/2023	Verizon Wireless	01-5910		213.56
01-771883	12/12/2023	VISA	01-4300	903.86	
			01-5800	452.52	
			01-5860	129.68	1,486.06
01-771884	12/12/2023	X Tech Laser Printing Inc.	01-5860		318.48
01-773096	12/19/2023	Bucio, Rosy	01-5200	759.28	
			01-5910	35.00	794.28
01-773097	12/19/2023	Facio-Leon, Natalie	01-5910		35.00
01-773098	12/19/2023	Foote, Lisa A	01-5200	347.81	
			01-5910	35.00	382.81
01-773099	12/19/2023	ALD Telecom	01-5910		117.18
01-773100	12/19/2023	Alexandra Holdom	01-5200		35.00
01-773101	12/19/2023	Alexis Freeborn	01-5910		35.00
01-773102	12/19/2023	Erin Dowdy-Quirk	01-4300		80.77
01-773103	12/19/2023	Frontier	01-5910		101.18

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.

 ERP for California

Page 2 of 4

Checks Dated 11/15/2023 through 01/25/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-773104	12/19/2023	Jazmin Estebez	01-5910		35.00
01-773105	12/19/2023	██████ NPS 2022-23-76	01-5890		1,012.52
01-773106	12/19/2023	Patterson Associates	01-5600		718.00
01-773107	12/19/2023	Rachel Bidinost	01-5910		35.00
01-773108	12/19/2023	Securitas Technology Corp.	01-5860		70.11
01-773109	12/19/2023	Tania Nunez De La Torre	01-5910		35.00
01-773110	12/19/2023	Tina Kurrels	01-5910		35.00
01-774642	01/09/2024	Bucio, Rosy	01-5200		733.53
01-774643	01/09/2024	Facio-Leon, Natalie	01-5200		182.88
01-774644	01/09/2024	Lindsey, Alison	01-5200		187.13
01-774645	01/09/2024	Alexandra Holdom	01-5200		505.53
01-774646	01/09/2024	Big Green Cleaning Company	01-5860		409.00
01-774647	01/09/2024	CPR COMPUTER SERVICES	01-5860		1,284.00
01-774648	01/09/2024	CRISIS PREVENTION INSTITUTE	01-4300		9,047.77
01-774649	01/09/2024	FAGEN FRIEDMAN & FULFROST LLP	01-5800		1,701.00
01-774650	01/09/2024	Frontier	01-5910		447.33
01-774651	01/09/2024	Goleta Union School District	01-7281		1,370.34
01-774652	01/09/2024	Great America Financial Svcs.	01-5860		188.93
01-774653	01/09/2024	Hatch & Cesario	01-5800		1,725.00
01-774654	01/09/2024	Jane Harpster	01-4310		278.72
01-774655	01/09/2024	Jazmin Estebez	01-5200		750.17
01-774656	01/09/2024	██████ NPS 2022-23-76	01-5890		560.88
01-774657	01/09/2024	Rachel Bidinost	01-5200		481.89
01-774658	01/09/2024	Sage Communications, Inc.	01-5910		321.26
01-774659	01/09/2024	Santa Maria-Bonita School Dist	01-7281		16,988.70
01-774660	01/09/2024	Tania Nunez De La Torre	01-5200		884.18
01-774661	01/09/2024	The Sound Options Group, LLC	01-5800		8,478.62
01-774662	01/09/2024	Tina Kurrels	01-5200		718.92
01-774663	01/09/2024	Verizon Wireless	01-5910		220.56
01-774664	01/09/2024	X Tech Laser Printing Inc.	01-5860		351.88
01-775769	01/16/2024	ACSA	01-5300		135.61
01-775770	01/16/2024	Devereux ABH	01-5890	17,598.08	
			01-5892	3,639.04	21,237.12
01-775771	01/16/2024	Elevations RTC	01-5890	21,600.00	
			01-5892	3,080.00	24,680.00
01-775772	01/16/2024	Frontier	01-5910		24.21
01-775773	01/16/2024	Gissell Crespo	01-5860		62.00
01-775774	01/16/2024	Greenacre Home and School	01-5890	16,610.03	
			01-5892	3,897.46	20,507.49
01-775775	01/16/2024	HEATHER BOUVIER	01-4310		455.27
01-775776	01/16/2024	JRG Legal Consulting	01-5830		227.50
01-775777	01/16/2024	Lava Heights Academy	01-5890	4,774.00	
			01-5891	4,774.00	
			01-5892	3,300.00	12,848.00
01-775778	01/16/2024	Leticia Leon	01-4310		19.00
01-775779	01/16/2024	Monica Santana	01-4310		35.44

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.

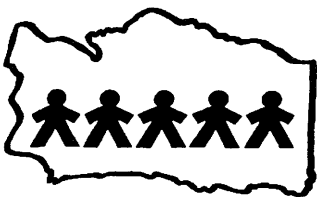
Checks Dated 11/15/2023 through 01/25/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-775780	01/16/2024	North Valley Schools Inc.	01-5890	22,719.00	
			01-5892	4,410.00	27,129.00
01-775781	01/16/2024	Santa Barbara Unified District	01-5860		32,042.10
01-775782	01/16/2024	Staples Business Credit	01-4310		317.41
01-775783	01/16/2024	VISA	01-4300	668.29	
			01-5200	1,477.90	
			01-5800	476.36	
			01-5860	156.95	2,779.50
01-776927	01/23/2024	Avila, Ray S	01-4300		69.07
01-776928	01/23/2024	Foote, Lisa A	01-4300		36.69
01-776929	01/23/2024	Casa Pacifica	01-5890	221,447.75	
			01-5892	17,752.25	239,200.00
01-776930	01/23/2024	Frontier	01-5910		83.62
01-776931	01/23/2024	Goleta Union School District	01-7281		509.85
01-776932	01/23/2024	Securitas Technology Corp.	01-5860		70.11
Total Number of Checks			127		811,110.72

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	127	811,110.72
	Total Number of Checks	127	811,110.72
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		811,110.72

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.



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

Date: February 5, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: 2023-2024 Nonpublic School (NPS) Individual Service Agreement (ISA)

BACKGROUND:

- The following ISA 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>
Elevations Academy RTC	NPS 2023-24-80	\$134,320.00	12/28/2023 – 06/30/2024
Total		\$134,320.00	

FISCAL IMPACT: The contracted costs for the SBCSELPA NPS placement for 2023-2024 is \$134,320.00.

RECOMMENDATION: The JPA Board approve the above 2023-2024 NPS ISA as presented.

RA:lm

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

(Education Code Sections 56365 et seq.)

This agreement is effective on December 28, 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 Elevations Academy RTC

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

Pupil Name ██████████ **NPS 2023-24-80** ██████████ Sex: ☐ M ☒ F Grade: 10
(Last) (First) (M.I.)

Address ██████████ Drive ██████████ City Santa Maria State/Zip CA/93454

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:

- Nonpublic School:* The average number of minutes in the instructional day will be: ██████████ during the regular school year
██████████ during the extended school year
- Nonpublic School:* The number of school days in the calendar of the school year are: 128 during the regular school year
██████████ during the extended school year
- 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: \$220

Estimated Number of Days 128 **x Daily Rate** \$220 = **PROJECTED BASIC EDUCATION COSTS** \$28,160

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		128	\$220		\$28,160
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			186	\$390		\$72,540
Mental Health Services	x			186	\$170		\$31,620
Enrollment Fee	x			1	\$2,000		\$2,000
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

107250

ESTIMATED MAXIMUM RELATED SERVICES COST\$ \$106,160TOTAL ESTIMATED MAXIMUM BASIC EDUCATION AND RELATED SERVICES COSTS \$ 134,320

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-

Elevations Academy RTC

Santa Barbara County SELPA

(Name of Nonpublic School/Agency)

(Name of LEA/SELPA)


 Ryan Mortensen (Dec 20, 2023 13:22 MST)

12/20/2023

(Signature)
(Date)

 Ray Avila (Dec 20, 2023 11:36 PST)

12/20/2023

(Signature)

(Date)

Ryan Mortensen, Associate Executive DirectorDr. Ray Avila, Executive Director

(Name and Title)

(Name of Superintendent or Authorized Designee)










RB ISA - Elevations RTC ISA 2023-24

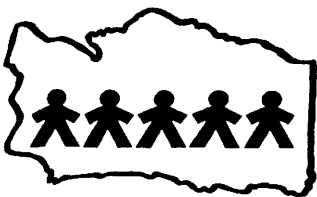
Final Audit Report

2023-12-20

Created:	2023-12-20
By:	Brian Helt (bhelt@sbcsepa.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAACMvzJzaiwhPj4cuRb9CDJBAg4Yofbmt3

"RB ISA - Elevations RTC ISA 2023-24" History

-  Document created by Brian Helt (bhelt@sbcsepa.org)
 2023-12-20 - 7:23:04 PM GMT- IP address: 206.83.1.2
-  Document emailed to ravila@sbcsepa.org for signature
 2023-12-20 - 7:24:59 PM GMT
-  Email viewed by ravila@sbcsepa.org
 2023-12-20 - 7:36:12 PM GMT- IP address: 104.47.73.254
-  Signer ravila@sbcsepa.org entered name at signing as Ray Avila
 2023-12-20 - 7:36:30 PM GMT- IP address: 206.83.1.2
-  Document e-signed by Ray Avila (ravila@sbcsepa.org)
 Signature Date: 2023-12-20 - 7:36:32 PM GMT - Time Source: server- IP address: 206.83.1.2
-  Document emailed to Ryan Mortensen (rmortensen@elevationsrtc.com) for signature
 2023-12-20 - 7:36:34 PM GMT
-  Email viewed by Ryan Mortensen (rmortensen@elevationsrtc.com)
 2023-12-20 - 8:21:54 PM GMT- IP address: 66.249.84.199
-  Document e-signed by Ryan Mortensen (rmortensen@elevationsrtc.com)
 Signature Date: 2023-12-20 - 8:22:24 PM GMT - Time Source: server- IP address: 63.248.254.235
-  Agreement completed.
 2023-12-20 - 8:22:24 PM GMT



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

Date: February 5, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: SBCSELPA Memorandum of Understanding (MOU) for Professional Services
 Provided to District for 2023-24 Hours and Services

BACKGROUND:

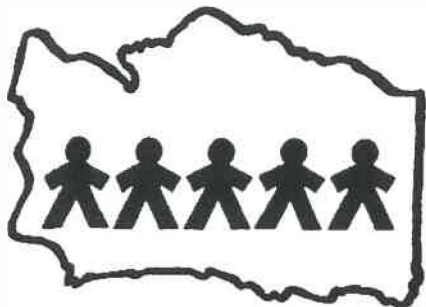
- The attached MOUs for Professional Services for the 2023-2024 school year are being presented for JPA Board approval:

1. Hope Elementary School
2. Manzanita Charter School
3. Santa Barbara Charter School
4. Santa Barbara County Education Office

FISCAL IMPACT: SBCSELPA shall be the employer of the BCBA for any purpose. SBCSELPA shall invoice LEA according to SBCSELPA's Board-approved rate sheet: BCBA Services, attached to MOU as Exhibit B. LEAs shall request and agree to reimburse a certain number of days of service per year, prior to the school year beginning.

RECOMMENDATION: The JPA Board approves the 2023-24 MOUs for Professional Services – BCBA Hours and Services as presented.

RA:lm



Santa Barbara County Special Education Local Plan Area

A Joint Powers Agency

MEMORANDUM OF UNDERSTANDING FOR PROFESSIONAL SERVICES

Santa Barbara County SELPA and **Hope Elementary School District**

This **Memorandum of Understanding (“MOU”)** for professional services is made between the Hope Elementary 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).

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

Hope School District, LEA

Name: Ray Avila

Name: Anne Hubbard, Ed.D.

Title: Executive Director, SBCSELPA

Title: Superintendent

Date: _____

Date: 12/13/23

JPA Board Approved (date): _____

LEA Board Approved (date): 12/11/2023

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:

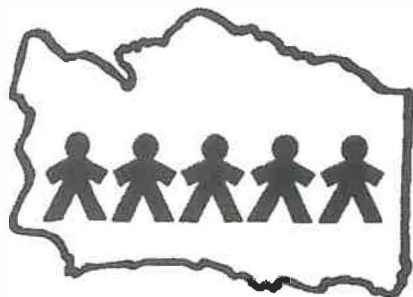
BCBA Services	Total Days in July 1, 2023 to June 30, 2024 (Estimated)
Delivery of BCBA Services (program development and supervision) to students identified by District according to the student(s)'s individualized education program ("IEP")	10 days
Collaboration with School and/or Home Behavior Team	
Functional Behavior Assessment	
IEP Team Meeting Attendance and Preparation	
District Staff Training/Professional Development	
Availability for the provision of Technical Assistance as requested	
Other:	

Approved on: 12/11/2023
Board of Trustees
Hope School District

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

BCBA Request for 2023-2024 (Intent to purchase)

School District: HOPE School District

- 2022-2023: 10 days of BCBA time from the SBCSELPA
- 2023-2024: Agree to purchase 10 day(s) of BCBA time from the SBCSELPA

Note: The BCBA will schedule the 2023-2024 dates of service with the Special Ed. Director

Administrator Name: Kristin Lindquist, Director of Special Education, HOPE School District

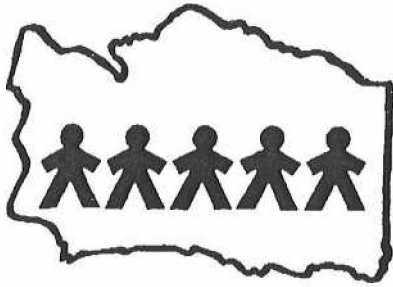
Kristin Lindquist
 Signature

2-22-23

Date

PLEASE RETURN TO SBCSELPA BY FEBRUARY 24, 2023. THANK YOU!

Approved on: 12/11/23
 Board of Trustees
 Hope School District



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

MEMORANDUM OF UNDERSTANDING FOR PROFESSIONAL SERVICES

Santa Barbara County SELPA and Manzanita Charter School

This **Memorandum of Understanding** (“MOU”) for professional services is made between the **Manzanita Charter School** (“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

Manzanita Charter School, LEA

Name: Ray Avila

Title: Executive Director, SBCSELPA

Date: _____

JPA Board Approved (date): _____

Name: Suzanne Nicastro

Title: Superintendent

Date: 12/13/23

LEA Board Approved (date): 12/13/2023

EXHIBIT A

Scope of Work: Board Certified Behavior Analyst Services

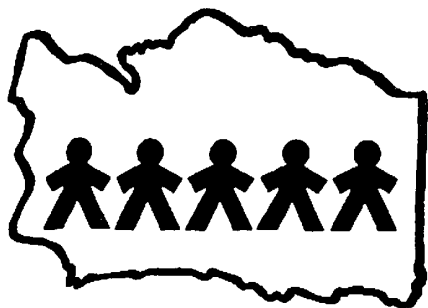
The roles and responsibilities of the SBCSELPA BCBA(s) shall consist of duties and time allocation described below, and shall include:

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")	15 days
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

MEMORANDUM OF UNDERSTANDING FOR PROFESSIONAL SERVICES

Santa Barbara County SELPA and Santa Barbara Charter School

This **Memorandum of Understanding (“MOU”)** for professional services is made between the Santa Barbara Charter School (“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.

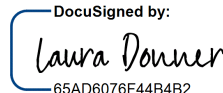
9. **Termination for Substantial Change in Circumstances.** This MOU may be terminated by either Party upon at least thirty (30) calendar days written notice to the other Party due to a substantial change in circumstances, such as student relocation or change in IEP services, or loss of SBCSELPA staff. 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

Santa Barbara Charter School, LEA

DocuSigned by:

 65AD6076F44B4B2...

Name: _____

Name: Laura Donner

Title: _____

Title: Director of Education

Date: _____

Date: 1/9/2024

JPA Board Approved (date): _____

LEA Board Approved (date): 12-13-2023

EXHIBIT A

Scope of Work: Board Certified Behavior Analyst Services

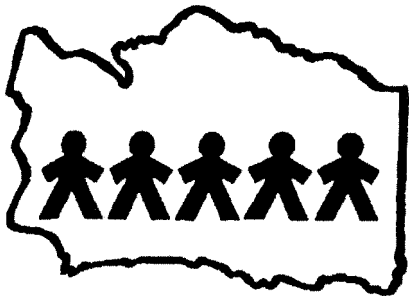
The roles and responsibilities of the SBCSELPA BCBA(s) shall consist of duties and time allocation described below, and shall include:

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

MEMORANDUM OF UNDERSTANDING FOR PROFESSIONAL SERVICES

Santa Barbara County SELPA and Santa Barbara County Education Office

This **Memorandum of Understanding (“MOU”)** for professional services is made between the Santa Barbara County Education Office (“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

Santa Barbara County Education Office, LEA

Name: Ray Avila

Title: Executive Director, SBCSELPA

Date: _____

JPA Board Approved (date): _____

Name: Mart Escobedo

Title: ASSOCIATE SUPERINTENDENT

Date: 12-7-20

LEA Board Approved (date): N/A

EXHIBIT A***Scope of Work: Board Certified Behavior Analyst Services***

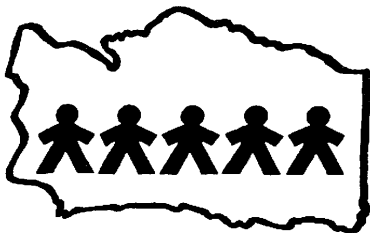
The roles and responsibilities of the SBCSELPA BCBA(s) shall consist of duties and time allocation described below, and shall include:

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")	10 days
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

Date: February 5, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
 Request for Additional Support Staff Oakley 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 Preschool Program are one (1) teacher and (2) two paraeducators for under ten (10) students.
- As of December 2023, the classroom at Oakley had grown to 10 students in both morning and 12 students in the afternoon programs. To maintain a safe and well supervised classroom, additional paraprofessional is required.
- SBCEO is requesting an additional seven (7) hours per day of additional staffing support. The students in the class have a variety of intensive needs requiring a high level of monitoring including elopement, extreme sensory seeking behaviors, and difficulty participating in directed tasks without a high level of support.
- A SBCSELPA Administrator recently visited the classroom and deemed the request for additional para support necessary as requested.
- Santa Barbara County SELPA special education administrators were presented with this request at the Special Education Administrators Meeting (SEAM) for feedback and provided their support to the proposed plan.

FISCAL IMPACT: The estimated cost for requested additional aide support staff ranges from \$35,183.70 to \$63,284.12 for the 2023-2024 school year.

RECOMMENDATION: The JPA Board approves the SBCEO regional program request for funding of the additional support staff for Oakley Pre-School for the 2023-24 school year as presented.

RA:lm

Regional Program Operator Request for Funding of Additional Support Staff

Program Operator: SBCEO		
Regional Program Type: Extensive Support Needs		
District: Santa Maria Bonita School District	School: Oakley Pre-School	For 2023-2024 School Year
Teacher Name: Marisela Romero	Current Class Size: 11 - morning class 12 - Afternoon class	Age Range: 3-5
If request is for TLP; how many of the students are in the TLP class 50% or more of their day:		
Reason for additional request (check all appropriate boxes): <input type="checkbox"/> To meet the needs of a student with a low incidence disability <input type="checkbox"/> The need is associated with legal issues <input type="checkbox"/> To assist a student with severe behavioral problems <input checked="" type="checkbox"/> Staff ratio in individual classroom(s)		
Support staff being requested/pages to complete: <input checked="" type="checkbox"/> Additional Aide Time (pgs.1-3) <input type="checkbox"/> Signing Aide (pg.1) <input type="checkbox"/> Signing Interpreter (pg.1) <input type="checkbox"/> Transcriber (pg.1) <input type="checkbox"/> Other (pgs.1-3)		
Number of additional support staff hours requesting per day: 7 hours		Estimated cost for requested support staff: Low: 35,183.70 High: \$63,284.12

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

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

Current Local Plan staffing ratio guidelines for this program: One teacher and three paraeducators for 8 students./2:1 student to staff ratio is the continuing guideline for SBCEO LEAP classrooms

Current Support Staff (ex: program aide, additional aide, one on one, etc)	Total Hours/Schedule (ex.15hrs/Mon-Fri 9-12)	Duties
Program Aide	hrs M-F 7:45-3:15	Assist all student with severe behavior and safety needs.
Program Aide	hrs M-F 7:45-3:15	Assist all students with severe behavior and safety needs.

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 Preschool Program is one teacher and two paraeducators for under ten students. This December, our classroom at Oakley has grown to 10 students in both morning and 12 students in the afternoon programs. In order to maintain a safe and well supervised classroom, an additional paraprofessional is required. The students in the class have a variety of intensive needs requiring a high level of monitoring including elopement, extreme sensory seeking behaviors, and difficulty participating in

Regional Program Operator Request for Funding of Additional Support Staff

directed tasks without a high level of support. This intensive level of support needed includes the use of positive reinforcement strategies, tangible reinforcers, visual schedules, and the use of picture exchange communication systems.

These students require close monitoring and constant supervision in order to keep all students and staff safe and to teach appropriate social skills. When the students become aggressive (hitting, biting, throwing objects, kicking) and/or attempt to elope it requires at least 1 staff member to monitor them, and/or provide strategies to the student to regulate their behavior . This reduces the supervision for all the remaining students in the classroom.

All of the students with one exception in the classroom continue to wear diapers (11 in the morning and 10 in the afternoon) and are being toilet trained. All students require a minimum of two daily changes. The high level of staff support during the times of diaper changes also reduces the staff supervision for other students.

Provide a plan or an IEP goal (must be measurable) that includes criteria for fading the additional support staff: Additional staff would no longer be required as student numbers drop to 8 or below.

Regional Program Operator Request for Funding of Additional Support Staff

Rubric

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

	Health/Personal Care Rating	Behavior Rating	Instruction Rating	Inclusion/Mainstreaming Rating
0	General good health. No specialized health care procedure, medications taken or time for health care. Independently maintains all age appropriate personal care. <input type="checkbox"/>	Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends. <input type="checkbox"/>	Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts. <input type="checkbox"/>	Participate in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers. <input type="checkbox"/>
1	Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedure. Medication administration takes less than 10 minutes time. Needs reminders to complete age appropriate personal care activities. <input type="checkbox"/>	Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited. <input type="checkbox"/>	Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to: stay on task, follow directions and to remain engaged in learning. <input type="checkbox"/>	Participates with modification and accommodation. Needs an occasional reminder of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately. <input type="checkbox"/>
2	Chronic health issues, generic specialized health care procedures. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. Occasional toileting accidents. <input type="checkbox"/>	Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavior management plan, but unable to experience much success without behavior support plan implementation. <input type="checkbox"/>	Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions. <input type="checkbox"/> X	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 adults at close proximity due to possible seizures she may experience and fall. <input type="checkbox"/> X	Participation may require additional staff for direct instructional and behavior support. Requires direct supervision going to and from class. Always requires modifications and accommodations for class work. Requires adult to facilitate social interaction with peers. <input type="checkbox"/>
4	Specialized health care procedure requiring care by specially trained employee (G-tube, tracheotomy, catheterization). Takes medication, requires positioning or bracing multiple times daily. Health related interventions 45 min. daily. Direct assistance with most personal care. Requires two-person lift. Direct 1:1 assistance 45 minutes or more daily. <input type="checkbox"/>	Serious behavior problems with potential for injury to self and others, runs-away, aggressive on a daily basis. Functional Analysis of Behavior or Hughes Bill has been completed and the student has a well-developed BIP, which must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors. <input type="checkbox"/>	Cannot participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodation and modification not typical for the class group. <input type="checkbox"/> X	Always requires 1:1 staff in close proximity for direct instruction, safety, mobility or behavior monitoring. Requires 1:1 assistance to go to and from class 75% of the time. Requires adult to facilitate social interaction with peers and to remain in proximity at all times. <input type="checkbox"/>

Regional Program Operator Request for Funding of Additional Support Staff

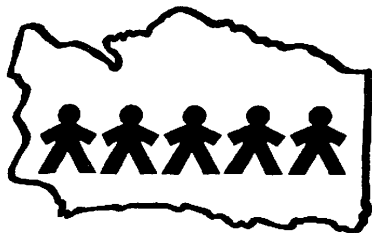
School Day Description: (check day(s) that pertain to chart below) **X MONDAY X TUESDAY X WEDNESDAY X THURSDAY X FRIDAY**

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...
8:00-8:30 11:45-12:15	Meet bus/or parents, students play outside	Elopement, climbing on fences, mouthing objects, aggressive behaviors are exhibited throughout all the transitions noted throughout the day. Many students lack danger awareness and can be injured if not monitored closely.	10	3 staff needed to get the 6 students off the bus and safely escort/assist them into the classroom from the street.	After all students are in the classroom one staff toilet students 1:1, while the other monitors students
8:30-9:00 12:15-12:45	Purposeful play Directed work on IEP goals	Some students may require intensive interventions to remain engaged in an activity. Students need to be monitored for elopement and/or unsafe behaviors such as climbing on chairs, hiding, mouthing objects or running around room.	10	All staff are supervising students intensively during this time	All students need intensive support to remain engaged in play
9:00-9:30 12:45-1:15	Small group where three adults facilitate center activities with groups of 3-4 students	Various students need 1:1 assistance throughout the group to facilitate interactions and maintain appropriate attention, take their turn, imitate songs motions etc.	10	All staff are leading small group center activities with students.	A high level of support is needed to help students within small group, maintain personal space while engaging and participating.
9:30-10:00 1:15-1:45	Nutrition	Students elope, and need assistance with eating appropriately, students can choke easily from taking large bites	10	All staff are assisting with nutrition	Additional staff are needed to ensure that students with allergies are not exposed to problem foods, and that students are eating appropriately.

Regional Program Operator Request for Funding of Additional Support Staff

10:00-10:45 1:45-2:45	Toileting done by 1 staff, clean –up by remaining staff and prep to go outside for recess eg: putting on shoes, jackets etc. Other students are in large group	Students need constant facilitation to ensure that the large group instruction is meaningful and relevant	10	1 staff toileting 1 student at a time in the bathroom. Currently 2 remaining staff are in the classroom facilitating large group instruction	Not enough support for safety, participation in classroom, integration activities, work on individual goals and health and hygiene needs.
10:45-11:00 2:45-3:00	Dismissal	Students need intensive monitoring to ensure their safety. Students will unbuckle the straps on the buggy, and elope. The street is in close proximity to the dismissal point.	10	All staff monitor students during the dismissal period	Not enough support for safety,



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

Date: February 5, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
 Request for Additional Support Staff at Taylor 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 Extensive Support Needs (ESN) Self-Contained program is one (1) teacher and (2) two paraeducators for under eight (8) or nine (9) students for a half-day program.
- Currently, morning and afternoon sessions of the Taylor Preschool program have 10-12 students, one of which demonstrates self-injurious behaviors, and aggression toward staff. To maintain a safe and well supervised large classroom size an additional paraprofessional is required.
- SBCEO is requesting an additional seven (7) hours per day of additional staffing support.
 The students in the class have a variety of intensive needs that also require a high level of monitoring including elopement, hair pulling, tantrums, throwing objects, biting, scratching, extreme sensory seeking behaviors, and difficulty participating in directed tasks without a high level of support.
- A SBCSELPA Administrator recently visited the classroom and deemed the request for additional para support necessary as requested.
- Santa Barbara County SELPA special education administrators were presented with this request at the Special Education Administrators Meeting (SEAM) for feedback and provided their support to the proposed plan.

FISCAL IMPACT: The estimated cost for requested additional aide support staff ranges from \$35,183.70 to \$63,284.12 for the 2023-2024 school year.

RECOMMENDATION: The JPA Board approves the SBCEO regional program request for funding of the additional support staff for Taylor Pre-School for the 2023-24 school year as presented.

RA:lm

Regional Program Operator Request for Funding of Additional Support Staff

Program Operator: Santa Barbara County Education Office ("SBCEO")		
Regional Program Type: Self Contained Extensive Support Needs ("ESN")		
District: Santa Maria Bonita Unified School District	School: Taylor Pre-School	For 2023-2024 School Year
Teacher Name: Jessica Finocchio	Current Class Size: 11 (morning class) 12 (afternoon class)	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 type="checkbox"/> To meet the needs of a student with a low-incidence disability <input type="checkbox"/> The need is associated with legal issues <input checked="" type="checkbox"/> To assist a student with severe behavioral problems <input checked="" type="checkbox"/> Staff ratio in individual classroom(s)		
Support staff being requested/pages to complete: <input checked="" type="checkbox"/> 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: 7 hours		Estimated cost for requested support staff: Low: \$35,183.70 High: \$63,284.12

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

Students' First Initials :	Last Initial:	Female	Age:	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 two paraeducators for 80 or 9 students.

Current Support Staff (ex: program aide, additional aide, one on one, etc)	Total Hours/Schedule (ex. 15hrs/Mon-Fri 9-12)	Duties
Program Aide	7 hrs M-F 7:45-3:15	Bilingual, assist all students in class
Program Aide	7 hrs M-F 7:45-3:15	Assist all students in class
Program Aide	4 hrs 7:45-11:45	Assist AA students in AM 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, morning and afternoon sessions of the Taylor Preschool program have 10-12 students, one of which demonstrates self-injurious behaviors, and aggression toward staff. The implementation of AA's IEP requires a maximum level of prompting, hand over hand assistance for functional play, and constant monitoring to maintain her safety in the classroom.

Additionally, the other nine or eleven students in the class have a variety of intensive needs that also require a high level of monitoring including elopement, hair pulling, tantrumming, throwing objects, biting, scratching, extreme sensory seeking behaviors, and difficulty participating in directed tasks without a high level of support. Three of the students in the class demonstrate aggressive behavior towards peers and staff. Three of the students attempt to elope out of the classroom environment (including outdoors) frequently throughout the day. Three students climb the classroom furniture (tables, chairs and bookshelves) if not closely monitored. These students do not respond when their name is called by an adult. These students require close monitoring and constant supervision in order to keep all students and staff safe and to teach appropriate social skills. When the students become aggressive (hitting, biting, throwing objects, kicking) and/or attempt to elope it requires a staff member to monitor them which reduces the supervision for all the students in the classroom. This intensive level of support needed includes the use of positive reinforcement strategies, tangible reinforcers, visual schedules, and the use of picture exchange communication systems and other forms of Adaptive and Augmentative Communication (AAC).

All the students in the classroom continue to wear diapers (12/12 children) and are being toilet trained. These students require a minimum of one-two daily changes. Each change period takes up to fifty minutes to complete. The high level of staff support during the times of diaper changes also reduces the staff supervision for other students.

The use of evidenced-based practices (EBP) for students with ASD and moderate –severe disabilities have been implemented in the class and students continue to make progress. Successful implementation of evidenced-based practices requires staff training and a high level of planning and organization. This needs to be done regularly and prior to student's arrival in the classroom so that when students are present, staff can fully monitor and support the students, provide the consistency and structured routines and interventions necessary to facilitate academic progress for student while decreasing inappropriate behaviors. Some of the interventions and strategies used include highly structuring the physical environment of the classroom, visual schedules, keeping available tangible reinforcers that are unique to each child, designing lesson activities with modifications and accommodations that are unique to each child's individual developmental needs.

Regional Program Operator Request for Funding of Additional Support Staff

Request is for an aide to cover large class size, not an individual student

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.
 AM Student #1

	Health/Personal Care Rating	Behavior Rating	Instruction Rating	Inclusion/Mainstreaming Rating
0	General good health. No specialized health care procedure, medications taken or time for health care. Independently maintains all age appropriate personal care. <input type="checkbox"/>	Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends. <input type="checkbox"/>	Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts. <input type="checkbox"/>	Participate in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers. <input type="checkbox"/>
1	Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedure. Medication administration takes less than 10 minutes time. Needs reminders to complete age appropriate personal care activities. <input checked="" type="checkbox"/>	Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited. <input type="checkbox"/>	Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to: stay on task, follow directions and to remain engaged in learning. <input type="checkbox"/>	Participates with modification and accommodation. Needs an occasional reminder of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately. <input type="checkbox"/>
2	Chronic health issues, generic specialized health care procedures. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. Occasional toileting accidents. <input type="checkbox"/>	Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavior management plan, but unable to experience much success without behavior support plan implementation. <input 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 <u> </u> Discrete Trial <u> </u> ABA <u> </u> Structured Teaching <u> </u> PECs. Requires signing over 80% of the time.	Participation may require additional staff for direct instructional and behavior support. Requires direct supervision going to and from class. Always requires modifications and accommodations for class work. Requires adult to facilitate social interaction with peers. <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	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	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.	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

--

Regional Program Operator Request for Funding of Additional Support Staff

with most personal care. Requires two-person lift. Direct 1:1 assistance 45 minutes or more daily. <input type="checkbox"/>	safely attend school. Staff has been trained in the management of assaultive behaviors. <input type="checkbox"/>	Cognitive abilities and skills require significant x accommodation and modification not typical for the class group. x <input type="checkbox"/>	social interaction with peers and to remain in close proximity at all times. X
---	--	---	---

PM Student #2

	Health/Personal Care Rating	Behavior Rating	Instruction Rating	Inclusion/Mainstreaming Rating
0	General good health. No specialized health care procedure, medications taken or time for health care. Independently maintains all age appropriate personal care. <input type="checkbox"/>	Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends. <input type="checkbox"/>	Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts. <input type="checkbox"/>	Participate in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers. <input type="checkbox"/>
1	Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedure. Medication administration takes less than 10 minutes time. Needs reminders to complete age appropriate personal care activities. x	Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited. <input type="checkbox"/>	Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to: stay on task, follow directions and to remain engaged in learning. <input type="checkbox"/>	Participates with modification and accommodation. Needs an occasional reminder of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately. <input type="checkbox"/>
2	Chronic health issues, generic specialized health care procedures. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. Occasional toileting accidents. <input type="checkbox"/>	Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavior management plan, but unable to experience much success without behavior support plan implementation. <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.	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	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	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.	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

Regional Program Operator Request for Funding of Additional Support Staff

	with most personal care. Requires two-person lift. Direct 1:1 assistance 45 minutes or more daily. <input type="checkbox"/>	safely attend school. Staff has been trained in the management of assaultive behaviors. <input type="checkbox"/>	Cognitive abilities and skills require significant x accommodation and modification not typical for the class group. x <input type="checkbox"/>	social interaction with peers and to remain in close proximity at all times. X
--	---	--	---	---

--

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...
11:45-12:15 PM	Arrival: A) Parents dropping off students by the side gate B) getting students from the school bus C) Handwashing and Diapering D) Selection of an exploration learning activity	<ul style="list-style-type: none"> ● Protesting ● Hitting ● Crying ● Kicking ● Biting ● Elopement 	10	<ul style="list-style-type: none"> ● Visual, gestural, physical and verbal prompts ● Staff getting students on the Buggy (six-seater) and two strollers. Three staff members are pushing strollers and buggy (includes teacher). 	<ul style="list-style-type: none"> ● 1:1 support for helping students to fasten and sit in the buggy or strollers and monitoring for safety ● 1:1 support for toileting/diapering ● Implementation of sensory activities and positive behavior strategies for calming

--

Regional Program Operator Request for Funding of Additional Support Staff

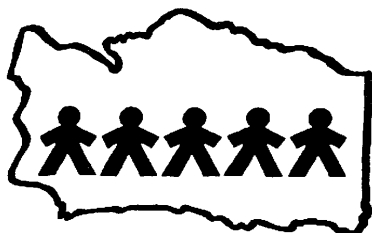
12:15-12:45 PM	Self-Selected Activities A) Dramatic Play B) Manipulatives C) Writing Center D) Painting Wednesdays and Thursdays: Speech and Language Therapy	<ul style="list-style-type: none"> • Protesting • Throwing objects/items • Mouthing • Biting • Climbing on furniture • Kicking • Elopement 	10	<ul style="list-style-type: none"> • Visual, gestural, physical and verbal prompts • Setting up activities between students • Assisting with activities/modeling 	<ul style="list-style-type: none"> • 1:1 support for helping student engage in selected activities • 1:1 support for virtual speech therapist • 1:1 support for self-injurious behaviors
12:45 – 1:15 PM	Large Group A) Greetings B) Reading a Story C) Music/Movement D) Question of the Day Wednesdays and Thursdays: Speech and Language Therapy	<ul style="list-style-type: none"> • Hitting • Biting • Kicking • Protesting • Throwing objects/items • Mouthing objects • Elopement 	10	<ul style="list-style-type: none"> • Visual, gestural, physical and verbal prompts • Weighted lap blanket • Chewy tube • Sensory/tangible object 	<ul style="list-style-type: none"> • 1:1 support for aggression toward staff • 1:1 support for virtual speech therapist
1:15– 2:00 PM	Outside Play	<ul style="list-style-type: none"> • Protesting 		<ul style="list-style-type: none"> • Visual, gestural, physical and verbal prompts 	<ul style="list-style-type: none"> • 1:1 support for mouthing objects

--

Regional Program Operator Request for Funding of Additional Support Staff

	A) Transition to playground B) Play			<ul style="list-style-type: none"> Supervising yard area Facilitating play 	<ul style="list-style-type: none"> Close supervision during climbing on the play structure and swings (safety) Increased facilitation of play/social skills
2:10 – 2:35 PM	Snack Time A) Handwashing B) Diapering C) Lunchbox D) Eating/Drinking	<ul style="list-style-type: none"> Hitting Biting Kicking Protesting Throwing objects/items Mouthing objects Elopement 	10	1. Visual, gestural, physical, and verbal prompts 2. Sensory activities 3. Adaptive seating 4. Placemats with visuals	<ul style="list-style-type: none"> Close supervision during mealtime to monitor for safety Teaching students how to use utensils Assistance with feeding Keep students at the table/ kitchen area to eat snack 1:1 support for toileting/diapering
2:35 – 2:45 PM	Closing/Departure A) Clean up B) Hand washing and diapering C) Get backpacks ready D) Closing Circle Time E) Students get on Buggy and strollers (meet parents and bus at the loading zone)	<ul style="list-style-type: none"> Hitting Biting Kicking Protesting Throwing objects/items Mouthing Items Elopement 	10	<ul style="list-style-type: none"> Visual, gestural, physical, and verbal prompts Sensory activities Staff getting students on the Buggy (six-seater) and two strollers. Three staff members are pushing strollers and buggy (includes teacher). 	<ul style="list-style-type: none"> 1:1 support for aggressive behaviors toward staff 1:1 support for helping students to fasten and sit in the buggy or strollers and monitoring for safety Keep students engaged in the instructional activity Provide positive support to all students

--



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

Date: February 5, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
Request for Additional Support Staff for Cabrillo High School SDC for
the 2024-2025 School Year

BACKGROUND:

- As per our Local Plan, regional program providers must annually request to continue and/or add the employment of extra or supplementary support staff that is above and beyond the number of support staff allocated per program or FTE in Local Plan Policy 3204.
- The current Local Plan staffing ratio guidelines for this program is one (1) teacher and three (3) paraeducators per every eight (8) students. Cabrillo will serve 7 students 11th grade through 22 years of age (potentially two additional students entering 8th grade) with goals related to medical needs, behavior, communication, daily living skills, vocation skills, social skills, integration, and academics. Thus, the request for the continuation of additional paraprofessional time support for the 24-25 school year.
- To continue to meet the needs of this classroom effectively the regional program operator, SBCEO, is requesting continuation of the funding for 4.75 hours of additional paraprofessional support time per day. The request for the continuation of additional aide time support for the 2024-2025 school year is outlined in the attached request.
- A SBCSELPA Administrator recently visited the classroom and deemed the request for additional para support necessary as requested.
- Santa Barbara County SELPA special education administrators were presented with this request at the Special Education Administrators Meeting (SEAM) for feedback and provided their support to the proposed plan.

FISCAL IMPACT: The estimated cost for the continuation of additional paraprofessional time is \$54,414.81 for the 2024-2025 school year.

RECOMMENDATION: The JPA Board approves the SBCEO regional program request for funding for the continuation of additional support staff for Cabrillo High School SDC for the 2024-2025 school year as presented.

RA:lm

Regional Program Operator Request for Funding of Additional Support Staff Demographics

Program Operator: SBCEO		<input checked="" type="checkbox"/> Program-Wide Support <input type="checkbox"/> Specific Student
Regional Program Type: SDC - Severe/Profound		
District: LUSD	School: Cabrillo HS	For 2024-2025 School Year
Teacher Name: Tracy Akins	Current Class Size: 8 (2023-24)	Age Range: 9 th grade- 22 years
Reason for additional request (check all appropriate boxes):		
<input checked="" type="checkbox"/> To meet the needs of a student with a low incidence disability <input type="checkbox"/> The need is associated with legal issues <input checked="" type="checkbox"/> To assist a student with severe behavioral problems <input checked="" type="checkbox"/> Staff ratio in individual classroom(s)		
Support staff being requested: <input checked="" type="checkbox"/> Aide Time <input type="checkbox"/> Signing Aide <input type="checkbox"/> Signing Interpreter <input type="checkbox"/> Transcriber <input type="checkbox"/> Other		
Number of additional support staff hours requested per day: 4.75		Estimated cost for requested support staff: \$54,414.81

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

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

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

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

THIS REQUEST IS FOR CONTINUATION OF ADDITIONAL PARAPROFESSIONAL TIME FOR 2024-2025

Additional support staff is requested to continue for this program for the 2024/2025 academic year as the need remains.

Cabrillo will serve 7 students 11th grade through 22 years of age (potentially two additional students entering 8th grade) with goals related to medical needs, behavior, communication, daily living skills, vocation skills, social skills, integration, and academics.

There will be 7 students requiring 1:1 assistance for mobility utilizing mobility equipment and communicative technology including: standers, wheelchairs, walkers, switches, VOCAs, computer communication devices, and eye-gaze programs. All of this assistive technology requires 1:1 support, expanded wait time for response, and two-person physical lifts and transfers in & out of equipment. Four students utilize wheelchairs during the school day, 2 have a seizure action plan requiring constant monitoring, 2 have specialized health care requiring 1:1 supports. One student requires continuous monitoring for eloping, grabbing, and invading another's space. One student demonstrate severe behaviors

Regional Program Operator Request for Funding of Additional Support Staff

including loud vocalizations, grabbing others, scratching others, digging nails into others, self-injurious behaviors (SIB) including hitting self with force, banging head on surfaces or objects with force that may cause tissue damage. Extensive classroom support is required for goals & basic needs to be met in this classroom. Additionally, this program provides Community Based Instruction and Vocational experiences requiring 1:1 intensive support on campus and in the community.

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

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

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

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

Regional Program Operator Request for Funding of Additional Support Staff

Rubric

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

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

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

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

Regional Program Operator Request for Funding of Additional Support Staff

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

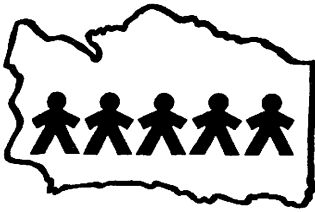
Please describe the school week, the support staff now provided, and the support staff recommended. Use as many pages needed to represent the whole week.

*******Request will not be considered if this page does not show the student's/program's entire week including where and how the existing support staff is being used.**

Time	Program Activity	Behavior Exhibited	# of other students	What are the other support staff doing?	Additional Support Needed at this time because...
8:30-2:45 activities happen throughout the day	Curriculum Adaptation	screaming, grabbing others, scratching others, digging nails into others, SIB	7 (2 currently home hospital)	Working with other students.	Not enough support for safety, participation in classroom, integration activities, work on individual goals and medical needs.
8:30-2:45 activities happen throughout the day	Curriculum Assistance	screaming, grabbing others, scratching others, digging nails into others, SIB	7 (2 currently home hospital)	Working with other students.	Not enough support for safety, participation in classroom, integration activities, work on individual goals and medical needs.
8:30-2:45 activities happen throughout the day	Bathroom Assistance	screaming, grabbing others, scratching others, digging nails into others, SIB	7 (2 currently home hospital)	Working with other students	Not enough support for safety, participation in classroom, integration activities, work on individual goals and medical needs.
8:30-2:45 activities happen throughout the day	Functional Activities	screaming, grabbing others, scratching others, digging nails into others, SIB	7 (2 currently home hospital)	Working with other students.	Not enough support for safety, participation in classroom, integration activities, work on individual goals and medical needs.
8:30-2:45 activities happen throughout the day	Nutrition	screaming, grabbing others, scratching others, digging nails into others, SIB	7 (2 currently home hospital)	Working with other students.	Not enough support for safety, participation in classroom, integration activities, work on individual goals and medical needs.
8:30-2:45 activities happen throughout the day	Lunchroom/Meal Assistance	screaming, grabbing others, scratching others, digging nails into others, SIB	7 (2 currently home hospital)	Working with other students.	Not enough support for safety, participation in classroom, integration activities, work on individual goals and medical needs.

Regional Program Operator Request for Funding of Additional Support Staff

8:30-2:45 activities happen throughtout the day	Transition Assistance	screaming, grabbing others, scratching others, digging nails into others, SIB	7 (2 currently home hospital)	Working with other students.	Not enough support for safety, participation in classroom, intregation activities, work on individual goals and medical needs.
8:30-2:45 activities happen throughtout the day	Other: General Ed Inclusion/Community-Based	screaming, grabbing others, scratching others, digging nails into others, SIB	7 (2 currently home hospital)	Working with other students.	Not enough support for safety, participation in classroom, intregation activities, work on individual goals and medical needs.
8:30-2:45 activities happen throughtout the day	Other Needs: Medical Monitoring	screaming, grabbing others, scratching others, digging nails into others, SIB	7 (2 currently home hospital)	Working with other students.	Not enough support for safety, participation in classroom, intregation activities, work on individual goals and medical needs.



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

REF: VII-D

Date: February 5, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
 Request for Tommie Kunst DHH Program to Continue for the 2024-25 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 currently operates a regional DHH program at Tommie Kunst Jr. High in the Santa Maria Bonita Unified School District. The program is scheduled to have 2 to 3 students for the 2024-25 school year, and SBCSELPA guidelines recommend a class size of between 9 to 12 students.
- SBCEO is requesting to continue to operate the program for the 2024-025 school to meet the needs of the students with DHH services in the region.
- Due to the class size being dramatically below guideline, but there still being a necessity for the program to remain open, SBCEO is proposing to reduce the staff supporting the program to the following levels: Reduce 1.0 FTE DHH teacher to 0.5 FTE; one 0.1825 FTE & one 0.75 FTE Educational Interpreter to 0.75 FTE; and 0.5 FTE Signing Paraeducator.
- District/LEA business officials and special education administrators agree with the request.

FISCAL IMPACT: Estimated expense for (0.5) FTE DHH teacher is \$65,135.00. The expense for (0.75) Educational Interpreter is \$63,131.00. The total expense for proposed Tommie Kunst staffing is \$128,266.00 for the 2024-25 school year.

RECOMMENDATION: The JPA Board approves the SBCEO Regional Program request for Tommie Kunst DHH Program to continue for the 2024-2025 school year as presented.

RA:lm



Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

Date: January 11, 2024
To: Santa Barbara County SEAM and JPA Board
From: Andy Evans, Special Education Coordinator, SBCEO
Re: Request for **Tommie Kunst DHH Program** to Continue for 2024/2025 School Year

Background

The Santa Barbara County Education Office (SBCEO) currently operates a regional DHH program at Tommie Kunst Jr. High in the Santa Maria Bonita Unified School District. The program is scheduled to have 2 to 3 students for the 2024/2025 school year. SELPA guidelines recommend a class size of between 9 and 12 students.

Request

The SBCEO is requesting to continue to operate the program for the 2024/2025 school in order to meet the needs of the students with DHH services in the region. The SBCEO is proposing to reduce the staff supporting the program to the following levels.

Current and Proposed Staffing for The Tommie Kunst Regional DHH Program

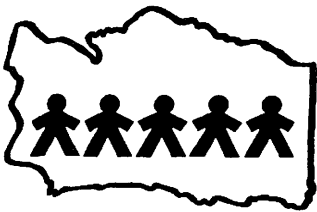
	2023/2024 School Year	Proposed for 2024/2025
DHH Teacher	(1.0) FTE	(.5) FTE
Educational Interpreter	(.8125) FTE and 1 (.75) FTE	(.75) FTE
Signing Paraeducator	(.5) FTE	No paraeducator proposed

Expense for 2024/2025 School Year

The expense for (.5) FTE DHH teacher is \$65,135. The expense for (.75) Educational Interpreter is \$63,131. The total expense for proposed Tommie Kunst staffing for 2024/2025 is \$128,266.

Recommendation

The SEAM support and the JPA approve funding for the continued operation of the Tommie Kunst DHH Regional Program.



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

Date: February 5, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
 Request to Increase Itinerant DHH Teacher Staffing for the 2024-25 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 currently operates an itinerant regional DHH program. This program supports the needs of students with itinerant DHH services in the Santa Maria Bonita Unified School District, Orcutt Union School District, and the Santa Maria Joint High School District.
- SBCEO employs a total of 2.5 FTE Itinerant DHH teachers. It is anticipated that there will be an increase in the number of students requiring itinerant DHH services for the 24-25 school year.
- SBCEO is requesting an additional 0.5 FTE itinerant DHH teacher to meet the needs of students with itinerant DHH services for the 2024-2025 school year.
- District/LEA business officials and special education administrators agree with the request.

FISCAL IMPACT: Estimated expense for an additional (0.5) FTE Itinerant DHH teacher is approximately \$65,135.00 for the 2024-2025 school year.

RECOMMENDATION: The JPA Board approves the SBCEO Regional Program request to increase Itinerant DHH teacher staffing for the 2024-2025 school year as presented.

RA:lm



Santa Barbara County Education Office

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

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

Susan C. Salcido, Superintendent of Schools

Date: January 11, 2024
 To: Santa Barbara County SEAM and JPA Board
 From: Andy Evans, Special Education Coordinator, SBCEO
 Re: Request for Increase **Itinerant DHH Teacher** Staffing for 2024/2025

Background

The Santa Barbara County Education Office (SBCEO) currently operates an itinerant regional DHH program. This program supports the needs of students with itinerant DHH services in the Santa Maria Bonita Unified School District, Orcutt Union School District, and the Santa Maria Joint High School District. The SBCEO is anticipating an increase in the number of students requiring itinerant DHH services for the 2024/2025 school year. The chart below illustrates the current staffing, projected number of students requiring services, and SELPA recommended staffing levels.

Current DHH Itinerant Teacher Staffing and Projections

Total Current DHH Itinerant Teacher FTE	Total SELPA Recommended Students (based on 18 students per 1 FTE)	2024/2025 Projected Itinerant DHH Students Requiring Services	Number of Students Exceeding the SELPA Recommended Guidelines
2.5	45	62	17

Request

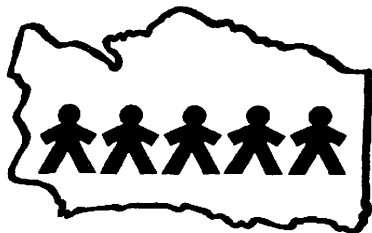
The SBCEO is requesting an additional (.5) FTE DHH itinerant teacher in order to meet the needs of students with itinerant DHH services for the 2024/2025 school year.

Expense for Additional (.5) FTE Itinerant DHH Teacher

The expense for an additional (.5) FTE itinerant DHH teacher is \$65,135.

Recommendation

The SEAM support and the JPA approve funding for additional DHH itinerant teacher staffing.



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

Date: February 5, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
 Request for Additional Support Staff Alice Shaw 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 Extensive Support Needs (ESN) Preschool Program are one (1) teacher and two (2) paraeducators for eight (8) or nine (9) students.
- Currently, the afternoon session of the Alice Shaw Preschool program has ten (10) students, one of which demonstrates self-injurious behaviors, and aggression toward staff. The implementation of the student's IEP requires a maximum level of prompting, handover hand assistance for functional play, and constant monitoring to maintain the student's safety in the classroom.
- SBCEO is requesting an additional three (3) hours per day of additional staffing support.

Additionally, the other nine students in the class have a variety of intensive needs that also requires a high level of monitoring including elopement, extreme sensory seeking behaviors, and difficulty participating in directed tasks without a high level of support.

- A SBCSELPA Administrator recently visited the classroom and deemed the request for additional para support necessary as requested.
- Santa Barbara County SELPA special education administrators were presented with this request at the January 19, 2024, Special Education Administrators Meeting (SEAM) for feedback and provided their support to the proposed plan.

FISCAL IMPACT: The estimated cost for requested additional aide support staff ranges from \$28,770.37 to \$42,681.47 for the 2023-2024 school year.

RECOMMENDATION: The JPA Board approves the SBCEO regional program request for funding of the additional support staff for Alice Shaw Pre-School for the 2023-24 school year as presented.

RA:lm

Santa Barbara County

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

Page 1 of 9

Regional Program Operator Request for Funding of Additional Support Staff

Program Operator: Santa Barbara County Education Office ("SBCEO")		
Regional Program Type: Extensive Support Needs ("ESN")		
District: Orcutt Union School District	School: Alice Shaw Preschool	For 2023-2024 School Year
Teacher Name: Theresa Solorzano-Moreno	Current Class Size: 10	Age Range: 3-5
If request is for TLP; how many of the students are in the TLP class 50% or more of their day: N/A		
Reason for additional request (check all appropriate boxes): <input type="checkbox"/> To meet the needs of a student with a low-incidence disability <input type="checkbox"/> The need is associated with legal issues <input checked="" type="checkbox"/> To assist a student with severe behavioral problems <input checked="" type="checkbox"/> Staff ratio in individual classroom(s)		
Support staff being requested/pages to complete: <input checked="" type="checkbox"/> 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: 3.0 hours		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 : X	Last Initial: S	Female	Age: 3	Grade: Preschool
Does Student live in a group home?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			

Current Local Plan staffing ratio guidelines for this program: One teacher and two paraeducators for 8 or 9 students.

Current Support Staff (ex: program aide, additional aide, one on one, etc)	Total Hours/Schedule (ex.15hrs/Mon-Fri 9-12)	Duties
Program Aide	7 hrs M-F 7:45-3:15	Bilingual, assist all students in class
Program Aide	7 hrs M-F 7:45-3:15	Assist all students in class
Program Aide	4 hrs 7:45-11:45	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 afternoon session of the Alice Shaw Preschool program has 10 students, one of which demonstrates self-injurious behaviors, and aggression toward staff. The implementation of XS's IEP requires a maximum level of prompting, hand over hand assistance for functional play, and constant monitoring to maintain her safety in the classroom.

Additionally, the other nine students in the class have a variety of intensive needs that also require a high level of monitoring including elopement, extreme sensory seeking behaviors, and difficulty participating in directed tasks without a high level of support. Three of the students in the class demonstrate aggressive behavior towards peers and staff. Three of the students attempt to elope out of the classroom environment (including outdoors) frequently throughout the day. Three students climb the classroom furniture (tables, chairs and bookshelves) if not closely monitored. These students do not respond when their name is called by an adult. These students require close monitoring and constant supervision in order to keep all students and staff safe and to teach appropriate social skills. When the students become aggressive (hitting, biting, throwing objects, kicking) and/or attempt to elope it requires a staff member to monitor them which reduces the supervision for all the students in the classroom. This intensive level of support needed includes the use of positive reinforcement strategies, tangible reinforcers, visual schedules, and the use of picture exchange communication systems and other forms of Adaptive and Augmentative Communication (AAC).

All the students in the classroom continue to wear diapers (10/10 children) and are being toilet trained. These students require a minimum of one-two daily changes. The high level of staff support during the times of diaper changes also reduces the staff supervision for other students.

The use of evidenced-based practices (EBP) for students with ASD and moderate –severe disabilities have been implemented in the class and students continue to make progress. Successful implementation of evidenced-based practices requires staff training and a high level of planning and organization. This needs to be done regularly and prior to student's arrival in the classroom so that when students are present, staff can fully monitor and support the students, provide the consistency and structured routines and interventions necessary to facilitate academic progress for student while decreasing inappropriate behaviors. Some of the interventions and strategies used include visual schedules, keeping available tangible reinforcers that are unique to each child, designing lesson activities with modifications and accommodations that are unique to each child's individual developmental needs.

Regional Program Operator Request for Funding of Additional Support Staff

Provide a plan or an IEP goal (must be measurable) that includes criteria for fading the additional support staff: In the school setting and with the use of positive strategies such as "First____, then____," Ximena will participate in teacher-directed pre-academic and fine motor activities (e. g. matching, sorting, counting, tracing, coloring, etc.) by following simple directions and completing at least two tasks with 50% accuracy and no more than three verbal/visual prompts or redirections per activity in 3/4 opportunities as measured by teacher observation and/or data collection across a two-week measurement period.

Regional Program Operator Request for Funding of Additional Support Staff

Rubric

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

	Health/Personal Care Rating	Behavior Rating	Instruction Rating	Inclusion/Mainstreaming Rating
0	General good health. No specialized health care procedure, medications taken or time for health care. Independently maintains all age appropriate personal care. <input type="checkbox"/>	Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends. <input type="checkbox"/>	Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts. <input type="checkbox"/>	Participate in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers. <input type="checkbox"/>
1	Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedure. Medication administration takes less than 10 minutes time. Needs reminders to complete age appropriate personal care activities. x	Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited. <input type="checkbox"/>	Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to: stay on task, follow directions and to remain engaged in learning. <input type="checkbox"/>	Participates with modification and accommodation. Needs an occasional reminder of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately. <input type="checkbox"/>
2	Chronic health issues, generic specialized health care procedures. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. Occasional toileting accidents. <input type="checkbox"/>	Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavior management plan, but unable to experience much success without behavior support plan implementation. <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.	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	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	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 x	Always requires 1:1 staff in close proximity for direct instruction, safety, mobility or behavior monitoring. Requires 1:1 assistance to go to and from class 80% of the time. Requires adult to facilitate social interaction with peers and to remain in close proximity at all times. X

--

Regional Program Operator Request for Funding of Additional Support Staff

	lift. Direct 1:1 assistance 45 minutes or more daily. <input type="checkbox"/>	trained in the management of assaultive behaviors. <input type="checkbox"/>	accommodation and modification not typical for the class group. x <input type="checkbox"/>	
--	--	---	---	--

--

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...
11:45-12:15 PM	Arrival: A) Parents dropping off students by the side gate B) getting students from the school bus C) Handwashing and Diapering D) Selection of an exploration learning activity	<ul style="list-style-type: none"> • Protesting • Hitting • Crying • Kicking • Biting • Elopement 	10	<ul style="list-style-type: none"> • Visual, gestural, physical and verbal prompts • Staff getting students on the Buggy (six-seater) and two strollers. Three staff members are pushing strollers and buggy (includes teacher). 	<ul style="list-style-type: none"> • 1:1 support for helping students to fasten and sit in the buggy or strollers and monitoring for safety • 1:1 support for toileting/diapering • Implementation of sensory activities and positive behavior strategies for calming

--

Santa Barbara County

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

Regional Program Operator Request for Funding of Additional Support Staff

12:15- 12:45 PM	Self-Selected Activities A) Dramatic Play B) Manipulatives C) Writing Center D) Painting Wednesdays and Thursdays: Speech and Language Therapy	<ul style="list-style-type: none"> • Protesting • Throwing objects/items • Mouthing • Biting • Climbing on furniture • Kicking • Elopement 	10	<ul style="list-style-type: none"> • Visual, gestural, physical and verbal prompts • Setting up activities between students • Assisting with activities/modeling 	<ul style="list-style-type: none"> • 1:1 support for helping student engage in selected activities • 1:1 support for virtual speech therapist • 1:1 support for self-injurious behaviors
12:45 – 1:15 PM	Large Group A) Greetings B) Reading a Story C) Music/Movement D) Question of the Day Wednesdays and Thursdays: Speech and Language Therapy	<ul style="list-style-type: none"> • Hitting • Biting • Kicking • Protesting • Throwing objects/items • Mouthing objects • Elopement 	10	<ul style="list-style-type: none"> • Visual, gestural, physical and verbal prompts • Weighted lap blanket • Chewy tube • Sensory/tangible object 	<ul style="list-style-type: none"> • 1:1 support for aggression toward staff • 1:1 support for virtual speech therapist
1:15– 2:00 PM	Outside Play	<ul style="list-style-type: none"> • Protesting 		<ul style="list-style-type: none"> • Visual, gestural, physical and verbal prompts 	<ul style="list-style-type: none"> • 1:1 support for mouthing objects

--

Santa Barbara County

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

Regional Program Operator Request for Funding of Additional Support Staff

	A) Transition to playground B) Play			<ul style="list-style-type: none"> Supervising yard area Facilitating play 	<ul style="list-style-type: none"> Close supervision during climbing on the play structure and swings (safety) Increased facilitation of play/social skills
2:10 – 2:35 PM	Snack Time A) Handwashing B) Diapering C) Lunchbox D) Eating/Drinking	<ul style="list-style-type: none"> Hitting Biting Kicking Protesting Throwing objects/items Mouthing objects Elopement 	10	<ol style="list-style-type: none"> Visual, gestural, physical, and verbal prompts Sensory activities Adaptive seating Placemats with visuals 	<ul style="list-style-type: none"> Close supervision during mealtime to monitor for safety Teaching students how to use utensils Assistance with feeding Keep students at the table/ kitchen area to eat snack 1:1 support for toileting/diapering
2:35 – 2:45 PM	Closing/Departure A) Clean up B) Hand washing and diapering C) Get backpacks ready D) Closing Circle Time E) Students get on Buggy and strollers (meet parents and bus at the loading zone)	<ul style="list-style-type: none"> Hitting Biting Kicking Protesting Throwing objects/items Mouthing Items Elopement 	10	<ul style="list-style-type: none"> Visual, gestural, physical, and verbal prompts Sensory activities Staff getting students on the Buggy (six-seater) and two strollers. Three staff members are pushing strollers and buggy (includes teacher). 	<ul style="list-style-type: none"> 1:1 support for aggressive behaviors toward staff 1:1 support for helping students to fasten and sit in the buggy or strollers and monitoring for safety Keep students engaged in the instructional activity Provide positive support to all students



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

Date: February 5, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator
 Request for Additional Support Staff for Ontiveros Elementary School for the 2023-2024 School Year

BACKGROUND:

- As per our Local Plan, regional program providers must annually request to continue and/or add the employment of extra or supplementary support staff that is above and beyond the number of support staff allocated per program or FTE in Local Plan Policy 3204.
- The current Local Plan staffing guidelines for this LEAP program are one (1) teacher and three (3) paraeducators for eight (8) students.
- The class currently has 11 students and there is 1 teacher and 3 paraeducators in the classroom. One additional program paraeducator is requested to meet the staff ratio guidelines, provide a safe learning environment for the students, and provide support to address the student's IEP goals. The program anticipates adding additional students over the remainder of the school year.
- SBCEO is requesting an additional six (6) hours per day of additional staffing support. The students in the class have a variety of intensive needs requiring a high level of monitoring including elopement, extreme sensory seeking behaviors, and difficulty participating in directed tasks without a high level of support. This intensive level of support needed includes the use of positive reinforcement strategies, tangible reinforcers, visual schedules, and the use of picture exchange communication systems.
- A SBCSELPA Administrator recently visited the classroom and deemed the request for additional para support necessary as requested.
- Santa Barbara County SELPA special education administrators were presented with this request at the January 19, 2024, Special Education Administrators Meeting (SEAM) for feedback and provided their support to the proposed plan.

FISCAL IMPACT: The estimated cost for requested additional aide support staff is \$42,6000.44 for the 2023-2024 school year.

RECOMMENDATION: The JPA Board approves the SBCEO regional program request for funding of the additional support staff for Ontiveros Elementary School for the 2023-24 school year as presented.

RA:lm

Regional Program Operator Request for Funding of Additional Support Staff

Program Operator: SBCEO		
Regional Program Type: Severe/Profound Pre-K Autism (LEAP)		
District: SMBSD/OUSD	School: Ontiveros Elementary School	For 2023-2024 School Year
Teacher Name: Sylvia Baeza	Current Class Size: 11	Age Range: 3-5
If request is for TLP; how many of the students are in the TLP class 50% or more of their day:		
Reason for additional request (check all appropriate boxes): <input type="checkbox"/> To meet the needs of a student with a low incidence disability <input type="checkbox"/> The need is associated with legal issues <input type="checkbox"/> To assist a student with severe behavioral problems <input checked="" type="checkbox"/> Staff ratio in individual classroom(s)		
Support staff being requested/pages to complete: <input checked="" type="checkbox"/> Additional Aide Time (pgs.1-3) <input type="checkbox"/> Signing Aide (pg.1) <input type="checkbox"/> Signing Interpreter (pg.1) <input type="checkbox"/> Transcriber (pg.1) <input type="checkbox"/> Other (pgs.1-3)		
Number of additional support staff hours requesting per day: 6		Estimated cost for requested support staff: \$42,600.44.

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

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

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

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

Regional Program Operator Request for Funding of Additional Support Staff

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

The SELPA staffing guidelines for the LEAP program is one teacher and three paraeducators for eight students. The class currently has 11 students and there are 1 teacher and 3 paraeducators in the classroom. One additional program paraeducator is requested to meet the staff ratio guidelines, provide a safe learning environment for the students, and provide support to address the student's IEP goals. We anticipate adding additional students over the remainder of the school year.

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

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

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

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

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

Regional Program Operator Request for Funding of Additional Support Staff

Rubric

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

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

Regional Program Operator Request for Funding of Additional Support Staff

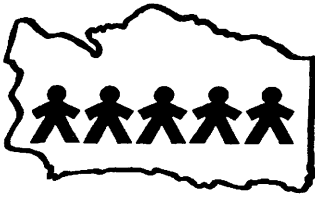
School Day Description: (check day(s) that pertain to chart below) ☒ MONDAY ☒ TUESDAY ☒ WEDNESDAY ☒ THURSDAY ☒ FRIDAY

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

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

Regional Program Operator Request for Funding of Additional Support Staff

		another harming selves or others.			developing peers. Safety is a big concern so more supervision is necessary during this time.
12:45 pm - 1:10 pm	Lunch	Students need support eating, elopement, sitting for snack.	11 total	Staff is sitting with students supporting eating snack.	Students require additional supervision during snack time.
1:10 pm - 1:45 pm	Art/ Free play / Toileting	Students can exhibit aggressive behavior, harm selves or others, or elope.	11 total	Staff is supporting students during art., supervising free play and toileting as well as cleaning up from lunch.	Students need more supervision during this time.
1:45 pm - 2:00 pm	Closing Group	Students elope, or can be aggressive or distracting to others.	11 total	Teacher is leading closing group, support staff are providing individual support to students.	Students need additional support to attend to group.
2:00 pm - 2:30 pm	Clean up	Staff is putting away materials and disinfecting materials.	0		Putting away materials and disinfecting materials.



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

REF: VII-H

Date: February 5, 2024

To: SBCSELPA JPA Board

From: Ray Avila, SBCSELPA Executive Director

Re: Santa Barbara County Education Office (SBCEO) Regional Program Operator Request to Close the Arellanes Junior High School ESN Program 2024-2025 School Year

BACKGROUND:

- According to the SBCSELPA Local Plan when a regional program enrollment is projected to fall below 60% of the established class size of 8-10 students (Local Plan 9-30, #3), it must be brought to the JPA Board for discussion.
- SBCEO currently operates 2 regional programs serving students with severe/profound disabilities in grades 4-8. They are located at Arellanes Junior High and Olga Reed Elementary.
- SBCEO is anticipating to 2024-25 enrollment among the 2 classes to be 8 students. The students in these programs have significant needs and require high levels of support with all activities of daily living.
- SBCEO is proposing to close the Arellanes Junior High School Extensive Support Needs (ESN) Program and classroom for the 2024-2025 school year and transition the four (4) students scheduled to attend Arellanes Jr. High School Program to the ESN Program at Olga Reed Elementary School.
- Olga Reed was selected as the site for attendance due to its walking distance to the community, outdoor areas for sensory breaks, and the ongoing implementation of reverse inclusion.
- Santa Barbara County SELPA special education administrators were presented with this request at the January 19, 2024, Special Education Administrators Meeting (SEAM) for feedback and provided their support to the proposed plan.

FISCAL IMPACT: This closure should not have a negative impact since the current four (4) students in the Arellanes classroom are all able to be accommodated in the ESN program at Olga Reed Elementary.

RECOMMENDATION: The JPA Board approves the SBCEO regional program request to close the Arellanes Junior High School ESN Program for the 2024-25 school year as presented.

RA:lm



Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

December 2023

To: Ray Avila, SELPA Executive Director and JPA Board
 From: Sharie Strasburger, Coordinator, SBCEO
 Kirsten Escobedo, Associate Superintendent, SBCEO
 RE: **Arellanes Jr. High and Olga Reed ESN Programs**, 2024-2025 School Year

SBCEO currently operates two regional programs for students in grades 4-8 serving students in north Santa Barbara County. One program is located at Arellanes Junior High School in the Santa Maria-Bonita School District, and one is at Olga Reed Elementary School in the Orcutt Union School District.

SBCEO has reviewed the anticipated 2024-2025 class sizes for these two programs. Arellanes Jr. High is anticipating serving four students for next year, and Olga Reed is anticipating serving four students. Per the Local Plan, when a regional program enrollment is projected to fall below 60% of the established class size of 8-10 (Local Plan 9-30 #3), it must be brought to the JPA board for discussion.

The 2024-2025 projected enrollment between the two classes is eight students and is outlined in the chart below. The students in these programs have significant needs including support with behavior, support with g-tubes, seizures, use of wheelchairs and standers, and they require support with all activities of daily living. One of the students is anticipated to continue on Home Hospital (HH) next year.

Arellanes/Olga Reed Projections 24-25						
Student	23/24 Grade	23/24 Site	24/25 Projected Site	Site Change?	24/25 Grade	DOR
A	4	Olga Reed	Olga Reed	N	5	SMBUSD
B	6	Olga Reed	Olga Reed	N	7	SMBUSD
C	7	Olga Reed	Olga Reed	N	7	SMBUSD
D	7	Olga Reed	Olga Reed	N	8	SMBUSD
E	7	Arellanes	Olga Reed	Y	8	SMBUSD
F	7	Arellanes	Olga Reed	Y	8	Orcutt
G	6	Arellanes (HH)	Olga Reed	Y	7	Orcutt
H	5	Arellanes	Olga Reed	Y	6	SMBUSD

SBCEO is proposing to close the Arellanes Junior High School program for the 2024-25 school year and transition the students scheduled to attend Arellanes Jr. High to the ESN program at Olga Reed Elementary School. Olga Reed was selected as the site for attendance due its walking distance to the community, outdoor areas for sensory breaks, and the ongoing implementation of reverse inclusion. As outlined in the chart below, SBCEO is proposing to move four students from Arellanes to Olga Reed. This proposal would provide an enrollment at Olga Reed of eight students. SBCEO is proposing to close Arellanes and keep Olga Reed open to allow for the greatest level of placement flexibility in the future. Olga Reed is able to accommodate third through eighth grade students in the program. The chart below indicates the makeup of the proposed class at Olga Reed Elementary for the 24-25 school year.

Combined Programs Projections 24-25		
24/25 Grade	# of Students	24/25 Projected Site
5	1	Olga Reed
6	2	Olga Reed
7	2	Olga Reed
8	3	Olga Reed

Total Number of Students: 8



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

January 15, 2024

SBAS-9642

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

FROM: Steve Torres, Associate Superintendent, Administrative Services

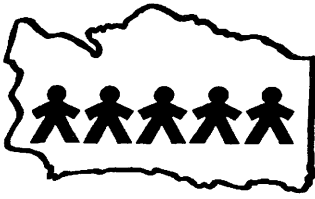
SUBJECT: **First Interim Financial Report Analysis and Recommendations**

Our office has transmitted the district's First Interim Financial Report with a positive certification to the State Department of Education. Technical comments, if any, will be communicated to the district's business office.

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

ad

c Rachel Wigle, Chief Business Official
Joshua Becerra, Administrator
Rebecca Holmes, District Financial Advisor
Dr. Susan Salcido, County Superintendent of Schools



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

Date: February 5, 2024
To: SBCSELPA JPA Board
From: Ray Avila, SBCSELPA Executive Director
Re: Resignation Notification from Rachel Bidinost, SBCSELPA WRAP Youth Support Specialist (YSS)

BACKGROUND:

- Rachel Bidinost notified Ray Avila, SBCSELPA Executive Director, on January 25, 2024, in her mid-year evaluation check-in meeting that she would be resigning from her position as an SBCSELPA WRAP YSS, she followed up with an email confirming her resignation date would be March 6, 2024, (**SEE REF: VIII-B.1**).
- SBCSELPA appreciates the service Ms. Bidinost provided during her term with the organization.
- SBCSELPA has been able to hire 3 new WRAP employees to fill the vacant positions from recent resignations.

FISCAL IMPACT: None at this time.

RA:lm

Lindsay MacDonald

Subject: FW: Notice of Resignation

From: Rachel Bidinost <rbidinost@sbcseelpa.org>**Sent:** Thursday, January 25, 2024 9:16 AM**To:** Ray Avila <ravila@sbcseelpa.org>**Subject:** Notice of Resignation

Hi Ray,

It was nice chatting with you earlier. Please accept this letter of resignation from my position as WRAP's Youth Support Specialist. My last day to work will be March 6, 2024. I appreciate all the opportunities SELPA has provided me with. It was amazing to see the WRAP team grow and flourish right before my eyes and I know that they will continue to do without me. Thank you for everything.

--

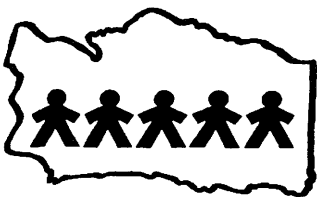
Rachel Bidinost

SBCSELPA Youth Support Specialist

Phone: (805) 979-2094

SELPA Office: (805) 683-1424 ext. 128 WRAP





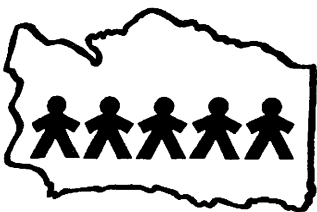
Santa Barbara County
Special Education Local Plan Area
A Joint Powers Agency

Date: February 5, 2024
To: SBCSELPA JPA Board
From: Ray Avila, SBCSELPA Executive Director
Re: Announcement of New SBCSELPA WRAP Staff Members

BACKGROUND:

- SBCSELPA has hired Gissell Crespo as a new SBCSELPA Bilingual WRAP Youth Support Specialist (YSS). Her start date was January 8, 2024.
- SBCSELPA has hired Lauren Gerken as a new SBCSELPA Bilingual WRAP Youth Support Specialist (YSS). Her start date was January 22, 2024.
- SBCSELPA has hired Michelle White as a new SBCSELPA Facilitator. Her start date is February 5, 2024.
- All 3 individuals come with great resumes and skill sets; we look forward to having these 3 new WRAP hires supporting our LEAs throughout Santa Barbara County.
- The hiring of these 3 new WRAP employees completes the process of filling all vacancies on the SBCSELPA WRAP team!

RA:lm



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

Date: February 5, 2024

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: SBCSELPA Procedural Handbook Revisions, Section 7, Low Incidence Disabilities- Vision Procedures

BACKGROUND:

- The Santa Barbara Countywide Teachers of the Visually Impaired and Orientation and Mobility Specialists organized and wrote procedures for staff working with students who are visually impaired.
- The “new” *Vision Impairments* section will be included in the SBCSELPA Procedural Handbook under Section 7: Low Incidence Disabilities. (REF: “Current” Section 7: Low Incidence Disabilities, REF: “New” Vision Impairments Section, REF: “New” Table of Contents for Section 7: Low Incidence Disabilities)
- The new *Vision Impairments* section was previously presented to SEAM on December 15, 2023. LEA Special Education Administrators support the proposed section to the Procedural Handbook.

FISCAL IMPACT: No impact.

RA/JC:lm

PROCEDURAL HANDBOOK

SECTION

7

Vision (tie into existing LI and DHH Sections)

This section contains information you should know about.....

	<i>Page</i>
<i><u>Introduction to Visual Impairments.....</u></i>	<i><u>2</u></i>
<i><u>Expanded Core Curriculum Areas.....</u></i>	<i><u>4</u></i>
<i><u>Identification of Students with Visual Impairments.....</u></i>	<i><u>7</u></i>
<i><u>Assessment of Students with Visual Impairments.....</u></i>	<i><u>8</u></i>
<i><u>Santa Barbara County Referral Process.....</u></i>	<i><u>11</u></i>
<i><u>The Role of Teachers of Visual Impairments and Orientation and Mobility.....</u></i>	<i><u>17</u></i>
<i><u>Glossary.....</u></i>	<i><u>23</u></i>
<i><u>Forms and References.....</u></i>	<i><u>25</u></i>

December 15, 2023

Introduction to Visual Impairment (VI)

These guidelines are developed in response to the California Education Code EC 56136, Guidelines for Low Incidence Disability Areas. Local Education Agencies (LEAs) are to provide technical assistance to parents, teachers, and school personnel in support of all students with vision impairments. The guidelines shall clarify the following:

- Identification and referral,
- Assessment,
- Planning and provision of specialized services to students with vision impairments,
- Describe the monitoring of programs serving students with vision impairments.

California Education code (34 CFR §300.7(c)(13)) defines a Visual Impairment as follows:

- Impairment of vision that, even with correction, adversely affects a child's educational performance.
- The term includes both partial sight and blindness.

To be eligible for O&M services, a student must have a medically diagnosed visual impairment that meets the legal standard for either legally blind or partially sighted. In addition, their vision loss must adversely affect their academic performance [CCR, Title V, § 3030 (d)].

Types of Visual Impairments

Congenital or Adventitious Visual Impairments

The terms congenital and adventitious identify the time of onset of a visual impairment. A student with a congenital visual impairment has had a visual impairment since birth or early infancy and generally has difficulty with concepts and skills that are visual in nature. A student with an adventitious visual impairment has a visual impairment that was acquired after birth or early infancy; the student already has some visual concepts and skills, depending on the age when the onset of the visual impairment occurred. This student may need to integrate and acquire new visual concepts and may have needs relating to his or her adjustment to the visual impairment.

Neurological Visual Impairment

The definition of students with visual impairments includes students with neurological visual impairments who are functionally blind or who have low vision, even with best correction.

Students who solely have visual perceptual or visual motor dysfunction, such as from a learning disability, may not meet the eligibility criteria for visual impairment.

Vision Therapy and Educational Visual Impairment Services: What's the Difference?
<https://www.pattan.net/CMSPages/GetAmazonFile.aspx?path=~%5Cpattan%5Cmedia%5Cma>

[terials%5Cpublications%5Cfiles%5Cvision-therapy-ed-visual-svcs-5-22-wbl.pdf&hash=263ddaf48bc5628291195cef6e246ba0c4df29ab3ab97fe519f5acec3339285a&ext=.pdf](#)

Students with Visual Impairments who have Additional Disabilities

The assessment of students with visual impairments who have additional disabilities requires systematic observation and an understanding of the implications of the additional disabilities on growth, development, and learning. An awareness of age-appropriate developmental and educational expectations is critical for identifying and assessing unique educational needs.

When a student with a visual impairment has other known or suspected disabilities, it is important to understand and keep in perspective several variables. These variables will influence the interpretation of assessment results which include:

- *the determination of necessary instructional strategies,*
- *goals or objectives, or both,*
- *and the recommendations to the educational team for appropriate educational placement and related services.*

The unique educational needs of students with visual impairments requires careful consideration of specialized curriculum.

While students with visual impairments require instruction in all areas of the California Common Core Curriculum, (Reading, Language Arts, Science, Social Studies), they also need specialized instruction in the Expanded Core Curriculum (Hatlen, 1996) This curriculum includes nine areas of curriculum content that all teachers of students with visual impairments (TSVI) are responsible for assessing and teaching.

The nine areas include:

- *Compensatory Skills (braille instruction, listening skills, study and organizational skills, abacus) and functional academics.*
- *Orientation and Mobility*
- *Social Interaction Skills*
- *Independent Living Skills*
- *Recreation and Leisure Skills*
- *Career Education*
- *Use of Assistive Technology*
- *Self Determination*

· Sensory Efficiency

<u>Expanded Core Curriculum (ECC) Areas</u>	<u>Curriculum Content/Description</u> (Should include but are not limited to description in box.)
<u>Compensatory Skills</u>	<p><u>Braille Instruction</u> <u>Alternative modes for instruction in reading and writing with the use of learning media and specialized equipment and materials to help with communication.</u></p> <p><u>Instructional Strategies include:</u></p> <ul style="list-style-type: none"> • <u>Developing reading skills with use of specialized equipment to pursue all interests</u> • <u>Developing writing skills with use of specialized equipment for all forms of writing</u> • <u>Keyboarding skills</u> • <u>Operation of technology</u> <p><u>Listening Skills</u> <u>Listening skills support the collection of information, auditory discrimination, the interpretation of auditory cues, and the sound association to events and people.</u></p> <p><u>Listening skills include:</u></p> <ul style="list-style-type: none"> • <u>Developing listening skills appropriate for the student functioning, including the development of auditory reception, discrimination, memory, sequencing, closure, and association skills.</u> • <u>Developing auditory comprehension.</u> • <u>Understanding and hearing facts, figures, and details</u> <p><u>Learning and developing efficient study and organizational skills provide successful participation in classroom and community activities.</u></p> <p><u>Study and Organizational Skills</u></p> <p><u>Study and Organizational skills include:</u></p> <ul style="list-style-type: none"> • <u>Organizing school materials</u> • <u>Developing note taking skills</u> • <u>Organizing time commitments</u> <p><u>Functional Academic Skills include communication modes.</u></p> <p><u>Skills allow students to access learning equivalent to sighted peers.</u></p>

	<p><u><i>For students with multiple disabilities, the development of functional skills allows for meaningful and active participation in all areas of work and play.</i></u></p> <p><u><i>Concept Development includes:</i></u></p> <ul style="list-style-type: none"> • <u><i>Understanding real world objects and environments</i></u> • <u><i>Direct teaching of concepts that sighted individuals learn incidentally</i></u> • <u><i>Spatial, directional, and positional concepts</i></u> • <u><i>Developing good sense of body image</i></u> • <u><i>Understanding object permanence and relation of part to whole</i></u> • <u><i>Tactile discrimination</i></u> • <u><i>Understanding of nonverbal cues, social gestures, and expressions</i></u> • <u><i>Understanding time concepts</i></u> <p><u><i>Sensory and Motor Skills</i></u> <u><i>Gross and fine motor skills needed for sensory discrimination and sensory integration skills for posture, balance, strength, and movement.</i></u></p> <p><u><i>Sensory and Motor skills include:</i></u></p> <ul style="list-style-type: none"> • <u><i>Movement</i></u> • <u><i>Identifying textures and objects</i></u> • <u><i>Identifying and discriminating indoor and outdoor environments</i></u>
<u><i>Orientation and Mobility</i></u>	<p><u><i>Orienting to various environments through movement, travel, and play including sensory motor functioning.</i></u></p> <p><u><i>Orientation and Mobility skills include:</i></u></p> <ul style="list-style-type: none"> • <u><i>Developing understandings of space and environment</i></u> • <u><i>Movement throughout known and unknown environments</i></u> • <u><i>Using specialized equipment to support traveling skills</i></u> • <u><i>Emergency procedures and who to contact in the event of an emergency</i></u> • <u><i>Navigating transportation systems</i></u> • <u><i>Navigating hazards in the community</i></u> • <u><i>Using technology to support directional movement</i></u>
<u><i>Social Interaction Skills</i></u>	<p><u><i>The support of developing social interaction skills and relationships with peers and adults requires the support of educators and families.</i></u></p>

	<p><u>Social Interaction skills include:</u></p> <ul style="list-style-type: none"> • <u>Understanding appropriate social behavior</u> • <u>Being aware of nonverbal communication</u> • <u>Understanding appropriate body movement and positioning around people</u> • <u>Recognizing people's feelings and emotions</u> • <u>Understanding peer pressure and safety with social interactions</u> • <u>Self-advocacy</u> • <u>Human sexuality</u> • <u>Understanding and accepting visual impairment and how to interact with others</u>
<u>Independent Living Skills</u>	<p><u>Independent Living Skills is a goal for many students.</u></p> <p><u>Independent Living Skills include:</u></p> <ul style="list-style-type: none"> • <u>Personal hygiene</u> • <u>Dressing skills</u> • <u>Caring for one's own clothing and housekeeping</u> • <u>Food preparation and eating</u> • <u>Money management</u> • <u>Written and telecommunication skills</u> • <u>Daily schedules and time management</u> • <u>Basic organization of daily living and activities</u>
<u>Recreation and Leisure Skills</u>	<p><u>Physical activity is a lifelong investment in personal health.</u></p> <p><u>Recreation and Leisure Skills include:</u></p> <ul style="list-style-type: none"> • <u>Physical activities such as sports</u> • <u>Leisure activities such as hobbies</u> • <u>Online communities, social activities, or events</u> • <u>Direct Instruction in adapted physical education</u>
<u>Career Education</u>	<p><u>Guidance in career awareness and vocational education lead to future employment.</u></p> <p><u>Career Educational Skills include:</u></p> <ul style="list-style-type: none"> • <u>Understanding the uniqueness of oneself</u> • <u>Job interests and work exploration</u> • <u>Organizing digital information to apply for a job</u> • <u>Volunteering in one's community</u> • <u>Interacting with others within a work setting</u> • <u>Looking for and receiving support through a job coach within a job</u>

	<ul style="list-style-type: none"> • <u>Organizing materials and time management</u> • <u>Obtaining and maintaining financial assets</u>
<u>Use of Assistive Technology</u>	<p><u>The utilization of technology in supporting students in the classroom and beyond enables opportunities for students to enhance access to their surroundings.</u></p> <p><u>The use of Assistive Technology includes but is not limited to:</u></p> <ul style="list-style-type: none"> • <u>Use of Braille displays</u> • <u>Use of computers/tablets and specialized software</u> • <u>Use of mobile devices and applications</u> • <u>Interacting with social media platforms and the internet</u> • <u>Use of Closed-Circuit Television (CCTV)</u>
<u>Self Determination</u>	<p><u>Self Determination encompasses encouraging students to create appropriate goals for themselves, monitor their progress, and develop problem solving skills. Students are encouraged to self-direct their behaviors, decisions, and practice skills of independence.</u></p> <p><u>Self Determination includes:</u></p> <ul style="list-style-type: none"> • <u>Understanding and explaining one's abilities and disability</u> • <u>Identifying one's own strengths and limitations</u> • <u>Developing choices based on preferences, interests, needs, and wants</u> • <u>Problem solving</u> • <u>Setting goals and monitoring progress</u> • <u>Self-advocacy</u>
<u>Sensory Efficiency Skills</u>	<p><u>Sensory Efficiency Skills refer to how a student can leverage tactual, auditory, olfactory, and sense of taste input to counter the loss of visual information.</u></p> <p><u>Sensory Efficiency Skills include:</u></p> <ul style="list-style-type: none"> • <u>Optical devices- special lenses</u> • <u>Use of hearing aids</u> • <u>Communication systems</u> • <u>Identifying, discriminating, tracking, and using continuous and intermittent auditory sources indoors and outdoors</u>

All instruction and services provided to students with visual impairments must be planned and coordinated to meet the specific needs and strengths of each student.

IDENTIFICATION

The eligibility for special education services under the low incidence disability of a student with a visual impairment describes the student as “a student that has a visual impairment which, even with correction, adversely affects the student’s educational performance.” (California Code of Regulations, Title 5, Education Section 3030 (d)).

If the assessment determines the student qualifies for vision and mobility services, the student is provided with instruction, specialized services, materials, and equipment in accordance with his or her Individualized Education Plan (IEP).

Variables to be considered include but are not limited to:

- The need to determine, during a functional vision assessment, whether observed or reported difficulties reflect an inability to see compared with an inability to interpret what is seen, e.g., a visual impairment compared with a visual perceptual or visual motor dysfunction or both. (The size, distance, contrast, lighting, or other visual variables should be varied to help make this determination.)
- The nature and extent of other disabilities (sensory, cognitive, physical, health, or behavioral) and the way each one, individually or in combination, has an adverse developmental/educational impact.
- The fact that the visual impairment may not correctly account for, or completely explain, the present levels of developmental and/or educational functioning observed.
- Special assistive materials, devices, and/or equipment needed to address the adverse impact of another disability.
- Adaptive or medically required positioning of the student as necessary to allow physical access to instructional materials or equipment or both.
- Instructional methods, modifications or both needed to address the impact of another disability.
- Alternative placement and/or positioning of materials or equipment that enables or enhances access to instruction and learning.
- Additional factors that may affect learning, performance, and progress, such as attention span, range of motion, inappropriate behaviors, mood, and motivation.

When a student with additional disabilities is being assessed, it is important to consult with educational specialists, related service providers, parents, and eye care specialists to find the most appropriate services and support for the student.

Assessment of Students with Visual Impairments

Reports on Vision

The diagnosis of a visual impairment will be made by an appropriate medical professional (ophthalmologist or neurologist). The assessment should begin with the report of an examination by an ophthalmologist. It is important to acquire as much information about the student's visual functioning from the eye specialist as possible.

The eye report should include the following:

- Near and distance acuity, with and without best possible correction
- Field of vision, including peripheral field
- The etiology, diagnosis, and prognosis of the visual impairment
- The eye specialist's recommendations for school personnel and parents, including when the student should be reexamined. (SEE Eye Report for Students with Vision Impairments, Ed Code 5062 /Rev 07.09 Department of Education)

Functional Vision Assessment

A functional vision assessment is conducted by the teacher of students with visual impairments and may or may not include the orientation and mobility specialist and the student's family to determine the student's functional vision.

Functional Vision assessments provide:

- a. Information to the educational team about the extent of the need for specialized services related to the visual impairment
- b. Information about how the student uses their functional vision and if it adversely affects their access to the core curriculum and expanded core curriculum
- c. Details about the student's ability to move efficiently, safely, and independently in multiple environments
- d. Targeted areas for necessary support in instructional accommodations, specialized materials and learning media, and technology to support the student with the visual impairment in all settings
- e. Additional information for the family and the educational team to best support the student with the visual impairment in all settings (school and community)

When a functional vision assessment is conducted, other known or suspected disabilities should be considered. Vision functioning in conjunction with other disabilities may interfere with learning. An education and parent team approach is recommended to understand behaviors and performance throughout the assessment. Through the team approach during assessment, the appropriate educational interventions will be collaborated upon and put into the student's assessment report and Individualized Education Plan (IEP).

Learning Media Assessment

A Learning Media Assessment may be a separate assessment or embedded in the functional vision assessment. It is used to determine the student's primary means for accessing materials to achieve academic and functional success in areas such as reading, writing, mathematics, and functional skills.

A Learning Media Assessment is conducted for a student with a visual impairment to determine the appropriate learning media, including the possible need for braille and braille instruction.

Learning Media Assessments provide:

- *Information about how the student gathers and uses sensory information from various sensory channels*
- *Information about the types of learning media and literacy media the student could use for learning tasks such as reading and writing*

The assessment of a student's learning media should include observation of a student's use of sensory information in a variety of settings such as home, school, recreational activities, and in the community.

Determining the literacy medium or media refers to the modality (visual, tactile, or auditory) that is used consistently to enable the student to have direct access to print, including reading and other information in written language. Braille and print are literacy media that enable the student to develop and acquire reading and writing skills. Audible input is a learning medium that enables or supports the student's access to written language that may be a primary alternative learning modality.

Orientation/Mobility Assessment may include:

- *Background information: Visual diagnosis, Relevant Health information, Additional disabilities, Family, and teacher input*
- *Present level of mobility*
- *Present level of orientation*
- *Concept development (should include concepts related to independent travel)*
- *Visual information*

Santa Barbara County Identification and Referral Process

Santa Barbara County provides services and supports to all students who are found eligible under assessment for a student with a visual impairment.

When a student is referred for a possible visual impairment in an LEA in Santa Barbara County:

The coordinator organizes the paperwork needed for a vision observation per parent/guardian consent. The coordinator also requests from the parent/guardian a copy of the most recent vision report, preferably from an ophthalmologist dated within the last twelve months.

‘South’ and ‘North’ Vision Services in Santa Barbara County

For Vision Services in Santa Barbara County, please refer to the following pages and flow charts for instructions.

Santa Barbara ‘South’ County Vision Services

Santa Barbara ‘South’ County Vision services encompasses the districts of Carpinteria Unified School District, Santa Barbara Unified School District, Montecito Union School District, Cold Springs School District, Adelante Charter School, Santa Barbara Charter School, Goleta Union School District, Hope School District, ‘South’ Santa Barbara County Infant Programs, and ‘South’ County Preschool programs.

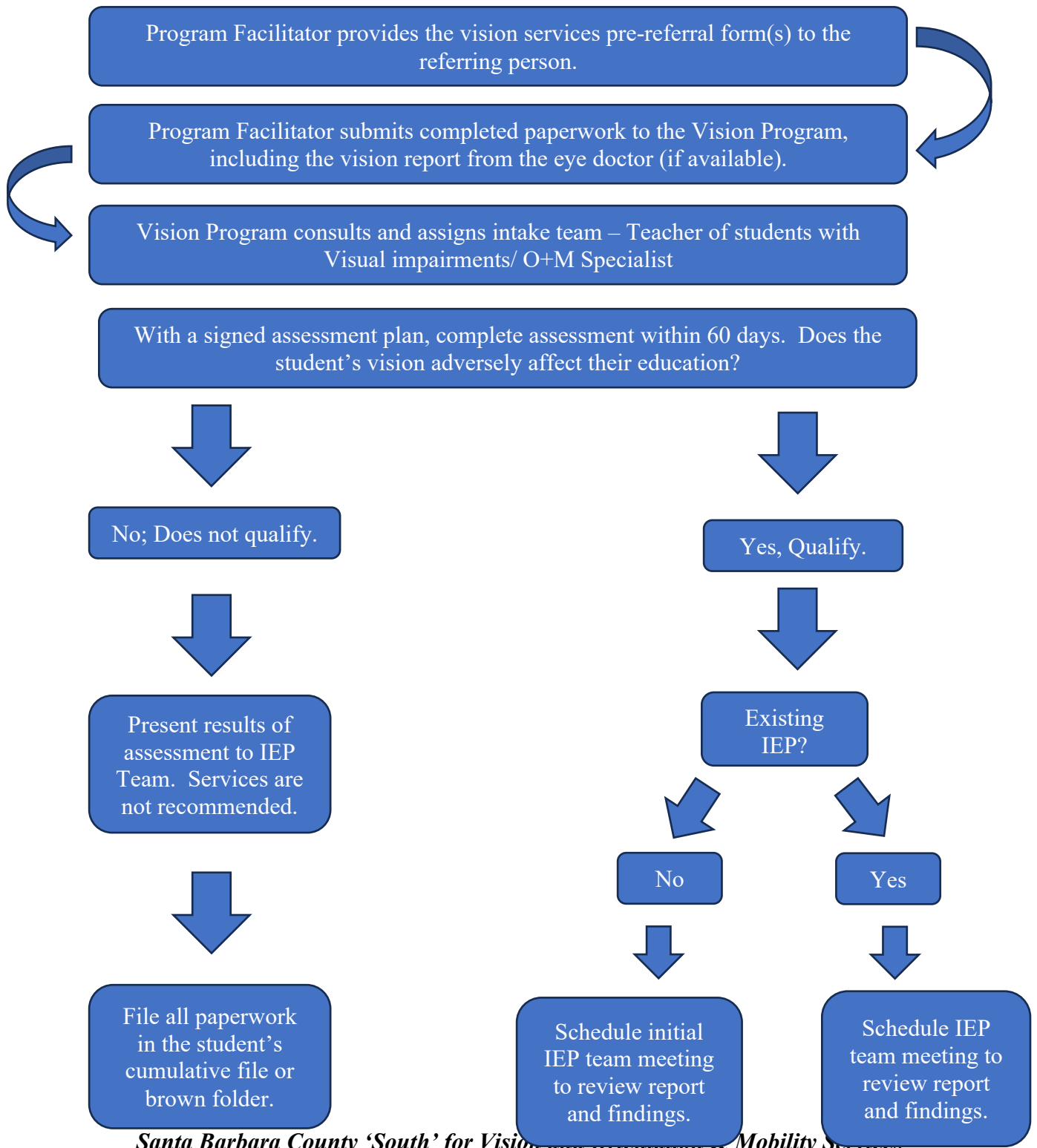
Santa Barbara ‘North’ County Vision Services

Santa Barbara ‘North’ County Vision services encompasses the districts of Guadalupe Union School District, Orcutt Union School District, Santa Maria Joint Union High School District, Santa Maria Bonita School District, Lompoc Unified School District, Cuyama Unified School District, the Santa Ynez Valley Special Education Consortium, Blochman School District, Family Partnership, and ‘North’ County Preschool programs.

**Santa Barbara County ‘South’ for Vision and Orientation & Mobility Services
(Flowchart)**



IEP Case Manager, General Education Teacher, or other team member contact
SBUSD Program Facilitator to initiate the referral.



Santa Barbara County 'South' for Vision and Orientation & Mobility Services

Referral Process

The Santa Barbara 'South County Vision and Orientation and Mobility offers services to districts.

Santa Barbara 'South' County vision services encompasses the districts of Carpinteria Unified School District, Santa Barbara Unified School District, Montecito Union School District, Cold Springs School District, Adelante Charter School, Santa Barbara Charter School, Goleta Union School District, Hope School District, 'South' Santa Barbara County Infant Programs, and 'South' County Preschool programs.

Step 1: An IEP Case manager, General Education Teacher, or other team member in collaboration with South County Vision and Orientation and Mobility Specialists will contact the SBUSD Program Facilitator to initiate the referral.

Step 2: The Program Facilitator will provide the vision services pre-referral form to the referring person.

Step 3: The Program Facilitator submits completed paperwork to the Vision Program including the vision report from the eye doctor if available.

Step 4: Vision Program consults and assigns intake team. Teacher of students with Visual Impairments and O&M Specialist.

Step 5: With a signed assessment plan, the assessment is completed in 60 days.

From assessment results:

- *If the student's vision does not adversely affect their education, the student will not qualify for services.*

Results of assessment are presented to IEP Team and Services are not recommended. All paperwork is filed into the students cumulative file or brown folder.

- *If the student's vision does affect their education, the student will qualify for services.*

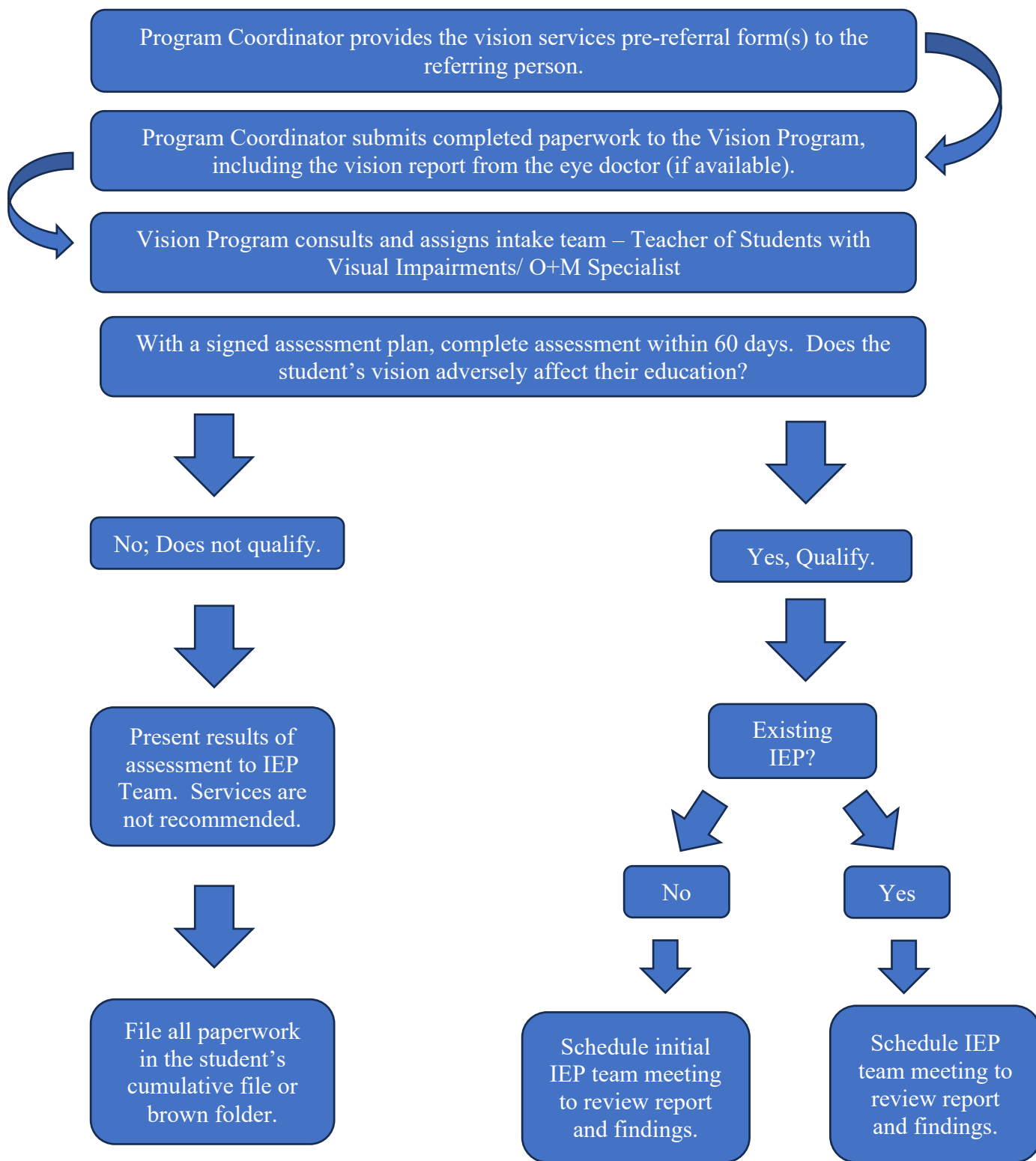
If the student does not have an existing IEP, an initial IEP Team Meeting will be scheduled to review report and findings.

If the student does have an existing IEP, an IEP Team Meeting will be scheduled to review report and findings.

Santa Barbara County 'North' for Vision and Orientation & Mobility Services (Flowchart)



IEP Case Manager, General Education Teacher, or other team member contact SBCEO Program Coordinator to initiate the referral.



Santa Barbara County 'North' for Vision and Orientation & Mobility Services

Referral Process

The Santa Barbara 'North' County Vision and Orientation and Mobility offers services to districts.

Santa Barbara 'North' County Vision services encompasses the districts of Guadalupe Union School District, Orcutt Union School District, Santa Maria Joint Union High School District, Santa Maria Bonita School District, Lompoc Unified School District, Cuyama Unified School District, the Santa Ynez Valley Special Education Consortium, and 'North' Infant Programs, and 'North' County Preschool programs.

Step 1: An IEP Case manager, General Education Teacher, or other team member in collaboration with North County Vision and Orientation and Mobility Specialists will contact the SBCEO Program Coordinator to initiate the referral.

Step 2: The Program Coordinator will provide the vision services pre-referral form to the referring person.

Step 3: The Program Coordinator submits completed paperwork to the Vision Program including the vision report from the eye doctor if available.

Step 4: Vision Program consults and assigns intake team. Teacher of students with Visual Impairments and O&M Specialist.

Step 5: With a signed assessment plan, the assessment is completed in 60 days.

From assessment results:

- *If the student's vision does not adversely affect their education, the student will not qualify for services.*

Results of assessment are presented to IEP Team and Services are not recommended. All paperwork is filed into the students cumulative file or brown folder.

- *If the student's vision does affect their education, the student will qualify for services.*

If the student does not have an existing IEP, an initial IEP Team Meeting will be scheduled to review report and findings.

If the student does have an existing IEP, an IEP Team Meeting will be scheduled to review report and findings.

Supporting Visual Impairments through Age Groups

Infants and Preschool Children

Infants and preschool children who are visually impaired have differentiated educational needs. It is critical, therefore, that services begin as soon as a child is identified as having a visual impairment. Specialized support services need to be provided by staff members who have training and expertise in working with children with visual impairments.

Infants and preschool children who are sighted learn through imitation and modeling. Therefore, young children with visual impairments need opportunities for experiential learning using their other senses, such as associating sounds, shapes, and objects with their purpose—a process that often occurs incidentally with sighted children. Because research studies have shown that the first five years of a child's life are the most important for developing a foundation for learning, special emphasis must be given to the infant and preschool child whose opportunities to gain experience through visual observation are limited or nonexistent.

Elementary School Students

Students in an elementary school program may have the same needs as those described in the Infants and Preschool Children section, particularly if these students have developmental delays or have not received needed instruction and services at the infant or preschool level.

Elementary school students should be provided intensive instruction in the specialized skills required to function independently in the general education classroom. (See 9 ECC categories) Students with visual impairments may receive instruction in a variety of settings.

Secondary School Students

Students in a secondary school program should be encouraged to self-advocate for their educational needs, including obtaining necessary adapted classroom materials, equipment, and technology and selecting and using readers. Secondary students should receive instruction and services focused on skills that will enable the students to function independently as adults, particularly in all 9 areas of the Expanded Core Curriculum.

Secondary school students should, as much as possible, meet the standards for all students, including the requirements of the prescribed course of study and the proficiency standards for graduation. These students should be provided appropriate modifications and accommodations (such as additional time, large print, auditory, digital, or braille) to meet the proficiency standards, alternative standards, or both, as determined by the individualized education team.

Students Who Are Functionally Blind or Have Low Vision

Functionally blind students will have needs related to using their other senses as primary channels for learning. Reading and writing in braille are particularly important. Students should not rely solely on vision when it is not efficient or effective for reading or writing.

Students who have low vision will have needs related to using their vision as a primary channel for learning. The low vision and functional vision assessment information will be particularly useful in identifying and meeting these needs. Students with low vision may use their auditory and tactile skills (braille) to access reading and writing materials.

Teacher of Students with Visual Impairments and O&M Specialist may collaborate with other Specialists on the IEP Team such as:

- Adapted Physical Education
- Assistive Technology

When an Assistive Technology/ Augmentative Alternative Communication (AT/AAC) assessment is requested by the IEP Team, the Teacher of Students with Visual Impairments and the O&M Specialist will work collaboratively as a member of the team.

- Behavior Specialist
- Occupational Therapist
- Nurse
- Physical Therapist
- School Psychologist
- Speech and Language Specialist
- And other school specialists as needed.

Role of Teachers for Students with Visual Impairments and Orientation & Mobility

Teacher of Students with Visual Impairments

The teacher of students with visual impairments has the following roles and responsibilities:

- May provide for specialized instruction and services required to meet the unique educational needs of students with visual impairments including all areas of the Expanded Core Curriculum
- Possesses the skills and abilities necessary to provide and coordinate this instruction
- Assists the student, family, special and general education personnel, and sighted peers in:

- Understanding the unique educational needs and learning characteristics of visually impaired students
- Becoming aware of services and support available from local, regional, and statewide programs for visually impaired students. Acquiring information regarding local, state, and national resources in the education of students with visual impairments
- May help explain the student's specific eye condition, the educational implications of the visual impairment, and the results of functional vision assessments to all staff and the student's family
- Confers regularly with the classroom teacher, other general and special education personnel, families, and others to coordinate programs and services for the student with a visual impairment
- Supports the classroom teachers in the identification of instructional areas in which the student requires assistance
- Assists the site administrator and teachers in making environmental adjustments for the student in the school situation and in the improvement of practices and procedures
- Selects and or obtains large print, recorded, or braille textbooks, supplementary materials, educational aids, and equipment needed by the student with a visual impairment and the classroom teacher to ensure the student's maximum participation in all classroom activities (Appropriate educational materials may be obtained from educational, clerical, or transcriber services; or they may be prepared or adapted by the teacher of students with visual impairments)
- Provides specialized instruction to the student with a visual impairment, school personnel, and families in the use of necessary educational aids and equipment including the use of mainstream and assistive technology, and low vision devices. Provides instruction to the student with a visual impairment in the development and maintenance of skills related to the visual impairment designed to meet students' unique educational needs in the following areas, as indicated in the IFSP, IEP, or the ITP:
 - Concept development and academic skills in coordination with the classroom teacher and other staff
 - Sensory/motor skills in coordination with the physical education instructor, occupational and physical therapist, and the orientation and mobility specialist
- Communication skills in coordination with the general education teacher and the language, speech, and hearing specialist. These skills may include:

- Teaching reading and writing in braille, use of the slate and stylus, and use of the abacus to complete mathematical calculations
- Developing skills in the use of appropriate assistive technology including screen readers, scanners, braille displays, magnification software, and use of Smart Phone and tablets
- Developing skills in teaching organization of materials and personal belongings
- Career/vocational education skills in coordination with career/vocational education staff and rehabilitation counselors
- Social/emotional skills and abilities in coordination with the counselors, psychologists, and classroom teachers
- Independent living skills in coordination with the orientation and mobility specialist, classroom teacher, and family
- Collaborates with physical education and adaptive physical education teachers to provide meaningful sports and recreational programs for students in school and in the community
- Provides information and creates instruction to maximize a student's use of vision in the classroom and in the community using low vision devices, video magnification devices, and assistive technology
- Provides information to classroom teachers, paraeducators, and other specialists on the best ways to maximize visual functioning for students with visual impairments and additional disabilities with respect to positioning, classroom organization, presentation of materials, and environmental modifications (e.g., lighting, visual clutter)
- Provides assistance to the classroom teacher in academic subjects and activities of the classroom that, as a direct result of the visual impairment, require adaptation or reinforcement
- Provide information to the classroom teacher about the physical organization of the classroom to maximize the student's efficient use of vision and independence within the classroom environment
- May provide assistance for other assessments
- May conduct the functional low vision assessment in coordination with the orientation and mobility specialist

- Shares responsibility for initial and ongoing assessments, program planning, and scheduling with parents; the student, when appropriate; the classroom teacher; principal; counselor; and other school personnel
- Schedules adequate time for assessment, instruction, planning, preparation of materials, travel, and conferences with relevant school and other key individuals (Scheduling should be flexible to meet the varying needs of each student.)
- Maintains ongoing contact with families to assist them in the development of a realistic understanding of the child's abilities, progress, and future goals
- Provides in-service training programs for school personnel, students, and community groups and education for parents regarding the needs, adaptations, programs, and services for visually impaired students
- Provides on-going training and support to paraeducators who provide services to students with visual impairments including students with visual impairments and additional disabilities

Orientation and Mobility Specialist

The orientation and mobility specialist has the following roles and responsibilities:

- Instructs students with visual impairments in the development of skills and knowledge that enable them to travel independently, to the highest degree possible, in accord with the students' assessed needs and the students' IFSP/IEP/ITP
- Teaches students to travel with proficiency, safety, and confidence in familiar and unfamiliar environments
- Provides consultation and support services to families, general and special education teachers, other school personnel, and sighted peers human guide and appropriate travel techniques
- Confers regularly with families, classroom teachers, physical education teachers, and/or other special education personnel to assist in home and classroom environmental modifications, adaptations, and considerations and to ensure reinforcement of appropriate orientation and mobility skills that will encourage the student with a visual impairment to travel independently in these settings
- Works with the teacher of students with visual impairments to conduct the functional vision assessment as it relates to independent travel
- Develop and implement comprehensive O&M assessment that includes:

- Spatial concepts
- Awareness of body parts
- Directionality
- Use of human guide
- Protective techniques for dropped objects and movement through space
- Knowledge of cardinal directions
- Use of the long cane (e.g., constant contact, two point touch)
- Knowledge of campus locations
- Knowledge of organization of neighborhoods, including street address systems
- Knowledge of various intersections
- Use of public transportation systems including bus, paratransit, rideshare services, and trains
- Ability to travel safely in neighborhoods
- Ability to travel in small business areas
- Ability to travel in busy and complex shopping areas
- Has a time management system
- Keeps a schedule
- Makes purchases in the community
- Is responsible for teaching safe techniques to use across different environments while fostering maximum independence. Provides orientation and mobility instruction, where appropriate, in the following areas:
 - Body image and movement
 - Laterality
 - Directionality
 - Environmental concepts

- Gross and fine motor skills related to independent travel
- Sensory awareness, stimulation, and training
- Spatial concepts
- Compass direction concepts
- Human guide procedures
- Basic protective and information gathering technique
- Orientation skills
- Map skill
- Cane skills
- Use of residual vision for travel
- Low vision devices related to travel skills
- Residential travel
- Travel in business districts and shopping areas
- Procedures for crossing streets, including traffic control signal
- Procedures for use of electronic devices for information gathering and for emergencies
- Time management systems and keeping track of a schedule
- Evaluates students' progress on an ongoing basis
- Keeps progress notes on each student
- Participates in necessary parents' conferences and meetings
- Provides in-service training to general and special education personnel, sighted peers, and family members concerning the orientation and mobility needs of the student with a visual impairment and appropriate methods and procedures for interacting with the individual who is visually impaired that will foster maximum independence and safety.

Glossary

Accommodation: The adjustment of the eye to focus on different distances, accomplished by changing the shape of the crystalline lens through action of the ciliary muscle.

Adapted Physical Education: A diversified program of developmental activities, physical fitness, games, sports, and rhythms suited to the needs, interests, capacities, and limitations of students who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program.

Assistive Technology: Any item, piece of equipment, or system that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

Binocular Vision: The ability to use the two eyes simultaneously to focus on the same object and to fuse the two images into a single perception.

Blindness: The inability to see. An absence or severe reduction of vision.

Blind Spot: A “blank” area in the visual field, corresponding to the position of the optic nerve (a physiological blind spot). May also be an area of absent or reduced sensitivity anywhere in the visual field.

Braille: A system of raised dots that follows print to enable some functionally blind students to read by touch.

Color deficiency: Partial or complete inability to discriminate the ordinarily differentiated hues.

Daily Living Skills: Skills that enable student with a visual impairment to live independently. This content area is also known as independent living skills.

Distance vision: The ability to see objects clearly from a distance.

Expanded Core Curriculum: A disability specific curriculum that includes nine content areas of instruction for students with visual impairments.

Functional Vision: The presence of enough usable vision, giving the student the ability to use sight as a primary channel for learning. This term also means the total act of seeing and how the student uses sight to function educationally.

Individualized Education Plan (IEP): A written plan for a special education student that is developed and implemented in accordance with the IEP Team and that is designed to meet the assessed needs of the student

Individualized Family Service Plan (IFSP): A plan developed to meet the requirements to Part H of Individuals with Disabilities Education Act (IDEA)

Individualized Transition Plan (ITP): A plan created when a student turns 16 to organize transition services and transition language in the IEP as required by IDEA.

Large print or type: Print which is larger than type commonly found in magazines, newspapers, and books. Originally print is 6 to 11 points in height (about 1/16 to 1/8 of an inch). Large type is 14 to 18 points (3/16 to 1/4 of an inch) or larger

LEA: Local Education Agency or district

Legally Blind: Central visual acuity of 20/200 or less in the better eye after best correction with conventional spectacle lenses; or visual acuity better than 20/200 if there is a field defect in which the widest diameter of the visual field is no greater than 20 degrees

Low Vision: A student whose vision can be used as a primary channel for learning sometimes referred to as partial sight

Mobility: A term used to denote the ability to navigate from one's present fixed position to one's desired position in another part of the environment

Near Vision: The ability to see objects distinctly at the required reading distance

Orientation: The process of using the remaining senses in establishing one's position and relationship to all other significant objects in the environment

SELPA: Special Education Local Plan Area

Sensory/Motor: Relating to or functioning in either sensory or motor aspects or both bodily activities.

Vision: The art of faculty of seeing

Visual Acuity: The measurement of sharpness of vision in respect to the ability to discriminate detail. A visual acuity measurement is not useful for determining a career choice, classroom situation, or training program. Visual acuity should not be used to predict one's visual function or educational performance.

Visual Processing: How one uses or processes the images acquired by the act of seeing

FORMS

SELPA? Vision Services Pre-Referral Form

All forms are in the SIRAS Systems.org 'Added Forms' section of SIRAS under Vision Category.

References

Adapted from Guidelines for Programs with Visual Impairments: <https://www.csb-cde.ca.gov/resources/standards/documents/vguidelines-2014edition.pdf>

Eye Report for Students with Vision Impairments, Ed Code 5062 /Rev 07.09 Department of Education.

The Core Curriculum for Blind and Visually Impaired Students, Including Those with Additional Disabilities. *Hatlen, Phil* RE:view, v28 n1 p25-32 Spr 1996.

Vision Therapy and Educational Visual Impairment Services: What's the Difference? <https://www.pattan.net/CMSPages/GetAmazonFile.aspx?path=~%5Cpattan%5Cmedia%5Cmaterials%5Cpublications%5Cfiles%5Cvision-therapy-ed-visual-svcs-5-22-wbl.pdf&hash=263ddaf48bc5628291195cef6e246ba0c4df29ab3ab97fe519f5acec3339285a&ext=.pdf>

PROCEDURAL HANDBOOK

SECTION

7

Vision (tie into existing LI and DHH Sections)

This section contains information you should know about....

	Page
Introduction to Visual Impairments.....	2
Expanded Core Curriculum Areas.....	4
Identification of Students with Visual Impairments.....	7
Assessment of Students with Visual Impairments.....	8
Santa Barbara County Referral Process.....	11
The Role of Teachers of Visual Impairments and Orientation and Mobility.....	17
Glossary.....	23
Forms and References.....	25

Introduction to Visual Impairment (VI)

These guidelines are developed in response to the California Education Code EC 56136, Guidelines for Low Incidence Disability Areas. Local Education Agencies (LEAs) are to provide technical assistance to parents, teachers, and school personnel in support of all students with vision impairments. The guidelines shall clarify the following:

- Identification and referral,
- Assessment,
- Planning and provision of specialized services to students with vision impairments,
- Describe the monitoring of programs serving students with vision impairments.

California Education code (34 CFR §300.7(c)(13)) defines a Visual Impairment as follows:

- Impairment of vision that, even with correction, adversely affects a child's educational performance.
- The term includes both partial sight and blindness.

To be eligible for O&M services, a student must have a medically diagnosed visual impairment that meets the legal standard for either legally blind or partially sighted. In addition, their vision loss must adversely affect their academic performance [CCR, Title V, § 3030 (d)].

Types of Visual Impairments

Congenital or Adventitious Visual Impairments

The terms congenital and adventitious identify the time of onset of a visual impairment. A student with a congenital visual impairment has had a visual impairment since birth or early infancy and generally has difficulty with concepts and skills that are visual in nature. A student with an adventitious visual impairment has a visual impairment that was acquired after birth or early infancy; the student already has some visual concepts and skills, depending on the age when the onset of the visual impairment occurred. This student may need to integrate and acquire new visual concepts and may have needs relating to his or her adjustment to the visual impairment.

Neurological Visual Impairment

The definition of students with visual impairments includes students with neurological visual impairments who are functionally blind or who have low vision, even with best correction.

Students who solely have visual perceptual or visual motor dysfunction, such as from a learning disability, may not meet the eligibility criteria for visual impairment.

Vision Therapy and Educational Visual Impairment Services: What's the Difference?

<https://www.pattan.net/CMSPages/GetAmazonFile.aspx?path=~%5Cpatan%5Cmedia%5Cmate>

[rials%5Cpublications%5Cfiles%5Cvision-therapy-ed-visual-svcs-5-22-wbl.pdf&hash=263ddaf48bc5628291195cef6e246ba0c4df29ab3ab97fe519f5acec3339285a&ext=.pdf](#)

Students with Visual Impairments who have Additional Disabilities

The assessment of students with visual impairments who have additional disabilities requires systematic observation and an understanding of the implications of the additional disabilities on growth, development, and learning. An awareness of age-appropriate developmental and educational expectations is critical for identifying and assessing unique educational needs.

When a student with a visual impairment has other known or suspected disabilities, it is important to understand and keep in perspective several variables. These variables will influence the interpretation of assessment results which include:

- the determination of necessary instructional strategies,
- goals or objectives, or both,
- and the recommendations to the educational team for appropriate educational placement and related services.

The unique educational needs of students with visual impairments requires careful consideration of specialized curriculum.

While students with visual impairments require instruction in all areas of the California Common Core Curriculum, (Reading, Language Arts, Science, Social Studies), they also need specialized instruction in the Expanded Core Curriculum (Hatlen, 1996) This curriculum includes nine areas of curriculum content that all teachers of students with visual impairments (TSVI) are responsible for assessing and teaching.

The nine areas include:

- Compensatory Skills (braille instruction, listening skills, study and organizational skills, abacus) and functional academics.
- Orientation and Mobility
- Social Interaction Skills
- Independent Living Skills
- Recreation and Leisure Skills
- Career Education
- Use of Assistive Technology
- Self Determination

· Sensory Efficiency

Expanded Core Curriculum (ECC) Areas	Curriculum Content/Description (Should include but are not limited to description in box.)
Compensatory Skills	<p>Braille Instruction Alternative modes for instruction in reading and writing with the use of learning media and specialized equipment and materials to help with communication.</p> <p>Instructional Strategies include:</p> <ul style="list-style-type: none"> • Developing reading skills with use of specialized equipment to pursue all interests • Developing writing skills with use of specialized equipment for all forms of writing • Keyboarding skills • Operation of technology <p>Listening Skills Listening skills support the collection of information, auditory discrimination, the interpretation of auditory cues, and the sound association to events and people.</p> <p>Listening skills include:</p> <ul style="list-style-type: none"> • Developing listening skills appropriate for the student functioning, including the development of auditory reception, discrimination, memory, sequencing, closure, and association skills. • Developing auditory comprehension. • Understanding and hearing facts, figures, and details <p>Learning and developing efficient study and organizational skills provide successful participation in classroom and community activities.</p> <p>Study and Organizational Skills</p> <p>Study and Organizational skills include:</p> <ul style="list-style-type: none"> • Organizing school materials • Developing note taking skills • Organizing time commitments <p>Functional Academic Skills include communication modes.</p> <p>Skills allow students to access learning equivalent to sighted peers.</p>

	<p>For students with multiple disabilities, the development of functional skills allows for meaningful and active participation in all areas of work and play.</p> <p>Concept Development includes:</p> <ul style="list-style-type: none"> • Understanding real world objects and environments • Direct teaching of concepts that sighted individuals learn incidentally • Spatial, directional, and positional concepts • Developing good sense of body image • Understanding object permanence and relation of part to whole • Tactile discrimination • Understanding of nonverbal cues, social gestures, and expressions • Understanding time concepts <p>Sensory and Motor Skills</p> <p>Gross and fine motor skills needed for sensory discrimination and sensory integration skills for posture, balance, strength, and movement.</p> <p>Sensory and Motor skills include:</p> <ul style="list-style-type: none"> • Movement • Identifying textures and objects • Identifying and discriminating indoor and outdoor environments
Orientation and Mobility	<p>Orienting to various environments through movement, travel, and play including sensory motor functioning.</p> <p>Orientation and Mobility skills include:</p> <ul style="list-style-type: none"> • Developing understandings of space and environment • Movement throughout known and unknown environments • Using specialized equipment to support traveling skills • Emergency procedures and who to contact in the event of an emergency • Navigating transportation systems • Navigating hazards in the community • Using technology to support directional movement
Social Interaction Skills	<p>The support of developing social interaction skills and relationships with peers and adults requires the support of educators and families.</p> <p>Social Interaction skills include:</p> <ul style="list-style-type: none"> • Understanding appropriate social behavior • Being aware of nonverbal communication • Understanding appropriate body movement and positioning around people

	<ul style="list-style-type: none"> • Recognizing people's feelings and emotions • Understanding peer pressure and safety with social interactions • Self- advocacy • Human sexuality • Understanding and accepting visual impairment and how to interact with others
Independent Living Skills	<p>Independent Living Skills is a goal for many students.</p> <p>Independent Living Skills include:</p> <ul style="list-style-type: none"> • Personal hygiene • Dressing skills • Caring for one's own clothing and housekeeping • Food preparation and eating • Money management • Written and telecommunication skills • Daily schedules and time management • Basic organization of daily living and activities
Recreation and Leisure Skills	<p>Physical activity is a lifelong investment in personal health.</p> <p>Recreation and Leisure Skills include:</p> <ul style="list-style-type: none"> • Physical activities such as sports • Leisure activities such as hobbies • Online communities, social activities, or events • Direct Instruction in adapted physical education
Career Education	<p>Guidance in career awareness and vocational education lead to future employment.</p> <p>Career Educational Skills include:</p> <ul style="list-style-type: none"> • Understanding the uniqueness of oneself • Job interests and work exploration • Organizing digital information to apply for a job • Volunteering in one's community • Interacting with others within a work setting • Looking for and receiving support through a job coach within a job • Organizing materials and time management • Obtaining and maintaining financial assets
Use of Assistive Technology	<p>The utilization of technology in supporting students in the classroom and beyond enables opportunities for students to enhance access to their surroundings.</p>

	<p>The use of Assistive Technology includes but is not limited to:</p> <ul style="list-style-type: none"> • Use of Braille displays • Use of computers/tablets and specialized software • Use of mobile devices and applications • Interacting with social media platforms and the internet • Use of Closed-Circuit Television (CCTV)
Self Determination	<p>Self Determination encompasses encouraging students to create appropriate goals for themselves, monitor their progress, and develop problem solving skills. Students are encouraged to self-direct their behaviors, decisions, and practice skills of independence.</p> <p>Self Determination includes:</p> <ul style="list-style-type: none"> • Understanding and explaining one's abilities and disability • Identifying one's own strengths and limitations • Developing choices based on preferences, interests, needs, and wants • Problem solving • Setting goals and monitoring progress • Self-advocacy
Sensory Efficiency Skills	<p>Sensory Efficiency Skills refer to how a student can leverage tactual, auditory, olfactory, and sense of taste input to counter the loss of visual information.</p> <p>Sensory Efficiency Skills include:</p> <ul style="list-style-type: none"> • Optical devices- special lenses • Use of hearing aids • Communication systems • Identifying, discriminating, tracking, and using continuous and intermittent auditory sources indoors and outdoors

All instruction and services provided to students with visual impairments must be planned and coordinated to meet the specific needs and strengths of each student.

Identification

The eligibility for special education services under the low incidence disability of a student with a visual impairment describes the student as “a student that has a visual impairment which, even with correction, adversely affects the student’s educational performance.” (California Code of Regulations, Title 5, Education Section 3030 (d)).

If the assessment determines the student qualifies for vision and mobility services, the student is provided with instruction, specialized services, materials, and equipment in accordance with his or her Individualized Education Plan (IEP).

Variables to be considered include but are not limited to:

- The need to determine, during a functional vision assessment, whether observed or reported difficulties reflect an inability to see compared with an inability to interpret what is seen, e.g., a visual impairment compared with a visual perceptual or visual motor dysfunction or both. (The size, distance, contrast, lighting, or other visual variables should be varied to help make this determination.)
- The nature and extent of other disabilities (sensory, cognitive, physical, health, or behavioral) and the way each one, individually or in combination, has an adverse developmental/educational impact.
- The fact that the visual impairment may not correctly account for, or completely explain, the present levels of developmental and/or educational functioning observed.
- Special assistive materials, devices, and/or equipment needed to address the adverse impact of another disability.
- Adaptive or medically required positioning of the student as necessary to allow physical access to instructional materials or equipment or both.
- Instructional methods, modifications or both needed to address the impact of another disability.
- Alternative placement and/or positioning of materials or equipment that enables or enhances access to instruction and learning.
- Additional factors that may affect learning, performance, and progress, such as attention span, range of motion, inappropriate behaviors, mood, and motivation.

When a student with additional disabilities is being assessed, it is important to consult with educational specialists, related service providers, parents, and eye care specialists to find the most appropriate services and support for the student.

Assessment of Students with Visual Impairments

Reports on Vision

The diagnosis of a visual impairment will be made by an appropriate medical professional (ophthalmologist or neurologist). The assessment should begin with the report of an examination by an ophthalmologist. It is important to acquire as much information about the student's visual functioning from the eye specialist as possible.

The eye report should include the following:

- Near and distance acuity, with and without best possible correction
- Field of vision, including peripheral field
- The etiology, diagnosis, and prognosis of the visual impairment

- The eye specialist's recommendations for school personnel and parents, including when the student should be reexamined. (Eye Report for Students with Vision Impairments, Ed Code 5062 /Rev 07.09 Department of Education)

Functional Vision Assessment

A functional vision assessment is conducted by the teacher of students with visual impairments and may or may not include the orientation and mobility specialist and the student's family to determine the student's functional vision.

Functional Vision assessments provide:

- a. Information to the educational team about the extent of the need for specialized services related to the visual impairment
- b. Information about how the student uses their functional vision and if it adversely affects their access to the core curriculum and expanded core curriculum
- c. Details about the student's ability to move efficiently, safely, and independently in multiple environments
- d. Targeted areas for necessary support in instructional accommodations, specialized materials and learning media, and technology to support the student with the visual impairment in all settings
- e. Additional information for the family and the educational team to best support the student with the visual impairment in all settings (school and community)

When a functional vision assessment is conducted, other known or suspected disabilities should be considered. Vision functioning in conjunction with other disabilities may interfere with learning. An education and parent team approach is recommended to understand behaviors and performance throughout the assessment. Through the team approach during assessment, the appropriate educational interventions will be collaborated upon and put into the student's assessment report and Individualized Education Plan (IEP).

Learning Media Assessment

A Learning Media Assessment may be a separate assessment or embedded in the functional vision assessment. It is used to determine the student's primary means for accessing materials to achieve academic and functional success in areas such as reading, writing, mathematics, and functional skills.

A Learning Media Assessment is conducted for a student with a visual impairment to determine the appropriate learning media, including the possible need for braille and braille instruction.

Learning Media Assessments provide:

- Information about how the student gathers and uses sensory information from various sensory channels
- Information about the types of learning media and literacy media the student could use for learning tasks such as reading and writing

The assessment of a student's learning media should include observation of a student's use of sensory information in a variety of settings such as home, school, recreational activities, and in the community.

Determining the literacy medium or media refers to the modality (visual, tactile, or auditory) that is used consistently to enable the student to have direct access to print, including reading and other information in written language. Braille and print are literacy media that enable the student to develop and acquire reading and writing skills. Audible input is a learning medium that enables or supports the student's access to written language that may be a primary alternative learning modality.

Orientation/Mobility Assessment may include:

- Background information: Visual diagnosis, Relevant Health information, Additional disabilities, Family, and teacher input
- Present level of mobility
- Present level of orientation
- Concept development (should include concepts related to independent travel)
- Visual information

Santa Barbara County Identification and Referral Process

Santa Barbara County provides services and supports to all students who are found eligible under assessment for a student with a visual impairment.

When a student is referred for a possible visual impairment in an LEA in Santa Barbara County:

The coordinator organizes the paperwork needed for a vision observation per parent/guardian consent. The coordinator also requests from the parent/guardian a copy of the most recent vision report, preferably from an ophthalmologist dated within the last twelve months.

‘South’ and ‘North’ Vision Services in Santa Barbara County

For Vision Services in Santa Barbara County, please refer to the following pages and flow charts for instructions.

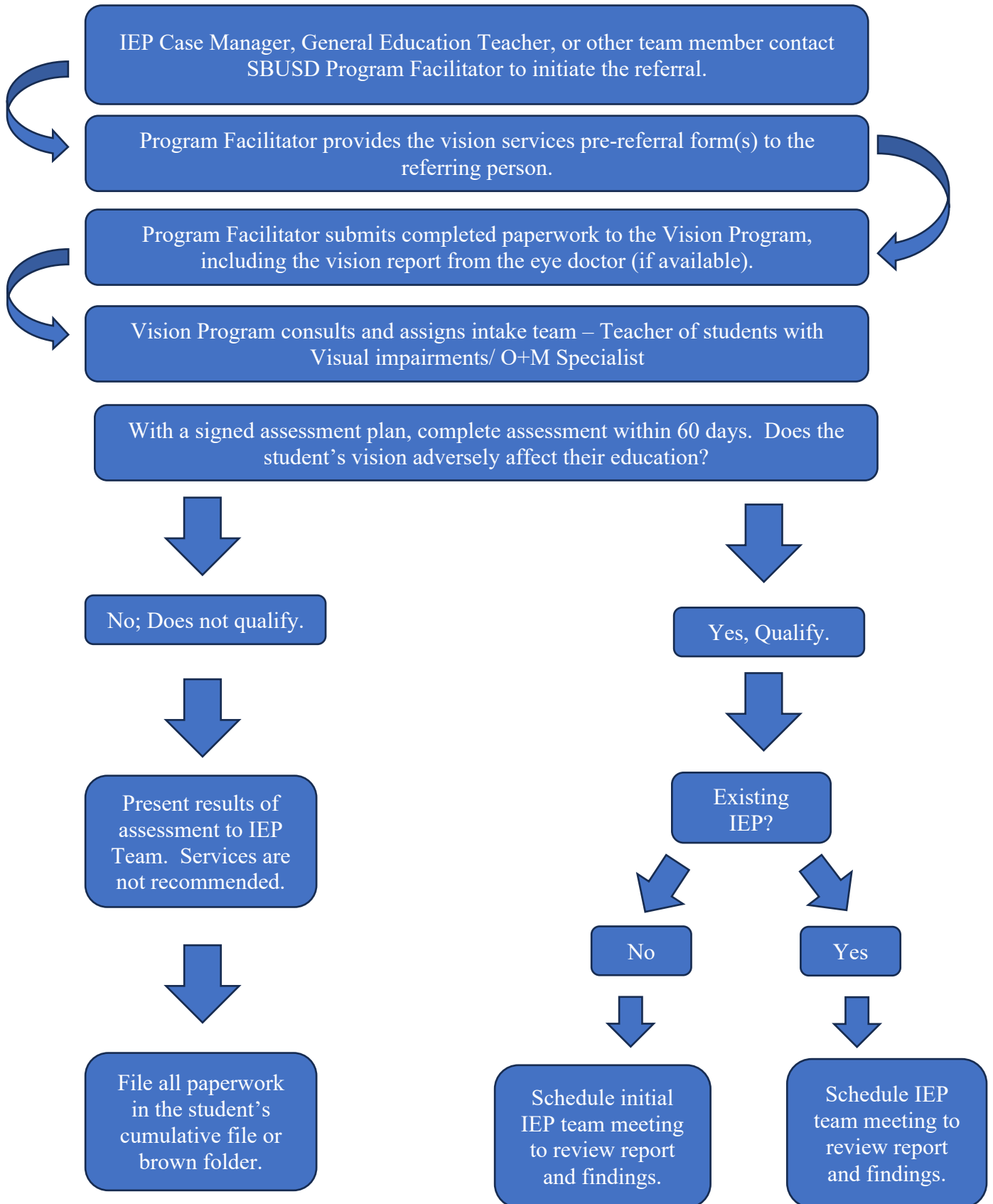
Santa Barbara ‘South’ County Vision Services

Santa Barbara ‘South’ County Vision services encompasses the districts of Carpinteria Unified School District, Santa Barbara Unified School District, Montecito Union School District, Cold Springs School District, Adelante Charter School, Santa Barbara Charter School, Goleta Union School District, Hope School District, ‘South’ Santa Barbara County Infant Programs, and ‘South’ County Preschool programs.

Santa Barbara ‘North’ County Vision Services

Santa Barbara ‘North’ County Vision services encompasses the districts of Guadalupe Union School District, Orcutt Union School District, Santa Maria Joint Union High School District, Santa Maria Bonita School District, Lompoc Unified School District, Cuyama Unified School District, the Santa Ynez Valley Special Education Consortium, Blochman School District, Family Partnership, and ‘North’ County Preschool programs.

**Santa Barbara County ‘South’ for Vision and Orientation & Mobility Services
(Flowchart)**



Santa Barbara County ‘South’ for Vision and Orientation & Mobility Services

Referral Process

The Santa Barbara ‘South County Vision and Orientation and Mobility offers services to districts.

Santa Barbara ‘South’ County vision services encompasses the districts of Carpinteria Unified School District, Santa Barbara Unified School District, Montecito Union School District, Cold Springs School District, Adelante Charter School, Santa Barbara Charter School, Goleta Union School District, Hope School District, ‘South’ Santa Barbara County Infant Programs, and ‘South’ County Preschool programs.

Step 1: An IEP Case manager, General Education Teacher, or other team member in collaboration with South County Vision and Orientation and Mobility Specialists will contact the SBUSD Program Facilitator to initiate the referral.

Step 2: The Program Facilitator will provide the vision services pre- referral form to the referring person.

Step 3: The Program Facilitator submits completed paperwork to the Vision Program including the vision report from the eye doctor if available.

Step 4: Vision Program consults and assigns intake team. Teacher of students with Visual Impairments and O&M Specialist.

Step 5: With a signed assessment plan, the assessment is completed in 60 days.

From assessment results:

- If the student’s vision does not adversely affect their education, the student will not qualify for services.

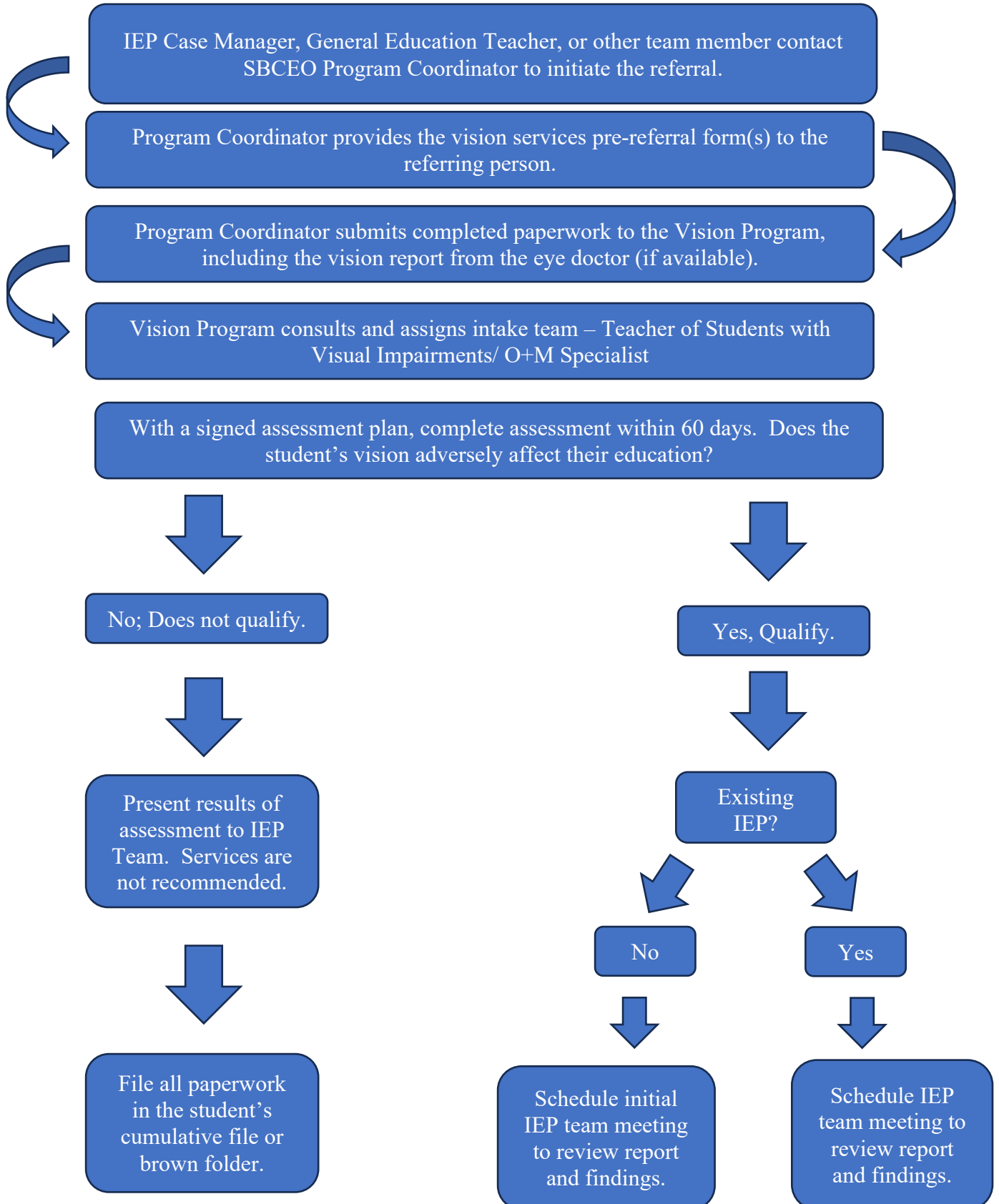
Results of assessment are presented to IEP Team and Services are not recommended. All paperwork is filed into the students cumulative file or brown folder.

- If the student’s vision does affect their education, the student will qualify for services.

If the student does not have an existing IEP, an initial IEP Team Meeting will be scheduled to review report and findings.

If the student does have an existing IEP, an IEP Team Meeting will be scheduled to review report and findings.

**Santa Barbara County ‘North’ for Vision and Orientation & Mobility Services
(Flowchart)**



Santa Barbara County ‘North’ for Vision and Orientation & Mobility Services

Referral Process

The Santa Barbara ‘North’ County Vision and Orientation and Mobility offers services to districts.

Santa Barbara ‘North’ County Vision services encompasses the districts of Guadalupe Union School District, Orcutt Union School District, Santa Maria Joint Union High School District, Santa Maria Bonita School District, Lompoc Unified School District, Cuyama Unified School District, the Santa Ynez Valley Special Education Consortium, and ‘North’ Infant Programs, and ‘North’ County Preschool programs.

Step 1: An IEP Case manager, General Education Teacher, or other team member in collaboration with North County Vision and Orientation and Mobility Specialists will contact the SBCEO Program Coordinator to initiate the referral.

Step 2: The Program Coordinator will provide the vision services pre- referral form to the referring person.

Step 3: The Program Coordinator submits completed paperwork to the Vision Program including the vision report from the eye doctor if available.

Step 4: Vision Program consults and assigns intake team. Teacher of students with Visual Impairments and O&M Specialist.

Step 5: With a signed assessment plan, the assessment is completed in 60 days.

From assessment results:

- If the student’s vision does not adversely affect their education, the student will not qualify for services.

Results of assessment are presented to IEP Team and Services are not recommended. All paperwork is filed into the students cumulative file or brown folder.

- If the student’s vision does affect their education, the student will qualify for services.

If the student does not have an existing IEP, an initial IEP Team Meeting will be scheduled to review report and findings.

If the student does have an existing IEP, an IEP Team Meeting will be scheduled to review report and findings.

Supporting Visual Impairments through Age Groups

Infants and Preschool Children

Infants and preschool children who are visually impaired have differentiated educational needs. It is critical, therefore, that services begin as soon as a child is identified as having a visual impairment. Specialized support services need to be provided by staff members who have training and expertise in working with children with visual impairments.

Infants and preschool children who are sighted learn through imitation and modeling. Therefore, young children with visual impairments need opportunities for experiential learning using their other senses, such as associating sounds, shapes, and objects with their purpose—a process that often occurs incidentally with sighted children. Because research studies have shown that the first five years of a child's life are the most important for developing a foundation for learning, special emphasis must be given to the infant and preschool child whose opportunities to gain experience through visual observation are limited or nonexistent.

Elementary School Students

Students in an elementary school program may have the same needs as those described in the Infants and Preschool Children section, particularly if these students have developmental delays or have not received needed instruction and services at the infant or preschool level.

Elementary school students should be provided intensive instruction in the specialized skills required to function independently in the general education classroom. (See 9 ECC categories) Students with visual impairments may receive instruction in a variety of settings.

Secondary School Students

Students in a secondary school program should be encouraged to self-advocate for their educational needs, including obtaining necessary adapted classroom materials, equipment, and technology and selecting and using readers. Secondary students should receive instruction and services focused on skills that will enable the students to function independently as adults, particularly in all 9 areas of the Expanded Core Curriculum.

Secondary school students should, as much as possible, meet the standards for all students, including the requirements of the prescribed course of study and the proficiency standards for graduation. These students should be provided appropriate modifications and accommodations (such as additional time, large print, auditory, digital, or braille) to meet the proficiency standards, alternative standards, or both, as determined by the individualized education team.

Students Who Are Functionally Blind or Have Low Vision

Functionally blind students will have needs related to using their other senses as primary channels for learning. Reading and writing in braille are particularly important. Students should not rely solely on vision when it is not efficient or effective for reading or writing. Students who have low vision will have needs related to using their vision as a primary channel for learning. The low vision and functional vision assessment information will be particularly useful in

identifying and meeting these needs. Students with low vision may use their auditory and tactile skills (braille) to access reading and writing materials.

Teacher of Students with Visual Impairments and O&M Specialist may collaborate with other Specialists on the IEP Team such as:

- Adapted Physical Education
- Assistive Technology

When an Assistive Technology/ Augmentative Alternative Communication (AT/AAC) assessment is requested by the IEP Team, the Teacher of Students with Visual Impairments and the O&M Specialist will work collaboratively as a member of the team.

- Behavior Specialist
- Occupational Therapist
- Nurse
- Physical Therapist
- School Psychologist
- Speech and Language Specialist
- And other school specialists as needed.

Role of Teachers for Students with Visual Impairments and Orientation & Mobility

Teacher of Students with Visual Impairments

The teacher of students with visual impairments has the following roles and responsibilities:

- May provide for specialized instruction and services required to meet the unique educational needs of students with visual impairments including all areas of the Expanded Core Curriculum
- Possesses the skills and abilities necessary to provide and coordinate this instruction
- Assists the student, family, special and general education personnel, and sighted peers in:
 - Understanding the unique educational needs and learning characteristics of visually impaired students

- Becoming aware of services and support available from local, regional, and statewide programs for visually impaired students. Acquiring information regarding local, state, and national resources in the education of students with visual impairments
 - May help explain the student's specific eye condition, the educational implications of the visual impairment, and the results of functional vision assessments to all staff and the student's family
- Confers regularly with the classroom teacher, other general and special education personnel, families, and others to coordinate programs and services for the student with a visual impairment
- Supports the classroom teachers in the identification of instructional areas in which the student requires assistance
- Assists the site administrator and teachers in making environmental adjustments for the student in the school situation and in the improvement of practices and procedures
- Selects and or obtains large print, recorded, or braille textbooks, supplementary materials, educational aids, and equipment needed by the student with a visual impairment and the classroom teacher to ensure the student's maximum participation in all classroom activities (Appropriate educational materials may be obtained from educational, clerical, or transcriber services; or they may be prepared or adapted by the teacher of students with visual impairments)
- Provides specialized instruction to the student with a visual impairment, school personnel, and families in the use of necessary educational aids and equipment including the use of mainstream and assistive technology, and low vision devices. Provides instruction to the student with a visual impairment in the development and maintenance of skills related to the visual impairment designed to meet students' unique educational needs in the following areas, as indicated in the IFSP, IEP, or the ITP:
 - Concept development and academic skills in coordination with the classroom teacher and other staff
 - Sensory/motor skills in coordination with the physical education instructor, occupational and physical therapist, and the orientation and mobility specialist
- Communication skills in coordination with the general education teacher and the language, speech, and hearing specialist. These skills may include:
 - Teaching reading and writing in braille, use of the slate and stylus, and use of the abacus to complete mathematical calculations

- Developing skills in the use of appropriate assistive technology including screen readers, scanners, braille displays, magnification software, and use of Smart Phone and tablets
- Developing skills in teaching organization of materials and personal belongings
- Career/vocational education skills in coordination with career/vocational education staff and rehabilitation counselors
- Social/emotional skills and abilities in coordination with the counselors, psychologists, and classroom teachers
- Independent living skills in coordination with the orientation and mobility specialist, classroom teacher, and family
- Collaborates with physical education and adaptive physical education teachers to provide meaningful sports and recreational programs for students in school and in the community
- Provides information and creates instruction to maximize a student's use of vision in the classroom and in the community using low vision devices, video magnification devices, and assistive technology
- Provides information to classroom teachers, paraeducators, and other specialists on the best ways to maximize visual functioning for students with visual impairments and additional disabilities with respect to positioning, classroom organization, presentation of materials, and environmental modifications (e.g., lighting, visual clutter)
- Provides assistance to the classroom teacher in academic subjects and activities of the classroom that, as a direct result of the visual impairment, require adaptation or reinforcement
- Provide information to the classroom teacher about the physical organization of the classroom to maximize the student's efficient use of vision and independence within the classroom environment
- May provide assistance for other assessments
- May conduct the functional low vision assessment in coordination with the orientation and mobility specialist
- Shares responsibility for initial and ongoing assessments, program planning, and scheduling with parents; the student, when appropriate; the classroom teacher; principal; counselor; and other school personnel

- Schedules adequate time for assessment, instruction, planning, preparation of materials, travel, and conferences with relevant school and other key individuals (Scheduling should be flexible to meet the varying needs of each student.)
- Maintains ongoing contact with families to assist them in the development of a realistic understanding of the child's abilities, progress, and future goals
- Provides in-service training programs for school personnel, students, and community groups and education for parents regarding the needs, adaptations, programs, and services for visually impaired students
- Provides on-going training and support to paraeducators who provide services to students with visual impairments including students with visual impairments and additional disabilities

Orientation and Mobility Specialist

The orientation and mobility specialist has the following roles and responsibilities:

- Instructs students with visual impairments in the development of skills and knowledge that enable them to travel independently, to the highest degree possible, in accord with the students' assessed needs and the students' IFSP/IEP/ITP
- Teaches students to travel with proficiency, safety, and confidence in familiar and unfamiliar environments
- Possesses the skills and abilities necessary to provide and coordinate this instruction
- Provides consultation and support services to families, general and special education teachers, other school personnel, and sighted peers human guide and appropriate travel techniques
- Confers regularly with families, classroom teachers, physical education teachers, and/or other special education personnel to assist in home and classroom environmental modifications, adaptations, and considerations and to ensure reinforcement of appropriate orientation and mobility skills that will encourage the student with a visual impairment to travel independently in these settings
- Works with the teacher of students with visual impairments to conduct the functional vision assessment as it relates to independent travel
- Develop and implement comprehensive O&M assessment that includes:
 - Spatial concepts
 - Awareness of body parts

- Directionality
- Use of human guide
- Protective techniques for dropped objects and movement through space
- Knowledge of cardinal directions
- Use of the long cane (e.g., constant contact, two point touch)

Knowledge of campus locations

- Knowledge of organization of neighborhoods, including street address systems
- Knowledge of community travel
- Knowledge of various intersections
- Use of public transportation systems including bus, paratransit, rideshare services, and trains
- Ability to travel safely in neighborhoods
- Ability to travel in small business areas
- Ability to travel in busy and complex shopping areas
- Ability to travel in a shopping mall
- Demonstrates an understanding of time
- Has a time management system
- Keeps a schedule
- Makes purchases in the community
- Is responsible for teaching safe techniques to use across different environments while fostering maximum independence. Provides orientation and mobility instruction, where appropriate, in the following areas:
 - Body image
 - Laterality
 - Directionality

- Environmental concepts
- Gross and fine motor skills related to independent travel
- Sensory awareness, stimulation, and training
- Spatial concepts
- Compass direction concepts
- Human guide procedures
- Basic protective and information gathering technique
- Orientation skills
- Map skill
- Cane skills
- Use of residual vision for travel
- Low vision devices related to travel skills
- Residential travel
- Travel in business districts and mall
- Procedures for crossing streets, including traffic control signal
- Procedures for use of electronic devices for information gathering and for emergencies
- Time management systems and keeping track of a schedule
- Evaluates students' progress on an ongoing basis
- Keeps progress notes on each student
- Participates in necessary parents' conferences and meetings
- Provides in-service training to general and special education personnel, sighted peers, and family members concerning the orientation and mobility needs of the student with a visual impairment and appropriate methods and procedures for interacting with the individual who is visually impaired that will foster maximum independence and safety.

Glossary

Accommodation: The adjustment of the eye to focus on different distances, accomplished by changing the shape of the crystalline lens through action of the ciliary muscle.

Adapted Physical Education: A diversified program of developmental activities, physical fitness, games, sports, and rhythms suited to the needs, interests, capacities, and limitations of students who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program.

Assistive Technology: Any item, piece of equipment, or system that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

Binocular Vision: The ability to use the two eyes simultaneously to focus on the same object and to fuse the two images into a single perception.

Blindness: The inability to see or severe reduction of vision.

Blind Spot: A “blank” area in the visual field, corresponding to the position of the optic nerve (a physiological blind spot). May also be an area of absent or reduced sensitivity anywhere in the visual field.

Braille: A system of raised dots that follows print to enable some functionally blind students to read by touch.

Color deficiency: Partial or complete inability to discriminate the ordinarily differentiated hues.

Daily Living Skills: Skills that enable student with a visual impairment to live independently. This content area is also known as independent living skills.

Distance vision: The ability to see objects clearly from a distance.

Expanded Core Curriculum: A disability specific curriculum that includes nine content areas of instruction for students with visual impairments.

Functional Vision: The presence of enough usable vision, giving the student the ability to use sight as a primary channel for learning. This term also means the total act of seeing and how the student uses sight to function educationally.

Individualized Education Plan (IEP): A written plan for a special education student that is developed and implemented in accordance with the IEP Team and that is designed to meet the assessed needs of the student.

Individualized Family Service Plan (IFSP): A plan developed to meet the requirements to Part H of Individuals with Disabilities Education Act (IDEA).

Individualized Transition Plan (ITP): A plan created when a student turns 16 to organize transition services and transition language in the IEP as required by IDEA.

Large print or type: Print which is larger than type commonly found in magazines, newspapers, and books. Originally print is 6 to 11 points in height (about 1/16 to 1/8 of an inch). Large type is 14 to 18 points (3/16 to 1/4 of an inch) or larger.

LEA: Local Education Agency or district.

Legally Blind: Central visual acuity of 20/200 or less in the better eye after best correction with conventional spectacle lenses; or visual acuity better than 20/200 if there is a field defect in which the widest diameter of the visual field is no greater than 20 degrees.

Low Vision: A student whose vision can be used as a primary channel for learning sometimes referred to as partial sight.

Mobility: A term used to denote the ability to navigate from one's present fixed position to one's desired position in another part of the environment.

Near Vision: The ability to see objects distinctly at the required reading distance.

Orientation: The process of using the remaining senses in establishing one's position and relationship to all other significant objects in the environment.

SELPA: Special Education Local Plan Area.

Sensory/Motor: Relating to or functioning in either sensory or motor aspects or both bodily activities.

Vision: The art of faculty of seeing.

Visual Acuity: The measurement of sharpness of vision in respect to the ability to discriminate detail. A visual acuity measurement is not useful for determining a career choice, classroom situation, or training program. Visual acuity should not be used to predict one's visual function or educational performance.

Visual Processing: How one uses or processes the images acquired by the act of seeing.

FORMS

SELPA? Vision Services Pre-Referral Form

All forms are in the SIRAS Systems.org 'Added Forms' section of SIRAS under Vision Category.

References

Adapted from Guidelines for Programs with Visual Impairments: <https://www.csbcde.ca.gov/resources/standards/documents/viguidelines-2014edition.pdf>

Eye Report for Students with Vision Impairments, Ed Code 5062 /Rev 07.09 Department of Education.

The Core Curriculum for Blind and Visually Impaired Students, Including Those with Additional Disabilities. **Hatlen, Phil** *RE:view*, v28 n1 p25-32 Spr 1996.

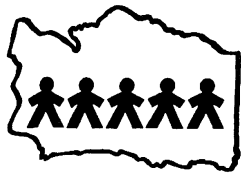
Vision Therapy and Educational Visual Impairment Services: What's the Difference?
<https://www.pattan.net/CMSPages/GetAmazonFile.aspx?path=~%5Cpattan%5Cmedia%5Cmaterials%5Cpublications%5Cfiles%5Cvision-therapy-ed-visual-svcs-5-22-wbl.pdf&hash=263ddaf48bc5628291195cef6e246ba0c4df29ab3ab97fe519f5acec3339285a&ext=.pdf>

PROCEDURAL HANDBOOK
SECTION
7
Low Incidence Disabilities and Services

This section contains information you should know about...

	<u>Page</u>
<u>Low Incidence Disabilities</u>	<u>7-3</u>
<u>Specialized Services for Low Incidence Disabilities</u>	<u>7-4</u>
<u>Low Incidence Funding and Eligibility</u>	<u>7-5</u>
<u>Procedures for Purchasing Equipment and Services with Low Incidence Funding</u>	<u>7-6</u>
<u>Student Movement and Transfer for Low incidence Equipment</u>	<u>7-10</u>
<u>Equipment Maintenance</u>	<u>7-11</u>
<u>What Forms Should be Used</u>	<u>7-13</u>
 <u>Deaf and Hard of Hearing Services and Referral Process.....</u>	 <u>7-14</u>
 <u>Visual Impairments Services and Referral Process.....</u>	 <u>7-27</u>

Updated December 15, 2023



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

REF: VIII-E

192

Date: February 5, 2024

To: SBCSELPA JPA Board

From: Jennifer Connolly, SBCSELPA Coordinator

Re: February 2024 Professional Development Calendar

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

February 2024 Professional Development Events

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Tuesday, February 6, 2024 3:30-4:30, Watch Party Zoom	Screening and Assessments Across Tiers of an MTSS Framework Presenter: Jessica Toste, Ph.D	Free: Recorded training. Open to all staff to watch and collaborate.
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	Assistive Technology, Digital Tools Day 2	Free: Event for all countywide staff.
Tuesday, February 13, 2024 3:30-4:30, Watch Party Zoom	Overview of Structured Literacy Instruction Presenter: Barbara Wilson, M.Ed.	Free: Recorded training. Open to all staff to watch and collaborate.
Tuesday, February 20, 2024 3:00-4:30, Watch Party Zoom	Maximizing AAC Opportunities within Daily Routines- Diagnostic Center of So. Cal. Presenter: Heather Defelice and Lisa Foote	Free: Event for Speech and Language Pathologists, teachers, paraeducators, parents. *SLP's will receive ASHA Verification form for hours.
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	Assistive Technology, 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.

			193
Thursday, February 29, 2024 12:00-1:00 Zoom	Alternative Dispute Resolution Community of Practice: Topic: Collaboration and Mutual Purpose Presenter: Jennifer Connolly	Free: One-hour monthly topic and collaboration to support working with conflict resolution. All are welcome.	

JC/lm

Santa Barbara County SELPA Professional Development Events



New Events Added Monthly

Santa Barbara County SELPA 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



Santa Barbara County SELPA 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

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.

District Special Education Programs

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

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

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@sbcsepa.org to request the Professional Development topic.

- Propose dates/time, and location of training.
- Requests must be in writing via email, received a month in advance.

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@sbcsepa.org

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

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://sbcsepa.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

Professional Development Events

Network Meetings

All Santa Barbara County

Network	Dates
Adapted P.E. Network	<p>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</p> <p>Zoom link: https://us06web.zoom.us/j/89977662958?pwd=bVZBQzRqTE0xODhab3Z5K2h0MGM0Zz09</p>
ADR Cadre	<p>Thursday, August 31, 8:30-9:30 at SELPA Thursday, November 30, 8:30-9:30 Thursday, April 18, 8:30-9:30</p> <p>Zoom link: https://us06web.zoom.us/j/81729152052?pwd=SnJXRzdBeWwyVDZNRmpkZ2hKcXg2QT09</p>
CALPADS/MIS Network	<p>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</p> <p>Zoom link: https://us06web.zoom.us/j/82386419909?pwd=bjFWUXVhUW9MY1R2dUs5dlRpeWhHZZ09</p>
Interpreter/Translator Network	<p>Wednesday, October 27, 9:00-10:00 Wednesday, February 9, 900-1000 Wednesday, April 11, 9:00-10:00</p> <p>Zoom link: https://us06web.zoom.us/j/82579190821?pwd=UINMZ2dhZUJSRnpkMHNxdnRlQmdyUT09</p>
Medically Fragile Teacher Network	<p>Wednesday, September 27, 3:30-4:15 Wednesday, November 29. 3:30-4:15</p>

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

	<p>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=bmlxN214QlY3TW5jK3lJRUFMNUs5Zz09</p>
Occupational Therapist Network	<p>Tuesday, September 21, 3:00-3:30 Tuesday, November 16, 3:00-3:30 Tuesday, February 29, 3:00-3:30 Tuesday, April 25, 3:00-3:30</p> <p>Zoom link: https://us06web.zoom.us/j/85118898281?pwd=bkRWYzRSZEhuTlptdGRKNFhWTjlBQT09</p>
Preschool Staff Network	<p>Thursday, September 14, 3:15-4:00 Thursday, November 9, 3:15-4:00 Thursday, January 11, 3:30-4:15 Thursday, March 14, 3:30-4:15 Thursday, May 9, 3:30-4:15</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=TXJFcUs2cG9mNXBnSU5TGkzNU1RUT09</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/82939772286?pwd=amwzTWRxNEdmYjNQakxYNmZoL0pPQT09</p>

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

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/89845499439?pwd=MjkxcFptaXpJTmV4cXQ2aXBhNktNZz09</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/82622050171?pwd=dURQSjVuNzZpdkFiTkVITGlla2tJUT09</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/87667695116?pwd=MzJuL2NIeVBQckJnK2RSdTZxS041dz09</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, November 27, 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 Monday, May 20, 9:00-10:00</p> <p>Zoom link: https://us06web.zoom.us/j/86876212937?pwd=</p>

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

	wd=QkVWbFNDWGE5NHFtNE0wMXhZVV A5Zz09
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/87475366693?pwd=RS9FanBnMGVmQ051ZHU4QzJuNE9hUT09</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 Professional Development Events

July and August



New Events Added Monthly

Santa Barbara County SELPA 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	Paraprofessional/ Instructional Assistant Training: Presenter: Alison Lindsey	Free: Event for Orcutt and SMJUHSD staff only.

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Pioneer Valley H.S. Library		
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 SMJUHSD Righetti H.S. Cafeteria	Nonviolent Crisis Prevention Intervention (NCPI) Presenters: Natalie Facio-Leon, Phil Pandac, Jody Dowell	Free: Event for Orcutt and SMJUHSD 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.

Santa Barbara County SELPA Professional Development Events

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.
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 Professional Development Events

September



Santa Barbara County SELPA Professional Development Events

September

<https://sbcselfpa.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	Bridge Authorization for	Free: Event for staff

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

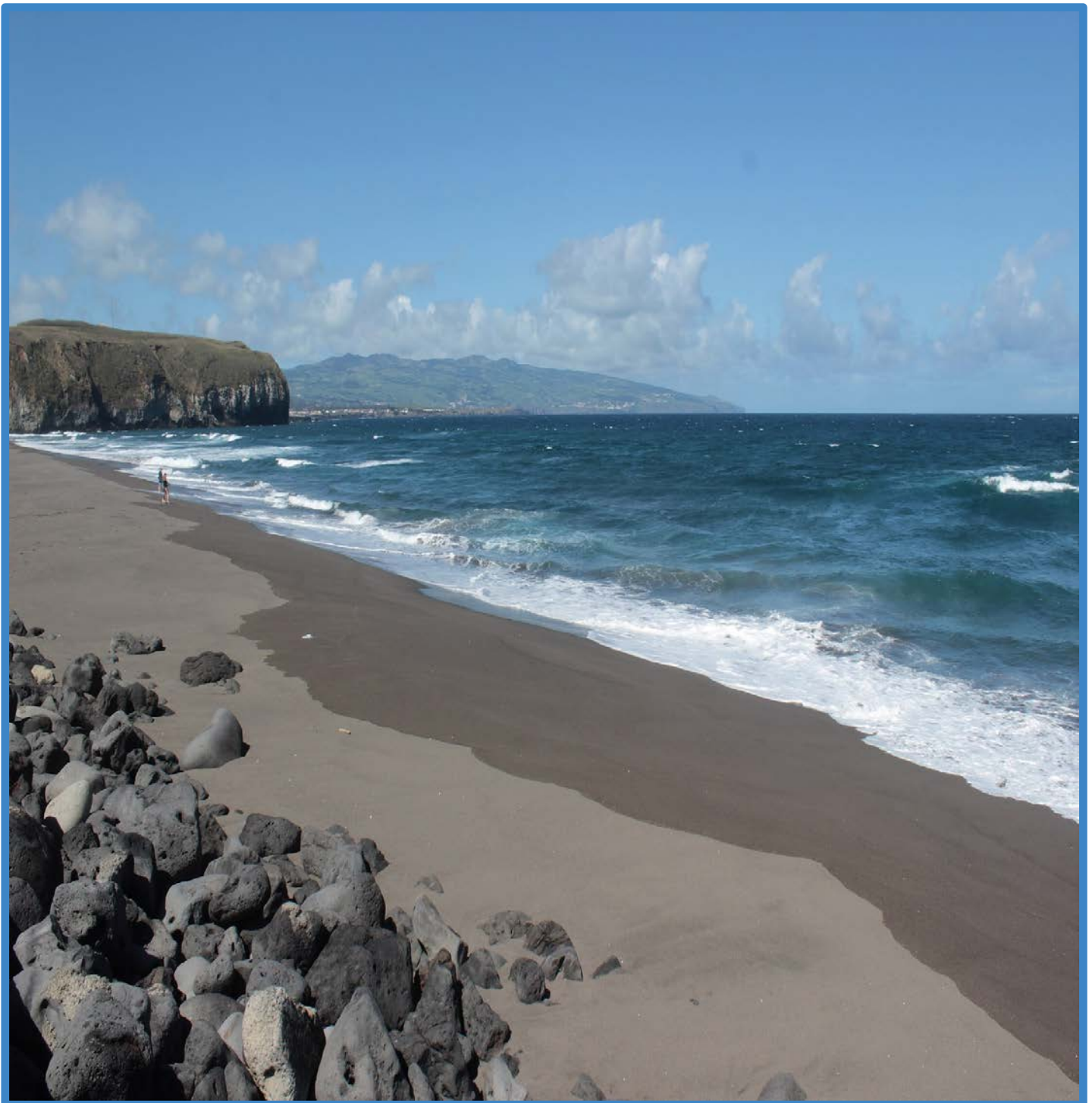
13, 2023 4:00-7:00 In Person at SBCSELPA Dinner Provided	Early Childhood Special Education Credential Presenters: Armando Uribe and Jennifer Connolly	needing to add the Bridge Authorization for staff holding Early Childhood Special Education Credential.
Thursday, September 14, 2023 4:00-7:00 In Person 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.
Wednesday, September 20, 4:00-7:00 In person Dos Pueblos High School	South County Transition Fair	Event for parents, students and staff ages Junior HS to HS.
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.

Santa Barbara County SELPA Professional Development Events

Tuesday, September 26, 2023 3:15-4:30 Zoom Watch Party	Dyslexia and the Learning Brain Presenter: Maria Luisa Gorno Tempini (SCOE CA Dyslexia Initiative)	Free: Event for all countywide staff.
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 Professional Development Events

October



Santa Barbara County SELPA 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.
Tuesday, October 4, 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.
Wednesday, October 4, 2023 4:00-7:00 in person Pioneer Valley HS Cafeteria	North County Transition Fair	Event for parents, students and staff ages Junior HS to HS.
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,	Diagnostic Center of S. CA:	Free: Paraeducators, all

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

2023 8:30-10:30 Zoom Recorded Watch Party	Keeping the Day Sane: Mental Health 101 for Paraeducators Presenter: Tim Halphide	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 2:30-4:00 Zoom, Recorded	Transition Series Day 1: The Spirit of Transition and why we plan for Life after High School Presenters: TNT	Free: Event open to staff working with students ages 14-22.
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

New Events Added Monthly

Santa Barbara County SELPA

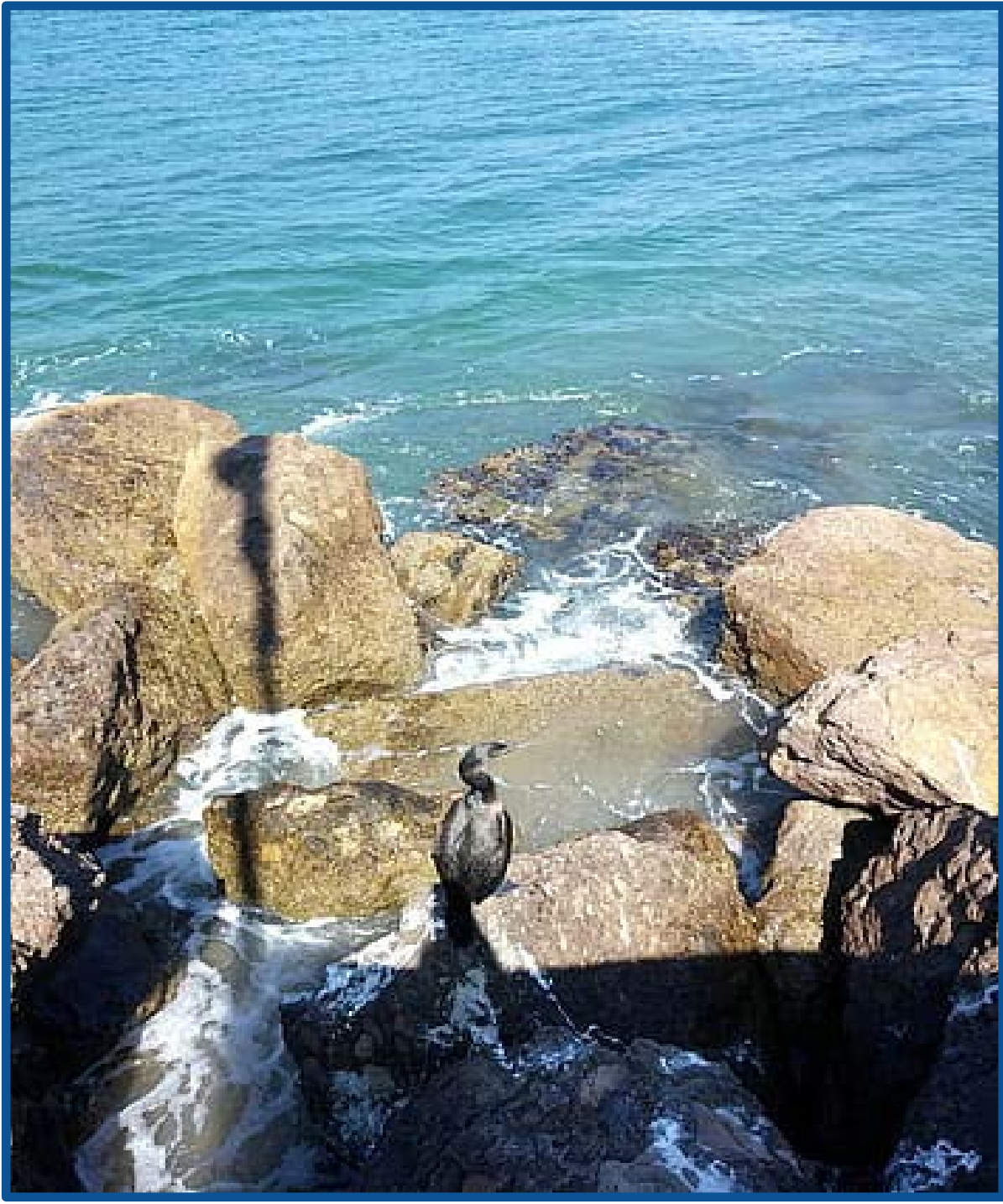
Professional Development Events

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.
Tuesday, October 24, 2023 9:00-2:00 In person at SBCEO Auditorium	Inclusion Network Presenter: Kevin Schaefer	Free: Event open to all staff.
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 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.
Friday, October 27, 2023 1:00-3:00 Zoom	Dyslexia Training Institute Presenter: Kelli Sandman-Hurley	Free: Event open to all staff.
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
Professional Development Events**

November

**Santa Barbara County SELPA
Professional Development Events**



November
<https://sbcselpa.k12oms.org>

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

<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 3:30-4:30 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 Location TBD	UDL/AT Immersion Day 1	Free: Event for all countrywide staff.
Wednesday, November 8, 2023 8:30-10:30 Zoom	Hot Topics in Special Education Presenter: Jan Tomskey Fagen, Friedman, &	Free: Event for all countywide staff.

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

	Fulfroast	
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 Not Recorded	UDL/AT Immersion Day 2	Free: Event for all countywide staff.
Tuesday, November 28, 2023 1:00-3:00 SMB Souza Center	Assessment and Identification of students with Emotional Disturbance Presenter: Melissa Hatch	Free: For all staff and leadership

New Events Added Monthly

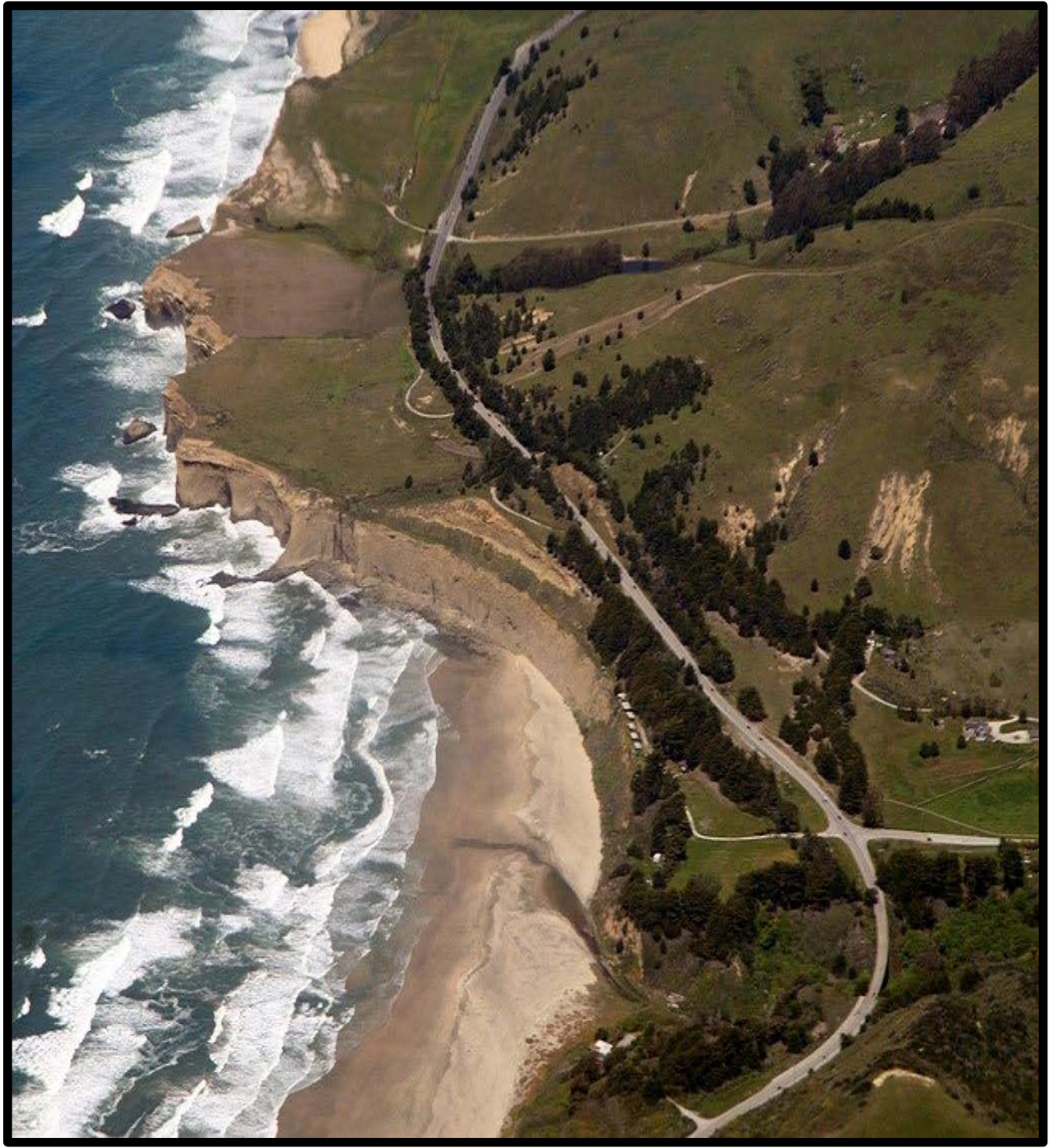
Santa Barbara County SELPA Professional Development Events

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.
--	--	--

December

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events



December

<https://sbcselpa.k12oms.org>

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

<u>Date/Time/Location</u>	<u>Name of Event and Presenter</u>	<u>Cost/Additional Details</u>
Monday, December 4, 2023 3:30-5:30 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 3:30-5:30 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 3:30-4:30 Zoom, Not Recorded	Coaching: Operating from the Third Side: Supporting Others to Navigate Conflict Presenter: Greg Abell	Free: For all staff, especially Leadership.
Thursday, December 14, 2023	Diagnostic Center S. CA: Mindfulness Practice: The	Free: For all staff, Mental Health Specialists,

New Events Added Monthly

Santa Barbara County SELPA **Professional Development Events**

3:30-4:30 Zoom Recorded Watch Party	Educator's Guide to Help Students Practice Mindfulness Presenter: Mojgan Mostael	Counselors and staff working with all students
--	---	---

January

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events



January

<https://sbcselpa.k12oms.org>

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

<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.
Wednesday, January 17, 2024 9:00-11:00 Zoom	504 Module Training Part 1 Presenter: Steve Ombrek	Free: Data Clerks interacting with 504's and leadership
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 ResourceCredential
Tuesday, January 30,	Digital Tools Day 1	Free: Event for all

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

2024 12:00-3:00 Zoom, Not Recorded		countywide staff.
Wednesday, January 31, 2024 1:00-3:00 Zoom	504 Module Training Part 2 Presenter: Steve Ombrek	Free: Data Clerks interacting with 504's and leadership

February

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events



February

<https://sbcselpa.k12oms.org>

New Events Added Monthly

Santa Barbara County SELPA

Professional Development Events

<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
Tuesday, February 6, 2024 3:30-4:30 Watch Party Zoom	Screening and Assessments Across Tiers of an MTSS Framework Presenter: Jessica Toste, Ph.D	Free: Recorded training. Open to all staff to watch and collaborate.
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.
Tuesday, February 13, 2024 3:30-4:30 Watch Party Zoom	Overview of Structured Literacy Instruction and Updated IDA Graphic Presenter: Barbara Wilson, M.Ed.	Free: Recorded training. Open to all staff to watch and collaborate.
Tuesday, February 20, 2024 3:00-4:30 Zoom Watch Party	Maximizing AAC Opportunities within Daily Routines- Diagnostic Center of So. Cal. Presenter: Heather Defelice and Lisa Foote	Free: Event for Speech and Language Pathologists, teachers, paraeducators, parents. *SLP's will receive ASHA Verification form for hours.
Thursday, February 22, 2024 8:30-3:00 In Person SBCSELPA	NCPI Presenters: Chris Osborn and Alison Lindsey	Free: Event for all countywide staff.

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

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.
Thursday, February 29, 2024 12:00-1:00 Zoom	Alternative Dispute Resolution Community of Practice: Topic: Collaboration and Mutual Purpose Presenter: Jennifer Connolly	Free: One hour monthly topic and collaboration to support working with conflict resolution. All are welcome.

March

New Events Added Monthly

**Santa Barbara County SELPA
Professional Development Events**



March

<https://sbcselpa.k12oms.org>

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

<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.
Tuesday, March 12, 2024 3:30-5:00 Zoom Recorded	Notetaking in IEPs Presenter: Dr. Margaret Saleh	Free: Event for all countywide staff.
Tuesday, March 19, 2024 Watch Party Zoom	The “What” of Structured Literacy Presenters: Dale Webster, Ph.D, and Carrie Thomas Bech, Ph.D.	Free: Recorded training. Open to all staff to watch and collaborate.
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	NCPI Presenters: Natalie Facio-	Free: Event for all countywide staff.

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

8:30-3:00 In Person SBCSELPA	Leon and Rosy Bucio	
Thursday, March 28, 2024 12:00-1:00 Zoom	Alternative Dispute Resolution Community of Practice: Topic: Conflict and Collaboration Presenter: Jennifer Connolly	Free: One hour monthly topic and collaboration to support working with conflict resolution. All are welcome.

**Santa Barbara County SELPA
Professional Development Events**

April



New Events Added Monthly

Santa Barbara County SELPA 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 3:30-4:30 Watch Party Zoom	The “How” of Structured Literacy Presenter: Anita Archer	Free: Recorded training. Open to all staff to watch and collaborate.
Wednesday, April 10, 2024 1:30-3:30 Zoom	Hot Topics in Special Education Presenter: Jan Tomsy Fagen, Friedman, and Fulfrost	Free: Event for all countywide 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.
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 23, 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.
Thursday, April 25, 2024	Alternative Dispute Resolution Community of	Free: One hour monthly topic and collaboration to

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

12:00-1:00 Zoom	Practice: Topic: Collaboration as a process of shared learning Presenter: Jennifer Connolly	support working with conflict resolution. All are welcome.
Thursday, April 25, 2024 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, April 30, 2024 12:00-3:00 Zoom Not Recorded	Introduction to SAP Day 2	Free: Event for all countywide staff.
Tuesday, April 30, 2024 Watch Party Zoom	Teaching Language Comprehension in a Structured Literacy Approach Presenter: Lillian Duran, Ph.D	Free: Recorded training. Open to all staff to watch and collaborate.

Santa Barbara County SELPA Professional Development Events

May



New Events Added Monthly

Santa Barbara County SELPA 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
Tuesday, May 7, 2024 8:30-12:00 In Person, Zoom TBD	Nurses Symposium	Event for all countywide nurses
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.
Tuesday, May 14, 2024 3:30-4:30 Watch Party Zoom	Teaching Writing in a Structured Literacy Approach Presenter: Joan Sedita, Ph.D	Free: Recorded training. Open to all staff to watch and collaborate.
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-Bratton Awards Night	Invited Guests

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Thursday, May 23, 2024 12:00-1:00 Zoom	Alternative Dispute Resolution Community of Practice: Topic: Essential elements of effective collaboration Presenter: Jennifer Connolly	Free: One hour monthly topic and collaboration to support working with conflict resolution. All are welcome.
---	---	--

Santa Barbara County SELPA 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

New Events Added Monthly

Santa Barbara County SELPA

Professional Development Events

“default” vs “GROW” lenses. The objective is for participants to understand what influences our perspectives and responses to student behavior and how students, especially students with challenging behavior, deserve scientific coaching practices rooted in dignity not punishment procedures.

Data Collection in Special Education

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

Understanding the Functions of Behavior

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

Fundamentals of Behavior

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

De-Escalation Strategies: Guiding Principles and Next Steps

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

SELPA 28: SBCSELPA Continuum of Mental Health Services

Late in 2020, an Ad-Hoc Committee was formed to revise the SBCSELPA Continuum of Mental Health. This training is to introduce the new Continuum, discuss its function/limitations, and to provide information on

New Events Added Monthly

Santa Barbara County SELPA 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.

Relational Scaffolding

New Events Added Monthly

Santa Barbara County SELPA

Professional Development Events

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.

Paraprofessional Series

Series for Paraprofessionals.

Day 1: Supporting Students in Special Education and being a Team Player

Day 2: Behavior

Day 3: Self Care, Mental Health for the Paraeducator

Day 4: Nonviolent Crisis Intervention Prevention

***Series can be tailored to the needs and requests of the district.**

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 Events Added Monthly

Santa Barbara County SELPA Professional Development Events

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

SIRAS updates

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

Advanced Refresher

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

Santa Barbara County SELPA 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

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

- 8: LUSD: SIRAS Training
- 11: SBUSD: Paraprofessional training
- 15: Los Olivos: Wellness for Educators
- 17: SBUSD: Brain States
- 17: SBUSD: IA/Paraprofessional Training 135 people
- 17: SBUSD: A Framework for Supporting the Emotional and Behavioral Needs for our Students
- 21: Hope: CPI Training
- 23: Carpinteria: Special Education (Timelines, Parent Rights, ADR, Elig/Assessment)
- 24: Pediatric Resident Training with Alpha Resource Center: Special Education and SELPA
- 28: SYVUHSD: De-Escalation Strategies

September:

- 4: Carpinteria: Autism Behavior Training
- 6: Manzanita: Behavior Paraprofessional Series
- 7: SBCEO: Behavior Paraprofessional Series
- 7: SYVSEC Los Olivos: Wellness for Educators
- 11: CAPTAIN Region 8 Meeting
- 12: SBUSD: Behavior Paraprofessional Series
- 13: SBUSD: Behavior Paraprofessional Series
- 13: Lompoc: IEP Training
- 14: SBUSD: Behavior Paraprofessional Series
- 18: Family Partnership: A Framework for Supporting Emotional and Behavioral Needs of our Students.
- 19: SBUSD: Paraeducator Training

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

20: Lompoc: IEP Training

20: Carpinteria: Paraeducator Training

25: SYVUHSD: De-escalation Strategies

25: Lompoc: IEP Training

27: SBUSD: What is SELPA for Parents

28: NPS Report Writing & Scheduling

October:

3: SBUSD: Seminar Series

4: Manzanita: Para Series

9: Carpinteria: Understanding and Supporting Behaviors

12: SBCEO: Para Series

12: GUSD: GROW Training

13: SBPIC GROW

16: SBUSD: CPI Training

16: SBUSD: Into to Brain States and De-Escalation

17: SBUSD: Brain States and Coaching

18: Carpinteria: Para Seminar

19: SBUSD: Para Seminar

23: SBUSD: Brain States

24: All LEAs: Parent Support Series

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

25: SBUSD: Para Seminar Series

25: SBUSD: Brain States and Coaching

26: SBCEO: Paraeducator

26: All LEAs: Parent Support Series

27: Lompoc: Intro to Behavior Practices

27: Solvang: Building Behavioral Practices

30: SYVUHSD: De-escalation Strategies

November:

2: SBUSD: Para Seminar Series

6: JPA GROW

7: SBUSD: Paraeducator

8: Manzanita Paraeducator Series

9: Carpinteria: Para Seminar Series

9: MUS: CPI Training

10: Cold Springs: Supporting Students and Families with Technology and Social Media

14: All LEAs: Parent Support Series

15: MUS: CPI Training

15: Manzanita: Paraeducator Series

17: MUS: CPI Training

28: All LEAs: Parent Support Series

29: SBUSD: Paraeducator

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

30: SBCEO: Para Seminar Series

December:

5: SBUSD: Paraeducator Series

6: Manzanita: Para Seminar Series

7: Hope: Behavior

8: SBCEO: Preschool CAPTAIN PRT

8: SBUSD: GROW

13: Carpinteria: Para Seminar Series

14: SBUSD: Para Seminar Series

14: SBCEO: Para Seminar Series

January:

9: Guadalupe: Paraeducator Training

10: SMJUHSD: Paraeducator Training

26: SBCEO: Paraeducator Training

February:

March:

April:

May:

Santa Barbara County SELPA

Professional Development Events

SBCSELPA Staff

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

Dr. Ray Avila

ravila@sbcselfpa.org

SBCSELPA Executive Director

Jennifer Connolly

jconnolly@sbcselfpa.org

SBCSELPA Coordinator

Lindsay MacDonald

lmacdonald@sbcselfpa.org

Office Manager

Brian Helt

bhelt@sbcselfpa.org

Executive Assistant

Rachel Wigle

rwigle@sbcselfpa.org

Chief Business Official

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

Alison Lindsey Mental Health Manager	alindsey@sbcsepa.org
Rosy Mato-Bucio SBCSELPA BCBA Regional Implementation SELPA Lead for C.A.P.T.A.I.N.	rbucio@sbcsepa.org
Deborah Umansky Clinical Psychologist Intern Supervisor	dumansky@sbcsepa.org
Taryn Hurvitz Audiologist	thurvitz@sbcsepa.org
Lisa Foote SBCSELPA AT/AAC Specialist	lfoote@sbcsepa.org
Natalie Facio-Leon Mental Health Specialist (Bilingual)	nfacioleon@sbcsepa.org
Stephanie Kim WRAP Facilitator	skim@sbcsepa.org
Tina Kurrels WRAP Facilitator	tkurrels@sbcsepa.org
Rachel Bidinost Youth Support Specialist	rbidinost@sbcsepa.org
Tania Nunez Youth Support Specialist	tnunez@sbcsepa.org
Jazmin Estebez Youth Support Specialist	jestebes@sbcsepa.org
Alex Holdom Youth Support Specialist	aholdom@sbcsepa.org

Professional Development Presenter(s) Information

Dr. Ray Avila	ravila@sbcsepa.org
----------------------	--

New Events Added Monthly

Santa Barbara County SELPA Professional Development Events

SBCSELPA Executive Director	805-683-1424
Jennifer Connolly	jconnolly@sbcselfpa.org
SBCSELPA Coordinator	805-683-1424
Alison Lindsey	alindsey@sbcselfpa.org
SBCSELPA Mental Health Manager	805-683-1424
Rosy Bucio	rbucio@sbcselfpa.org
SBCSELPA BCBA	805-683-1424
Regional Implementation SELPA Lead for C.A.P.T.A.I.N.	
Rachel Wigle	rwigle@sbcselfpa.org
Chief Business Official	805-683-1424

Santa Barbara County SELPA
Professional Development Events
P.E.N.T. Team (Behavior)

Carrie Hicinbothom

chicinbothom@orcutt.net

Orcutt Program Specialist

Yolanda Horton

yhorton@smbd.net

SMB BCBA

Rosy Bucio

rbucio@sbcsepa.org

SBCSELPA BCBA

Phil Pandac

ppandac@orcutt-schools.net

Orcutt BCBA

Robert Santiago

rsantiago@cusd.net

Carpinteria School Psychologist

Sarah Gunn

gunn.sarah@lud.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@smbd.net

SMB BCBA

Lauren Hoffman

hoffman.lauren@lud.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 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@lud.org

Bethany Schacherer

bschacherer@smbsd.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

Santa Barbara County SELPA Professional Development Events

ADR Cadre

Jennifer Connolly

SBCSELPA Coordinator

jconnolly@sbcselfpa.org

Patty Moore

Help Me Grow, Director

pjmoore@alphasb.org

Dr. Karla Curry

SBUSD, Director of Special Education

kvcurry@sbunified.org

Amy Gillespie

Santa Ynez Valley Consortium, School Psychologist

agillespie@buelltonusd.org

Beverly Sherman

Santa Ynez Valley Consortium, Coordinator

bsherman@buelltonusd.org

Rusty Gordon

Orcutt, Director of Special Education

rgordon@smbsd.net

Meghan Davy

Alpha Family Resource Center, Manager

mdavy@alphasb.org

Nathan Moreno

Guadalupe, Director of Special Education

nmoreno@gusdbobcats.com

Ashley Johnson

SBCEO, Coordinator

ajohnson@sbceo.org

Stacy Tolkin

Santa Barbara Charter, Director of Special Education

stacysbcs@gmail.com

Dr. Ray Avila

SBCSELPA Executive Director

ravila@sbcselfpa.org

Santa Barbara County SELPA 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/mslatterselpa4200/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
Professional Development Events**

Flyers by the month
Please visit

Back2School Padlet

<https://padlet.com/mslaterselpa4200/back-2-school-resources-2023-2024-trcig7ygv4ood8uv>



Santa Barbara County SELPA-bration



Honoring Exceptional

Educational Staff and Agencies

Supporting Special Education Students and Families

in Santa Barbara County

May 16 2024, 5:00-8:00 p.m.

In Person

At the Glen Annie Golf Course

Frog Bar and Grill



2023-24 LEA/District Cost Associated with Due Process SBCSELPA Account Balances

		<u>23-24</u>	<u>Expended</u> <u>to Date</u> <u>2023-24</u>	
	Carryover Funding	Allocation		Balance
Adelante		\$ 5,355	\$ -	\$ 5,355.00
Blochman		\$ 5,248	\$ -	\$ 5,248.00
Carpinteria		\$ 7,523	\$ -	\$ 7,523.00
Family Partnership	\$ 10,000.00	\$ 5,501	\$ 10,000.00	\$ 5,501.00
Goleta		\$ 9,306	\$ -	\$ 9,306.00
Guadalupe		\$ 6,526	\$ -	\$ 6,526.00
Hope		\$ 6,103	\$ -	\$ 6,103.00
Lompoc		\$ 16,223	\$ -	\$ 16,223.00
Manzanita		\$ 5,524	\$ -	\$ 5,524.00
Orcutt		\$ 11,024	\$ -	\$ 11,024.00
Santa Barbara Unified		\$ 21,265	\$ -	\$ 21,265.00
Santa Barbara Charter		\$ 5,336	\$ -	\$ 5,336.00
Santa Maria Joint Union High		\$ 15,553	\$ -	\$ 15,553.00
Santa Maria-Bonita	\$ 89,672.23	\$ 25,162	\$ 114,834.23	\$ -
Santa Ynez Consortium		\$ 38,445	\$ -	\$ 38,445.00
SBCEO Direct Services		\$ 15,906	\$ 2,125.00	\$ 13,781.00
TOTAL	\$ 99,672.23	\$ 200,000	\$ 126,959.23	\$ 172,713.00

*Carryover May be distributed, pending JPA approval at future board meeting

2023-24 Year-to-Date Nonpublic School Placement Costs

REF: VIII-I

District	# Students Currently Placed	# Students Cumulative Placements	Mental Health Placements				Non-Mental Health Placements SELPA 70% Districts 30% Estimated Cost	Grand Total All Placements	
			SELPA Paid YTD	District Estimated	SELPA Estimated	Total Estimated		District Estimated Cost	SELPA Estimated Cost
Carpinteria Unified	1	1	\$ 49,021	\$ 35,200	\$ 147,520	\$ 182,720		\$ 35,200	\$ 147,520
Lompoc Unified	0	1	\$ 19,569	\$ 2,536	\$ 17,034	\$ 19,569		\$ 2,536	\$ 17,034
Santa Barbara County Education Office - Montecito	0	1	\$ 16,969	\$ 3,472	\$ 18,497	\$ 21,969		\$ 3,472	\$ 18,497
Santa Maria Joint	3	3	\$ 4,460	\$ 153,563	\$ 398,159	\$ 551,722		\$ 153,563	\$ 398,159
Santa Barbara Unified	2	3	\$ 13,207	\$ 128,184	\$ 618,870	\$ 747,055		\$ 128,184	\$ 618,870
Santa Ynez Valley Consortium	1	1	\$ 170,504	\$ 91,856	\$ 257,604	\$ 349,459		\$ 91,856	\$ 257,604
SBCSELPA - Combined Site Visits			\$ 1,252	\$ -	\$ 5,198	\$ 5,198		\$ -	\$ 5,198
TOTAL	7	10	\$ 273,730	\$ 414,811	\$ 1,457,684	\$ 1,872,494		\$ 414,811	\$ 1,457,684

2023-24 Mental Health NPS Placement Budget	\$ 1,650,000
Mental Health NPS Placement Expenses to SELPA (Estimated)	\$ 1,457,684
Mental Health NPS Balance Available (Estimated)	\$ 192,316

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.

CLOSED SESSION

REF: XI-A

Confidential Nonpublic School (NPS)
Student Update

SBCSELPA JPA Board Meeting
February 5, 2024

CLOSED SESSION

REF: XI-B

Evaluation of SBCSELPA
Executive Director, Ray Avila

SBCSELPA JPA Board Meeting
February 5, 2024

CLOSED SESSION

REF: XI-C

Liability Claims (Gov. Code § 54954.5(d))

Claimant: Goleta Union School District

Agency Claimed Against: Santa Barbara County SELPA

SBCSELPA JPA Board Meeting

February 5, 2024