

SECTION 8

SELPA Support To Districts

The San Joaquin County SELPA is charged with providing educational leadership, resources, and service to assist school districts and minimize duplication of efforts within the 10 districts. The SELPA provides support to the participating districts in a variety of ways.

Staff Development and Training

San Joaquin County SELPA is widely known for the number and quality of staff development opportunities it offers to the region. Trainings designed for teachers, paraprofessionals, specialists, parents and administrators draw many participants each year. Many nationally known speakers present on a variety of topics.

Based on regularly administered needs assessments, Program Specialists also provide support and staff development training to districts in many areas of program and student needs which would otherwise need to be done individually by districts.

Staff development has been offered in the following areas:

- autism
- literacy
- Common Core Standards Curriculum and Goals Training
- dispute resolution and facilitated IEPs
- response to intervention strategies
- Management of Assaultive Behavior techniques
- Resource Specialist Program
- Positive Behavior Interventions and Supports
- Writing functional Behavior Assessments/Behavior Intervention Plans
- speech and language methods interventions and research
- English Language learning requirements
- self-review and verification review process and components
- paraprofessional training
- teacher and system management training for SEIS
- state testing supports and training on new tests for special education students
- career vocational services through the WorkAbility I grant
- secondary transition training
- accommodations and modifications in general education classes
- legally compliant IEPs
- disability awareness activities

In addition, staff may attend SELPA trainings which result in obtaining a certification in Management of Assaultive Behavior and the continuum of positive behavior interventions and supports. Program Specialists furnish management and support to programs such as Workability I, Career Vocational education, Community Advisory Committee, Autism Connection, and Non-Public Schools and Agencies.

Publications and Resources

The SELPA coordinates special education efforts to ensure that resources are utilized to meet special needs and provide services that would otherwise be impossible in smaller school districts. To meet this goal, SELPA staff have developed the following resources to assist districts achieve compliance with State and Federal laws and to assure that districts have met their search and serve requirements (child find) for students with disabilities:

- SELPA Special Edition Newsletter
- Special Education Procedural and Resource Handbook – Teacher Edition
- Special Education Procedural and Resource Handbook - Administrative Edition
- Community Advisory Committee (CAC) Brochure (English & Spanish)
- CAC Parent Resource Guide (English & Spanish)
- Parents Rights/Procedural Safeguards (English & Spanish)
- Alternative Dispute Resolution Brochure (English & Spanish)
- Behavior Intervention Manual
- Disability Awareness Materials (Project HOWDEE)
- Psycho-Educational Report Template
- Language Speech and Hearing Report Template
- Preschool/Elementary School Autism Assessment Matrices
- Meeting the Needs of English Learners with Disabilities
- Staff Development Bulletin
- 504 Handbook

SELPA staff periodically updates the above mentioned documents to assure compliance with new legislation, regulations, and operating procedures.

Two staff lending libraries have been developed to assist district and county staff and to minimize the duplication of resources and materials across districts. These libraries meet the needs of parents, educators, paraeducators, psychologists, and career vocational staff.

Interagency Collaboration

Program Specialists develop and facilitate Interagency collaboration and cooperation with such agencies as: Valley Mountain Regional Center, Mental Health, Human Services Agency, Department of Rehabilitation, Delta Junior College disability programs and services advisory boards, non-public schools and agencies, San Joaquin County Children's Services Coordinating Commission, Family Resource Network, and special multi-disciplinary assessment teams. Staff development training is provided for these agency personnel as well.

Assisting District Students in District and County Programs

The SELPA supports San Joaquin County Education Programs serving students with disabilities who are referred by their home districts after consideration of district level programs and services. This is a cost effective way of serving students from all districts through regionalized programs for the low incidence populations such as deaf/hard of hearing, visually impaired, or severely orthopedically impaired as well as students who are emotionally disturbed or autistic.

SELPA Local Plan: Agreements, Policies, Procedures and Programs

SELPA staff, with the cooperation and the approval of each participating district, is responsible to develop, review and update as necessary a Local Plan that meets the requirements of the California Education Code. This plan must include the agreements, policies, procedures and programs that are in place to comply with state and federal law and regulations. Chapter 2.5 of the California Education Code (commencing with E.C. §56195) lists the written agreements which must be developed and entered into by the participants in the Plan. California Education Code, Chapter 3 (commencing with E.C. §56205) lists the Local Plan requirements for a SELPA in relation to policies, procedures and programs. SELPA staff monitors legislation and legal decisions regularly to ensure that agreements, policies and procedures are up-to-date and compliant with state and federal law.

Community Advisory Committee (CAC)

The Community Advisory Committee (CAC) is a required entity of all Special Education Local Plan Areas. The SELPA director and staff coordinate and facilitate the activities of the CAC on behalf of member districts. Program Specialists assist and encourage districts to locate and appoint representatives to serve on CAC. They also provide direct ongoing support and assistance to the CAC as they work to achieve their goals. The CAC goals are to improve and promote communication between schools, parents and public agencies; increase community awareness; facilitate parent education and support; coordinate activities on behalf of children with exceptional needs; and assist in the development of parent information materials, and develop awareness and understanding of disabling conditions. Program specialists facilitate CAC members' participation in special education program review and their provision of input for the local plan. CAC membership is composed of school district board-appointed parents, educators and public/private agency representatives within the SELPA. Meetings are open to the public.

Search and Serve (Child Find)

Districts have an affirmative, continuing obligation to identify, locate and evaluate all children with disabilities within their boundaries. SELPA staff assists districts in meeting their obligations for child find through outreach in SELPA publications, and a wide variety of activities. Public agencies, private schools and appropriate professional persons and parents are notified about Early Start services and the referral process through newsletters, community awareness activities, the media and brochures.

Materials describing Early Start services available within the County, the referral process and contact persons are prepared and distributed to:

- Local child care centers
- Local health care facilities (i.e. physicians, prenatal and postnatal care facilities, hospitals and pediatrician offices)
- Public health facilities and social services agencies
- Parent organizations and support groups

For more information refer to Section VIII of this Procedural Handbook.

Special Education Information System (SEIS)

The Special Education Information System (SEIS) has two primary functions; first as a mechanism to gather state and federally mandated data and second, as a tool to assist teachers and other service providers with preparing for IEP meetings.

- **ACSA/CARS+ Goals**
Standards based library of goals compiled by the Association of California School Administrators (ACSA) and the California Association of Resource Specialists and Special Education Teachers.(CARS+)
- **AuSpLan Goals**
Auditory Speech and Language goal library for use with children who have Cochlear Implants or Amplification. Created by Children’s Hospital & Research Center at Oakland, Cochlear Implant Center
- **BASICS Goals**
Library of over 1400 goals for students with moderate to severe needs
- **CSHA Goals**
Goal library for Speech Language Pathologists written to California standards. Created by the California Speech-Language-Hearing Association (CSHA)
- **ROPES Goals**
Goal library for improved executive function (Patricia Schetter, MA)
- **SEACO Goals**
Library of sample goals for CAPA Students
- **SEACO Revised CAPA Blueprint Goals**
Library of sample revised goals for CAPA Students
- **Early Intensive Autism Interventions Goals**
Goal Bank for Early Intensive Autism Interventions by Patty Schetter, Autism and Behavior Training Associates
- **ELD Goals**
Compilation of linguistically appropriate goals for English Learners. These goals are aligned to the English Language Development standards in California. Created by: Jarice Butterfield, Claudia Echavarría, and Laura Tripp – Santa Barbara County SELPA
- **Statewide Teacher Generated Goals**
A statewide collection of teacher created goals
- **Teacher Generated Goals**
A SELPA wide collection of goals created by teachers within San Joaquin County SELPA
- **English Language Arts for Common Core**
[\(../forms/acsa/EnglishLanguageArts.aspx?fromEdit=yes\)](#)
A collection of teacher developed IEP Goals based on the Common Core State Standards developed by the North Coastal Consortium for special Education
- **Math for Common Core** [\(../forms/acsa/MathGoals.aspx?fromEdit=yes\)](#)
A collection of teacher developed IEP Goals based on the Common Core State Standards developed by the North Coastal Consortium for special Education
- **Secondary Transition Goals** [\(../forms/acsa/ShastaGoals.aspx?fromEdit=yes\)](#)
Goals by area, grade span, aligned to Common Core Standards and the Transition Planning Basics Booklet. Developed by Sue Sawyer, in collaboration with Shasta County District, County Office and SELPA representatives

SELPA Web-based Supports

The San Joaquin Special Education Local Plan (SELPA) has an extensive web page that is updated regularly. It includes information about the different support strands within the SELPA, library resources, all SELPA publications, interagency collaborations, the Community Advisory Committee (CAC) and current trainings offered by the SELPA as well as contact information for all SELPA staff.

The webpage can be accessed through the San Joaquin County Office of Education (SJCOE) webpage at <http://www.sjcoe.org/> or by going directly to the SELPA webpage at <http://www.sjcoe.org/selpa/>

If accessing the SELPA site through SJCOE's main webpage at <http://www.sjcoe.org/>, please follow these steps:

- On the left side of the SJCOE home page screen, choose Departments and Services
- At the very bottom of the next page chose Special Education Local Plan Area (SELPA)

This will direct you to the SELPA's homepage where you can access all of the information via the list of links on the upper right hand side of the homepage.