



**SHASTA COUNTY**  
**Special Education Local Plan Area**

**SELPASUPPORTSERVICES**

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Redding, CA 96001

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**Conde Kunzman,**  
**SELPA Director**

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**COMMITMENT TO SUPPORT**

The commitment of the Shasta SELPA is to offer a high level of expertise to support all districts in their efforts to offer quality educational opportunities for all students with disabilities.

To meet our commitment the SELPA provides the following:

- Consultation on state and federal regulations
- Facilitated IEP process
- Alternative Dispute Resolution
- Surrogate Parent referral
- Community Advisory Council partnership
- CASEMIS reporting
- Administration of financial allocations
- IEP forms
- Professional Development opportunities for certificated and classified staff on various topics
- Program Specialist Consultation on:
  - Special Education
  - Assistive Technology
  - Low Incidence (DIS); Emotional Disturbance, Communication Disorders

**PROFESSIONAL DEVELOPMENT & EDUCATION**

As a service from the SELPA large group trainings are offered on many topics.

The SELPA develops frequent and well-attended trainings based on the needs of the districts. Presenters are scheduled from the Diagnostic Center of Northern California, SEEDS, and consultants from the California Department of Education, other SELPA's, and from the private sector

**TRAINING OFFERED BY THE SELPA PROGRAM SPECIALIST INCLUDES THE FOLLOWING:**

- Use of Assistive Technology in the Classroom
- Introductions to Assistive Technology
- Behavioral Interventions for Children with Emotionally Disturbed
- Developing Quality IEP Goals
- Accommodations and Modifications for the Classroom
- Tips for Playground and Classroom Ideas for Para-professional
- Ability Awareness Activities for staff or general education students
- Writing Quality Behavior Support Plans
- Strategies to Support Inclusive Education
- Special Education Information System (SEIS) Training & Implementation

## **PROGRAM SPECIALIST OBSERVATIONAL SUPPORT**

District staff may request an observation of a student by the SELPA Program Specialist when there is a concern of a suspected disability, challenges in programming for a student or issue of problem behaviors associated with any disability. This observation may be part of a Student Study Team, IEP request or just a request for additional input for the staff.

## **GUIDELINE FOR A SOUND IEP**

1. Correct and Complete IEP Team Membership
2. Adequate Parent Input and Consent
3. All IEP Components Addressed
4. Complete, Adequate & Measurable IEP Goals & Objectives
5. Complete and Adequate IEP Transition Component (Age 16)
6. Child's LRE Adequately Addressed
7. Adequate Placement Offer and Services
8. Existing IEP Services Are Fully Implemented and Provided
9. IEP is Developed or Revised in a Timely Manner
10. IEP Includes Positive Behavioral Interventions When Needed

## **SIX STEPS FOR A COMPREHENSIVE MEASURABLE ANNUAL GOAL**

1. Name the student
2. Make a "given" statement of underlying conditions
3. Describe observable behavior
4. Add clarifying information if needed
5. Performance level
6. Evaluative criteria/measurement

## **PROGRAM SPECIALIST ASSESSMENT SUPPORTS**

- Assistive Technology Assessment and Supports

## **ALTERNATIVE DISPUTE RESOLUTION**

- IEP Dispute Resolution
- IEP Meeting Facilitation
- Phone support and facilitation to assist parents and school districts resolve disputes

## **FINANCIAL AND STUDENT DATA SUPPORT**

- Financial allocation policy support
- Student data collection training
- Guidance for small district contingency aid application