

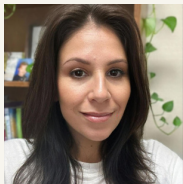
Our Team



Erin Love Miller is a former special education teacher of 15 years with a credential in both Mild/Moderate and Extensive Support Needs. She has worked in nearly all grades and has authorizations in Autism and Orthopedic Impairments. Her strengths include lesson planning and design, Ed-Tech, Google for Education, AAC, inclusion, PBIS, IEP facilitation, ADR, and teacher coaching.



Daymi Trowbridge is a credentialed School Psychologist who worked in both Chico Unified and Yuba City Unified. She also served as a Special Education Coordinator for Chico Unified. She is an advanced trainer in Nurtured Heart Approach and she most enjoys working on parent trainings, professional development, behavior support, IEP facilitation, and IEP compliance.



Amanda Ramirez-O'Grady started teaching as an Education Specialist in Biggs. She has gained experience working in both school districts and charter schools working as a coordinator and program specialist. She enjoys data-driven teaching and planning, coaching teachers in instruction and behavior, inclusion, IEP facilitation and parent engagement.



Bailey Mannisto-Iches is a credentialed School Psychologist with experience in districts and charter schools. She enjoys coaching educators through IEP processes, working with parents in support of students, and training of all types. Her favorite areas of focus are social emotional learning, behavior, legal compliance, parenting, least restrictive environment, and equity, inclusion, and social justice.

Contact Us

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Program Specialists

Supporting educators,
students, and families





Our Services

We strive to support general education and special education programs in implementing best practices for all students. We are here to serve the diverse students, families, and staff of Butte County. Please reach out to let us know how we can help you.

1 Trainings

The program specialist team has a broad and expansive list of available trainings. The trainings can be customized to your individual site needs. We specialize in trainings that will assist schools in addressing state and federal performance elements. See our full training list on our website.

2 Consultation

We assist staff with direct support for students with mild to severe needs. Areas of support vary and may include behavior management, evidence-based practices, inclusion, social skills, academic programs, self-regulation, and trainings.

3 Family Support

Program Specialists work with families to develop their knowledge of special education by providing trainings and individualized case support, and by advocating for student and family needs within the larger Butte community network.


4 IEP Facilitation

Our team also serves as neutral facilitators in the IEP process. We assist IEP team members in keeping students at the center of the IEP team process and on developing a mutually-acceptable IEP document. We also assist teams in resolving conflicts related to an IEP.



Our Core Beliefs

All staff must take *ownership* in meeting the needs of all students, including those with exceptional needs.

- Creativity and innovation within special education classroom environments should be supported and encouraged.
- Flexibility and tolerance is necessary in considering the educational needs of students with exceptional needs. 

Our SELPA Mission

Program Specialists play a key role in fulfilling our mission. The Butte County SELPA is dedicated to the belief that all students can learn and that students with special needs must be guaranteed equal opportunity to become contributing members of society. We believe in success for all students and support inclusion in all aspects of life. Our mission is to empower teachers and families to empower students. Student self-determination and independence are strong focuses in our SELPA, as well as strengths-based and student-centered planning.

Student with exceptional needs

- Possess unique strengths and abilities.
- Must be integrated with their typical peers throughout their educational experience to the maximum extent possible.
- Benefit from high expectations and they must meet high standards for academic and non-academic skills.
- Can and will learn best when adults plan for their success.