The Teacher Academy incorporates research-based content and activities that deepen participant knowledge and develops their educational practices leading to improved outcomes for students with disabilities.

DATES

Cohort 1: Week-Long
Aug. 3 – 7 (9:00 am – 11:00 am)
Register: [https://bit.ly/2TqPPHc](https://bit.ly/2TqPPHc)

Cohort 2: Week-Long
Aug. 3 – 7 (2:00 pm – 4:00 pm)
Register: [https://bit.ly/3g7rBf0](https://bit.ly/3g7rBf0)

Cohort 3: Two-Day
Aug. 17 – 18 (9:00 am – 3:00 pm)

Cohort 4: Two-Day
Aug. 31 – Sept. 1 (9:00 am – 3:00 pm)

WHO SHOULD ATTEND?

This web-based Teacher Academy is designed for new special education teachers or teachers who are looking to refine their current practice. Teams of educators are encouraged to participate.

PARTICIPANT OUTCOMES

- Ensure educational benefit for students with disabilities through the development of a reasonably calculated, compliant IEP when determining FAPE in the LRE.
- Design and deliver specialized academic instruction, including classroom adaptations, based on assessment information.
- Identify the continuum of placement/support options and review a variety of inclusive practices including Universal Design for Learning (UDL), differentiated instruction, and site/classroom climate (including students with moderate/severe disabilities).
- SEIS Navigation: Attendees integrate the knowledge gained from Teacher Academy modules and apply it to the IEP documentation process in SEIS.

* Please note that the content and learning objectives is identical to prior Teacher Academy sessions.

More information and registration at: [charterselpa.org/academies/](http://charterselpa.org/academies/)
### 2020-2021 PARAEDUCATOR ACADEMY

Join us for the Paraeducator Academy designed to provide tools and resources to equip paraeducators in supporting students toward positive student outcomes.

### DATES & REGISTRATION

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Venue</th>
<th>https Link</th>
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</thead>
<tbody>
<tr>
<td>Webinar</td>
<td>9/10/2020</td>
<td>1:30 pm – 4:00 pm</td>
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<td><a href="https://bit.ly/2Tmkg19">https://bit.ly/2Tmkg19</a></td>
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<td>Los Angeles</td>
<td>1/12/2021</td>
<td>9:00 am – 12:00 pm</td>
<td>Da Vinci Black Box Theatre</td>
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<tr>
<td>Los Angeles</td>
<td>1/26/2021</td>
<td>1:30 pm – 4:00 pm</td>
<td>Learn 4 Life</td>
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<td><a href="https://bit.ly/3g4K23U">https://bit.ly/3g4K23U</a></td>
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<tr>
<td>Los Angeles</td>
<td>3/11/2021</td>
<td>9:00 am – 12:00 pm</td>
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<td><a href="https://bit.ly/2XgYPQw">https://bit.ly/2XgYPQw</a></td>
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<tr>
<td>Bay Area</td>
<td>3/24/2021</td>
<td>9:00 am – 12:00 pm</td>
<td>KIPP Bay Area Public Schools</td>
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<td><a href="https://bit.ly/2Aol7xJ">https://bit.ly/2Aol7xJ</a></td>
</tr>
</tbody>
</table>

More information and registration at: [charterselpa.org/academies/](https://charterselpa.org/academies/)
SEIS Navigation

Understand and implement current SEIS updates and/or changes to CALPADS submissions to CDE and Identify the required student fields within SEIS forms for state submissions and CDE monitoring activities. Gain knowledge in common practices that support monitoring student data integrity and IDEA timelines.

RECOMMENDED AUDIENCE:
Teacher Level Users

DATES:

August 13, 2020
9:30am – 11:30am
Register HERE

October 29, 2020
1:30pm – 3:30pm
Register HERE

September 24, 2020
9:00am – 11:00am
Register HERE

January 26, 2021
9:00am – 11:00am
Register HERE

SEIS Learning Labs

Still have questions on SEIS navigation? The SELPA is here to help. Join the Program Technicians for an open Q & A forum on SEIS current topics and receive personalized guidance to support practices in monitoring student data integrity and IDEA timelines.

RECOMMENDED AUDIENCE:
District Level Users
Teacher Level Users

DATES:

Tuesdays
August 4, 2020
2:30pm – 3:30pm
August 11, 2020
2:30pm – 3:30pm
August 18, 2020
2:30pm – 3:30pm
August 25, 2020
2:30pm – 3:30pm
Register HERE

Wednesdays
August 5, 2020
9:30am – 10:30am
August 12, 2020
9:30am – 10:30am
August 19, 2020
9:30am – 10:30am
September 10, 2020
9:30am – 10:30am
Register HERE
SEIS District Level User

This training is designed for district level users. Topics will include maneuvering through the software, CALPADS reporting overview and pro-tips on monitoring for data integrity.

RECOMMENDED AUDIENCE:
Teacher Level Users

DATES:

September 22, 2020
9:30am – 10:30am
Register HERE

October 1, 2020
1:30pm – 2:30pm
Register HERE
Bright Spots in Education Web Series

Grab your afternoon beverage and snack and join us for a showcase of charter partners implementing promising practices that improve the outcomes of students with disabilities. This 90-minute webinar led by fellow educators allows participants to gain useful insights into the critical components their schools have implemented to create thriving learning destinations.

RECOMMENDED AUDIENCE:
Administrators
General Education Teachers
Special Education Case Managers
Related Service Providers

DATES:

June 3, 2020
1:30pm – 3:00pm
Register [HERE](#)

November 5, 2020
1:30pm – 3:00pm
Register [HERE](#)

August 20, 2020
1:30pm- 3:00pm
Register [HERE](#)

April 15, 2021
1:30pm- 3:00pm
Register [HERE](#)

Want to highlight promising practices from your LEA? Reach out to your Program Specialist or email SELPAPD@edcoe.org
**CPI Nonviolent Crisis Intervention**

The CPI Nonviolent Crisis Intervention Training provides participants with tools in decision-making skills to match the level of the response to the risk of the crisis, focusing on the least-restrictive response to ensure the Care, Welfare, Safety, and Security℠ of students and staff in your care. This training includes recognizing the stages of an escalating crisis and learning evidence-based techniques to appropriately de-escalate.

**OUTCOMES**

- Preemptively identify behaviors that could lead to a crisis.
- Understand and implement ways to appropriately intervene in a crisis situation and return to the instructional plan as soon as possible.
- Develop individualized methods for maintaining rapport with the acting-out individual.
- Determine when an intervention requires documentation.

### CPI Nonviolent Crisis Intervention Recertification

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Register Link</th>
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<tr>
<td>August 10, 2020</td>
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<td>September 1, 2020</td>
<td>9:00am – 1:00pm</td>
<td><a href="#">HERE</a></td>
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<td>September 3, 2020</td>
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<td><a href="#">HERE</a></td>
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<td><a href="#">HERE</a></td>
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<td><a href="#">HERE</a></td>
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<td>January 28, 2021</td>
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<tr>
<td>March 2, 2021</td>
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### CPI Nonviolent Crisis Intervention Certification

<table>
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<tr>
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<th>Time</th>
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<tr>
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<td>Bay Area</td>
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<tr>
<td>February 4, 2021</td>
<td>9:00am – 4:00pm</td>
<td>Sacramento</td>
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<td>9:00am – 4:00pm</td>
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<td><a href="#">HERE</a></td>
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<tr>
<td>March 2, 2021</td>
<td>9:00am – 4:00pm</td>
<td>San Diego</td>
<td><a href="#">HERE</a></td>
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<td>March 4, 2021</td>
<td>9:00am – 4:00pm</td>
<td>Los Angeles</td>
<td><a href="#">HERE</a></td>
</tr>
<tr>
<td>April 27, 2021</td>
<td>9:00am – 4:00pm</td>
<td>Bay Area</td>
<td><a href="#">HERE</a></td>
</tr>
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</table>
9:00am – 4:00pm
Bay Area Register [HERE]
# Professional Learning Year-at-a-Glance

## FALL 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Title of Training</th>
<th>Registration Link</th>
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</thead>
<tbody>
<tr>
<td>8/25/2020</td>
<td>9:00</td>
<td>12:00</td>
<td>Verbal De-Escalation: The Prevention-Intervention-Postvention Cycle</td>
<td><a href="https://qrgo.page.link/jRcmJ">https://qrgo.page.link/jRcmJ</a></td>
</tr>
<tr>
<td>9/2/2020</td>
<td>1:30</td>
<td>3:30</td>
<td>Speech and Language: Understanding the Thread of Educational Benefit</td>
<td><a href="https://qrgo.page.link/2UitJ">https://qrgo.page.link/2UitJ</a></td>
</tr>
<tr>
<td>9/8/2020</td>
<td>1:30</td>
<td>3:00</td>
<td>Serving Students with Disabilities in an Independent Study (IS) Setting</td>
<td><a href="https://qrgo.page.link/msfTH">https://qrgo.page.link/msfTH</a></td>
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<tr>
<td>9/8/2020</td>
<td>9:00</td>
<td>12:00</td>
<td>Writing Grade Level, Standards-Aligned Compliant IEP Goals Focused on Outcomes</td>
<td><a href="https://qrgo.page.link/zsGdg">https://qrgo.page.link/zsGdg</a></td>
</tr>
<tr>
<td>9/14/2020</td>
<td>9:00</td>
<td>11:00</td>
<td>Meeting the Needs of Students with Autism-Understanding Eligibility, Support Strategies, and EBPs</td>
<td><a href="https://qrgo.page.link/YCWhw">https://qrgo.page.link/YCWhw</a></td>
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<tr>
<td>9/15/2020</td>
<td>9:00</td>
<td>12:00</td>
<td>Understanding and Managing Challenging Behavior Top Ten Tips for Educators</td>
<td><a href="https://qrgo.page.link/Hufqq">https://qrgo.page.link/Hufqq</a></td>
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<tr>
<td>9/17/2020</td>
<td>8:30</td>
<td>12:30</td>
<td>Youth Mental Health First Aid</td>
<td><a href="https://qrgo.page.link/y34GT">https://qrgo.page.link/y34GT</a></td>
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<tr>
<td>9/24/2020</td>
<td>2:00</td>
<td>4:00</td>
<td>Writing Compliant IEPs Ensuring Educational Benefit</td>
<td><a href="https://qrgo.page.link/oxxaC">https://qrgo.page.link/oxxaC</a></td>
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<tr>
<td>9/29/2020</td>
<td>1:00</td>
<td>4:00</td>
<td>Verbal De-Escalation: The Prevention-Intervention-Postvention Cycle</td>
<td><a href="https://qrgo.page.link/suxrd">https://qrgo.page.link/suxrd</a></td>
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<tr>
<td>10/1/2020</td>
<td>2:00</td>
<td>4:00</td>
<td>Designing Instructional Programs for Students with Significant Support Needs</td>
<td><a href="https://qrgo.page.link/aCjrs">https://qrgo.page.link/aCjrs</a></td>
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<tr>
<td>10/5/2020</td>
<td>1:00</td>
<td>4:00</td>
<td>Understanding and Managing Challenging Behavior Top Ten Tips for Educators</td>
<td><a href="https://qrgo.page.link/RLw8c">https://qrgo.page.link/RLw8c</a></td>
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<td>10/6/2020</td>
<td>9:00</td>
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<td>Developing the Thread of Educational Benefit Through Writing Compliant IEPs: 1</td>
<td><a href="https://qrgo.page.link/J6USu">https://qrgo.page.link/J6USu</a></td>
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<tr>
<td>10/12/2020</td>
<td>9:00</td>
<td>12:00</td>
<td>Writing Grade Level, Standards-Aligned Compliant IEP Goals Focused on Outcomes</td>
<td><a href="https://qrgo.page.link/VgvTc">https://qrgo.page.link/VgvTc</a></td>
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<tr>
<td>10/15/2020</td>
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<td>Planning for the Future: Developing an Individualized Transition Plan (ITP)</td>
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<tr>
<td>10/19/2020</td>
<td>1:30</td>
<td>3:00</td>
<td>Behavior Intervention Plans (BIP)</td>
<td><a href="https://qrgo.page.link/oz5Pj">https://qrgo.page.link/oz5Pj</a></td>
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<tr>
<td>10/19/2020</td>
<td>9:00</td>
<td>10:30</td>
<td>Functional Behavior Assessment (FBA)</td>
<td><a href="https://qrgo.page.link/jyMqg">https://qrgo.page.link/jyMqg</a></td>
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<tr>
<td>10/21/2020</td>
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<td>4:30</td>
<td>Youth Mental Health First Aid</td>
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<td>10/26/2020</td>
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<td>Verbal De-Escalation: The Prevention-Intervention-Postvention Cycle</td>
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<tr>
<td>10/27/2020</td>
<td>10:30</td>
<td>11:30</td>
<td>Pre-referral and Referral, Assessment, and IEP Processes for English Learners who May be eligible for Special Education (PART 1)</td>
<td><a href="http://icoe.k12oms.org/1168-191544">http://icoe.k12oms.org/1168-191544</a></td>
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<td>Effective Leadership of IEP Teams: Administrative Designee</td>
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<td>Fundamentals of IEP Note Taking Webinar</td>
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<td>10/29/2020</td>
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<td>Pre-referral and Referral, Assessment, and IEP Processes for English Learners who May be eligible for Special Education (PART 2)</td>
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<td>Trauma Informed Practices in Schools</td>
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## Professional Learning Year-at-a-Glance

### FALL 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Title of Training</th>
<th>Registration Link</th>
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</thead>
<tbody>
<tr>
<td>11/3/2020</td>
<td>10:00</td>
<td>12:00</td>
<td>Speech and Language: Understanding the Thread of Educational Benefit</td>
<td><a href="https://qrgo.page.link/jzbq5">https://qrgo.page.link/jzbq5</a></td>
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<tr>
<td>11/4/2020</td>
<td>9:00</td>
<td>12:00</td>
<td>Understanding and Managing Challenging Behavior Top Ten Tips for Educators</td>
<td><a href="https://qrgo.page.link/CsAbc">https://qrgo.page.link/CsAbc</a></td>
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<tr>
<td>11/5/2020</td>
<td>9:00</td>
<td>11:00</td>
<td>Writing Compliant IEPs Ensuring Educational Benefit</td>
<td><a href="https://qrgo.page.link/hBw5K">https://qrgo.page.link/hBw5K</a></td>
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<td>11/9/2020</td>
<td>9:00</td>
<td>12:00</td>
<td>Writing Grade Level, Standards-Aligned Compliant IEP Goals Focused on Outcomes</td>
<td><a href="https://qrgo.page.link/tXEMb">https://qrgo.page.link/tXEMb</a></td>
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<tr>
<td>11/10/2020</td>
<td>9:00</td>
<td>11:00</td>
<td>Instructional Strategies for Teachers to Support Struggling Readers and Students</td>
<td><a href="https://qrgo.page.link/yiNhA">https://qrgo.page.link/yiNhA</a></td>
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<tr>
<td>11/17/2020</td>
<td>9:00</td>
<td>11:00</td>
<td>Meeting the Needs of Students with Autism-Understanding Eligibility, Support Strategies, and EBPs</td>
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<td>11/18/2020</td>
<td>9:00</td>
<td>12:00</td>
<td>Verbal De-Escalation: The Prevention-Intervention-Postvention Cycle</td>
<td><a href="https://qrgo.page.link/PXrFo">https://qrgo.page.link/PXrFo</a></td>
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## Professional Learning Year-at-a-Glance SPRING 2021

<table>
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<th>End Time</th>
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<tr>
<td>1/25/2021</td>
<td>10:30</td>
<td>11:30</td>
<td>Meeting the Needs of English Learners &amp; English Learners with Disabilities</td>
<td><a href="http://icoe.k12oms.org/1168-191547">http://icoe.k12oms.org/1168-191547</a></td>
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<tr>
<td>1/27/2021</td>
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<td>3:00</td>
<td>Behavior Intervention Plans (BIP)</td>
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<tr>
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<td>9:00</td>
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<td>Functional Behavior Assessment (FBA)</td>
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<tr>
<td>2/3/2021</td>
<td>9:00</td>
<td>11:00</td>
<td>Instructional Strategies for Teachers to Support Struggling Readers and Students</td>
<td><a href="https://qrgo.page/link/a8odX">https://qrgo.page/link/a8odX</a></td>
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<tr>
<td>2/4/2021</td>
<td>9:00</td>
<td>12:00</td>
<td>Verbal De-Escalation: The Prevention-Intervention-Postvention Cycle</td>
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<tr>
<td>2/4/2021</td>
<td>8:30</td>
<td>12:30</td>
<td>Youth Mental Health First Aid</td>
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<td>2/11/2021</td>
<td>2:00</td>
<td>4:00</td>
<td>An Introduction to Supporting English Learners</td>
<td><a href="https://qrgo.page/link/m2tfZ">https://qrgo.page/link/m2tfZ</a></td>
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<tr>
<td>2/17/2021</td>
<td>9:00</td>
<td>12:00</td>
<td>Preventing and Responding to Threats of Suicide and Self-Harm</td>
<td><a href="https://qrgo.page/link/sp1Di">https://qrgo.page/link/sp1Di</a></td>
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<tr>
<td>3/2/2021</td>
<td>9:00</td>
<td>12:00</td>
<td>Verbal De-Escalation: The Prevention-Intervention-Postvention Cycle</td>
<td><a href="https://qrgo.page/link/MiuMN">https://qrgo.page/link/MiuMN</a></td>
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<tr>
<td>3/4/2021</td>
<td>9:00</td>
<td>12:00</td>
<td>Understanding and Managing Challenging Behavior Top Ten Tips for Educators</td>
<td><a href="https://qrgo.page/link/AYqxR">https://qrgo.page/link/AYqxR</a></td>
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<tr>
<td>3/11/2021</td>
<td>9:00</td>
<td>11:00</td>
<td>Writing Compliant IEPs Ensuring Educational Benefit</td>
<td><a href="https://qrgo.page/link/K3tUr">https://qrgo.page/link/K3tUr</a></td>
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<tr>
<td>3/14/2021</td>
<td>2:00</td>
<td>4:00</td>
<td>Designing Instructional Programs for Students with Significant Support Needs</td>
<td><a href="https://qrgo.page/link/vPxyq">https://qrgo.page/link/vPxyq</a></td>
</tr>
<tr>
<td>3/24/2021</td>
<td>9:00</td>
<td>11:00</td>
<td>Trauma Informed Practices in Schools</td>
<td><a href="https://qrgo.page/link/kprft">https://qrgo.page/link/kprft</a></td>
</tr>
<tr>
<td>3/25/2021</td>
<td>2:00</td>
<td>4:00</td>
<td>Universal Design for Learning (UDL) Practices That Work- Webmodule</td>
<td><a href="https://qrgo.page/link/uFAVn">https://qrgo.page/link/uFAVn</a></td>
</tr>
<tr>
<td>4/13/2021</td>
<td>10:00</td>
<td>12:00</td>
<td>Planning for the Future: Developing an Individualized Transition Plan (ITP)</td>
<td><a href="https://qrgo.page/link/3WEGD">https://qrgo.page/link/3WEGD</a></td>
</tr>
<tr>
<td>4/19/2021</td>
<td>10:30</td>
<td>11:30</td>
<td>Literacy Development &amp; English Learners with Disabilities</td>
<td><a href="http://icoe.k12oms.org/1168-191548">http://icoe.k12oms.org/1168-191548</a></td>
</tr>
<tr>
<td>4/27/2021</td>
<td>2:00</td>
<td>4:00</td>
<td>Effective Leadership of IEP Teams: Administrative Designee</td>
<td><a href="https://qrgo.page/link/afMMz">https://qrgo.page/link/afMMz</a></td>
</tr>
<tr>
<td>4/28/2021</td>
<td>2:00</td>
<td>4:00</td>
<td>Fundamentals of IEP Note Taking Webinar</td>
<td><a href="https://qrgo.page/link/g8Su">https://qrgo.page/link/g8Su</a></td>
</tr>
</tbody>
</table>
BEHAVIOR

Behavior Intervention Plans

In some instances, behavioral challenges can be a major impediment to educational success. Behavioral issues negatively impact attendance, suspensions/expulsions, engagement, access to instruction, and school climate and culture. Students with challenging behaviors or intensive social-emotional needs may require the support of a Behavior Intervention Plan (BIP) to function successfully in the school setting. In order to create a meaningful, individualized BIP, a Functional Behavior Assessment (FBA) must first be conducted.

OUTCOMES

- Identify the circumstances by which a BIP should be developed and by whom.
- Gain knowledge on the legal requirements related to the process of creating a compliant BIP.
- Explore the requisite components of a well-developed BIP to promote positive student outcomes.

LCAP Priorities

**Student Engagement:** Improving student achievement and outcomes along multiple measures, including test scores, English proficiency, and college and career preparedness

**School Climate:** Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means

**State Performance Plan (SPP) Indicators**

- **Indicator 1:** Graduation 4 year rate
- **Indicator 2:** Dropout 4 year rate
- **Indicator 4:** Racial/Ethnic Disproportionality
- **Indicator 5:** Least Restrictive Environments

RECOMMENDED AUDIENCE:

- School Psychologists
- Special Education Teachers
- Special Education Administrators
- Case Managers

DATES:

- **October 19, 2020**
  1:30pm – 3:00pm
  Register [HERE](#)

- **January 27, 2021**
  1:30pm – 3:00pm
  Register [HERE](#)

*For information regarding on-site training opportunities, contact your Program Specialist*
BEHAVIOR

Functional Behavior Assessment (FBA)

Conducting a thorough Functional Behavior Assessment (FBA) is paramount in developing proactive Behavior Intervention Plans (BIP) for students who demonstrate challenging behaviors or intensive social-emotional needs. This webinar will provide educators with the necessary skills to conduct FBAs that rely on systematic data collection and evidence-based tools for effectively designing strategies to support the most challenging behaviors.

OUTCOMES

- Clearly document assessment findings in SEIS forms that create a clear picture of the whole child learning profile.
- Determine and clearly document present levels of performance based on the assessment data.
- Identify and clearly document individual student needs based on the present levels of performance as determined by the assessment data collected.

LCAP Priorities

Student Engagement: Improving student achievement and outcomes along multiple measures, including test scores, English proficiency, and college and career preparedness

School Climate: Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means

State Performance Plan (SPP) Indicators

Indicator 1: Graduation 4 year rate
Indicator 2: Dropout 4 year rate
Indicator 4: Racial/Ethnic Disproportionality
Indicator 5: Least Restrictive Environments

RECOMMENDED AUDIENCE:

School Psychologists
Special Education Teachers
Special Education Administrators
Case Managers

DATES:

- October 19, 2020
  9:00am – 10:30am
  Register HERE

- January 27, 2021
  9:00am – 10:30am
  Register HERE

*For information regarding on-site training opportunities, contact your Program Specialist
**BEHAVIOR**

Understanding and Managing Challenging Behavior Top Ten Tips for Educators

It is essential for educators to understand the basics of behavior intervention in order to positively intervene and support students with challenging behaviors. Obtaining a deeper understanding of behavior, as well as building a more robust behavioral intervention toolbox, will support educators in gaining the confidence and competence needed to respond to a variety of behavioral challenges.

**OUTCOMES**

- Learn effective techniques to circumvent potential behavior escalation that may disrupt or halt to classroom instruction and student learning
- Develop the skills necessary to identify the function of a behavior and determine related next steps to maximize student engagement in learning
- Gain strategies for efficiently collecting meaningful data and ways to operationalize evidence-based interventions
- Discover the critical nature of positive behavioral interventions that empower educators in creating an equitable and accessible learning environment for all students

**LCAP Priorities**

**Student Engagement:** Supporting student engagement, including whether students attend school or are chronically absent.

**School Climate:** Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.

**Other Student Outcomes:** Measuring other important student outcomes related to required areas of study, including physical education and the arts.

**State Performance Plan (SPP) Indicators**

**Indicator 4:** Suspension/Expulsion

**Indicator 5:** Least Restrictive Environments

**RECOMMENDED AUDIENCE:**

Special Education Administrators
General Education Administrators
General Education Teachers
Special Education Teachers
School Counselors
Case Managers
Related Service Providers

**DATES:**

- **September 15, 2020**
  09:00am – 12:00pm
  Register [HERE](#)

- **October 5, 2020**
  01:00pm – 04:00pm
  Register [HERE](#)

- **November 4, 2020**
  09:00am – 12:00pm
  Register [HERE](#)

- **March 4, 2021**
  09:00am – 12:00pm
  Register [HERE](#)

*For information regarding on-site training opportunities, contact your Program Specialist*
**BEHAVIOR**

**Verbal De-Escalation: The Prevention-Intervention-Postvention Cycle**

When students experience behavioral and/or social-emotional difficulties, they may exhibit behaviors that require careful intervention by professionals in the educational setting. As a result, instruction is disrupted, and student outcomes are minimized. This training is designed to provide participants with information and resources needed to quickly and effectively intervene before, during and after a behavioral escalation.

**OUTCOMES**

- Proficiently identify the function of a behavior in order to meaningfully identify and apply effective interventions.
- Develop a toolkit of positive, student-focused preventative techniques to avoid crisis before it has an opportunity to manifest.
- Develop a toolkit of behavioral intervention tools to verbally de-escalate a crisis once it has begun and return to the instructional plan as quickly as possible.

**LCAP Priorities**

- **Student Engagement:** Supporting student engagement, including whether students attend school or are chronically absent.
- **School Climate:** Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
- **Other Student Outcomes:** Measuring other important student outcomes related to required areas of study, including physical education and the arts.

**State Performance Plan (SPP) Indicators**

- **Indicator 4:** Suspension/Expulsion
- **Indicator 5:** Least Restrictive Environments

**RECOMMENDED AUDIENCE:**

Special Education Administrators  
General Education Administrators  
General Education Teachers  
Special Education Teachers  
School Psychologists  
School Counselors  
Case Managers  
Related Service Providers

**DATES:**

- **August 25, 2020**  
  9:00am – 12:00pm  
  Register [HERE](#)

- **September 29, 2020**  
  1:00pm – 4:00pm  
  Register [HERE](#)

- **October 26, 2020**  
  9:00am – 12:00pm  
  Register [HERE](#)

- **November 18, 2020**  
  9:00am – 12:00pm  
  Register [HERE](#)

- **February 2, 2021**  
  San Diego  
  1:30pm – 04:30pm  
  Register [HERE](#)

- **February 4, 2021**  
  9:00am – 12:00pm  
  Register [HERE](#)

- **March 2, 2021**  
  Sacramento  
  9:00am – 12:00pm  
  Register [HERE](#)

*For information regarding on-site training opportunities, contact your Program Specialist*
INCLUSIVE ENVIRONMENTS

An Introduction to Supporting English Learners

This training explores research based best practices on the language acquisition and language processing needs of English Learners with disabilities. Key concepts on assessments, instructional strategies, reclassification best practices, and through the development of a reasonably calculated IEP are reviewed.

OUTCOMES

- Define sources of data and determine accessible interventions and instructional practices across settings
- Explore research-based, best practices by gaining familiarity with the ELA/ELD frameworks for providing instruction and intervention with English Learners (EL).
- Review IEP development and documentation with specific attention to “linguistically appropriate” goals.
- Understand the requirements for reclassification of EL students with disabilities.
- Develop a plan to support EL state-wide testing requirements and individualized universal tools, designated supports, and accommodations are appropriately accessed.

LCAP Priorities

Basic Access: Providing all students’ access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.

State Standards & Common Core: Implementing California’s academic standards, including Common Cores State Standards in English language arts and math, Next Generation Science standards, English language development, history, social science, visual and performing arts, health education and physics education standards.

Student Achievement: Improving student achievement and outcomes along multiple measures, including test scores, English proficiency, and college and career preparedness.

Course Access: Ensuring all students have access to classes that prepare them for college & careers, regardless of what school they attend or where they live.

SPP Indicators

Indicator 1: Graduation 4 Year Rate
Indicator 2: Dropout 4 Year Rate
Indicator 3: Statewide Assessment
Indicator 9: Racial/Ethnic Disproportionality
Indicator 10: Disability Disproportionality

RECOMMENDED AUDIENCE:
General Education Teachers
Special Education Case Managers
Testing Coordinators

DATE:
February 11, 2021
2:00pm – 4:00pm
Register HERE

*For information regarding on-site training opportunities, contact your Program Specialist
INCLUSIVE ENVIRONMENTS
Universal Design for Learning (UDL) Practices That Work

Implementation of UDL at the classroom level addresses learning barriers from the start of instructional planning, allows all students to become expert learners, honors the variability of students’ place in the learning environment, and decreases valuable time spent on re-teaching content, within any classroom setting. This session will focus on developing an understanding the UDL principles and the ways in which the principles interact with the four components of curriculum: goals, assessments, methods, and materials.

OUTCOMES
- Identify instructional, material, and environmental learning barriers present in the educational setting that prevent students from meeting their potential.
- Gain understanding of the UDL components including the principles and the definitions and relationships between curriculum, expert learners, and variability of learners.
- Review UDL-focused tools/resources and identify ways in which they could be integrated into their instructional planning.

LCAP Priorities
- Basic Access: Providing all students’ access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
- Student Achievement: Improving student achievement and outcomes along multiple measures, including test scores, English proficiency, and college and career preparedness.
- Student Engagement: Supporting student engagement, including whether students attend school or are chronically absent

State Performance Plan (SPP) Indicators
- Indicator 5: Least Restrictive Environments
- Indicator 9: Racial/Ethnic Disproportionality
- Indicator 10: Disability Disproportionality

RECOMMENDED AUDIENCE:
Special Education Administrators
General Education Administrators
General Education Teachers
Special Education Teachers

DATES:
March 25, 2021
02:00pm – 04:00pm
Register HERE

*For information regarding on-site training opportunities, contact your Program Specialist.
MENTAL HEALTH
Preventing and Responding to Threats of Suicide and Self-Harm

Educators have a responsibility to ensure that students are safe while at school and in their community. Therefore, it is essential that school staff have the skills needed to effectively prevent and respond to threats of self-harm or suicide. This training opportunity is intended for school administrators and mental health team members who may be directly responsible for: building a site-based plan for threat response, responding to threats, and assessing risk to determine next steps to maintain student safety. Tools to be shared with teachers and other staff members will also be explored.

OUTCOMES
- Utilize the EDCOE SELPA/Charter SELPA Suicide and Self-Harm Handbook to develop school-wide preventative techniques to support the social-emotional needs of all students.
- Review the contents of the Suicide Prevention Policy (AB 2246) and subsequent responsibilities of schools who serve students grades 7 to 12.
- Build a site-based plan for threat response.
- Assist staff in recognizing signs of a student in crisis.
- Understand when to intervene and steps to take if a student reports thoughts of self-harm or suicide. Refer a student for and complete a comprehensive threat assessment and understand best practices for ongoing monitoring and follow-up.

LCAP Priorities
Basic Access: Providing all students’ access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
Parent Involvement: Encouraging parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
Student Engagement: Supporting student engagement, including whether students attend school or are chronically absent.
School Climate: Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.

State Performance Plan (SPP) Indicators
Indicator 5: Least Restrictive Environments
Indicator 8: Parent Involvement

RECOMMENDED AUDIENCE:
Special Education Administrators
General Education Administrators
General Education Teachers
Special Education Teachers
School Psychologists
School Counselors
Case Managers
Related Service Providers

DATES:
February 17, 2021
09:00am – 12:00pm
Register HERE
MENTAL HEALTH
Trauma Informed Practices in Schools

Students may experience trauma at any grade-level, living in any community, and within any socio-economic status. Trauma manifests in a variety of ways depending upon the age and developmental level of the student, but can adversely impact student learning, social engagement and have an ongoing impact to the student and larger school community. The integration of trauma-informed practices enables schools to create safe and supportive environments for all students, teachers, and administrators, as well as build strong support for families.

OUTCOMES
- Examine the definition of trauma and the impact on a student’s social-emotional functioning, learning, and development.
- Explore ways to transform school culture through the use of trauma-informed approaches to understanding and responding to student behavior.
- Review how Positive Behavioral Interventions and Supports (PBIS), mindfulness, and restorative practices can be utilized to enhance existing school-wide approaches to supporting students who have experienced trauma.
- Discover the importance of ongoing training and self-care for educators, service providers, and families.
- Discuss next steps for your individual school community and where to obtain resources to support future planning.

LCAP Priorities
Basic Access: Providing all students’ access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
Parent Involvement: Encouraging parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
Student Engagement: Supporting student engagement, including whether students attend school or are chronically absent.
School Climate: Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.

State Performance Plan (SPP) Indicators
Indicator 1: Graduation 4 Year Rate
Indicator 2: Dropout 4 Year Rate
Indicator 4: Suspension/Expulsion
Indicator 5: Least Restrictive Environments
Indicator 8: Parent Involvement
Indicator 9: Racial/Ethnic Disproportionality

RECOMMENDED AUDIENCE:
Special Education Administrators
General Education Administrators
General Education Teachers
Special Education Teachers
School Psychologists
School Counselors
Case Managers
Related Service Providers

DATES:
November 2, 2020
09:00am – 11:00pm
Register HERE

March 24, 2021
09:00am – 11:00pm
Register HERE

*For information regarding on-site training opportunities, contact your Program Specialist
MENTAL HEALTH
Youth Mental Health First Aid

Youth Mental Health First Aid (YMHFA) is a tool that can be used across the mental health continuum, including prevention and early intervention, by all school staff to recognize early warning signs of mental health challenges of students. It is considered a Tier 1 strategy within a Multi-Tiered System of Supports and link to the Local Control and Accountability Plan State Priorities 5 and 6 on Student Engagement and School Climate. Strategies enable staff to support all students, including those with disabilities requiring ERMHS services, to access their educational environment. YMHFA is a training recommended by the CDE in fulfilling AB 2246, which requires that districts serving students in grades 7 through 12 adopt a policy on suicide prevention, intervention, and postvention.

Outcomes:
- Recognize early warning signs to mental health challenges for all students within the school environment.
- Embed tier one strategies for mental health into a multi-tiered system of support.
- Empower all staff in responding to mental health crises in a strategic and focused manner to increase basic access to education for all students.

LCAP Priorities
Basic Access: Providing all students’ access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
Student Engagement: Supporting student engagement, including whether students attend school or are chronically absent.
School Climate: Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.

State Performance Plan (SPP) Indicators
Indicator 1: Graduation 4 Year Rate
Indicator 2: Dropout 4 Year Rate
Indicator 4: Suspension/Expulsion
Indicator 5: Least Restrictive Environments

RECOMMENDED AUDIENCE:
General Education Administration
Special Education Administration
General Education Teachers
Special Education Teachers
Paraeducators and Support Staff
Non-ERMHS Related Service Providers

DATES:
September 17, 2020
8:30pm – 12:30pm
Register HERE

September 28, 2020
12:30pm – 4:30pm
Register HERE

October 21, 2020
12:30pm – 4:30pm
Register HERE

February 4, 2021
8:30pm – 12:30pm
Register HERE
POSITIVE SCHOOL CULTURE AND CLIMATE
Teaching the Whole Child: Designing Universal Supports for Social-Emotional Learning

Social and emotional learning helps students develop a range of skills they need for school and life. Social-emotional skills include the ability to: set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, understand and manage emotions. All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers. This training will deepen participant knowledge of the social-emotional needs of students, assessment methodologies, and the development of social-emotional systems of support to improve student academic and behavioral success.

OUTCOMES
- Identify the social-emotional needs of a school population
- Review evidence-based universal supports which address social, emotional, and behavioral needs.
- Understand how universal screeners can be used to make data-based decisions for students who may require more intensive supports.

LCAP Priorities
State Standards & Common Core: Implementing California’s academic standards, including Common Cores State Standards in English language arts and math, Next Generation Science standards, English language development, history, social science, visual and performing arts, health education and physics education standards.
School Climate: Highlighting School climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
Student Achievement: Improving student achievement and outcomes along multiple measures, including test scores, English proficiency, and college and career preparedness.
Other Student Outcomes: Measuring other important student outcomes related to required areas of study, including physical education and the arts.

State Performance Plan (SPP) Indicators
Indicator 4: Suspension/Expulsion
Indicator 10: Disability Disproportionality
Indicator 12: Part C/Part B Transition
Indicator 11: Eligibility Evaluation
Indicator 13: Secondary Transition
Indicator 14: Post School

RECOMMENDED AUDIENCE:
Special Education Administrators
General Education Administrators
General Education Teachers
Special Education Teachers
School Psychologists
School Counselors
Case Managers
Related Service Providers

DATES:
September 21, 2020
09:00am – 10:30am
Register HERE

*For information regarding on-site training opportunities, contact your Program Specialist.
POST-SECONDARY TRANSITION

A Person-Centered Approach to Transition

Parents play a key role in the positive outcomes for high school students with disabilities. As a valued member of the planning team they should be engaged in the transition planning process as early as possible. This training will explain the transition process, explore post-secondary career and educational options and resources, viable community agencies to partner with, and offer suggestions on how to support students as they meaningfully transition as young adults.

OUTCOMES
- Develop alignment between current transition practices and the components of an effective person-centered transition program.
- Identify transition resources in place at the school and determine improvement steps needed to create a highly effective transition program.
- Review community-based resources and supports that bridge educational experiences and post-secondary options to ease the school to work transition.

LCAP Priorities
Basic Access: Providing all students’ access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities,
Student Achievement: Improving student achievement and outcomes along multiple measures, including test scores, English proficiency, and college and career preparedness,
Student Engagement: Supporting student engagement, including whether students attend school or are chronically absent,
Course Access: Ensuring all students have access to classes that prepare them for college & careers, regardless of what school they attend or where they live,
Other Student Outcomes: Measuring other important student outcomes related to required areas of study, including physical education and the arts.
Course Access: Ensuring all students have access to classes that prepare them for college & careers, regardless of what school they attend or where they live

SPP Indicators
Indicator 1: Graduation 4 Year Rate,
Indicator 2: Dropout 4 Year Rate,
Indicator 13: Secondary Transition,
Indicator 14: Post School

RECOMMENDED AUDIENCE:
General Education Teachers
Special Education Case Managers

DATES:
October 15, 2020
10:00am – 12:00pm
Register HERE

April 13, 2021
10:00am- 12:00pm
Register HERE

*For information regarding on-site training opportunities, contact your Program Specialist
SPECIAL EDUCATION FOUNDATIONS
Effective Leadership of IEP Teams: Administrative Designee

Administrative designees represent the LEA during IEP meetings and help guide the team in creating legally compliant IEP documents to ensure educational benefit for students with disabilities. Participants in this training learn about school-wide Multi-Tiered Systems of Support (MTSS), the continuum of placements for special education, each major type of IEP meeting, and keys for effective IEP facilitation. Participants also learn the responsibilities of the LEA representative and each required IEP team member.

OUTCOMES
- Learn how to effectively plan for an IEP team meeting.
- Identify facilitation techniques that assist in promoting collaboration throughout the IEP process.
- Review key concepts in improving communication and collaboration skills.
- Increase knowledge of problem-solving/conflict resolution skills.

LCAP Priorities
Student Achievement: Improving student achievement and outcomes along multiple measures, including test scores, English proficiency, and college and career preparedness.
Student Engagement: Supporting student engagement, including whether students attend school or are chronically absent.
Course Access: Ensuring all students have access to classes that prepare them for college & careers, regardless of what school they attend or where they live.
School Climate: Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.

SPP Indicators
Indicator 3: Statewide Assessment,
Indicator 5: Least Restrictive Environments,
Indicator 8: Parent Involvement,
Indicator 11: Eligibility Evaluation

RECOMMENDED AUDIENCE:
Site Leaders/Directors
General Education Teachers
Special Education Case Managers

DATES:
October 27, 2020
2:00pm – 4:00pm
Register HERE

April 27, 2021
2:00pm – 4:00pm
Register HERE

*For information regarding on-site training opportunities, contact your Program Specialist*
SPECIAL EDUCATION FOUNDATIONS

Fundamentals of IEP Note Taking Webinar

Writing IEP meeting notes is essential to the IEP process and are a useful written record of an IEP meeting. Identifying who will write IEP meeting notes and how a written record of what transpired in an IEP meeting can be a challenge for some LEAs. This professional learning opportunity provides key considerations and reviews essential strategies to support effective IEP notetaking.

OUTCOMES
- Identify key elements to writing legally compliant IEP notes
- Use information learned to write draft IEP notes
- Discuss legal implications related to IEP note taking

LCAP Priorities
Student Achievement: Improving student achievement and outcomes along multiple measures, including test scores, English proficiency, and college and career preparedness.,
Student Engagement: Supporting student engagement, including whether students attend school or are chronically absent.,
Course Access: Ensuring all students have access to classes that prepare them for college & careers, regardless of what school they attend or where they live.,
School Climate: Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means

State Performance Plan (SPP) Indicators
Indicator 8: Parent Involvement
Indicator 9: Racial/Ethnic Disproportionality
Indicator 10: Disability Disproportionality
Indicator 11: Eligibility Evaluation

RECOMMENDED AUDIENCE:
School Psychologists
Special Education Teachers
Special Education Administrators
Case Managers

DATES:
October 28, 2020
2:00pm – 4:00pm
Register HERE

April 28, 2021
2:00pm – 4:00pm
Register HERE

*For information regarding on-site training opportunities, contact your Program Specialist
SPECIAL EDUCATION FOUNDATIONS
Serving Students with Disabilities in an Independent Study (IS) Setting

Independent Study (IS) programs provide a unique and flexible educational option for a cross section of learners that may benefit from a less traditional education model. The IS program also generates unique special education programmatic and compliance issues that may impact student outcomes and/or result in legal proceedings. Special education requirements such as least restrictive environment (LRE), educational benefit, the development of a reasonably calculated IEP, specialized academic instruction (SAI), and free and appropriate public education (FAPE) are addressed this increasingly popular educational option.

OUTCOMES

- Identify characteristics of independent study programs.
- Review considerations when a student with an IEP is placed on independent study.
- Understand the importance of effective and frequent communication and collaboration with parents, teachers, and students to support independent study placements.
- Identify service delivery models, curricular/instruction adaptations, and overcoming potential barriers when serving students with IEPs in an IS setting.

LCAP Priorities

**Basic Access:** Providing all students’ access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.

**Parent Involvement:** Encouraging parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.

**Student Achievement:** Improving student achievement and outcomes along multiple measures, including test scores, English proficiency, and college and career preparedness.

**Student Engagement:** Supporting student engagement, including whether students attend school or are chronically absent.

**School Climate:** Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.

**Course Access:** Ensuring all students have access to classes that prepare them for college & careers, regardless of what school they attend or where they live.

**Other Student Outcomes:** Measuring other important student outcomes related to required areas of study, including physical education and the arts.

**State Performance Plan (SPP) Indicators**

**Indicator 1:** Graduation 4 Year Rate

**Indicator 2:** Dropout 4 Year Rate

**Indicator 5:** Least Restrictive Environments

**Indicator 8:** Parent Involvement

RECOMMENDED AUDIENCE: Special Education Administrators Case Managers

DATES:

September 8, 2020 01:30pm – 3:00pm
Register [HERE](#)

*For information regarding on-site training opportunities, contact your Program Specialist.*
Writing a reasonably calculated compliant IEP that ensures educational benefit for a student is essential. This training focuses on the writing of the IEP document using forms in SEIS. Participants will be guided through each SEIS page and what information should be included and captured in each section. Participants will be introduced to helpful resources and activities include a sample goal writing activity.

OUTCOMES

- Write comprehensive present levels based on assessment
- Draft goals based on identified need
- Determine appropriate services based on need and goals
- Develop accommodations that provide access to educational settings, including and statewide testing administration

LCAP Priorities

**State Standards & Common Core:** Implementing California’s academic standards, including Common Cores State Standards in English language arts and math, Next Generation Science standards, English language development, history, social science, visual and performing arts, health education and physics education standards.

**Student Achievement:** Improving student achievement and outcomes along multiple measures, including test scores, English proficiency, and college and career preparedness.

**Other Student Outcomes:** Measuring other important student outcomes related to required areas of study, including physical education and the arts.

**State Performance Plan (SPP) Indicators**
- **Indicator 9:** Racial/Ethnic Disproportionality
- **Indicator 10:** Disability Disproportionality
- **Indicator 11:** Eligibility Evaluation
- **Indicator 13:** Secondary Transition

RECOMMENDED AUDIENCE:
- Special Education Teachers
- Special Education Administrators
- Case Managers

DATE:
- **September 24, 2020**
  2:00pm – 4:00pm
  Register [HERE](#)
- **November 5, 2020**
  9:00am – 11:00am
  Register [HERE](#)
- **March 11, 2021**
  9:00am – 11:00am
  Register [HERE](#)

*For information regarding on-site training opportunities, contact your Program Specialist.*
**SPECIAL EDUCATION FOUNDATIONS**

**Writing Grade Level, Standards-Aligned Compliant IEP Goals Focused on Outcome**

Grade level, standards-aligned academic IEP goals based on the California Content Standards for all students are critical to ensuring students with disabilities have access to high quality curriculum and instruction based on both grade level expectations and individualized needs. This training will provide educators with information focused on the requisite skills to develop goals designed to support progress toward mastering grade-level content standards, as well as determining the students’ levels of performance and steps for writing meaningful and measurable non-academic goals.

**OUTCOMES**

- Develop techniques and practices that engage general education teachers and parents in the student-level data collection process.
- Unpack grade-level standards based on individual student academic, behavioral, and social/emotional developmental levels (scaling the goal).
- Explore the CA Core Content Connectors (CA Alternate Assessment)

**LCAP Priorities**

**Basic Access:** Providing all students’ access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.

**State Standards & Common Core:** Implementing California’s academic standards, including Common Cores State Standards in English language arts and math, Next Generation Science standards, English language development, history, social science, visual and performing arts, health education and physics education standards.

**Student Achievement:** Improving student achievement and outcomes along multiple measures, including test scores, English proficiency, and college and career preparedness.

**Course Access:** Ensuring all students have access to classes that prepare them for college & careers, regardless of what school they attend or where they live.

**Other Student Outcomes:** Measuring other important student outcomes related to required areas of study, including physical education and the arts.

**State Performance Plan (SPP) Indicators**

**Indicator 1:** Graduation 4 Year Rate

**Indicator 2:** Dropout 4 Year Rate

**Indicator 3:** Statewide Assessment

**Indicator 5:** Least Restrictive Environments

**Indicator 10:** Disability Disproportionality

**RECOMMENDED AUDIENCE:**

General Education Teachers
Special Education Teachers
Case Managers

**DATES:**

- **September 8, 2020**
  9:00am – 12:00pm
  Register [HERE](#)

- **October 12, 2020**
  9:00am – 12:00pm
  Register [HERE](#)

- **November 9, 2020**
  9:00am – 12:00pm
  Register [HERE](#)

*For information regarding on-site training opportunities, contact your Program Specialist*
UNDERSTANDING DISABILITY AND STUDENT SUPPORT NEEDS: Designing Instructional Programs for Students with Significant Support Needs

Research indicates that educating students with significant cognitive disabilities in the general education setting with same-age peers leads to improved outcomes for all students. This training will assist school site teams in the development of standards-aligned, grade-level instruction for students with moderate/severe disabilities in inclusive settings.

OUTCOMES
- Learn how to assess for areas of need and support students in inclusive settings.
- Plan instruction and strategies for teaching standards-based curriculum.
- Write developmentally appropriate IEP goals that align with grade-level standards.
- Understand eligibility for the California Alternate Assessment (CAA).
- Complete transition assessments in order to write goal-oriented transition plans. Explore graduation options including Certificate of Completion.

LCAP Priorities
Basic Access: Providing all students’ access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities,
State Standards & Common Core: Implementing California’s academic standards, including Common Cores State Standards in English language arts and math, Next Generation Science standards, English language development, history, social science, visual and performing arts, health education and physics education standards.,
Student Achievement: Improving student achievement and outcomes along multiple measures, including test scores, English proficiency, and college and career preparedness.,
Student Engagement: Supporting student engagement, including whether students attend school or are chronically absent.,
Course Access: Ensuring all students have access to classes that prepare them for college & careers, regardless of what school they attend or where they live.,
Other Student Outcomes: Measuring other important student outcomes related to required areas of study, including physical education and the arts

SPP Indicators
Indicator 3: Statewide Assessment
Indicator 5: Least Restrictive Environments
Indicator 13: Secondary Transition

RECOMMENDED AUDIENCE:
General Education Teachers
Special Education Case Managers

DATES:
October 1, 2020
2:00pm – 4:00pm
Register HERE

March 16, 2021
2:00pm – 4:00pm
Register HERE

*For information regarding on-site training opportunities, contact your Program Specialist
UNDERSTANDING DISABILITY AND STUDENT SUPPORT NEEDS: Instructional Strategies for Teachers to Support Struggling Readers and Students with Dyslexia

The approval of Assembly Bill 1369 has renewed the focus on strategies and services to support students who struggle with reading and those with dyslexia. With the 2017 release of the Dyslexia Guidelines, California educators now have an expanded array of resources. This training opportunity is intended for educators who will providing reading interventions, focusing on students with dyslexia. Participants will be introduced to the California Dyslexia Guidelines, as well as tools, information, and resources to support the development of a systematic, cumulative, and explicit reading intervention program.

OUTCOMES
- Understand and navigate the Dyslexia Guidelines.
- Explore the elements of phonological processing and related strategies as the foundation of learning to read.
- Recognize the unique needs and challenges of young adults with dyslexia.
- Determine and implement (with fidelity) appropriate research-based interventions for struggling readers and students with dyslexia.

LCAP Priorities
**Basic Access:** Providing all students’ access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
**State Standards & Common Core:** Implementing California’s academic standards, including Common Cores State Standards in English language arts and math, Next Generation Science standards, English language development, history, social science, visual and performing arts, health education and physics education standards.
**Student Achievement:** Improving student achievement and outcomes along multiple measures, including test scores, English proficiency, and college and career preparedness.
**Course Access:** Ensuring all students have access to classes that prepare them for college & careers, regardless of what school they attend or where they live.
**Other Student Outcomes:** Measuring other important student outcomes related to required areas of study, including physical education and the arts.

State Performance Plan (SPP) Indicators
- **Indicator 1:** Graduation 4 Year Rate
- **Indicator 2:** Dropout 4 Year Rate
- **Indicator 3:** Statewide Assessment
- **Indicator 5:** Least Restrictive Environments
- **Indicator 10:** Disability Disproportionality

RECOMMENDED AUDIENCE:
- General Education Teachers
- Special Education Teachers
- Case Managers

DATES:
- **November 10, 2020**
  9:00am – 11:00am
  Register [HERE](#)
- **February 3, 2021**
  9:00am – 11:00am
  Register [HERE](#)

*For information regarding on-site training opportunities, contact your Program Specialist*
UNDERSTANDING DISABILITY AND STUDENT SUPPORT NEEDS: Meeting the Needs of Students with Autism - Understanding Eligibility, Support Strategies, and EBPs

With an increase in the number of students diagnosed with Autism Spectrum Disorder (ASD), there is an urgent need to expand the use of evidence-based strategies and supports that improve the quality of educational programs for this population of students.

OUTCOMES
- Recognize the distinct characteristics of Autism and the potential educational impact on learning and behavior,
- Establish meaningful ways to support students with Autism in the least restrictive setting.
- Gain a greater understanding of the key elements necessary for implementing a school-based program to meet the needs of students with autism.
- Explore evidence-based practices for students with autism.

LCAP Priorities
Basic Access: Providing all students’ access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
State Standards & Common Core: Implementing California’s academic standards, including Common Cores State Standards in English language arts and math, Next Generation Science standards, English language development, history, social science, visual and performing arts, health education and physics education standards.
Parent Involvement: Encouraging parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
Student Achievement: Improving student achievement and outcomes along multiple measures, including test scores, English proficiency, and college and career preparedness.
Student Engagement: Supporting student engagement, including whether students attend school or are chronically absent.
School Climate: Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
Other Student Outcomes: Measuring other important student outcomes related to required areas of study, including physical education and the arts.

State Performance Plan (SPP) Indicators
Indicator 1: Graduation 4 Year Rate
Indicator 2: Dropout 4 Year Rate
Indicator 4: Suspension/Expulsion
Indicator 5: Least Restrictive Environments
Indicator 9: Racial/Ethnic Disproportionality
Indicator 10: Disability Disproportionality

RECOMMENDED AUDIENCE:
Special Education Administrators
General Education Administrators
Special Education Teachers
School Psychologists
Related Service Providers
Case Managers

DATES:
September 14, 2020
9:00am – 11:00am
Register HERE

November 17, 2020
9:00am – 11:00am
Register HERE

*For information regarding on-site training opportunities, contact your Program Specialist
UNDERSTANDING DISABILITY AND STUDENT SUPPORT NEEDS: Overview- Instructional Strategies for Struggling Readers and Students with Dyslexia

The approval of Assembly Bill 1369 has renewed the focus on strategies and services to support students who struggle with reading and those with dyslexia. With the 2017 release of the Dyslexia Guidelines, California educators now have an expanded array of resources. This training opportunity is intended for educators who will providing reading interventions, focusing on students with dyslexia. Participants will be introduced to the California Dyslexia Guidelines, as well as tools, information, and resources to support the development of a systematic, cumulative, and explicit reading intervention program.

OUTCOMES
- Navigate the structure and content of the Dyslexia guidelines.
- Understand the elements of phonological processing as the foundation of learning to read.
- Identify resources to assist in determining research-based interventions for struggling readers and students with dyslexia.

LCAP Priorities
**Basic Access:** Providing all students’ access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.

**State Standards & Common Core:** Implementing California’s academic standards, including Common Cores State Standards in English language arts and math, Next Generation Science standards, English language development, history, social science, visual and performing arts, health education and physics education standards.

**Student Achievement:** Improving student achievement and outcomes along multiple measures, including test scores, English proficiency, and college and career preparedness.

**State Performance Plan (SPP) Indicators**
- **Indicator 1:** Graduation 4 Year Rate
- **Indicator 2:** Dropout 4 Year Rate
- **Indicator 3:** Statewide Assessment
- **Indicator 5:** Least Restrictive Environments
- **Indicator 14:** Post-school Outcomes

RECOMMENDED AUDIENCE:
- General Education Teachers
- Special Education Teachers

DATES:
- November 17, 2020
- 1:30pm – 3:30pm
- Register [HERE](#)

*For information regarding on-site training opportunities, contact your Program Specialist*
UNDERSTANDING DISABILITY AND STUDENT SUPPORT NEEDS

Speech and Language: Understanding the Thread of Educational Benefit

This interactive professional learning opportunity allows speech and language pathologists to gain real life experience through activities and allows for collaboration between colleagues. Participants will dive deeper into the components of the referral process, elements of assessment and report writing, components of eligibility/qualification and dismissal, and writing legally compliant IEPs.

OUTCOMES

• Review the components of the referral process
• Review elements of Assessment and Report Writing
• Review Eligibility/Qualification and Dismissal
• Identify the components of a legally compliant IEP as it relates to areas of student need.

LCAP Priorities

Basic Access: Providing all students’ access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.

State Standards & Common Core: Implementing California’s academic standards, including Common Cores State Standards in English language arts and math, Next Generation Science standards, English language development, history, social science, visual and performing arts, health education and physics education standards.

Student Achievement: Improving student achievement and outcomes along multiple measures, including test scores, English proficiency, and college and career preparedness.

State Performance Plan (SPP) Indicators

Indicator 1: Graduation 4 Year Rate
Indicator 2: Dropout 4 Year Rate
Indicator 3: Statewide Assessment
Indicator 5: Least Restrictive Environments
Indicator 14: Post-school Outcomes

RECOMMENDED AUDIENCE:

Speech and Language Pathologists

DATES:

September 2, 2020
01:30pm – 3:30pm
Register HERE

November 3, 2020
10:00am – 12:00pm
Register HERE

*For information regarding on-site training opportunities, contact your Program Specialist.