



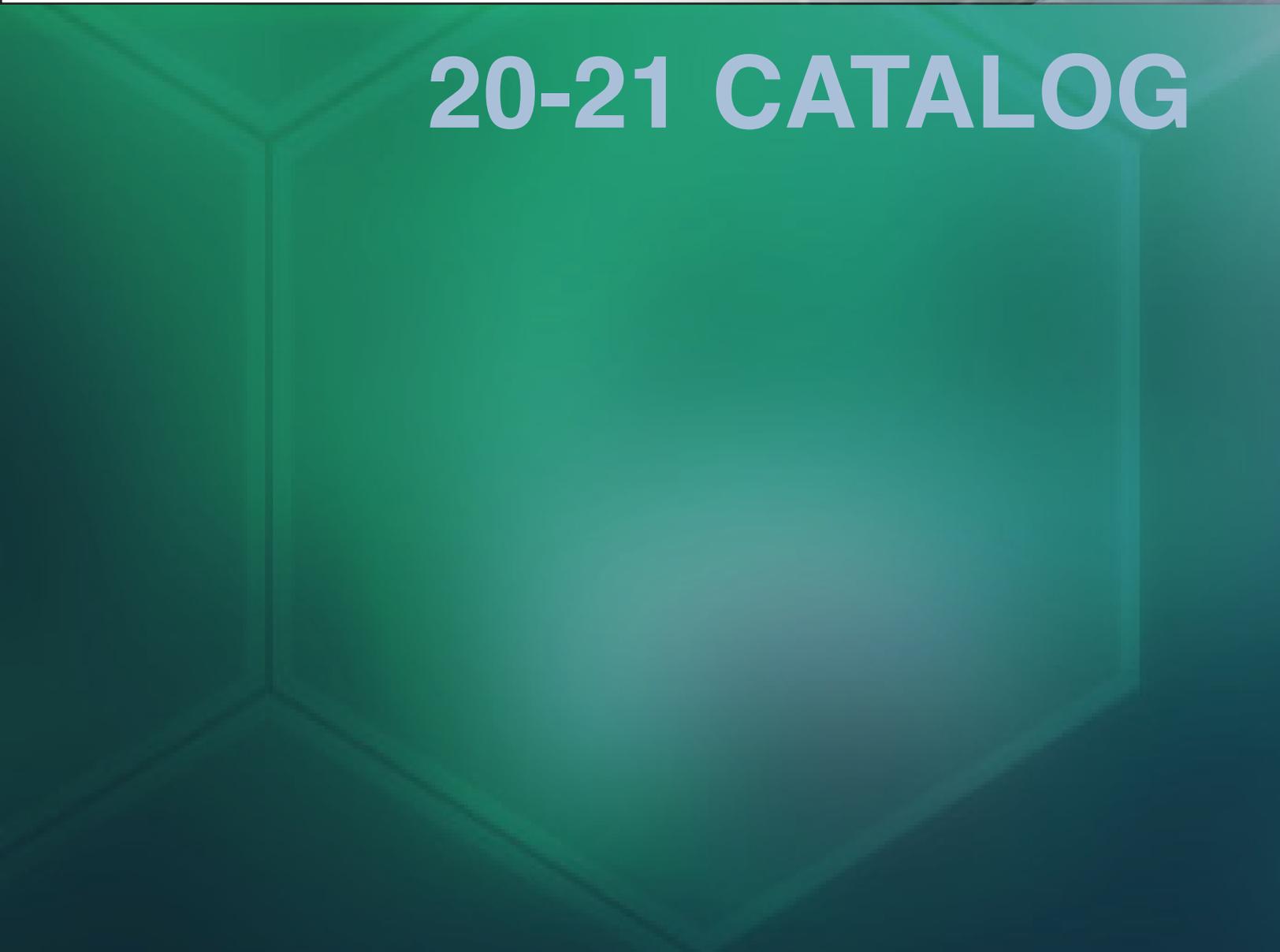
EL DORADO

**COUNTY SELPA**

*Professional Learning*



**20-21 CATALOG**





## SPRING 2021 PROFESSIONAL LEARNING

Date	Start Time	End Time	Title of Training	Registration Link
1/20/2021	2:00 pm	4:00 pm	Part 1 Introduction to Autism Spectrum Disorder	<a href="https://tinyurl.com/yygrnyf5">https://tinyurl.com/yygrnyf5</a>
1/21/2021	9:30 am	11:30 am	Understanding and Using Accommodations and Modifications to Promote Student Access to Grade Level Instruction	<a href="https://tinyurl.com/yxcqlru4">https://tinyurl.com/yxcqlru4</a>
1/25/2021	10:30 am	11:30 am	Pre-referral and Referral, Assessment, and IEP Processes for English Learners who May be eligible for Special Education (PART 1)	<a href="http://icoe.k12oms.org/1168-191544">http://icoe.k12oms.org/1168-191544</a> <i>Passcode is El Dorado</i>
2/18/2021	1:00 pm	4:00 pm	Part 2 Supporting Students with Autism in School Settings	<a href="https://tinyurl.com/y2exhl9p">https://tinyurl.com/y2exhl9p</a>
3/17/2021	8:30 am	12:30 pm	Youth Mental Health First Aid	<a href="https://tinyurl.com/y32uj35q">https://tinyurl.com/y32uj35q</a>
3/18/2021	2:00 pm	4:00 pm	Part 3 Understanding Evidence- Based Practices for Students with Autism Spectrum	<a href="https://tinyurl.com/y28y4kd8">https://tinyurl.com/y28y4kd8</a>
4/14/2021	12:30 pm	4:30 pm	Youth Mental Health First Aid	<a href="https://tinyurl.com/y2elw748">https://tinyurl.com/y2elw748</a>
4/15/2021	9:30 am	11:00 am	Better Together! Creating an Effective Co-Teaching Service Delivery Model	<a href="https://tinyurl.com/yyulh2hx">https://tinyurl.com/yyulh2hx</a>
4/19/2021	10:30 am	11:30 pm	Pre-referral and Referral, Assessment, and IEP Processes for English Learners who May be eligible for Special Education (PART 2)	<a href="http://icoe.k12oms.org/1168-191544">http://icoe.k12oms.org/1168-191544</a> <i>Passcode is El Dorado</i>

***Interested in more? Below is a list of commonly requested professional learning offerings. Please reach out to your Program Specialist for more information or to schedule a training.***

### **Verbal De-escalation**

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 the information and resources needed to quickly and effectively intervene before, during and after a behavioral escalation.

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

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.

### **Writing Compliant IEPs in SEIS to Ensure Educational Benefit**

Providing students educational benefit is the corner stone of compliance and outcomes of IEP development. This training focuses on developing a strong understanding of how the thread of educational benefit connects assessment data, present levels of performance (PLOP), and student needs. This training also provides instructions on documenting IEP forms in SEIS accurately.

### **Understanding and Using Accommodations and Modifications to Promote Student Access to Grade Level Instruction**

The application of appropriate curricular adaptations helps ensure students receive equitable access and benefit from instruction. Understanding the differences between and determining the provision of accommodations and modifications is often misunderstood, resulting in lowered student academic outcomes, increased misbehavior, and a lack of engagement. This training addresses the implementation of adaptations related to both instruction and assessment across all educational environments.



## ***Disability Focus***

### Introduction to Autism

### Supporting Students with Autism in School Settings

### Understanding Evidence Based Practices for Students with Autism Spectrum

#### **Introduction to Autism**

This training explores the different definitions of what Autism is and the characteristics present in many students with Autism.

#### **Supporting Students with Autism in School Settings**

This training reviews multi-tiered supports with an emphasis on school climate, classroom strategies, and individual supports for students with Autism.

#### **Understanding Evidenced-Based Practices for Students with Autism Spectrum Disorder**

This training will focus on how to determine which EBP is appropriate for a student and how to access additional resources such as CAPTAIN, AFIRM and NPDC.

#### **Outcomes:**

- Identify potential behavioral and academic impact of ASD within a general education setting.
- Review and discuss the process of developing an IEP to meet the individualized needs of students with ASD.
- Discover the essential elements necessary for establishing a positive school climate that addresses the needs of students with Autism.
- Explore intervention strategies that support the needs of students with Autism in the general education environment.
- Understand the components and selective use of a wide range of EBPs for students with ASD.
- Explore resources for the appropriate identification and implementation of EBPs for attendee's students

#### **LCAP Priorities**

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

#### **Other Student Outcomes**

**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  
School Psychologist  
General Education Teachers  
Special Education Teachers  
Paraeducators and Support Staff



# **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



## 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

## SEIS District Level User Foundations

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:**

District Level Users

## SEIS 1:1 Workshops

These 45-minute meetings are designed for the primary District level SEIS users in each LEA but are open to anyone who deals with SpEd Data reporting, or Technician/Administrative tasks in SEIS. Attendees will spend time analyzing their own LEA data with a SELPA Program Technician. Space is limited.

**RECOMMENDED AUDIENCE:**

Teacher Level Users

# 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.*

## ABOUT

The El Dorado County SELPA provides in-depth training in key areas for educators and administrators. In an effort to meet the needs of our schools, the SELPA has expanded the academies offered to reach educators who are brand new to the profession to even the most experienced educator.

Highly skilled paraeducators are an integral component of a quality educational program. Under the supervision of an appropriately credentialed educator, paraeducators are responsible for the support of students with disabilities in the least restrictive setting as outlined in the IEP.

To be effective in this vital role, and to ensure positive student outcomes, paraeducators require ongoing focused training. In addition, a clear understanding of the delivery of individualized adaptations and educational supports for students across school settings is essential.

Join us for a virtual academy designed to provide tools and resources to equip paraeducators in supporting students toward positive student outcomes.

## DATES & REGISTRATION

**Webinar: 8/5/2020**  
**1:30 pm – 4:30 pm**

**Webinar: 9/2/2020**  
**1:30 pm – 4:00 pm**

More information and registration at:  
<http://edcoe.org/educational-services/selpa-special-education-local-plan-area/professional-learning>



# 2020 TEACHER ACADEMY



*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.*

## 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.

## DATES

Week-Long Online Session Aug. 3 – 6  
(2:00 pm – 4:00 pm)

More information and registration at:

<http://edcoe.org/educational-services/selpa-special-education-local-plan-area/professional-learning>

