St. Croix River Education District

2016

August

Course Catalog

Register for trainings on SCRED website

www.scred.k12.mn.us

Collaborate. Innovate. Advocate.

AUGUST 2016

How to register for trainings

Go to SCRED website:

www.scred.k12.mn.us

- Professional Learning TAB on top

- Click on Course Registration

- Click on 2016 August Course Catalog

- Find your training

- Click on link, on upper Rt. corner of specific training

- Fill out form/ SUBMIT

Note:

Make sure your email address that you put on the form is correct, for this is where the email confirmation will be sent for your training.

Please Contact SCRED @ 320-358-3616

With any questions or concerns

~Thank You~

AUGUST 2016

Participating Districts

Chisago Lakes Area Schools: Joe Thimm

District # 2144 Superintendent

East Central Schools: Andy Almos

District # 2580 Superintendent

Hinckley/Finlayson Public Schools: Rob Prater

District # 2165 Superintendent

North Branch Area Public Schools: Deb Henton

District # 138 Superintendent

Pine City Public Schools: Wayne Gilman

District # 578 Superintendent

Rush City Public Schools: Teresa Dupre

District # 139 Superintendent

Trio-Wolf Creek Tracy Quarnstrom

Charter School # 4095 Director

AUGUST 2016

Happy Spring!
It's hard to believe another August professional learning season is just around the corner at the St. Croix River Education District. We are excited to offer our member district staff and administrators a wide variety of opportunities designed to meet your professional learning needs prior to kicking off the 2016-17 school year. Please register prior to leaving for the summer so we can ensure adequate space, materials, and nourishment (if provided) at the trainings. We look forward to seeing you in August!

Sincerely,

Jamie Nord
Executive Director

St. Croix River Education District

GOVERNING BOARD MEMBERS

- Chisago Lakes: Dani Strenke

- East Central: Julie Domogalla

- Hinckley/Finlayson: Mary Ellen Von Rueden

- North Branch: Shari Breezee

- Pine City: Wendy Leibel

- Rush City: Scott Tryon

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AUGUST 2016

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August 1st   *Invitation Only*

Secondary Data Team Institute

Instructor (s): Julie Frawley and Jennifer Lake

Time: 8:30-3:30   **Location: SCRED**   **CEU's: 6.5**

This is an opportunity for teams that work on multi-tiered system of supports in your building to learn how to use data, organize supports, and make plans to improve their systems.

UDL Guideline Connections:

6.3 Facilitate managing information and resources, 6.4 Enhance capacity for monitoring progress

Outcome: Participants will work as a building team on their multi-tiered system of supports. They will learn how to use data, organize supports, and plan how to improve instruction.

Target Audience: Secondary Data Teams-by invitation only.

August 3rd   *Invitation Only*

Elementary Data Team Institute

Instructor (s): Wendy Stuttgen and Barb Scierka

Time: 8:30-3:30   **Location: SCRED**   **CEU's: 6.5**

This is an opportunity for teams that work on multi-tiered system of supports in your building to learn how to use data, organize supports, and make plans to improve their systems.

UDL Guideline Connections:

6.3 Facilitate managing information and resources, 6.4 Enhance capacity for monitoring progress

Outcome: Participants will work as a building team on their multi-tiered system of supports. They will learn how to use data, organize supports, and plan how to improve instruction.

Target Audience: Elementary Data Teams- by invitation only

August 4th   *Click [Here](#) to Register*

Birth to 3 Home Visiting/Curriculum

Instructor (s): Karen Wolner and Rob Benner

Time: 9:00-3:00   **Location: SCRED**   **CEU's: 5.5**

This course will provide an understanding of how to work effectively with parents/caregivers in the home setting utilizing a coaching process. Participants will also learn how to incorporate the information learned through ongoing assessment to identify which child skills and behaviors that will support the developmental needs of the child, as well as the priorities and concerns for the family. The Hawaii Early Learning Profile (HELP) will guide class discussions.

UDL Guideline Connections: 3.1 Activate or supply background knowledge, 3.4 Maximize transfer and generalization, 6.2 Support planning and strategy development, 8.3 Foster collaboration and community

Outcome: Upon completion of the training participants will understand how to effectively coach families using ongoing assessment to identify and support a child's skills and behaviors.

Target Audience: Special Education Teachers, Interventionists, Speech Pathologist, OT/PT

August 5th   *This Training is FULL*

CPI Refresher

Instructor (s): Molly Bishop

Time: 8:30-11:30am   **Location: SCRED**   **CEU's: 3**

This refresher course is an overview of the full CPI initial course in a half-day session for those needing to renew their certification. The focus is on verbal de-escalation techniques and non-violent physical Intervention techniques. ***The refresher training is for those who have previously attended an initial training and hold current CPI certification. You must attend the entire training in order to renew your certification.***

UDL Guideline Connections: II. Provide Multiple Means of Action and Expression, 5.3 Build fluencies with graduated levels of support for practice and performance, 6.2 Support planning and strategy development, 9: Provide options for self-regulation

Outcome: Upon completion of this course participants will renew their certification through the Crisis Prevention Institute for one year.

Target Audience: Special Education Teachers, Paraprofessionals, Administration, School Social Workers, School Psychologists, (Capacity 40)

August 5th

This Training is FULL

CPI Refresher

Instructor (s): Molly Bishop

Time: Noon-3:00   **Location: SCRED**   **CEU's: 3**

This refresher course is an overview of the full CPI initial course in a half-day session for those needing to renew their certification. The focus is on verbal de-escalation techniques and non-violent physical Intervention techniques. ***The refresher training is for those who have previously attended an initial training and hold current CPI certification. You must attend the entire training in order to renew your certification.***

UDL Guideline Connections: II. Provide Multiple Means of Action and Expression, 5.3 Build fluencies with graduated levels of support for practice and performance, 6.2 Support planning and strategy development, 9: Provide options for self-regulation

Outcome: Upon completion of this course participants will renew their certification through the Crisis Prevention Institute for one year.

Target Audience: Special Education Teachers, Paraprofessionals, Administration, School Social Workers, School Psychologists (Capacity 40)

August 8th

Click Here to Register

PRESS

Instructor (s): Wendy Stuttgen

Time: 8:30-3:00   **Location: SCRED**   **CEU's: 6**

This training will focus on how to use screening data to determine if TIER 1 class-wide interventions are needed, as well as how to use the PRESS diagnostic reading assessments to determine specific interventions at TIER 2 and 3.**This session would be most appropriate for those who work with K-5 students.**

UDL Guideline Connections: 2: Provide options for language, mathematical expressions and symbols, 3: Provide options for comprehension, 5: Provide options for expression and communication, 8: Provide options for sustaining effort and persistence

Outcome: Participants will be able to use screening data to determine if class-wide interventions are warranted, as well match interventions to instructional needs in reading based on knowledge of literacy development and assessment of student skills. Participants will gain familiarity with implementation of class-wide and supplemental interventions associated with common reading needs.

Target Audience: General Education Teachers, Special Education Teachers, Interventionists, Instructional Coaches

August 9th

SEEDS of Early Literacy

Instructor (s): Karen Wolner

Time: 9:00-3:00   **Location: SCRED**   **CEU's: 5.5**

SEEDS is a nationally recognized curriculum written by Kate Horst. This curriculum provides a framework for ensuring children will have the opportunity and experiences necessary to be literate.

Learning Objective 1: To identify the importance of daily embedded and explicit language and literacy opportunities for young children within a literacy rich schedule. (Session 1: Early Literacy)

Learning Objective 2: To identify the importance of embedded SEEDS quality interactions to scaffold children's development and learning in everyday interactions and routines. (Session 2: Quality Teacher)

UDL Guideline Connections: 3.1 Activate or supply background knowledge

Outcome: 1.Participants will understand how to create a literacy rich schedule using daily embedded and explicit instruction.

2.Participants will understand how to scaffold children's learning throughout everyday interactions and routines.

Target Audience: General Education Teachers, Special Education Teachers, Paraprofessionals

August 10th

***CPI Initial Training @ SCRED 8-4:30(Instructor Molly Bishop) 8 CEU's

CPI Refresher Training @ CLHS 8:30-11:30 (Instructor Lisa Bardon) 3 CEU's:FULL

CPI Refresher Training @ CLHS 12:00-3:00pm (Instructor Lisa Bardon) 3 CEU's

This is an 8-hour class that certifies staff in verbal de-escalation and non-violent physical crisis intervention techniques. CPI certification is valid for 12 months before a refresher class is required.

The initial training is for those who have never been certified through CPI or for those whose certification has expired. You must attend the entire training in order to receive certification.

This refresher course is an overview of the full CPI initial course in a half-day session for those needing to renew their certification. The focus is on verbal de-escalation techniques and non-violent physical Interven-tion techniques. ***The refresher training is for those who have previously attended an initial training and hold current CPI certification. You must attend the entire training in order to renew your certification.***

UDL Guideline Connections: II. Provide Multiple Means of Action and Expression, 5.3 Build fluencies with graduated levels of support for practice and performance, 6.2 Support planning and strategy development, 9: Provide options for self-regulation

Outcome: Upon completion of this course, participants will receive a one year certification through the Crisis Prevention Institute.

Target Audience: Special Education Teachers, Paraprofessionals, Administration, School Social Workers, School Psychologists (Capacity 40)

August 11th

Strategies for Behavior Management

Instructor (s): Molly Bishop

Time: 8:30-3:30   **Location: SCRED**   **CEU's: 6.5**

This day will focus on strategies for managing challenging behavior and promoting positive behavior using concepts from Boys Town, CPI, and other evidence-based practices.

UDL Guideline Connections: 3.1 Activate or supply background knowledge, 3.4 Maximize transfer and generalization, 6: Provide options for executive functions, 6.2 Support planning and strategy development, 9: Provide options for self-regulation, 9.2 Facilitate personal coping skills and strategies

Outcome: Participants will leave with basic knowledge of strategies for managing challenging student behavior.

Target Audience: Federal Setting I and II behavior staff in need of professional development in behavior strategies. New Federal Setting III and IV behavior staff.

August 11th

Reading Mastery Signature Edition

Instructor (s):   Reading Mastery Training

Time: 8:00-3:30   Location: North Star,2410 Girard Ave N. MPLS. MN 55411   CEU's: 6.5

This training is for teachers and paraprofessionals who use the Reading Mastery program. Structure and implementation will be the focus. (**K-1 Training)**

UDL Guideline Connections: 2.1 Clarify vocabulary and symbols, 2.3 Support decoding of text, mathematical notation, and symbols

Outcome: Participants will learn how to determine students' performance level through placement testing, as well as prepare participants to effectively implement Reading Mastery Signature Edition.

Target Audience: General Education Teachers, Special Education Teachers, Paraprofessionals, Interventionists, Waiting on specifics for which grade levels

August 11th

Click Here to Register

TransMath

Instructor (s): Julie Frawley

Time: 8:30-3:00 Location: North Branch High School   CEU's: 6

This training is for all SpEd teachers teaching TransMath. Annual goals, structure and implementation will be the focus. Also, time will be given to network and plan for the first week of class.

UDL Guideline Connections: 1.3 Offer alternatives for visual information, 2.1 Clarify vocabulary and symbols, 2.3 Support decoding of text, mathematical notation, and symbols

Outcome: Participants will have enhanced understanding of the Language! Program, including the use of VPort. Participants will create plans for pacing and initial lessons of the school year.

Target Audience: Any Special Ed Teacher teaching Transmath

August 12th

Click Here to Register

Corrective Reading Decoding

Instructor (s): Corrective Reading Training

Time: 8:00-3:30   Location: North Star,2410 Girard Ave N. MPLS. MN 55411   CEU's: 6.5

This training is for teachers and paraprofessionals who use the Corrective program. Structure and implementation will be the focus.

UDL Guideline Connections: 2.1 Clarify vocabulary and symbols, 2.3 Support decoding of text, mathematical notation, and symbols

Outcome: Participants will learn how to determine students' performance level through placement testing, as well as prepare participants to effectively implement Corrective Reading Decoding.

Target Audience: General Education Teachers, Special Education Teachers, Paraprofessionals, Interventionists

August 12th   *This Class is FULL*

Setting III and IV Practice, Planning, and Networking

Instructor (s): Molly Bishop

Time: 9:00-3:30   **Location: SCRED**   **CEU's: 6**

Setting III and IV behavior teams will have the opportunity to engage in program planning, network with other teams, and practice de-escalation strategies.

UDL Guideline Connections: 3.1 Activate or supply background knowledge, 3.4 Maximize transfer and generalization, II. Provide Multiple Means of Action and Expression, 5.1 Use multiple media for communication, 8.3 Foster collaboration and community, 9: Provide options for self-regulation, 9.2 Facilitate personal coping skills and strategies

Outcome: Participants will leave with an understanding of their program goals for the year, feeling increased confidence in their ability to de-escalate students, and with connections/resources from similar programs.

Target Audience: Setting III and IV Special Education Teachers, Paraprofessionals, School Psychologists, and Program Directors

August 15th   *Click Here to Register*

STAR (Strategies for Teaching Autism Based on Research)

Instructor (s): Connie Sim, Jennifer DuFresne & Rob Benner

Time: 8:30-3:30   **Location: NBHS(B100)**   **CEU's: 6.5**

The ABA (Applied Behavior Analysis) instructional methods of discrete trial training, pivotal response training, and teaching functional routines form the instructional base of this comprehensive program for children with autism. The day will focus on teaching teams how to implement these instructional strategies using the detailed lesson plans, teaching materials, and data systems in the six curricular areas of receptive language, expressive language, spontaneous language, functional routines, academics, and play & social skills.
*Staff are encouraged to sign up for this training in teams comprised at minimum of the special education teacher, speech/language pathologist, and paraprofessional that works with the targeted student(s).

UDL Guideline Connections: 8.3 Foster collaboration and community, 9.1 Promote expectations and beliefs that optimize motivation

Outcome: Staff will gain knowledge in how to use research-based instructional strategies for teaching students with autism and other communication/developmental disabilities.

Target Audience: Special Education Teachers, Paraprofessionals, Speech/Language Pathologists, School Psychologists, Early Childhood Special Education Teachers

August 15th   *Invitation Only*

General Outcome Measurement (Math)

Instructor (s): *Barb Scierka, Julie Frawley*

Time: 12:30-3:00   **Location: SCRED**   **CEU's: 2.5**

This session is for staff who require training in administration of Curriculum Based Measurements (CBM) for math.

UDL Guideline Connections:

6.4 Enhance capacity for monitoring progress, 8.1 Heighten salience of goals and objectives

Outcome: Participants will learn how to administer and score Curriculum Based Measurements (CBMs) in early numeracy and math.

Target Audience: GOM Coordinators, New SPED Teachers, & New Paraprofessionals

August 15th   *Invitation Only*

General Outcome Measurement (Reading)

Instructor (s): *Wendy Stuttgen, Jennifer Lake*

Time: 8:30am-11:30am   **Location: SCRED**   **CEU's: 3**

This session is for staff who require training in administration of Curriculum Based Measurements (CBM) in reading.

UDL Guideline Connections:

6.4 Enhance capacity for monitoring progress, 8.1 Heighten salience of goals and objectives

Outcome:

Participants will learn how to administer and score Curriculum Based Measurements (CBMs) in early literacy and reading.

Target Audience: GOM Coordinators, New SPED Teachers, & New Paraprofessionals

August 16th & 17th *Click Here to Register*

New Staff Orientation (Two days)

Instructor (s): Nicole Woodward, Nicole Jack, Holly Grams, Emily Cooley-Dobbins

Time: 8:00-4:00   **Location: SCRED**   **CEU's: 7.5 each day**

This course will provide Special Education staff new to SCRED districts an introduction to SCRED Special Education services. Participants will become familiar with the organizational structure of SCRED, including the support staff available, as well as Special Education Due Process procedures. Questions will be answered and multiple resources provided to staff new to SCRED. The morning of August 17 will include SPED Forms Training where participants will receive training on navigating through, and efficiently using, SpEd Forms. This training is designed for new staff "ONLY", who are unfamiliar with SpEd Forms

UDL Guideline Connections: 6.1 Guide appropriate goal-setting, 8.3 Foster collaboration and community

Outcome: 1) Participants will understand the resources available to them through SCRED.
2) Participants will become familiar with Due Process requirements.
3) Participants will understand the compliance monitoring program used at SCRED.

Target Audience: Nurses, Special Education Teachers, School Social Workers, School Psychologists, SCRED Certified Staff, Speech Language Pathologists

August 16th   *Click Here to Register*

Language!

Instructor (s): Jennifer Lake

Time: 8:30-11:30am   **Location: North Branch High School**   **CEU's: 3**

This training is for all Special education teachers who use the Language! program. Structure and implementation will be the focus. Also, time will be given to network and plan for the first week of class.

UDL Guideline Connections: 1.3 Offer alternatives for visual information, 2.1 Clarify vocabulary and symbols, 2.3 Support decoding of text, mathematical notation, and symbols, 6.3 Facilitate managing information and resources

Outcome: Participants will have enhanced understanding of the Language! program including the use of VPort. Participants will create plans for pacing and initial lessons of the school year.

Target Audience: Any teachers teaching Language!.

August 18th

Click [Here](#) to Register

Transition Day 2016

Instructor (s): *Jennifer DuFresne, Lead Facilitator*

Time: 8:30-3:00   Location: North Branch High School CEU's: TBD

The focus of Transition Day 2016 is to provide clear, current, and consistent guidance on transition planning. The day will be divided into two sessions. During the morning session, participants will receive information from the Minnesota Department of Education's Transition Training Modules and learn how to apply the information directly to the IEP planning process. Examples, case studies, and direct support will be provided.

The optional afternoon portion of the day will be an opportunity for interested participants to expand their learning around the most widely used transition assessments (i.e. TRAX, ESTR, TPI, etc.), work in SpEd Forms with regard to Transition ESRs, as well as obtain feedback about specific cases or transition focused questions. There will be no formal presentation; participants will be allotted time to individualize learning to their specific needs. Collaborative planners from the Transition Work Group will be on-site to assist and answer any questions.

Participants should register for either the "morning only" or "full day" session. Lunch will be provided for full-day participants. CEUs will be awarded based on participation time.

UDL Guideline Connections: 1: Provide options for perception, 1.1 Offer ways of customizing the display of information, 3.1 Activate or supply background knowledge, 3.4 Maximize transfer and generalization, 6.1 Guide appropriate goal-setting

Outcome: Participants will increase their ability to understand and apply transition planning to the IEP process.

Target Audience: Special Education Teachers, School Psychologists

August 19th   *Invitation Only*

aReading and aMath: from FastBridge Learning

Instructor (s): Barb Scierka, Wendy Stuttgen, Jennifer Lake, Julie Frawley, and Kindle Kabat

Time: Noon-3:00pm   Location: SCRED   CEU's: 3

This training is for key people within each building who will be coordinating activities for administration of FastBridge Computer Adaptive Tests in aReading and aMath during fall, winter, and spring benchmark periods. Attendees will also learn how to access reports within FASTbridge and some basics on data interpretation.

UDL Guideline Connections: 6.3 Facilitate managing information and resources

Outcome: Participants will learn how to administer FastBridge Computer Adaptive Tests in aReading and/or aMath, as well as learn about reports within FastBridge related to data analysis and instructional recommendations.

Target Audience: By invitation only and School Psychologists

August 19th
CPI Refresher Noon-3 @ NBHS is - FULL
Click Here for CPI Refresher 8:30-11:30 @ CLHS
Click Here for CPI Refresher 12-3pm @ CLHS

CPI Refresher Training @ NBHS 12-3pm is -Instructor Molly Bishop-FULL

CPI Refresher Training @ CLHS 8:30-11:30 (Instructor Lisa Bardon) 3 CEU's

CPI Refresher Training @ CLHS 12-3pm (Instructor Lisa Bardon) 3 CEU's

This refresher course is an overview of the full CPI initial course in a half-day session for those needing to renew their certification. The focus is on verbal de-escalation techniques and non-violent physical Intervention techniques. ***The refresher training is for those who have previously attended an initial training and hold current CPI certification. You must attend the entire training in order to renew your certification.***

UDL Guideline Connections: II. Provide Multiple Means of Action and Expression, 5.3 Build fluencies with graduated levels of support for practice and performance, 6.2 Support planning and strategy development, 9: Provide options for self-regulation

Outcome: Upon completion of this course participants will renew their certification through the Crisis Prevention Institute for one year.

Target Audience: Special Education Teachers, Paraprofessionals, Administration, School Social Workers, School Psychologists (capacity 40)

August 19th   *Click Here to Register*

CPI Refresher (Early Childhood)

Instructor (s): Molly Bishop

Time: 8:30-11:30am   Location: North Branch High School   CEU's: 3

This refresher course is an overview of the full CPI initial course in a half-day session for those needing to renew their certification. The focus is on verbal de-escalation techniques and non-violent physical intervention techniques. ***The refresher training is for those who have previously attended an initial training and hold current CPI certification. You must attend the entire training in order to renew your certification.*** Registration preference will be given to staff working in Early Childhood programs.

UDL Guideline Connections: II. Provide Multiple Means of Action and Expression, 5.3 Build fluencies with graduated levels of support for practice and performance, 6.2 Support planning and strategy development, 9: Provide options for self-regulation

Outcome: Upon completion of this course participants will renew their certification through the Crisis Prevention Institute for one year.

Target Audience: Special Education Teachers, Paraprofessionals, Administration, School Psychologists, Preference given to Early Childhood Staff (Capacity 40)

August 19th   *Invitation Only*

edSpring

Instructor (s): Barb Scierka, Wendy Stuttgen, Jennifer Lake, Julie Frawley,

and Kindle Kabat

Time: 8:30-11:30am   Location: SCRED   CEU's: 3

This training will show staff how to: access one-click reports to look at benchmark scores, assign students to interventions, and create progress monitoring schedules and graphs.

UDL Guideline Connections: 6.3 Facilitate managing information and resources

Outcome: Participants will learn how to access one-click reports, assign students to interventions, and create progress monitoring schedules and graphs in edSpring.

Target Audience: Designated edSpring trainer-by invitation only and School Psychologists.

August 25th (New Date) *Click [Here](#) to Register*

Seeds of Early Literacy

Instructor (s): Karen Wolner

Time: 9:00-3:00   **Location: SCRED**   **CEU's: 5.5**

SEEDs is a nationally recognized curriculum written by Kate Horst. This curriculum provides a framework for ensuring children will have the opportunity and experiences necessary to be literate.
Learning Objective 1: To identify the characteristics of embedded and explicit theme related vocabulary and oral language, meaningful conversation and literacy rich environments to promote language and literacy in all learners. (Session 3: Developing Talkers and Thinkers)
Learning Objective 2: To identify the characteristics of a high quality read aloud and promote vocabulary and language development. (Session 4: Book and Print Awareness)

UDL Guideline Connections: 2.1 Clarify vocabulary and symbols, 3.1 Activate or supply background knowledge

Outcome: Participants will understand how language develops and learn strategies to promote language and literacy in all learners. 2.Participants will understand how to incorporate specific instructional focuses throughout the Five Day Read Aloud to promote vocabulary and oral language development.

Target Audience: General Education Teachers, Special Education Teachers, Paraprofessionals

August 22nd

Click [Here](#) to Register

Unique Learners' Conference

Instructor (s): Jamie Nord, Nicole Woodward, Nicole Jack, Emily Cooley Dobbin and Holly Grams

Time: 8:00-3:30   **Location: North Branch High School**   **CEU's: 7**

This years' annual Unique Learners' conference will focus on Results Driven Accountability. Dr. Alan Coulter will be presenting during the large group morning session. Dr. Coulter is currently the Co-Director of the Data Accountability Center, the Principal Lead for the TIERS Group, and Senior Manager at the Human Development Center (HDC). Dr. Coulter has served on the President's Commission on Excellence in Special Education and is a member of the National Monitoring Stakeholders Group. Alan has worked directly on accountability efforts in more than six states. Breakout sessions on edSpring, goal writing and a follow up to Dr. Coulter will be offered in the afternoon, separate registration for these sessions is not required.

UDL Guideline Connections: 3: Provide options for comprehension, 3.2 Highligh patterns, critical features, big ideas, and relationships, 6.1 Guide appropriate goal-setting, 6.2 Support planning and strategy development, III. Provide Multiple Means of Engagement

Outcome: Staff will appropriately apply their new knowledge of results driven accountability while developing and refining student programming during the 206-2017 school year.

Target Audience: Special Education Teachers, Administration, School Social Workers, School Psychologists

August 23rd

Click [Here](#) to Register

Paraprofessional Conference

Instructor (s): Jamie Nord, Nicole Woodward, Emily Cooley Dobbins, Nicole Jack, Holly Grams

Time: 8:00-3:00   Location: North Branch High School   CEU's: 6.5

The morning large-group session will focus on results-driven accountability. A variety of breakout sessions will also be offered. Paraprofessionals will select three sessions to attend based on their specific assignments and staff development needs. A variety of topics will be offered in the areas of academics, low-incidence, social-behavior, early child-hood, and others.

UDL Guideline Connections: III. Provide Multiple Means of Engagement, 7: Provide options for recruiting interest, 8: Provide options for sustaining effort and persistence, 9: Provide options for self-regulation

Outcome:

1.Paraprofessionals will gain knowledge in results-driven accountability for students with disabilities.

2. Paraprofessionals will have the opportunity to receive specific training relevant to their assignments that can be put into practice during the 2015-16 school year.

Target Audience: Paraprofessionals

SESSION 1	SESSION 2	SESSION 3
Kurzweil Beginner	Kurzweil Advanced	Observation Methods
edSpring Universal Screening	edSpring Progress Monitoring	GOM Training
ABC's of Behavior	Observation Methods	HOPS
Implementing Behavior Support Plans	Challenging Behaviors in EC	Using Visuals to Support Behavior and ASD
Engagement Strategies	Zones of Regulations	Supporting Students w/ Comm. Devices & Systems
Challenging Behaviors in EC	Understanding & Applying Practices leading to Student Growth & Learnings	Infinitec
Para Toolkit A (New Para's)	Para Toolkit B (New Para's)	Fostering Independence
Implementing IEP Accommodations	ABC's of Behavior	Partnership & Professionalism
Disability Specific Trainings in Infinitec	Functional Signs 101	Functional Signs 101

Breakout Session 1

Kurzweil Beginner~ This session will be an introduction to Kurzweil 3000 software. Kurzweil is used to provide access to reading materials for secondary students whose reading skills are below grade level. *This session is for paraprofessionals who work in secondary buildings only.

edSpring Universal Screening~ This session will show participants how to administer online assessments and enter scores for Universal Screening

ABC's of Behavior~ Why is a problematic behavior occurring? How can we change it? Session attendees will learn how to (1) identify the function of a behavior and (2) choose strategies likely to change that behavior.

Implementing Behavior Support Plans~ In this session, participants will learn how to read behavior support plans to determine their role in implementation, as well as how to implement various preventive, teaching, reinforcement, and response strategies.

Engagement Strategies~ This session will focus on strategies for building attention, curiosity, and interest in students while they are learning or being taught.

Challenging Behaviors~ In this session, participants will gain knowledge and skills in the use of proactive and preventative strategies for children with challenging behaviors in early childhood. These strategies will help the students learn how to handle the challenging situation and prevent the challenging behavior from happening.

Para Toolkit A (New Paras)~ This is a two-part mandatory session for new paraprofessionals hired mid-year or to start the 2016-17 school year. This quick paced and interesting session will allow you to start building the skills and gaining the information needed to be an effective paraprofessionals for students with a variety of disabilities from mild to severe. Some of the topics will include disability types, para roles, basic behavior and educational strategies, lifting and positioning techniques, and so much more to get your career started on the right foot .

Implementing IEP Accommodations~ This session will provide paraprofessionals with the information they will need to implement accommodations for students with disabilities. Participants will learn how to identify, understand, and implement accommodations listed in a students' IEP.

Disability Specific Trainings in Infinitec~ Learn how to explore Infinitec's Disability Specific Trainings, including modules on Minnesota eligibility criteria, instructional strategies for specific disabilities, and the role of the paraprofessional in supporting different disabilities. Participants will be provided with time to participate in a disability specific training of choice.

Breakout Session 2

Kurzweil Advanced~ This session will provide guidance for more in-depth use of Kurzweil 3000 software for paraprofessionals who have previously been trained in Kurzweil. Kurzweil is used to provide access to reading materials for secondary students whose reading skills are below grade level. *This session is for paraprofessionals who work in secondary buildings only.

edSpring Progress Monitoring~ This session will show participants how to assign students to interventions, create progress monitoring schedules, and create progress monitoring graphs.

Observation Methods~ This session will provide a brief overview of systematic direct observation methods. Participants will learn how to conduct a momentary time sampling (MTS) observation of off-task behaviors with a peer comparison.

Challenging Behaviors~ In this session, participants will gain knowledge and skills in the use of proactive and preventative strategies for children with challenging behaviors in early childhood. These strategies will help the students learn how to handle the challenging situation and prevent the challenging behavior from happening.

Zones of Regulation~ The Zones is a systematic, cognitive behavior approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts. By addressing underlying deficits in emotional and sensory regulation, executive functions, and social cognition, the curriculum is designed to help move students toward independent regulation. This session will cover how paraprofessionals can support implementation of these strategies for the students they support in the classroom.

Understanding and Applying Practices Leading to Student Growth and Learning~

This session will address what the para needs to know to effectively play a role in supporting a plan of academic and/or functional skills instruction as developed by the licensed teacher. This session will provide participants with 1. Different perspectives on the para role in the teaching-learning process 2. A model for thinking about and evaluating student reactions to your teaching 3. The importance of addressing different student learning styles 4. A set of questions you should always have in mind as you assist students 5. An opportunity to raise and discuss your questions, issues, opinions and suggestions. Participants who register to attend this session will be invited to provide feedback on their needs and questions via email to Session Instructors prior to the session.

Para Toolkit B (New Paras)~ This is a two-part mandatory session for new paraprofessionals hired mid-year or to start the 2016-17 school year. This quick paced and interesting session will allow you to start building the skills and gaining the information needed to be an effective paraprofessionals for students with a variety of disabilities from mild to severe. Some of the topics will include disability types, para roles, basic behavior and educational strategies, lifting and positioning techniques, and so much more to get your career started on the right foot.

ABC's of Behavior~ Why is a problematic behavior occurring? How can we change it? Session attendees will learn how to (1) identify the function of a behavior and (2) choose strategies likely to change that behavior.

Functional Signs 101~ Learn the ABCs and the most commonly needed functional signs to use with the students you work with. Provide students nonverbal cues/feedback while in the mainstream classroom without interrupting instruction. A great place to start for those working with minimal language or nonverbal students.

Breakout Session 3

Observation Methods~ This session will provide a brief overview of systematic direct observation methods. Participants will learn how to conduct a momentary time sampling (MTS) observation of off-task behaviors with peer comparison.

GOM Training~ Participants will learn how to administer and score General Outcome Measures (GOMs) or Curriculum Based Measurements (CBMs) for reading and math. Because of the time limit of this session, this will be a refresher for returning staff or an introduction for new paraprofessionals that missed the GOM training on August 15th.

HOPS~ Increase student engagement through this highly effective intervention targeted at improving organization skills, decreasing homework problems, raising grade point averages, and creating long-term successes. The HOPS interventions can be implemented with students from elementary to high school who demonstrate needs in the area of executive functioning. HOPS can be applied in the classroom setting and individually or with small groups. Skills learned through these interventions directly translate into positive outcomes in the classroom and at home .

Using Visuals to Support Behavior and ASD~ Visual supports are an evidence-based strategy for youth with Autism Spectrum Disorder. Visual supports provide expectations for the learner, increase on-task behavior, and promote independence. During this session, you will learn about the three main types of visual supports, how visual supports can be used to help students reach goals, how to determine which type of visual support to use, and some tips for teaching students to use these tools and fade adult prompting.

Supporting Students w/ Communication Devices & Systems~ Communication is a basic need and right of all children. Learn the basics of language development, common types of communication systems, and how to support kids in using their system. In this session you will learn easy strategies and potential tools to support communication in the schools with your non-verbal and emerging communicators.

Infinitec~ A basic and simple introduction to Infinitec website. Infinitec stands for infinite potential through technology. We aim to advance independence and promote inclusive opportunities for children and adults through technology. Within this website you will find on-demand professional development, curriculum supports and professional learning opportunities.

Fostering Independence~ The focus of this session will be on strategies to decrease dependence on paraprofessionals and therefore increase   student independence. Philosophy and practical strategies will be discussed.

Partnership and Professionalism~ Have you ever wondered what FERPA (Family Education Rights and Privacy Act) is? What is ok/not ok to talk about with the parents of the children you are working with? This session will provide participants with an understanding of confidentiality and also how to effectively partner with ECSE and general education teachers.

Functional Signs 101~ Learn the ABCs and the most commonly needed functional signs to use with the students you work with. Provide students nonverbal cues/feedback while in the mainstream classroom without interrupting instruction. A great place to start for those working with minimal language or nonverbal students.

August 24th   *Click Here to Register*

CPI Initial Training

Instructor (s): *Molly Bishop*

Time: 8:00-4:30   **Location: SCRED**   **CEU's: 8**

This is an 8-hour class that certifies staff in verbal de-escalation and non-violent physical crisis intervention techniques. CPI certification is valid for 12 months before a refresher class is required.
The initial training is for those who have never been certified through CPI or for those whose certification has expired. You must attend the entire training in order to receive certification.

UDL Guideline Connections: II. Provide Multiple Means of Action and Expression, 5.3 Build fluencies with graduated levels of support for practice and performance, 6.2 Support planning and strategy development, 9: Provide options for self-regulation

Outcome: Upon completion of this course, participants will receive a one year certification through the Crisis Prevention Institute.

Target Audience: Special Education Teachers, Paraprofessionals, Administration, School Social Workers, School Psychologists (40 participant maximum)

August 24th   *Click Here to Register*

Kurzweil (Windows Platform)

Instructor (s): *Jennifer Lake*

Time: 8:30-11:30am   **Location: North Branch High School**   **CEU's: 3**

This half day training is a refresher for Kurzweil for special education teachers who use computers on the Windows platform. There is a significant change to the Windows Kurzweil interface. Come and learn about the exciting improvements!

UDL Guideline Connections: 1.1 Offer ways of customizing the display of information, 2.1 Clarify vocabulary and symbols, 2.3 Support decoding of text, mathematical notation, and symbols

Outcome: Participants will be able to use the most relevant features of Kurzweil 3000 in order to offer support for reading and writing with students who demonstrate needs for assistive technology in these areas

Target Audience: Special Education Teachers

AUGUST 2016

August 24th   *Click Here to Register*

Kurzweil (MAC Platform)

Instructor (s): *Jennifer Lake*

Time: Noon-3:00pm   Location: North Branch High School   CEU's: 3

This half day training a refresher for Kurzweil for special education teachers who use computers on the MAC platform.

UDL Guideline Connections: 1.1 Offer ways of customizing the display of information, 2.1 Clarify vocabulary and symbols, 2.3 Support decoding of text, mathematical notation, and symbols

Outcome: Participants will be able to use the most relevant features of Kurzweil 3000 in order to offer support for reading and writing with students who demonstrate needs for assistive technology in these areas

Target Audience: Special Education Teachers

August 25th   *This Training is FULL*

CPI Refresher

Instructor (s): *Molly Bishop*

Time: 8:30-11:30am   Location: Hinckley-Finlayson High School   CEU's: 3

This refresher course is an overview of the full CPI initial course in a half-day session for those needing to renew their certification. The focus is on verbal de-escalation techniques and non-violent physical Intervention techniques. ***The refresher training is for those who have previously attended an initial training and hold current CPI certification. You must attend the entire training in order to renew your certification.***

UDL Guideline Connections: II. Provide Multiple Means of Action and Expression, 5.3 Build fluencies with graduated levels of support for practice and performance, 6.2 Support planning and strategy development, 9: Provide options for self-regulation

Outcome: Upon completion of this course participants will renew their certification through the Crisis Prevention Institute for one year.

Target Audience: Special Education Teachers, Paraprofessionals, Administration, School Social Workers, School Psychologists (capacity 40)

August 26th

This Training is FULL

CPI Refresher

Instructor (s): Molly Bishop

Time: 8:30-11:30am   **Location: SCRED**   **CEU's: 3**

This refresher course is an overview of the full CPI initial course in a half-day session for those needing to renew their certification. The focus is on verbal de-escalation techniques and non-violent physical Intervention techniques. ***The refresher training is for those who have previously attended an initial training and hold current CPI certification. You must attend the entire training in order to renew your certification.***

UDL Guideline Connections: II. Provide Multiple Means of Action and Expression, 5.3 Build fluencies with graduated levels of support for practice and performance, 6.2 Support planning and strategy development, 9: Provide options for self-regulation

Outcome: Upon completion of this course participants will renew their certification through the Crisis Prevention Institute for one year.

Target Audience: Special Education Teachers, Paraprofessionals, Administration, School Social Workers, School Psychologists (Capacity 40)

August 29th

Click [Here](#) to Register

CPI Refresher

Instructor (s): Molly Bishop

Time: 8:30-11:30am   **Location: East Central**   **CEU's: 3**

This refresher course is an overview of the full CPI initial course in a half-day session for those needing to renew their certification. The focus is on verbal de-escalation techniques and non-violent physical Intervention techniques. ***The refresher training is for those who have previously attended an initial training and hold current CPI certification. You must attend the entire training in order to renew your certification.***

UDL Guideline Connections: II. Provide Multiple Means of Action and Expression, 5.3 Build fluencies with graduated levels of support for practice and performance, 6.2 Support planning and strategy development, 9: Provide options for self-regulation

Outcome: Upon completion of this course participants will renew their certification through the Crisis Prevention Institute for one year.

Target Audience: Special Education Teachers, Paraprofessionals, Administration, School Social Workers, School Psychologists (Capacity 40)

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
1: Provide options for perception 1.1 Offer ways of customizing the display of information 1.2 Offer alternatives for auditory information 1.3 Offer alternatives for visual information	**4: Provide options for physical action** 4.1 Vary the methods for response and navigation 4.2 Optimize access to tools and assistive technologies	**7: Provide options for recruiting interest** 7.1 Optimize individual choice and autonomy 7.2 Optimize relevance, value, and authenticity 7.3 Minimize threats and distractions
2: Provide options for language, mathematical expressions, and symbols 2.1 Clarify vocabulary and symbols 2.2 Clarify syntax and structure 2.3 Support decoding of text, mathematical notation, and symbols 2.4 Promote understanding across languages 2.5 Illustrate through multiple media	**5: Provide options for expression and communication** 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition 5.3 Build fluencies with graduated levels of support for practice and performance	**8: Provide options for sustaining effort and persistence** 8.1 Heighten salience of goals and objectives 8.2 Vary demands and resources to optimize challenge 8.3 Foster collaboration and community 8.4 Increase mastery-oriented feedback
3: Provide options for comprehension 3.1 Activate or supply background knowledge 3.2 Highlight patterns, critical features, big ideas, and relationships 3.3 Guide information processing, visualization, and manipulation 3.4 Maximize transfer and generalization	**6: Provide options for executive functions** 6.1 Guide appropriate goal-setting 6.2 Support planning and strategy development 6.3 Facilitate managing information and resources 6.4 Enhance capacity for monitoring progress	**9: Provide options for self-regulation** 9.1 Promote expectations and beliefs that optimize motivation 9.2 Facilitate personal coping skills and strategies 9.3 Develop self-assessment and reflection
Resourceful, knowledgeable learners	**Strategic, goal-directed learners**	**Purposeful, motivated learners**

CAST

DRIVING DIRECTIONS

SCRED— TRAINING CENTER, RUSH CITY

Take I-35 to Rush City Exit going East about 1 1/2miles; turn right on Dana Avenue to 425 South Dana Avenue/55069

HINCKLEY-FINLAYSON HIGH SCHOOL

Take I-35 N to Exit 183; go West 1/2 mile on Fire Monument Rd; Turn right onto Lawler Ave. S. Destination will be on right.

201 Main Street /Hinckley 55037

NORTH BRANCH HIGH SCHOOL

Take I-35 to North Branch Exit go East about 1 1/2 miles: turn right on Grand Avenue go approximately 3/4 mile, the HS will be on the left side.

38175 Grand Avenue/55056

EAST CENTRAL HIGH SCHOOL

I-35 N to Exit 195/MN-23 /East toward MN-18/ turn right onto MN-23

Going East, destination will be on the left.

61085 MN-23 Finlayson/55735

MPLS. PUBLIC SCHOOL DISTRICT OFFICE

I-35 South to I-35W/exit 27B merge onto I-694W/exit 35B towards I94 E Merge onto MN 252 S/ Merge onto I-94 E/take exit 229 for W Broadway Ave Towards Hennepin County 81/Turn rt on to W. Broadway Ave , destination will be on the right.

1250 W. Broadway Ave. MPLS/55411