

## Jagdish Sharma

---

**From:** Christine Faraco <CFaraco@LRP.com>  
**Sent:** Wednesday, March 9, 2022 9:05 AM  
**Subject:** LRP DirectSTEP - Online Staff Training provided at NO COST by the BIE \*\*\*  
**Attachments:** BIE DirectSTEP eLearning 2020.pdf; DirectSTEP eLearning Course Bundles 6\_2021.docx  
**Importance:** High

Good morning,

The Bureau of Indian Education provides your school staff with access **AT NO COST** to **DirectSTEP® eLearning** (<https://dc-bie2020-ds.lrp.com>). **These courses are for all staff including teachers, principals, deans, paraprofessionals, bus drivers, nurse, food staff, PARENTS, etc.**

Go to <https://dc-bie2020-ds.lrp.com> and self-register today! The courses are 1 hour and self-paced.

***The DirectSTEP® courses can also be used to train parents*** – helping them to become more empowered to advocate for their children. **See the attached flyers for more details.** Flyers can be shared electronically or printed out and distributed.

**FEEL FREE TO FORWARD THIS EMAIL TO STAFF AND PARENTS.**

Feel free to contact me with any questions at [cfaraco@lrp.com](mailto:cfaraco@lrp.com) or 800-515-4577 x 6287.

Have a wonderful day, Christine

Christine Faraco  
Sr. Education Representative  
(800) 515-4577 ext. 6287



### **Autism**

- Evaluation, Eligibility and IEP Development for Students with Autism
- Addressing Behavior of Students with Autism: A Teacher's Toolkit of Positive Intervention Strategies
- Strategies to Keep Students with Autism Safe in School
- Students with Autism and One-to-One Aides: Best Practices for Educators

### **Discipline and Behavior**

- A Teacher's Role in the Manifestation Determination Review Process Based on IDEA
- Discipline and Placement Changes for Students with Disabilities Who Exhibit Violent Behavior
- Developing and Implementing Functional Behavior Assessments and Behavioral Intervention Plans
- Legal Requirements and Practical Considerations for the Use of Restraint and Seclusion
- Strategies to Identify and Prevent Low-Level Aggression From Escalating in Your School

### **IDEA**

- Identifying Disabilities to Determine IDEA Eligibility
- Child Find: Understanding IDEA Provisions and Responsibilities
- Postsecondary Transition: IDEA Requirements for Processes, Procedures and Implementation
- Practical Strategies and IDEA Requirements for Developing IEPs
- A Teacher's Role in the Manifestation Determination Review Process Based on IDEA
- IEP Implementation Strategies to Be IDEA Compliant
- What Every Administrator Needs to Know About Stay-Put Under the IDEA
- Early Intervention Services: Facilitating Transition From IDEA Part C to Part B
- Meeting IDEA Requirements When Serving Students with Specific Learning Disabilities
- Dispute Resolution and Available Remedies Under the IDEA
- Administrators' Responsibilities for Meeting IDEA Parental Consent Rules

### **IEPs**

- Required Components for Compliant IEPs
- Conducting Compliant IEP Team Meetings
- Legal Requirements and Practical Tips to Develop Measurable Annual IEP Goals
- Practical Strategies and IDEA Requirements for Developing IEPs
- When to Review and How to Revise IEPs to Stay Compliant
- IEP Implementation Strategies to Be IDEA Compliant
- Requirements and Strategies to Facilitate Parental Participation in IEPs
- Dispute Resolution and Available Remedies Under the IDEA
- Guidelines for IEP Team Composition
- Using a Trauma-Informed Approach to Develop More Effective IEPs
- IEP, 504 and MDR Meetings: Guidance for Staff Who Are New to Special Education
- From IEPs to IHPs: Special Education Plans Every Teacher Needs to Understand

### **New Staff**

- Identifying Disabilities to Determine IDEA Eligibility
- Child Find: Understanding IDEA Provisions and Responsibilities
- Required Components for Compliant IEPs
- IEP Implementation Strategies to Be IDEA Compliant
- Meeting IDEA Requirements When Serving Students with Specific Learning Disabilities
- IEP, 504 and MDR Meetings: Guidance for Staff Who Are New to Special Education

## **Placement**

- Best Practices for Home-Based Instruction for Students with Disabilities
- Discipline and Placement Changes for Students with Disabilities Who Exhibit Violent Behavior
- Least Restrictive Environment: What Teachers Need to Know
- Eligibility and Development of a Student's Extended School Year Services
- What Every Administrator Needs to Know About Stay-Put Under the IDEA

## **Procedural Safeguards**

- Legal Requirements and Best Practices for Prior Written Notice
- What Every Administrator Needs to Know About Stay-Put Under the IDEA
- Administrators' Responsibilities for Meeting IDEA Parental Consent Rules
- Dispute Resolution and Available Remedies Under the IDEA

## **RTI**

- RTI Data Collection, Analysis and Interpretation
- Selecting and Implementing Evidence-Based Interventions Within an RTI Framework

## **Section 504**

- Child Find: Understanding Section 504 Provisions and Responsibilities
- Meeting the Needs of Students with Diabetes Under Section 504
- When and How to Accommodate Students with Food Allergies Under Section 504
- The Role and Responsibilities of Section 504 Team Members
- Accommodations and Standards for Testing and Grading Under Section 504
- Best Practices to Prevent Section 504 Retaliation
- Use of Service Animals in Schools
- Understanding Section 504 Eligibility and How It Works in Schools
- Field Trips and Extracurricular Activities Under Section 504
- Disciplinary Considerations Under Section 504 vs IDEA: Students Involved in Drugs, Violence or Weapons
- Making School Accessible: Practical Ways to Achieve Section 504 and ADA Compliance
- A Teacher's Role in the Manifestation Determination Review Process Based on Section 504
- Collecting and Using Data to Improve IEP's, BIPs and Section 504 Plans
- Meeting Section 504 Requirements to Identify and Serve Students with ADHD

## **Transportation**

- Field Trips and Extracurricular Activities Under Section 504
- IDEA, Section 504 and FAPE Issues When Transporting Students with Disabilities

## **Other Courses Available to be Used in Bundles**

- Identifying and Responding to Bullying and Harassment Involving Students with Disabilities
- Exiting Students from Special Education: Graduation, Aging-out, Ineligibility, and Revocation of Consent
- Ensuring Substitute Staff Are Certified and Prepared to Serve Students with Disabilities
- Using Universal Design for Learning to Improve Instruction and Assessment for All Students
- Steps for Determining a Student's Eligibility Under the Other Health Impairment Category
- Communicating With Parents: Tips and Strategies for Teachers
- Determining Related Services and Accommodations for Students With Traumatic Brain Injuries
- Legal Requirements & Practical Considerations for Identifying & Evaluating Specific Learning Disabilities
- Independent Educational Evaluations: Responsibilities and Procedures
- Evaluations and Reevaluations – Purposes, Standards and Procedures
- How FERPA's Parental Consent Rule Impacts Education Record Privacy
- Meeting FERPA's Parental Inspection, Amendment, and Notice Requirements
- Compliance and Practical Strategies for Educating Twice-Exceptional Students

## **Title I**

- Title I Annual Meeting Requirements: Engagement, Content and Allowable Costs
- Homeless Student Services and Allowable Funding Under Title I, Part A
- Key Roles and Strategies in Identifying and Enrolling Homeless Students
- Funding Evidence-Based Social and Emotional Learning With ESSA Funds
- **TITLE IX** Grievance Procedures and Investigations of Sexual Harassment Under Title IX 2020 Regulations
- The Paraprofessional's Role in Title IX Sexual Harassment Reports, Grievance Procedures and Investigations

### **Paraprofessionals – general and special education**

- Roles, Responsibilities, Professional Practices and Ethics for Paraprofessionals
- Student Physical and Emotional Health & Safety Guidelines for Paraprofessionals
- IDEA and Section 504: Key Components and Implications for Paraprofessionals
- The Paraprofessional's Support Role in IEP Development and Implementation
- Responsibilities for Paraprofessionals in Implementing IEP Annual Goals, Accommodations and Mods
- Promoting Independence and Achievement: How Paraprofessionals Can Support Learners Within Instructional Models
- Collaboration and Communication – Guidelines and Strategies for Paraprofessional Participation in Instructional Teams
- Guidance for Paraprofessionals in Identifying Early Childhood Developmental Milestones
- Foster School/Family Collaboration by Developing Cultural Reciprocity
- Strategies and Guidelines for Paraprofessionals Serving Students with SLD and ADHD
- Instructional Strategies and Guidelines for Paraprofessionals Supporting Students with Speech and Language Impairments
- Understanding the Unique Needs of Students with Autism: Intervention Strategies for Paraprofessionals
- Research-Based Strategies for Paraprofessionals Educating Students with Intellectual or Multiple Disabilities
- Guidance for Paraprofessionals When Supporting the Needs of Students with Emotional Disturbance
- Hearing, Visual, Orthopedic, and Other Health Impairments Under the IDEA: Guidance for Paraprofessionals
- Strategies for Paraprofessionals in Supporting Individualized Health Plans and Students' Health and Safety Needs
- Guidelines for Paraprofessionals to Support Instruction of Students with Deaf-Blindness
- Positive Behavioral Supports and Interventions: Guidance for Paraprofessionals on Disciplining Students with Disabilities
- The Paraprofessional's Role in Student Assessment and Data Collection to Support the Needs of Students with Disabilities
- Core Standards, Evidence-Based Teaching and Learning Strategies for Paraprofessionals in Supporting Students with Disabilities
- The Paraprofessional's Role in Integrating Students with Disabilities into General Educating Settings
- A Paraprofessional's Guide to Field Trips and Extracurricular Activities for Student with Disabilities
- The Paraprofessional's Role in Understanding and Contributing to the Manifestation Determination Review Process Under IDEA
- Guidance for Paraprofessionals: Disciplinary Considerations for Students with Disabilities Involved in Drugs, Violence or Weapons
- A Paraprofessional's Guide to Addressing Bullying and Harassment Involving Students with Disabilities
- For Paraprofessionals: FERPA, Student Privacy and Education Records
- Best Practices for Paraprofessionals Regarding Restraint and Seclusion
- What Paraprofessionals Need to Know About Service Animals in Schools
- What Paraprofessionals Need to Know About Accommodating Students with Food Allergies
- What Paraprofessionals Need to Know About Transporting Students with Disabilities
- Strategies for Paraprofessionals When Communicating With Parents, Teachers and School Staff
- The Paraprofessional's Role in Reinforcing Students' Use of Social and Emotional Learning Skills

- The Paraprofessional's Role in Title IX Sexual Harassment Reports, Grievance Procedures and Investigations
- Classroom Practices for Paraprofessionals to Promote Educational Equity

Course content can be modified to meet specific SEA or LEA needs.

Christine Faraco – Sr. Education Consultant  
LRP Publications, 360 Hiatt Drive, Palm Beach Gardens, FL 33418  
cfaraco@comcast.net | 1-800-515-4577, ext. 6287



Now Available on a NEW 2020 platform - <https://dc-bie2020-ds.lrp.com>

Fresh updated,  
engaging content

One-hour format

Can be used on  
most media devices

The Bureau of Indian Education has partnered with LRP Publications to bring you **DirectSTEP® eCourses** at no charge to you!

**DirectSTEP® eCourses** explain best practices and the legal requirements for behavior management, autism, IDEA eligibility, IEPs and more. These eCourses also teach educators how to handle critical education issues to obtain positive outcomes while applying education laws to the day-to-day world of teaching and learning.

With each **eCourse** you will:

- Receive the highest quality training developed by respected special education experts
- Learn at your own pace for the greatest possible comprehension and retention
- Take eCourses based on individual training needs and interests
- Engage in learning through quizzes and activities
- Learn how to make decisions that are educationally and legally sound
- Receive a certificate of completion

**GET STARTED TODAY**

Go to <https://dc-bie2020-ds.lrp.com> and self-register! Once you have completed the self-registration process, you will have access to the entire suite of **eCourses**.

**NEED ASSISTANCE WITH YOUR  
DirectSTEP® eCourses?**

Please contact LRP training staff toll-free at **1-800-515-4577, ext. 6515** or via email at: [directstep@lrp.com](mailto:directstep@lrp.com).