Issue 13 • October 2026

SHASTA SELPA

SPECIAL EDUCATION LOCAL PLANNING AREA

Monthly Newsletter

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Visit Our Website

Learn · Attend · Connect

Upcoming Opportunities

Please join us for the following training events:

- Long-Term Substitute Training (mult. dates)
  - Nov. 9, 2026
  - Dec. 7, 2026
  - Jan. 25, 2027
  - Feb., 1, 2027
  - Mar. 8, 2027

- April 21, 2027 - Girls with Autism - Supports & Interventions

REGISTER YOUR TEAMS HERE

Shasta SELPA

TEACHER FEATURE

ARIEL MORRIS

5th Grade Teacher

West Cottonwood Elementary School

Shasta SELPA recognizes ARIEL MORRIS for creating an interactive classroom where students engage, learn critical thinking, and collaborate in an environment where they know they are wanted, safe, and accepted!

Sports Page

Shasta County Special Olympics Sports Day

Our Shasta SELPA team had the MOST fun as volunteers for the annual **Shasta County Special Olympics Sports Day**. The beautiful, sunny day was filled with local students with special needs from grades K-8 who entered through a runway of volunteers cheering and handing out medals for every student, as the kids began their day of fun track, field and court activities. So many smiles were seen on the Sequoia field as tennis balls, footballs, basketballs, and axe throwing games kept us all busy, including the fun of handing out ribbons to every student!

We all had so much fun watching students enjoy the day that we all agreed to participate again next year!!

MOE Excess Cost Worksheet Update

A CALPADS report issue was identified which resulted in inflated SpEd FTE figures in the original 2025-26 Excess Cost worksheets. To help minimize additional work for districts, SELPA will prepare updated worksheets using the .dat files already submitted with your MOE in SACS. Corrected forms will be sent to each district for review and signature within the week. Thank you for your flexibility as we work through these corrections!

WorkAbility I: A Great Start to the School Year!

The Shasta County WorkAbility team has been busy connecting with local high schools, presenting to students, and encouraging them to explore work experience opportunities while developing valuable life and employment skills.

We're excited to share that the school year is off to a fantastic start! Student interest in gaining real-world work experience continues to grow, and **45 students are currently gaining valuable hands-on work experience in our community.** These opportunities help students build confidence, develop workplace skills, and take meaningful steps toward their future careers.

We're also very proud to announce that **66 business locations across Shasta County are now offering work experience opportunities to our students!** This growing network of community partners is opening doors, building skills, and helping students take their first steps toward a successful future.

Thank you to our schools, business partners, and community for supporting Shasta County WorkAbility and investing in our students' future!

ADHD Can Look Different in Girls

October is ADHD Awareness Month, making it a great time to recognize that ADHD doesn't always look the way we expect, especially in girls. While boys with ADHD may be more likely to display noticeable hyperactivity or impulsive behaviors, girls often experience less obvious symptoms. They may appear daydreamy, quiet, disorganized, or easily overwhelmed rather than outwardly hyperactive. Some girls work hard to hide their struggles, becoming people-pleasers or perfectionists to compensate for difficulties with attention, organization, and emotional regulation.

Because these signs can be less noticeable, ADHD in girls is sometimes overlooked or diagnosed later. A student who seems quiet, well-behaved, or simply distracted may still be working incredibly hard to manage challenges that aren't immediately visible. These students may also experience difficulties with friendships, self-esteem, and managing the demands of the classroom. Recognizing that ADHD can present differently is an important step toward identifying students who may need support, understanding, and appropriate accommodations.

Assembly Bill 2490 Help

Substitute teachers with an emergency credential can now work in a single classroom for up to 70 days.

Assembly Bill 2490 expanded eligibility for the Emergency Career Substitute Teaching Permit to college graduates with no prior substitute teaching experience who can demonstrate basic teaching skills. The law requires schools to provide these teachers with orientation, at least five hours of professional development, and a mentor.

While all employees go through orientation, schools must provide professional development and find a mentor.

The SELPA will offer the five-hour training (see dates below) at no cost to our members. Participants will receive a certificate of completion at the end of the day. If LEAs need a mentor, the SELPA can provide mentorship on a fee-for-service basis.

- November 9, 2026
- December 7, 2026
- January 25, 2027
- February 1, 2027
- March 8, 2027

Register here for your selected date.