



# **Bold Education Solutions, LLC**

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*“Building Opportunities for Learning and Development”*

## **Professional Development Session Descriptions**

## **504 in the Classroom**

During this session, teachers and support staff are introduced to the laws that govern providing students with accommodations outlined by a “504 plan”. Staff will also be introduced to the process in which a student receives a “504 plan”. Staff will receive tools to support and implement “504 plans” in the classroom.

### **Session Objectives:**

- 1. Teachers will be able to explain the process in which a student receives a 504 plan by reviewing the laws that govern Section 504.**
- 2. Teachers will be able to better support and implement 504 plans for students by implementing strategies shared.**

## **Analyzing Classroom Assessments for Intervention**

This session is geared toward analyzing standard-aligned assessments in order to implement Tier 1 interventions for students not reaching proficient in courses.

### **Session Objectives:**

- 1. Teachers will have an increased understanding of grade-level standards by diving deep into the coherence and anchor standards of Math and Reading state standards in order to analyze an assessment.**
- 2. Teachers will be able to create an intervention plan to remediate a skill for their content by analyzing a scored assessment.**

## **Analyzing Screening Assessments for Intervention**

This session is best scheduled soon after the culmination of the screening assessment window at your school. Based on your school's screening instruments, i.e. STEP, F & P, DIBELS, NWEA MAP/MPG, etc, this session will work with staff responsible for providing Math and Reading instruction and intervention to teach them how to use this data to create intervention plans.

### **Session Objectives:**

- 1. Teachers will have an increased understanding of screening assessments offered at your school by analyzing the type of data provided by said universal screening assessment.**
- 2. Teachers will be able to create an intervention plan by analyzing data provided by your school’s universal screening assessment.**

## **Best Behavior Practices For Students With Disabilities**

**During this session, school staff learns and practice best methods for working with students with emotional and behavior disorders. Here they learn methods for identifying which interventions to use for specific behaviors. Staff will also be given examples of behavior practices to use classwide that will yield positive behavior outcomes for students exhibiting emotional and behavioral difficulties.**

### **Session Objectives:**

- 1. Staff will gain a deeper understanding of the causes of poor classroom behavior by examining case studies.**
- 2. Staff will be able to encourage students to utilize self-management strategies by learning intervention strategies focused on self-management.**
- 3. Staff will determine which interventions are best practices by examining case studies and discussing them among peers.**

## **Conducting Benchmark Assessments**

**This session focuses on fidelity when executing benchmark assessments. This session can serve as an introductory or refresher for conducting assessments at your school. Training provided for STEP Assessment, Dibels Assessment, F & P Benchmark Assessment, Key Math, WADE, and RTI progress monitoring.**

### **Session Objectives:**

- 1. Teachers will be able to administer benchmark assessments by receiving adequate training and guided practice.**
- 2. Teachers will be able to administer assessments with fidelity by using the program's assessment guides.**

## **Creating an Engaging Classroom**

**Creating a classroom environment where every student feels a strong sense of belonging and are connected to others is paramount for learning. During this session, Teachers receive tools for creating a classroom climate conducive for learning. Session activities focus on raising student expectations; developing a rapport with students; establishing routines; and challenging students to participate and take risks.**

*cont. Creating an Engaging Classroom*

**Session Objectives:**

- 1. Teachers will support and encourage a growth mindset in their classrooms by learning strategies to challenge and encourage students to participate and take risks.**
- 2. Teachers will evaluate their own practices and identify areas for improvement by completing an “Engaging Classroom Checklist”.**

## **Culturally-Aware Classroom Practices**

**Culturally aware classroom practices support student achievement by providing effective teaching in a culturally supported and learner-centered context. In these classrooms, the strengths of the students are used to support learning. This session focuses on strategies Teachers can use to cultivate a culturally-aware classroom.**

**Session Objectives:**

- 1. Teachers will determine key teacher actions that cultivate a culturally aware classroom by being introduced to research and strategies for doing so.**
- 2. Teachers will implement and cultivate a culturally-aware classroom by using research-proven strategies.**

## **Culturally-Aware School-Wide Policies**

**During this session designed for School Leaders, we begin with identifying the barriers limiting equal access to learning and success for students, including culture, race, ethnicity, and socioeconomic status. School Leaders are given the tools to assess their current policies and determine areas for improvement.**

**Session Objectives:**

- 1. School Leaders will improve equity in learning and success for students by identifying barriers faced by their students.**
- 2. School Leaders will evaluate current school policies and strive to create culturally-aware school-wide policies by examining research-proven methods and developing a plan for improvement.**

## **Creating Behavior RTI Tools**

**During this session, school leaders will explore various Behavior RTI strategies and the process for implementation. School leaders will receive training on creating tools to track Behavior RTI being provided. Attendees will also receive resources to create data tools to use in the evaluation and development of 504 plans and IEPs.**

### **Session Objectives:**

- 1. School leaders will improve their Behavior RTI program by exploring various Behavior RTI strategies.**
- 2. School leaders will be able to create tools to support Behavior RTI implementation and documentation by reviewing Child Find guidelines.**

## **Creating Meaningful Assessments**

**Assessments are an integral part of instruction, as it determines whether the goals of education are being met. During this session, teachers gain a deeper understanding of how assessments affect decisions about grades, placement, advancement, instructional needs, and curriculum. Teachers will also be given tools to create a variety of assessments to monitor mastery.**

### **Session Objectives:**

- 1. Teachers will be able to determine the type of assessment to administer by using the provided checklist to determine desired data.**
- 2. Teachers will be able to differentiate administered assessments by using the resources provided.**

## **Documenting RTI**

**In RTI approaches, student progress is assessed on a regular and frequent basis in order to identify when inadequate growth trends might indicate a need for increasing the level of instructional support to the student. With the focus on progress monitoring, schools will ensure only those students who are not making progress will be referred to special education to determine their eligibility.**

### **Session Objectives:**

- 1. School staff will gain a deeper understanding of their role and responsibility of documentation by reviewing Child Find procedures.**
- 2. School staff will be able to identify the key components of RTI by reviewing the components of IDEA by which it is mandated.**

*cont. Documenting RTI*

3. School staff will be able to document RTI accurately by using tools shared.

## **Effective Parent-Teacher Conferences**

Parent-Teacher conferences can be stressful, but with proper planning and organization Teachers can build and foster mutually-beneficial relationships that will be in the best interest of the child. During this session, Teachers learn strategies to schedule, plan, and execute Parent-Teacher conferences so they achieve their maximum potential.

### **Session Objectives:**

1. Teachers will be able to clearly communicate the purpose of Parent-Teacher conferences by analyzing the reasons why these meetings are held.
2. Teachers will improve student's educational outcomes by appropriately engaging Parents during conferences by using methods so that their ability to work together to is improved.

## **Engaging Parents in Meaningful Interactions**

This session is designed for School Leaders and Teachers to establish ways to engage parents in meaningful interactions about their child's learning. Parent engagement in schools promotes positive academic and social behaviors among children and adolescents. Additionally, Parents have rights outlined by federal guidelines to receive and engage in communication regarding their child's education. As a result, schools have the responsibility to engage parents in meaningful ways. By engaging in meaningful interactions with parents throughout the school year, schools will see an increase in student achievement and a decrease in misbehavior.

### **Session Objectives:**

1. Staff will differentiate between meaningful and insignificant interactions with parents by examining case studies with their school teams.
2. Staff will engage parents in meaningful interactions regarding their child's learning by implementing feasible lines of communication.

## **Guide to Problem Solving Committees (SBLC/SAT)**

School staff will revisit their responsibility for effective problem solving to improve student learning outcomes. During this session, school staff will learn their role in the School Building Level Committee and how they support its' purpose and mission.

### **Session Objectives:**

- 1. School staff will gain the tools to engage in productive problem-solving meetings by developing a full understanding of their responsibility in Child Find procedures as mandated by IDEA.**
- 2. School staff will gain the tools to follow proper procedures for engaging in referral activities by identifying their role in the Child Find and SBLC process.**

## **Organizing My Teacher Self**

Teachers have many responsibilities; they are expected to serve as mentors, organization advisors, tutors, and more. During this session, Teachers learn strategies to establish a positive and organized learning environment necessary for them to teach and for students to learn.

### **Session Objectives:**

- 1. Teachers will be able to seamlessly execute daily “housekeeping” tasks, such as attendance, collecting student work, grades, etc. by learning strategies to create effective organizational systems.**
- 2. Teachers will manage their organization of time, space, and resources more efficiently by utilizing tools shared.**

## **Planning Interventions for Tier 1**

Response to Intervention is a way of focusing on Scholars who may need increasing levels of support to experience success by using “Scientifically Research-Based Programs and Strategies”. RTI Tier 1 interventions are the “first line of defense” for supporting Scholars. During this session, Staff reflects on current strategies while being introduced on how to develop an intervention plan in accordance with Child Find requirements.

### **Session Objectives:**

- 1. Staff will gain a deeper understanding of the purpose of providing Tier 1 interventions by reviewing federal Child Find policies.**
- 2. Staff will be able to implement Tier 1 interventions to support students.**

## **Planning Interventions for Tiers 2 & 3**

**Response to Intervention is a way of focusing on Scholars who may need increasing levels of support to experience success. RTI Tiers 2 and 3 provide increasingly intense support for Scholars. Those providing interventions in Tiers 2 and 3 must differentiate and increase their support to students using proven methods. This session can be developed to support current instructional programs used at your school or can focus on providing resources or instructional programs to use.**

### **Session Objectives:**

- 1. Teachers will strengthen supports for Scholars in Tiers 2 & 3 by analyzing the increasing intensity within the levels of support within the RTI framework.**
- 2. Teachers will be able to create intervention plans by using the tools and resources provided.**

## **Positive Behavior Interventions and Support**

**Staff will engage with the school's current PBIS plans while gaining a deeper understanding of the purpose of positive behavior interventions and support. Attendees will be able to support students in engaging in healthy school behavior by learning strategies to teach alternative reactions to triggers, cultivate and encourage behaviors that support acceptance of responsibility, and focus on restoring the environment and social relationships in the school.**

### **Session Objectives:**

- 1. Teachers will gain a deeper understanding of the purpose of PBIS by examining the key components of the school's PBIS.**
- 2. Teachers will be able to support healthy school behavior (self-control, self-regulation, social reciprocity) in their students by utilizing research-proven strategies.**

## **Providing Support to Students with Disabilities: Accommodations, Interventions, and Modifications**

**The federally governed Individual with Disabilities Education Act requires students with disabilities receive a free and appropriate education. This act includes accommodations and modifications provided to children with 504 plans and IEPs, and child find guidelines requiring documented interventions. Staff will learn the difference of the type of support and be given resources to implement.**



***cont. Providing Support to Students with Disabilities***

**Session Objectives:**

- 1. Staff will be able to provide various levels of support to students by understanding the types of support identified through IDEA.**
- 2. Staff will improve their service provisions to students by receiving resources to implement in the general education setting.**

## **RTI Framework**

**Response to Intervention (RTI) efforts aims to identify students' learning and behavioral problems early so that educators can intervene with individualized instruction. During this session, school staff will gain a deeper understanding of the four essential components of RTI implementation and the principles to RTI implementation.**

**Session Objectives:**

- 1. School staff will gain a deeper understanding of the purpose and goal of RTI by reviewing the four essential components of RTI implementation.**
- 2. School staff will gain a deeper understanding of the principles to RTI implementation by reviewing the laws by which it is mandated in IDEA.**
- 3. School staff will eagerly engage in RTI at your school by being introduced to uncomplicated implementation and documentation tools to use.**

## **Undocumented Suspensions**

**This session is designed specifically for School Leaders and those responsible for documenting discipline proceedings. The Individuals with Disabilities Education Act requires local educational agencies (LEAs) to provide students with disabilities with a number of procedural safeguards prior to the implementation of certain disciplinary measures. At this session, School Leaders learn methods for preventing the removal of students from their educational placement for disciplinary purposes. School Leaders will also receive tools for implementing and documenting the removal of students with disabilities from instructional time.**

**Session Objectives:**

- 1. Attendees will gain a deeper understanding of the policies governing undocumented suspensions by reviewing IDEA behavior policies.**
- 2. Attendees will be able to support their teams in preventing removal of students by creating support plans.**

*cont. Undocumented Suspensions*

3. Attendees will be able to correctly document classroom removals by using the tools provided in this session.

## **Why Attendance Matters and Ways To Increase Attendance**

Students are more likely to succeed in academics when they attend school consistently. It is a school's responsibility to ensure students are in school and are learning. During this session, school staff is introduced to strategies to prevent chronic absenteeism and provide interventions for students with chronic absenteeism. Schools also have the option of adding supported planning of prevention and incentives during this session.

### **Session Objectives:**

1. School staff will gain a deeper understanding of an LEA's responsibility to prevent and report chronic absenteeism by reviewing state attendance requirements.
2. School staff will implement plans to prevent chronic absenteeism by employing school-wide incentive plans.
3. School staff will provide and document interventions to and for students who are chronically absent or tardy by following Child Find guidelines.
4. Optional: School staff will develop a plan to limit the number of students with chronic absenteeism by engaging in a planning workshop.