



# Calendar of Events

Professional development opportunities for partners of the State Support Team Region 11

## Professional Learning Services

The goal of the State System of Support (SSoS) is to build the capacity of local and related education agencies to engage in systemic and sustainable improvement that impacts educational outcomes for students. By providing high quality technical assistance coaching and professional learning, SSTs support districts and community schools in developing their internal capacity to fully implement evidence-based practices that impact learning across all levels of the system, and support sustained implementation.

The Grant Agreement for Ohio's State Support Teams defines the scope of work for the State Support Teams. Part of the core work for each team is to develop and provide coaching, professional learning and technical assistance to buildings, districts, families and community schools within the region. In addition to School Improvement, specialized work must also be completed in the areas of Early Learning and School Readiness and Improving Results for Students with Disabilities.

Services are TIERED:

**Tier III: Comprehensive** (Individualized, provided on site; requiring a stable, ongoing relationship; involving a negotiated series of activities). Examples include providing longer term services such as coaching to build the capacity of district leadership teams to use inclusive instructional and organizational leadership and the Ohio Improvement Process (OIP) as the foundation for continuous improvement; improve district capacity building through human capital management; and use inclusive instructional practices to improve student academic, behavioral, and social-emotional learning.

**Tier II: Targeted** (Specialized; provided virtually and on site, requiring an ongoing relationship) Examples include facilitating peer to peer networks, communities of practice; providing shorter term events and facilitating a series of virtual meetings for districts/groups of districts around common areas of need; and offering unique, one-time particularized events (summits, action forums, conferences, clinics, etc..) to support district use of inclusive instructional and organizational leadership practices and Ohio Improvement Process (OIP) as the foundation for continuous improvement, and improve district capacity building through human capital management.

**Tier I: Universal** (Broad access to SST products and on demand services and resources). Examples include providing webinars and teleconferences; working with ESCs and partner organizations to co-host events; linking to ESCs and partner organizations; disseminating information through web based and online resources, at state and regional conferences/events, through social media, and through other avenues to support district use of inclusive instructional and organizational leadership practices and the Ohio Improvement Process (OIP) as the foundation for continuous improvement.

Toward fulfilling this year's work scope, SST 11 will be providing several Professional Learning opportunities. Requests for Professional Learning must be made in writing and submitted at least six weeks prior to the requested training date. You can also visit our website at [www.SST11.org](http://www.SST11.org) to submit a professional learning request.

Registration for the professional development events included in this issue will be through the Ohio Department of Education's System to Achieve Results for Students (STARS), or through the Ohio Professional Development Network (OPDN). Please refer to page 10 for detailed registration instructions.

*Helping educators and students close achievement gaps in Central Ohio.*

School Improvement • Special Education • Early Learning • Families

**A service of the Educational Service Center of Central Ohio**

SST 11 | 2080 Citygate Drive Columbus, OH 43219 | 614.753.4694

Sep. 2022  
Jun. 2023

*In This Issue:*

Leadership	2-3
Multi-Tiered Systems of Support	4-6
Literacy	6
Early Childhood	7
Registration	8
Staff	8

[www.SST11.org](http://www.SST11.org)  
@SSTRegion11

# Leadership

## **Central Ohio Special Education Administrators (COSEAs)**

Sep. 9, 2022 (In Person); Jan. 6, 2023; Mar. 17, 2023 (Hybrid)

9-11:30 a.m.

COSEAs meetings provide updated information on a variety of topics for special education administrators such as the Every Student Succeeds Act (ESSA), IDEA requirements, funding, 3-Tier prevention and intervention framework, on-site monitoring reviews, etc., and provide a forum to discuss the implementation of federal and state laws and regulations.

**Facilitator:** Steven Moran, Consultant

## **Multifaceted Evaluation and Evaluation Team Report - Train the Trainer**

Sep. 15, 2022 (Virtual)

9 a.m.-12 p.m.

This train the trainer session will provide special education supervisors with the most current information about the Multifaceted Evaluation process and Evaluation Team Report. Training materials will be made available to participants so that they can provide training to their staff members.

**Facilitator:** Steven Moran, Consultant

## **Individualized Education Program - Train the Trainer**

Sep. 15, 2022 (Virtual)

1-4 p.m.

This train the trainer session will provide special education supervisors with the most current information about the IEP process and PR-07 requirements. Training materials will be made available online to participants so that they can provide training to their staff members.

## **New Intervention Specialist Academy**

Sep. 19, 2022; Feb. 28, 2023 (In Person) 9-11 a.m.

Oct. 21, 2022; Nov. 14, 2022; Jan. 27, 2023 (Virtual) 9-10 a.m.

Are you in your first few years of teaching special education? Are you interested in meeting other intervention specialists, receiving compliance and best practices updates, and expanding your professional network? This course will be designed to feature two in person sessions to allow for networking and sharing of resources. Three additional sessions will be held virtually via Zoom and will follow a flipped classroom model, allowing participants to complete pre-work and then engage in discussion and activities during individual sessions. A link to the flipped classroom Google site will be shared upon registration.

**Facilitator:** Steven Moran, Erin Curtis, Kimberly LeGault, Consultants

## **Postsecondary Transition Tier 2 Training**

Sep. 21, 2022; Jan. 25, 2023 (All Virtual)

9-11 a.m.

This Tier II targeted session is designed to improve district capacity in the area of postsecondary transition planning and service provision. Participants will become aware of the areas of compliance and evidence based practices for successful post secondary transition planning, in addition to writing a compliant transition plan. Additional information and resources for secondary transition planning will include age appropriate transition assessment, transition services, post secondary goals, and current guidance from ODE. Additional information will be provided on the Summary of Performance (SOP) and how it relates to transition planning. This will be an interactive virtual and/or blended session with time for questions and peer connections.

**Facilitator:** Steven Moran, Consultant

## Emerging Special Education Leaders Academy (ESELA)

### 2022 - 2023

State Support Team Region 11 and the law offices of Bricker & Eckler, LLP are pleased to offer again a training academy for new special education administrators and those aspiring to become administrators. Our 11th Academy will provide participants with a comprehensive understanding of the key components of special education programs and the legal requirements that serve as the foundation for services and supports. Candid discussions about the legal and ethical responsibilities that administrators face in today's complex educational environment will be encouraged in the Academy.

The Ohio Operating Standards for the Education of Children with Disabilities (2014) provide the structure for course content. Scheduled session dates and topics are:

Oct 14	Fri	9:00 -12:00 p.m.	Child Find & Evaluation
Nov 11	Fri	9:00 -12:00 p.m.	Individualized Education Programs
Dec 9	Fri	9:00 -12:00 p.m.	Section 504
Jan 13	Fri	9:00 -12:00 p.m.	Discipline & Expedited Hearings
Feb 10	Fri	9:00 -12:00 p.m.	Confidentiality & Procedural Safeguards
Mar 10	Fri	9:00 -12:00 p.m.	Conflict Management & Resolution

Sessions may be attended online through Zoom. An invitation and training materials will be sent approximately one week prior to each session to the email you have listed in STARS.

All participants must register for **each individual session** in **STARS** through the OH/ID Portal: <https://education.ohio.gov>. The Academy is provided at no cost to participants. Contact Hour Certificates will be provided for each session. (3 hours). For questions or further information about the Academy, please contact Steven Moran at 614.753.4680 or [steven.moran@escoco.org](mailto:steven.moran@escoco.org), or Ann Slane at 614-753-4691 or [ann.slane@escoco.org](mailto:ann.slane@escoco.org).

## Super Regional Career/Tech Education Network

Oct. 7, 2022; Jan. 20, 2023; Mar. 3, 2023; May 12, 2023 (All Virtual)  
9-10 a.m.

This network serves Career Centers and interested schools with Career Tech Programs to support their delivery of high quality instruction for students with disabilities and to promote equitable practices as set forth in the Perkins V State Plan.

**Facilitator:** David Bruce, Consultant

## Early Childhood Special Education Supervisor Meeting

Oct. 13, 2022; Jan. 19, 2023; Mar. 16, 2023 (All In Person)  
10 a.m.-12 p.m.

These sessions are designed to provide a forum for discussion and information sharing relevant to preschool education supervisors.

**Facilitator:** Helene Stacho, Coordinator

## PBIS Leaders Network

Nov. 10, 2022; Feb. 8, 2023; Mar. 8, 2023 (All Virtual)  
9-10 a.m.

These virtual one hour sessions are designed to provide valuable updates, networking opportunities, support and problem-solving to PBIS internal facilitators who work in buildings or districts implementing a positive behavioral interventions and supports framework.

**Facilitator:** TJ Wendt, Tara Finton, Consultants

# Multi-Tiered Systems of Support

## **PBIS Tier 1 District Team Training (Invitation Only)**

Sep. 8, 2022 (Virtual) 9-10 a.m.

Sep. 22, 2022; Oct. 6, 2022; Oct. 20, 2022 (In Person) 9 a.m. - 3 p.m.

Positive Behavioral Interventions and Supports (PBIS) is a proactive framework of evidence-based strategies and systems that assist schools in creating environments that are predictable, consistent, positive and safe. This three-day training is designed to assist district-based teams with creating a local system that can support implementation and sustainability of district-wide PBIS with ongoing fidelity. This series will support the district team in implementing a PBIS framework at the building level. District teams will be given resources to establish a common purpose and approach to building-wide discipline, identify and teach building-wide expectations, develop a continuum of procedures for encouraging expected behaviors and discouraging inappropriate behaviors, and develop an ongoing behavioral monitoring and evaluation system. Participating district teams will need to submit an application and await approval. A district team should also include district administrators and building administrators across grade levels. A climate and culture goal/strategy must be part of the district's Comprehensive Continuous Improvement Plan (CCIP). District teams must agree to onsite coaching services during the first year of implementation. Optimal team size is 5-7 members (with 7 members being the maximum). The training dates are: 9/22/22, 10/6/22 and 10/20/22.

**Presenters:** TJ Wendt, Tara Finton, Consultants

## **Positive Behavior Interventions and Supports (PBIS) Overview/Refresher**

Sep. 22, 2022 (Virtual); Nov. 29, 2022; Feb. 7, 2023 (In Person)

9 a.m.-3 p.m.

Positive Behavioral Interventions and Supports (PBIS) is a proactive framework of evidence-based strategies and systems that assist schools in creating environments that are predictable, consistent, positive and safe. With proper implementation outcomes can include improved academic performance and safety, decreased office referrals, and establishment of a positive school culture for both students and staff. This one-day VIRTUAL OVERVIEW training is designed to introduce and/or acquaint educators with the PBIS framework. Components of the training will focus on the importance of identifying and teaching school-wide expectations; developing a continuum of procedures for encouraging expected behaviors and discouraging inappropriate behaviors; and developing an on-going behavioral monitoring and evaluation system. Participants will reflect upon their current building in relation to the components of the PBIS framework.

**Presenter:** Tom Stacho, Consultant

## **Teaching Through Trauma: Promoting Educator Wellness and Strengthening Staff Morale**

Sep. 27, 2022; Oct. 4, 2022; Oct. 11, 2022; Oct. 18, 2022 (All Virtual)

11 a.m.-12 p.m.

A survey of U.S. public sector workers found that K-12 public school educators were the most likely to report higher levels of anxiety, stress, and burnout during the onset of the pandemic. As time continues and the pandemic persists, educators are increasingly being tasked with supporting students' diverse academic, behavioral, and emotional needs. These responsibilities are present despite staffing shortages and workload increases, which further increases the likelihood of burnout. In light of all of this, it is vital that educators do not overlook or minimize the importance of self-care. This lunch and learn series will address how we can recognize signs of stress, pressure, and trauma that staff encounter as well as propose practical strategies for increasing staff collaboration and support. Furthermore, we will explore how changes in our adult practices can help boost staff morale, build connectedness, and improve school culture and climate. Topics of discussion will include wellness for educators, prioritizing staff well-being within school culture, withstanding effects of trauma, and creating systems to support emotional health. The format of this series will be a flipped classroom model. During the sessions, participants will network and share ideas and strategies. We will utilize a Google Site platform to house articles and resources that can be viewed prior to the one-hour professional learning sessions.

**Presenter:** Tara Finton, Consultant

## **Elementary Classroom Management-Best Practices within a PBIS Framework**

Oct. 12, 2022; Feb. 16, 2023 (All Virtual)

9 a.m.-12 p.m.

This training session brings the Positive Behavioral Interventions and Supports (PBIS) framework into the classroom environment for elementary grades. Classroom management practices refer to preventative and responsive approaches that support all students in the classroom. The emphasis of these practices is on establishing a safe, predictable, and consistent classroom structure and positive teacher-student interactions that contributes to behavioral and academic success. Areas of focus will include: classroom vision, organizing routines and procedures, teaching expectations, developing motivational systems, monitoring student behavior, and responding to and correcting misbehavior. This session will assist regular and special education teachers in grades 3-6 to evaluate current practices, confirm effective practices, and revise some aspects of their current classroom organization.

**Presenter:** Tara Finton, Consultant

## **Secondary Classroom Management-Best Practices with a PBIS Framework**

Nov. 2, 2022; Feb. 23, 2023 (All Virtual)

9 a.m.-12 p.m.

This training session brings the Positive Behavioral Interventions and Supports (PBIS) framework into the classroom environment for middle and high school grades. Classroom management practices refer to preventative and responsive approaches that support all students in the classroom. The emphasis of these practices is on establishing a safe, predictable, and consistent classroom structure and positive teacher-student interactions that contributes to behavioral and academic success. Areas of focus will include: classroom vision, organizing routines and procedures, teaching expectations, developing motivational systems, monitoring student behavior, and responding to and corrective misbehavior. This session will assist regular and special education teachers in grades 7-12 to evaluate current practices, confirm effective practices, and revise some aspects of their current classroom organization.

**Presenter:** Tara Finton, Consultant

## **Integrating SEL into Your PBIS Framework**

Nov. 3, 2022; Dec. 8, 2022 (In Person); (Repeat session); Feb. 9, 2023; Mar 2, 2023 (In Person)

9 a.m.-3 p.m.

Social and emotional learning (SEL) is fundamental to student development and overall school success-improving connection to school, positive behavior, and academic achievement. SEL enhances students' ability to integrate skills, attitudes, and behaviors to deal effectively with daily tasks and challenges. This two-day training series will assist building teams currently implementing PBIS with integrating SEL practices with a PBIS framework. Participants will explore the importance of social and emotional skills, key social-emotional competencies, and integration of resources and practices for PBIS and SEL building-wide. Participating teams will need to submit an application and await approval. It is preferred that school-wide PBIS practices for Tier 1 are currently in place. Teams will also need to have administration representation, an assigned internal facilitator, and actively participate in training and onsite coaching services during the first year of implementation. Optimal team size is 5-7 members (with 7 members being maximum). The second day of this training is December 8, 2022.

**Presenter:** Tara Finton, Consultant

## **PBIS Tier 2 and Tier 3 Team Readiness Session (Invitation Only)**

Nov. 10, 2022 (Virtual)

9 a.m.-12 p.m.

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to support school staff in their efforts to establish school cultures that drive emotional and academic success. This session will provide District PBIS Team Members with information to determine which school buildings will take part in Tier 2 Building Team Training or Tier 3 Building Team Training. Information from this session will assist district teams in evaluating readiness and system features for Tier 2 and Tier 3 support. Building teams that are ready to expand their knowledge in Tier 2 or 3 implementation can participate in upcoming trainings. Teams choosing to participate in these future trainings will need to submit an application (available at the completion of this session) and await approval.

**Presenter:** Tara Finton, Consultant



### **PBIS Tier 2 Team Training (Invitation Only)**

Jan. 12, 2023; Jan. 19, 2023 (All In Person)

9 a.m.-3 p.m.

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to support school staff in their efforts to establish school cultures that drive emotional and academic success. This training series will support the building teams in implementing a Tier 2 PBIS framework. Tier 2 support is designed to provide targeted interventions to support students who are not responding to Tier 1 efforts. Training will focus on system wide interventions, the purpose of data rules, progress monitoring, and fidelity of interventions. This process of identifying and providing targeted supports is the focus at Tier 2 of a PBIS framework. Participating building teams will need to submit an application and await approval. A building team should include a district administrator and a broad representation of team members (which may include student support services, curriculum and instruction, building administrators, general and special education teachers.) A climate and culture goal/strategy must be part of the building's Comprehensive Continuous Improvement Plan (CCIP). It is necessary that building wide PBIS Tier 1 practices are currently in place. Teams must agree to onsite coaching services during the first year of implementation. Optimal team size is 5-7 members (with 7 members being the maximum). The second day of training is January 19, 2023.

**Presenters:** TJ Wendt, Tara Finton, Consultants

### **PBIS Tier 3: Creating Functional Behavior Intervention Plans to Improve Challenging Behavior (Invitation Only)**

Jan. 26, 2023; Mar. 16, 2023; May 4, 2023 (All In Person)

9 a.m.-3 p.m.

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to support school staff in their efforts to establish school cultures that drive emotional and academic success. Students who continue to demonstrate behavioral difficulties with limited responses to universal and targeted systems of support will benefit from a more intensive and individualized approach to intervention. Tier 3 systems include developing a Functional Behavioral Assessment (FBA) that assesses student behavior which may be interfering with student's emotional and academic development. Information from the FBA supports the school team and family in developing a Behavior Support Plan (a teaching plan) that promotes positive changes in student behavior. This three-day training series will assist building level teams with the process to assess the function of student behavior and develop interventions for improving challenging behavior. Participating teams will need to submit an application and await approval. It is preferred that school-wide PBIS practices for Tier 1 and Tier 2 are currently in place. Teams will also need to have administration representation, an assigned internal facilitator, and actively participate in training and onsite coaching services during the first year of implementation. Optimal team size is 5-7 members (with 7 members being maximum). The second and third days of this training are Mar 16, 2023 and May 4, 2023.

**Presenters:** Tara Finton, TJ Wendt, Consultants

## **Literacy**

### **Regional Literacy Network**

Sep. 22, 2022; Jan. 25, 2023; Mar. 1, 2023 (Virtual)

Nov. 30, 2022; May 4, 2023 (In Person)

9-11 a.m.

Local districts, community schools and early childhood education programs within Region 11, will collaborate to define and work through a problem of practice. The problem of practice will be specific to building needs and will build upon ongoing work to improve the language and literacy development of children from birth through grade 12. This network will target the Comprehensive Literacy State Development Grant (CLSD) awardees.

**Presenters:** Juakita Bowens, Tia Jackson, Consultants

# Early Childhood

## •\*Early Childhood PBIS: Classroom Management in Early Childhood Settings (PK-1)

Sep. 16, 2022 (Virtual)

9 a.m.-12 p.m.

This session will support early childhood educators in effectively managing classrooms, creating an inclusive early childhood community, and optimizing the learning potential of all students. Effective classroom management is grounded in nurturing relationships and organized, predictable environments. Key strategies in prevention-based behavior management will be emphasized. Participants will be introduced to tools, strategies and routines that can be implemented immediately.

**Presenter:** Helene Stacho, Coordinator

## •Child Outcomes Summary (COS)

Sep. 23, 2022 (Virtual)

9 a.m.-12 p.m.

This session guides participants through all components of the Child Outcomes Summary process, including 1) steps in the process, 2) reviewing and summarizing assessment results, 3) assigning a rating; and 4) documentation on the COS form.

**Presenter:** Helene Stacho, Coordinator

## •\*Heggerty Phonemic Awareness

Sep. 30, 2022; Oct. 7, 2022 (All Virtual)

9 a.m.-12 p.m.

This session will introduce a) the characteristics and developmental sequence of phonemic awareness in young children and b) features of effective instruction in phonemic awareness within early childhood settings. Participants will be introduced to the Heggerty Phonemic Awareness curriculum resources, explore the instructional scope, sequence, and lesson plans. Opportunities to observe and practice instructional strategies will be provided. Participants should have a copy of the Heggerty PK or K Curriculum (<https://heggerty.org>) in order to participate.

**Presenter:** Melanie Peloquin, Consultant

## •\*Heggerty Phonemic Awareness

Jan. 23, 2023; Jan. 30, 2023 (All Virtual)

9 a.m.-12 p.m.

This session will introduce a) the characteristics and developmental sequence of phonemic awareness in young children and b) features of effective instruction in phonemic awareness within early childhood settings. Participants will be introduced to the Heggerty Phonemic Awareness curriculum resources, explore the instructional scope, sequence, and lesson plans. Opportunities to observe and practice instructional strategies will be provided. Participants should have a copy of the Heggerty PK or K Curriculum (<https://heggerty.org>) in order to participate.

**Presenter:** Melanie Peloquin, Consultant

•Register through OPDN-see page 10 for instructions

\*Kindergarten teachers register in OHID

# Registration Instructions

## OHID/STARS

All registrations for SST 11 professional development training will be completed through the System to Achieve Results for Students (STARS). STARS is the Ohio Department of Education's web-based system used by educators and others to register themselves for SST 11 professional development opportunities and other training opportunities throughout the state. To access STARS you must set up an OHID account.

To sign up for an OHID account: <https://OHID.ohio.gov>

Once you have an OHID account, you will be able to use STARS to register for events listed on the system. If you have any problems or questions with the process, our staff is here to help you. Please contact Leslie DeLuca at 614.753.4694. If you are having technical trouble setting up the OHID account, please contact the Ohio Department of Education at 877.644.6338. Check-in for all events begins thirty (30) minutes prior to start time.

## Early Childhood Registration Instructions

Registration for professional development opportunities that are listed for Early Childhood will be completed through the Ohio Professional Development Network (OPDN). Please go to [www.opdn.org](http://www.opdn.org) and create a profile or sign in if you already have an OCCRRA account. Check-in for all events begins thirty (30) minutes prior to start time.

## State Support Team - Region 11 Telephone/E-mail Directory

### Director

Ugochi Akoi	614.542.4162	Ugochi.Akoi@escoco.org
-------------	--------------	------------------------

### Continuous Improvement/Family Engagement

Greg Mathews, Associate Director	614.753.4688	Gregory.Mathews@escoco.org
David Bruce, Consultant	614.753.4650	David.Bruce@escoco.org
Erin Curtis, Consultant	614.542.4193	Erin.Curtis@escoco.org
Tara Finton, Consultant	614.542.4126	Tara.Finton@escoco.org
Carolynn Head, Consultant	614.753.4677	Carolynn.Head@escoco.org
Kimberly LeGault, Consultant	614.542.4169	Kimberly.LeGault@escoco.org
Steven Moran, Consultant	614.753.4680	Steven.Moran@escoco.org
Eric Neal, Consultant	614.542.4134	Eric.Neal@escoco.org
Tom Stacho, Consultant	614.753.4693	Thomas.Stacho@escoco.org
TJ Wendt, Consultant	614.542.4129	TJ.Wendt@escoco.org

### Early Learning & School Readiness

Helene Stacho, Coordinator	614.753.4692	Helene.Stacho@escoco.org
Juakita Bowens, Consultant	614.542.4148	Juakita.Bowens@escoco.org
Tia Jackson, Consultant	614.542.4144	Tia.Jackson@escoco.org
Melanie Peloquin, Consultant	614.753.4686	Melanie.Peloquin@escoco.org

### Support Services

Leslie DeLuca, Event Manager	614.753.4694	Leslie.DeLuca@escoco.org
Mariama Drame, Fiscal Specialist	614.753.4716	Mariama.Drame@escoco.org
Tina Forshey, Support Services	614.753.4681	Tina.Forshey@escoco.org
Ann Slane, Support Services	614.753.4691	Ann.Slane@escoco.org