Electronic devices that have USP ports are required for all classes.
Training materials are provided on a thumb drive.

Monday all participants will take Special Education Law

Special Education Law

Understanding the Federal and State laws for providing special education programs in our public schools is imperative to ensure the compliant delivery of services to qualified students. This popular and intensive six hour professional learning course is designed to provide an overview of the rules and regulations required for providing special education services. Based on WAC 392-172A and specific court cases, this course provides the tools stakeholders need to provide compliant services to students eligible for special education. Participants will:

- Understand the definition of Free Appropriate Public Education (FAPE) as it applies to students eligible for special education.
- Walk through the IEP process – from referral through IEP development and implementation.
- Understand the law as it applies to least restrictive environment (LRE).
- Know the importance of parent and student participation in all program decisions.
- Understand procedural due process.

Tuesday participants will select one of the following

Developing Non-Transition IEPs

Designed for anyone wishing to understand the IEP process, this six hour professional learning course teaches participants the process required for developing meaningful, collaborative and compliant IEPs to elementary and middle school aged students with disabilities.
Participants will:

- Understand the Rules and Regulations of IEP development through examining the Washington Administrative Code (WAC) 392-172A.
- Understand the intent of the IEP process to build meaningful, individualized and collaborative programs for eligible students.
- Understand all elements of IEP development.

Developing Transition IEPs

With post-secondary success in mind, this six hour professional learning course provides participants the knowledge they need to develop meaningful, collaborative and compliant Transition IEPs aimed at assisting the qualifying student with disabilities in achieving successful educational/employment/independent living skills beyond high school.
Participants will:

- Understand the Rules and Regulations for Transition IEP development through examination of the Washington Administrative Code (WAC) 392-172A.
- Identify appropriate career/vocational assessments to determine employment/educational/independent living IEP goals.
- Understand the components of transition planning and how they drive the Transition IEP process.
- Understand the intent of the process in order to develop meaningful, individualized and collaborative Transition IEPs.

Section 504

This six hour professional learning course answers questions all educators have about the requirements of Section 504 of the Rehabilitation Act of 1973 as it applies to the public school's duty to provide a free and

appropriate public education (FAPE) to students with disabilities. The key elements of Section 504 are explored including its definition, what this federal law requires in terms of FAPE, and how it should be implemented.
- Participants will:
- Review the Federal statue of Section 504 of the Rehabilitation Act of 1973.
- Understand the role Section 504 has in ensuring FAPE.
- Discuss what constitutes discrimination under 504 regulations.
- Understand the process for determining/developing a 504 plan for eligible students.
- Understand the roles and responsibilities of providing student accommodations.

Wednesday participants will select one of the following

Behavior Interventions in Your School
This interactive six hour professional learning course provides participants with a broad understanding of the function behind student behavior. Attendees will have the opportunity to write appropriate individual behavior IEP goals as well as learn the steps for conducting a Functional Behavioral Assessment (FBA) and designing a Behavior Intervention Plan (BIP) based on FBA results.
Participants will:
- Understand the difference between discipline and changing behavior.
- Complete a Functional Behavioral Assessment (FBA) interview.
- Develop a positive Behavior Intervention Plan (BIP).
- Evaluate the effectiveness of the BIP by collecting student data.

Culturally Responsive Classroom Module 1 & 2 (Full One Day Selection)
Communities - This training will help educators become more culturally responsive and improve their classroom engagement with students from diverse backgrounds, social groups and cultures through meaningful, caring adult relationships.
- Demonstrate cultural competency - "The will and skill to create authentic and effective relationships across difference"- in the classroom.
- Use the cultural competency framework of awareness, understanding, skills and advocacy to increase effectiveness with students from diverse populations including, but not limited to: socio-economic, language, ethnicity, race, sexual orientation, gender, religion, age and ability.
- Apply research about resiliency as a primary factor in closing the opportunity/achievement gap to build relational strategies that focus on asset-based instruction and that develop student resiliency.
Management - The primary purpose of this professional development is to provide coaches a curriculum to help support teachers in developing their culturally responsive management practice (CRCM). Practitioners need to be cognizant of the characteristics of the students coming to school, appreciate their culture and family backgrounds, and be able to work with them in culturally appropriate ways. Providing educators support around CRCM practices will only help ensure that all students have access to a positive, consistent, safe, and equitable educational setting.
- WEA members and educators will be introduced to some of the essential core practices for developing one's culturally responsive management practice. These include learning how to: build social relationships, communicating in culturally responsive ways, cultivating a safe and inclusive environment, and engaging with families and communities. In addition, coaches will also be provided the opportunity and space to reflect, discuss, and share their cultural assumptions, views, and prejudices to help begin to examine their own cultural histories and biases in working with students from culturally, linguistically, and socio-economically diverse backgrounds. At the conclusion of the professional development, educators will receive resources and materials to support their classrooms.

Universal Design in Your School

Want to know the secret to reaching every student in your classroom? Then Universal Design for Learning (UDL) is the six hour professional learning course for you! Attendees learn how to reach and teach all students by setting appropriate student learning goals, choosing and developing effective instructional strategies and materials, and developing accurate and equitable ways to assess student progress. Laptop computers are required when attending this course.

Participants will:
- Understand the research which supports the use of Universal Design for Learning (UDL).
- Recognize the elements of UDL and its principles.
- Understand how UDL design transitions into student learning.
- Create classroom lessons using UDL principles.
- Examine UDL resources on their personal laptop computers.

Intended Audience: Anyone interested in learning more about UDL. Laptop computers are required when attending this course.

Thursday participants will selected one of the following

Behavior Interventions in Your School

This interactive six hour professional learning course provides participants with a broad understanding of the function behind student behavior. Attendees will have the opportunity to write appropriate individual behavior IEP goals as well as learn the steps for conducting a Functional Behavioral Assessment (FBA) and designing a Behavior Intervention Plan (BIP) based on FBA results.

Participants will:
- Understand the difference between discipline and changing behavior.
- Complete a Functional Behavioral Assessment (FBA) interview.
- Develop a positive Behavior Intervention Plan (BIP).
- Evaluate the effectiveness of the BIP by collecting student data.

Students with Autism in Your Classroom

This six hour professional learning course offers an in-depth look at autism characteristics in areas such as social reciprocity, shared attention, and perspective taking. Course attendees will learn how these deficits translate into academic, social, motor, communication and adaptive difficulties in schools and communities. This course provides an overview of the various behavioral, developmental and structured teaching approaches as well as a variety of effective classroom strategies to use in serving students with autism.

Participants will:
- Understand the definition and characteristics of Autism.
- Learn successful strategies and interventions for use when serving students with Autism in the classroom.
- Obtain current and reliable resources focused on meeting the needs of students with Autism.

True Colors Module 1 & 2 (Full One Day Selection)

Kicking Your School Year Off with True Colors

Start your school year off with a training dedicated to building relationship with your colleagues and with the diverse students in the classroom setting. The core of the True Colors system identifies intrinsic values, motivations, self-esteem, sources of dignity and worthiness, causes of stress, communication styles, listening styles, non-verbal responses, language patterns, social skills, learning styles, environmental motivators,

cultural appeal, negative mental states, relationship orientation, and ethical behaviors. A True Colors training provides:

- Increased understanding of self and others
- Expanded appreciation for valuing differences
- Communication skill-building
- Avenues for a more harmonious, productive environment
- Easy integration into existing organizational framework and previous programs
- A universal language that accelerates problem solving, increases trust, and reduces conflict

True Colors: Putting Instructional Strategies in to Practice

This is the 2nd class in the True Colors series specifically focusing on strategies for the classroom. We will address learning styles, listening styles, non-verbal responses, language patterns, and social skills. You will leave this training with lesson planning ideas, differentiation techniques, small group instruction as well as various instructional strategies.

Key Benefits Include:

- Improve understanding of self and others and enhance the appreciation of differences
- Provide renewal activities for members through positive professional development
- Learn instructional strategies to increase student performance, support at risk learners and address the needs of all students
- Improve learning opportunities for all students and enhance communication between student, teacher, staff and parents
- Create a more harmonious, organized classroom for each learning style