



# SCOPE

## SUMMER 2025 Professional Development Program

**\*10 NEW CLASSES!!**

**AN APPROVED SPONSOR OF  
CONTINUING TEACHER AND LEADER  
EDUCATION (CTLE)**

SCOPE Inservice Course Registration is  
Available Online at [www.scopeonline.us](http://www.scopeonline.us)

SCOPE courses can be tailored to meet the  
needs of your school district.

If you have any questions, please call  
SCOPE at 631-881-9651 or email  
[bwestcott@scopeonline.us](mailto:bwestcott@scopeonline.us)

**\*MANY COURSES DESIGNED FOR  
DISTANCE LEARNING\***



# SCOPE

## SUMMER 2025 Professional Development Program

**SCOPE'S COURSES  
ARE CTLE APPROVED**



**Courses designed to energize  
today's classrooms!**

**\*10 New Classes\***

SCOPE Inservice Course Registration is  
Available Online at: [www.scopeonline.us](http://www.scopeonline.us)



SCOPE is a not-for-profit educational organization permanently chartered by the New York State Board of Regents to provide services to school districts. Founded in 1964 by school superintendents, it is a cooperative venture for sharing resources to deal with common concerns. It is governed by a Board of Directors of school superintendents and college representatives and serves as a regional School Study Council and School Board Institute.

#### **2024-2025 SCOPE Board of Directors:**

##### **President**

Dr. Lorna R. Lewis - Superintendent, Malverne UFSD

##### **Vice President**

Dr. Kenneth Bossert - Superintendent, Great Neck UFSD

##### **Treasurer**

Dr. Yiendhy Farrelly - Superintendent, West Babylon UFSD

##### **Past President**

Mr. Lars Clemensen—Superintendent, Hampton Bays UFSD

##### **Executive Director**

Mr. George L. Duffy

##### **Board Members**

Dr. Anthony Annunziato - Associate Professor, Department of Instructional & Administrative Leadership, St. John's University

Dr. Joseph Famularo—Superintendent, Bellmore UFSD

Dr. Robert Feirsen - Coordinator - Educational Leadership Program, Manhattanville College

Mr. Michael Flynn - Chief Operating Officer, Western Suffolk BOCES

Dr. Roberta Gerold - Superintendent, Middle Country CSD

Mr. Henry Grishman - Superintendent, Jericho UFSD

Dr. Timothy Hearney- Superintendent, Bayport-Blue Point UFSD

Dr. Lance Lohman— Superintendent, Longwood CSD

Dr. Michael Nagler—Superintendent, Mineola UFSD

Dr. Robert Moraghan - Director Emeritus, Stony Brook University

Dr. Dominick Palma - Superintendent, Merrick UFSD

#### **SCOPE Professional Development Staff**

Mr. Michael O'Brien	Deputy Director of Instructional Services
Ms. Betty Westcott	Assistant Director for Instructional Services

#### **S25-12024 INTEGRATING TECHNOLOGY TO ENHANCE STUDENTS LANGUAGE SKILLS**

**Kristina Giannetti—Kgiannettiscope@gmail.com**

**3 Credits - Inservice - June 25 — August 15**

This course was created for Speech Language Pathologists, Classroom Teachers, and special Education Teachers to enhance their students' language skills by utilizing engaging technology in your classroom. You will be provided with tips and strategies to assist students with speech-language disorders. However, these tips are applicable to ALL learners. This course will introduce you to or help you learn more about a variety of different technology sources. Most of them are completely free or have a free version you can utilize. Upon completion, you will have a portfolio of lessons to be used in the classroom.

#### **S25-12025 DIFFERENTIATING LANGUAGE DIFFERENCE AND LANGUAGE DISORDER**

**NEW!**

**Angie Elkaray—elkarayangie@yahoo.com**

**3 Credits - Inservice - June 25 — August 15**

Differentiating Language Difference and Language Disorder is a comprehensive course designed to equip speech-language pathologists (SLPs) and related professionals with the knowledge and skills needed to accurately distinguish between language differences stemming from cultural and linguistic diversity and true language disorders. Participants will explore foundational concepts, cultural competence, and evidence based assessment and intervention strategies.

---

#### **WITHDRAWAL AND REFUND POLICY**

If a course is canceled, the fee will be refunded in full. Registrants may withdraw up to the working day before a course is to begin. THERE WILL BE AN ADMINISTRATIVE CHARGE OF \$30.00 FOR ALL WITHDRAWALS.

**No refunds will be made after a course has started.**

**S25-12015  ASPERGER SYNDROME-STRATEGIES FOR TEACHERS - K-12**

**Debbi Frechtman - deb5474@aol.com**

**3 Credits – Inservice - June 25 — August 15**

The mandate of placing children in the Least Restrictive Environment has resulted in teachers dealing with children with new and diverse needs. Asperger Syndrome is one such disorder which requires training for teachers and parents resulting in a better understanding of the disorder, and how to effectively work with these students.

**S25-12017  CREATING A SUCCESSFUL CLASSROOM FOR CHILDREN WITH DISABILITIES**

**Kysten Ellison - Kysten@aol.com**

**3 Credits - Inservice - June 25 — August 15**

Students of all abilities and backgrounds want classrooms that are inclusive and convey respect. For those students with disabilities, the classroom setting may present certain challenges that need accommodation and consideration. This course will focus on various types of disabilities, how each disability may impact student learning, the accommodating classroom environment, accessing resources, and explore ways to use this information to better meet the needs of our developing students.

**S25-12020  DEFINING DYSLLEXIA & THE ORTON GILLINGHAM READING METHODOLOGY - K - 12**

**Maureen Hanley - mobrien16@hotmail.com**

**3 Credits – Inservice - June 25 — August 15**

Dyslexia affects 1 out of 5 people. It is the most common reading disability, but many times is undiagnosed and untreated. It does not discriminate between race, ethnicity, or socioeconomic status, but the good news is that people with dyslexia can learn to read and spell. Course participants will familiarize themselves with the definition, causes, symptoms and early detection of dyslexia. They will listen to personal experiences of people with dyslexia. Explore the Orton-Gillingham Multisensory Reading methodology and discover reading and spelling techniques and programs that remediate students of all ages.

**S25-12023  AUGMENTATIVE AND ALTERNATIVE COMMUNICATION AND CORE VOCABULARY—WHERE TO BEGIN?**

**Kristina Giannetti—Kgiannettiscope@gmail.com**

**3 Credits - Inservice - June 25 — August 15**

Do you have a student who uses Augmentative and Alternative Communication to communicate? Have you heard of Core Vocabulary but do not know where to begin? This course will provide you with an introduction to all things AAC and Core Vocabulary. You will be introduced to a variety of activity ideas to implement during your lessons. This course is appropriate for all professionals who work with special needs students.

Dear Colleague:

Online registration is now available for SCOPE's SUMMER 2025 Professional Development Courses.

**SCOPE IS AN APPROVED SPONSOR OF  
CONTINUING TEACHER AND LEADER EDUCATION  
(CTLE)**

Courses are limited in size, register early to ensure space availability. To register online please go to...

[www.scopeonline.us](http://www.scopeonline.us)

Sincerely,

Betty Westcott

Assistant Director for Instructional Services

**Registration Fees: MEMBER District    NON-MEMBER District**

<b>1 Credit Course</b>	<b>\$ 142.00</b>	<b>\$ 152.00</b>
<b>2 Credit Course</b>	<b>\$ 284.00</b>	<b>\$ 304.00</b>
<b>3 Credit Course</b>	<b>\$ 426.00</b>	<b>\$ 456.00</b>



**= SCOPE ONLINE COURSE**

**Online Courses Start - June 25—August 15**

**\*Each credit is equal to 15 hours of Professional Development**

**\*\*SCOPE On-line Inservice course standards can be found on our website at [www.scopeonline.us](http://www.scopeonline.us)**



**S25-01003**  **SOCIAL MEDIA: THE GOOD, THE BAD AND THE UGLY**  
**Janine Simpson—Janine.crosby@yahoo.com**  
**3 Credits—Inservice — June 25 — August 15**

Social Media is a significant part of our students' lives and it has a major impact on their overall functioning and mental health. There has been a significant increase in the amount of time teens spend online and on social media platforms. Participants will gain a better understanding of current trends in social media as well as the correlation between social media and mental health. You will be provided with resources and tips for mitigating the negative impact of social media as well as provide students and families with strategies to manage social media use while promoting positive digital citizenship among our students. Suitable grades K—12.

**S25-01006**  **DIGITAL CITIZENSHIP**  
**Christina Sciarrotto - cmes724@yahoo.com**  
**1 Credit - Inservice - June 25 — August 15**

As technological advances increase each day and everyone has become more dependent on the internet for daily activities, it is crucial to teach students digital citizenship. You will learn what is Digital Citizenship and why is it important to teach. Additionally, you will learn about the different components and how to apply them in your classroom.

**S25-01007**  **PEACEFUL SCHOOLS: EASING ANXIETY AND DEPRESSION**  
**Kysten Ellison - Kysten@aol.com**  
**3 Credits - Inservice - June 25 — August 15**

The class will address the stress and anxiety students contend with on a daily basis by examining the causes and learning ways to help alleviate such within the classroom. By becoming more aware and versed in strategies of social emotional learning and practices through the lens of culturally responsive practices that embrace and reflect the many identities and experiences of the students in their care, educators will learn to support their students and lessen the stress and anxiety often felt by them. How the recent pandemic has changed student motivation and behavior and what to do in order to meet their unique and diverse will be included. IN all we will cultivate an awareness and provide resources & strategies to employ in creating a peaceful classroom that works to reduce stress and anxiety with the goal of developing equitable practices for all students.

**S25-01008**  **FOSTERING CORE SEL COMPETENCIES**  
**Tracey Hanes—traceyhanes28@gmail.com**  
**3 Credits—Inservice—June 25— August 15**

In today's world, social-emotional learning is at the forefront of student success. Without mastery of the core SEL competencies, students lack an essential skill set, limiting their abilities to thrive socially, emotionally, and academically. Learn all there is to know about the five core SEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making. Together, we will create a toolkit of strategies to pull from in order to foster these skills, promoting student growth & wellness.

**S25-12002**  **INTEGRATED CO-TEACHING: ENSURING STUDENT SUCCESS**  
**Anthony Auciello - scopeauciello@aol.com**  
**3 Credits – Inservice - June 25 — August 15**

Participants will be given the opportunity to learn about the various aspects of integrated co-teaching (ICT). In addition to learning the fundamentals, participants will learn how to use many techniques to foster a positive relationship with their co-teaching partners, while ensuring students grow, both socially and academically.

**S25-12003**  **DIFFERENTIATION IN ACTION**  
**Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org**  
**3 Credits - Inservice – June 25 — August 15**

Learn everything there is to know about differentiating your classrooms. Learn the secrets to recognizing and building on the individual talents of each student, while preparing all students for the rigors of standards and assessments. Learn student centered ideas, lessons that differentiate, challenging ways to motivate students, current research on differentiation, constructivist practices, ideas for putting research into action, examples & strategies that assist in differentiation, assessment & tiered lesson ideas and websites.

**S25-12005**  **AUDITORY PROCESSING DISORDERS: AN OVERVIEW OF WORKING WITH CHILDREN WITH APD**  
**Linda A. Cohen - lhardmancohen@gmail.com**  
**3 Credits - Inservice - June 25 — August 15**

What does it mean to have an Auditory Processing Disorder? It is estimated that 5-7% of children sitting in the classroom suffer with APD. That means there is the likelihood of having a student with APD in your current classroom. Learn about the characteristics of an Auditory Processing Disorder and how to work with children that struggle with this disorder. You will also learn about the challenges students with APD face in their reading skills and what you can do as a teacher to help them.

**S25-12009**  **OPPOSITIONAL DEFIANCE DISORDER-STRATEGIES FOR TEACHERS – (K – 12)**  
**Andrew Paskal - andrewpaskal@gmail.com**  
**3 Credits – Inservice - June 25 — August 15**

The mandate of placing children in the Least Restrictive Environment (LRE) has resulted in more inclusion and mainstream students in general education classes. As general education teachers are dealing with new and diverse needs, there exists a need for training. Oppositional Defiance Disorder (ODD) requires training. As a result you will have a better understanding of how to work with these students.

**S25-11041**  **THE EFFECT THAT STRESS HAS ON STUDENT LEARNING**  
**Richard Faber - Fabes888@gmail.com**  
**3 Credits - Inservice - June 25—August 15**

This course will describe the sources and consequences of stress. Stress is a common problem that will affect almost all of your students at some point in their lives. Learn to identify when a person is under stress, what causes stress, and different ways of coping. Instructional strategies will be taught that can help students self-regulate such as reducing extraneous noise, managing transitions, and understanding mindsets, to name a few.

**S25-11045**  **RESTORATIVE PRACTICES**  
**Richard Faber - Fabes888@gmail.com**  
**3 Credits - Inservice - June 25—August 15**

Educators recognize the importance of fostering positive, healthy school climates and helping students learn from their mistakes. They are partnering with parents, district officials, organizations, and policymakers to move away from harmful & counter-productive zero-tolerance discipline policies toward proven restorative approaches. Restorative practices is an emerging social science that students and all members of the school community can learn and practice.

**S25-11052**  **MAKING SHIFT HAPPEN: HOW TO MAKE MEANINGFUL CHANGE**  
**Brittany Reilly — brittany.a.reilly@gmail.com**  
**3 Credits – Inservice – June 25 — August 15**

Feeling overwhelmed by classroom challenges? Looking to simplify your teaching life by learning a powerful problem-solving approach? This course offers an engaging and reflective learning experience that will equip you with the tools and techniques to view classroom challenges through a holistic lens. Reduce burnout and stress by learning how to break down complex problems into manageable issues you can address to make impactful change! By the end of this course you will become a systems thinker— someone who can get to the root cause of challenges and develop practical solutions. K-12.

**S25-11053**  **YADA, YADA, YADA-A LOOK AT PEDAGOGY THROUGH SEINFELD**  
**Brittany Reilly — brittany.a.reilly@gmail.com**  
**3 Credits – Inservice – June 25 — August 15**

This course will provide you with the opportunity to dive into pedagogy and the foundation of educational practice through the lens of the iconic TV show *Seinfeld*. This course connects key educational psychology concepts with the antics of Jerry, George, Elaine, Kramer and...Newmannnn. Improve your instructional strategy, enhance student engagement, and meet the needs of diverse learners by understanding the underlying theories that drive best practice. *\*\*You will need Netflix, Apple TV, YouTube or Amazon Prime to Stream the show\*\* Suitable grades K-12.*

**S25-01013**  **IDENTIFYING & PREVENTION OF TEENAGE ADDICTION**  
**Kysten Ellison - Kysten@aol.com**  
**3 Credits - Inservice - June 25 — August 15**

Adolescent addictions have become a serious educational concern that affect the emotional well being of students as well as the entire school community. Objective of this course is to identify various physiological and psychological addictions, recognize the potential dispositions, examine the causes, explore effective prevention strategies and how to initiate appropriate intervention techniques.

**S25-01088**  **THE CALM CLASSROOM**  
**Kysten Ellison - Kysten@aol.com**  
**3 Credits - Inservice - June 25 — August 15**

This class will address the stress and anxiety students incur in the classroom. Examine the causes of stress and anxiety and understand methods to alleviate these issues. This course will also discuss depression and how to recognize the symptoms and indicators as well as effective coping strategies.

**S25-01096**  **CHILDHOOD OBESITY: A MODERN DAY EPIDEMIC—Pre-K-12**  
**Bianna Burghard—bburghard26@gmail.com**  
**3 Credits—Inservice— June 25— August 15**

This course focuses on the epidemiology of child and adolescent obesity with a focus on environmental and socioeconomic factors. This course will cover the potential implications of childhood obesity, including health and economic consequences. Environmentally focused interventions and programs to combat childhood obesity will be included.

**S25-01131**  **INSPIRING YOUNG MINDS—K—12**  
**Amy Miller—amillerteach10@gmail.com**  
**3 Credits—Inservice— June 25— August 15**

Teachers will be asked to read picture books that promote mindfulness, empathy, and social/emotional learning (can be used in all grade levels), view TED talks, and explore videos & articles. Learn to navigate the website GoNoodle.com, to help students cope with things that may arise in their daily lives. Teachers will participate in breathing and meditation exercises using the Insight Timer (this is a free app), which is for both the teacher and the student. Each assignment will explore a new aspect of mindfulness, social/emotional learning, and empathy and can be used in many subject areas. **All** material accessed from links provided.

**S25-01132**  **ACE'S 101: WHAT'S IN YOUR STUDENT'S BACKPACK—K-12**  
**Janine Simpson—Janine.crosby@yahoo.com**  
**3 Credits—Inservice— June 25 — August 15**

Adverse Childhood Experiences (ACE's) have increased significantly over the years-as educators, we are seeing more students impacted by ACE's. ACE's are linked to chronic health problems, mental illness, and substance use problems in adolescence and adulthood. They negatively impact education, job opportunities and earning potential. This course will delve into the definition of ACE's and trauma as well as its impact on a child's outcomes and educational experience.

**S25-01201  BUILDING STUDENT/TEACHER RELATIONSHIPS WITH SEL ACTIVITIES**

**Richard Faber—Fabes888@gmail.com**

**3 Credits—Inservice— June 25 — August 15**

We define social and emotional learning (SEL) as integral part of education and human developments. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for other, establish and maintain supportive relationships and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools.

**S25-01207  EMBRACING DIVERSITY: CULTIVATING CULTURAL CONSCIOUSNESS IN EDUCATION**

**Michelle Rosenoff - mrosenoff43@gmail.com**

**3 Credits — Inservice - June 25 — August 15**

Through an in-depth exploration of cultural culture, participants will gain a deeper understanding of the multifaceted aspects of culture, including race, ethnicity, language, religion, and socio-economic backgrounds. You will examine the influence of cultural identity on learning and how it shapes students' perspectives, experiences, and academic achievements. This course provides practical strategies and pedagogical approaches for creating inclusive and culturally responsive classrooms, fostering an environment where all students feel valued, respected and supported. You will engage in discussions, and participate in experiential activities, enhance their cultural awareness, develop intercultural communication skills, and learn to integrate culturally relevant content in their curriculum. Ultimately you will emerge with the knowledge and confidence to promote cultural understanding, build bridges across differences and create a truly inclusive educational experience for all.

**S25-01208  THE POWER OF POSITIVE THINKING**

**Michelle Rosenoff - mrosenoff43@gmail.com**

**3 Credits — Inservice - June 25 — August 15**

This course is designed to illuminate the profound impact positive thoughts can have on our lives. Through an immersive and dynamic learning experience, this course empowers participants to harness the incredible potential of their minds and create an optimistic mindset. Delve into the depths of positive psychology, exploring the intricate connections between thoughts, emotions and actions. Learn practical techniques to reframe negative beliefs, develop resilience in the face of challenges, and cultivate a deep sense of gratitude and compassion. Interactive exercises, engaging discussions, and inspiring real-life examples converge to create a vibrant learning environment. Participants will emerge with a renewed sense of purpose, armed with an arsenal of tools that will help transform their classrooms.

**WITHDRAWAL AND REFUND POLICY**

If a course is canceled, the fee will be refunded in full. Registrants may withdraw up to the working day before a course is to begin. THERE WILL BE AN ADMINISTRATIVE CHARGE OF \$30.00 FOR ALL WITHDRAWALS.

**No refunds will be made after a course has started.**

**S25-11006  MOTIVATING STUDENTS TO ACHIEVE:ENSURE STUDENT SUCCESS**

**Anthony Auciello - scopeauciello@aol.com**

**3 Credits – Inservice - June 25 — August 15**

Participants will learn not only about motivating their students, but also teaching their students to motivate themselves. Identify students who need motivating. Develop, utilize, and analyze strategies that will help you teach students how to self-motivate and succeed. Participants will utilize the internet to build a large foundation of information that can be used at any grade level. This course will be the missing piece to any teacher's bag of tricks!

**S25-11014  BUILDING STUDENT RESILIENCY—K—12**

**Michael Sims - mikesimsduke1@yahoo.com**

**3 Credits – Inservice - June 25 — August 15**

Teachers today have to manage students that struggle with independence & self-reliance. This stems from many factors, like bulldozer parents smoothing the road so they don't encounter difficulties. Though their intentions are well placed, parents are actually denying opportunities for their kids to learn critical life skills like decision making, responsibility and coping strategies. Colleges have begun reporting students are not equipped to handle the rigors that come at the university level. To combat these trends, we will explore ways to create a culture where your students will learn resiliency & how to be independent thinkers.

**S25-11032  BUILDING POSITIVE RELATIONS WITH PARENTS**

**Michael Sims - mikesimsduke1@yahoo.com**

**3 Credits – Inservice - June 25 — August 15**

Explore the fundamental importance of encouraging real collaboration between schools and families. Developing good relations with parents is an essential tool for creating an optimal working environment for students. Construct materials, examine how to communicate proactively with parents, develop strategies for communicating negative information and how to remain professional with confrontational or hostile parents.

**S25-11038  ENGAGING ACTIVITIES!**

**Deirdre Cerrito - deirdrecerrito@yahoo.com**

**3 Credits - Inservice – June 25 — August 15**

As classroom teachers, it is really our responsibility to engage our students in every step of the learning process. Active learners are happy and motivated, and they learn more. In this class you will read professional articles, create lesson plans and design fun activities to bring back to your students – all while strengthening your students' skills for the NYS Assessments and supporting the NYS Next Generation Standards.

**S25-11039  ENGAGING THE DISENGAGED LEARNER**

**Richard Faber - Fabes888@gmail.com**

**3 Credits - Inservice - June 25—August 15**

Learning is a lot like bike riding. Once you have the knack, you never really forget the skill. Nor do you forget the thrill of learning a new ability or understanding a complex idea. Why have so many students never discovered this thrill? Why are they coasting when they could be racing along in the educational Tour de France with their peers? What can teachers do to engage the disengaged student?

**S25-05004**  **BEST PRACTICES FOR TEACHING MULTI-LANGUAGE STUDENTS**  
**Deirdre Cerrito - deirdrecerrito@yahoo.com**  
**Jully Williams - gina102105@gmail.com**  
**3 Credits - Inservice - June 25 — August 15**

CTLE regulations require teachers apply 15% of their required hours toward enhancing language acquisition skills for ENL and ELL students. For ELL teachers, the percentage is 50%. This class provides instruction in best practices as outlined by NYSED. Learn best practices in scaffolding, literacy development, aligning instructional resources & academic language. A must for teachers hoping to help their ENL, ELL & MLL students learn English & succeed.

**S25-06010**  **THE MUSICAL BRAIN**  
**Dr. Peter A. Pece - doctorpece@icloud.com**  
**3 Credits - Inservice - June 25 — August 15**

The Brain is most complex organ in the human body, and Music is the most complex of all the arts. Put them together and you will ultimately get more questions than answers. In this course "The Musical Brain" we will examine many different aspects of music and how it affects the brain. Some of the interesting topics explored will be: The Effects of Music on the Brain, Synesthesia, Why Sad Songs make us happy (in a way), Amusia and Musical Savants among others.

**S25-06048**  **SMARTPHONE PHOTOGRAPHY & EDITING FOR THE EDUCATOR**  
**Sue Presberg—spresberg@gmail.com**  
**3 Credits - Inservice - June 25 — August 15**

**NEW!**

This course is designed to enhance your ability to convey ideas through digital photography, equipping you with the skills to integrate these tools into your curriculum. You will gain proficiency in both digital photography and editing, utilizing Adobe Light room on both your computer and smartphone. By the end of the course, you will be fully capable of using Lightroom to elevate your photographic content. **Proficient computer skills needed. Adobe Lightroom is necessary to take this course.** Adobe Lightroom free trial is available for use if needed. You can use LR mobile (free version) as well but it is recommended to take the free trial (or purchase for \$9.99 a month) so you can use all the premium features.

**S25-07001**  **DEVELOPING A COLLEGE/CAREER READY STUDENT**  
**Francesca Cavallaro - fncavallaro@gmail.com**  
**3 Credits - Inservice - June 25 — August 15**

This course is geared towards making students more college and career ready. This can be accomplished by impeding a college/career focus in curriculum, through lessons and by exposing students to different opportunities that foster growth and awareness of the different colleges and careers available. Schools exposing students to a wide variety of supports will provide students with an opportunity to set individual postsecondary goals for themselves. This course aims to bring to light the different local opportunities, online resources and potential field trips schools can implement within their school.

**S25-11005**  **POVERTY IN EDUCATION**  
**Michael Sims - mikesimsduke1@yahoo.com**  
**3 Credits - Inservice - June 25 — August 15**

Participants will examine the relationship between poverty and learning. You will explore how poverty is truly defined and discover the different levels of poverty that exists in school districts we work and live in. You will develop effective ways to help students overcome the barriers to learning that result from enduring poverty. Since there is poverty in every town and district, this course is applicable for all educators.

**S25-01209**  **HOW TO LIVE TO 100 AND LOVE IT!**  
**Michelle Rosenoff - mrosenoff43@gmail.com**  
**3 Credits — Inservice - June 25 — August 15**

This course aims to empower educators with essential knowledge on how even young students, starting in Kindergarten, can make choices that positively influence their future health and well-being. By examining lifestyle choices and behaviors, we'll highlight their crucial role in longevity and overall health. Participants will explore key topics such as what are lifestyle diseases, including but not limited to diabetes, heart disease, cancer, obesity, high blood pressure, unhealthy diets, lack of exercise, and the critical role of sleep in maintaining health. You will also delve into the concept of Blue Zones-regions where people live significantly longer, healthier lives-and discuss how these insights can inform teaching practices. Through engaging discussions and practical strategies, participants will learn effective interventions to help prevent serious health issues.

**S25-02006**  **ENGAGING THE MATH LEARNER WITH GAMES—(K-6)**  
**Jill Cohen—jilly119@gmail.com**  
**3 Credits - Inservice - June 25 — August 15**

Learn to maximize the teaching & learning of math, by making it an engaging and exciting experience. Explore a variety of classic games, dice games, card games, board games, in non-electronic form, unless otherwise stated. Who doesn't love games? Games spark interest, enthusiasm for learning and help students to remember what was learned. The overall objective should be to help each child understand math concepts, enabling them to become mathematically literate. What better way to do that than through math games?

**S25-02007**  **ENGAGING THE MATH LEARNER WITH NUMBER TALKS**  
**Jill Cohen—jilly119@gmail.com**  
**3 Credits - Inservice - June 25 — August 15**

This course has been created for K-8 teachers who are seeking effective approaches that extend beyond mere memorization for fact fluency. This course will acquaint you with "number talks," a classroom practice designed to actively involve students in employing strategies that bolster their proficiency in number manipulation. Aligned with Next Generation Learning Standards, you will learn about the reasoning behind number talks and gain access to practical tools for integrating these discussions into your mathematics instruction.

**S25-02012**  **MAKING MATH MEANINGFUL**  
**Danielle Waitz - dwaitz@hotmail.com**  
**3 Credits - Inservice - June 25 — August 15**

Do you feel like your math lessons are mundane? Do you feel like you can't motivate yourself to teach meaningful yet fun math lessons? Class will help teachers to make math more meaningful while keeping students interested by incorporating accessible resources. Participants will explore articles, multimedia and internet resources.

**S25-02013**  **SUPPORTING ELLs IN MATH CLASS**  
**Dionne Serrette - dserrette.cci@outlook.com**  
**3 Credits - Inservice - June 25 — August 15**

This course is designed to provide teachers with the tools necessary to support English Language Learners in math courses that may not receive support from an ENL teacher. Learn best practices in supporting multilingual learners in engaging math conversations and math vocabulary acquisition. Develop lesson plans that include language objectives, the use of manipulatives, and math instructional routines. This course is ideal for math teachers that are only proficient in English and want to support the ELLs in their math class. A unit plan with lessons that include strategies and supports for ELLs will be developed.

**S25-02512 EDUCATIONAL NEUROSCIENCE**  
**Dr. Peter A. Pece - doctorpece@icloud.com**  
**3 Credits – Inservice - June 25 — August 15**

Neuroscientists and Educators were totally separate entities for many years. Then, each discipline realized that they needed the other. Educators realized that Neuroscience held many answers for them, and Neuroscientists realized that educators possessed knowledge that they could utilize in their research. This course will examine many different avenues of exploration for those in Education to have some questions answered regarding the brain and how they can use findings of Neuroscience in their classrooms.

**S25-02514 AI MAGIC FOR TEACHERS: ENHANCING PRODUCTIVITY & STUDENT ENGAGEMENT**  
**Kristina Holzweiss—lieberrian@yahoo.com**  
**3 Credits — Inservice - June 25 — August 15**

This course is designed to empower teachers with the knowledge and skills to leverage AI tools in the classroom. Teachers will explore the innovative applications of ChatGPT, Canva, Goblin Tools, Drift, Tweek, Curipod, Magic School, Brisk Teaching, Chat for Schools, Question Well, Hello History, and other AI tools to enhance their productivity and boost student engagement. Through hands-on learning experiences, you will discover how these tools can streamline lesson planning, create interactive and engaging content, and personalize student learning experiences whether you are a tech-savvy educator or a beginner.

**S25-02516 TEACHING TODAY'S STUDENTS: SPARKING AI CURIOSITY IN THE CLASSROOM**  
**NEW!**  
**Kristina Holzweiss—lieberrian@yahoo.com**  
**3 Credits — Inservice - June 25 — August 15**

In this course, educators will gain the knowledge and skills needed to teach artificial intelligence (AI) to students of all ages. Designed for teachers with no technical background, this course provides an approachable guide to AI education. Participants will explore key AI concepts, from machine learning to AI ethics and applications in daily life, and learn how to integrate these concepts into their classroom practices. By the end of this course, teachers will feel confident in their ability to introduce AI concepts to their students, empowering the next generation of innovators, problem solvers, and ethical thinkers. Whether you're a seasoned educator or new to AI, this course will equip you with the tools and insights to make AI a natural part of your teaching toolkit.

**S25-03019 HYPED FOR HYPERDOCS—K—12**  
**Danielle Pallatto - dpallattoscope@gmail.com**  
**3 Credits – Inservice - June 25 — August 15**

Are you interested in interactive, digital resources for students? Hyperdocs are an all-in-one document that allows students to explore, learn, and share their thinking with all of their digital tools in one place. Come learn how to create one for your students and how to adapt templates and ready made hyperdocs to fit your needs.

**S25-04167 THE BENEFITS, FLEXIBILITY AND VERSATILITY OF JOURNALING FOR ALL STUDENTS IN ALL SETTINGS - K-12**  
**Jean Galima - jeangalima@yahoo.com**  
**3 Credits - Inservice - June 25 — August 15**

With changing educational platforms due to the Pandemic, journaling always remains an adaptable constant for ALL teachers of ALL students (beginning with emergent learners' doodling) in ALL areas. Yes, it is perfect for Physical ed and ENL. Fluidity and organization of thought, self-expression, providing a sense of comfort, connectivity, questioning and critical thinking, increase self-directed learning and foster self-confidence. These are just a part of the endless benefits of journaling.

**S25-04169 THE SCIENCE OF READING**  
**Christina Sciarrotto - cmes724@yahoo.com**  
**2 Credits - Inservice - June 25— August 15**

What is the Science of Reading and why is everyone talking about it? In this course, you will learn about the different components of the science of reading and how to make the "shift" in your classroom.

**S25-04171 EMPOWERING STUDENT VOICE IN THE CLASSROOM**  
**Angela Trager—tragera18@gmail.com**  
**1 Credit—Inservice—June 25—August 15**

Student voice is the expression of opinions, values, beliefs, and perspectives. This course examines the importance of implementing student voice into teaching and learning practices while emphasizing how valuing students' input can enhance engagement, motivation, and academic achievement.

**S25-04172 DIVE INTO THE SCIENCE OF READING**  
**NEW!**  
**Christina Sciarrotto - cmes724@yahoo.com**  
**1 Credit - Inservice - June 25— August 15**

Dive into the Science of Reading with a course tailored to decodables. In this course you will learn what is a decodable and how to effectively utilize decodable texts to support readers. Additionally, you will discover innovative ways to utilize AI tools to create decodable text and access to a wealth of free resources.

**S25-04173 TOOLS, TRICKS AND TEMPLATES FOR DIFFERENTIATED INSTRUCTION**  
**NEW!**  
**Katelyn Buccio — teachkatelymbuccio@gmail.com**  
**3 Credits — Inservice - June 25 – August 15**

This course is designed to look at the evolution of education and how all learners come to us with different educational needs, strengths, interests, supports and passions. Teachers will use their past and current classes to refine their lessons to ensure each student is progressively and productively performing in their classroom using the portfolio process. The tools, trick and templates offered in this course will ensure that every student has the opportunity to progress at a quicker pace—particularly our ELL, SIFE, special Education, lowly motivated learners and accelerated learners. Empower and elevate your classroom!.

**S25-04174 ENHANCING NARRATIVE SKILLS**  
**NEW!**  
**Angie Elkaray—elkarayangie@yahoo.com**  
**3 Credits - Inservice - June 25 — August 15**

This professional development course, "Narrative Skills Intervention," equips educators and related professionals with evidence-based strategies to enhance narrative skills in children and adolescents. Participants will explore the critical role of narrative skills in language development, literacy, and social-emotional growth. Interactive sessions include modeling, scaffolding, and hands-on practice with tools like story maps and visual supports. By the end of the course, participants will have the confidence and resources to implement impactful narrative interventions that support academic and social success for their students.

**S25-04098**  **MULTICULTURALISM IN THE K-12 CLASSROOM**  
**Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org**  
**3 Credits - Inservice - June 25—August 15**

Students who enter LI Schools systems from foreign countries need to learn to assimilate into a very different culture. What do educators need to know in order to promote success? Lessons on culture, respect, vocabulary, reciprocal reading, diversity, as well as various strategies to enhance respect and learning for all in the multicultural process.

**S25-04101**  **COMMUNICATION SKILLS FOR STUDENTS—K—12**  
**Jean Galima - jeangalima@yahoo.com**  
**3 Credits - Inservice — June 25 — August 15**

Providing students with the application of the elements of good communication skills, not only improves their self-image, but also raises their self-confidence level, assertiveness and respect for others' ideas. All teachers especially ENL and PE teachers will have opportunities to explore and expand their repertoire of activities to give students experiences to sharpen their communication skills, share learned knowledge and become more effective, respectful communicators and listeners.

**S25-04102**  **GRAMMAR GIMMICKS, WORD USAGE, PAINLESS PUNCTUATION**  
**Jean Galima - jeangalima@yahoo.com**  
**3 Credits - Inservice - June 25 — August 15**

Participants will learn to help their students eliminate frequent errors in speaking and writing by utilizing gimmicks that work. This course will bridge the connection between oral language and written communication more effectively with successful writing strategies that students will remember and apply. Learn fascinating language facts to enhance your teaching experiences. Gather activities, techniques and resources that will transgress across all curriculum areas. Suitable K—12 especially ENL teachers.

**S25-04111**  **LOVING LITERATURE**  
**Danielle Waitz - dwaitz@hotmail.com**  
**3 Credits – Inservice - June 25 — August 15**

With so much emphasis on the NYS Exams, it's hard for students to look at literature as something enjoyable. This course will emphasize the importance of differentiating instruction, modeling and teaching reading strategies to help students not only become better readers but to enjoy reading. You will create graphic organizers, activities & lessons that you will utilize in your classrooms to enhance their existing literacy program.

**S25-04158**  **SUPPORTING STRUGGLING READERS - K - 12**  
**Jaclyn Graham—jaclyngraham79@gmail.com**  
**3 Credits — Inservice - June 25 – August 15**

This course is designed to provide teachers with meaningful reading strategies that will benefit all types of learners. Learn how to get to know your readers really well so that you can use easy-to-implement strategies. Teachers will have access to printable activities and educational websites that will enhance their reading instruction. Most importantly they will have a greater understanding of how to turn struggling readers into successful ones.

**S25-03026**  **BEYOND THE BASICS: TAKING GOOGLE APPS TO THE NEXT LEVEL– K—12**  
**Christina Sciarrotto - cmes724@yahoo.com**  
**3 Credits - Inservice - June 25— August 15**

Participants will engage in activities that are beyond the basic Google Apps. Participants will take Google Slides to the next level by creating Stop Motion, Games, Comic Strips, Timelines, Magnetic Poetry, Digital Escape Rooms and Figjam. You will also learn about Google Keep, Sites, Add-ons and Extensions, and YouTube.

**S25-03032**  **CREATING A WEBSITE WITH GOOGLE SITES**  
**Sue Presberg—spresberg@gmail.com**  
**3 Credits - Inservice - June 25 — August 15**

This course is designed to help you step by step, create a website for yourself and/or your students. Creating a personalized Google website is a great way to track growth in real time. You will select and organize content and also reflect on student achievements, skills and future aspirations. This can be used for parents, administrators and the community as well as for professional growth of either the educator or their students. Using Google Sites can be a lifelong narrative that can be constantly updated, where the content is never lost over the years. It will be the educator's choice as to what type of website they will create.

**S25-03035**  **THE POWER OF GOOGLE SEARCH**  
**Sue Presberg—spresberg@gmail.com**  
**NEW!**  
**3 Credits - Inservice - June 25 — August 15**

There's so much more to Google Search than just "searching"! In the search tool you have photo tools, travel tools, translation tools and many others that you'll learn to explore. Of course you'll also understand advanced search techniques to get better results and filters to narrow your search. Have fun with projects you can use with your classes exploring new adventures using *Google Search!*

**S25-03045**  **AI IN ACTION!**  
**Danielle Pallatto - dpallattoscope@gmail.com**  
**NEW!**  
**3 Credits – Inservice - June 25 — August 15**

There is so much buzz around AI, especially in the education world. Come join us as we learn how to use different AI apps and digital tools in our teaching practices. We will dive into some of the popular AI tools, as well as some that are lesser known, but equally as resourceful. There is something for everyone in the world of AI!

**S25-03073**  **THE EDUCATORS GUIDE TO DECLUTTERING AND ENHANCING PRODUCTIVITY**  
**Kristina Holzweiss - lieberrian@yahoo.com**  
**3 Credits – Inservice - June 25 — August 15**

In today's fast-paced world, educators often find themselves overwhelmed by physical and mental clutter which can hinder their productivity and impact their ability to inspire and guide students effectively. This comprehensive course goes beyond tidying up physical spaces; it delves into the psychology of clutter and time management, offering practical solutions to create a harmonious and efficient teaching environment. Educators will learn to streamline their physical surroundings, declutter their digital lives, & implement effective time management techniques.

**S25-03074**  **BEYOND THE WORKSHEET: CANVA ASSESSMENTS TO INSPIRE CREATIVITY**  
**NEW!** Kristina Holzweiss - lieberrian@yahoo.com  
**3 Credits – Inservice - June 25 — August 15**

This course is designed for educators across all grade levels and subject areas who have a foundational understanding of CANVA and are looking to enhance their assessment strategies. You will focus on harnessing Canva's versatile tools to design engaging, visually appealing, and pedagogically effective assessments that go beyond traditional assessments. Through hands-on activities and real-world examples, you will learn how to utilize Canva's features-such as templates, multimedia integration, and interactive elements-to develop assessments that foster creativity, critical thinking, and student engagement. By the end of the course, teachers will have a toolkit of dynamic assessment strategies that can be tailored to diverse learning needs & instructional goals.

**S25-03091**  **IPAD APPS & WEBSITES TO HELP STRUGGLING READERS/ WRITERS**  
Maureen Hanley - mobrien16@hotmail.com  
**3 Credits – Inservice - June 25—August 15**

Add more to your RTI toolbox! Participants will familiarize themselves with common reading and writing difficulties, students experience and "The Big 5 Ideas of Reading." Explore free and purchasable apps and websites for Phonemic Awareness, Alphabetic Principle, Reading Fluency, Vocabulary, Comprehension, Spelling, Writing & Notetaking. (Grades K—12)

**S25-03351**  **EVERYTHING YOU NEED TO KNOW TO 3D PRINT, NOW!**  
Vincenzo La Ruina—vincenzoLaRuina@gmail.com  
**3 Credits – Inservice— June 25 — August 15**

Whether or not you have access to a 3D printer, you will learn how to use them, how they can be used in your classroom (for any subject), and you'll even be able to print files without a 3D printer. This class makes 3D printing simple & it includes free PDF versions of the books you will need. Appropriate for K-12 teachers, including art and technology.

**S25-04006**  **CREATIVE WAYS TO TEACH KIDS TO MAKE INFERENCES**  
Alissa Rosenberg - alissaspieces@gmail.com  
**3 Credits – Inservice - June 25 — August 15**

Making inferences rests at the heart of academic and social comprehension. Discuss what inferences are and how they directly relate to the Common Core. Learn fun ideas and/or sample lessons utilizing different creative techniques including the use of technology, movies, pictures, books, websites and apps.

**S25-04007**  **VOCABULARY DEVELOPMENT IN STUDENTS**  
Alissa Rosenberg - alissaspieces@gmail.com  
**3 Credits – Inservice - June 25 - August 15**

Come review the common core standards regarding vocabulary; discuss research on why vocabulary enhancement is so pivotal to literacy achievement and break down different strategies to teach vocabulary enhancement. Sample mini-lessons, activities & strategies will be provided. Participants will create and share a variety of lessons and activities.

**S25-04017**  **HOW TO TEACH RESEARCH PAPER WRITING AT ALL LEVELS**  
Deirdre Cerrito - deirdrecerrito@yahoo.com  
**3 Credits - Inservice – June 25— August 15**

The Next Generation Learning Standards have made students at all levels more responsible for directing their own learning, especially in the areas of science and social studies. Knowing how to conduct research responsibly is an essential skill that all learners need. When this class is complete, you will have all the lessons and materials needed to help your students write great research papers. No more non-informative, unfocused or plagiarized papers to grade!

**S25-04024**  **USING COOPERATIVE LEARNING IN THE CLASSROOM– K-12**  
Marina Poulis - mpoulis100@gmail.com  
**3 Credits - Inservice - June 25 — August 15**

Students too often are required to sit, listen and reiterate in the classroom. Outside the classroom, socialization has decreased, as technology has increased. In today's world, students need to learn socialization, cooperation & collaboration. Learn how to use the cooperative learning method to teach students how to help each other work together.

**S25-04034**  **THE POWER OF PROJECTS AND PRESENTATIONS FOR STUDENT CENTERED LEARNING**  
Jill D'Aleo—jilldaleo@gmail.com  
**3 Credits – Inservice - June 25 — August 15**

This course is designed to guide teachers on how to empower their students by placing them at the center of their own learning experience. Teachers will learn vital educational practices to foster critical thinking, collaboration, and communication skills in their students through the use of structured presentations and project-based learning (PBL). The course will also encourage student creativity, problem-solving, and independent learning, which will prepare students for real-world challenges as well as the Next Generation Standards. By the end of this course, teachers will have their own set of useful projects and presentations for their subject area and course level.

**S25-04056**  **CHARACTER EDUCATION – (K – 12)**  
Andrew Paskal - andrewpaskal@gmail.com  
**3 Credits – Inservice - June 25 — August 15**

Character Education is one 'hot issue' in education today. It is consistently being debated in households, classrooms, boardrooms and faculty rooms. Participants will be discussing the meaning of character education and whether it can be taught, and if so, how and by whom. Develop 6 lessons on the six pillars of character education.

**S25-04080**  **CREATING A CULTURALLY RESPONSIVE CLASSROOM ENVIRONMENT**  
**NEW!** Gayle Meinkes-Lumia - gmeinkeslumia@bufsd.org  
**3 Credits - Inservice - June 25—August 15**

Culturally responsive classroom education is at the forefront of teaching in the 21<sup>st</sup> Century. Students need to learn how to take educational risks and assume the responsibilities of independent work and collaboration. They need to be able to identify inequities and advocate for diversity within the classroom environment. Participants will be able to learn how to create a classroom environment that represents and values all cultural backgrounds within the confines of their classroom. They will learn how to inculcate various perspectives throughout their respective disciplines and address ways in which empathy, conversations, backgrounds, and perspectives play a part in learning. The class will address the ways that students take ownership in their learning and view mistakes as ways to be constructive.