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DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

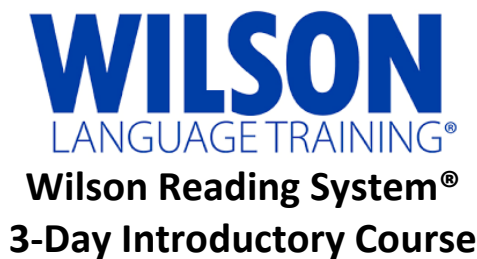
WILSON LANGUAGE TRAININGS

SPRING 2025 PROFESSIONAL DEVELOPMENT OFFERINGS



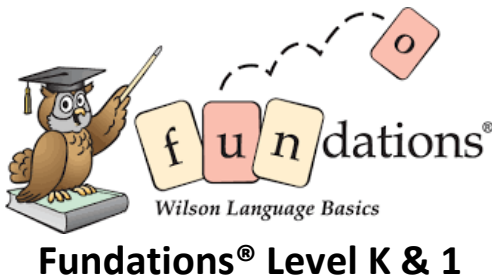
Thursday, May 8, 2025
8:30 AM to 2:30 PM
Grades 4-12 Teachers, Reading &
Special Education
Instructional Support Center
750 Waverly Road, Holtsville

[REGISTER HERE](#)



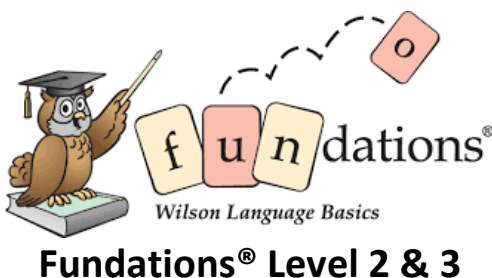
June 2, 3, and 4, 2025 (3 days)
8:30 AM to 3:00 PM
Elementary, Reading & Special
Education Teachers
Instructional Support Center
750 Waverly Road, Holtsville

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Wednesday, June 11, 2025
9:00 AM to 2:00 PM
Elementary, Reading & Special
Education Teachers
LIVE ONLINE via Zoom
(Link sent to registrants the day prior)

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Thursday, June 12, 2025
9:00 AM to 2:00 PM
Elementary, Reading & Special
Education Teachers
LIVE ONLINE via Zoom
(Link sent to registrants the day prior)

[REGISTER HERE](#)

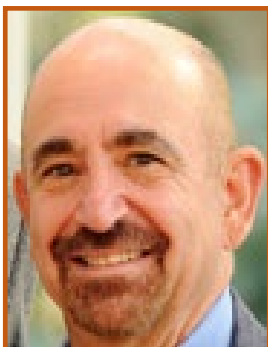


The Science of Reading in Secondary ELA **and Content Area Classrooms** ***Presented by Victor Jaccarino***

The Research Is In, Improving Reading Improves Writing, And Improving Writing Improves Reading!

Based on the work of Dr. Nonie K. Lesaux's Literacy Briefs on The Science of Reading, Tim Shanahan's research, and Steve Graham's and Michael Hebert's Report from the Carnegie Foundation, this workshop will emphasize the connections between reading and writing in both English and content area classrooms. As we have been working diligently to improve both abilities in our classrooms, research connects the two consistently and in a variety of ways to improve both. In this interactive workshop, teachers will explore some of the research and practical and efficient ways of applying what they learn to their classrooms. Although we understand that reading and writing are reciprocal processes that help students learn, teachers find it challenging to help students use the skills in one to improve skills in the other. By exploring research from The Science of Reading, as well as the thoughts of experts in literacy, we can develop lessons and units that combine reading and writing to improve both skills across the disciplines. In this interactive workshop, participants will review research regarding The Science of Reading and Reading/Writing Connections, discuss these connections, and walk away with skills and ideas that will help their students improve both skills in all content areas.

DATE: Thursday, March 20, 2025
TIME: 8:30 am – 2:30 pm
COST: \$150 for subscribers / \$199 for non-subscribers
AUDIENCE: Grades 6-12, ELA and all Content Areas
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



Recognized throughout New York State as an expert in standards-based curriculum and teaching, **Victor Jaccarino** has presented numerous workshops on literacy, and best practices in both the ELA and Content Area classrooms, conducting workshops throughout the state and country. Over the last six years, he has been working in many school districts with teachers and administrators promoting pedagogy that supports critical thinking, collaboration, and literacy in all subject areas. In addition, he has worked with school districts to develop curriculum that is standards based. Victor, a retired Chair of English from the Herricks Public School System, Program Director for Graduate Studies in English Education at Hofstra University, a Past President of both the Long Island Language Arts Council and the New York State English Council, has sat on the Board of the Conference on English Leadership, and chaired the NCTE convention in New York City. He has worked closely with and been a team leader for the NYSED, writing and reviewing State Learning Standards. In addition, he has worked on a number of Regents initiatives on standards based instruction and assessment projects. Victor represents Eastern Suffolk BOCES on the Statewide ELA curriculum development team.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Enhancing Retention and Developing Mathematical Language in the Mathematics Classroom Using High Intensity Instructional Techniques

Presented by Dr. Paul Riccomini

Join us for a dynamic and interactive professional development session designed exclusively for mathematics teachers of all levels. This session is focused on equipping educators with powerful strategies to support mathematical language development and enhance retention of essential concepts and skills.

During this session, participants will delve into the cognitive processes involved in information language development and long-term retention, gaining a deeper understanding of how strategies can effectively support language development and promote durable learning across time. Through collaborative planning time and engaging activities, teachers will explore practical applications of the strategies within the context of mathematics classrooms.

By the end of this session, participants will have a clear understanding of the importance of language to mathematical proficiency, how to help students learn the language of mathematics, and promote long-term learning. Armed with practical activities and a solid grasp of the underlying cognitive processes, teachers will be well prepared to foster language development and long-term retention to deepen student understanding throughout the academic year.

Do not miss this opportunity to transform your teaching approach and maximize student-learning outcomes in mathematics. Join us for a session that combines evidence-based strategies with practical classroom implementation, ensuring lasting impact for both teachers and student.

DATE: Friday, March 21, 2025
TIME: 8:30 am – 2:30 pm
COST: \$375 for subscribers / \$425 for non-subscribers (includes buffet lunch)
AUDIENCE: K-12 Teachers of Math, Special Ed. Teachers, Interventionists, Coaches and Administration
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



Dr. Paul Riccomini is a highly respected expert in mathematics education, specializing in high intensity instructional techniques (HIIT) to support mathematical learning in all students. With a mathematics degree and dual certifications as a high school math and special education teacher, Paul possesses in-depth knowledge of content matter and evidence-based instructional techniques. Guided by principles from cognitive science, the science of learning, and learner characteristics, Paul collaborates with teachers and instructional coaches to develop engaging and effective instructional activities that promote conceptual understanding, critical thinking, and problem-solving skills throughout the academic year, ensuring sustained student growth. Educators seeking valuable resources can rely on Paul's work to improve their teaching practices. Paul can be reached at pjr146@psu.edu.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

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NYSSLS Earth and Space Sciences Refresher and More: Encore ***Presented by Brian Vorwald***

SEPs, CCCs, DCIs, phenomenon-based learning and sensemaking are integral components of the pedagogy of how students must learn in NYSSLS ESS courses and how they will be assessed on the new ESS Regents exam. Are these terms that you recognize from past workshops that now you need to put back into context as you work on a curriculum that is aligned with how students must learn in order to be prepared for how they will be assessed when they take the new Earth and Spaces regents exam? If your answer is yes, then this workshop is for you!

The focus of the workshop is for participants to continue to develop a deeper understanding of how ESS programs must use a New York State Science Learning Standards (NYSSLS) based curriculum in which students will make connections between the Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs), and Crosscutting Concepts (CCCs). They will construct their own understandings to demonstrate their knowledge in context with much less memorization of science facts.

Included will be:

- A brief review of the NYSSLS architecture and the three dimensions;
- A deeper dive into the SEPs and CCCs;
- At least one immersion activity in which participants will experience phenomenon-based three-dimensional learning;
- Review of the released sample item clusters and how they reflect the NYSSLS expectations for how students will be assessed and how they should learn;
- Collaborative discussion of the new Earth and Space Sciences Reference Tables (2024 edition) as to how they should be integrated into instruction and how they may be used in assessment;
- Collaborative discussion of the three required Earth and Space Science investigations and how they should be integrated into a curriculum;
- Resources to assist in developing an Earth and Spaces Sciences curriculum based on the NYSSLS.

***This is intended for participants who have not attended an Earth & Space Science Refresher workshop**

****B.Y.O.D. (Bring Your Own Device) - Participants should bring a fully charged laptop, iPad, or tablet to download resources and access websites throughout the workshop**

DATE:	Monday, March 24, 2025
TIME:	8:30 am – 2:30 pm
AUDIENCE:	Regents Earth Science Teachers and Science Leaders
COST:	\$175 for subscribers / \$225 for non-subscribers
LOCATIONS:	Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville
REGISTER:	http://webreg.esboces.org
CTLE:	Pedagogy



Brian Vorwald taught Earth Science for 35 years in Sayville Public Schools, was Science Department Chairperson for grades 6-12, and was an Adjunct Associate Professor of Earth and Space Sciences at Suffolk County Community College for more than 30 years. Brian has delivered numerous workshops at the local and state level, and as a consultant has worked on elementary curricula aligned with the NYSSLS, has delivered numerous workshops for teachers that have provided training in the NYSSLS, and has assisted in helping to develop strategies for aligning middle school and elementary curricula with the NYSSLS.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Co-Teaching for English Learners: Evidence-Based Practices and Research-Informed Outcomes *Presented by Dr. Carrie McDermott-Goldman*

This dynamic workshop explores the power of collaborative teaching models to support English learners' academic success. Drawing from current research and proven methodologies, participants will discover how to implement effective co-teaching strategies that enhance both language development and content mastery. Through interactive activities and real-world examples, teachers will learn to create inclusive learning environments that leverage the expertise of both content and ENL specialists.

By the end of this workshop, participants will be able to:

1. Design and implement research-based co-teaching models that specifically support English learners' linguistic and academic needs.
2. Create structured collaborative planning routines that maximize both teachers' expertise while efficiently addressing language development alongside content objectives.
3. Apply evidence-based assessment strategies to measure English learners' progress in both language acquisition and content understanding within a co-teaching framework.

DATE: Wednesday, March 26, 2025
TIME: 8:30 am – 2:30 pm
COST: \$249 for subscribers / \$299 for non-subscribers
AUDIENCE: K-12 Teachers – General Education and ENL Teachers
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: ELL; Pedagogy



Dr. Carrie McDermott-Goldman, Associate Professor and Coordinator of Graduate TESOL/Bilingual Programs at Molloy University. With a rich background spanning PreK-12 teaching to higher education, she champions equitable education for multilingual learners. She has co-authored "From Equity Insights to Action: Critical Strategies for Teaching Multilingual Learners" and has a pending, co-authored publication, *The Nine Dimensions of Scaffolding for Multilingual Learners*. In addition, she directs the NYS Department of Education Grant (CR-ITI BE/ESOL). As an expert in integrated language instruction and culturally diverse learning, she has contributed multiple book chapters on multilingual education strategies. Dr. McDermott-Goldman actively collaborates with schools as an instructional coach and curriculum developer, mentoring teachers and administrators while advancing research in multilingual education.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

MTSS-I: The Framework A Focus on Early Learners *Presented by Dr. Maureen Martin*

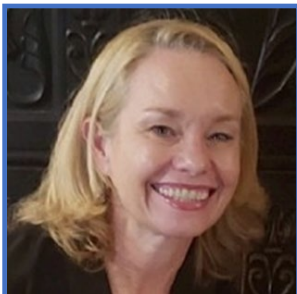
Join us as we unpack the NYSED MTSS-I Framework with a focus on early learners!

- **Learn** how to leverage current RTI plans to match instruction for students
- **Discover** multiple measures for both behavior and academic instruction in order to enhance student learning
- **Explore** Tiered Instruction for Academics and Behavior to support student learning

Key takeaways for Participants:

- Participants will explore the Multi-Tiered System of Support Integrated Framework
- Participants will focus on fidelity of practices within the Multi-Tiered System of Support Integrated Framework
- Participants will implement the MTSS-I Framework for Tier 1, Tier 2 and Tier 3 for Academics and Behavior
- Participants will know how to respond to student's academic, behavioral and social emotional needs

DATE: Wednesday, March 26, 2025
TIME: 8:30 am – 2:30 pm
COST: \$150 for subscribers / \$199 for non-subscribers
AUDIENCE: Pre-K to Grade 2 educators and administrators
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



Dr. Maureen Martin earned her Bachelor of Arts at St. Joseph's College in Patchogue, NY, her Masters from Adelphi University in Garden City and her Professional Diploma and her Doctorate in Educational Administration from Dowling College. Maureen holds certifications in Special Education and Elementary Education and School Administration and Supervision. Maureen had held both Administrative and Instructional positions in districts on Long Island. Maureen has been an Adjunct at Long Island University and St. Joseph's College. Maureen has spent a majority of her career in the area of Professional Development. Dr. Maureen Martin is a regional presenter and educational consultant with an extensive background in special and general education Pre-K to 12. Dr Martin most recently presented at Innovative Schools Summit at the Marriott Marquis in NYC and at the NYS TESOL Annual Conference in Albany. Maureen has trained extensively in literacy, special education, Multi-Tiered Systems of Support-Integrated, explicit direct instruction, specially designed instruction, co-teaching, questioning, instructional coaching, and overall school improvement. Maureen has worked to develop effective teaching and learning strategies through research based practices to improve student engagement and academic performance.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Creating Shared Solutions:
Fostering Positive Behavior and Collaboration in the Classroom
Presented by Dr. Bonni Cohen, PTS Coaching, LLC

Are challenging behaviors interrupting valuable instructional time? You already know how to differentiate instruction to support diverse learning needs. This workshop provides actionable strategies to handle disruptions and foster emotional regulation. Using the Creating Shared Solutions model, participants will learn to implement a behavioral intervention process designed to engage students in productive problem solving.

In this workshop, you will:

- Learn techniques to strengthen emotional and self-regulation skills, empowering students to improve their problem-solving and advocacy abilities.
- Identify why students struggle to understand their own and others' perspectives in challenging moments and learn supportive strategies to help them build these perspective-taking skills, strengthen relationships, and foster intrinsic motivation.
- Develop actionable strategies for partnering with students to set, plan, and achieve goals that lead to positive classroom experiences

DATE: Wednesday, April 2, 2025
TIME: 8:30 am – 2:30 pm
COST: \$150 for subscribers / \$199 for non-subscribers
AUDIENCE: K-12 Educators
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



Bonni S. Cohen, Ed.D. is a professional ADHD parent coach who works with families of children/teens who have ADHD and executive function challenges. She also trains teachers, professional staff and paraprofessionals in supporting students with ADHD in the classroom. Dr. Cohen retired as Principal of Manorhaven Elementary School in Port Washington, N.Y in 2021. Her experience as an educator includes the role of Teacher, Literacy Coach, and Assistant Principal for the NYCDOE. She is currently working as a university supervisor of student teachers at St. John's University and Hofstra University and teaches Childhood Development and Adolescent Development at Adelphi University.



APPR Recertification Training for Principal and Teacher Evaluators

Presented by Dr. Anne Rullan

As per the regulations, teacher and principal evaluators are to be re-certified each year. This re-certification workshop for teacher and principal evaluators will provide updated information on APPR regulations during the transition period. Participants will review video on the entire evaluation cycle and how to use evidence for change during the post observation conferences.



DATE: Thursday, April 3, 2025
TIME: 8:30 – 11:30 am
COST: \$75 for subscribers / \$99 for non-subscribers
AUDIENCE: Previously Certified Principal and Teacher Evaluators
LOCATION: LIVE ONLINE via ZOOM (*Invite will be sent the afternoon prior*)
REGISTER: <http://webreg.esboces.org>



Anne Rullan, Ed.D., is a retired Assistant Superintendent from a public-school district. She has served as president of the Suffolk County Elementary Principals Association and reviewed educational books for the National Association of Elementary Principals. As a former adjunct at Dowling College for the administration leadership program, she has taught courses in Curriculum Development, Personnel, and Educational Research. Her research looked at the relationship of the leadership characteristics to the implementation of reading strategies and how that effects student learning. In her new role of professional development consultant, Dr. Rullan seeks ways to meet the specific needs of districts to reach their learning goals.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Math Centers for Measurement and Data

Presented by Nicole Santaromita



Join us for an engaging workshop that will demonstrate how to effectively incorporate math centers into your daily routine, replacing traditional whole-group math lessons. Focused on measurement and data and tailored for grades K-5, this session will provide you with a variety of center ideas to meet your students' needs. You will have the opportunity to explore these centers and time to work on implementing them in your own classroom. Do not miss this chance to transform your math instruction and enhance student learning.

DATE: Thursday, April 3, 2025
TIME: 8:30 am – 2:30 pm
AUDIENCE: Grades K-5 Math Teachers
COST: \$125 for subscribers / \$175 for non-subscribers
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy and Content



Nicole has taught elementary for the last 20 years at South Country School District. She has received math training from Marilyn Burns and has used a workshop style that incorporates small group, differentiated instruction, number talks, and formative assessment for many years. She is proficient in reading and writing workshop and word work. Nicole has learned to parallel that ELA model into the math classroom with much success. Presently, Nicole is an adjunct professor at LIU teaching math and science methodology courses. Nicole invites all elementary teachers of math to join in to learn the math workshop model to enhance student engagement and learning for all learners. A deep understanding of mathematical concepts and fluency unleashes the potential success for our elementary students to embrace higher-level mathematics with success.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

The Blueprint for English Language Learners and Using Scaffolds and Strategies for Student Success ***Presented by Pamela Solomon***

Participants will explore the 8 Principles of the *Blueprint for English Language Learners Success* developed by New York State and how this Blueprint affects the instruction of English Language Learners. In addition, we will examine several techniques to scaffold/modify lessons for ELLs to improve their comprehension skills and improve their linguistic abilities. We will explore the importance of teaching academic vocabulary and scaffolding activities to support ELLs in the mainstream classroom.



DATE: Friday, April 4, 2025
TIME: 8:30 am – 2:30 pm
COST: \$125 for subscribers / \$175 for non-subscribers (includes buffet lunch)
AUDIENCE: Grades K-12 General Education Teachers
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreq.esboces.org>
CTLE: Pedagogy, ELL



Pamela Solomon just retired after 32 years of teaching ESL in East Islip. She spent 25 years at the elementary level and 7 years at the middle school. She earned a MS in teaching English to Speakers of other Languages. She also holds a professional certificate in Special Education K – 12. During her tenure as a teacher, Pamela became a leader for ENL teacher integrated and stand-alone instruction. As a staff developer, she developed ENL trainings for teachers and wrote a graduate course, “A *Practical Guide to Supporting English Language Learners*”. She also established an adult ESL program in her home district and created a program for students and their families.

Pamela is proud of her amazing career and looks forward to sharing her expertise and wisdom. “*I am truly excited to be a part of your educational journey.*”



In-Person



Educational Services That Transform Lives

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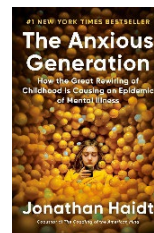
DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES

PROFESSIONAL DEVELOPMENT PROGRAM

Book Study: The Anxious Generation

Presented by Dr. Kelly Zinn, DSW, LCSW

Over the past several years, there has been a notable decline in the mental health and wellbeing of our children, and record high levels of anxiety and depression in children and adolescents have been well documented. While many factors contribute to this concerning and drastic rise in mental health challenges faced by our youth, Jonathan Haidt's book takes a close look at how we got here and offers much food for thought on what we can do to create positive change. In this 2-Part book study, participants will engage with the important ideas and data presented in Jonathan Haidt's recent work, *The Anxious Generation: How the Great Rewiring of Childhood is Causing an Epidemic of Mental Illness*.



Join the conversation!

- *Session 1 will cover material in Chapters 1-6*

We will explore the problem as Haidt defines it, and reflect on and discuss how we see the manifestation of youth mental health challenges in our school settings.

- *Session 2 will cover material from Chapters 7-12*

We will focus on the author's suggestions for collective action, and how these suggestions can be implemented in our schools and communities.

Resources suggested by the author to support this work in our schools will be shared, as well as practical and actionable tips and strategies available for immediate implementation. Suggestions for turnkeying this book study in your school communities will be covered in both parts of this workshop.

DATE:	Session 1 - April 8, 2025 AND Session 2 - May 1, 2025 (must attend both sessions)
TIME:	8:30 am – 11:30 am
AUDIENCE:	School Social Workers, Counselors & Psychologists, Administrators and Lead Teachers
COST:	\$175 for subscribers / \$225 for non-subscribers (book not included)
LOCATION:	Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville
REGISTER:	http://webreg.esboces.org
CTLE:	Content/Pedagogy



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Dr. Kelly Zinn, DSW, LCSW is a graduate of the Rutgers University Doctor of Social Work program, and a Licensed Clinical Social Worker and certified School Social Worker. For 14 years Kelly was employed as a school social worker. Dr. Zinn is committed to professional development of educational professionals, has presented at several local, state, and national conferences, and is published in peer-reviewed journals and a textbook for clinical students. Currently, Kelly is a full-time professor at St. Joseph's University in Patchogue, works in private practice, and partners with school districts to provide professional development to school staff.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

All I Need to Know I Learned From a Kindergarten Teacher:
A Guide to Multi-Modal Teaching For Secondary Teachers
Presented by Amy Benjamin

Secondary teachers have much to learn from those who teach in the primary grades, specifically about multi-modal teaching, classroom management, language acquisition, and social-emotional learning. This workshop will demonstrate, and provide the research for age-appropriate practices for secondary teachers to enhance learning and enliven their classrooms. Included will be kinesthetic and tactile practices, metacognition, the power of stories, visuals, rhythm and repetition, word games and puzzles, and building classroom community.



DATE	Wednesday, April 9, 2025
TIME:	8:30 am – 2:30 pm
COST:	\$150 for subscribers / \$199 for non-subscribers (Buffet Lunch Included)
AUDIENCE:	All Teachers, Grades 7-12
LOCATION:	Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER:	http://webreg.esboces.org
CTLE:	Pedagogy



Amy Benjamin taught middle school and high school English for more than thirty years in Westchester, New York. She is the author of numerous books, including *Writing in the Content Areas*, *But I'm Not a Reading Teacher*, *Engaging Grammar*, *Vocabulary at the Core*, and *Focus on Text*. Amy works extensively throughout Long Island, New York, New Jersey, and many other regions. She is a New York State English Council Teacher of Excellence, and a consultant to various professional development providers, including the National Council of Teachers of English.

DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Unlocking Success with 504 Plans: Navigating Education Equality

Presented by Mary Verdone and Nina DiMauro

This comprehensive workshop demystifies the intricacies of 504 plans, a vital tool for ensuring equal educational opportunities. Participants will learn how to craft effective plans that accommodate diverse learning needs, from disabilities to medical conditions. We will share practical skills in collaboration between educators, parents, and students, helping attendees foster an inclusive classroom environment. Attendees will understand legal frameworks, documentation, and implementation strategies that empower students to thrive. Through case studies and interactive discussions, we will empower participants to champion every student's right to an equitable education. Participants will elevate their expertise and contribute to a more accessible and supportive learning landscape.

DATE: Wednesday, April 9, 2025
TIME: 8:30 am – 2:30 pm
COST: \$299 for subscribers / \$349 for non-subscribers (includes buffet lunch)
AUDIENCE: Grades K-12 CSE/CPSE Chairpersons, Special Education Administrators, School Psychologists
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Content, Pedagogy

Mary Verdone is a retired special education teacher. She is dually certified in Elementary Education and Special Education, with a SOCE certification in Secondary English Special Education. Mary has taught various grade levels, ranging from 1st -12th grade, although the majority of her career has been at the secondary level. Mary has taught in resource room, self-contained, life skills, and ICT classrooms. She brings a wealth of knowledge and experience to any educational setting and is flexible and easily adapts to any situation. Mary has a passion for learning and a love for children. She has always said, "I love my job more and more each day, and if I had to do it again, I would choose the same career!" In addition to the classroom, Mary has mentored many new teachers along the way, as well as teaching in an alternative high school program, summer school and regents prep. She has spent much of her career collaborating with teachers, administrators and families. Mary has a love of learning and is eager to bring her enthusiasm to other teachers and students. She believes that children are the future of the world, and teachers are the ones to help them spread their wings to fly.



Nina DiMauro is a passionate teacher who is dually certified in general education and students with disabilities. She also carries a degree in speech pathology. Nina has teaching experience working with students at many grade and ability levels. Through the years, she has taught in a school tailored for children who are on the autism spectrum and those with emotional disabilities. She is also a tenured teacher from the NYCDOE. Nina has worked as a co-teacher in ICT classroom settings, where she was able to successfully utilize the various co-teaching models to meet the diverse needs of students. She has also taught in a self-contained classroom and provided at home ABA instruction. In all classroom settings, Nina collaborated with colleagues and families to create a safe and supportive environment for all learners. Over the years, she has enjoyed mentoring teachers and presenting workshops on various special education topics. Nina brings her leadership, positivity, and love for learning to her role at CMDI.



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DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

9 Factors of Student Resilience **Your School Can Influence** ***Presented by LI SELF***

Come learn what research says really works!

An in-person, interactive session at Eastern Suffolk BOCES

In educational settings, there has been an unfair emphasis on a student's individual responsibility to change, and a lack of attention to the many social and institutional factors that make a student's resilience possible. (Ungar, M., Ed. Today Au, 6-1-24.)

Join us as we explore 9 Resiliency Factors that schools can influence, through the teachings of Dr. Michael Ungar, Director and Founder of the Resiliency Research Centre in Canada. Learn how resiliency research helps to shift our focus from psychopathology, disorder and trauma to the promotive and protective factors that influence academic and developmental outcomes when a child experiences unusual amounts of stress. We look forward to exploring our school mental health initiatives through Ungar's Resiliency Lens with you.

Facilitated by:

Dorothy Ahl: Retired School Psychologist, Educational Consultant & PREPaRE Trainer

Joan Fretz: LISELF Co-Founder, School Climate Author and Consultant, Retired District Admin., Huntington Schools

Michelle Levy: School Climate Consultant, Former Admin. Coordinator for Behavior, ESBOCES

Dr. Karen Mackler: Mental Wellness/Education Consultant, PPS Supervisor Consultant, Lawrence Schools

The Long Island Social Emotional Literacy Forum, (LISELF) is a volunteer group of experienced educators committed to facilitating the distribution of information and resources related to social emotional learning, mental wellness, and the creation of safe and supportive schools for students, staff, and caregivers.

DATE:	Thursday, April 10, 2025
TIME:	8:45 am – 11:45 am
COST:	\$25 per person
AUDIENCE:	K-12 Building and District Level Administrators, Teachers, Mental Health Professionals
LOCATION:	Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER:	webreg.esboces.org
CTLE:	Pedagogy



Michael Ungar, Ph.D. is the founder and Director of the Resilience Research Centre at Dalhousie University where he holds the Canada Research Chair in Child, Family and Community Resilience. In 2022, Dr. Ungar was ranked the number one Social Work scholar in the world in recognition of his groundbreaking work as a family therapist and resilience researcher. That work has influenced the way human development and organizational processes are understood and studied globally.



The Science of Reading & Small Group Reading Instruction

Presented by Lauren Kolbeck and Deborah Linscott-Feinstein

Now that we have immersed ourselves into the research, we are ready to explore the shifts in small group reading instruction necessary to align with research based practices. On this day, you will explore a variety of ways to bring explicit assessment-based instruction to small groups. We will create small group routines to help students practice both phonemic and phonics skills and apply them to connected texts. As decodable texts are being introduced into our classrooms, we will explore ways to synthesize them with our phonemic and phonics programs. A choice of gradual-release small-group lesson plans will be shared. You will leave this day with a variety of tools to fuel your small group lessons!

DATE: Thursday, April 10, 2025
TIME: 8:30 am – 2:30 pm
COST: \$199 for subscribers / \$249 for non-subscribers (includes buffet lunch)
AUDIENCE: K-3 classroom teachers, literacy coaches, reading specialists and administrators
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy

Lauren Kolbeck is a passionate educator with over 25 years' experience as a classroom teacher, reading teacher, literacy coach and staff developer. Creating classrooms where students have the skills for success and a love for learning is her goal. Currently, she works with schools across Long Island. Lauren has worked in rural, urban and suburban schools across the U.S. She has also supported schools internationally in Sweden, Hong Kong and Singapore. For over a decade she has worked as a lead staff developer at Teachers College where Lauren co-authored two books in the Units of Study series.



Deborah Linscott-Feinstein has been an elementary teacher, literacy specialist and coach on Long Island for over 20 years. She has created elementary and college level curricula to foster best practices in reading, writing and assessment. Her exuberance in presenting workshops sparks participatory audiences and practical outcomes. Deborah has authored nonfiction and personal narrative writing units, and a mentor author study for Schoolwide, Inc. As a liaison to Teachers College for over 25 years, she helped pioneer school district practices and build capacity. Her credentials include graduate degrees in literacy and school building administration. She works as a literacy consultant in New York and Connecticut.

DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

The Science of Learning: Cognitive Strategies For K-12 Success Across All Subjects *Presented by Mike Ochs*

This presentation explores the application of cognitive science principles to enhance teaching and learning across K-12 classrooms. We'll discuss evidence-based strategies like retrieval practice, spaced repetition, interleaving, and elaboration, and more—showing how these techniques can improve literacy and apply across math, science, and social studies. Attendees will learn how to integrate these strategies into their instruction and empower students to apply them independently, fostering better retention, understanding, and academic performance.

By the end of this session, participants will be able to:

- Identify key cognitive science strategies that enhance learning and retention.
- Apply these strategies in literacy instruction and across other subjects, including math, science, and social studies.
- Teach students how to use these strategies themselves to improve memory and understanding.
- Design lessons and activities that incorporate retrieval practice, spacing, interleaving, elaboration—and more.
- Foster metacognitive skills in students, helping them become active participants in their learning.



DATE	Friday, April 11, 2025
TIME:	8:30 am – 2:30 pm
COST:	\$275 for subscribers / \$325 for non-subscribers (buffet lunch Included)
AUDIENCE:	K-12 Teachers Across the Content Areas, Directors, Department Chairs, Administrators
LOCATION:	Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER:	http://webreg.esboces.org
CTLE:	Pedagogy



Mike Ochs is an author, staff developer, and literacy consultant with over 12 years of experience helping teachers and school leaders improve student outcomes through measurable learning gains. After a decade in the classroom, Mike now partners with schools across New York and Long Island, including in eastern Suffolk County. His expertise lies in literacy instruction for grades K-8, with a focus on vocabulary, grammar, and cognitive science-based learning strategies that enhance student learning. Mike has co-authored six units of study on informational text reading, narrative writing, and literary essay writing. He is also the creator of Word Love, a comprehensive vocabulary curriculum designed to build deep word knowledge and strengthen students' understanding of morphology.

Effective ENL Instructional Strategies

Presented by Dr. Wafa Deeb-Westervelt

English Language Learners (ELLs), students learning English while navigating their primary educational instruction face unique challenges in the academic environment. Linguistic barriers can lead to difficulties in grasping complex grammar, vocabulary, and pronunciation, while cultural differences could hinder their ability to connect with the curriculum and participate in classroom activities. Educators can play a pivotal role in supporting these students by implementing culturally responsive teaching practices, adapting instructional methods, and utilizing visual aids and collaborative learning to foster a supportive and inclusive educational environment.

This full day workshop aims to provide a professional development opportunity for educators to enhance their understanding and ability to meet the ELL students' unique needs.

We will:

- Examine the Stages of Language Acquisition and Strategies for each stage and provide ready-to-use strategies for those students.
- Re-examine how teachers plan for the ENL student
- Offer ways to plan to use the SIOP model.

Teachers will have the opportunity to interact with colleagues and develop strong questioning and discussion techniques and tasks to maximize goals for their ENL Learner. **Together we will address the challenges faced by ELL students and focus on how educators can provide the most supportive and empowering environment for academic success and integration into the broader school community.**

Dates:	Thursday, April 24, 2025
Time:	8:30 AM to 2:30 PM
Audience:	Elementary Classroom Teachers, Support Staff, Directors of ELA, Elementary Administrators
Cost:	\$199 for subscribers/\$249 for non-subscribers (buffet lunch included)
Location:	Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville, NY
Register:	http://webreg.esbores.org
CTLE:	Pedagogy



Dr. Wafa Deeb-Westervelt has served as an elementary classroom teacher, assistant principal, director of research and academic intervention services, director of literacy and Title I services, and assistant superintendent in her 38-year career in public education. She currently serves as an educational consultant and offers trainings on cultural responsiveness, federal grants, and numerous curriculum and instruction topics, including effective strategies for English language learners and how to create a collaborative school and district culture for student success. Dr. Deeb-Westervelt is also an adjunct professor at Stony Brook University in the educational leadership program and in Adelphi University's STEP Program. She is also the co-author of three books: *Diving into Leadership: A Pool of Comprehensive Strategies for School and District Leaders* (2023); *Diving into Data: The Key to Improving Instruction for 21st Century Education Leaders* (2016); and *Data Talk: Creating Teacher and Administrator Partnerships around Data* (2010). She also published several educational articles and a poem. Dr. Deeb-Westervelt most recently received the 2020 Excellence in Educational Leadership Award presented by the University Council for Educational Administration (UCEA). Previously, she was the recipient of numerous awards including the Distinguished Service Award from Phi Delta Kappa, LIU Post Chapter; Administrator of the Year by the Nassau Counselors' Association; the Raymond R. Delaney Scholarship Award in recognition of her professional and academic credentials coupled with promise in the field of educational administration from the New York State Council of School Superintendents; and was a semifinalist for the Outstanding Young Educator Award, presented by the Association for Supervision and Curriculum Development (ASCD).



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Explore Generative AI's Impact on Middle School Education for Educators *Presented by Matt Molloy*

This workshop begins by grounding participants in the essentials of Generative AI—its definition, history, and real-world applications—providing a solid foundation for understanding its educational potential. Developed after in-depth conversations with teachers about classroom challenges, the workshop delivers practical use cases where AI can create real benefits: automating content creation, personalizing learning experiences, and enhancing teaching effectiveness.

Key workshop features include:

- **Targeted AI Use Cases:** Six focused applications for AI support in teaching, such as multilingual material creation, personalized lesson planning, and interactive content generation.
- **Differentiated Pedagogy:** Strategies to support diverse learners, especially those with limited English proficiency, and streamline lesson planning.
- **Ethical Considerations:** Insights on responsible AI integration in classrooms.

With interactive brainstorming sessions, educators will develop AI applications specific to their subjects, concluding with a Q&A and reflection. **Join us to harness AI's transformative potential and enhance both teaching and student success!**

DATE:	Tuesday, April 29, 2025
TIME:	8:30 am – 11:30 am
AUDIENCE:	Middle School Teachers, Paraprofessionals or Administrators
COST:	\$75 for subscribers / \$99 for non-subscribers
LOCATION:	Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER:	http://webreg.esboces.org
CTLE:	Pedagogy



Matt Molloy is a lifelong learner who promotes self-motivated growth and transformation through continual monitoring, reviewing, and adapting to meet strategic goals that benefit students, teachers, and communities. With over 28 years in education, he's held a range of roles, from English teacher to founding principal to chief of staff. I am dedicated to creating supportive environments that foster autonomy and accountability, exemplify ethics, and celebrate the unique perspectives of others. As an effective communicator with a strong ability to build relationships, I am highly attuned to the needs of students, staff, parents, and community members. Whether working with a classroom of students, a team of school leaders, or a district's executive team, I encourage others to take initiative, experiment, and explore new possibilities, always valuing their expertise, achievements, and unique



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

But I Don't Speak Spanish: Helping Our Spanish-Speaking Students (even though you don't speak Spanish) *Presented by Amy Benjamin*

This workshop will demonstrate best practices to address the needs of English Language Learners in the general classroom.

Topics will include:

- the basics of second language acquisition
- the relationship between English and Spanish
- what to expect as Spanish speakers transition into English
- how rhythm and physical movement can help to learn a new language
- how knowing Latin word roots will help Spanish speakers as well as native English speakers to learn academic vocabulary



DATE: Wednesday, April 30, 2025
TIME: 8:30 am – 2:30 pm
COST: \$150 for subscribers / \$199 for non-subscribers
AUDIENCE: Grades K-12 Educators of ELL
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: ELL



Amy Benjamin taught middle school and high school English for more than thirty years in Westchester, New York. She is the author of numerous books, including *Writing in the Content Areas*, *But I'm Not a Reading Teacher*, *Engaging Grammar*, *Vocabulary at the Core*, and *Focus on Text*. Amy works extensively throughout Long Island, New York, New Jersey, and many other regions. She is a New York State English Council Teacher of Excellence, and a consultant to various professional development providers, including the National Council of Teachers of English.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Math Centers for Geometry

Presented by Nicole Santaromita



Join us for an engaging workshop that will demonstrate how to effectively incorporate math centers into your daily routine, replacing traditional whole-group math lessons. Focused on the geometry and tailored for grades K-5, this session will provide you with a variety of center ideas to meet your students' needs. You will have the opportunity to explore these centers and time to work on implementing them in your own classroom. Do not miss this chance to transform your math instruction and enhance student learning.

DATE: Thursday, May 1, 2025
TIME: 8:30 am – 2:30 pm
AUDIENCE: Grades K-5 Math Teachers
COST: \$125 for subscribers / \$175 for non-subscribers
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy and Content



Nicole has taught elementary for the last 20 years at South Country School District. She has received math training from Marilyn Burns and has used a workshop style that incorporates small group, differentiated instruction, number talks, and formative assessment for many years. She is proficient in reading and writing workshop and word work. Nicole has learned to parallel that ELA model into the math classroom with much success. Presently, Nicole is an adjunct professor at LIU teaching math and science methodology courses. Nicole invites all elementary teachers of math to join in to learn the math workshop model to enhance student engagement and learning for all learners. A deep understanding of mathematical concepts and fluency unleashes the potential success for our elementary students to embrace higher-level mathematics with success.



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DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Review of the NYSED Regents Chemistry Sample Clusters ***Presented by Kathleen Dinota***

The released Chemistry Sample Clusters link each assessment question to a specific Performance Expectation, Performance Level Descriptor, Science and Engineering Practice and Cross-Cutting Concept.

In this workshop, participants will:

- Closely review the released clusters, linking each question to the appropriate PLD, SEP and CCC.
- Focus on how the assessment questions have shifted to align to the language of NYSSLS.
- Explore the role of PLDs in developing New York State (NYS) assessment with performance levels and the knowledge and skills associated with those levels.
- Work in groups to begin developing assessment questions for classroom use.

DATE: Friday, May 2, 2025
TIME: 8:30 am – 2:30 pm
AUDIENCE: High School Chemistry Teachers
COST: \$175 for subscribers / \$225 for non-subscribers (buffet lunch included)
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Content and Pedagogy



Kathi Dinota retired after teaching middle and high school science for 31 years. During her career, she taught earth science, biology and chemistry as well as science research. Kathi also works in test development at NYSED as an Education Specialist for the PS Chemistry exam for the past 21 years. She is a former NYS Master Teacher and was the 2017 recipient of the Suffolk County STANYS High School Teacher of the Year as well as the district selection for the Senator Phil Boyle Teacher of Excellence Award. Kathi is currently the Engineering Education Project Director and Outreach Coordinator at Stony Brook University. In addition, she currently consults through BOCES working with teachers on unpacking the NYSSLS and implementing three-dimensional teaching and learning in their classrooms including as a facilitator for Science 21 professional learning.

DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Paving the Way:

Positive Behavior Interventions and Supports

Presented by Mary Verdone and Donna Greenberg

In this dynamic workshop, attendees will learn the foundations of PBIS and gain an understanding of the importance of this pillar as one part of a five-part MTSS system. We will share tools, proactive supports, and strategies to help build a culture of positive behavior. Attendees can then use their new knowledge to develop and/or enhance their own “bag of tricks.” Participants will revolutionize their approach to behavior support and cultivate a brighter, more inclusive future for all students.

DATE: Monday, May 5, 2025
TIME: 8:30 am – 2:30 pm
COST: \$299 for subscribers / \$349 for non-subscribers (includes buffet lunch)
AUDIENCE: Grades K-12 Special Education Teachers, General Education Teachers, Administrators, Mental Health Professionals
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Content, Pedagogy

Mary Verdone is a retired special education teacher. She is dually certified in Elementary Education and Special Education, with a SOCE certification in Secondary English Special Education. Mary has taught various grade levels, ranging from 1st -12th grade, although the majority of her career has been at the secondary level. Mary has taught in resource room, self-contained, life skills, and ICT classrooms. She brings a wealth of knowledge and experience to any educational setting and is flexible and easily adapts to any situation. Mary has a passion for learning and a love for children. She has always said, “I love my job more and more each day, and if I had to do it again, I would choose the same career!” In addition to the classroom, Mary has mentored many new teachers along the way, as well as teaching in an alternative high school program, summer school and regents prep. She has spent much of her career collaborating with teachers, administrators and families. Mary has a love of learning and is eager to bring her enthusiasm to other teachers and students. She believes that children are the future of the world, and teachers are the ones to help them spread their wings to fly.



Donna Greenberg is certified in Special Education K-12 with a SOCE certification in Social Studies. She has taught various grade levels and subject matter throughout her career. Donna has experience educating students in an ICT setting by providing her co-teacher with insights on how to differentiate and modify lessons to meet the needs of diverse learners within the classroom. Her other teaching experiences include life skills, self-contained classes, resource room, alternative high school and credit recovery programs. In addition, Donna was selected to mentor many new teachers and provide them support for planning their academic lessons by incorporating skills that would benefit not only special education students, but all students in the classroom. These varied teaching experiences helped her successfully collaborate with colleagues, administrators and families to create effective and positive learning environments. Donna believes that teaching is more than just teaching subject matter. Teachers have the power to inspire young minds and encourage them to fulfill their dreams.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Effective Teacher Collaboration for English Language Learners: Cross-Curricular Insights from K-12 Classrooms

Presented by Dr. Carrie McDermott-Goldman

This comprehensive workshop bridges the gap between content-area instruction and language development through strategic teacher collaboration. Drawing from successful K-12 classroom practices across multiple subject areas, participants will explore practical frameworks for creating meaningful partnerships that support English learners' academic achievement. Through hands-on activities and cross-curricular planning sessions, educators will discover how to build sustainable collaborative practices that enhance both language acquisition and content mastery.

By the end of this workshop, participants will be able to:

1. Develop effective cross-curricular planning systems that integrate language objectives with content standards across multiple subject areas, ensuring consistent support for English learners.
2. Implement collaborative instructional strategies that leverage the expertise of both content-area teachers and language specialists to create scaffolded learning experiences for English learners at various proficiency levels.
3. Design shared assessment practices that effectively measure English learners' progress in both academic content knowledge and language development across different subject areas.

DATE: Wednesday, May 7, 2025
TIME: 8:30 am – 2:30 pm
COST: \$249 for subscribers / \$299 for non-subscribers
AUDIENCE: K-12 Teachers – General Education and ENL Teachers
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: ELL; Pedagogy



Dr. Carrie McDermott-Goldman, Associate Professor and Coordinator of Graduate TESOL/Bilingual Programs at Molloy University. With a rich background spanning PreK-12 teaching to higher education, she champions equitable education for multilingual learners. She has co-authored "From Equity Insights to Action: Critical Strategies for Teaching Multilingual Learners" and has a pending, co-authored publication, *The Nine Dimensions of Scaffolding for Multilingual Learners*. In addition, she directs the NYS Department of Education Grant (CR-ITI BE/ESOL). As an expert in integrated language instruction and culturally diverse learning, she has contributed multiple book chapters on multilingual education strategies. Dr. McDermott-Goldman actively collaborates with schools as an instructional coach and curriculum developer, mentoring teachers and administrators while advancing research in multilingual education.



EASTERN SUFFOLK BOCES PROFESSIONAL DEVELOPMENT ONLINE REGISTRATION DIRECTIONS

****TO REGISTER FOR EASTERN SUFFOLK BOCES WORKSHOPS, REGISTER THROUGH THE ACTIVITY CATALOG****

Check with your district to see if you are a member of Frontline/MyLearningPlan

For Frontline/MyLearningPlan Member Districts AND NON-Frontline/MyLearningPlan Member Districts:

To see available courses and to register:

- Go to the website: <http://webreg.esboces.org>
- Under 'Search Options' at the top center, select and check '**Eastern Suffolk BOCES Professional Development Program**' from the drop down list and click search;
- Workshops are listed in chronological order
- Select the title of the course you would like to enroll in
- Click the **ENROLL** button at the bottom of the page
- Select the **correct** login method that applies to you (1) **registered user**; (2) **new user**; (3) **MyLearningPlan.com user**
- After you choose your login method then **Enter User Name & Password – select Log in**
- Enter and update (if needed) your personal account registration information
- Click **Update & Continue**
- Select payment method
- Click on the checkbox to agree to the Terms and Conditions regarding registration and/or cancellations –
"REGISTRATION AND/OR CANCELLATIONS ARE DUE 10 SCHOOL DAYS PRIOR TO THE EVENT. THE DISTRICT WILL BE BILLED UNLESS CANCELLATION IS RECEIVED."
- Click **SUBMIT**
- Select '**Request Approval**' on the following screen if you are a **Frontline/MyLearningPlan district** - If you are a Frontline/MyLearningPlan District, and depending on your district, you will need to fill out the next screen titled "Regional Provider Form" making sure to fill out all required information; **IF ALL NECESSARY INFORMATION IS NOT ENTERED, A FORM ERROR WILL BE OCCUR AND YOU WILL NOT BE FULLY ENROLLED**
- Click **SUBMIT** once **ALL** fields are filled out
- If you are **NOT** a **Frontline/MyLearningPlan district**, print out the **ENROLLMENT FORM** and **AFTER RECEIVING ADMINISTRATIVE SIGNATURE** on this form, fax back to **631-240-8955**
- You will receive an e-mail once you are fully registered
- Click **RETURN TO MAIN** and then **LOGOUT** to finish the process

****PLEASE NOTE THAT SUBMITTING ONLY AN INTERNAL CONFERENCE REQUEST FORM DOES NOT REGISTER YOU FOR OUR WORKSHOPS/CONFERENCES – IT MUST BE DONE THROUGH THE ESB REGIONAL CATALOG****

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