



West Regional Partnership Center Professional Development Catalog 2024-2025 (December Update)

All workshops are free of charge. Registration is required.

West Regional Partnership Center

2024-25 Workshops (December Update)

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Calendar of Workshops

December 2024

Date	Time	Workshop	Location
Dec. 3	9:00am- 12:00pm	Developing Standard-Based Individualized Education Programs (IEPs)	E1B Education Campus (West Seneca)
Dec. 4	9:00am- 12:00pm	Introduction to the Behavior Pathway	E1B Education Campus (West Seneca)
Dec. 5	8:30am- 12:30pm	Test Accommodations for Students with Disabilities	Zoom
Dec. 5	9:00am- 3:00pm	Explicit Instruction: An Evidence-Based Practice for Effective and Long-Term Learning	E1B Education Campus (West Seneca)
Dec. 6-13	Asynchronous	The Career Development and Occupational Studies (CDOS) Learning Standards Across the Lifespan: Connecting Knowledge to Skills	Schoology/Zoom
Dec. 10	9:00am- 12:00pm	FBA/BIP Toolkit	Zoom (changed from in-person!)
Dec. 11	9:00am- 3:00pm	Universal Screening: Best Practices in Screening for Academic Deficits	Zoom
Dec. 11	12:30pm- 2:30pm	Test Accommodations for Students with Disabilities: Follow-Up Practice on Accommodations	E1B Education Campus (West Seneca)
Dec. 11	5:00pm- 7:00pm	Parent and Family Engagement within the FBA/BIP Process	Zoom

Date	Time	Workshop	Location
Dec. 12	12:00pm- 3:00pm	Introduction to Culturally Responsive-Sustaining Education	E1B Education Campus (West Seneca)
Dec. 17	8:30am- 3:00pm	Increasing Instructional Time and Student Performance Utilizing De-Escalation Strategies	E1B Education Campus (West Seneca)
Dec. 18	9:00am- 3:00pm	Phonological Awareness: Establishing Foundations for Reading Success	Zoom
Dec. 20	9:00am- 12:00pm	Culturally Responsive Transition Planning (CRTP) Guide	Zoom

January 2025

Date	Time	Workshop	Location
Jan. 1-17	Asynchronous	Specially Designed Instruction for Administrators	Schoology
Jan. 6-16	Asynchronous	Best Practices in Academic Progress Monitoring	Schoology/Zoom
Jan. 6- Feb. 5 and Feb. 13	Asynchronous	The Language of Classroom Management	Schoology/Zoom
Jan. 7	8:30am- 3:00pm	CPSE/CSE Chairperson Training Day 1 of 4 (Day 2: January 15, Day 3: January 23, Day 4: January 28)	E1B Education Campus (West Seneca)
Jan. 9	8:30am- 3:00pm	Discipline Procedures for Students with Disabilities	E1B Education Campus (West Seneca)
Jan. 10 (date change!)	9:00am- 12:00pm	Using the Competing Behavior Pathway to Identify Interventions	E1B Education Campus (West Seneca)
Jan. 15	8:30am- 3:00pm	CPSE/CSE Chairperson Training Day 2 of 4 (Day 1: January 7, Day 3: January 23, Day 4: January 28)	Schoology/Zoom
Jan. 16	9:00am- 3:00pm	Phonics and Word Recognition: Establishing the Foundations for Reading Success	Zoom
Jan. 16	6:00pm- 8:00pm	New York State Alternate Assessment (NYSAA) Essential Information for Families	Zoom

Date	Time	Workshop	Location
Jan. 20-30	Asynchronous	Foundations of Effective Reading Instruction: Understanding the Science of Reading	Schoology/Zoom
Jan. 23	8:30am-3:00pm	CPSE/CSE Chairperson Training Day 3 of 4 (Day 1: January 7, Day 2: January 15, Day 4: January 28)	E1B Education Campus (West Seneca)
Jan. 23	12:00pm-3:00pm	Fundamentals of Equity: Exploring Equity and Cultural Responsiveness	E1B Education Campus (West Seneca)
Jan. 24 (new date!)	9:00am-11:00am	Creating the Individualized Education Program (IEP) Series Day 1: Focus on PLPs (Day 2: January 31, Day 3: February 6)	Zoom
Jan. 28	8:30am-3:00pm	CPSE/CSE Chairperson Training Day 4 of 4 (Day 1: January 7, Day 2: January 15, Day 3: January 23)	Schoology/Zoom
Jan. 28	6:00pm-8:00pm	Supporting Your Child in Work-Based Learning (WBL) Experiences	Zoom
Jan. 29 (new date!)	8:30am-3:00pm	Developmentally Appropriate Practice for Preschool	E1B Education Campus (West Seneca)
Jan. 29 (new date!)	8:00am-3:00pm	Creating the Individualized Education Program (IEP)	Lewiston-Porter CSD (Youngstown)
Jan. 31 (new date!)	9:00am-11:00am	Creating the Individualized Education Program (IEP) Series Day 2: Focus on Annual Goals (Day 1: January 24, Day 3: February 6)	Zoom

February 2025

Date	Time	Workshop	Location
Feb. 4	8:30am- 3:00pm	Increasing Instructional Time and Student Performance Utilizing De-escalation Strategies	E1B Education Campus (West Seneca)
Feb. 4	9:00am- 3:00pm	Phonological Awareness: Establishing Foundations for Reading Success	E1B Education Campus (West Seneca)
Feb. 5	12:00pm- 3:00pm	Fostering High Expectations and Rigorous Instruction	E1B Education Campus (West Seneca)
Feb. 6 (new date!)	9:00am- 11:00am	Creating the Individualized Education Program (IEP) Series Day 3: Focus on Progress Monitoring (Day 1: January 24, Day 2: January 31)	Zoom
Feb. 6	9:00am- 12:00pm	Diploma and Credential Options for Students with Disabilities	Zoom
Feb. 6-24	Asynchronous	Overview of Specially Designed Instruction (SDI)	Schoology/Zoom
Feb. 12	8:30am- 3:00pm	Preschool Special Education Process	E1B Education Campus (West Seneca)
Feb. 12	8:30am- 3:00pm	Working with Families to Improve Student Outcomes	E1B Education Campus (West Seneca)
Feb. 13	9:00am- 3:00pm	Explicit Vocabulary Instruction for Teachers	E1B Education Campus (West Seneca)

Date	Time	Workshop	Location
Feb. 14	9:00am- 12:00pm	Overview of Transition in the IEP	E1B Education Campus (West Seneca)
Feb. 26	8:30am- 3:00pm	Using The FBA/BIP Process to Support Students Needing Intensive Interventions – Day 1 of 3 (Day 2: March 13, Day 3: April 2)	E1B Education Campus (West Seneca)
Feb. 26	9:00am- 3:00pm	Identifying and Intensifying Intervention: What to Do and How to Do It	Zoom

March 2025

Date	Time	Workshop	Location
March 4	8:30am- 3:00pm	Function-Based Thinking (FBT): Applying a Proactive Process to Support Student Behavior in the Classroom	E1B Education Campus (West Seneca)
March 5	9:00am- 12:00pm	Evidence-Based Practices for Improving Graduation and Dropout Rates	ON BOCES Conference Center (Sanborn)
March 5	12:30pm- 3:00pm	Family Engagement, Communication, and Culture	Zoom
March 6	9:00am- 11:00am	Agency 101	E1B Education Campus (West Seneca)
March 6	9:00am- 1:00pm	Test Accommodations for Students with Disabilities	CAB Olean Center (Olean)
March 11	4:15pm- 6:15pm	Creating the Individualized Education Program (IEP) Series Day 1: Focus on PLPs (Day 2: March 18, Day 3: March 25)	E1B Education Campus (West Seneca)
March 13	8:30am- 3:00pm	Using The FBA/BIP Process to Support Students Needing Intensive Interventions – Day 2 of 3 (Day 1: February 26, Day 3: April 2)	E1B Education Campus (West Seneca)
March 13	9:00am- 3:00pm	Explicit Instruction: An Evidence-Based Practice for Effective and Long-Term Learning	E1B Education Campus (West Seneca)
March 18	8:30am- 3:00pm	Integrating Trauma-Sensitivity into a Positive Behavior Interventions and Supports (PBIS) Framework	E1B Education Campus (West Seneca)

Date	Time	Workshop	Location
March 18	4:15pm- 6:15pm	Creating the Individualized Education Program (IEP) Series Day 2: Focus on Annual Goals (Day 1: March 11, Day 3: March 25)	E1B Education Campus (West Seneca)
March 20	8:30am- 3:00pm	Creating the Individualized Education Program (IEP)	E1B Education Campus (West Seneca)
March 20	9:00am- 3:00pm	Universal Screening: Best Practices in Screening for Academic Deficits	Zoom
March 25	4:15pm- 6:15pm	Creating the Individualized Education Program (IEP) Series Day 3: Focus on Progress Monitoring (Day 1: March 11, Day 2: March 18)	E1B Education Campus (West Seneca)
March 26	9:00am- 3:00pm	Phonics and Word Recognition: Establishing the Foundations for Reading Success	E1B Education Campus (West Seneca)

April 2025

Date	Time	Workshop	Location
April 2	8:30am- 3:00pm	Using The FBA/BIP Process to Support Students Needing Intensive Interventions – Day 3 of 3 (Day 1: February 26, Day 2: March 13)	E1B Education Campus (West Seneca)
April 2	9:00am- 3:00pm	Foundations of Effective Reading Instruction: Understanding the Science of Reading	ON BOCES Conference Center (Sanborn)
April 3	1:00pm- 3:00pm	Guidance on Participation in the New York State Alternative Assessment (NYSAA)	Zoom
April 3	1:00pm- 4:00pm	Consultant Teacher Services	E1B Education Campus (West Seneca)
April 4-11	Asynchronous	Developing an Effective Student Exit Summary	Schoology/Zoom
April 8	9:00am- 3:00pm	Explicit Vocabulary Instruction for Teachers	E1B Education Campus (West Seneca)
April 9	8:30am- 11:30am	Introduction to the Behavior Pathway	ON BOCES Conference Center (Sanborn)
April 9	12:00pm- 3:00pm	Using the Competing Behavior Pathway to Identify Interventions	ON BOCES Conference Center (Sanborn)
April 9	12:00pm- 3:00pm	Dimensions of Equity in Education	E1B Education Campus (West Seneca)

Date	Time	Workshop	Location
April 9	6:00pm- 8:00pm	<u>What is an Individualized Education Program (IEP)? For Families of School-Age Students</u>	Zoom
April 10	9:00am- 3:00pm	<u>Best Practices in Academic Progress Monitoring</u>	Zoom
April 22	8:30am- 3:00pm	<u>Working with Families to Improve Student Outcomes</u>	ON BOCES Conference Center (Sanborn)

May 2025

Date	Time	Workshop	Location
May 1	9:00am-3:00pm	Phonological Awareness: Establishing Foundations for Reading Success	Zoom
May 7	12:00pm-3:00pm	Diploma and Credential Options for Students with Disabilities	Zoom
May 7-21	Asynchronous	Universal Screening: Best Practices in Screening for Academic Deficits	Schoology/Zoom
May 8	8:30am-11:30am	Introduction to the Behavior Pathway	Zoom
May 8	9:00am-12:00pm	Developing an Effective Student Exit Summary	E1B Education Campus (West Seneca)
May 8	9:00am-3:00pm	Identifying and Intensifying Intervention: What to Do and How to Do It	Zoom
May 8	12:30pm-3:30pm	Using the Competing Behavior Pathway to Identify Interventions	Zoom
May 13	8:30am-3:00pm	CPSE/CSE Chairperson Training Day 1 of 4 (Day 2: May 21, Day 3: May 29, Day 4: June 6)	E1B Education Campus (West Seneca)
May 14	12:00pm-3:00pm	What Does it Mean to be Culturally Responsive?	E1B Education Campus (West Seneca)
May 15	1:00pm-4:00pm	Co-Teaching: A Comprehensive Approach	E1B Education Campus (West Seneca)

Date	Time	Workshop	Location
May 21	8:30am- 3:00pm	CPSE/CSE Chairperson Training Day 2 of 4 (Day 1: May 13, Day 3: May 29, Day 4: June 6)	E1B Education Campus (West Seneca)
May 22	8:30am- 3:00pm	Function-Based Thinking (FBT): Applying a Proactive Process to Support Student Behavior in the Classroom	E1B Education Campus (West Seneca)
May 29	8:30am- 3:00pm	CPSE/CSE Chairperson Training Day 3 of 4 (Day 1: May 13, Day 2: May 21, Day 4: June 6)	E1B Education Campus (West Seneca)

June 2025

Date	Time	Workshop	Location
June 2-12	Asynchronous	Best Practices in Academic Progress Monitoring	Schoology/Zoom
June 2-18	Asynchronous	Alternatives to Suspension	Schoology/Zoom
June 4	1:00pm-4:00pm	Next Steps with Specially Designed Instruction	E1B Education Campus (West Seneca)
June 5	9:00am-12:00pm	Parent and Family Engagement within the FBA/BIP Process	Zoom
June 5	9:00am-3:00pm	Phonics and Word Recognition: Establishing the Foundations for Reading Success	E1B Education Campus (West Seneca)
June 6	8:30am-3:00pm	CPSE/CSE Chairperson Training Day 4 of 4 (Day 1: May 13, Day 2: May 21, Day 3: May 29)	E1B Education Campus (West Seneca)
June 9-20	Asynchronous	Explicit Instruction: An Evidence-Based Practice for Effective and Long-Term Learning	Schoology/Zoom
June 10	8:00am-11:00am	Implementing Unregistered Work-Based Learning (WBL) Experiences	E1B Education Campus (West Seneca)
June 10	12:00pm-3:00pm	Foundations of Job Coaching for Work-Based Learning (WBL) Experiences	E1B Education Campus (West Seneca)
June 11	8:30am-3:00pm	Preschool Special Education Process	E1B Education Campus (West Seneca)

Date	Time	Workshop	Location
June 11	12:00pm- 3:00pm	Creating Welcoming and Affirming Learning Environments	E1B Education Campus (West Seneca)
June 12	8:30am- 3:00pm	Developmentally Appropriate Practice for Preschool	E1B Education Campus (West Seneca)

Behavior

Alternatives to Suspension

Registration: [Alternatives to Suspension](#)

Date and Time: Asynchronous training from June 2-18, 2025, one-hour mandatory discussion forum on Wednesday, June 18 (8:30-9:30am or 1:30-2:30pm)

Location: Online training via Schoology and Zoom

Facilitator: Danae Parent, Behavior Specialist

CTLE Hours: Content, 12 hours. Please note that partial credit will not be awarded; you must attend one of the Zoom discussion forums on 6/18/25 in order to receive CTLE credit.

Cost: Free

Description:

The issue of in and out-of-school suspensions of all students, including students with disabilities, who demonstrate escalated classroom behavior, has become controversial and divisive leaving many staff members at odds.

This two-part training package, which will be given as an asynchronous online training designed for building level administrators and teachers, is intended to help participants understand that exclusionary practices have significant short and long-term negative effects on academic, social-emotional, health and wellness, and family outcomes of students and that there are alternative approaches to discipline that lead to improved student outcomes.

Participants will ground themselves in a common understanding of suspension, removal, and discipline, as well as influences, impacts, policies, and procedures that contribute to the on-

going suspension crisis in schools today. Throughout this training, participants will learn and explore effective research-based strategies for responding to student behavior and appropriate alternatives to suspension, which have significantly fewer negative impacts on student or family outcomes.

Objectives: Gaining a deeper understanding of research-based strategies to effectively manage student behavior with the intent of keeping students in schools and classrooms, which will lead to improved academic and social-emotional outcomes.

Developmentally Appropriate Practice for Preschool

January 2025 Offering:

Registration: [Developmentally Appropriate Practice for Preschool, June 29, 2025](#)

Room and Time: Room A-4, Building A, 8:30am-3:00pm

June 2025 Offering:

Registration: [Developmentally Appropriate Practice for Preschool, June 12, 2025](#)

Room and Time: Room A-1, Building A, 8:30am-3:00pm

Location: Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Krista Blakowski, Behavior Specialist

CTLE Hours: Pedagogy, 6 hours

Cost: Free

Description:

This professional learning package contains the content and materials that are designed to help general and special education preschool teachers set up learning environments that are developmentally appropriate for preschool students with diverse needs and backgrounds. DAP involves an awareness of:

- Age appropriateness / "typical" development
- What the research says about how children this age learn best
- Individual development - recognizing that each child develops uniquely and has individual strengths and needs
- Cultural context - providing meaningful, relevant, and respectful learning experiences for each child and family

Objectives: By the end of the training, participants will be able to:

- Identify the three core considerations of Developmentally Appropriate Practice (DAP)
- Identify typical developmental milestones for three-, four-, and five-year-old children
- Identify six key guidelines for setting up a developmentally appropriate preschool classroom system
- Identify practices/actions that they will introduce and modify in their settings to ensure their classrooms are developmentally appropriate

Discipline Procedures for Students with Disabilities

Registration: [Discipline Procedures for Students with Disabilities](#)

Date and Time: January 9, 2025, 8:30am-3:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Danae Parent, Behavior Specialist

CTLE Hours: Content, 6 hours

Cost: Free

Description:

This full-day training package is designed for district/building level administrators to gain a better understanding of the process related to discipline for students with disabilities as per Part 201 of the Commissioner's Regulations. This professional development supports the administrator's understanding of the regulatory requirements and the administrative responsibilities, as they relate to discipline, and are aligned to state law to ensure district compliance. Participants will increase their knowledge of policies, regulations, and best practices related to suspension, removal, and behavioral supports related to implementing discipline for students with disabilities.

Objectives: As a result of this training, district and building leadership will understand the principles and guidance put forth in IDEA 2004 and NYS Part 201 regulations regarding the discipline of students with disabilities. District and building leaders will be better able to implement practices within their districts that are aligned with regulations.

Attendees should bring access to suspension data.

FBA/BIP Toolkit

Registration: [FBA/BIP Toolkit, December 10, 2024, 9:00am-12:00pm](#)

Location: Synchronous online training via Zoom

Facilitator: Krista Blakowski, Behavior Specialist

Location: Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

CTLE Hours: Content, 3 hours

Cost: Free

Description:

This half-day session provides an overview of the seven steps essential to the Functional Behavior Assessment/Behavior Intervention Plan process. Attending this session will promote alignment between district practices and NYSED Part 200 regulation.

Objective:

- To promote alignment between district practices and NYSED Part 200 regulations.

Function Based Thinking (FBT): Applying a Proactive Process to Support Student Behavior in the Classroom

March 2025 Offering:

Registration: [Function-Based Thinking, March 4, 2025](#)

Time: 8:30am-3:00pm

Location: Room A-4, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Krista Blakowski, Behavior Specialist

May 2025 Offering:

Registration: [Function-Based Thinking, May 22, 2025](#)

Time: 8:30am-3:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Josette Joyce, Behavior Specialist

CTLE Hours: Content, 6 hours

Cost: Free

Prerequisite: [Introduction to the Behavior Pathway](#)

Description:

Participants will learn each of the components of the Competing Behavior Pathway in order to identify behavioral interventions to promote desired behavior.

As a result of this training, participants will be able to:

- Describe challenging behaviors
- Understand the behavior pathway and use it to determine the function of behaviors
- Understand and engage with the function-based thinking process to prevent or extinguish unwanted behaviors

Increasing Instructional Time and Student Performance Utilizing De-escalation Strategies

December 2024 Offering:

Registration: [Increasing Instructional Time and Student Performance Utilizing De-escalation Strategies, December 17, 2024](#)

Time: 8:30am-3:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Danae Parent, Behavior Specialist

February 2025 Offering:

Registration: [Increasing Instructional Time and Student Performance Utilizing De-escalation Strategies, February 4, 2025](#)

Time: 8:30am-3:00pm

Location: Room A-2, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Krista Blakowski, Behavior Specialist

CTLE Hours: Pedagogy, 6 hours

Cost: Free

Description:

This one-day training empowers educators to understand and effectively manage the conflict cycle of behavior. Throughout the session, participants will ground themselves in a common understanding of the phases of acting-out behavior and how to effectively manage unexpected social, emotional and behavioral situations in the classroom. Participants will learn to recognize and respond to acting-out behavior with effective de-escalation strategies tailored to each phase of the acting-out cycle. Equipped with this knowledge, educators will build their toolbox of techniques aimed at fostering a safer and more conducive learning environment that increases instructional time and improves student performance.

Integrating Trauma-Sensitivity into a Positive Behavior Interventions and Supports Framework

Registration: [Integrating Trauma-Sensitivity into a Positive Behavior Interventions and Supports Framework, March 18, 2025](#)

Time: 8:30am-3:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY 14224

Facilitator: Josette Joyce, Behavior Specialist

CTLE Hours: Content, 6 hours.

Cost: Free

Description:

This workshop describes the ways in which a public health crisis, school crisis and/or types of civic unrest may be significant sources of stress and/or trauma for the students whom we support. Additionally, it explains the biological, cognitive, emotional, and behavioral effects of trauma on student development and the ways they in turn affect a student's academic and behavioral functioning in the classroom. The content explains how to use the data, systems, and practices components of a multi-tiered systems approach to behavior to provide differentiated evidence-based supports. The package allows Educational Organizations to explore and determine if their school-wide Tier 1 practices reflect a trauma-sensitive approach to responding to student behavior.

Participants will gain an understanding of what trauma is and how it affects learning. They will be able to apply several strategies to help build their school's trauma-sensitive support system.

Participants will learn how district and school leaders can incorporate trauma-sensitive practices within a Positive Behavioral Interventions and Supports (PBIS) framework which ensures that trauma practices can be integrated into a system that links these efforts to student outcomes.

Introduction to the Behavior Pathway

December 2024 Offering:

Registration: [Introduction to the Behavior Pathway, December 4, 2024](#)

Time: 9:00am-12:00pm

Location: Room A-4, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Josette Joyce, Behavior Specialist

April 2025 Offering:

Registration: [Introduction to the Behavior Pathway, April 9, 2025](#)

Time: 8:30am-11:30am

Location: Room 3, ON BOCES Conference Center, 4124 Saunders Settlement Road, Sanborn, NY, 14132

Facilitator: Josette Joyce, Behavior Specialist

May 2025 Offering:

Registration: [Introduction to the Behavior Pathway, May 8, 2025](#)

Time: 8:30am-11:30am

Location: Synchronous online training via Zoom

Facilitator: Krista Blakowski, Behavior Specialist

Note: The follow-up training, [Using the Competing Behavior Pathway to Identify Interventions](#), will also be offered via Zoom from 12:30-3:30pm on this day. Registering for both is encouraged!

CTLE Hours: Pedagogy, 3 hours

Cost: Free

Description:

Participants will learn each of the components of the Behavior Pathway to guide thinking that leads to the understanding of the function of behavior to promote desired behavior.

Objectives: Participants will be able to:

- Identify the components on the Behavior Pathway and how you can use it to understand why behaviors occur
- Develop a working definition/elevator speech for each component on the Behavior Pathway
- Explain the different types of function of behavior and how each of the components on the Behavior Pathway leads to identifying the function
- Apply the new knowledge learned on the Behavior Pathway to one of your students

The Language of Classroom Management

Registration: [The Language of Classroom Management, January 6-February 5 and February 13, 2025](#)

Time: Asynchronous training from January 6 to February 5, 2025, one-hour mandatory discussion forum on February 13 (your choice of 8:30-9:30am or 1:00-2:00pm)

Location: Online training via Schoology and Zoom

Facilitator: Danae Parent, Behavior Specialist

CTLE Hours: Pedagogy, 12 hours

Cost: Free

Description:

This training package is designed for PreK-12th grade educators who would like more information on positive behavior support– classroom management strategies including:

- 1) arranging the physical environment
- 2) defining, teaching, and acknowledging expectations and rules
- 3) defining and teaching classroom procedures and routines
- 4) active supervision
- 5) behavior specific praise
- 6) response strategies for inappropriate behavior
- 7) class-wide group contingencies, and
- 8) multiple opportunities to respond.

Objectives: Participants will:

- Understand the importance of building relationships with students to improve classroom management practices
- Learn foundational behavioral theory and practices to support effective classroom management
- Explain evidence-based classroom management practices and identify when to use them
- Develop a classroom management action plan that applies the practices presented in this training

Parent and Family Engagement within the FBA and BIP Process

December 2024 Offering:

Registration: [Parent and Family Engagement within the FBA and BIP Process, December 11, 2024](#)

Time: 5:00pm-7:00pm

Location: Synchronous online training via Zoom

Facilitator: Danae Parent, Behavior Specialist and Tonia Weichmann, Resource and Referral Specialist, West School-Age Family and Community Engagement (FACE) Center

June 2025 Offering:

Registration: [Parent and Family Engagement within the FBA and BIP Process, June 5, 2025](#)

Time: 9:00am-12:00pm

Location: Synchronous online training via Zoom

Facilitator: Josette Joyce, Behavior Specialist

CTLE Hours: Available on request (please contact info@parentnetworkwny.org for more information)

Cost: Free

Description:

This professional learning opportunity provides a brief overview and describes the role of parents, families, guardians, and caregivers to support students throughout this process.

Participants will:

- **Understand** the definition of an FBA/BIP, when it is needed, and how it is conducted/developed
- **Understand** the role of parents/families/caregivers as part of the various teams
- **Understand** how the FBA/BIP process is part of the Committee for Preschool Special Education (CPSE)/Committee for Special Education (CSE) process
- **Provide guidance** regarding the New York State Regulations of the Commissioner of Education, Part 200

Using the Competing Behavior Pathway to Identify Interventions

January 2025 Offering: Date Change!

Registration: [Using the Competing Behavior Pathway to Identify Interventions, January 10, 2025](#)

Time: 9:00am-12:00pm

Location: Room A-2, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Josette Joyce, Behavior Specialist

April 2025 Offering:

Registration: [Using the Competing Behavior Pathway to Identify Interventions, April 9, 2025](#)

Time: 12:00pm-3:00pm

Location: Room 3, ON BOCES Conference Center, 4124 Saunders Settlement Road, Sanborn, NY, 14132

Facilitator: Josette Joyce, Behavior Specialist

May 2025 Offering:

Registration: [Using the Competing Behavior Pathway to Identify Interventions, May 6, 2025](#)

Time: 12:30pm-3:30pm

Location: Synchronous online training via Zoom

Facilitator: Danae Parent, Behavior Specialist

CTLE Hours: Content, 3 hours

Cost: Free

Prerequisite: [Introduction to the Behavior Pathway](#)

Description:

Participants will learn each of the components of the Behavior Pathway in order to guide thinking that leads to the understanding of the function of the students' behavior in order to promote desired behavior.

Participants will be able to apply the Competing Behavior Pathway to:

- Promote positive desired behavior,
- Increase student academic outcomes, and
- Support students in the least restrictive environment

Using the FBA/BIP Process to Support Students Needing Intensive Interventions

Registration: [Using the FBA/BIP Process to Support Students Needing Intensive Interventions, February 26, March 13, and April 2, 2025](#)

Time: 8:30am-3:00pm, all three days

Location: Days 1-2: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224. Day 3: Room **B-1**, Building B, Erie 1 BOCES Education Campus.

Update: Day 3 has been rescheduled from April 1 in room A-1, to April 2 in room B-1. Days 1 and 2 remain the same.

Facilitator: Danae Parent, Behavior Specialist

CTLE Hours: Content, 18 hours

Cost: Free

Description:

A three-day series on understanding the FBA, BIP and PM process as it relates to the NYS part 200 regulations.

- **Part 1: Understanding the Behavior Pathway and Conducting the Functional Behavior Assessment:** Build fluency with the theoretical foundations on which FBAs and BIPs are based (i.e., the behavioral pathway). Understand and develop the skills necessary to complete the FBA; learn the components of the Competing Behavior Pathway (CBP) from which to develop the BIP
- **Part 2: Using the Competing Behavior Pathway to Develop the Behavior Intervention Plan:** Identify interventions based upon the Competing Behavior Pathway
- **Part 3: Implementation and Progress Monitoring of the Behavior Intervention Plan:** Develop the skills necessary to:
 - ensure the BIP is implemented with fidelity and
 - progress monitor a student's response to the plan with regard to changes in both the problem and replacement/desired behaviors.

Objectives: Participants will:

- Build fluency with the science of behavior that provides the theoretical foundation on which FBAs and BIPs are based
- Acquire the skills necessary to complete the FBA process and develop the skills necessary to create, implement, and progress monitor the BIP
- Ensure these skills align with the New York State Education Department P-12: Office of Special Education regulations.

Participants should attend all 3 days of the Using the FBA and BIP Process to Support Students needing Intensive Intervention series.

Working with Families to Improve Student Outcomes

February 2025 Offering:

Registration: [Working with Families to Improve Student Outcomes, February 12, 2025](#)

Room and Time: Room A-2, 8:30am-3:00pm

Location: Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY 14224

Facilitator: **Josette** Joyce, Behavior Specialist

April 2025 Offering:

Registration: [Working with Families to Improve Student Outcomes, April 22, 2025](#)

Time: 8:30am-3:00pm

Location: Room 3, ON BOCES Conference Center, 4124 Saunders Settlement Road, Sanborn, NY, 14132

Facilitator: Krista Blakowski, Behavior Specialist, and Jessica Izzo, Family Engagement Facilitator, West Early Childhood Family and Community Engagement (FACE) Center

CTLE Hours: Content, 6 hours

Cost: Free

Prerequisite: [Introduction to the Behavior Pathway](#)

Description:

This professional development opportunity provides a foundational overview of Family Engagement, its importance, and the Six Essential Features of Family-School Collaboration. School staff will learn strategies and engage in activities to increase Family Engagement at the building/classroom level to improve outcomes for students.

Objectives: Participants will:

- understand the importance of strong family-school-community partnerships and can work to create systems-level policies and procedures to engage with families and the community. EOs will be able to self-assess, action plan, and re-assess their family engagement practices ensuring improvement in their systems and practices leading to improved outcomes for students.
- use the Six Essential Features of Family-School Collaboration and develop teacher/administrator/staff practices for engaging families (1. Positive Home-School Relationships, 2. Two-way Communication, 3. Shared Decision Making, 4. Family Voice for Equitable Discipline, 5. Training and Support for Family Collaboration, 6. Evaluation)

The prework activity encourages participants to think about and collect resources/information regarding current family engagement practices. There is a data collection form that has focusing questions or prompts, a place to document data sources, and a place to identify the individual/individuals responsible for collecting/reviewing the data. This will provide participants with an understanding of their current baseline for family engagement and will help them focus on current practices and how to build and expand from their current practices.

Culturally Responsive Education

Creating Welcoming and Affirming Learning Environments

Registration: [Creating Welcoming and Affirming Learning Environments, June 11, 2025](#)

Time: 12:00pm-3:00pm

Location: Room A-4, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224

Facilitator: Brett Shufelt, Culturally Responsive Education Specialist

CTLE Hours: Pedagogy, 3 hours

Cost: Free

Description:

Creating Welcoming and Affirming Learning Environments is one of four high leverage principles identified in the Culturally Responsive-Sustaining Education (CRSE) Framework. When students feel like they belong at school, they have fewer absences, fewer disciplinary infractions, higher graduation rates, as well as increased engagement, self-esteem, and attitudes. Students with disabilities and students of different cultural backgrounds are less likely to feel like they have a positive relationship with their teacher and that their identities and abilities are valued and affirmed in school.

Objectives: By the end of this training, participants will:

- Understand how a welcoming and affirming learning environment improves student outcomes
- Better understand their own identities and how those identities shape their relationships and experiences
- Develop strategies for creating a welcoming and affirming learning environment
- Identify 2-3 next steps for ongoing professional learning

Dimensions of Equity in Education

Registration: [Dimensions of Equity in Education, April 9, 2025](#)

Time: 12:00pm-3:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224

Facilitator: Brett Shufelt, Culturally Responsive Education Specialist

CTLE Hours: Pedagogy, 3 hours

Cost: Free

Description:

This training is organized into 3 parts:

- **Section 1:** Grounding in around Equity & Culture as well as the NYSED Culturally Responsive Sustaining Education Framework (CRSE) which informs our work as Culturally Responsive Practitioners.
- **Section 2:** Participants will explore concepts of Equity in their organization's policies and procedures through unpacking Zaretta Hammond's Dimensions of Equity Tool
- **Section 3:** Review a case study of Socio-Cultural Awareness which is an understanding of the role culture plays in educational processes & systems.

Objectives:

Educators will come away understanding concepts of equity, culture and socio-cultural awareness in EOs. Educators will review portions of the NYSED CRSE Framework to internalize culturally responsive-sustaining mindsets and practices in the classroom with students and families related to discipline procedures, family engagement, and diversity in curriculum. Educators will also be grounded in the goals of culturally responsive pedagogy in terms of

fostering independent learning and rigor through providing responsive scaffolds for marginalized student groups.

Administrators and leadership will understand the importance of equity, culture, and socio-cultural awareness in terms of educator development and support. Administrators and EO leadership will consider the role of setting goals around CRSE practices and mindsets.

Family Engagement, Communication, and Culture

Registration: [Family Engagement, Communication, and Culture](#)

Date and Time: March 5, 2025, 12:30pm-3:00pm

Location: Synchronous online training via Zoom

Facilitator: Brett Shufelt, Culturally Responsive Education Specialist

CTLE Hours: Pedagogy, 3 hours

Cost: Free

Description:

This package of materials is designed to introduce educators to concepts of communication and culture that impact the ways educators and educational organizations (EOs) interact with families.

Overall, the aim is to ensure that educators are mindful with how they communicate with parents, guardians, and families to ensure that educational sites are culturally responsive and welcoming.

Objectives:

- Examine the impact of culture and communications in our practice as educators
- Explore the concept of culture and connect with the idea of Culturally Responsive-Sustaining Education
- Explore strategies for effective collaboration between families, caregivers, and schools to support students

Fostering High Expectations and Rigorous Instruction

Registration: [Fostering High Expectations and Rigorous Instruction](#)

Date and Time: February 5, 2025, 12:00pm-3:00pm

Location: Room A-4, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224

Facilitator: Brett Shufelt, Culturally Responsive Education Specialist

CTLE Hours: Pedagogy, 3 hours

Cost: Free

Description:

Fostering High Expectations and Rigorous Instruction is one of four high leverage principles identified in the Culturally Responsive-Sustaining Education (CRSE) Framework. Research shows that teachers' expectations of students can influence their academic achievement and behavior. Teachers are more likely to under-estimate students with disabilities, students from low-income families, English Language Learners, and Black, Latinx, and Native American students.

Objectives:

- Understand how high expectations and rigorous instruction can improve student outcomes
- Reflect on cultural background and identities, and how those identities may influence teacher expectations
- Develop strategies for fostering high expectations and rigorous instruction
- Identify 2-3 next steps for ongoing professional learning

Fundamentals of Equity: Exploring Equity and Cultural Responsiveness

Registration: [Fundamentals of Equity: Exploring Equity and Cultural Responsiveness](#)

Date and Time: January 23, 2025, 12:00pm-3:00pm

Location: Room A-4, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224

Facilitator: Brett Shufelt, Culturally Responsive Education Specialist

CTLE Hours: Pedagogy, 3 hours

Cost: Free

Description:

This professional learning package is designed to build foundational understanding of equity and cultural responsiveness. Overall, the aim is to ensure that participants establish a common vocabulary while beginning to interrogate their personal, professional, and institutional capacity within these two areas.

Objectives:

- Define common terms and imagery that appear in conversations about equity
- Explore the concept of cultural responsiveness through personal, professional, and institutional lenses
- Identify strengths, challenges, and needs regarding the capacity to implement culturally responsive practices

Introduction to Culturally Responsive-Sustaining Education

Registration: [Introduction to Culturally Responsive-Sustaining Education](#)

Date and Time: December 12, 2024, 12:00pm-3:00pm

Location: Room A-4, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224

Facilitator: Brett Shufelt, Culturally Responsive Education Specialist

CTLE Hours: Pedagogy, 3 hours

Cost: Free

Description:

This package is intended to introduce participants to foundational elements of cultural responsiveness and explore the New York State Culturally Responsive-Sustaining Education Framework. In doing so, it is meant to facilitate connections between Cultural Responsiveness and meeting the needs of students with disabilities, while also providing an opportunity for critical reflection on the extent to which culturally responsive practices are present within their Educational Organization(s).

Objectives:

- Explore foundational elements of culture and Culturally Responsive Education
- Reflect on personal culture and experiences
- Become familiar with the NYSED Culturally Responsive-Sustaining Education framework
- Reflect on the ways practices and approaches outlined in the NYSED CRSE Framework are present within your Educational Organization (EO)

What Does it Mean to be Culturally Responsive?

Registration: [What Does it Mean to be Culturally Responsive?, May 14, 2025](#)

Time: 12:00pm-3:00pm

Location: Room A-4, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224

Facilitator: Brett Shufelt, Culturally Responsive Education Specialist

CTLE Hours: Content, 5 hours

Cost: Free

Description:

This training will build capacity and understanding about the elements of Culturally Responsive Teaching. We will reference documents that outline various components of Culturally Responsive Pedagogy from Zaretta Hammond, author of [Culturally Responsive Teaching and the Brain](#) (2015) & creator of the [Ready for Rigor Framework](#).

Objectives: As a result of this training, participants will be able to:

- Recognize that “Culturally Responsive Teaching is not a set of best practices, but a practice that recognizes the mind-body connection involved in learning” (Zaretta Hammond, 2013)
- Reflect and consider how deeply they have engaged as a culturally responsive practitioner
- Commit to growing as culturally responsive educators

Literacy

Best Practices in Academic Progress Monitoring Introduction

January 2025 Offering (Asynchronous):

Registration: [Best Practices in Academic Progress Monitoring, January 6-16, 2025](#)

Time: Asynchronous training from January 6-16, 2025, one-hour mandatory discussion forum on Thursday, January 16 (2:30-3:30pm)

Location: Online training via Schoology and Zoom

Facilitator: Trisha Shea, Literacy Specialist

April 2025 Offering:

Registration: [Best Practices in Academic Progress Monitoring, April 25, 2024](#)

Time: 9:00am-3:00pm

Location: Synchronous online training via Zoom

Facilitator: Kerrigan Potter, Literacy Specialist

June 2025 Offering (Asynchronous):

Registration: [Best Practices in Academic Progress Monitoring, June 2-12, 2025](#)

Time: Asynchronous training from June 2-12, 2025, one-hour mandatory discussion forum on Wednesday, June 12 (3:00-4:00pm)

Location: Online training via Schoology and Zoom

Facilitator: Amy Henchey, Literacy Specialist

CTLE Hours: Pedagogy, 5.5 hours

Cost: Free

Description:

The purpose of this workshop is to provide participants with an overview of what progress monitoring for academics is and how to implement this practice with individual students. The training includes the essential knowledge and skills needed to understand the importance and core features of progress monitoring, as well as modeling and practice with feedback on implementing progress monitoring.

The training is most applicable to those who will be engaging directly in the progress monitoring process with students, such as General Education Teachers, Special Education Teachers, Administrators, Literacy Specialists and School Psychologists.

The asynchronous sessions of this professional development training are self-paced for the delivery of content, paired with a mandatory Zoom discussion forum session with support from the facilitator.

As a result of this training, participants will be able to:

- Describe the purpose of progress monitoring.
- Define progress monitoring.
- Identify the steps for implementing progress monitoring at the individual student level.

Explicit Instruction: An Evidence-Based Practice for Effective and Long-Term Learning

March 2025 Offering:

Registration: [Explicit instruction: An Evidence-Based Practice for Effective and Long-Term Learning, March 13, 2025](#)

Time: 9:00am-3:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Trisha Shea, Literacy Specialist

June 2025 Offering (Asynchronous):

Registration: [Explicit instruction: An Evidence-Based Practice for Effective and Long-Term Learning, June 9-20, 2025](#)

Time: Asynchronous training from June 9-20, 2025, one-hour mandatory discussion forum on Thursday, June 20 (2:30-3:30pm)

Location: Online training via Schoology and Zoom

Facilitator: Trisha Shea, Literacy Specialist

CTLE Hours: Pedagogy, 5.5 hours

Cost: Free

Description:

This explicit instruction training package is intended to support participants' knowledge of explicit instruction and teachers' abilities to effectively implement explicit instruction. Explicit

instruction is a high leverage practice that has proven to be effective for special education students. Research has shown higher achievement results for students with disabilities in both reading and math after receiving explicit instruction.

Objectives: As a result of this training, participants will be able to:

- Understand the definition, supporting research, and benefits of explicit instruction.
- Define and describe the five essential components and other common elements of explicit instruction.
- Explore resources designed to support effective explicit instruction implementation.

Explicit Vocabulary Instruction for Teachers

February 2025 Offering:

Registration: [Explicit Vocabulary Instruction for Teachers, February 13, 2025](#)

Time: 9:00am-3:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Kerrigan Potter, Literacy Specialist

April 2025 Offering:

Registration: [Explicit Vocabulary Instruction for Teachers, April 8, 2025](#)

Time: 9:00am-3:00pm

Location: Room A-2, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Amy Henchey, Literacy Specialist

CTLE Hours: Pedagogy, 5.5 hours

Cost: Free

Description:

Research tells us that a student's breadth and depth of vocabulary is **strongly** linked to successful academic outcomes. This self-paced asynchronous course focuses on using the evidence-based practice of explicit instruction to teach vocabulary. Please have a resource for identifying vocabulary words for an upcoming lesson (such as a book, passage, etc.) available during the session.

Objectives: As a result of this training, participants will be able to:

- Explain the importance of robust vocabulary instruction for students in the elementary grades.
- Understand how explicit instruction can be applied to vocabulary instruction.
- Describe key features of vocabulary instruction and identify ways to incorporate vocabulary instruction into different parts of the school day.

Foundations of Effective Reading Instruction: Understanding the Science of Reading

January 2025 Offering (Asynchronous):

Registration: [Foundations of Effective Reading Instruction: Understanding the Science of Reading, January 20-30, 2025](#)

Time: Asynchronous training from January 20-30, 2025, one-hour mandatory discussion forum on Thursday, January 30 (3:00-4:00pm)

Location: Online training via Schoology and Zoom

Facilitator: Amy Henchey, Literacy Specialist

April 2025 Offering:

Registration: [Foundations of Effective Reading Instruction: Understanding the Science of Reading, April 2, 2025](#)

Time: 9:00am-3:00pm

Location: Room 3, ON BOCES Conference Center, 4124 Saunders Settlement Road, Sanborn, NY, 14132

Facilitator: Trisha Shea, Literacy Specialist

CTLE Hours: Pedagogy, 5.5 hours

Cost: Free

Description:

Part one of a multi-part training series that will help participants understand the foundational skills that are needed for students to become proficient readers.

Participants will explore evidence-based instructional practices in reading and their influence on reading proficiency and equity for all students.

Objectives: As a result of this training, participants will be able to:

- Describe the current status of reading achievement of students in the United States and New York State.
- Describe the gap between what is known about effective reading instruction and the implementation of effective reading instruction.
- Identify theories of reading that are supported by research

Items to bring: A laptop or tablet. Writing utensils. Open hearts and minds!

Identifying and Intensifying Intervention: What to Do and How to Do It

February 2025 Offering:

Registration: [Identifying and Intensifying Intervention, February 26, 2025](#)

Time: 9:00am-3:00pm

Location: Synchronous online training via Zoom

Facilitator: Trisha Shea, Literacy Specialist

May 2025 Offering:

Registration: [Identifying and Intensifying Intervention, May 8, 2025](#)

Update: This workshop has changed from May 7 to May 8.

Time: 9:00am-3:00pm

Location: Synchronous online training via Zoom

Facilitator: Amy Henchey, Literacy Specialist

CTLE Hours: Pedagogy, 5.5 hours

Cost: Free

Description:

This professional development course offers a deeper understanding of how to identify and intensify interventions. Interventions assist students with severe and persistent learning, including students with disabilities. It is a process, not a specific program or product. The

process is driven by data, characterized by increased intensity and individualization, and considers the academic needs of a student.

As a result of this training, participants will:

- identify and differentiate between skill-based, fluency-based, and performance-based interventions
- learn when each of these approaches is appropriate, given the nature of the observed problem
- learn how to titrate the intensity of intervention to the learner as a response to instruction

Phonics and Word Recognition: Establishing the Foundations for Reading Success

January 2025 Offering:

Registration: [Phonics and Word Recognition: Establishing the Foundations for Reading Success, January 16, 2025](#)

Time: 9:00am-3:00pm

Location: Synchronous online training via Zoom

Facilitator: Kerrigan Potter, Literacy Specialist

March 2025 Offering:

Registration: [Phonics and Word Recognition: Establishing the Foundations for Reading Success, March 26, 2025](#)

Time: 9:00am-3:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Amy Henchey, Literacy Specialist

June 2025 Offering:

Registration: [Phonics and Word Recognition: Establishing the Foundations for Reading Success, June 5, 2025](#)

Time: 9:00am-3:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Kerrigan Potter, Literacy Specialist

CTLE Hours: Pedagogy, 5.5 hours

Cost: Free

Prerequisite: Participants should have completed [Foundations of Effective Reading](#)

[Instruction: Understanding the Science of Reading](#) and [Phonological Awareness: Establishing Foundations for Reading Success](#).

Description:

The purpose of this training is to help participants gain a greater understanding of the Science of Reading; specifically, what phonics and word recognition is and how crucial this skill set is to the foundation of reading success. Participants will explore what skills to teach when, and how to teach these skills for students to master phonics and word recognition. The training will also provide context for the importance of using assessments to improve the effectiveness of phonics instruction for students. To overcome equity barriers, educators need to focus on systemic, explicit instruction to teach the skills supported by the science of reading.

Objectives: As a result of this training, participants will be able to:

- Describe the legal and ethical importance of providing scientific research-based instruction in phonics and word recognition.
- Define phonics and word recognition and describe why they are important to overall reading development.
- Explain when and how to teach phonics and word recognition according to our current knowledge of the science of reading.
- Identify ways in which classroom assessments can be used to improve phonics and word recognition instruction and student outcomes.
- Describe ways in which students with diverse backgrounds and learning needs can be provided with individualized phonics and word recognition support.

Pework: Participants are encouraged to listen to [*Sold a Story*](#), a podcast from American Public Media, to build background knowledge prior to attending this training. The primary purpose is to reinforce **why** students need explicit and systematic phonics and word reading instruction.

Phonological Awareness: Establishing Foundations for Reading Success

December 2024 Offering:

Registration: [Phonological Awareness: Establishing the Foundations for Reading Success, December 18, 2024](#)

Time: 9:00am-3:00pm

Location: Synchronous online training via Zoom

Facilitator: Kerrigan Potter, Literacy Specialist

February 2025 Offering:

Registration: [Phonological Awareness: Establishing the Foundations for Reading Success, February 4, 2025](#)

Time: 9:00am-3:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Amy Henchey, Literacy Specialist

May 2025 Offering:

Registration: [Phonological Awareness: Establishing the Foundations for Reading Success, May 1, 2025](#)

Time: 9:00am-3:00pm

Location: Synchronous online training via Zoom

Facilitator: Trisha Shea, Literacy Specialist

CTLE Hours: Pedagogy, 5.5 hours

Cost: Free

Prerequisite: Participants should have completed [Foundations of Effective Reading](#)

Instruction: [Understanding the Science of Reading](#).

Description:

The purpose of this training is to help participants gain a greater understanding of the Science of Reading; specifically, what phonological awareness is and how crucial this skillset is to the foundation of reading success. Participants will explore what skills to teach when, and how to teach these skills for students to master phonological awareness. The training will also provide context for the importance of using assessments to improve the effectiveness of phonological instruction for students. To overcome equity barriers, educators need to focus on systemic, explicit instruction to teach the skills supported by the science of reading.

As a result of this training, participants will be able to:

- Define phonological awareness and explain the difference between phonological awareness, phonemic awareness, and phonics.
- Explain why phonological awareness is a crucial set of skills that are foundational to successful reading.
- Identify what skills to teach when, and how to teach these skills for students to master phonological awareness.
- Describe an example of how to use assessment to improve the effectiveness of phonological awareness instruction for students.

Items to bring: A laptop or tablet. Writing utensils. Open hearts and minds!

Universal Screening: Best Practices in Screening for Academic Deficits

December 2024 Offering:

Registration: [Universal Screening: Best Practices in Screening for Academic Deficits, December 11, 2024](#)

Time: 9:00am-3:00pm

Location: Synchronous online training via Zoom

Facilitator: Trisha Shea, Literacy Specialist

March 2025 Offering:

Registration: [Universal Screening: Best Practices in Screening for Academic Deficits, March 20, 2025](#)

Time: 9:00am-3:00pm

Location: Synchronous online training via Zoom

Facilitator: Kerrigan Potter, Literacy Specialist

May 2025 Offering (Asynchronous):

Registration: [Universal Screening: Best Practices in Screening for Academic Deficits, May 7-21, 2025](#)

Time: Asynchronous training from May 7-21, 2025, one-hour mandatory discussion forum on Tuesday, May 2 (2:30-3:30pm)

Location: Online training via Schoology and Zoom

Facilitator: Kerrigan Potter, Literacy Specialist

CTLE Hours: Pedagogy, 5.5 hours

Cost: Free

Description:

This professional development course offers an overview of what universal screening is and how to adopt this practice within schools.

Objectives: As a result of this training, participants will be able to:

- Define universal screening
- Describe the purpose of universal screening
- Describe the features of a high-quality universal screening measure
- Identify tools to guide them in selecting a universal screening measure
- Describe ways in which data from a universal screening measure can be used

Special Education

Consultant Teacher Services

Registration: [Consultant Teacher Services](#)

Date and Time: April 3, 2025, 1:00pm-4:00pm

Location: Room A-2, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Alison Parzych, Specially Designed Instruction Specialist

CTLE Hours: Pedagogy, 3 hours

Cost: Free

Description:

The purpose of this foundational level Consultant Teacher training is to help participants understand how to use consultant teacher services to support the participation of students with disabilities in the general education classroom and curriculum. Participants will examine the purpose and goals of including consultant teacher services in a student's Individualized Education Program (IEP). The training will define consultant teacher services according to New York State regulations as well as offer insight into what effective consultant teacher services look like in the classroom. Participants will learn how to determine if consultant teacher services are appropriate for meeting a student with a disability's unique educational needs, what information about consultant teacher services should be included in an IEP, and the roles and responsibilities of educators in providing these services. We will also explore how teachers can engage in effective collaboration and co-planning to ensure the effective delivery of high-quality consultant teacher services.

Participants will:

- Identify the reasons for using consultant teacher services
- Familiarize with New York State Regulations of the Commissioner of Education for consultant teacher services
- Define direct and indirect consultant teacher services
- Recognize the roles and responsibilities of educators providing consultant teacher services
- Identify how consultant teacher services are included in an IEP
- Understand collaboration and co-planning in consultant teacher services
- Describe the application of effective consultant teacher services in the classroom.

Co-Teaching: A Comprehensive Approach

Registration: [Co-Teaching: A Comprehensive Approach](#)

Date and Time: May 15, 2025, 1:00pm-4:00pm (held after SEAC meeting)

Location: Room A-2, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Alison Parzych, Specially Designed Instruction Specialist

CTLE Hours: Pedagogy, 2.5 hours

Cost: Free

Description:

Module 1: Six Models of Co-Teaching

The purpose of this training is to help participants gain a foundational understanding of co-teaching as a service delivery model and the six models used to implement it. In New York state the co-teaching model is most often associated with the special education service integrated co-teaching. This model will be covered as well as the use of the co-teaching model among other service providers (e.g., English as a New Language [ENL] teachers, speech language pathologists etc.). Variations for use of the models will also be discussed throughout the training.

Module 2: Building Your Co-Teaching Team

In this workshop we will focus on the three key components of an effective co-teaching partnership which are co-respect, co-responsibility and co-planning. Building and maintaining a strong partnership is essential for optimizing the benefits of co-teaching for student learning. The blended expertise of the team provides teachers with a unique opportunity to reach many more students academically, emotionally and behaviorally. It is critical to understand the

importance of both building a strong partnership as well as maintaining the strong partnership through ongoing reflective practices.

Module 3: Planning for Instruction

In educational research, co-teaching is referred to as the instructional methodology or structure that two teachers use. Co-planning is critical to the success of this teaching structure. The purpose of this training is to provide foundational knowledge for the effectiveness of purposeful co-planning. In addition, participants will gain knowledge about options for co-planning and apply the information to co-plan a lesson for current or future use. Co-teaching can be applied in any situation when two teachers provide instruction together. It is highly recommended that co-teaching teams attend together, although the information provided will benefit individual teacher practice as well.

Objectives: Participants will be able to:

- Understand co-teaching as a service delivery model
- Learn the 6 models of co-teaching and how to effectively implement them
- Gain skills for matching the co-teaching and how to effectively implement them.
- Identify a co-teaching model in a given scenario.

CPSE/CSE Chairperson Training

Winter Series Registration (Registration Closes Approx. 1 Week Before Each Session):

- [Winter CPSE/CSE Chairperson Training Day 1 \(January 7, 2025, 8:30am-3:00pm\)](#)
- [Winter CPSE/CSE Chairperson Training Day 2 \(January 15, 2025, 8:30am-3:00pm\)](#)
- [Winter CPSE/CSE Chairperson Training Day 3 \(January 23, 2025, 8:30am-3:00pm\)](#)
- [Winter CPSE/CSE Chairperson Training Day 4 \(January 28, 2025, 8:30am-3:00pm\)](#)
- Optional: [Preschool Special Education Process \(February 12, 2025, 8:30am-3:00pm\)](#)

Winter Location: Day 1 and Day 3 are in-person workshops in Room A-1, Building A, at the Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY, 14224. Days 2 and 4 are synchronous virtual workshops, using the Zoom and Schoology platforms. Preschool Special Education Process will be in-person in the same room as Days 1 and 3.

Spring Series Registration:

- [Spring CPSE/CSE Chairperson Training Day 1 \(May 13, 2025, 8:30am-3:00pm\)](#)
- [Spring CPSE/CSE Chairperson Training Day 2 \(May 21, 2025, 8:30am-3:00pm\)](#)
- [Spring CPSE/CSE Chairperson Training Day 3 \(May 29, 2025, 8:30am-3:00pm\)](#)
- [Spring CPSE/CSE Chairperson Training Day 4 \(June 6, 2025, 8:30am-3:00pm\)](#)
- Optional: [Preschool Special Education Process \(June 11, 2025, 8:30am-3:00pm\)](#)

Spring Location: All four days are in-person workshops, in Room A-1, Building A, at the Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY, 14224. Preschool Special Education Process will be in-person in the same room.

Facilitator: Diane Vigrass, Special Education Trainer

CTLE Hours: 24 upon completion of all 9 Modules

Cost: Free

Attention: this is the **new** series of Chairperson modules.

Although the basic information hasn't changed, current guidance is updated and most recent topic focuses are highlighted.

Description:

Whether you are new to your role as a chairperson or experienced and interested in reviewing your current practices, this is an opportunity to network with other directors of special education, administrators, school psychologists, special education teachers, and chairpersons as you participate in a series of modules that provide CSE and CPSE chairpersons with compliant guidance and best practices in the CSE and CPSE process.

The 4-day series will be facilitated with a guided mix of in-person meetings, virtual meetings, and self-paced modules. Participation in engagement activities and exit tickets is an expectation for completion. A dedicated total of 24 hours will complete all 9 Modules.

In addition, "[Preschool Special Education Process](#)" is recommended for CPSE Chairpersons or others who need to know the differences in Preschool and school-age process and timelines. This can be considered the 5th day of the Series for those who wish to register for it (additional 5.5 hours).

As a result of this training, participants will be able to:

- Understand the special education process as delineated in New York State Education Law and Regulations;
- Identify specific responsibilities as Chairperson of the Committee;
- Develop procedures that encourage parental involvement and culturally responsive practices that cultivate home-school partnerships; and
- Pinpoint strategies for the Committee to make high quality decisions that result in an individualized education program (IEP) that meets State requirements and provides educational benefit to the student.

Modules:

CPSE/CSE Chairperson Training Day 1:

- **Module 1: Regulatory Foundations:** Provides an overview of Federal and State laws, regulations and policies that establish the special education process; role of the CPSE/CSE and responsibilities of the chairperson; requirements for committee membership and importance of parental involvement throughout the process.
- **Module 2: Referral:** Develops understanding of the Board of Education's responsibility in Child Find and the sequence of events in the referral process; timelines, consent, required documentation and due process procedures; CPSE/CSE Chairperson responsibility for parent communication (PWN), collaboration, and involvement.

CPSE/CSE Chairperson Training Day 2:

- **Module 3: Evaluation:** Identifies the regulatory requirements for administration, timelines, parent rights, and responsibilities; vital parent involvement and additional considerations considered in the evaluation process.
- **Module 4: Eligibility:** Ascertains the procedures, responsibilities, classification categories in determining eligibility; parent participation and involvement in the process
- **Module 5: IEP Development (First Half):** Examines roles and responsibilities of the CSE and educational benefit, student and parent involvement; each section of the PLP, transition planning—participants will analyze a “live” IEP brought to the training.

CPSE/CSE Chairperson Training Day 3:

- **Module 5: IEP Development (Second Half):** Demonstrates alignment of IEP components, annual goal development, learning and test accommodations; programs and services; transition needs—participants will analyze a “live” IEP brought to the training.
- **Module 6: IEP Implementation:** Reviews regulations for implementation, amendments and annual goal progress monitoring.
- **Module 7: Annual Review:** Identifies the purpose and timelines of the annual review; procedures for parent communication.

CPSE/CSE Chairperson Training Day 4:

- **Module 8: Reevaluation:** Define the regulations and steps in the process, needed data, and responsibilities.
- **Module 9: Effective Meetings:** Shares regulatory information for meeting facilitation and attendance; skills needed by the Chairperson; conversation points for discussion; concepts of BIPs, SES, and dispute resolution.

Creating the Individualized Education Program (IEP)

January Offering:

Registration: [Creating the Individualized Education Program \(IEP\)](#),
[January 29, 2025](#)

Time: 8:30am-3:00pm

Location: District Office Board Room, Lewiston-Porter Central School
District, 4061 Creek Rd., Youngstown, NY 14174

March Offering:

Registration: [Creating the Individualized Education Program \(IEP\)](#),
[March 20, 2025](#)

Time: 8:30am-3:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355
Harlem Rd., West Seneca, NY 14224

Facilitator: Diane Vigrass, Special Education Trainer

CTLE Hours: Content, 6 hours

Cost: Free

Description:

This training focuses on developing PLPs and goals that align in the IEP. The training will include a demonstration of progress monitoring to make data-based decisions about instruction. Each participant will apply the learning objectives to the real-life IEPs brought to the training.

As a result of this training, participants will be able to:

- State why PLP information is critical.
- Connect skill needs to goals
- Write and analyze annual goals
- Connect PLP narratives to goals to progress monitoring
- Understand the purpose and importance of analyzing progress monitoring data
- Relate graphing progress to instructional decisions

Attendees will need a laptop or other device to access online activities and resources, and also access to 2 IEPs (hard copy or electronic).

Creating the Individualized Education Program (IEP) Series: Focus on PLPs, Goals, and Progress Monitoring

Winter Series Registration

- [Creating the IEP: Focus on Present Levels of Performance \(PLP\) \(January 24, 2025, 9:00am-11:00am\)](#)
- [Creating the IEP: Focus on Annual Goals \(January 31, 2025, 9:00am-11:00am\)](#)
- [Creating the IEP: Focus on Progress Monitoring \(February 6, 2025, 9:00am-11:00am\)](#)

Winter Location: All three days are synchronous online training on Zoom.

March Series Registration

- [Creating the IEP: Focus on Present Levels of Performance \(PLP\) \(March 11, 2025, 4:15pm-6:15pm\)](#)
- [Creating the IEP: Focus on Annual Goals \(March 18, 2025, 4:15pm-6:15pm\)](#)
- [Creating the IEP: Focus on Progress Monitoring \(March 25, 2025, 4:15pm-6:15pm\)](#)

March Location: All three days are in-person workshops, in Room B-1, Building B, at the Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY, 14224.

Facilitator: Diane Vigrass, Special Education Trainer

CTLE Hours: Content, 5 hours

Cost: Free

Description:

This training focuses on developing PLPs and goals that align in the IEP. The training will include a demonstration of progress monitoring to make data-based decisions about instruction. Each participant will apply the learning objectives to the real-life IEPs brought to the training.

As a result of this training, participants will be able to:

- State why PLP information is critical.
- Connect skill needs to goals
- Write and analyze annual goals
- Connect PLP narratives to goals to progress monitoring
- Understand the purpose and importance of analyzing progress monitoring data
- Relate graphing progress to instructional decisions

Attendees for each session will need a laptop or other device to access online activities and resources, and also access to 2 IEPs (hard copy or electronic). Attendees for Focus on Progress Monitoring will also need any existing goal data for each goal on the IEP.

Creating the IEP: Focus on Present Levels of Performance (PLP):

This course focuses on developing the Present Levels of Performance (PLP) section of the IEP which provides the basis for annual goals as well as direction for provision of appropriate education programs and services to meet a student's individual needs. Each participant will bring an IEP to break down and analyze evidence in each of the development narratives that support the student's skill needs, management needs, and impact of the disability.

As a result of this training, participants will be able to:

- State why PLP information is critical.
- Explain the difference between skill needs and management needs
- Analyze evidence that supports skill needs, management needs, and the impact of the disability

Creating the IEP: Focus on Annual Goals:

This course focuses on developing annual goals that are observable and measurable. Using Quality Indicators for Goals, practice in goal writing will include taking apart sample goals as well as building goals using a template. Participants will analyze the goals on the IEP(s) brought

with them to determine if the narrative contains all the necessary parts, then determine if the goal can be evaluated using the criteria, method, and schedule.

As a result of this training, participants will be able to:

- Connect skill needs to goals
- Prioritize goals
- Write and analyze annual goals

Creating the IEP: Focus on Progress Monitoring:

This course will focus on progress monitoring annual goals by unpacking annual goals from the IEP(s) the participants bring with them. Participants will learn by doing as they create data collection tools and practice graphing with data related to their goals.

As a result of this training, participants will be able to:

- Connect PLP narratives to goals to progress monitoring
- Understand the purpose and importance of analyzing progress monitoring data
- Create tools that collect data on a student's IEP goals
- Relate graphing progress to instructional decisions

Developing Standard-Based Individualized Education Programs (IEPs)

December 2024 Offering:

Registration: [Developing Standard-Based Individualized Education Programs, December 3, 2024](#)

Time: 9:00am-12:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: **Alison** Parzych, Specially Designed Instruction Specialist

CTLE Hours: Content, 3 hours

Cost: Free

Description:

This presentation is a guide for developing an IEP with the incorporation of grade level standards to help students receive specially designed instruction necessary to access their grade level curriculum. Standards-based IEPs are a **best practice to create high expectations** for students with disabilities.

Participants will be able to:

- State why IEPs must be Standards-based
- Establish the importance of each step in creating a Standards-based IEP
- Determine his/her role in each step in creating a Standards-based IEP

Prerequisite: Participants should attend “[Creating the Individualized Education Program \(IEP\)](#)” first to understand the foundational pieces that make up an IEP.

Attendees will need a laptop or other device to access online materials and activities.

Guidance on Participation in the New York State Alternative Assessment (NYSAA)

Registration: [Guidance on Participation in the NYSAA](#)

Date and Time: April 3, 2025, 1:00pm-3:00pm

Location: Synchronous online training via Zoom

Update: This workshop has moved from April 1 to April 3.

Facilitator: Diane Vigrass, Special Education Trainer

CTLE Hours: Content, 2 hours

Cost: Free

Description:

Under the Every Student Succeeds Act (ESSA), the federal government has identified that participation in the alternate assessment cannot exceed 1.0% of all tested students in a given subject. This training provides information and decision-making tools when considering student participation in the NYSAA.

Objectives: As a result of participating in this training, participants will:

- Receive appropriate guidance on who should be participating in the NYSAA consistent with New York State's guidelines.
- Define students with the most significant disabilities.
- Identify parent conversation points regarding the impact of participation in the NYSAA and review parent notification requirements.

Next Steps with Specially Designed Instruction

Registration: [Next Steps with Specially Designed Instruction](#)

Date and Time: June 4, 2025, 1:00pm-4:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Alison Parzych, Specially Designed Instruction Specialist

CTLE Hours: Pedagogy, 3 hours

Cost: Free

Description:

This training is the second in a suite on the development and use of Specially Designed Instruction (SDI) for students with disabilities. This intermediate level training is intended to further develop participants' knowledge of Specially Designed Instruction and how SDI should be designed and developed based on individual students' need to address their learning barriers. Participants will be trained in how Specially Designed Instruction is used alongside other instructional strategies and the process of developing appropriate specially designed instruction based on individual student needs and characteristics. Let's pick up where we left off in "An Overview of SDI" and take a more critical look at the application of SDI in the classroom, IEP, and lessons. "[An Overview of SDI](#)" is a recommended prerequisite to "SDI: Next Steps."

Participants will:

- Define and describe specially designed instruction.
- Identify what instructional strategies may work to close gaps based on different characteristics of each student.
- Examine what SDI looks like in the classroom.
- Examine the elements of the IEP and recognize how and where SDI for the student should be included in the IEP.
- Apply their knowledge of SDI to complete student summary sheets and write comprehensive IEPs.

Overview of Specially Designed Instruction

February 2025 Offering:

Registration: [An Overview of Specially Designed Instruction, February 6-24, 2025](#)

Date and Time: Asynchronous training from February 6-24, 2025.

Location: Online training via Schoology. Attendance at one discussion forum on Zoom is required, either Tuesday, February 25 at 2:00-3:00pm or Wednesday, February 26 at 3:00-4:00pm.

Facilitator: Alison Parzych, Specially Designed Instruction Specialist

CTLE Hours: Pedagogy, 5 hours

Cost: Free

Description:

An Overview of Specially Designed Instruction takes participants through a review of the regulatory requirements of SDI, supporting instructional practices to be used for all students, as well as the basic elements of SDI. Participants will engage in meaningful processing activities and create a student SDI profile.

As a result of this training, participants will:

- Develop introductory knowledge of specially designed instruction (SDI)
- Identify ethical and legal reasons for the use of SDI
- Be able to define SDI and its purpose
- Understand the relationships between SDI and other instructional strategies
- Be able to describe SDI and its core elements
- Differentiate between accommodations and modifications
- Practice selecting appropriate SDI based upon student needs and characteristics

Preschool Special Education Process

February 2025 Offering:

Registration: [Preschool Special Education Process, February 12, 2025](#)

Time: 8:30am-3:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

June 2025 Offering:

Registration: [Preschool Special Education Process, June 11, 2025](#)

Time: 8:30am-3:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Diane Vigrass, Special Education Trainer

CTLE Hours: Content, 5.5 hours

Cost: Free

Description:

This full-day Preschool Special Education Process training is designed to gain a foundational understanding of the Committee on Preschool Special Education (CPSE):

- Preschool regulations and procedures
- the roles and responsibilities of all parties
- how the CPSE Chairperson facilitates the development and review of the IEP

Objectives:

- Understand the preschool special education process as delineated in education laws and regulations
- Know the role of the Chairperson, the Preschool Provider, the Evaluator, the County, the parents and the Committee
- Develop practices which encourage parental involvement and cultivate home-school partnerships
- Learn the Committee is charged with making high quality decisions that will result in an Individualized Education Program (IEP) that meets state requirements and will result in educational benefit to the student.

Please have an IEP available if possible.

Specially Designed Instruction for Administrators

January 2025 Offering:

Registration: [Specially Designed Instruction for Administrators, January 1-17, 2025](#)

Location: Asynchronous training from January 1-17, 2025.

Facilitator: **Alison** Parzych, Specially Designed Instruction Specialist

CTLE Hours: Pedagogy, 3 hours

Cost: Free

Description:

This training is intended to further develop administrators' knowledge of SDI and how SDI should be designed and developed based on individual student need to address their learning barriers.

Objectives: As a result of this training, administrators will be able to:

- define SDI
- recognize how to differentiate SDI from general education
- identify what SDI looks like in the classroom setting
- gain necessary skills for supervision of implementation of SDI

Test Accommodations for Students with Disabilities

December 2024 Offering:

Registration: [Test Accommodations for Students with Disabilities, December 5, 2024](#)

Time: 8:30am-12:30pm

Location: Synchronous online training via Zoom

Facilitator: Diane Vigrass, Special Education Trainer

March 2025 Offering:

Registration: [Test Accommodations for Students with Disabilities, March 6, 2025](#)

Time: 9:00am-1:00pm

Location: Room A/B, Cattaraugus-Allegany Olean Center, 1825 Windfall Road, Olean, NY 14760

Facilitator: Alison Parzych, Specially Designed Instruction Specialist

CTLE Hours: Content, 4 hours

Cost: Free

Description:

This training promotes the understanding and appropriate use of accommodations for students with disabilities. It will provide information related to the decision-making process and types of learning and test accommodations, as well as the documentation of appropriate accommodations on the individualized education program (IEP). Follow up for this training will

provide practice as scribe and human reader, especially important for those who will turnkey these procedures.

Participants will:

- Define the purpose of accommodations
- Recognize that instructional accommodations used for learning in the classroom should be aligned with the testing accommodations
- Understand their role in supporting a student with their learning and test accommodations
- Define accommodations vs modifications

Attendees will need a laptop or other device to access online materials and activities.

Test Accommodations for Students with Disabilities: Follow Up Practice on Accommodations

Registration: [Test Accommodations for Students with Disabilities: Follow Up Practice on Accommodations, December 11, 2024](#)

Time: 12:30pm-2:30pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Diane Vigrass, Special Education Trainer

CTLE Hours: Content, 2 hours

Cost: Free

Description:

This follow-up to "[Test Accommodations for SWDs](#)" will provide practice as scribe and human reader, especially important for those who will turnkey these procedures. Participants will:

- Recognize that instructional accommodations used for learning in the classroom should be aligned with the testing accommodations
- Understand their role in supporting a student with their learning and test accommodations
- Practice the procedures for scribing
- Practice the procedures for "text and test read"

Attendees will need a laptop or other device to access online materials and activities.

Transition

Agency 101

Registration: [Agency 101](#)

Date and Time: March 6, 2025, 9:00am-11:00am

Location: Active Learning Center, Building A, Erie 1 BOCES Education Campus,
355 Harlem Rd., West Seneca, NY 14224

Facilitators: **Elizabeth** Loughran-Amorese and Julia Duerr, Transition
Specialists

CTLE Hours: Content, 2 hours

Cost: Free

Description:

This training will provide an overview of the various adult service agencies available in New York State (NYS) and the different types of services they provide. This training is meant to increase Educational Organizations (EOs) ability to assist students and families with appropriate, available referral options and processes. It is also intended to provide families with the knowledge necessary to work collaboratively with adult agencies. The course is considered completed when all requirements are met. (Watch Video training, Check for Understanding, Discussion Activities and attendance at one Discussion Forum Hangout.)

Participants will:

- Access and utilize materials and resources to aid in the promotion of self-determination throughout the postsecondary planning process.
- Discover various NYS agencies and community-based organizations (CBOs) and the different types of services they provide for individuals with disabilities.
- Identify the importance of building community partnerships and the steps involved in the process.

Culturally Responsive Transition Planning (CRTP) Guide

Registration: [Culturally Responsive Transition Planning Guide](#)

Date and Time: December 20, 2024, 9:00am-12:00pm

Location: Synchronous online training via Zoom

Facilitators: Julia Duerr and Elizabeth Loughran-Amorese, Transition Specialists, and Brett Shufelt, Culturally Responsive Educator

CTLE Hours: Content, 3 hours

Cost: Free

Description:

The purpose of the Culturally Responsive Transition Planning (CRTP) Guide is to assist professionals in understanding the transition planning process from a culturally responsive lens. When professionals think about the transition process through a culturally responsive lens, students with disabilities experience improved post-school outcomes in the areas of employment, postsecondary education, and independent living. Embedded in this training are links to a variety of resources related to culturally responsive transition planning which will assist Educational Organizations (EOs) as they embark on the culturally responsive transition planning process.

Objectives: Participants will:

- Recognize the ways in which the background and culture of a student and their family impact transition planning.
- Learn culturally responsive strategies to support their students' learning and support transition from school to post-school activities.
- Engage in frequent, respectful, and open discussion of the educational needs of students.
- Be provided tools to engage culturally diverse students and families in the transition planning process.

Developing an Effective Student Exit Summary

April 2025 Offering:

Registration: [Developing an Effective Student Exit Summary, April 4-11, 2025](#)

Location: Asynchronous online training via Schoology. A required one-hour discussion forum will be held on Zoom on April 11, from 9:00-10:00am.

Facilitators: Julia Duerr and Elizabeth Loughran-Amorese, Transition Specialists

May 2025 Offering:

Registration: [Developing an Effective Student Exit Summary, May 8, 2025](#)

Time: 9:00am-12:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitators: **Elizabeth** Loughran-Amorese and Julia Duerr, Transition Specialists

CTLE Hours: Pedagogy, 3 hours

Cost: Free

Description:

Student Exit Summaries are required by law to be provided for every transition-age student who is exiting from school. The Student Exit Summary is designed to assist students with

disabilities to better understand the impact of his/her disability and articulate individual strengths and needs as well as supports that would be helpful in post-school life. The Student Exit Summary can also assist students with disabilities in establishing eligibility for reasonable accommodations and supports in postsecondary education settings, the workplace, and the community and to aid the student in accessing adult services as appropriate. This training contains information on the development and provision of an effective exit summary for students. It will cover both the traditional exit summary and the exit summary provided with the Skills and Achievement Commencement Credential.

Objectives:

- Analyze the importance of students' self-determination skills in making the Student Exit Summary a meaningful and relevant document.
- Learn the federal and state requirements for the Student Exit Summary.
- Recognize and identify the required components of the Student Exit Summary.
- Identify a process for the development and issuance of the Student Exit Summary that is student- centered.

Diploma and Credential Options for Students with Disabilities

February 2025 Offering:

Registration: [Diploma and Credential Options for Students with Disabilities, February 6, 2025](#)

Date and Time: 9:00am-12:00pm

Location: Synchronous online training via Zoom

Facilitators: Julia Duerr and Elizabeth Loughran-Amorese, Transition Specialists

May 2025 Offering:

Registration: [Diploma and Credential Options for Students with Disabilities, May 7, 2025](#)

Time: 12:00pm-3:00pm

Location: Synchronous online training via Zoom

Facilitators: Julia Duerr and Elizabeth Loughran-Amorese, Transition Specialists

CTLE Hours: Pedagogy, 3 hours.

Cost: Free

Description:

To earn a NYS diploma, students must meet credit and exam requirements. These requirements are separate and distinct and do not have to happen simultaneously. This training provides an

overview of the diploma and credential options that are available to New York State (NYS) students.

Participants will recognize and identify:

- The definition of self-determination and its relation to determining individualized diploma and credential options
- The credit requirements for graduation in NYS
- The Multiple Pathways to Graduation 4 + 1 Option requirements for all students
- The appeal eligibility criteria for all students
- The safety net options for students with disabilities
- The exiting credentials available in NYS and the requirements for each

Evidence-Based Practices for Improving Graduation and Dropout Rates

Registration: [Evidence-Based Practices for Improving Graduation and Dropout Rates, March 5, 2025](#)

Date and Time: 9:00am-12:00pm

Location: Room 3, ON BOCES Conference Center, 4124 Saunders Settlement Road, Sanborn, NY, 14132

Facilitators: Elizabeth Loughran-Amorese and Julia Duerr, Transition Specialists

CTLE Hours: Content, 3 hours

Cost: Free

Description:

High School Students with Disabilities graduate at a significantly lower rate than their peers. They are more likely to disengage from school and dropout due to a variety of academic, behavioral and engagement challenges. The Evidence-Based Practices for Improving Graduation Rate and Decreasing Dropout training will provide an overview of Early Warning Systems and evidence-based practices that are known to enhance successful completion of school for students with disabilities.

Objectives: Participants will gain a deeper understanding of:

- Resources aimed at increasing school completion
- Data that can be used to identify a student's dropout risk
- Using data to make programmatic changes
- Strategies to consider to increase school completion

Attendees will need a laptop or other device to access and download online resources.

Foundations of Job Coaching for Work-Based Learning (WBL) Experiences

Registration: [Foundations of Job Coaching for Work-Based Learning \(WBL\) Experiences, June 10, 2025](#)

Date and Time: 12:00pm-3:00pm

Location: Creation Space, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitators: Elizabeth Loughran-Amorese and Julia Duerr, Transition Specialists

CTLE Hours: Pedagogy, 3 hours

Cost: Free

Description:

The purpose of the Foundations of Job Coaching for WBL Experiences training is to provide an overview of the role and expectations of a job coach as well as best practices pertaining to coaching students in a variety of school and community-based settings. Participants will engage in hands-on activities to develop the essential skills of engaging and supporting students, task analysis development, observation and documentation. The training will also review the importance of effective communication and problem-solving for successful WBL experiences.

Objectives: Participants will:

1. Describe the role and expectations of a job coach
2. Recognize the importance of effective communication and problem-solving for successful WBL experiences aligned with the students' IEPs
3. Create or utilize job and task analyses and training methods to support skill acquisition
4. Review strategies to encourage successful inclusion into the workplace
5. Identify and utilize methods for observing, collecting, and sharing student data

Implementing Unregistered Work-Based Learning (WBL)

Experiences

Registration: [Implementing Unregistered Work-Based Learning \(WBL\) Experiences, June 10, 2025](#)

Time: 8:00am-11:00am

Location: Creation Space, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitators: Julia Duerr and Elizabeth Loughran-Amorese, Transition Specialists

CTLE Hours: Content, 3 hours

Cost: Free

Description:

The purpose of this training is to provide Educational Organizations (EOs) with the foundational knowledge of what high-quality WBL unregistered WBL experiences look like in New York State (NYS) including but not limited to: reviewing in-depth unregistered experiences, discussing the alignment of WBL and the Career Development and Occupational Studies (CDOS) Commencement Credential, identifying high-quality instructional practices that support the implementation of WBL, and determining specific areas that may increase the success rate of the WBL program.

Objectives: Participants will

- Identify high-quality instructional practices that support the implementation of unregistered WBL experiences.
- Review the alignment of WBL and the Career Development and Occupational Studies (CDOS) Commencement Credential.
- Determine specific ways to enhance WBL programs that will lead to an increase in the overall program success rate.

New York State Alternate Assessment (NYSAA) Essential Information for Families of Students with Disabilities

Registration: [New York State Alternate Assessment \(NYSAA\) Essential Information for Families of Students with Disabilities](#)

Date and Time: January 16, 2025, 6:00pm-8:00pm

Location: Synchronous online training via Zoom

Facilitators: Julia Duerr and Elizabeth Loughran-Amorese, Transition Specialists, and Tonia Weichmann, Resource and Referral Specialist, West School-Age Family and Community Engagement (FACE) Center

CTLE Hours: Available on request (please contact info@parentnetworkwny.org for more information)

Cost: Free

Description:

The purpose of this training is to educate families of students with disabilities on the essential information of NYSAA including what NYSAA is, what the test entails, and how it will affect a student's postsecondary planning. Additionally, the training will review all state assessment options, the eligibility and decision-making process, and graduation/student exit options.

Objectives:

- Review the state assessment options
- Identify the purpose and structure of NYSAA
- Become familiar with the process for determining whether a student is eligible for NYSAA
- Explore student exit options and how a NYSAA designation impacts students' postsecondary planning

Overview of Transition in the IEP

Registration: [Overview of Transition in the IEP](#)

Date and Time: February 14, 2025, 9:00am-12:00pm

Location: Room A1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitators: Elizabeth Loughran-Amorese and Julia Duerr, Transition Specialists

CTLE Hours: Content, 3 hours.

Cost: Free

Description:

The purpose of Transition in the IEP is to gain an understanding of the transition planning process and the essential components as required by the State Performance Plan Indicator 13. Attendees will receive an overview of not only what is required, but best practices and evidence-based strategies related to quality transition services and planning.

Attendees interested in a more in-depth study are advised to attend the full-length version of this workshop, [Transition in the IEP](#).

Participants will:

- Identify key components of high-quality Transition IEPs and understand the transition planning process
- Identify the components needed to develop and write measurable postsecondary goals
- Understand the relationship between transition needs and the development of annual goals to support the student toward achieving the postsecondary goals
- Identify the components needed to develop and write measurable annual goals that support each of the measurable postsecondary goals
- Identify key concepts of Coordinated Set of Activities
- Ensure student participation in the development of a transition IEP and parent involvement in the transition planning process
- Be able to directly apply and implement today's concepts into practice

Supporting Your Child in Work-Based Learning (WBL) Experiences

Registration: [Supporting Your Child in Work-Based Learning \(WBL\) Experiences](#)

Date and Time: January 28, 2025, 6:00pm-8:00pm

Location: Synchronous online training via Zoom

Facilitators: **Elizabeth** Loughran-Amorese and Julia Duerr, Transition Specialists, and Tonia Weichmann, Resource and Referral Specialist, West School-Age Family and Community Engagement (FACE) Center

CTLE Hours: Available on request (please contact info@parentnetworkwny.org for more information)

Cost: Free

Description:

The purpose of Supporting Your Child in Work-Based Learning (WBL) Experiences is to provide families and guardians with the foundational knowledge of what high-quality WBL looks like in New York State (NYS) including but not limited to: exploring registered and unregistered program options available to students with disabilities, reviewing the career development process and the NYS framework for WBL, determining who the essential partners are in order to ensure students are receiving an individualized and collaborative experience, and identifying activities and strategies to increase career awareness and development in the home and community.

Objectives: At the conclusion of this training, participants will be able to:

- Recognize high-quality WBL and its benefits for students with disabilities
- Identify registered and unregistered WBL programs available to students with disabilities in NYS
- Discuss the career development process and how it relates to the WBL continuum
- Identify activities and strategies families can utilize to increase career awareness and development in the home and community
- Identify how the family role is essential in supporting high-quality WBL experiences

The Career Development and Occupational Studies (CDOS)

Learning Standards Across the Lifespan: Connecting Knowledge to Skills

Registration: [The Career Development and Occupational Studies \(CDOS\) Learning Standards Across the Lifespan](#)

Date and Time: December 6-13, 2024

Location: Asynchronous online training via Schoology. A required one-hour discussion forum will be held on Zoom on December 13, at 2:30pm-3:30pm.

Facilitators: Elizabeth Loughran-Amorese and Julia Duerr, Transition Specialists

CTLE Hours: Content, 3 hours.

Cost: Free

Description:

Transition-focused education means that a fundamental purpose of the education students receive is to prepare them for life after high school. The Career Development and Occupational Studies (CDOS) learning standards lay out the foundation for a system designed to deliver career planning, integrated/applied learning, and basic life and work skills to all students. They engage students in preparing for future careers, in asking the probing questions that help determine future paths, and in mapping out a direction for gaining the skills and knowledge necessary for future success. Students need to be instructed on the CDOS Commencement Level standards in career development, integrated learning and universal foundation skills. This professional development will introduce the standards, provide examples of how to integrate the standards into the K-12 curriculum and explain the purpose and requirements of the CDOS credential.

Objectives: Participants will:

- Identify foundational New York State (NYS) Part 100 Regulations and field memos related to career exploration and development in the classroom
- Identify effective instructional design practices to teach academic and transition skills simultaneously
- Apply the CDOS learning standards into all academic instruction across all grade levels
- Recognize how the CDOS learning standards support all of the Multiple Pathways

What Is an Individualized Education Program (IEP)? for Families of School-Age Students

Registration: [What Is an Individualized Education Program \(IEP\)? For Families of School-Age Students](#)

Date and Time: April 9, 2025, 6:00pm-8:00pm

Location: Synchronous online training via Zoom

Facilitators: Elizabeth Loughran-Amorese and Julia Duerr, Transition Specialists, and Tonia Weichmann, Resource and Referral Specialist, West School-Age Family and Community Engagement (FACE) Center

CTLE Hours: Available on request (please contact info@parentnetworkwny.org for more information)

Cost: Free

Description:

The purpose of “What is an IEP? For Families of School-Age Students” is to gain a foundational understanding of the entire IEP process, including but not limited to, the Committee on Special Education (CSE), the roles and responsibilities of all parties, the various components of the IEP, and the transition planning process.

Objectives:

- Understand the CSE process and the parent/guardian role in the development of the IEP
- Identify the different components of the IEP
- Discuss how to develop relationships and practices that build home-school collaboration and support the student with a disability
- Participate in the transition planning process for students beginning the year they turn