



West Regional Partnership Center Professional Development Catalog Spring 2023

All workshops are free of charge. Registration is required.

West Regional Partnership Center

Spring 2023 Workshops

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Behavior

Alternatives to Suspension (2-part series)

Registration: [Alternatives to Suspension](#)

Date and Time: May 19 and 25, 9:00am-3:00pm

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

Facilitators: Megan King and Danae Parent, Behavior Specialists

CTLE Hours: Content, 12 hours. Registrants must attend both full days to receive 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-day training package, 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 these two days, 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.

As a result of this training, participants will gain 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.

Participants should bring a laptop with access to suspension data.

Classroom Management (2-part series)

Registration: [Classroom Management](#)

Date and Time: July 26 and August 2, 9:00am-3:00pm

Location: Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY 14224. The July 26 session is in Room B-1, Building B. The August 2 session is in Room A-1, Building A.

Facilitator: Danae Parent, Behavior Specialist

CTLE Hours: Pedagogy, 11 hours. Registrants must attend both full days to receive credit.

Cost: Free

Description:

This multiple module training package is designed for educators who would like more information on positive behavior supports.

Strategies include: the physical classroom environment, defining, teaching, and acknowledging expectations, rules and routines; active supervision; behavior specific praise; response strategies for inappropriate behavior; class-wide group contingencies; multiple opportunities to respond.

As a result of this training, participating teachers will understand important classroom management strategies that can be used in the classroom environment, as well as ways to take these strategies and adapt them to manage the virtual classroom. Teachers will be able to implement these strategies in both an in-person and virtual setting to support appropriate behaviors.

Developmentally Appropriate Practice (DAP) for Preschool

Registration: [Developmentally Appropriate Practice \(DAP\) for Preschool](#)

Date and Time: July 13, 9:00am-12:15pm

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

Facilitator: Megan King, Behavior Specialist

CTLE Hours: Content, 3 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

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 (2-part series)

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

Date and Time: April 12 and 13, 9:00am-12:00pm (optional question-and-answer session will follow from 12:00-1:00pm)

Location: Online training via Zoom

Facilitators: Megan King and Danae Parent, Behavior Specialists

CTLE Hours: Content, 6 hours. Registrants must attend both days to receive credit.

Cost: Free

Description:

This 6-hour 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.

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.

Participants should bring access to suspension data.

Function-Based Thinking in Preschool

Registration: [Function-Based Thinking in Preschool](#)

Date and Time: August 3, 8:30am-12:30pm

Location: Room B-2b, Building B, Erie 1 BOCES Educational Campus, 355 Harlem Road, West Seneca, NY 14224

Facilitator: Megan King, Behavior Specialist

CTLE Hours: Pedagogy, 4 hours.

Cost: Free

Description:

This PD will help participants use a function-based thinking process to address challenging behaviors at the preschool level. Function-based thinking involves defining problem behaviors and selecting interventions that match the function of the behavior.

Participants will:

- 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.

Note: This PD is NOT for a functional behavioral assessment (FBA), though the same principles apply. Function-based thinking can be used by teachers to determine meaningful supports to use within their classrooms.

Introduction to the Behavior Pathway

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

Date and Time: June 7, 2023, 9:00am-12:00pm (optional Question and Answer session 12:00-1:00pm)

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

Facilitator: Danae Parent, Behavior Specialist

CTLE Hours: Content, 3 hours

Cost: Free

Description:

Participants in this three-hour workshop 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 Behavior Pathway to:

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

Using the Competing Behavior Pathway to Identify Interventions

Registration: [Using the Competing Behavior Pathway to Identify Interventions](#)

Date and Time: June 14, 9:00am-12:00pm (optional Question and Answer session from 12:00-1:00pm)

Location: Synchronous online training

Facilitator: Megan King, 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

Culturally Responsive Education

Creating Welcoming and Affirming Learning Environments

To be offered twice this spring and summer, in May in Olean, and in August in West Seneca.

May 23 Offering:

Registration: [Creating Welcoming and Affirming Learning Environments, May 23](#)

Time: 9:00am-1:00pm

Location: Cattaraugus-Allegany BOCES Olean Vocational Center, 1825 Windfall Road, Olean, NY 14760

August 23 Offering:

Registration: [Creating Welcoming and Affirming Learning Environments, August 21](#)

Time: 8:30am-12:30pm

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

Facilitator: Pearl Bowker, Culturally Responsive Educator

CTLE Hours: Content, 4 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 of the New York State Department of Education. 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. This training will offer an understanding of how a welcoming and affirming learning environment improves student outcomes, help participants better understand their own identities and how those identities shape their relationships and experiences, and provide strategies for creating a welcoming and affirming learning environment.

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

- 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

Fundamentals of Equity: Exploring Equity and Cultural Responsiveness

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

Date and Time: April 27, 9:00am-12:00pm

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

Facilitator: Pearl Bowker, Culturally Responsive Educator

CTLE Hours: Content, 3 hours

Cost: Free

Description:

This professional learning opportunity is designed to build foundational understanding of equity and cultural responsiveness. The goal is to establish a common vocabulary while beginning to interrogate personal, professional, and institutional capacity within these two areas.

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

- Define common terms and imagery that appear in conversations about equity.
- Explore the concept of cultural responsiveness through personal, professional, and institutional lenses.
- Identify initial 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: June 1-14, 2023

Location: Asynchronous online training, with required synchronous discussion forum on June 14, at 8:00-9:00am or at 2:30-3:30pm

Facilitator: Pearl Bowker, Culturally Responsive Educator

CTLE Hours: Content, 11 hours. One or both of the discussion forums must be attended in order to receive credit.

Cost: Free

Description:

This training introduces participants to foundational elements of cultural responsiveness while exploring the New York State Culturally Responsive-Sustaining Education Framework.

Connections will be made 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 your Educational Organization(s).

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

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

What Does it Mean to be Culturally Responsive?

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

Date and Time: July 17-21, 2023

Location: Asynchronous online training, with required synchronous discussion forum on July 21 from 9:00-10:00am

Facilitator: Pearl Bowker, Culturally Responsive Educator

CTLE Hours: Content, 5 hours. The discussion forum must be attended in order to receive credit.

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](#).

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

To be offered twice this summer, in June and again in September.

June Offering:

Registration: [Best Practices in Academic Progress Monitoring Introduction, June](#)

Date and Time: Asynchronous training from June 1-15, one-hour mandatory discussion forum on Thursday, June 15 (3:00-4:00pm)

September Offering:

Registration: [Best Practices in Academic Progress Monitoring Introduction, September](#)

Date and Time: Asynchronous training from September 1-28, 2023, one-hour mandatory discussion forum on September 28 (3:00-4:00pm)

Facilitator: Amy Henchey, Literacy Specialist

Location: Online training via Schoology and Zoom

CTLE Hours: Pedagogy, 11 hours

Cost: Free

Description:

This asynchronous professional development training is self-paced for the delivery of content, paired with a mandatory zoom discussion forum session with support from the facilitator. The purpose 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.

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

To be offered twice this spring and summer, in May and again in August.

May Offering:

Registration: [Explicit Instruction: An Evidence-Based Practice for Effective and Long-Term Learning, May](#)

Date and Time: May 11, 9:00am-3:00pm

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

Facilitator: Amy Henchey, Literacy Specialist

August Offering:

Registration: [Explicit Instruction: An Evidence-Based Practice for Effective and Long-Term Learning, August](#)

Date and Time: August 10, 9:00am-4:00pm

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

Description:

This course focuses on building capacity in supervisors, coaches and administrators to effectively observe explicit instructional practice, to provide specific, accurate, and actionable feedback to special education teachers about the quality of their explicit instruction and ultimately improve outcomes for students with disabilities.

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

To be offered twice this spring and summer, in April and again in September.

April Offering:

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

Date and Time: April 21, 9:00am-3:00pm

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

September Offering:

Registration: [Explicit Vocabulary Instruction for Teachers, September](#)

Date and Time: Asynchronous training from September 1-29, one-hour mandatory discussion forum on September 29 (3:00-4:00pm)

Location: Online training via Schoology and Zoom

Facilitator: Kerrigan Potter, 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.

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.

Please bring access to the Internet and a device to the in-person April session. You will also need a resource for identifying vocabulary words for an upcoming lesson, such as a book, passage, etc.

Foundations of Effective Reading Instruction: Understanding the Science of Reading

Registration: [Foundations of Effective Reading Instruction: Understanding the Science of Reading](#)

Date and Time: August 10, 2023, 9:00am-3:00pm

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

Facilitator: Amy Henchey, Literacy Specialist

CTLE Hours: Pedagogy, 5.5 hours

Cost: Free

Description:

Part one of a multi-part in-person 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.

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

National Reading Panel: Implications for Instruction

To be offered twice this spring, in May and again in July.

May Offering:

Registration: [National Reading Panel: Implications for Instruction, May](#)

Date and Time: Asynchronous training from May 1-26, required discussion forum on May 26 (2:30-3:30pm)

July Offering:

Registration: [National Reading Panel: Implications for Instruction, July](#)

Date and Time: Asynchronous training from July 17-28, 2023, one-hour mandatory discussion forum on July 28 (3:00-4:00pm)

Location: Online training via Schoology and Zoom

Facilitator: Kerrigan Potter, Literacy Specialist

CTLE Hours: Pedagogy, 5.5 hours

Cost: Free

Description:

This self-paced asynchronous course focuses on the National Reading Panel Report, which is an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Participants will explore high quality, evidence-based strategies for instruction.

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

- Identify and describe the five pillars of reading
- Understand the relative contributions each component makes to overall reading behavior
- Gain an understanding of assessment in each skill area and how this information can be used to identify which students need intervention
- Identify and describe intervention strategies for each of the five areas of reading

Universal Screening: Best Practices in Screening for Academic Deficits

To be offered three times this spring, in April, June, and July.

April Offering:

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

Date and Time: Asynchronous training from April 3-27, 2023, one-hour mandatory discussion forum on April 27 (3:00-4:00pm)

Facilitator: Amy Henchey, Literacy Specialist

June Offering:

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

Date and Time: Asynchronous training from June 1-15, 2023, one-hour mandatory discussion forum on June 15 (3:00-4:00pm)

Facilitator: Kerrigan Potter, Literacy Specialist

July Offering:

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

Date and Time: Asynchronous training from July 1-27, 2023, one-hour mandatory discussion forum on July 27 (2:00-3:00pm)

Facilitator: Amy Henchey, Literacy Specialist

Location: Online training via Schoology and Zoom

CTLE Hours: Pedagogy, 6.5 hours

Cost: Free

Description:

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

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

Specially Designed Instruction

Consultant Teacher Services: Supporting Classroom and Curriculum Participation

To be offered twice this spring and summer, in May and in August.

May Offering:

Registration: [Consultant Teacher Services: Supporting Classroom and Curriculum Participation, May 18](#)

Time: 8:30am-2:30pm

Location: Online training via Schoology and Zoom

August Offering:

Registration: [Consultant Teacher Services: Supporting Classroom and Curriculum Participation, August 15](#)

Time: 8:30am-2:30pm

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

Facilitator: Alison Parzych, Specially Designed Instruction Specialist

CTLE Hours: Pedagogy, 5 hours

Cost: Free

Description:

Consultant teacher services play an important, albeit often misunderstood, role in supporting special education students' participation 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.

As a result of this training, participants will:

- Identify the reasons for using consultant teacher services
- Familiarize themselves 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

Next Steps with Specially Designed Instruction

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

Date and Time: Asynchronous training from June 2-14, 2023, one-hour required follow-up session on either June 13 (2:00-3:00pm) or June 14 (3:00-4:00pm)

Location: Online training via Schoology and Zoom

Facilitator: Alison Parzych, Specially Designed Instruction Specialist

CTLE Hours: Pedagogy, 8 hours

Cost: Free

Description:

This asynchronous 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

To be offered twice this spring and summer, in April and in July.

April Offering:

Registration: [An Overview of Specially Designed Instruction, April 18](#)

Time: 9:00am-3:00pm

Location: Online training via Schoology and Zoom

July Offering:

Registration: [An Overview of Specially Designed Instruction, July 17-27](#)

Location: Online training via Schoology. Attendance at one discussion forum on Zoom is required, either July 26 at 9:00-10:00am or July 27 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

Special Education Training

CPSE/CSE Chairperson Training

Spring Series Registration:

- [Spring CPSE/CSE Chairperson Training Day 1 \(May 23, 2023, 8:30am-3:00pm\)](#)
- [Spring CPSE/CSE Chairperson Training Day 2 \(May 31, 2023, 8:30am-3:00pm\)](#)
- [Spring CPSE/CSE Chairperson Training Day 3 \(June 8, 2023, 8:30am-3:00pm\)](#)
- [Spring CPSE/CSE Chairperson Training Day 4 \(June 13, 2023, 8:30am-12:30pm\)](#)

Location: May 23: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY. May 31, June 8, and June 13: virtual, using Zoom and Schoology platforms.

Summer Series Registration:

- [Summer CPSE/CSE Chairperson Training Day 1 \(August 22, 2023, 8:30am-3:00pm\)](#)
- [Summer CPSE/CSE Chairperson Training Day 2 \(August 23, 2023, 8:30am-3:00pm\)](#)
- [Summer CPSE/CSE Chairperson Training Day 3 \(August 24, 2023, 8:30am-3:00pm\)](#)
- [Summer CPSE/CSE Chairperson Training Day 4 \(August 29, 2023, 8:30am-12:30pm\)](#)

Location: Day 1 is an in-person workshop from 8:30am-3pm in Room A-1, Building A, at the Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY, 14224. Day 3 is in-person from 8:30am-3pm at the same address, in Room B-1, Building B. Days 2 and 4 are synchronous virtual workshops; Day 2 is from 8:30am-3pm, day 4 from 8:30am- 12:30pm.

Facilitator: Diane Vigrass, Special Education Trainer

CTLE Hours: 20 upon completion of all 10 Modules

Cost: Free

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 event will be facilitated with a guided mix of live virtual meetings and self-paced modules. Participation in engagement activities and exit tickets is an expectation for completion. A dedicated total of 19 hours will complete all 10 Modules.

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;
- Perform specific responsibilities as Chairperson of the Committee;
- Develop procedures that encourage parental involvement and culturally responsive practices that cultivate home-school partnerships; and
- Identify 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 (8:30am-11:30am): Regulatory Foundations:** 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 10 (12:15-2:00pm): Effective Meetings:** Excusal of members; skills needed by the chairperson; responsibilities—before, during and after the meeting; group member capabilities; norms of collaboration; consensus building and meeting minutes.

CPSE/CSE Chairperson Training Day 2:

- **Module 2 (8:30am-11:00am): Referral Process:** Child Find and the Referral Process – required documentation and due process procedures (PWN); CPSE/CSE Chairs responsibility to adhere to timelines; parent participation and involvement is vital to the CPSE/CSE process.
- **Module 3 (11:45-2:00pm): Evaluation:** Sequence of events related to the evaluation process, required evaluation components and adherence to timelines; parent consent and right to request an independent educational evaluation.
- **Module 4 (2:00-3:00pm): Eligibility:** Role of the CPSE/CSE committee in using individual evaluations to determine eligibility for special education services; eligibility criteria and consideration of special factors; definition of a student with a disability and classification categories.

CPSE/CSE Chairperson Training Day 3:

- **Module 5 (8:30am-12:30pm): IEP Development:** Developing a student-centered IEP that meets procedural compliance: regulatory guidelines and best practices in using a sequential process in determining FAPE; meaning of education benefit and LRE; role of the CPSE/CSE and requirement for student and parent involvement; review of all components of the IEP, continuum of services, including transition and diploma options.
- **Module 6 (2:00-3:00pm): IEP Implementation:** Regulatory guidance and committee responsibilities related to the dissemination and implementation of the IEP; ensuring dissemination of the IEP; transfer students; adherence to timelines; provision of services and progress monitoring of annual goals and reporting to parents.

CPSE/CSE Chairperson Training Day 4:

- **Module 7 (8:30-9:30am): Annual Review:** Regulatory guidelines and committee responsibilities and recommendations for continuation, modification, and/or termination of special education; due process and parent participation.
- **Module 8 (9:30-10:30am): Reevaluation:** CPSE/CSE responsibilities in the reevaluation process; parent consent and determination of needed data; review of evaluation results; declassification; student exit summary.
- **Module 9 (10:30-12:30pm): CPSE–Preschool Process and Transition:** CPSE procedures and responsibilities that differ from CSE: transition from early intervention to CPSE/CPSE to CSE; evaluation procedures; eligibility criteria; continuum of services; adherence to required timelines; parent education and involvement; responding to cultural diversity; SPP data and entry/exit assessment forms.

Creating the Individualized Instruction Program (IEP)

Registration: [Creating the Individualized Instruction Program \(IEP\)](#)

Date and Time: August 2, 2023, 8:30am-2:30pm

Location: Cuba-Rushford School, 5476 Route 305, Cuba, NY 14727.

Facilitator: Diane Vigrass, Special Education Trainer

CTLE Hours: Content, 5.5 hours

Cost: Free

Description:

All districts are welcome to this regional training that 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).

Educational Benefit IEP Reflection: Strategies for Improving Education Programs and Decision Making at the Committee on Special Education

Registration: [Educational Benefit IEP Reflection: Strategies for Improving Education Programs and Decision Making at the Committee on Special Education](#)

Date and Time: July 11, 9:00am-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: Pedagogy, 5 hours

Cost: Free

Description:

The Educational Benefit IEP Reflection: Strategies for Improving Education Programs and Decision Making at the Committee on Special Education professional development training package is intended to build awareness that student growth should be reflected across multiple years of Individualized Education Programs (IEPs). Furthermore, it is intended to guide participants to the realization that throughout the IEP there should be indicators of how the student learns, what their needs are, and the specialized instruction that their disability requires.

Participants will:

- Learn the historical context around Educational Benefit
- Understand what constitutes Educational Benefit
- Perform a replicable process for reviewing Individualized Education Programs

Districts/organizations **must** have a team of 2 in order to complete the work in this training. (Sending multiple teams enables a district to make decisions to improve IEP development.)

There will be a pre-reading task prior to this meeting. This task and materials will be sent out at the close of registration on June 21.

Each team should select 3 students. Gather 3 consecutive years of IEPs for each student. Bring either hard copies or electronic copies. If working with electronic copies, be sure to bring a laptop or other device for access.

Preschool Special Education Process

To be offered twice this spring and summer, in April and in September.

April Offering:

Registration: [Preschool Special Education Process, April 25](#)

Time: 8:30am-2:30pm

September Offering:

Registration: [Preschool Special Education Process, September 28](#)

Date and Time: 8:30am-2:30pm

Location: Synchronous online training

Facilitator: Diane Vigrass, Special Education Trainer

CTLE Hours: Content, 5.5 hours

Cost: Free

Description:

This full-day remote synchronous Preschool Special Education Process training is designed to gain a foundational understanding of the Individualized Education Program (IEP) process including the Committee on Preschool Special Education (CPSE), the roles and responsibilities of all parties. It is modeled after the OSE vetted CSE Chairperson training, but adapted to reflect the preschool regulations and procedures.

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

- Understand the preschool special education process as delineated in New York State Education Law and Regulations;
- Know the role of the Chairperson, the Preschool Provider, the Evaluator, the County, the parents and the Committee;
- Develop procedures that encourage parental involvement and cultivate home-school partnerships; and
- Learn the Committee is charged with making high quality decisions that will result in an IEP that meets state requirements and will result in educational benefit to the student.

Please bring an IEP if available.

Transition

Agency 101

Registration: [Agency 101](#)

Date and Time: June 5-12, 2023

Location: Asynchronous online training, with required synchronous discussion forum on June 12, 2:30-3:30pm

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

CTLE Hours: Content, 3 hours. To receive CTLE credit, all portions of the course must be completed, including attendance at the discussion forum on June 12.

Cost: Free

Description:

This overview of primary adult services is meant to increase Educational Organizations' (EOs') ability to assist students and families with appropriate, available referral options and processes. Any family member or educator who has a student with a disability will benefit from the information.

Participants will:

- Recognize and identify the most recent definition of self-determination and the eight different components which comprise self-determination.
- Access and utilize materials and resources to aid in the promotion of self-determination throughout the transition planning process.
- Recognize the various adult service agencies available in New York State (NYS) and the different types of services they provide.
- Connect students with disabilities and their families to essential post-school options and supports.
- Recognize that appropriate referrals to adult State Vocational Rehabilitation (VR) services, community agency providers, independent living centers and other community systems of support correlates to attaining positive post-secondary outcomes, including employment outcomes; and
- Connect a student's IEP to referral and preparation for adult services.

Career Development Occupational Studies (CDOS) Module 2: Learning Standards

To be offered twice this spring and summer, in April and in September.

April Offering:

Registration: [CDOS Module 2: Learning Standards, April 19-26](#)

July Offering:

Registration: [CDOS Module 2: Learning Standards, July 17-24](#)

Location: Asynchronous online training

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

CTLE Hours: Content, 3 hours. To receive CTLE credit, all portions of the course must be completed, including the Culminating Activity due on April 26 (for the April offering) or July 24 (for the July offering).

Cost: Free

Description:

CDOS standards help students recognize their achievement of their learning standards towards work readiness knowledge and skills. Students need to be instructed on the CDOS Commencement Level standards in career development, integrated learning and universal foundation skills. This professional development will explain the requirements to obtain the CDOS credential, introduce the standards and provide examples of how to integrate the standards into curriculum.

Participants will recognize that:

- New York State has developed the Career Development and Occupational Studies (CDOS) standards to prepare all students to recognize student achievement of their learning standards towards work readiness knowledge and skills. The foundation of the CDOS Commencement Credential are these standards.
- Students need to be instructed on the CDOS Commencement Level standards in Career Development, Integrated Learning and Universal Foundation Skills, provided through multiple experiences (integrated into the general education setting, during real life experiences, explicitly taught)
- The Career Development standards of CDOS are further divided into Career Awareness, Career Exploration and Career Development.
- The Integrated Learning Standards help students understand and apply what they are learning in the classroom to the real world. Teachers should be looking at the design of their instruction to ensure students are given opportunities to gain information and skills that can be used in the adult world.
- The Universal Foundation Skills standards, often referred to as the “soft skills”, include the skills that students need to be successful in school and in the adult world. The Universal Foundation Skills represent what employers require students to be able to do in order to be successful in basic entry level employment.
- The Career Majors standards are for students who identify their career area of choice to acquire the career-specific technical knowledge and skills necessary to allow them to either become employed in their career area of interest or work toward further education/training in their career area of interest. Career Majors are optional for this credential.

Culturally Responsive Transition Planning

Registration: [Culturally Responsive Transition Planning](#)

Date and Time: July 19, 2023, 9:00-11:00am

Location: Synchronous online training via Zoom

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

CTLE Hours: Content, 2 hours. To receive CTLE credit, all portions of the course must be completed, including the Culminating Activity due on April 26.

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.

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

To be offered twice this spring, in April and in May.

April Offering:

Registration: [Developing an Effective Student Exit Summary, April 11-17](#)

Location: Asynchronous online training. A required discussion forum will be held on Zoom on April 18.

May Offering:

Registration: [Developing an Effective Student Exit Summary, May 5-10](#)

Location: Asynchronous online training. A required discussion forum will be held on Zoom on May 11.

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

CTLE Hours: Content, 3 hours. To receive CTLE credit, all portions of the course must be completed, including attendance at the required discussion forum.

Cost: Free

Description:

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.

Participants will:

- 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

To be offered twice this spring, as an in-person session in May and an asynchronous virtual session in June.

May 19 Offering:

Registration: [Diploma and Credential Options, May 19](#)

Time: 9:00am-12:00pm

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

June 1-12 Offering:

Registration: [Diploma and Credential Options, June 1-12](#)

Location: Asynchronous online training. Discussion forums will be held on Zoom on June 13, at 8:30-9:30am and at 2:30-3:30pm.

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

CTLE Hours: Pedagogy, 3 hours. To receive CTLE credit, all portions of the course must be completed, including attendance at one discussion forum.

Cost: Free

Description:

This training will provide an overview of diploma and credential options for students with disabilities. Specific attention will be focused on the Multiple Pathways to Graduation 4+1 & CDOS options which are available to all students. Information will also be provided on how the safety nets and Superintendent Determination may be used.

Participants will recognize and identify the:

- Definition of self-determination and its relation to determining individualized diploma and graduation options
- Credit requirements for graduation in NYS
- Multiple Pathways to Graduation 4 + 1 Option requirements for all students
- Appeal eligibility criteria for all students
- Safety net options for students with disabilities
- Exiting credentials available in NYS and the requirements for each

Evidence-Based Practices for Improving Graduation Rate and Decreasing Dropout

Registration: [Evidence-Based Practices for Improving Graduation Rate and Decreasing Dropout](#)

Date and Time: May 17, 2023, 9:00am-12:00pm

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

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

CTLE Hours: Content, 3 hours.

Cost: Free

Description:

High School Students with Disabilities are graduating at 68% compared to their average peers at 86%. Dropouts can be prevented by developing systems and using evidence-based practices that are known to enhance successful completion of school for students with disabilities. The Evidence-Based Practices for Improving Graduation Rate and Decreasing Dropout training is designed to assist educators and related school personnel in the facilitation of successful completion of school for students with disabilities by improving graduation rates and decreasing dropouts.

Participants will:

- 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

How to Foster and Support Self-Determination in All Students

Registration: [How to Foster and Support Self-Determination in All Students](#)

Date and Time: August 9, 2023, 9:00am-12:00pm

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

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

CTLE Hours: Content, 3 hours

Cost: Free

Description:

Self-Determination is a research-based predictor of post-school success in the areas of education, employment, and independent living. The purpose of this training is to foster and support the development of self-determination skills for students of all ages utilizing a collaborative school and family approach. It provides participants with foundational concepts, resources, and strategies to implement and incorporate practices that promote the development of self-determination throughout a student's day and across all ages.

Participants will:

- Recognize and identify the definition of self-determination and the elements that comprise self-determination.
- Access and utilize materials and resources to aid in the promotion of self-determination throughout the transition planning process.
- Identify strategies to support self-determination skill development for students across all ages and settings.
- Be able to apply and implement these concepts into practice to foster self-determination in all students.

Navigating Virtual Work-Based Learning Experiences (WBLEs)

Registration: [Navigating Virtual Work-Based Learning Experiences \(WBLEs\)](#)

Date and Time: June 1-7, 2023

Location: Asynchronous online training

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

CTLE Hours: Content, 3 hours. To receive CTLE credit, all portions of the course must be completed, including the Culminating Activity due on 6/7/23.

Cost: Free

Description:

This training serves as a tool to help Educational Organizations (EOs) understand and utilize resources that may assist in remote, virtual, and hybrid options for Work-Based Learning (WBL) activities. It is not intended to be an exhaustive resource, but rather a tool for WBL coordinators, teachers, and intermediary or program staff seeking to develop quality opportunities for their students while most school activities are being conducted in a virtual setting.

Participants will:

- Identify outcomes and barriers to work-based learning (WBL)
- Discover the difference between virtual and remote WBLEs
- Explore WBL delivery formats including online, mobile, hybrid, and low/no tech
- Discover new resources to assist in developing and enhancing WBLEs
- Apply strategies, including family engagement, to ensure virtual and remote WBLEs are successful

Transition Assessment

Registration: [Transition Assessment](#)

Date and Time: August 14-18, with a required discussion forum on Zoom at 9:00-10:00am on August 21

Location: Asynchronous online training

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

CTLE Hours: Content, 6 hours. Attendance at the discussion forum is required to receive CTLE credit.

Cost: Free

Description:

This workshop is designed to promote the use of age-appropriate transition assessment information to help guide IEP development. This training provides an overview of career development theory and the law and regulations requiring transition assessment. A variety of assessments related to each of the measurable postsecondary goal areas of Employment/ Training, and Independent Living to assist students in developing increased self-awareness and career paths will be explored. The course is being held in two half-day sessions.

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

- Identify what transition is and why it's important
- Learn basic career development theory
- Identify New York state (NYS) regulations related to transition assessment
- Identify assessments with ample validity and reliability evidence
- Explore Assessments for post-secondary areas
- Review, analyze and apply transition assessments to case studies

Transition in the IEP

Registration: [Transition in the IEP](#)

Date and Time: July 21-27, 2023, with a required one-hour discussion forum on Zoom at 9:00-10:00am on July 27

Location: Online training via Schoology and Zoom

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

CTLE Hours: Content, 6 hours. Attendance at the discussion forum is required to receive CTLE credit.

Cost: Free

Description:

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

As a result of this training, participants will:

- Understand the transition planning process and its relationship to the State Performance Plan Indicators: 1- Graduation Rates, 2- Drop-Out, 13- Secondary Transition, and 14- Post-School Outcomes.
- Identify key components of high-quality Transition IEPs including age-appropriate transition assessments, student and family involvement and interagency collaboration.
- Identify the necessary components needed to develop and write the transition components of an IEP which include Present Levels of Performance, measurable postsecondary goals, transition needs, course of study, annual goals, and the coordinated set of transition activities.
- Identify current practices related to the Committee on Special Education (CSE) recommendations for programs and services to address a student's transition needs and achievement of Measurable Postsecondary Goals.
- Be able to directly apply and implement concepts into practice.