



West Regional Partnership Center Professional Development Catalog Winter 2023-2024

All workshops are free of charge. Registration is required.

West Regional Partnership Center

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Behavior

Classroom Management for Educators

Registration: [Classroom Management for Educators](#)

Date and Time: March 22 and April 30, 2024, 9:00am-3:00pm both days

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

Facilitator: Josette Joyce, Behavior Specialist

CTLE Hours: Content, 11 hours

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.

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.

FBA/BIP Toolkit

Registration: [FBA/BIP Toolkit](#)

Date and Time: March 5, 2024, 9:00am-11:30am

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

Facilitator: Danae Parent, Behavior Specialist

CTLE Hours: Content, 2.5 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. 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.

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

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

Date and Time: December 5, 9:00am-1:00pm

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

Facilitator: Danae Parent, Behavior Specialist

CTLE Hours: Content, 4 hours

Cost: Free

Description:

This package 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.

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

Registration: [Using the FBA/BIP Process to Support Students Needing Intensive Interventions \(4-part series\)](#)

Dates and Times: January 9, January 26, February 15, and February 28, 9:00am-3:00pm each day

Location: Synchronous online training via Zoom

Facilitator: Josette Joyce and Danae Parent, Behavior Specialists

CTLE Hours: Content, 22 hours

Cost: Free

Description:

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

- **Part 1: Understanding the Behavior Pathway:** Build fluency with the theoretical foundations on which FBAs and BIPs are based (i.e., the behavioral pathway)
- **Part 2: Conducting the Functional Behavior Assessment:** 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 3: Using the Competing Behavior Pathway to Develop the Behavior Intervention Plan:** Identify interventions based upon the Competing Behavior Pathway

- **Part 4: 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.

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 4 parts of the Using the FBA and BIP Process to Support Students needing Intensive Intervention series.

Working with Families to Improve Student Outcomes

Registration: [Working with Families to Improve Student Outcomes](#)

Date and Time: December 1, 9:00am-1:00pm

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

Facilitator: Josette Joyce, Behavior Specialist

CTLE Hours: Content, 4 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.

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](#)

Date and Time: March 13, 2024, 12:30pm-3:30pm

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.

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

Introduction to Culturally Responsive-Sustaining Education

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

Date and Time: January 18, 2024, 12:30pm-3:30pm

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 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)

Values, Equity, and Cultural Responsiveness

Registration: [Values, Equity, and Cultural Responsiveness](#)

Date and Time: February 28, 2024, 12:30pm-3:30pm

Location: Room A-2, 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 contains materials that explore values as an element of culture. Educators and Educational Organizations will be asked to reflect on their values and to consider the connection between values, equity and the provision of services for students with disabilities. The package also contains tools for exploring values with students and families to foster cross cultural exchanges between families and Educational Organizations.

Objectives:

- Educators will understand values as a concept of culture & the role of values in special education systems.
- Educators will promote culturally responsive practices and engage students and families in leveraging cultural values within special educational contexts.

Literacy

Best Practices in Academic Progress Monitoring Introduction

To be offered three times this winter, in December, in January, and in March.

December Offering:

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

Date and Time: Asynchronous training from December 1-14, 2023, one-hour mandatory discussion forum on **Friday, December 15 (2:30-3:30pm)**

Location: Online training via Schoology and Zoom

Facilitator: Amy Henchey, Literacy Specialist

January Offering:

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

Date and Time: Asynchronous training from January 2-17, 2024, one-hour mandatory discussion forum on Wednesday, January 17 (3:00-4:00pm)

Location: Online training via Schoology and Zoom

Facilitator: Trisha Shea, Literacy Specialist

March Offering:

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

[Introduction, March](#)

Date and Time: Asynchronous training from March 1-15, 2024, one-hour mandatory discussion forum on Friday, March 15 (3:00-4:00pm)

Location: Online training via Schoology and Zoom

Facilitator: Trisha Shea, Literacy Specialist

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

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

Date and Time: Asynchronous training from February 5-15, 2024, one-hour mandatory discussion forum on Thursday, February 15 (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 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 winter, in February and again in March.

February Offering:

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

Date and Time: February 1, 2024, 9:00am-3:00pm

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

Facilitator: Trisha Shea, Literacy Specialist

March Offering:

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

Date and Time: Asynchronous training from March 3-14, 2024, one-hour mandatory discussion forum on Thursday, March 14 (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:

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.

Foundations of Effective Reading Instruction: Understanding the Science of Reading

To be offered twice this winter, in December and again in March.

December Offering:

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

Date and Time: December 15, 2023, 9:00am-3:00pm

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

Facilitator: Kerrigan Potter, Literacy Specialist

March Offering:

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

Date and Time: Asynchronous training from March 4-14, 2024, one-hour mandatory discussion forum on Thursday, March 14 (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:

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

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

Identifying and Intensifying Interventions

Registration: [Identifying and Intensifying Interventions, December](#)

Date and Time: Asynchronous training from December 4-15, 2023, one-hour mandatory discussion forum on Friday, December 15 (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 asynchronous 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
- identify 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

Phonological Awareness: Establishing Foundations for Reading Success

To be offered twice this winter, in January and again in February.

January Offering:

Registration: [Phonological Awareness: Establishing Foundations for Reading Success, January](#)

Date and Time: January 12, 9:00am-3:00pm

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

Facilitator: Kerrigan Potter, Literacy Specialist

February Offering:

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

Date and Time: February 28, 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

CTLE Hours: Pedagogy, 5.5 hours

Cost: Free

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.

Prerequisite: Participants should have completed **Foundations of Effective Reading Instruction: Understanding the Science of Reading.**

Universal Screening: Best Practices in Screening for Academic Deficits

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

Date and Time: Asynchronous training from January 1-18, 2024, one-hour mandatory discussion forum on Thursday, January 18 (3:00-4:00pm)

Location: Online training via Schoology and Zoom

Facilitator: Amy Henchey, Literacy Specialist

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

Registration: [Consultant Teacher Services](#)

Date and Time: January 24, 2024, 9:00am-3:00pm

Location: Synchronous online training via Zoom

Facilitator: Alison Parzych, Specially Designed Instruction Specialist

CTLE Hours: Pedagogy, 5 hours

Cost: Free

Description:

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.

Next Steps with Specially Designed Instruction

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

Date and Time: Asynchronous training from December 1-17, 2023.

Location: Online training via Schoology. Attendance at one discussion forum on Zoom is required, either December 13 at 3:00-4:00pm or December 15 at 3:30-4:30pm.

Facilitator: Alison Parzych, Specially Designed Instruction Specialist

CTLE Hours: Pedagogy, 5 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

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

Date and Time: Asynchronous training from March 1-15, 2024.

Location: Online training via Schoology. Attendance at one discussion forum on Zoom is required, either March 18 at 3:00-4:00pm or March 20 at 2:00-3:00pm.

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

Specially Designed Instruction (SDI) for Administrators

Registration: [Specially Designed Instruction \(SDI\) for Administrators](#)

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

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

Facilitator: Alison Parzych, Specially Designed Instruction Specialist

CTLE Hours: Pedagogy, 3 hours

Cost: Free

Description:

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

Special Education Training

CPSE/CSE Chairperson Training

Winter Series Registration:

- [Winter CPSE/CSE Chairperson Training Day 1 \(January 4, 2024, 8:30am-3:00pm\)](#)
- [Winter CPSE/CSE Chairperson Training Day 2 \(January 10, 2024, 8:30am-3:00pm\)](#)
- [Winter CPSE/CSE Chairperson Training Day 3 \(January 16, 2024, 8:30am-3:00pm\)](#)
- [Winter CPSE/CSE Chairperson Training Day 4 \(January 25, 2024, 8:30am-12:30pm\)](#)

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. Days 2, 3, and 4 are synchronous virtual workshops; Days 2 and 3 are 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-11:00am): 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 (11:45-3:00pm): 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 (12:00-2:00pm): 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-1:00pm): 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 Education Program (IEP)

To be offered twice this winter, in January and again in February.

January Offering:

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

Date and Time: January 11, 2024, 8:30am-2:30pm

Location: Synchronous virtual workshop via Zoom

February Offering:

Registration: [Creating the Individualized Education Program \(IEP\),
February](#)

Date and Time: February 1, 2024, 8:30am-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, 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 will need a laptop or other device to access online activities and resources, and also access to 2 IEPs (hard copy or electronic).

Preschool Special Education Process

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

Date and Time: February 9, 2024, 8:30am-2:30pm

Location: Synchronous virtual workshop via Zoom

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.

Preschool Special Education Process: Focus on Developing a Preschool IEP

Registration: [Preschool Special Education Process: Focus on Developing a Preschool IEP](#)

Date and Time: December 6, 2023, 8:30am-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, 5.5 hours

Cost: Free

Description:

Beginning with the Present Levels of Performance, the foundation of information and data generates annual goals, supports and services that are specifically designed to meet the student's individual needs and ensure participation in age-appropriate activities with peers. This training will review the Preschool IEP from start to finish, focusing on developing a student-centered instructional blueprint.

Participants will:

- State why PLP information is critical
- Write and analyze annual goals
- Understand the purpose and importance of analyzing progress monitoring data
- Reflect on the meaning of least restrictive environment

Attendees will need a laptop or other device to access online activities and resources, and also access to 1-2 IEPs (hard copy or electronic).

Test Accommodations for Students with Disabilities

Registration: [Test Accommodations for Students with Disabilities](#)

Date and Time: March 6, 2024, 8:30am-12:30pm

Location: Synchronous virtual workshop

Facilitator: Diane Vigrass, Special Education Trainer

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 (3/12, 12:30-2:30pm – separate registration) 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

To be offered twice this winter, in December and in March.

December Offering:

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

Time: December 5, 2023, 8:30am-10:30am

Location: Room 3, Orleans-Niagara BOCES, 4124 Saunders Settlement Road, Sanborn, NY 14132

March Offering:

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

Time: March 12, 2024, 12:30pm-2:30pm

Location: Room B-1, Building B, 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”

Transition

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: Connecting Knowledge to Skills](#)

Dates: December 11-18, one-hour mandatory discussion forum on
December 18 (3:00-4:00pm)

Location: Asynchronous online training

Facilitators: Julia Duerr 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 discussion forum on 12/18/23.

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.

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

Evidence-Based Practices for Improving Graduation Rate and Decreasing Dropout

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

Date and Time: January 5, 2024, 9:00am-12:00pm

Location: Active Learning Center, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224. (Enter from Building A reception area)

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

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 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.

Family Guide to Transition Planning

Registration: [Family Guide to Transition Planning](#)

Date and Time: March 11, 2024, 6:00pm-8:00pm

Location: Synchronous online training via Zoom

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

CTLE Hours: Content, 2 hours.

Cost: Free

Description:

The purpose of the **Family Guide to Transition Planning—Preparing Students with Disabilities for Life After High School** is to assist families in understanding the transition planning process specifically from high school to life after high school. When families are knowledgeable about the transition process and invited to participate by Educational Organizations (EOs), students with disabilities experience improved post-school outcomes in the areas of employment, postsecondary education, and independent living. Participants will:

- Familiarize themselves with the transition planning process starting at an early age, although focusing primarily on high school to postsecondary
- Gain knowledge of the transition process, which will help them to support students in establishing measurable postsecondary goals and annual goals, based on their preferences and interests
- Utilize resources embedded in the Guide to further enhance their understanding of each of the topic areas

How to Effectively Build and Manage Business Relationships for Work-Based Learning (WBL) Experiences

Registration: [How to Effectively Build and Manage Business Relationships for Work-Based Learning \(WBL\) Experiences](#)

Date and Time: Asynchronous training from November 13-17, 2023, one-hour mandatory discussion forum on November 21 (2:30-3:30pm)

Location: Asynchronous online training via Schoology and Zoom

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

CTLE Hours: Content, 3 hours. All components of the course (video training, Check for Understanding, Discussion Activities, and attendance at mandatory discussion forum) must be completed to receive CTLE credit.

Cost: Free

Description:

The purpose of How to Effectively Build and Manage Business Relationships for WBL experiences is to: review what WBL looks like in New York State (NYS) including specific examples of how community businesses can participate in WBL experiences, utilize strategies and resources designed to effectively recruit and build rapport with local businesses, and identify methods and resources to positively maintain business relationships throughout WBL experiences.

Participants will:

- Review what WBL looks like in NYS including specific examples of how community businesses can participate in WBL experiences
- Utilize strategies and resources designed to effectively recruit and build rapport with local businesses
- Identify methods and resources to positively maintain business relationships throughout WBL experiences

New York State Alternative Assessment for Families

Registration: [New York State Alternative Assessment for Families](#)

Date and Time: February 7, 2024, 6:00pm-7:30pm

Location: Synchronous online training via Zoom

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

CTLE Hours: Content, 1.5 hours.

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.

Participants will:

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

Student Directed IEP Meetings for Professionals Series

Registration: [Student Directed IEP Meetings for Professionals Series](#)

Date and Time: November 17, 2023; January 11, 2024; March 21, 2024; and May 16, 2024, 12pm-3pm

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

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

CTLE Hours: Content, 12 hours. All four dates must be attended to receive CTLE credit.

Description:

Self-Determination skills are essential for students with disabilities to increase their participation in IEP development, implementation, and CSE participation. Student involvement in the IEP is a predictor of increased Indicator 13 compliance and positive post-school employment, education, and independent living outcomes. During sessions 1-3, participants will gain information on self-determination skills, how they improve transition outcomes, and how to embed them into instruction. Participants will create and implement an action plan to implement Student Directed IEPs with their students. Session 4 is a culminating celebration where participants will share the work they have done with their students and gather ideas and resources from others.

This Professional Learning Community meets in-person four times during the school year and is a collaborative opportunity to learn about and incorporate evidence-based practices related to the teaching of self-determination skills.

Participants will identify:

- The components of self-determination and supporting research

- Materials and resources to aid in the promotion of self-determination & how to reflect these skills in the IEP.
- Self-determination assessments to assist in obtaining the individualized information to build student skills.
- Considerations for culturally and linguistically diverse (CLD) students and families.
- Support and resources to assist in the implementation of the student-directed IEP process
- How to measure the impact of their work.

Districts are encouraged to send a small team. Participants must attend all four dates.

Transition in the IEP

Registration: [Transition in the IEP, February 16-28, 2024](#)

Location: Asynchronous online training via Schoology. A required one-hour discussion forum will be held on Zoom at 2:30-3:30pm on February 28.

Facilitators: Julia Duerr 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.

Transition in the IEP Writing Day

Registration: [Transition in the IEP Writing Day](#)

Date and Time: December 7, 9:00am-3:00pm

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

Facilitators: Julia Duerr and Elizabeth Loughran-Amorese, Transition Specialists; Diane Vigrass, Special Education Trainer

CTLE Hours: Content, 5.5 hours

Description:

Participants will spend the day drafting their own students' transition IEP: PLPs, Measurable Post-Secondary Goals, Transition Needs, Course of Study, Annual Goals and Coordinated Sets of Transition Activities. It is suggested, but not required, that a building team attends. Please bring transition assessments and any other documents necessary to complete all transition components in the IEP. Specialists from the West Regional Partnership Center will be available to provide technical assistance and feedback on best practices in developing an aligned transition IEP.

As a result of this training, participants will have IEPs with essential transition components.

Participants **must** have attended the Transition in the IEP Schoology course or an in-person Transition in the IEP professional development in the 2022-2023 or 2023-2024 school years.

Participants should bring: a laptop or other device to access the Internet; access to IEPs in draft (can be paper copies); and access to transition assessments (for students turning 15 and up).