



West Regional Partnership Center Professional Development Catalog Spring 2024

All workshops are free of charge. Registration is required.

West Regional Partnership Center

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Behavior

Alternatives to Suspension

Registration: [Alternatives to Suspension](#)

Date and Time: Asynchronous training from May 15-31, 2024 (Part 1) and June 1-12 (Part 2), one-hour mandatory discussion forum on Wednesday, June 12 (9:00-10:00am or 1-2pm)

Location: Online training via Schoology and Zoom

Facilitator: Danae Parent, Behavior Specialist

CTLE Hours: Content, 12 hours. Please note that partial credit will not be awarded; you must complete both the May and the June Schoology courses and also attend one of the Zoom discussion forums on 6/12/24 in order to receive CTLE credit.

Cost: Free

Description:

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

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

Participants will ground themselves in a common understanding of suspension, removal, and discipline, as well as influences, impacts, policies, and procedures that contribute to the ongoing suspension crisis in schools today. Throughout this training, participants will learn and explore effective research-based strategies for responding to student behavior and appropriate alternatives to suspension, which have significantly fewer negative impacts on student or family outcomes.

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

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, March](#)

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.

Objective:

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

Function Based Thinking

Registration: [Function-Based Thinking](#)

Date and Time: June 6, 2024, 9:00am-12:00pm

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

Facilitator: Josette Joyce, Behavior Specialist

CTLE Hours: Content, 3 hours

Cost: Free

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

Description:

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

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

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

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: Day 1: May 29, 9:00am-12:00pm. Day 2: June 4, 9:00am-12:00pm. Optional Q&A sessions from 12:00-1:00pm on both days.

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

Facilitator: Krista Blakowski and Danae Parent, Behavior Specialists

CTLE Hours: Content, 6 hours. Both days must be attended for CTLE credit to be given.

Cost: Free

Description:

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

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

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

Introduction to the Behavior Pathway

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

Date and Time: April 12, 9:00am-12:00pm (optional Q&A from 12:00-1:00pm)

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

Facilitator: Krista Blakowski and Danae Parent, Behavior Specialists

CTLE Hours: Pedagogy, 3 hours

Cost: Free

Description:

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

Participants will be able to apply the Behavior Pathway to promote positive desired behavior.

Parent and Family Engagement within the FBA and BIP Process

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

Date and Time: April 9, 2024, 5:00pm-7:00pm

Location: Synchronous online training via Zoom

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

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

Cost: Free

Description:

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

Participants will:

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

Using the Competing Behavior Pathway to Identify Interventions

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

Date and Time: May 14, 2024, 9:00am-1:00pm

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

Facilitator: Josette Joyce, 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

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

Family Engagement, Communication, and Culture

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

Date and Time: June 5, 2024, 12:00pm-3:00pm

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

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

Objectives:

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

Fostering High Expectations and Rigorous Instruction

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

Date and Time: May 9, 2024, 12:00pm-3:00pm

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

Facilitator: Brett Shufelt, Culturally Responsive Education Specialist

CTLE Hours: Pedagogy, 3 hours

Cost: Free

Description:

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

Objectives:

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

Fundamentals of Equity: Exploring Equity and Cultural Responsiveness

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

Date and Time: April 23, 2024, 12:00pm-3:00pm

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

Facilitator: Brett Shufelt, Culturally Responsive Education Specialist

CTLE Hours: Pedagogy, 3 hours

Cost: Free

Description:

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

Objectives:

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

Literacy

Best Practices in Academic Progress Monitoring Introduction

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

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: May 8, 2024, 9:00am-3:00pm

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

Facilitator: Trisha Shea, 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, in March and again in June.

March Offering:

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

Date and Time: Asynchronous training from March 1-14, 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

June Offering:

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

Date and Time: Asynchronous training from June 3-23, 2024, one-hour mandatory discussion forum on Friday, June 21 (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:

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 spring, in March and again in May.

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

May Offering:

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

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

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

Facilitator: Amy Henchey, Literacy Specialist

CTLE Hours: Pedagogy, 5.5 hours

Cost: Free

Description:

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](#)

Date and Time: Asynchronous training from April 1-12, 2024, one-hour mandatory discussion forum on Friday, April 12 (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 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 repeatedly this spring.

April Offering:

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

Date and Time: April 12, 2024, 9:00am-3:00pm

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

Facilitator: Amy Henchey, Literacy Specialist

May Offering:

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

Date and Time: May 14, 2024, 8:30am-4:00pm

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

Facilitator: Kerrigan Potter, Literacy Specialist

June Offering:

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

Date and Time: Asynchronous training from June 1-20, 2024, one-hour mandatory discussion forum on Thursday, June 20 (3:00-4:00pm)

Location: Online training via Schoology and Zoom

Facilitator: Amy Henchey, Literacy Specialist

CTLE Hours: Pedagogy, 5.5 hours

Cost: Free

Description:

The purpose of this 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

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

April Offering:

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

Date and Time: Asynchronous training from April 1-19, 2024, one-hour mandatory discussion forum on Friday, April 19 (2:30-3:30pm)

Location: Online training via Schoology and Zoom

Facilitator: Trisha Shea, Literacy Specialist

June Offering:

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

Date and Time: Asynchronous training from June 6-18, 2024, one-hour mandatory discussion forum on Tuesday, June 18 (2:30-3:30pm)

Location: Online training via Schoology and Zoom

Facilitator: Kerrigan Potter, 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: April 25, 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:

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

Participants will:

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

Next Steps with Specially Designed Instruction

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

Date and Time: Asynchronous training from June 1-14, 2024.

Location: Online training via Schoology. Attendance at one discussion forum on Zoom is required, either Monday, June 17 at 3:00-4:00pm or Tuesday, June 18 at 2:30-3:30pm.

Facilitator: Alison Parzych, Specially Designed Instruction Specialist

CTLE Hours: Pedagogy, 8 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

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

March Offering:

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

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 Monday, March 18 at 3:00-4:00pm or Wednesday, March 20 at 2:00-3:00pm.

May Offering:

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

Date and Time: Asynchronous training from May 6-20, 2024.

Location: Online training via Schoology. Attendance at one discussion forum on Zoom is required, either Wednesday, May 22 at 2:00-3:00pm or Thursday, March 23 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 \(May 21, 2024, 8:30am-3:00pm\)](#)
- [Spring CPSE/CSE Chairperson Training Day 2 \(May 30, 2024, 8:30am-3:00pm\)](#)
- [Spring CPSE/CSE Chairperson Training Day 3 \(June 5, 2024, 8:30am-3:00pm\)](#)
- [Spring CPSE/CSE Chairperson Training Day 4 \(June 11, 2024, 8:30am-3:00pm\)](#)

Location: Day 1 is an in-person workshop in Room A-4, Building A, at the Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY, 14224. Day 3 is also an in-person workshop, in Room B-2a & b, Building B, at the Education Campus. Days 2 and 4 are synchronous virtual workshops, using the Zoom and Schoology platforms. All four days, in both formats, are scheduled from 8:30am-3:00pm.

Facilitator: Diane Vigrass, Special Education Trainer

CTLE Hours: 24 upon completion of all 9 Modules

Cost: Free

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

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

Description:

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

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

In addition, "[Preschool Special Education Process](#)" is recommended for CPSE Chairpersons or others who need to know the differences in Preschool and school-age process and timelines. This can be considered the 5th day of the Series for those who wish to register for it on June 20 (additional 5.5 hours).

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

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

Modules:

CPSE/CSE Chairperson Training Day 1:

- **Module 1 (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-3:00pm): 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.

CPSE/CSE Chairperson Training Day 4:

- **Module 5 review and Module 6 (8:30am-11:00am): 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.
- **Module 7 (11:00am-12:30pm): 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 (1:00-3:00pm): Reevaluation:** CPSE/CSE responsibilities in the reevaluation process; parent consent and determination of needed data; review of evaluation results; declassification; student exit summary.

Preschool Special Education Process

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

Date and Time: June 20, 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.

Standards-Based Individualized Education Programs

Registration: [Standards-Based Individualized Education Programs](#)

Date and Time: April 23, 2024, 9:00am-12:00pm

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

Facilitator: Diane Vigrass, Special Education Trainer

CTLE Hours: Content, 3 hours

Cost: Free

Description:

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

Participants will be able to:

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

Prerequisite: Participants should attend "[Creating an IEP](#)" first to understand the foundational pieces that make up an IEP.

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

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

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

Date and 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

Agency 101

Registration: [Agency 101](#)

Date and Time: June 3-11, 2024

Location: Asynchronous online training via Schoology. A required one-hour discussion forum will be held on Zoom at 2:30-3:30pm on June 11.

Facilitators: Elizabeth Loughran-Amorese, Transition Specialist

CTLE Hours: Content, 3 hours

Cost: Free

Description:

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

Participants will:

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

Developing an Effective Student Exit Summary

Registration: [Developing an Effective Student Exit Summary](#)

Date and Time: April 9-22, 2024

Location: Asynchronous online training via Schoology. A required one-hour discussion forum will be held on Zoom on April 22, at either 9:00-10:00am or 12:00-1:00pm.

Facilitators: Julia Duerr, Transition Specialist

CTLE Hours: Pedagogy, 3 hours

Cost: Free

Description:

The Individuals with Disabilities Education Act 2004 (IDEA) and State regulations require the local educational agency (LEA) to provide a student with a disability a summary of the student's academic achievement and functional performance, which must include recommendations on how to assist the student in meeting his or her postsecondary goals. The student exit summary form must be provided prior to school exit for a student whose eligibility for special education services terminates due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for a free appropriate public education (FAPE) under State law.

This training contains information on the development and provision of an effective exit summary for students. It will cover both the traditional exit summary and the exit summary provided with the Skills and Achievement Commencement Credential.

Objectives:

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

Diploma and Credential Options for Students with Disabilities

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

March Offering:

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

Date and Time: March 8, 2024, 12:00-3:00pm.

Location: Synchronous online training via Zoom

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

May Offering:

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

Date and Time: May 1-17, 2024.

Location: Asynchronous online training via Schoology. A required one-hour discussion forum will be held on Zoom on May 17, at either 9:00-10:00am or 12:00-1:00pm.

Facilitator: Julia Duerr, Transition Specialist

CTLE Hours: Pedagogy, 3 hours.

Cost: Free

Description:

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

This professional development package describes the diploma and credential options that are available to New York State (NYS) students.

Participants will recognize and identify:

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

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

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

Date and Time: April 29, 2024, 6:00pm-7:30pm

Location: Synchronous online training via Zoom

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

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

Cost: Free

Description:

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

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

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

Transition in the IEP

Registration: [Transition in the IEP](#)

Date and Time: June 3-17, 2024

Location: Asynchronous online training via Schoology. For CTLE credit, participants must attend one (not both) of the required one-hour discussion forums held on Zoom on June 17, at 9:00-10:00am or 2:00-3:00pm.

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.

Attendees will have the opportunity to engage in hands-on activities embedded throughout the training.

Participants will:

- Identify age-appropriate transition assessments
- Identify components needed to write measurable post-secondary goals
- Identify key components of high-quality Transition IEPs and understand the transition planning process

- Identify key concepts of Coordinated Set of Activities
- Ensure student participation in the development of a transition IEP and parent involvement in the transition planning process
- Describe the role of agencies and promote interagency collaboration
- Be able to directly apply and implement these practices to ensure student success with postsecondary goals
- Recognize the impact of the transition planning process on student data explicit to the SPP Indicators.
- Discuss 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.

Family and Community Engagement (FACE) Center

Parent and Family Engagement within the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) Process

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

Date and Time: April 9, 2024, 5:00pm-7:00pm

Location: Zoom

Facilitators: Tonia Weichmann, Resource and Referral Specialist, West School-Age FACE Center

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

Cost: Free

Description:

Families, caregivers, and guardians will understand the definition of an FBA/BIP, when it is needed, and how it is conducted/developed and the role they play as part of the various teams. Participants will understand the FBA/BIP process and guidance in how the NYS Regulations and CPSE/CSE Committee are part of the process.

Family Guide to Transition Planning: Preparing Students with Disabilities for Life after High School

To be offered twice this spring, both times in March.

March 7 Offering:

Registration: [Family Guide to Transition Planning, March 7, 2024, 6:00-7:30pm](#)

Location: John F. Kennedy High School, 305 Cayuga Creek Road, Cheektowaga, NY 14227

Facilitator: Tonia Weichmann, Resource and Referral Specialist, West School-Age FACE Center

March 11 Offering:

Registration: [Family Guide to Transition Planning, March 11, 2024, 6:00-7:30pm](#)

Location: Zoom

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

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

Cost: Free

Description:

Is your young adult with an IEP ready to transition to adulthood?

Families that have children with an IEP will learn about:

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

How to Foster and Support Self-Determination in All Students

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

Date and Time: March 4, 2024, 5:00-7:00pm

Location: Zoom

Facilitators: Jessica Izzo, Professional Development Specialist, West Early Childhood FACE Center

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

Cost: Free

Description:

Participants will learn to:

- 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

Special Education 101: Training a Parent Member

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

March Offering:

Registration: [Special Education 101, March 18, 2024, 6:00pm-7:00pm](#)

Location: Parent Network of WNY, 1021 Broadway Street, Buffalo, NY 14212

May Offering:

Registration: [Special Education 101, May 3, 2024, 3:00-4:00pm](#)

Location: Zoom

Facilitators: Tonia Weichmann and Theresa Veprek, Resource and Referral Specialists, West School-Age FACE Center

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

Cost: Free

Description:

Learn about the Special Education Process and the Individualized Education Program!

- Gain understanding about procedures, NYS regulations, and strategies to promote a parent's understanding and participation in an Individualized Education Program (IEP) meeting.
- This course is required to receive a Parent Member Certificate to support a parent of a child with a disability in an IEP meeting.

Please note that this is a 2-part training! Part 1 consists of online videos and activities that must be completed online at least 1 day before attending the In-Person session in March or receiving the Zoom link for the virtual session in May.

Specially Designed Instruction (SDI): A Guide for Families and Caregivers

Registration: [Specially Designed Instruction: A Guide for Families and Caregivers](#)

Date and Time: March 20, 2024, 6:00pm-7:30pm

Location: Olean City School – PLC Building, 402 North 7th Street, Olean, NY, 14760. Parking is available on the Reed Street side of the building.

Facilitator: Jessica Izzo, Professional Development Specialist, West Early Childhood FACE Center

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

Cost: Free

Description:

What is Specially Designed Instruction (SDI)?

- Learn how teachers use SDI to meet the needs of your child with disabilities in the classroom
- Examine what SDI looks like in the IEP
- Understand your value as an engaged meaningful partner in the special education process of your child

Student Involvement in the Individualized Education Program (IEP) for Families

Registration: [Student Involvement in the IEP for Families](#)

Date and Time: March 14, 2024, 9:00am-12:00pm

Location: Zoom

Facilitators: Mary Ann White, Professional Development Specialist, West School-Age FACE Center

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

Cost: Free

Description:

Participants will learn:

- The how and why to meaningfully engage and promote their child's participation in the development of their IEPs and Committee on Special Education (CSE) meeting.
- To identify and discuss how to build and encourage their child's self-determination skills.
- To receive and review materials and resources to promote student involvement in the IEP.
- To utilize qualitative data from previous participants to support the team throughout the process.

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

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

Date and Time: April 29, 2024, 6:00pm-7:30pm

Location: Synchronous online training via Zoom

Facilitators: Elizabeth Loughran-Amorese, Transition Specialist, and Tonia Weichmann, Resource and Referral Specialist, West School-Age FACE Center

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

Cost: Free

Description:

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

Test Accommodations for Students with Disabilities

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

Date and Time: March 6, 2024, 9:00am-12:00pm

Location: Zoom

Facilitators: Mary Ann White, Professional Development Specialist, West School-Age FACE Center

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

Cost: Free

Description:

Participants will learn:

- The purpose of test accommodations
- To define the types of test accommodations
- To understand their role in supporting a student with their test accommodations
- To recognize that instructional accommodations used in the classroom should be aligned with the testing accommodations provided during assessment.

What Families and Caregivers Need to Know about NYSAA

Registration: [What Families and Caregivers Need to Know about NYSAA](#)

Date and Time: March 20, 2024

Location: Zoom

Facilitator: Mary Ann White, Professional Development Specialist, West School-Age FACE Center

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

Cost: Free

Description:

Families and caregivers will understand the essential elements and implications of NYSAA participation.