



# **West Regional Partnership Center Professional Development Catalog Summer 2026**

**All workshops are free of charge. Registration is required.**

# West Regional Partnership Center

## Summer 2026 Workshops

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# Calendar of Workshops

## June 2026

Date	Time	Workshop	Location
June 1-15	Asynchronous	<a href="#">Next Steps with Specially Designed Instruction</a>	Schoology/Zoom
June 2	8:30am- 3:00pm	<a href="#">Preschool Special Education Process</a>	E1B Education Campus (West Seneca)
June 3	5:00pm- 7:00pm	<a href="#">Parent and Family Engagement within the FBA/BIP Process</a>	Zoom (hosted by Parent Network of WNY)
June 4	9:00am- 12:00pm	<a href="#">Culturally Responsive Transition Planning (CRTP) Guide</a>	E1B Education Campus (West Seneca)
June 5	9:00am- 3:00pm	<a href="#">Foundations of Effective Reading Instruction: Understanding the Science of Reading</a>	Zoom
June 8-17	Asynchronous	<a href="#">Reading Fluency: Establishing the Foundations for Reading Success</a>	Schoology/Zoom
June 9	8:30am- 11:30am	<a href="#">Using the Competing Behavior Pathway to Identify Interventions</a>	E1B Education Campus (West Seneca)
June 11	12:30pm- 3:30pm	<a href="#">Fundamentals of Equity: Exploring Equity and Cultural Responsiveness</a>	Zoom
June 17	12:30pm- 3:30pm	<a href="#">Creating Welcoming and Affirming Learning Environments</a>	E1B Education Campus (West Seneca)

## July 2026

Date	Time	Workshop	Location
July 8	8:30am- 3:00pm	<a href="#">Developmentally Appropriate Practice for Preschool</a>	E1B Education Campus (West Seneca)
July 9	9:00am- 3:00pm	<a href="#">Explicit Instruction: An Evidence-Based Practice for Effective and Long-Term Learning</a>	E1B Education Campus (West Seneca)
July 14	12:30pm- 3:30pm	<a href="#">Creating Welcoming and Affirming Learning Environments</a>	E1B Education Campus (West Seneca)
July 15- 30	Asynchronous	<a href="#">Specially Designed Instruction for Administrators</a>	Schoology
July 15	8:30am- 3:00pm	<a href="#">Function Based Thinking</a>	Cataract Elementary School (Niagara Falls)
July 16	9:00am- 11:00am	<a href="#">Introduction to Transition Planning</a>	E1B Education Campus (West Seneca)
July 21	9:00am- 3:00pm	<a href="#">Explicit Vocabulary Instruction for Teachers</a>	E1B Education Campus (West Seneca)
July 22	9:00am- 3:00pm	<a href="#">Educational Benefit IEP Reflection: Strategies for Improving Education Programs and Decision-Making at the Committee on Special Education</a>	E1B Education Campus (West Seneca)
July 23- 30	Asynchronous	<a href="#">Transition Assessment: The Essentials</a>	Schoology/Zoom
July 28 & August 4	8:30am- 3:00pm	<a href="#">The Language of Classroom Management</a>	E1B Education Campus (West Seneca)
July 30	9:00am- 3:00pm	<a href="#">Phonological Awareness: Establishing Foundations for Reading Success</a>	E1B Education Campus (West Seneca)

## August 2026

Date	Time	Workshop	Location
August 5	9:00am- 3:00pm	<a href="#">Universal Screening: Best Practices in Screening for Academic Deficits</a>	Zoom
August 6- 20	Asynchronous	<a href="#">Foundations of Effective Reading Instruction: Understanding the Science of Reading</a>	Schoology/Zoom
August 11	12:30pm- 3:30pm	<a href="#">Fostering High Expectations and Rigorous Instruction</a>	E1B Education Campus (West Seneca)
August 12	8:30am- 3:00pm	<a href="#">CPSE/CSE Chairperson Training Day 1 of 4</a> (Day 2: August 13, Day 3: August 19, Day 4: August 20)	E1B Education Campus (West Seneca)
August 13	8:30am- 3:00pm	<a href="#">CPSE/CSE Chairperson Training Day 2 of 4</a> (Day 1: August 12, Day 3: August 19, Day 4: August 20)	E1B Education Campus (West Seneca)
August 18	9:00am- 3:00pm	<a href="#">Phonics and Word Recognition: Establishing the Foundations for Reading Success</a>	E2CCB Hewes Educational Center (Ashville)
August 18	9:00am- 3:00pm	<a href="#">Overview of Specially Designed Instruction</a>	Zoom
August 19	8:30am- 3:00pm	<a href="#">Discipline Procedures for Students with Disabilities</a>	CA BOCES Olean Vocational Center (Olean)
August 19	8:30am- 3:00pm	<a href="#">CPSE/CSE Chairperson Training Day 3 of 4</a> (Day 1: August 12, Day 2: August 13, Day 4: August 20)	E1B Education Campus (West Seneca)

Date	Time	Workshop	Location
<b>August 20</b>	8:30am-3:00pm	<a href="#">CPSE/CSE Chairperson Training Day 4 of 4</a> (Day 1: August 12, Day 2: August 13, Day 3: August 19)	E1B Education Campus (West Seneca)
<b>August 20</b>	8:30am-3:00pm	<a href="#">Integrating Trauma Sensitivity into a Positive Behavior Interventions and Supports Framework</a>	E1B Education Campus (West Seneca)
<b>August 27</b>	9:00am-3:00pm	<a href="#">Transition in the IEP and Case Study Application</a>	E1B Education Campus (West Seneca)

## September 2026

Date	Time	Workshop	Location
September 3	12:30pm-3:30pm	<a href="#">Fostering High Expectations and Rigorous Instruction</a>	Barker Central School District (Barker)
September 7-23	Asynchronous	<a href="#">Best Practices in Academic Progress Monitoring</a>	Schoology/Zoom
September 7-29	Asynchronous	<a href="#">Alternatives to Suspension</a>	Schoology/Zoom
September 15	9:00am-3:00pm	<a href="#">Foundations of Job Coaching for Work-Based Learning (WBL) Experiences</a>	E1B Education Campus (West Seneca)
September 16	9:00am-3:00pm	<a href="#">Reading Fluency: Establishing the Foundations for Reading Success</a>	E1B Education Campus (West Seneca)
September 17	8:30am-3:00pm	<a href="#">Preschool Special Education Process</a>	E1B Education Campus (West Seneca)
September 22	9:00am-12:00pm	<a href="#">Introduction to the Behavior Pathway</a>	Zoom
September 22	9:00am-1:00pm	<a href="#">Assessment Essentials: Part 1</a>	E1B Education Campus (West Seneca)
September 24	8:30am-3:00pm	<a href="#">Discipline Procedures for Students with Disabilities</a>	E1B Education Campus (West Seneca)
September 25	9:00am-3:00pm	<a href="#">Science of Reading for Administrators: The First Steps</a>	Zoom

# Workshops Addressing State Performance Plan (SPP) Indicators

## SPP 1: Graduation Rate

- [Assessment Essentials: Part 1](#)
- [Best Practices in Academic Progress Monitoring Introduction](#)
- [Committee on Preschool Special Education \(CPSE\)/Committee on Special Education \(CSE\) Chairperson Training](#)
- [Creating Welcoming and Affirming Learning Environments](#)
- [Culturally Responsive Transition Planning \(CRTP\) Guide](#)
- [Explicit Instruction: An Evidence-Based Practice for Effective and Long-Term Learning](#)
- [Fostering High Expectations and Rigorous Instruction](#)
- [Foundations of Job Coaching for Work-Based Learning \(WBL\) Experiences](#)
- [Fundamentals of Equity: Exploring Equity and Cultural Responsiveness](#)
- [Introduction to Transition Planning](#)
- [Next Steps with Specially Designed Instruction](#)
- [Overview of Specially Designed Instruction](#)
- [Phonics & Word Recognition: Establishing the Foundations for Reading Success](#)
- [Phonological Awareness: Establishing Foundations for Reading Success](#)
- [Preschool Special Education Process](#)
- [Reading Fluency: Establishing the Foundations for Reading Success](#)
- [Science of Reading for Administrators: The First Steps](#)
- [Transition Assessment: The Essentials](#)
- [Transition in the Individualized Education Program \(IEP\) and Case Study Application](#)
- [Universal Screening: Best Practices in Screening for Academic Deficits](#)

## SPP 2: Drop Out Rate

- [Assessment Essentials: Part 1](#)
- [Committee on Preschool Special Education \(CPSE\)/Committee on Special Education \(CSE\) Chairperson Training](#)
- [Creating Welcoming and Affirming Learning Environments](#)
- [Culturally Responsive Transition Planning \(CRTP\) Guide](#)
- [Fostering High Expectations and Rigorous Instruction](#)
- [Foundations of Job Coaching for Work-Based Learning \(WBL\) Experiences](#)
- [Fundamentals of Equity: Exploring Equity and Cultural Responsiveness](#)
- [Introduction to Transition Planning](#)
- [Next Steps with Specially Designed Instruction](#)
- [Overview of Specially Designed Instruction](#)
- [Phonics & Word Recognition: Establishing the Foundations for Reading Success](#)
- [Phonological Awareness: Establishing Foundations for Reading Success](#)
- [Preschool Special Education Process](#)
- [Reading Fluency: Establishing the Foundations for Reading Success](#)
- [Science of Reading for Administrators: The First Steps](#)
- [Transition Assessment: The Essentials](#)
- [Transition in the Individualized Education Program \(IEP\) and Case Study Application](#)

## SPP 3: Statewide Assessment

- [Assessment Essentials: Part 1](#)
- [Best Practices in Academic Progress Monitoring Introduction](#)
- [Committee on Preschool Special Education \(CPSE\)/Committee on Special Education \(CSE\) Chairperson Training](#)
- [Creating Welcoming and Affirming Learning Environments](#)
- [Explicit Instruction: An Evidence-Based Practice for Effective and Long-Term Learning](#)
- [Explicit Vocabulary Instruction for Teachers](#)
- [Fostering High Expectations and Rigorous Instruction](#)
- [Foundations of Effective Reading Instruction: Understanding the Science of Reading](#)
- [Fundamentals of Equity: Exploring Equity and Cultural Responsiveness](#)
- [Next Steps with Specially Designed Instruction](#)
- [Overview of Specially Designed Instruction](#)
- [Phonics & Word Recognition: Establishing the Foundations for Reading Success](#)
- [Phonological Awareness: Establishing Foundations for Reading Success](#)
- [Reading Fluency: Establishing the Foundations for Reading Success](#)
- [Science of Reading for Administrators: The First Steps](#)
- [Universal Screening: Best Practices in Screening for Academic Deficits](#)

## SPP 4: Suspension/Expulsion Rate

- [Alternatives to Suspension](#)
- [Committee on Preschool Special Education \(CPSE\)/Committee on Special Education \(CSE\) Chairperson Training](#)
- [Creating Welcoming and Affirming Learning Environments](#)
- [Discipline Procedures for Students with Disabilities](#)
- [Fostering High Expectations and Rigorous Instruction](#)
- [Function Based Thinking \(FBT\): Applying a Proactive Process to Support Student Behavior in the Classroom](#)
- [Fundamentals of Equity: Exploring Equity and Cultural Responsiveness](#)
- [Integrating Trauma-Sensitivity into a Positive Behavior Interventions and Supports Framework](#)
- [Introduction to the Behavior Pathway](#)
- [Parent and Family Engagement within the FBA and BIP Process](#)
- [Using the Competing Behavior Pathway to Identify Interventions](#)

## SPP 5: Least Restrictive Environment (LRE), School-Age (6-21)

- [Best Practices in Academic Progress Monitoring Introduction](#)
- [Committee on Preschool Special Education \(CPSE\)/Committee on Special Education \(CSE\) Chairperson Training](#)
- [Creating Welcoming and Affirming Learning Environments](#)
- [Developmentally Appropriate Practice for Preschool](#)
- [Fostering High Expectations and Rigorous Instruction](#)
- [Fundamentals of Equity: Exploring Equity and Cultural Responsiveness](#)
- [Next Steps with Specially Designed Instruction](#)
- [Overview of Specially Designed Instruction](#)
- [Phonics & Word Recognition: Establishing the Foundations for Reading Success](#)
- [Phonological Awareness: Establishing Foundations for Reading Success](#)
- [Reading Fluency: Establishing the Foundations for Reading Success](#)
- [Science of Reading for Administrators: The First Steps](#)
- [The Language of Classroom Management: Promoting Positive Teacher-Student Interactions and Relationships](#)

## SPP 6: Least Restrictive Environment (LRE), Preschool

- [Best Practices in Academic Progress Monitoring Introduction](#)
- [Committee on Preschool Special Education \(CPSE\)/Committee on Special Education \(CSE\) Chairperson Training](#)
- [Creating Welcoming and Affirming Learning Environments](#)
- [Fostering High Expectations and Rigorous Instruction](#)
- [Fundamentals of Equity: Exploring Equity and Cultural Responsiveness](#)
- [Next Steps with Specially Designed Instruction](#)
- [Overview of Specially Designed Instruction](#)
- [Preschool Special Education Process](#)

## SPP 7: Preschool Outcomes

- [Committee on Preschool Special Education \(CPSE\)/Committee on Special Education \(CSE\) Chairperson Training](#)
- [Creating Welcoming and Affirming Learning Environments](#)
- [Explicit Vocabulary Instruction for Teachers](#)
- [Fostering High Expectations and Rigorous Instruction](#)
- [Fundamentals of Equity: Exploring Equity and Cultural Responsiveness](#)
- [Preschool Special Education Process](#)

## SPP 8: Parental Involvement

- [Committee on Preschool Special Education \(CPSE\)/Committee on Special Education \(CSE\) Chairperson Training](#)
- [Creating Welcoming and Affirming Learning Environments](#)
- [Culturally Responsive Transition Planning \(CRTP\) Guide](#)
- [Fostering High Expectations and Rigorous Instruction](#)
- [Fundamentals of Equity: Exploring Equity and Cultural Responsiveness](#)
- [Introduction to Transition Planning](#)
- [Preschool Special Education Process](#)

## **SPP 9: Disproportionality in Special Education by Race/Ethnicity**

- [Committee on Preschool Special Education \(CPSE\)/Committee on Special Education \(CSE\) Chairperson Training](#)
- [Creating Welcoming and Affirming Learning Environments](#)
- [Culturally Responsive Transition Planning \(CRTP\) Guide](#)
- [Explicit Vocabulary Instruction for Teachers](#)
- [Fostering High Expectations and Rigorous Instruction](#)
- [Fundamentals of Equity: Exploring Equity and Cultural Responsiveness](#)
- [Phonics & Word Recognition: Establishing the Foundations for Reading Success](#)
- [Phonological Awareness: Establishing Foundations for Reading Success](#)
- [Reading Fluency: Establishing the Foundations for Reading Success](#)
- [Science of Reading for Administrators: The First Steps](#)

## **SPP 10: Disproportionality in Classification/Placement by Race/Ethnicity**

- [Committee on Preschool Special Education \(CPSE\)/Committee on Special Education \(CSE\) Chairperson Training](#)
- [Creating Welcoming and Affirming Learning Environments](#)
- [Culturally Responsive Transition Planning \(CRTP\) Guide](#)
- [Fostering High Expectations and Rigorous Instruction](#)
- [Fundamentals of Equity: Exploring Equity and Cultural Responsiveness](#)
- [Phonics & Word Recognition: Establishing the Foundations for Reading Success](#)
- [Phonological Awareness: Establishing Foundations for Reading Success](#)
- [Reading Fluency: Establishing the Foundations for Reading Success](#)
- [Science of Reading for Administrators: The First Steps](#)

## SPP 11: Timely Evaluations

- [Committee on Preschool Special Education \(CPSE\)/Committee on Special Education \(CSE\) Chairperson Training](#)
- [Creating Welcoming and Affirming Learning Environments](#)
- [Fostering High Expectations and Rigorous Instruction](#)
- [Fundamentals of Equity: Exploring Equity and Cultural Responsiveness](#)
- [Preschool Special Education Process](#)

## SPP 12: Early Childhood Transition

- [Committee on Preschool Special Education \(CPSE\)/Committee on Special Education \(CSE\) Chairperson Training](#)
- [Creating Welcoming and Affirming Learning Environments](#)
- [Fostering High Expectations and Rigorous Instruction](#)
- [Fundamentals of Equity: Exploring Equity and Cultural Responsiveness](#)
- [Preschool Special Education Process](#)

## SPP 13: Secondary Transition

- [Committee on Preschool Special Education \(CPSE\)/Committee on Special Education \(CSE\) Chairperson Training](#)
- [Creating Welcoming and Affirming Learning Environments](#)
- [Culturally Responsive Transition Planning \(CRTP\) Guide](#)
- [Fostering High Expectations and Rigorous Instruction](#)
- [Foundations of Job Coaching for Work-Based Learning \(WBL\) Experiences](#)
- [Fundamentals of Equity: Exploring Equity and Cultural Responsiveness](#)
- [Introduction to Transition Planning](#)
- [Preschool Special Education Process](#)
- [Transition Assessment: The Essentials](#)
- [Transition in the Individualized Education Program \(IEP\) and Case Study Application](#)

## **SPP 14: Post-School Outcomes**

- [Committee on Preschool Special Education \(CPSE\)/Committee on Special Education \(CSE\) Chairperson Training](#)
- [Creating Welcoming and Affirming Learning Environments](#)
- [Culturally Responsive Transition Planning \(CRTP\) Guide](#)
- [Fostering High Expectations and Rigorous Instruction](#)
- [Foundations of Job Coaching for Work-Based Learning \(WBL\) Experiences](#)
- [Introduction to Transition Planning](#)
- [Preschool Special Education Process](#)
- [Transition Assessment: The Essentials](#)
- [Transition in the Individualized Education Program \(IEP\) and Case Study Application](#)

## **SPP 17: State Systemic Improvement Plan**

- [Committee on Preschool Special Education \(CPSE\)/Committee on Special Education \(CSE\) Chairperson Training](#)
- [Creating Welcoming and Affirming Learning Environments](#)
- [Fostering High Expectations and Rigorous Instruction](#)
- [Fundamentals of Equity: Exploring Equity and Cultural Responsiveness](#)

# Behavior

## Alternatives to Suspension

**Registration:** [Alternatives to Suspension \(Asynchronous\)](#)

**Date and Time:** Asynchronous training from September 7-29, 2026. One-hour mandatory discussion forum on September 29, 2026, your choice of 8:30am-9:30am or 1:30pm-2:30pm.

**Location:** Online Training via Schoology and Zoom

**Facilitator:** Danae Parent, Behavior Specialist

**CTLE Hours:** Content, 12 hours. (One discussion hour must be attended to receive CTLE credit.)

**SPP Indicators Addressed:** 4

**Cost:** Free

### Description:

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

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

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

This asynchronous training is equivalent to both Day 1 and Day 2 of the in-person training. One of the Zoom discussion hours must be attended to receive CTLE credit.

Attendees should have access to suspension data.

## Developmentally Appropriate Practice for Preschool

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

**Date and Time:** July 8, 2026, 8:30am-3:00pm

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

**Facilitator:** Danae Parent and Katie Craine, Behavior Specialists; Kristen Obarka, Family and Community Engagement Center (FACE) Family Engagement Facilitator

**CTLE Hours:** Content, 6 hours

**SPP Indicators Addressed:** 5A

**Cost:** Free

### Description:

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

DAP involves an awareness of:

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

**Objectives:**

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

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

## Discipline Procedures for Students with Disabilities

### August 2026 Offering:

**Registration:** [Discipline Procedures for Students with Disabilities, August 19, 2026](#)

**Time:** 8:30am-3:00pm

**Location:** Training Room 4, Cattaraugus Allegany BOCES - Olean, 1825 Windfall Road, Olean, NY 14760

**Facilitator:** Danae Parent and Katie Craine, Behavior Specialists

### September 2026 Offering:

**Registration:** [Discipline Procedures for Students with Disabilities, September 24, 2026](#)

**Time:** 8:30am-3:00pm

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

**Facilitator:** Josette Joyce, Behavior Specialist

**CTLE Hours:** Content, 6 hours

**SPP Indicators Addressed:** 4

**Cost:** Free

**Description:**

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

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

Attendees should bring access to suspension data.

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

**Registration:** [Function-Based Thinking](#)

**Time:** July 15, 2026, 8:30am-3:00pm

**Location:** Cataract Elementary School, Niagara Falls CSD, 6431 Girard Avenue, Niagara Falls, NY 14304

**Facilitator:** Josette Joyce, Behavior Specialist

**CTLE Hours:** Content, 6 hours

**SPP Indicators Addressed:** 4

**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](#)

**Time:** August 20, 2026, 8:30am-3:00pm

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

**Facilitator:** Josette Joyce, Behavior Specialist

**CTLE Hours:** Content, 6 hours.

**SPP Indicators Addressed:** 4

**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:** September 22, 2026, 9:00am-12:00pm

**Location:** Synchronous online training via Zoom

**Facilitator:** Katie Craine, Behavior Specialist

**CTLE Hours:** Pedagogy, 3 hours

**SPP Indicators Addressed:** 4

**Cost:** Free

### **Description:**

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

**Objectives:** Participants will be able to:

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

## The Language of Classroom Management

**Registration:** [The Language of Classroom Management](#)

**Date and Time:** July 28 and August 4, both days 8:30am-3:00pm

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

**Facilitator:** Danae Parent and Katie Craine, Behavior Specialists

**CTLE Hours:** Pedagogy, 12 hours. Both days must be attended to earn CTLE credit.

**SPP Indicators Addressed:** 5A

**Cost:** Free

### Description:

This 2-day training package is designed for PreK-12th grade educators who would like more information on positive behavior support– classroom management strategies including:

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

**Objectives:** Participants will:

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

## Parent and Family Engagement within the FBA/BIP Process

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

**Date and Time:** June 3, 2026, 5:00pm-7:00pm

**Location:** Synchronous online training via Zoom

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

**CTLE Hours:** Please contact [info@parentnetworkwny.org](mailto:info@parentnetworkwny.org) for more information.

**SPP Indicators Addressed:** 4

**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.

### Objectives:

- 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 also understand how the FBA/BIP process is part of the Committee for Preschool Special Education (CPSE) /Committee for Special Education (CSE) process, as well as the guidance regarding the New York State (NYS) 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, June 9, 2026](#)

**Time:** 8:30am-11:30am

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

**Facilitator:** Josette Joyce, Behavior Specialist

**CTLE Hours:** Content, 3 hours

**SPP Indicators Addressed:** 4

**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

### June Offering:

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

[June 17, 2026](#)

**Time:** 12:30pm-3:30pm

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

### July Offering:

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

[July 14, 2026](#)

**Time:** 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

**SPP Indicators Addressed:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17

**Cost:** Free

**Description:**

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

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

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

## Fostering High Expectations and Rigorous Instruction

### August 2026 Offering:

**Registration:** [Fostering High Expectations and Rigorous Instruction, August 11, 2026](#)

**Time:** 12:30pm-3:30pm

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

### September 2026 Offering:

**Registration:** [Fostering High Expectations and Rigorous Instruction, September 3, 2026](#)

**Time:** 12:30pm-3:30pm

**Location:** Barker CSD, 1628 Quaker Road, Barker, NY 14012

**Facilitator:** Brett Shufelt, Culturally Responsive Education Specialist

**CTLE Hours:** Pedagogy, 3 hours

**SPP Indicators Addressed:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17

**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, June 11, 2026](#)

**Time:** 12:30pm-3:30pm

**Location:** Synchronous online training via Zoom

**Facilitator:** Brett Shufelt, Culturally Responsive Education Specialist

**CTLE Hours:** Pedagogy, 3 hours

**SPP Indicators Addressed:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17

**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 \(Asynchronous\)](#)

**Date and Time:** Asynchronous training from September 7-23, 2026, one-hour mandatory discussion forum on Wednesday, September 23, 2026 (3:00-4:00pm)

**Location:** Online training via Schoology and Zoom

**Facilitator:** Trisha Shea, Literacy Specialist

**CTLE Hours:** Pedagogy, 5.5 hours

**SPP Indicators Addressed:** 1, 3, 5, 6

**Cost:** Free

### Description:

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

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

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

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

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

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

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

**Date and Time:** July 9, 2026, 9:00am-3:00pm

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

**Facilitator:** Kerrigan Bender, Literacy Specialist

**CTLE Hours:** Pedagogy, 5.5 hours

**SPP Indicators Addressed:** 1, 3

**Cost:** Free

### **Description:**

This explicit instruction training package is intended to support participants' knowledge of explicit instruction and teachers' abilities to effectively implement explicit instruction. Explicit instruction is a high leverage practice that has proven to be effective for special education students. Research has shown higher achievement results for students with disabilities in both reading and math after receiving explicit instruction.

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

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

Items to bring: A laptop or tablet, notebook, writing utensils, and access to Internet.

## Explicit Vocabulary Instruction for Teachers

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

**Date and Time:** July 21, 2026, 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

**CTLE Hours:** Pedagogy, 5.5 hours

**SPP Indicators Addressed:** 3, 7, 9

**Cost:** Free

### Description:

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

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

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

## Foundations of Effective Reading Instruction: Understanding the Science of Reading

### June 2026 Offering:

**Registration:** [Foundations of Effective Reading Instruction, June 5, 2026](#)

**Time:** 9:00am-3:00pm

**Location:** Synchronous online training via Zoom

**Facilitator:** Kerrigan Bender, Literacy Specialist

### August 2026 Offering (Asynchronous):

**Registration:** [Foundations of Effective Reading Instruction August 6-20, 2026](#)

**Date and Time:** Asynchronous training from August 6-20, 2026, one-hour mandatory discussion forum on Wednesday, August 19, 2026 (3:00-4:00pm)

**Location:** Online training via Schoology and Zoom

**Facilitator:** Kerrigan Bender, Literacy Specialist

**CTLE Hours:** Pedagogy, 5.5 hours

**SPP Indicators Addressed:** 3 (ELA)

**Cost:** Free

### Description:

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

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

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

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

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

## Phonics and Word Recognition: Establishing the Foundations for Reading Success

**Registration:** [Phonics and Word Recognition: Establishing the Foundations for Reading Success](#)

**Date and Time:** August 18, 2026, 9:00am-3:00pm

**Location:** Large Group Room, Erie 2 Chautauqua-Cattaraugus BOCES Hewes Educational Center, 2615 N. Maple Avenue, Ashville, NY 14710

**Facilitator:** Gina Rose Niemel, Literacy Specialist

**CTLE Hours:** Pedagogy, 5.5 hours

**SPP Indicators Addressed:** 1, 2, 3 (ELA), 5, 9, 10

**Cost:** Free

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

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

### Description:

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

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

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

Items to bring: A laptop or tablet; writing utensils.

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

## Phonological Awareness: Establishing Foundations for Reading Success

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

**Time:** July 30, 2026, 9:00am-3:00pm

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

**Facilitator:** Gina Rose Niemel, Literacy Specialist

**CTLE Hours:** Pedagogy, 5.5 hours

**SPP Indicators Addressed:** 1, 2, 3 (ELA), 5, 9, 10

**Cost:** Free

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

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

### Description:

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

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

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

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

## Reading Fluency: Establishing the Foundations for Reading Success

### June 2026 Offering (Asynchronous):

**Registration:** [Reading Fluency: Establishing the Foundations for Reading Success, June 8-17, 2026](#)

**Date and Time:** Asynchronous training from June 8-17, 2026, one-hour mandatory discussion forum on Wednesday, June 17 (3:00-4:00pm)

**Location:** Online training via Schoology and Zoom

**Facilitator:** Trisha Shea, Literacy Specialist

### September 2026 Offering:

**Registration:** [Reading Fluency: Establishing the Foundations for Reading Success, September 16, 2026](#)

**Time:** 9:00am-3:00pm

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

**Facilitator:** Gina Rose Niemel, Literacy Specialist

**CTLE Hours:** Pedagogy, 5.5 hours

**SPP Indicators Addressed:** 1, 2, 3 (ELA G8), 5A, 9, 10

**Cost:** Free

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

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

### **Description:**

This training dives deeper into one of the key instructional areas of reading: fluency.

Participants will learn what reading fluency is, what the Science of Reading (SOR) can teach us about the critical elements of reading fluency, how it develops over time, and how best to teach this skill to support overall reading development. Additionally, information about how to use assessment to optimize student instruction in this area will be provided. The training will provide context for the importance of high-quality fluency instruction to issues of equity, legal responsibilities around providing instruction aligned with the SOR, and how to support students with diverse learning needs.

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

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

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

## Science of Reading for Administrators: The First Steps

**Registration:** [Science of Reading for Administrators: The First Steps](#)

**Date and Time:** September 25, 2026, 9:00am-3:00pm

**Location:** Synchronous online training via Zoom

**Facilitator:** Kerrigan Bender, Literacy Specialist

**CTLE Hours:** Pedagogy, 5.5 hours

**SPP Indicators Addressed:** 1, 2, 3 (ELA), 5A, 9, 10

**Cost:** Free

### Description:

This training helps administrators gain a greater understanding of what the Science of Reading has determined to be the foundational skills needed to become a proficient reader.

Participants will explore current instructional practices in reading and the impact they have on reading proficiency. The training will also provide context for the importance of effective reading instruction and the impact that it has on equity for all students. To overcome equity barriers, school leaders need to support educators in utilizing systemic, explicit instruction to teach the skills supported by the science of reading. This training also highlights ineffective practices and why those may not be working; this is intended to inform leadership support of teachers implementing research-based and effective reading instruction.

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

- Describe the status of reading achievement of students in the United States and New York State.
- Understand the instructional elements aligned to reading research that are essential for proficient reading.
- Understand reading science research to share with staff and begin to transition to the Science of Reading as the foundation of reading instruction.

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

## **Universal Screening: Best Practices in Screening for Academic Deficits**

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

**Date and Time:** August 5, 2026, 9:00am-3:00pm

**Location:** Synchronous online training via Zoom

**Facilitator:** Trisha Shea, Literacy Specialist

**CTLE Hours:** Pedagogy, 5.5 hours

**SPP Indicators Addressed:** 1, 3

**Cost:** Free

### **Description:**

This professional development course offers an overview of what universal screening is and how to adopt this practice within schools. Content is applicable to work with all general education students within a tiered model of academic support (e.g., MTSS and RTI) as well as students receiving special education services. This training covers the essential knowledge and skills necessary to understand the importance and core features of universal academic screening.

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

- Define universal screening
- Describe the purpose of universal screening
- Describe the features of a high-quality universal screening measure
- Identify tools to guide them in selecting a universal screening measure
- Identify the steps for implementing a universal screening process in their educational organization.

# Special Education

## Assessment Essentials: Part 1

**Registration:** [Assessment Essentials: Part 1](#)

**Date and Time:** September 22, 2026, 9:00am-1:00pm

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

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

**CTLE Hours:** Pedagogy, 3 hours

**SPP Indicators Addressed:** 1, 2, 3

**Cost:** Free

### Description:

The Assessment Essentials Part 1 training package is the first in a two-part series of trainings based on assessment and provides participants with foundational knowledge vital for academic assessment. Participants will learn why academic assessments are an important and necessary tool for educational success, the language of academic assessment, the types of information assessments provide, and how to pick the right assessment for their students. The second training in this series, Assessment Essentials Part 2: Curriculum-Based Measurement (CBM), is designed to provide educators with greater knowledge of CBM, its characteristics and utility, CBM administration approaches, and interpreting CBM results.

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

- Explain the importance of assessment for providing high quality instruction to all students.
- Describe a variety of assessments using essential terminology.
- Explain the resulting scores from various assessment types.
- Use a process for identifying high-quality assessment tools that match student needs.

## CPSE/CSE Chairperson Training

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

- [CPSE/CSE Chairperson Training Day 1 \(August 12, 2026, 8:30am-3:00pm\)](#)
- [CPSE/CSE Chairperson Training Day 2 \(August 13, 2026, 8:30am-3:00pm\)](#)
- [CPSE/CSE Chairperson Training Day 3 \(August 19, 2026, 8:30am-3:00pm\)](#)
- [CPSE/CSE Chairperson Training Day 4 \(August 20, 2026, 8:30am-3:00pm\)](#)
- [Optional: Preschool Special Education Process \(September 17, 2026, 8:30am-3:00pm\)](#)

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

**Facilitator:** Rebecca Donnelly, Special Education Trainer

**CTLE Hours:** 24 upon completion of all 9 Modules

**SPP Indicators Addressed:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17

**Cost:** Free

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

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

### Description:

Whether you are new to your role as a chairperson or experienced and interested in reviewing your current practices, this is an opportunity to network with other directors of special education, administrators, school psychologists, special education teachers, and chairpersons

as you participate in a series of modules that provide CSE and CPSE chairpersons with compliant guidance and best practices in the CSE and CPSE process.

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

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

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

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

## Modules:

### CPSE/CSE Chairperson Training Day 1:

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

### CPSE/CSE Chairperson Training Day 2:

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

### CPSE/CSE Chairperson Training Day 3:

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

### CPSE/CSE Chairperson Training Day 4:

- **Module 7: Annual Review:** Identifies the purpose and timelines of the annual review; procedures for parent communication.
- **Module 8: Reevaluation:** Define the regulations and steps in the process, needed data, and responsibilities.
- **Module 9: Effective Meetings:** Shares regulatory information for meeting facilitation and attendance; skills needed by the Chairperson; conversation points for discussion; concepts of BIPs, SES, and dispute resolution.

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

**Registration:** [Educational Benefit IEP Reflection](#)

**Time:** July 22, 2026, 9:00am-3:00pm

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

**Facilitator:** Rebecca Donnelly, Special Education Trainer

**CTLE Hours:** Content, 5.5 hours

**SPP Indicators Addressed:** 5

**Cost:** Free

### **Description:**

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

**Objectives:** Participants will:

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

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

There will be a pre-reading task prior to this meeting. This task and materials will be sent out at the close of registration on July 9, 2026.

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

## Next Steps with Specially Designed Instruction

**Registration:** [Next Steps with SDI \(Asynchronous\), June 1-15, 2026](#)

**Date and Time:** Asynchronous training from June 1-15, 2026

**Location:** Online training via Schoology. A required discussion forum will be held on Zoom; to receive CTLE credit, you must attend one of either June 11, 3:30-4:00pm, or June 15, 4:00-4:30pm

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

**CTLE Hours:** Pedagogy, 5.5 hours

**SPP Indicators Addressed:** 1, 2, 3, 5, 6

**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:** [Overview of Specially Designed Instruction](#)

**Date and Time:** August 18, 2026, 9:00am-3:00pm

**Location:** Synchronous online training via Zoom

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

**CTLE Hours:** Pedagogy, 5 hours

**SPP Indicators Addressed:** 1, 2, 3, 5, 6

**Cost:** Free

### Description:

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

As a result of this training, participants will:

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

## Preschool Special Education Process

### June 2026 Offering:

**Registration:** [Preschool Special Education Process, June 2, 2026](#)

**Date and Time:** 8:30am-3:00pm

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

### September 2026 Offering:

**Registration:** [Preschool Special Education Process, September 17, 2026](#)

**Date and Time:** 8:30am-3:00pm

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

**Facilitator:** Rebecca Donnelly, Special Education Trainer

**CTLE Hours:** Content, 5.5 hours

**SPP Indicators Addressed:** 1, 2, 6A, 6B, 7, 8, 11, 12, 13, 14

**Cost:** Free

### Description:

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

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

**Objectives:**

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

Please have an IEP available if possible.

## **Specially Designed Instruction for Administrators (Asynchronous)**

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

**Date and Time:** Asynchronous training from July 15-30, 2026

**Location:** Online training via Schoology

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

**CTLE Hours:** Content, 3 hours

**SPP Indicators Addressed:** Not specified

**Cost:** Free

### **Description:**

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

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

# Transition

## Culturally Responsive Transition Planning (CRTP) Guide

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

**Date and Time:** June 4, 2026, 9:00am-12:00pm

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

**Facilitators:** Elizabeth Loughran-Amorese, Transition Specialist

**CTLE Hours:** Content, 3 hours

**SPP Indicators Addressed:** 1, 2, 8, 9, 10, 13, 14

**Cost:** Free

### Description:

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

**Objectives:** Participants will:

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

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

### June 2025 Offering:

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

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

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

**CTLE Hours:** Pedagogy, 3 hours

### September 2025 Offering:

**Registration:** [Foundations of Job Coaching for Work-Based Learning \(WBL\) Experiences, September 15, 2026](#)

**Date and Time:** 9:00am-3:00pm

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

**CTLE Hours:** Pedagogy, 5 hours

**Note:** This offering includes the content from "[Implementing Unregistered Work-Based Learning \(WBLE\) Experiences](#)".

**Facilitators:** Elizabeth Loughran-Amorese and Gretta Garbacz, Transition Specialists

**SPP Indicators Addressed:** 1, 2, 13, 14

**Cost:** Free

**Description:**

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

**Objectives:** Participants will:

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

## Implementing Unregistered Work-Based Learning (WBL)

### Experiences

**Registration:** Content included in [Foundations of Job Coaching for Work-Based Learning \(WBL\) Experiences, September 15, 2026](#)

**Facilitators:** Elizabeth Loughran-Amorese and Gretta Garbacz, Transition Specialists

**SPP Indicators Addressed:** 1, 2, 8, 13, 14

**Cost:** Free

### Description:

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

**Objectives:** Participants will

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

## Introduction to Transition Planning

**Registration:** [Introduction to Transition Planning](#)

**Date and Time:** July 16, 2026, 9:00am-11:00am

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

**Facilitators:** Elizabeth Loughran-Amorese and Gretta Garbacz, Transition Specialists

**CTLE Hours:** Content, 2 hours

**SPP Indicators Addressed:** 1, 2, 8, 13, 14

**Cost:** Free

### Description:

The purpose of the training is to provide participants with a high-level understanding of student-centered transition planning, including its purpose and significance in supporting students with disabilities as they prepare for life after high school.

The training covers relevant New York State (NYS) regulations and federal requirements, highlights where transition is addressed within the Individualized Education Program (IEP) and explores the role and types of transition assessments. Participants will compare multiple graduation pathways, diploma, and credential options, and learn strategies to engage students and families meaningfully in the process.

The training also introduces the range of agencies and services available to support successful post-school outcomes.

**Objectives:** Participants will

- Identify what transition planning is and why it is important.
- Name NYS regulations and federal requirements related to transition planning.
- Identify the various places within the IEP where transition is reflected.
- Recognize the importance of transition assessments and the variety available.
- Compare the multiple pathways to graduation, diploma, and credential options.
- Explain the importance of student and family involvement in the transition planning process.
- Recognize the various agencies that provide services to students and adults with disabilities.

## Transition Assessment: The Essentials

**Registration:** [Transition Assessment: The Essentials \(Asynchronous\)](#)

**Date and Time:** Asynchronous training from July 23-30, 2026, one-hour mandatory discussion forum on July 30, 2026 (2:00-3:00pm)

**Location:** Online training via Schoology and Zoom

**Facilitators:** Elizabeth Loughran-Amorese and Gretta Garbacz, Transition Specialists

**CTLE Hours:** Content, 5 hours.

**SPP Indicators Addressed:** 1, 2, 13, 14

**Cost:** Free

### Description:

Transition assessments provide the baseline information from which students can identify reasonable post-secondary goals and transition needs.

It assists educators in identifying student voice related to student strengths, preferences, and interests as well as identifying appropriate transition activities to meet the needs of the student.

This training provides an overview of a variety of assessments related to each of the measurable postsecondary goal areas of Employment, Education/Training, and Independent Living and provides guidance for using the results to develop and document transition plans in the IEP.

The course is considered completed when all requirements are met (watch video training, Check for Understanding question and attendance at Discussion Forum).

**Objectives:** As a result of this training, participants will:

- Identify what transition is and why it's important.
- Learn how transition assessments support career planning.
- Explore transition assessments for education and training, employment, independent living, and those that generalize across areas.
- Use assessment results to identify transition strengths and needs, to develop individualized goals and services.

## Transition in the IEP and Case Study Application

**Registration:** [Transition in the IEP and Case Study Application](#)

**Date and Time:** August 27, 2026, 9:00am-3:00pm

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

**Facilitators:** Elizabeth Loughran-Amorese and Gretta Garbacz, Transition Specialists

**CTLE Hours:** Content, 5 hours.

**SPP Indicators Addressed:** 1, 2, 13, 14

**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.

Participants will apply key concepts from the training using either a case study or an IEP they have developed.

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