

Wednesday, March 14th (Day 2):	
8:45-9:00 a.m. (Olympic 3/4)	Welcome, Leslie LaRose, Assistant Superintendent for Programs, Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES
Concurrent sessions: 9:00-10:15 a.m. (Olympic 3/4)	The Accessibility Toolbox with Dan Herlihy, AT Specialist, Connective Technology (Kelly Wight) When it comes to providing access to standards based curriculum materials we often find ourselves starting at the same place, and arriving essentially at the same destination—accessibility. This may entail altering the cognitive difficulty of information by leveling or summarizing the content, then/or translating into another language, providing TTS perhaps for a variety of languages, grammar and vocabulary supports including image or symbol support, signed or captioned videos, switch access to the content and more, often times needing to utilize many or all of these solutions at the same time! Learn how you and learners can utilize tools for accessing/adapting content or providing in the moment solutions within a workflow model with extensions and tools for Chromebooks, apps for iPads, cloud based programs, scanning of content into devices, fonts and alternate keyboards, switch access, tools for summarizing/leveling and editing digital content, and more.
(Olympic 1)	STAC and State Aid with Kathy Beardsley & Sarah Morrison, State Aid & Financial Planning Service Staff, Questar III BOCES (Dawn Fargo) This presentation will cover aid for students with disabilities and the claiming process to maximize aid.
(Sky Room)	Testing Accommodations with Elizabeth Littlefield, Regional Special Education Training Specialist, Capital Region BOCES (Kathy Gomes) Many students with disabilities will require testing accommodations in order to participate in testing programs on an equal basis with their non-disable peers. This session will focus on new information released in <u>Testing Accommodations for Students with Disabilities: Policy and Tools to Guide Decision Making and Implementation</u> (February 2018). Participants will review critical procedures in administering accommodations, and discuss impact on least restrict environment.
10:15-10:30 a.m.	Break (Olympic 1 Pre-function Area)
10:30 a.m.-12:00 p.m. (Olympic 3/4)	Legal Topics with Tim Collins (Leslie LaRose) This presentation will examine legal aspects regarding the requirement that students be educated in the least restrictive environment, attorney involvement in the special education/CSE process, and an in-depth examination of the creation, amendment, maintenance and disclosure of student records under both FERPA and HIPAA.
12:00-1:00 p.m.	Lunch – MacKenzie’s and The Birch Room
Concurrent sessions: 1:00-2:30 p.m. (Olympic 3/4)	Technology for Support, Solutions and Possibilities with Dan Herlihy, AT Specialist, Connective Technology (Reneé Langtry-Green) Technology evolves at an amazing rate, and solutions for access, communication and success can come from many diverse and disparate areas. Learn how to utilize diverse technologies to provide visual supports to curriculum materials, eBooks, and more using a wide variety of technologies from computers, iPads, Web 2.0 and computer programs. This session will cover a wide range of apps and devices as I “shake up your snow globe” when it comes to how tools often created for and used in one circumstance, can provide new solutions in a totally different one.
(Olympic 1)	611/619 with Kathy Beardsley & Sarah Morrison, State Aid & Financial Planning Service Staff, Questar III BOCES (Candy Tavernier) This presentation will cover the new application process, maintenance of effort reporting and allocating the proportionate share for the parentally placed students with disabilities.
(Sky Room)	Navigate the PD System Like a Pro with Danielle Duprey, Special Education Program Coordinator, Capital Region BOCES (Kathy Gomes) Do you have access to the PD Systems? Do you feel comfortable using it? Would it help if your District Data Coordinator and/or CSE Secretary could log in too? Come to this session and learn how to login, navigate the system, find out where the data is coming from, and what needs to be fixed so that your reports are accurate. We will show you how to use the Help Documentation, review, verify and certify your VR reports and enter and certify your PD reports. We will also touch briefly on the Self Review Checklist.
2:45-3:00 p.m.	Door Prizes and Evaluations (Olympic 3/4)

Capital Region BOCES
 Clinton-Essex-Warren-Washington BOCES
 Franklin-Essex-Hamilton BOCES
 Jefferson-Lewis-Herkimer-Hamilton-Oneida BOCES
 St. Lawrence-Lewis BOCES

**34th Annual Committee on
 Special Education Chairpersons’ Conference
 March 13-14, 2018
 Crowne Plaza, Lake Placid**



Vision: Enhancing student achievement by providing effective school programs to promote lifelong success.

Mission: To provide technical assistance for CSE/CPSE Chairpersons and School Administrators in providing services to students with disabilities.

Target Conference Participants: General and Special Education Administrators, General and Special Education Teachers, School Psychologists

PLEASE NOTE: Special emphasis has been placed on the collaborative role of general and special education administrators in offering presentations relevant to principals as well as chairpersons. Special Education Administrators and Building Leaders are encouraged to attend with their CSE Chairpersons.

All conference materials are posted at www.fehb.org. No hard copies will be provided.

Tuesday, March 13th (Day 1)

8:00-8:45 a.m.	Registration (Lobby)
8:45-9:00 a.m. (Olympic 3/4)	Welcome, Cheryl Felt, Deputy Superintendent, Franklin-Essex-Hamilton BOCES
9:00-10:15 a.m. (Olympic 3/4)	New York State Education Department's View of Least Restrictive Environments with Chris Suriano, Assistant Commissioner of Special Education and Joanne Lacrosse, State Coordinator for Special Education Policy and Professional Development
10:15-10:30 a.m.	Break (Olympic 1 Pre-Function area)
Concurrent Sessions: 10:30 a.m.-12:00 p.m. (Olympic 3/4)	Strengthening Collaboration between General and Special Education to Ensure LRE with Kelly Wight, SESIS Coordinator, Franklin-Essex-Hamilton BOCES and Elizabeth Littlefield, Regional Special Education Training Specialist, Capital Region BOCES (Cheryl Felt) Least restrictive environment considerations must go beyond recommending a collaborative setting. Administrative support is necessary to ensure that students with disabilities receive the intended benefit of consultant and integrated co-teaching services. This session will examine the regulations and terminology related to collaboration between general and special education teachers to ensure common understanding of shared responsibilities. Presenters will provide guidance on utilizing a Universal Design for Learning (UDL) framework for identifying and removing barriers for students with disabilities in the general education setting.
(Olympic 1)	Every Student Grows, Every Day: Elementary & Middle School Scheduling with Kylie Morgia, Principal, Alexandria CSD and Jaycee Welsh, Principal, LaFargeville CSD (Mike Lively) "Flooding" is strategic, meaningful instruction for all learners. Several teachers and aides are assigned to one grade level for a period of 60-80 minutes. The adults are "flooded" in so the student - teacher ratio is smaller and strategic and intentional instruction can be planned and implemented. Traditional services that are now included in Flooding consist of: AIS, RtI, enrichment and special education. Each grade level has four instructional flooding groups for reading/ELA and math during each flooding time: remediation, supplementary, reinforcement and enrichment. Participants will see examples of two districts (small and large) utilizing limited staffing resources for maximum instructional benefits. Participants will be able to view grade level and master schedules, AIS policies, parent communication and documentation of growth and skills.
(Olympic 2)	Integration of Trauma Informed Practices into PBIS with Patti Simonds, SESIS Coordinator, WSWHE BOCES and Holly Pelkey, PBIS Coach, WSWHE BOCES (Renee Langtry Green) Do you ever feel, that as every school year goes by, you can't reach some of your students no matter how hard you try? Like all schools, the Whitehall Elementary School faculty felt they needed to address the social emotional needs of their hard-to-reach students. Going beyond collecting and analyzing data, and planning individualized interventions, WES has begun an evidenced-based curriculum to equip all of their students with coping skills to live smarter, healthier, and happier lives. Hear their story and gain an awareness of how trauma affects learning and behavior. The presentation will be conducted by a WES 2 nd grade teacher/PBIS Coach and a Special Education School Improvement Specialist from WSWHE BOCES.
(Sky Room)	Incorporating Functional Skill Development into the Gen Ed Curriculum with Candy Tavernier, Transitions Specialist, Franklin-Essex-Hamilton BOCES and Nancy Damoretcki, Transitions Specialist, Capital Region BOCES (Candy Tavernier) As educators, we recognize the importance of helping students develop the universal foundation skills that will support student success in the general ed setting, but we tend to struggle with identifying how we can find the time to fit this skill development into an already packed day. In this session, participants will learn creative ways to adjust and tweak instruction to carve out time to support the development of these critical functional skills in students.
12:00-1:00 p.m.	Lunch – MacKenzie's and The Birch Room
Concurrent Sessions: 1:00-2:30 p.m. (Olympic 3/4)	Standards Aligned IEPs with Elizabeth Littlefield, Regional Special Education Training Specialist, Capital Region BOCES (Kathy Gomes) The IEP is the cornerstone of the special education process. IEPs that are aligned with the standards are a best practice to create high expectations for students with disabilities. This session will provide guidance on the process, tools, and resources needed to develop IEPs that: ensure access, participation and progress in the general education curriculum; consider the standards students are expected to meet at their grade level; support the delivery of specially designed instruction; and effectively arrange accommodations, supports, and instruction for students with disabilities.

Concurrent Sessions (continued): 1:00-2:30 p.m. (Olympic 1)	Reading and Writing Supports in the General Education Environment with Carolyn McPherson (Cheryl Felt) This session will explore various assistive technology tools to help students be successful in the regular education environment. Reading and writing supports will be the main focus and will include various low and high tech options.														
(Olympic 2)	Co-Teaching Question and Answer Panel with Saranac Lake CSD Team with Katie Laba, Donna Kleist, Meg Zander, Mary Sue Dalton, Kyle Mochol, Emily Doyle, Nick Pepe, Bryan Munn (Kelly Wight) Question and answer panel with co-teachers from Petrova Elementary School which implemented co-teaching in grades K-5 starting in the 2016-17 school year.														
(Sky Room)	Multi-tiered Systems of Support in Preschool with Dawn Appleby-Quackenbush, Preschool Behavior Specialist, Capital Region BOCES and Ellen Burns, Director, Capital Region BOCES (Candy Tavernier) The regulations effective September, 2017 require preschool programs to <i>implement a program-wide system of positive evidence-based practices to support social-emotional competence</i> . This workshop is designed to provide a brief overview of Multi-Tiered Systems of Support and include the unique challenges of implementation at the preschool level.														
2:30-2:45 p.m.	Break (Olympic 1 Pre-function Area)														
Concurrent Sessions: 2:45-4:15 p.m. (Olympic 3/4)	Beyond AT Devices: AT Services to Ensure Access Occurs with Vickie Plumley and Matt Southwick, Director of Special Program, Tupper Lake CSD (Cheryl Felt) This session discusses implementation strategies for school districts who are looking to better serve those students who have Assistive Technology needs indicated on the IEPs. Tupper Lake CSD representatives will talk about what's working, what's not, and how to make processing, voice to text, text to speech, work prediction, document annotation, and dictionary access will be discussed. With appropriate technology, we hope students will become independent in accessing technology, increasing their independence while reducing adult supports for such tasks as "read-to" accommodations and writing productivity in the classroom as well as with state and local testing.														
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(Olympic 2)	Using Progress Monitoring Behavior Data to Facilitate Least Restrictive Environment Decisions with Rob Higgins, School Psychologist, St. Lawrence-Lewis BOCES (Sue Bouchey) This workshop will cover defining behavior; data collection methods; the use of Behavior Report Cards and associated Classroom Management Plans to measure behavior progress and IEP goals. Attention will be given to how to use the data frequently throughout the year to ensure we are moving from not just successful student management, but actually towards student skill growth and progress towards Least Restrictive services and placements.														
(Sky Room)	An Overview of Preschool LRE with Dawn Appleby-Quackenbush and Ellen Burns (Mary Compo) In NYS preschool children have a fundamental right to receive special education services in classroom settings that, to the maximum extent appropriate, includes students without disabilities. This workshop will explore what LRE means at the preschool level, reporting requirements for chairpersons and current work happening at the state level to address gaps in the special education continuum of services.														
	Dinner on Your Own														
<p>The CCSE Conference Planning Committee recognizes and thanks the following members for their tireless commitment and efforts to ensure a successful conference:</p> <table border="0"> <tr> <td>Sue Bouchey, St. Lawrence-Lewis BOCES</td> <td>Elizabeth Littlefield, Regional Sp. Ed. Technical Assistance and Support Ctr.</td> </tr> <tr> <td>Mary Compo, Lowville Central</td> <td>Michael Lively, Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES</td> </tr> <tr> <td>Dawn Fargo, Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES</td> <td>Denise Luka, Franklin-Essex-Hamilton BOCES</td> </tr> <tr> <td>Cheryl Felt, Franklin-Essex-Hamilton BOCES</td> <td>Reginald McDonald, Champlain Valley Educational Services</td> </tr> <tr> <td>Kathy Gomes, Regional Sp. Ed. Technical Assistance and Support Ctr.</td> <td>Lora Parks-Recore, Champlain Valley Educational Services</td> </tr> <tr> <td>Renee Langtry Green, St. Lawrence-Lewis BOCES</td> <td>Candy Tavernier, Franklin-Essex-Hamilton BOCES</td> </tr> <tr> <td>Leslie LaRose, Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES</td> <td>Kelly Wight, Franklin-Essex-Hamilton BOCES</td> </tr> </table>		Sue Bouchey, St. Lawrence-Lewis BOCES	Elizabeth Littlefield, Regional Sp. Ed. Technical Assistance and Support Ctr.	Mary Compo, Lowville Central	Michael Lively, Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES	Dawn Fargo, Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES	Denise Luka, Franklin-Essex-Hamilton BOCES	Cheryl Felt, Franklin-Essex-Hamilton BOCES	Reginald McDonald, Champlain Valley Educational Services	Kathy Gomes, Regional Sp. Ed. Technical Assistance and Support Ctr.	Lora Parks-Recore, Champlain Valley Educational Services	Renee Langtry Green, St. Lawrence-Lewis BOCES	Candy Tavernier, Franklin-Essex-Hamilton BOCES	Leslie LaRose, Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES	Kelly Wight, Franklin-Essex-Hamilton BOCES
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