## Academics

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>Universal Screening: Best Practices in Screening for Academic Deficits</td>
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<tr>
<td>Specially Designed Instruction: A Guide for Families and Caregivers</td>
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<tr>
<td>Specially Designed Instruction for Administrators</td>
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<tr>
<td>SDI for Distance Learning</td>
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<tr>
<td>Pandemic Learning Loss Addendum - Fall 2021</td>
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<tr>
<td>Overview of Specially Designed Instruction</td>
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<td>Next Steps with Specially Designed Instruction</td>
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<tr>
<td>National Reading Panel: Implications for Instruction</td>
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<tr>
<td>Identifying and Intensifying Intervention: What to Do and How to Do It</td>
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<tr>
<td>Foundations of Effective Reading Instruction: Understanding the Science of Reading</td>
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<tr>
<td>Explicit Vocabulary Instruction for Teachers</td>
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<td>Explicit Vocabulary Instruction for Parents</td>
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<tr>
<td>Explicit Instruction: An Evidence-Based Practice for Effective and Long-Term Learning</td>
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<tr>
<td>Educational Benefit IEP Reflection: Strategies for Improving Education Programs and Decision Making at the Committee on Special Education (CSE)</td>
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<tr>
<td>Designing an Effective &amp; Inclusive Virtual Lesson</td>
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<tr>
<td>Consultant Teacher Services: Supporting Classroom and Curriculum Participation</td>
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<td>Co-Teaching: A Comprehensive Approach</td>
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<td>Best Practices in Academic Progress Monitoring Introduction</td>
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## Behavior

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<tbody>
<tr>
<td>Working with Families to Improve Student Outcomes</td>
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<tr>
<td>Using the FBA/BIP Process to Support Students Needing Intensive Intervention - 4 part series</td>
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<tr>
<td>Using the Competing Behavior Pathway to Identify Interventions</td>
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<tr>
<td>The Pyramid Model – Promoting Social and Emotional Competence; Preschool Training</td>
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<tr>
<td>Positive Solutions for Families: The Pyramid Model Parent Training Modules</td>
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<tr>
<td>PBIS Tier 2 Team Training: Systems and Check-in, Check-out (CICO)</td>
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<tr>
<td>PBIS Tier 2 Team Training: Social and Academic Instructional Groups (SAIG)</td>
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<tr>
<td>PBIS Readiness and Tier 1 Team Training: Readiness and Curriculum</td>
<td></td>
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<tr>
<td>Parent and Family Engagement within the FBA and BIP Process</td>
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<tr>
<td>Least Restrictive Environment (LRE) Modules</td>
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## Approved Professional Development Packages Currently Available

<table>
<thead>
<tr>
<th>Package</th>
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<tbody>
<tr>
<td>Introduction to the Behavior Pathway</td>
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<tr>
<td>Integrating Trauma-Sensitivity within a Positive Behavior Interventions and Supports (PBIS) Framework</td>
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<tr>
<td>Function Based Thinking in Preschool</td>
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<tr>
<td>FBA/BIP Toolkit</td>
</tr>
<tr>
<td>Family and Community Engagement in Tier 1 Positive Behavioral Interventions and Supports</td>
</tr>
<tr>
<td>EI to CPSE for Parents</td>
</tr>
<tr>
<td>Early Intervention (EI) to Committee on Preschool Special Education (CPSE) for Professionals</td>
</tr>
<tr>
<td>Early Childhood Benchmark of Quality</td>
</tr>
<tr>
<td>Discipline Procedures for Students with Disabilities</td>
</tr>
<tr>
<td>Developing Standard-Based Individualized Education Programs (IEPs)</td>
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<tr>
<td>Developing Behavior Systems that Work</td>
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<td>Creating the Individualized Education Program (IEP)</td>
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<tr>
<td>CPSE to CSE for Parents for Virtual and Hybrid Setting</td>
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<tr>
<td>CPSE to CSE for Parents</td>
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<tr>
<td>Classroom Management for Virtual and Hybrid Settings</td>
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<td>Classroom Management</td>
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<tr>
<td>Alternatives to Suspension</td>
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## Equity

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<thead>
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<tr>
<td>What Does it Mean to be Culturally Responsive?</td>
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<tr>
<td>Values, Equity, and Cultural Responsiveness</td>
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<tr>
<td>Special Education Mediation for Families</td>
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<tr>
<td>Introduction to Disproportionality TSG Day One</td>
</tr>
<tr>
<td>Introduction to Culturally Responsive-Sustaining Education</td>
</tr>
<tr>
<td>Fundamentals of Equity: Exploring Equity and Cultural Responsiveness</td>
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<tr>
<td>Family Engagement Communication and Culture</td>
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<tr>
<td>Effective and Collaborative Implementation of Family Engagement Resources</td>
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<tr>
<td>Disproportionality Root Cause Analysis, Level 3: Naming the Root Causes and Identifying Initial Solutions</td>
</tr>
<tr>
<td>Disproportionality Root Cause Analysis, Level 2: Reviewing Process Data</td>
</tr>
<tr>
<td>Disproportionality Root Cause Analysis, Level 1: Reviewing Outcome Data</td>
</tr>
</tbody>
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Approved Professional Development Packages Currently Available

Disproportionality Root Cause Analysis, Level 0: Gathering Background Information
Dimensions of Equity in Education
Creating Welcoming and Affirming Learning Environments

<table>
<thead>
<tr>
<th>Transition</th>
</tr>
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<tbody>
<tr>
<td>Work-Based Learning (WBL) - Four-Part Series</td>
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<tr>
<td>Virtual Overview of Indicator 13: Self-Review Process - UNDER REVISION</td>
</tr>
<tr>
<td>Understanding the Individualized Education Program (IEP) Process for Parents of School-Age Students with a Disability</td>
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<tr>
<td>Understanding the Individualized Education Program (IEP) Process for Parents of Preschool Students</td>
</tr>
<tr>
<td>Transition Planning for Life After High School: An Introduction to the Process for Families (Transition for Families)</td>
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<tr>
<td>Transition in the IEP - Four-Part Series</td>
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<tr>
<td>Transition Assessment Four Part Series</td>
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<tr>
<td>Training of the Parent Member of the Committee on Preschool Special Education (CPSE) and Committee on Special Education Test Accommodations for Students with Disabilities</td>
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<tr>
<td>Student Directed Individualized Education Program (IEP) for Professionals - Four-Part Series</td>
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<tr>
<td>Student Directed Individualized Education Program (IEP) for Families</td>
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<tr>
<td>Promoting Self-Determination in Students with Disabilities</td>
</tr>
<tr>
<td>Preschool Special Education Process</td>
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<tr>
<td>New York State Alternate Assessment (NYSAA): Essential Information for Families of Students with Disabilities</td>
</tr>
<tr>
<td>Navigating Virtual Work-Based Learning Experiences (WBLEs)</td>
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<tr>
<td>Indicator 13-Revised: Improving Secondary Transition Services - UNDER REVISION</td>
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<tr>
<td>How Parents and Families Can Effectively Engage in Work-based Learning Experiences (WBLEs)</td>
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<tr>
<td>Family Guide to Transition Planning: Preparing Students with Disabilities for Life After High School</td>
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<tr>
<td>Evidence-Based Practices for Improving Graduation Rate and Decreasing Dropout Diploma and Credential Options</td>
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<tr>
<td>Developing an Effective Student Exit Summary</td>
</tr>
<tr>
<td>CDOS Module 2: Learning Standards</td>
</tr>
<tr>
<td>Agency 101 (Formerly Navigating Adult Services)</td>
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7.2022