<table>
<thead>
<tr>
<th>Professional Development Opportunities for Early Childhood Educators, Special Educators, Related Services Personnel, Paraprofessionals and Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Standards Based IEPS in the Early Childhood Setting</strong></td>
</tr>
</tbody>
</table>
| CREC  
10.31.19  
8:30 – 3:30 | ACES  
3.16.20  
8:30 – 3:30 | CES  
3.17.20 |
| **The Role of the Paraprofessional in High-Quality Early Childhood Setting That Serves Children with IEPs** |
| CREC  
11.1.2019 | ACES  
10.3.19 | CES  
10.30.19 | EASTCONN  
12.4.19  
Snow date 12.11.19 | EDADVANCE  
2 half days  
10/11 and 11/1  
1:00-4:00 p.m. | LEARN  
10.24.19 |
| **Establishing and Maintaining Meaningful Inclusive learning environments in preschool** |
| CREC  
10.8.19 |
| **Using Connecticut’s Documentation & Observation System for Teaching (CT- DOTS) to document progress for children with IEPs** |
| CREC  
9.13.19  
12:30 – 3:30pm | ACES  
11.1.19  
1-4pm | CES  
11.15.19  
9am-12pm | EASTCONN  
11.12.19 | EdAdvance  
11.5.19  
9am-12pm | LEARN  
12.4.19  
9am-12pm |
| **Symposium: Related Services as Part of a Preschool Inclusive Classroom Approach**  
Hartford Windsor Marriott  
10.16.19  
8:30 – 4:00pm  
Follow Up Affinity Sessions TBD  
Spring of 2020 |
| **What Principals Need to Know about High Quality Preschool Learning Environments**  
10/29/19  
At CAS |
| **Panel & Cohort for**  
**Increasing capacity in community-based preschools for children with special needs: building sustainable partnerships between LEAs and community-based programs.** |
| **Day 1:**  
CREC  
10.18.19 | **Day 2:**  
CREC  
1.29.20 | **End of Year Wrap up**  
CREC  
TBD |
This full day workshop will include three of four modules from the BLUEPRINT for Early Childhood Special Education & Related Services Professionals. These modules are designed facilitate participants' learning and implementation of:

- The use of relevant evaluation and progress monitoring data in conjunction with CT’s Early Learning Standards (ELDS) to write measurable, attainable standards based individual education program (IEP) goals.
- The creation of a well aligned IEP from crafting appropriate Present Levels of Academic Achievement and Functional Performance that are aligned to Standards Based IEP Goals with effective means of Progress Monitoring measures, to accurate determination of Service Delivery type, amount and frequency.
- A decision-making framework for choosing relevant progress monitoring tools and methods that can be aligned to CT’s Documentation and Observation for Teaching System (DOTS)
- A decision-making framework for choosing evidence-based or designing effective methodology for specially designed instruction
- The development of IEP Matrices and Specially Designed Instruction Plans for integrated and collaborative service delivery in the least restrictive setting

As a result of this training, participants will:

1. Identify and prioritize appropriate sources of assessment data to establish current baselines and performance levels.
2. Define adverse effect of delay or disability on current educational performance.
3. Effectively use parent/guardian/family input
4. Learn the characteristics of an effective standards-based IEP
5. Understand the organization & essential components of the CT ELDS
6. Make connections between the 7 Essential Life Skills, the Essential Dispositions of the CT ELDS, and the IEP to support educational benefit for school readiness
7. Analyze developmentally appropriate instructional approaches and tools for determining effective specially designed instruction
8. Understand how to use the CT ELDS to CCSS Kindergarten Alignment to develop appropriate IEP goals for Preschoolers transitioning to Kindergarten

<table>
<thead>
<tr>
<th>Activity Title</th>
<th>Description</th>
<th>Learning Objectives</th>
<th>Dates &amp; Presenters</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Standards Based IEPS in preschool</td>
<td>This full day workshop will include three of four modules from the BLUEPRINT for Early Childhood Special Education &amp; Related Services Professionals. These modules are designed facilitate participants’ learning and implementation of:</td>
<td>As a result of this training, participants will:</td>
<td>CREC Julie Giaccone 10.31.19 Room 101-102 8:30 – 3:30</td>
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<td></td>
<td></td>
<td>1. Identify and prioritize appropriate sources of assessment data to establish current baselines and performance levels.</td>
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<td>3. Effectively use parent/guardian/family input</td>
<td>ACES Mary Stone 3.16.20 8:30 – 3:30</td>
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<td>4. Learn the characteristics of an effective standards-based IEP</td>
<td>CES Anne Marie Davidson 3.17.20</td>
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<td>5. Understand the organization &amp; essential components of the CT ELDS</td>
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</tbody>
</table>
| The Role of the Paraprofessional in High-Quality Early Childhood Setting That Serves Children with IEPs | This full day workshop will include three of five modules from the Preschool COMPASS for Early Childhood Paraeducators and their teacher partners who work in preschools who want to learn about:  
- the different roles and responsibilities of the Teacher/Paraprofessional as part of a teaching team in the preschool environment,  
- effective communication between adults and adult to child,  
- positive behavior supports and instructional strategies for working with diverse children,  
- legal and ethical issues  
**Teachers are strongly encouraged to attend WITH their Paraprofessional!** | As a result of attending this training, participants will:  
1. Distinguish their roles and responsibilities in the preschool classroom  
2. Learn communication styles and effective strategies for communicating with adults and children  
3. Understand and be able to implement evidence based positive behavior supports for diverse young learners  
4. Understand and be able to use evidence based instructional strategies with diverse young learners | CREC  
Julie Giaccone  
11.1.2019  
Room 101-102 |
| --- | --- | --- | --- |
| Establishing and Maintaining Meaningful Inclusive learning environments in preschool | This full day workshop provides a road map and set of strategies for establishing and maintain meaningful inclusive, developmentally appropriate learning environments for 3, 4, and 5-year-olds with special needs. 
Participants will learn about establishing and maintaining high-quality learning environments within an inclusive preschool setting that move beyond mere compliance and are considered best practice. This | As a result of participation in this training, participants will:  
1. Examine practices for, principles of and policies around inclusion in the early childhood setting  
2. Learn strategies for successful implementation  
3. Be provided tools to support successful implementation  
4. Have access to a panel of teachers and practitioners who have established successful | Julie Giaccone  
10.8.19  
CREC |
workshop will include a discussion about 50/50 ratios being the \textit{lowest standard} as well as the efficacy of natural proportions.

| Using Connecticut's Documentation & Observation System for Teaching (CT-DOTS) to document progress for children with IEPs |
| This half-day workshop provides an introduction and overview for using CT-DOTS (formative assessment tied to the CT-ELDS and curriculum) to gather information about child progress that can inform the PPT process and progress monitoring. |
| Intended audience: PreK teachers and special education supervisors responsible for preK |
| Prerequisite: Attendees must have basic familiarity with the CT ELDS. |
| As a result of participation in this training participants will be able to: |
| 1. Identify the purpose of the CT DOTS in a high quality early childhood program that meets the needs of children with and without disabilities |
| 2. Define progress monitoring |
| 3. Describe the connection between a standards informed IEP and using the CT DOTS as a progress monitoring tool |
| 4. Use CT DOTS information in the development of a PLAAFP |
| 5. Use a lesson planning template to record specific strategies to progress monitor children’s’ IEP goals and objectives |

Using Connecticut’s Documentation & Observation System for Teaching (CT-DOTS) to document progress for children with IEPs

| Symposium: Related Services as Part of a Preschool |
| This full day Symposium with breakout sessions is for Related Service staff who want to |
| Symposium Schedule of Events: |
| 8:30 - 9:00 registration, coffee |

| CREC |
| Julie Giaccone |
| 9.13.19 |
| 12:30 – 3:30pm |
| EASTCONN |
| Anne Marie Davidson |
| 11.12.19 |
| ACES |
| Mary Stone |
| 11.1.19 |
| 1-4pm |
| CES |
| Suzanne Clements |
| 11.15.19 |
| 9am-12pm |
| EdAdvance - Danbury |
| Judy Courtot |
| 11.5.19 |
| 9am-12pm |
| Sullivan@edadvance.org |
| LEARN |
| Michelle Ahlcrona, M.S., CCC-SLP & Meg Formica, MEd |
| 12.4.19 |
| 9am-12pm |

Symposium Schedule of Events:

8:30 - 9:00 registration, coffee

Hartford Windsor Marriott

10.16.19
### Inclusive Classroom Approach

- Deepen their understanding of the continuum of services and objective processes for determining the appropriate service delivery mode and frequency,
- Learn strategies to provide and integrate services within the PreK setting,
- Develop functional IEP goals and objectives that can be addressed within the PreK setting,
- Effectively collaborate with the classroom teacher and other related services professionals,
- Learn organizational strategies for successfully integrating services into the child’s functional environment where they learn best, the classroom, and
- Examine effective ways to work with families to help them better understand the benefits of inclusive services.

The day will consist of Keynote speakers from each discipline, SLP/OT/PT, a Q & A session with keynote speakers followed by breakout sessions for each of the disciplines, wrapping up with a regroup for feedback, questions, takeaways and information about a follow up affinity session for participants in each of the disciplines in the Spring 2020.

### Principals 101

This session for principals who have preschool classrooms in their buildings who want to further their understanding of:

- the unique developmental stage of early childhood, birth to age eight with a focus on preschool,
- the indispensable components and practices of High-Quality Early Childhood learning environments – what teaching and learning should look like in the preschool classroom,
- successfully meeting the needs of all young children, including English learners (ELs) and children who have Individual Education Plans (IEPs) in the least restrictive environment,
- B-3 to PreK and PreK to K transitions
- the principal’s critical role in establishing and supporting all of the above,

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**9:00 – 9:15**

Welcome, overview and introductions

**9:15 – 9:45**

SLP Keynote (perspective from field – why are here today)

**9:45 – 10:15**

OT Keynote (perspective from field – why are here today)

**10:15 - 10:45**

PT Keynote (perspective from field – why are here today)

Break

**11:00 – 12:00**

Facilitation of Panel of practitioners (admin, teacher(s), SLP, OT, PT) (implementation, planning, support, etc.)

**12:00 – 1:00**

Lunch

**1:00 – 3:30**

breakout sessions (SLP, OT, PT, Admin?)

**3:30 – 4:00**

Regroup for feedback from participants “What are your takeaways from today? What will you do next? What do you need for next steps?” etc

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**8:30 – 4:00pm**

Affinity Sessions TBD
Spring of 2020

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**8:30 am**

Julie Giaccone

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***EXTRA SESSION AT CAS scheduled for 10/29/19***
<table>
<thead>
<tr>
<th>Panel and Cohort for:</th>
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</thead>
<tbody>
<tr>
<td>Increasing capacity in community-based preschools for children with special needs: building sustainable partnerships between LEAs and community-based programs.</td>
</tr>
</tbody>
</table>

This is a professional development series for teams (combined LEA and community providers) to assist with action planning as well as deployment of resources to support young children in preschool programs outside of the LEA. This series will include:

- Day 1 panel discussion of how community-based programs can meet the requirement of FAPE in the LRE, with “team time” for action planning, implementation, and reflection using a template;
- Day 2 session for teams to come back together, working with the panel and facilitators to debrief on their progress, report out on action plans and reflect on their work.
- 1 hour of on-site coaching for each team,
- 1 hour of technical assistance by phone conference for each team, and
- 1 year-end debrief with coach for each team

Participants:
Teams consisting of participants from the LEA and community-based programs, i.e. District and community based preschool teachers, community based preschool directors, special education supervisors, PPS directors.

As a result of this professional development series, teams of participants will:

- Gain a shared understanding of how young children with special needs learn and the value of providing special education services in the least restrictive environment, the preschool classroom
- Learn ways to reallocate resources to meet the diverse needs of young children in their functional learning environments.
- Be able to ask questions of the panel of professionals who have been successful providing special education and related services to young children in community preschool programs
- Create and implement a collaborative action plan to provide special education services in the LRE, with support from facilitators
- Communicate with other teams, the panel and facilitators during implementation of the action plan
- Examine child progress monitoring data and reflect on progress of implementation, access to the curriculum for children with special needs in the least restrictive environment
- Share all results
- Potentially become a state model site for other LEAs to learn from

<table>
<thead>
<tr>
<th>Day 1:</th>
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<tbody>
<tr>
<td>CREC</td>
</tr>
<tr>
<td>Julie Giaccone</td>
</tr>
<tr>
<td>Suzanne Clement</td>
</tr>
<tr>
<td>10.18.19</td>
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<table>
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<tr>
<th>Day 2</th>
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<tbody>
<tr>
<td>CREC</td>
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<tr>
<td>Julie Giaccone</td>
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<tr>
<td>Suzanne Clement</td>
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<tr>
<td>1.29.20</td>
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</tbody>
</table>

| CREC  |
| Julie Giaccone |
| Suzanne Clement |
| TBD |
This full-day workshop will include three of four modules from the BLUEPRINT for Early Childhood Special Education & Related Services Professionals. Participants will:

- Learn to use relevant evaluation and progress monitoring data in conjunction with CT’s Early Learning Standards (ELDS) to write measurable, attainable standards based individual education program (IEP) goals
- Learn how to craft a well aligned IEP
  - Including appropriate Present Levels of Academic Achievement and Functional Performance that are aligned with Standards-Informed Annual Goals
- Effective Progress Monitoring measures
- Accurate determination of service delivery type, amount and frequency
- Examine a decision-making framework for choosing relevant progress monitoring tools and methods that can be aligned to CT’s Documentation and Observation for Teaching System (DOTS)
- Examine a decision-making framework for choosing evidence-based or designing effective methodology for specially designed instruction
- Learn how to develop IEP matrices and specially designed instruction plans for integrated and collaborative service delivery in the least restrictive setting

Please bring a laptop or other device for note taking and access to online resources.

C.R.E.C.
OCTOBER 31, 2019
8:30 a.m. – 3:30 p.m.

A.C.E.S.
March 16, 2020
8:30 a.m. – 3:30 p.m.

C.E.S.
March 17, 2020
8:30 a.m. – 3:30 p.m.

For more information contact Julie Giaccone at jgiaccone@crec.org.
Participants will learn about:

- The different roles and responsibilities of the Teacher/Paraeducator as part of a teaching team in the preschool environment
- Effective communication between adults and adult to child
- Positive behavior supports and instructional strategies for working with diverse children
- Understand and be able to use evidence-based instructional strategies with diverse young learners
- Legal and ethical issues

Teachers are strongly encouraged to attend WITH their Paraeducator!

For more information, contact Julie Giaccone at jgiaccone@crec.org.
This full-day workshop provides a road map and set of strategies for establishing and maintaining meaningful inclusive, developmentally appropriate learning environments for 3, 4, and 5-year-olds with special needs.

Participants will learn about establishing and maintaining high-quality learning environments within an inclusive preschool setting that move beyond mere compliance and are considered best practice. This workshop will include a discussion about 50/50 ratios being the lowest standard as well as the efficacy of natural proportions.

Participants will:

» Examine practices for, principles of and policies around inclusion in the early childhood setting
» Learn strategies for successful implementation
» Have access to a panel of teachers and practitioners who have established successful inclusive learning environments

For more information, contact Julie Giaccone at jgiaccone@crec.org.
Using Connecticut’s Documentation & Observation for Teaching System (CT DOTS) to Document Progress for Children with IEPs

This half-day workshop provides an introduction and overview for using CT DOTS (formative assessment tied to the CT-ELDS and curriculum) to gather information about child progress that can inform the PPT process and progress monitoring.

Participants will learn how to:

- Identify the purpose of the CT DOTS in a high quality early childhood program
- Define progress monitoring
- Describe the connection between a standards informed IEP and using the CT DOTS as a progress monitoring tool
- Use CT DOTS information in the development of a PLAAFP
- Use a lesson planning template to record specific strategies to progress monitor children’s’ IEP goals and objectives

For more information, contact Julie Giaccone at jgiaccone@crec.org.

REGISTER

EDADVANCE

NOVEMBER 5
9 a.m. – 12 p.m.

Email sullivan@edadvance.org

SEPTEMBER 13
12:30 – 3:30 p.m.

CREC

ACES

NOVEMBER 1
1 – 4 p.m.

C.E.S.

DECEMBER 4
8:30 a.m. – 3:30 p.m.

LEARN

DECEMBER 4
8:30 a.m. – 12:30 p.m.

EASTCONN

NOVEMBER 12
9 a.m. – 12 p.m.

For more information, contact Julie Giaccone at jgiaccone@crec.org.
Symposium: Related Services as Part of a Preschool Inclusive Classroom Approach

This full-day Symposium with breakout sessions is for Related Service staff who want to:

- Deepen their understanding of the continuum of services and objective processes for determining the appropriate service delivery model and frequency
- Learn strategies to provide and integrate services within the PreK setting
- Develop functional IEP goals and objectives that can be addressed within the PreK setting
- Effectively collaborate with the classroom teacher and other related services professionals
- Learn organizational strategies for successfully integrating services into the child’s functional environment where they learn best
- Examine effective ways to work with families to help them better understand the benefits of inclusive services

The day will consist of Keynote speakers from each discipline, SLP/OT/PT, a Q & A session with keynote speakers followed by breakout sessions for each of the disciplines, wrapping up with a regroup for feedback and final questions. We will also provide information about a follow-up affinity session for participants in each of the disciplines in the Spring of 2020.

October 16, 2019
8:30 a.m. – 4 p.m.
Hartford Windsor Marriott
28 Day Hill Rd.
Windsor, CT 06095

Please bring a laptop or other device for note taking and access to online resources.

For more information contact Julie Giaccone at jgiaccone@crec.org.
This is a professional development series for teams (combined LEA and community providers) to assist with action planning and the deployment of resources to support young children in preschool programs outside of the LEA. This series will include:

- **Day 1** — A panel discussion of how community-based programs can meet the requirement of FAPE in the LRE, with “team time” for action planning, implementation, and reflection using a template;
- **Day 2** — A session for teams to come back together, working with the panel and facilitators to debrief on their progress, report out on action plans, and reflect on their work.

Also included:

- 1 hour of on-site coaching for each team
- 1 hour of technical assistance by phone conference for each team
- 1 year-end debrief with coach for each team

As a result of this professional development series, teams of participants will:

- Gain a shared understanding of how young children with special needs learn, and the value of providing special education services in the least restrictive environment, the preschool classroom
- Learn ways to reallocate resources to meet the diverse needs of young children in their functional learning environments.
- Be able to ask questions of the panel of professionals who have been successful providing special education and related services to young children in community preschool programs
- Create and implement a collaborative action plan to provide special education services in the LRE, with support from facilitators
- Examine child progress monitoring data and reflect on progress of implementation, access to the curriculum for children with special needs in the least restrictive environment
- Potentially become a state model site for other LEAs to learn from

**Participants**: Teams should consist of participants from the LEA and community-based programs, i.e. District and community-based preschool teachers, community-based preschool directors, special education supervisors, PPS directors.

*For more information, contact Julie Giaccone at jgiaccone@crec.org.*

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**Increasing Capacity in Community-Based Preschools for Children with Special Needs: Building Sustainable Partnerships Between LEAs and Community-Based Programs**

October 18, 2019
January 29, 2020
8:30 a.m. – 3:30 p.m.
Room 101/102
111 Charter Oak Ave, Hartford
2020 Childhood Conversations/Together We Will Conference

April 3, 2020
Windsor Marriott
8:30 AM - 3:30 PM

The Childhood Conversations/Together We Will Conference is an amazing collaboration which provides high quality professional development for early childhood professionals, after school professionals, parent educators, and parents. We hope that our conference will allow you to explore deeper content, make cross-sector connections, and gain perspectives on how to maximize connections within your community.

Your conference day includes a keynote, three workshop sessions, vendor hall, and a networking breakfast and lunch.

Conference fee:
Early Bird registration fee:
$95 (before March 13th)

Registration fee after March 13th
$120

Registration deadline: April 3, 2020

For more information and registration please visit: www.childhoodconversations.org
Large City
&
Severe Needs School Forum
*A discussion about early childhood Special Education in high-needs school districts*

**WHEN**
1:00 – 3:00 p.m.
Tuesday, September 24, 2019
Tuesday, November 19, 2019
Tuesday, January 21, 2020
Tuesday, March 10, 2020
Tuesday, May 19, 2020

**WHERE**
United Way of Connecticut
Fourth Floor
1344 Silas Deane Highway
Rocky Hill

You can register for all meetings through the CSDE calendar located at:

All meetings are open for registration and can be completed in advance.

For questions please contact
Andrea Brinnel
Andrea.brinnel@ct.gov
(860)-713-6941
Register Now!

How Adults Can Buffer Stress for Young Children and Reduce Challenging Behaviors

This is a professional learning opportunity to support teachers and leaders engaged in the work of designing early learning environments that buffer stress, reduce challenging behaviors, and promote children’s healthy development ages 3-8.

Thursday, Sept. 26, 2019
9:00 am – 2:30 pm
Goodwin College
1 Riverside Drive
East Hartford, CT 06118

Topics And Guest Speakers:

Executive Function and Active Engagement in Learning: Approaches to Increase Self-Regulation and Outcomes for Children

Elizabeth Aschenbrenner and a panel of school district administrators and teachers will present.

Elizabeth Aschenbrenner, Project Director has worked with districts over the past 6 years to incorporate executive function skills of children in preschool, kindergarten and the primary grades to increase student engagement and self-regulation in the context of standards, curriculum and cognitive rigor. Her work is funded by school districts, the CT Office of Early Childhood, and the LEGO™ Community Fund US. She serves on the CT Birth – Grade 2 Leadership Team. Her teaching and administrative experiences have been in bilingual, multicultural schools in California, Connecticut and Texas.

Classroom Strategies to Decrease and Respond to Disruptive Behaviors

Amanda P. Williford, Ph.D. is a Clinical Psychologist and a Research Associate Professor at the Curry School of Education, University of Virginia. She conducts research exploring how young children best develop school readiness skills, with special emphasis on the development of social-emotional skills. Her primary research focus is on developing and evaluating classroom-based interventions for young children who display disruptive behavior problems and/or deficits in behavioral and emotional self-regulation.

Registration Link: [http://casci.ac/4736](http://casci.ac/4736) $40/pp includes coffee and lunch

Contact: Andrea Brinell Andrea.Brinell@ct.gov or Jill Hale jhale@casciac.org

Audience: PreK – Grade 3
Administrators, Teachers, Related Service Staff, Board of Education Members, & Community Partners.
Teams are encouraged to attend.

Partners

CT Office of Early Childhood, CT State Department of Education, Birth to Three Leaders, UConn Neag School of Education, CT Association of Public School Superintendents, Enfield KITE, EASTCONN, CT Association of Boards of Education, CT Association of Schools, RESC Alliance, and CT Children’s Medical Center