

Please Note:

This catalog was compiled in September 2019.
Some details may have changed.

Please refer to <https://ctserc.org/events> for the most up-to-date listings.

STATE EDUCATION RESOURCE CENTER

PROFESSIONAL

LEARNING

CATALOG

2019-2020





SERC Library

Reopening October 2019

The SERC Library is a free, public lending library within the State Education Resource Center. It has an extensive and current collection of research, reference, and instructional materials related to education and social services, as well as a Young People's reading collection.

Administrative Office Hours

Monday through Friday
8:30 a.m. to 4:30 p.m.

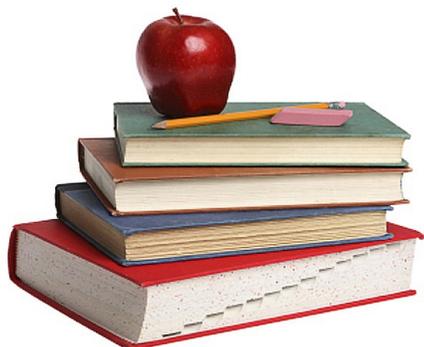
Administrative Office and Library Holiday Observances

2019

Monday, October 14, 2019
Monday, November 11, 2019
Thursday, November 28, 2019
Friday, November 29, 2019
Wednesday, December 25, 2019
Thursday, December 26, 2019

2020

Wednesday, January 1, 2020
Monday, January 20, 2020
Wednesday, February 12, 2020
Monday, February 17, 2020
Friday, April 10, 2020
Monday, May 25, 2020
Friday, July 3, 2020



- ◆ Resource Collections
- ◆ Educational Databases
- ◆ Online Catalog
- ◆ Research LibGuides
- ◆ Membership

LIBRARY HOURS

Closed on Mondays & Listed Holidays

Tuesday: 10:00 a.m. to 6:00 p.m.

Wednesday: 10:00 a.m. to 4:00 p.m.

Thursday: 10:00 a.m. to 6:00 p.m.

Friday: 10:00 a.m. to 4:00 p.m.

Saturday (2 times per month):
9:30 a.m. to 12:30 p.m.

LIBRARY SUMMER HOURS

(Begin June 19, 2020-September 7, 2020)

Tuesday–Thursday

9:00 a.m. to 4:00 p.m.

Friday - 10:00 a.m. to 4:00 p.m.

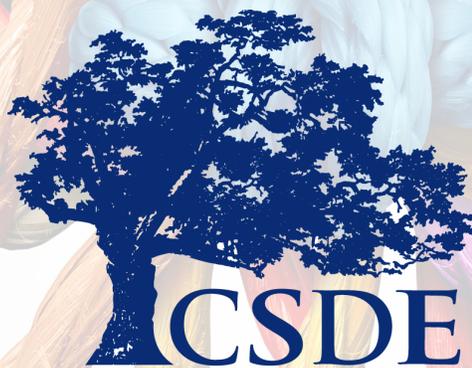
Closed on Mondays & Saturdays

Please visit the SERC Library Website for schedule changes
or weather-related closings!

www.ctserc.org/library

For more information, please contact the Library via email,
library@ctserc.org or call (860) 632-1485, Option 4

In collaboration with the Connecticut State Department of Education, Bureau of Special Education, SERC works with school districts, state agencies, and other partners to help build systems of support for individuals with a range of needs and abilities, birth to adult. SERC uses a variety of professional learning and technical assistance models to enhance the capacity of service providers, educators, and families to use strategies and techniques that meet the unique learning goals of every individual. These efforts support Connecticut's goals under the State Performance Plan (SPP) / Annual Performance Report (APR) Indicators to meet requirements of the Individuals with Disabilities Education Act (IDEA).



CONNECTICUT STATE
DEPARTMENT OF EDUCATION



STATE EDUCATION RESOURCE CENTER

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BUREAU BULLETIN

Your Web-Based Link to Critical Information
from the Bureau of Special Education

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<http://ctspecialnews.org>

The [Bureau Bulletin](#) is one of the primary sources for up-to-date special education guidance and notices from the [Connecticut State Department of Education's Bureau of Special Education](#). The Bulletin is designed to offer all of the Bureau's stakeholders information and updates related to the implementation and monitoring of both federal and state regulations for special education. With its fully electronic format, the Bureau Bulletin gives you access to the latest information as well as search features to access the archives.

A membership or fee is not required to access the Bulletin. All are welcome to scroll through the latest postings or research an important topic. **To receive each Bulletin posting as soon as it is released**, simply enter your email address in the "Subscribe" field on the Bureau Bulletin's home page.

The Bureau Bulletin allows hypertext navigation, but the bulletin has also been designed for easy readability when printed as a hard copy, and all portions are Section 508 compliant.

If you have questions, contact the editor of the Bureau Bulletin for further information: Jay A. Brown, Education Consultant, Bureau of Special Education, (860) 713-6918 or jay.brown@ct.gov.





Message from the Division Director, Bureau of Special Education:

The SERC Special Education Professional Learning Catalog was produced to support the common goal of improving results and outcomes for students with disabilities across the great state of Connecticut. The activities contained within this catalog were designed to address common needs across the state, with customizable sessions to meet the unique needs of your district. This comprehensive document will be a valuable tool and resource to share some of the existing opportunities for professional growth with educators, professionals and parents.

On behalf of the Bureau of Special Education, I would like to thank SERC for their professional collaboration and partnership in the planning and development of these activities. I wish you all a successful 2019-2020 school year.

Bryan Klimkiewicz
Division Director
CT State Department of Education, Bureau of Special Education



About Us

State Education Resource Center

SERC is a quasi-public agency created to assist the State Board of Education in programs and activities to promote educational equity and excellence. It provides resources, professional development, and a centralized Library to educators, families, and community members in collaboration with the Connecticut State Department of Education and other public and private partners.

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SERC 2019-2020

Professional Learning Catalog

Published by:

State Education Resource Center
100 Roscommon Drive, Suite 110
Middletown, CT 06457-1516

Ingrid M. Canady
Executive Director

Jeremy Bond
Communications, Media & Publications Manager

Kristy Giacco
Program Services Manager

Sybil Walton
Data Systems Specialist

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It is the policy of the State Education Resource Center (SERC) that no person shall be discriminated against or excluded from participation in any SERC programs or activities on the basis of race, color, language, religion, age, marital status, national origin, ancestry, sex/gender, intellectual disability, physical disability, political beliefs, sexual orientation, or gender identity or expression.

Please direct legal inquiries to Michelle Weaver, SERC General Counsel, at weaver@ctserc.org.



To our partners, colleagues, and friends,

SERC is pleased to provide this catalog of professional learning opportunities for the 2019-2020 school year, our 50th anniversary year! This catalog includes all the activities funded by the CT State Department of Education’s Bureau of Special Education (BSE) under the Individuals with Disabilities Education Act (IDEA). SERC is proud to work collaboratively with BSE to develop, coordinate, and facilitate these sessions for educators, other professionals, and students and families across Connecticut.

Our partnership with BSE helps ensure a statewide commitment to employing best practices inclusive of an equitable educational approach to serve all students in Connecticut’s school districts. This year’s offerings include a new eight-day afterschool series, “Supporting the Needs of Beginning Teachers and Their Students with IEPs,” differentiated into three levels to meet districts’ particular needs. The annual seven-day leadership series for current and prospective administrators, “Enhancing Instructional Programs Within Schools,” helps them lead more inclusive school districts for students with disabilities and to develop programming that reflects their culturally, linguistically diverse student populations. Other options include shorter series, as well as one-day and half-day sessions, on topics ranging from assistive technology to restorative practice to person-centered planning.

SERC provides a range of professional development and technical assistance services in support of its vision: “Equity. Excellence. Education.” Our past catalogs have reflected a broad scope of our work, while this publication is exclusively designed to highlight all IDEA-funded activities. We encourage you to visit www.ctserc.org to learn more about everything we have to offer.

Since SERC was founded half a century ago, we have served as a pioneering entity in providing resources and professional learning opportunities on behalf of students with disabilities. Thanks to the leadership with our partners at the CSDE, and to all of you, we look forward to many more years of continuous learning on behalf of all of Connecticut’s students.

Ingrid M. Canady
Executive Director
State Education Resource Center

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Information for Applicants

This section explains how to register for SERC professional learning opportunities. Questions and/or needs for assistance about a specific opportunity may be directed to the contact person listed with that activity. For general questions, contact SERC administrative offices at (860) 632-1485, Monday through Friday from 8:30 a.m. to 4:30 p.m.

Find our online registration system at www.ctserc.org/catalog. Registration for nearly all SERC activities now goes through this site.

Online registration allows our participants to receive the maximum benefit of open enrollment and rapid placement. It also provides immediate confirmation via e-mail for activities with available space. If any major details about the activity change, such as date and time or location, registered participants will be sent notice about the changes.

If you have an Educator Identification Number (EIN), the system will prompt you to enter it. Registrants are encouraged to provide their EIN if known. If you are not sure about your EIN, go to <http://sdeportal.ct.gov/cecscreateuser/educatordetails.aspx>.

Selection for Participation

Registration is limited by the available number of seats depending on the venue. Please note the advertised registration closing date. Waitlisted applicants will be notified if space becomes available.

Although the learning objectives of an activity are designed for a particular audience, others are welcome to apply and will be accommodated as space allows. Not all sessions are first come, first served.

Families

With our commitment to parents and families, we want to encourage their participation. Parents and family members, as well as students from Connecticut's colleges and universities, are welcome to apply for professional learning opportunities designed for educators.

Registration Fees

Most activities require a registration fee. Refer to the description of each activity for the fee.

Payment Options:

1. Credit Card – Credit card payments are now accepted for online registration.
2. Check – Make checks payable to SERC. Include your Member number and activity code. Mail payments to SERC, 100 Roscommon Drive, Suite 110, Attention: Accounts Receivable, Middletown, CT 06457-1516.
3. Purchase Orders (from Districts/Agencies) – Purchase Orders must include the activity name and all registered applicant names. Mail to the address above or email to fiscal@ctserc.org (send to the attention of the contact person listed with the activity).



(Continued on next page)

Refund Policy

You may successfully withdraw from a professional learning opportunity without charge up to 10 days before the scheduled start date. Participants may also send a substitute or transfer to another activity prior to the start date.

Registered participants who fail to attend a professional learning opportunity without notice are responsible for payment of any outstanding registration fee. “No-shows” cannot transfer payment to another activity and will not receive a refund.

Fee Waivers

To inquire about fee waiver availability, please call or e-mail the contact person listed under the activity prior to submitting an application form.

Cancellation of an Activity

SERC reserves the right to cancel any activity. If cancellation is necessary for any reason, applicants confirmed for participation will be notified by phone and/or e-mail provided on the application as soon as possible prior to the activity start date. If applicable, the registration fee will be returned or refunded. Registrants are encouraged to provide their most complete contact information in the event of cancellation or changes.

Inclement Weather Advisory

In case of inclement weather, participants should listen or watch for SERC closings or delays over radio station WTIC AM 1080 and TV station WFSB Channel 3. An inclement weather voice-mail update is available by calling extension 267 at (860) 632-1485 between 7:00 a.m. and 8:30 a.m. on the day of the activity. The recorded weather advisory will also be updated for evening activities. Every reasonable effort will be made to reschedule any activities not held due to inclement weather.

Disability-Related Accommodations

Per the Americans with Disabilities Act, SERC encourages anyone who requires an accommodation to participate in a SERC program to make the request directly with the activity contact person a minimum of 48 hours prior to the event. If requesting qualified sign language interpreters in particular, it is best to make the request at least two weeks prior to the activity.

If you are registering electronically for a SERC professional learning program, you may indicate the need for an accommodation in the appropriate place on SERC’s electronic registration form and the request will be forwarded to the appropriate SERC staff.

Other Requests

With prior sufficient notice, SERC can provide for special requests such as vegetarian meals or English-to-Spanish translation. Please discuss these requests with the contact person listed under the activity.



LOOK WHAT WE'VE BEEN UP TO...

The BSE in collaboration with SERC has offered these two professional learning trainings to selected cohorts to improve their district PPT processes. The BSE is currently supporting activities to increase our capacity to offer these opportunities.

IMPROVING THE PLANNING & PLACEMENT TEAM (PPT) PROCESS

Consultants from Key2Ed will facilitate a two-day training for improving the Planning & Placement Team (PPT) process for developing individualized education programs (IEPs). Participants learn strategies to build trust, improve communication, and ensure student-centered conversation while developing an IEP.

Participants will learn to:

- guide planning and placement teams to agree on appropriate, compliant, and effective IEPs;
- channel communication to build mutual understanding based on respect;
- create agreements based on full participation from all members;
- generate informed discussions; and
- prevent, reduce, and resolve conflict.

These instructional outcomes are delivered in a hands-on, practical application workshop that promotes rapid assimilation and long-term retention of concepts.



PLANNING AND PLACEMENT TEAM LEADERSHIP INSTITUTE (PPTLI)

The **Planning and Placement Team Leadership Institute (PPTLI)** is a one-year intensive experience for professionals who chair PPT meetings in Connecticut. The purpose of the institute is to train leaders to facilitate PPT meetings that meet legal requirements, foster positive school/parent partnerships, and result in high-quality special education programming. This statewide initiative is designed to support compliance with state and federal special education regulations.

Participants will learn to:

- facilitate team meetings;
- create and write clear and effective IEPs;
- foster positive relationships with parents;
- partner with district leaders to identify and implement a capstone project that addresses a needed change or enhancement in practice; and
- develop support networks to foster the implementation of best practices in the education of students with special needs.

This Institute is designed for educators who serve as a PPT Chair leading PPTs in the state of Connecticut. This includes but is not limited to: Special Education Teachers, Building Level Administrators, Related Services Professionals, Special Education Directors, or others filling the role of PPT

For more information, please contact:

Georgette Nemr, Education Consultant, Bureau of Special Education, georgette.nemr@ct.gov or

Virginia Babcock, Consultant, SERC, vbabcock@ctserc.org.

Assistive Technology Corner at SERC Library Reopening!

The Assistive Technology Corner at the SERC Library is reopening in the 2019-2020 school year with exciting new technologies. Families and educators will have the opportunity to try out a range of low-, mid-, and high-tech AT devices and learn about the latest research and trends in the field of assistive technology. SERC staff will be available to demonstrate the use of AT devices, provide information on how to create low-tech AT using everyday materials, and explain the importance of AT in access to, participation in, and progress in the general education curriculum. Educators and family members are encouraged to make appointments through the Library.

For updated information, please contact Smita Worah, SERC Consultant, at worah@ctserc.org, or 860-632-1485, ext. 319.





Technology and Accessible Educational Materials – In-district Training and Technical Assistance

Objective: This in-district professional learning opportunity assists schools in reviewing their practices as they relate to Assistive Technology. Participants will examine their infrastructure as they consider, document, and implement assistive technology and accessible educational materials.

Audience: A team of 8-10 professionals comprised of a Special Education Teacher, General Education Teacher, Administrator, Speech-Language Pathologist and/or Occupational Therapist, School/District Information Technology Coordinator, and Paraeducators.

Training Duration: 4 days

Cost: No cost to districts

Includes half-day evening session for parents and families

Areas of Focus:

Assistive Technology

- Assistive technology (AT) and services **must** be considered by the Planning and Placement Team (PPT) as a special factor in the development, review, and revision of individualized education programs (IEPs) for students with disabilities.
- Schools will review their infrastructure around AT in terms of philosophy, policies, structures, and practices.
- Teams will make the connections between AT and the CT Core Standards, the next generation of assessments (i.e., Smarter Balanced & the CT Alternate Assessment), and tiered interventions.
- Teams will consider best practices for the documentation of AT in the IEP. Teams will reflect on their current practices by reviewing IEPs and discussing student needs as case studies.
- Based upon the strengths and needs of the school, training on software and apps will be provided.

Accessible Educational Materials

According to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), accessible educational materials (AEM) must be provided in a timely manner to students with print disabilities. In Connecticut, the PPT, cooperating with other qualified professionals as needed, is responsible for the identification of students with a print-related disability (e.g., blindness, visual impairment, physical limitations, and specific learning disability in reading) that impacts the student's ability to access the general curriculum.

In the AEM component of the professional learning, schools will:

- Become aware of the decision-making process around AEM and the different sources of AEM.
- Review their infrastructure around accessible education materials in terms of philosophy, policies, structures, and practices (e.g., AEM in IEP and 504 plans, tiered intervention, Bookshare account, etc.).
- Make the connections with data around Bookshare, SBAC testing accommodations, etc.
- Learn how to provide equitable access to educational materials through the use of AEM.

For more information about our In-District work, please contact:
Smita Worah, SERC Consultant, at worah@ctserc.org or 860-632-1485, ext 319



2019-2020 CSDE Bureau of Special Education Leadership Forums for Special Education Leaders

The Leadership Forums are designed for district special education administrators to build their knowledge around specific topics, procedures and practices to support their roles on behalf of serving students with disabilities and their families.

Tuesday, October 29, 2019

ONLY for New Directors and Supervisors of Special Education (1-3 years)

8:30 a.m. – 3:00 p.m. ~ Red Lion Hotel, Cromwell

Topic Briefs and Updates:

Draft IEP Document Revisions

Special Education Procedures and Practices Manual

ConnCase Mentoring and CAS Coaching

Year 1 Director and Supervisor Reflection (planning for summer, 2020)

IDEA Part B State Grant Application Process

Wednesday, December 11, 2019

8:30 a.m. – 3:00 p.m. ~ Red Lion Hotel, Cromwell

Engaging in Productive Partnerships at the Planning and Placement Team Meeting

Wednesday, February 6, 2020

8:30 a.m. – 3:00 p.m. ~ Red Lion Hotel, Cromwell

IDEA Part B Grant Application Process and Updates

Other BSE topics and updates to be determined

Register online: <https://ctserc.org/events>

For more information about the Leadership Initiative at SERC, please contact Stephen Proffitt, Director for Special Education Programs and Instructional Design, at (860) 632-1485, ext. 322 or proffitt@ctserc.org. To be placed on the mailing list for future Leadership Forums, please contact Linda Adorno, Project Specialist, at (860) 632-1485, ext. 241 or adorno@ctserc.org.

8-Day Training Series on Planning and Placement Team Practices for Improved Student Outcomes

This innovative training, targeted for all educators involved in the Planning and Placement Team (PPT) process, is differentiated into three levels to meet the diverse needs of Connecticut school districts. Focused on five key principles, the training addresses special education laws and procedures, improving student outcomes, improving quality of individualized education programs (IEPs), strengthening school and family partnerships, and decreasing the number of state complaints.

Target Audience:

- ◆ Building Administrators
- ◆ Special Education Administrators
- ◆ Related Services Professionals
- ◆ Special Education Staff
- ◆ Reading Specialists and
- ◆ Other General Education Staff who are part of the PPT Process

Learner Outcomes:

- ◆ Prepare PPT members to effectively participate in the PPT process.
- ◆ Prepare PPT chairs to effectively manage PPT meetings.
- ◆ Demonstrate basic knowledge to plan for implementation of Individuals with Disabilities Education Act (IDEA) requirements.
- ◆ Demonstrate effective communication skills between PPT members (staff AND families).

Training Structure: 8 Days, 3 Levels

***REQUIRED** for all participants

- ◆ Level 1: Special Education Laws, Policies and Procedures (3 Days)*
- ◆ Level 2: PPT Team Training (3 Days)*

In addition, the following is **REQUIRED** for those who are or will be serving in the PPT Chair Role

- ◆ Level 3: PPT Chair Training (2 Days)

Training Availability: For 2019-2020, this training series will be offered through district consortia or in-district compacts only, on a first-come basis, based on the availability of the trainers.

Response Deadline for 2019/2020 Training Requests: September 30, 2019

District Commitment: Districts are responsible for providing space and food, selecting training dates, and guaranteeing and committing to 40-50 participants.

CSDE Commitment: The CT State Department of Education (CSDE) will fund the training and training resources.

This training series is brought to you by the Connecticut State Department of Education (CSDE), Bureau of Special Education in partnership with the State Education Resource Center (SERC).



Please contact SERC to discuss the development of a compact which will require Superintendent endorsement.

Virginia Babcock

Consultant
860-632-1485, ext. 318 or
vbabcock@ctserc.org

Stephen Proffitt

Director for Special Education Programs and Instructional Design
860-632-1485, ext. 322 or
proffitt@ctserc.org



Now Recruiting!

Middle and High School YOUTH LEADERS

- Are you interested in helping students build their leadership skills?
- Would you like for students to gain self-advocacy skills?
- Do you think students should be part of the IEP/PPT process?

IF YOU ANSWERED YES TO ANY OF THE QUESTIONS ABOVE, THEN YOU ARE READY TO SIGN UP FOR THE SPECIAL EDUCATION YOUTH ADVISORY COUNCIL!

The Connecticut State Department of Education, Bureau of Special Education and the State Education Resource Center are pleased to announce the second year of our Special Education Youth Advisory Council, which is designed to increase student involvement in the special education process and to help students develop strong, effective leadership skills in order to make positive changes in their school and community.

As a member of SEYAC, students will have the opportunity to:

- ◆ Participate in focus groups (in-district)
- ◆ Receive leadership and advocacy trainings (in-district)
- ◆ Attend the Youth Summit (off-site)

For more information about this exciting opportunity, please contact:

Nicole M. Vitale at vitale@ctserc.org



What is the Special Education Youth Advisory Council (SEYAC)?

The SEYAC is designed to increase student involvement in the special education process and to help students develop strong, effective leadership skills in order to make positive changes in their school and community.

What is the purpose of SEYAC?

The purpose of the Special Education Youth Advisory Council is to:

- 1) Create a structure in which middle and high school students with disabilities can share their special education experiences and increase their capacity to make informed decisions regarding their educational programming;
- 2) Increase public awareness of the valuable role that student voice and increased student independence can play in the lives of students, families, and communities; and
- 3) Inform the State Advisory Council for Special Education and the Special Education Bureau Chief on issues that are important to special education students.

Who are the members of the SEYAC?

SEYAC members include middle and high school students with disabilities throughout the state of Connecticut.

When and where does the SEYAC meet?

Council members meet a total of three times. The first visit is a focus group, the second is a leadership training, and the third is a youth summit. The focus group and leadership training take place on-site at each individual school and/or district that signs up. The youth summit, which brings all of the council members together, is at an off-site location.

How is SEYAC different than the Secondary Transition Youth Advisory Board (YAB)?

- The SEYAC includes students in middle and high school with a focus on special education experiences; the YAB includes students and youth ages 14 to 26 with a focus on secondary transition and beyond.
- SEYAC is school/district based; the YAB students and youth can sign up individually.
- SEYAC holds two of the trainings on-site at the school/in district, and one conference off-site. School/district (students) commit to all three sessions.

How can I get involved?

Contact Nicole M. Vitale, SERC Consultant at vitale@ctserc.org or 860-632-1485, ext.234.



Questions?

Content - Eben McKnight, mcknight@ctserc.org
860-632-1485 x365

Registration - Heather Dawes, dawes@ctserc.org
860-632-1485 x263



NEW Cohort Opportunity for School Teams!

Positive Behavioral Interventions and Supports (PBIS) - Year 1 Cohort

Districts and schools are invited to join the next cohort for schools implementing School-Wide Positive Behavioral Interventions and Supports (SWPBIS). The training is designed for a cohort of districts/schools to support changes in school-wide and classroom supports.

A new cohort of schools begins this three-year process each school year. The first year of the training series includes 6 days of full team training, 2 half-days of coaches, 2 half-days of on-site Technical Assistance (TA), 1 half-day of Tiered Fidelity Inventory (TFI), and 1 half-day of SWIS training.

The first year of training focuses on the essential steps of SWPBIS implementation:

- Establishing teams;
- Identification of school-wide expectations;
- Developing procedures for encouraging and strengthening schoolwide expectations;
- Developing a system for discouraging student behavior violations;
- Developing procedures for data collection and decision-making, developing a system to support staff, and building routines to support and sustain ongoing implementation.

DATES, TIME, LOCATION:

TEAM DATES

Tuesday, October 29, 2019
 Wednesday, October 30, 2019
 Tuesday, January 14, 2020
 Wednesday, January 15, 2020
 Thursday, March 19, 2020
 Wednesday, March 25, 2020
 9:00 a.m. to 3:30 p.m.

COACHES DATES

Friday, November 8, 2019
 Tuesday, April 28, 2020
 9:00 a.m. to 12:00 p.m.

SWIS TRAINING

Wednesday, February 26, 2020
 9:00 a.m. to 12:00 p.m.

FEE:

None

PRESENTERS:

SERC Consultants

AUDIENCE:

Limited to 10 School Teams (5-8 participants per team) who are looking to create a multi-tiered behavioral framework.

REGISTRATION DEADLINE:

October 15, 2019

PRESENTERS:

VISIT US ONLINE: [HTTP://CTSERC.ORG](http://CTSERC.ORG)

LOCATION

Red Lion Hotel, Cromwell

A collaboration between CSDE and SERC.

To Register:

Contact Heather Dawes at dawes@ctserc.org
for a registration packet.

Statewide Professional Learning Opportunities

Key Areas of Focus

The Connecticut State Department of Education, Bureau of Special Education (BSE) has designed its professional development activities with the following “Key Areas of Focus” in mind for the 2019-2020 school year. We hope that you will find this helpful when planning professional learning activities and support for your year!

Area 1 - Supporting Effective Partnership Structures:

Activities related to Federal and State special education requirements that provide a foundation of knowledge and understanding for all stakeholders.

Area 2 - General Monitoring and Supervision for Improved Student Outcomes:

Activities related to compliance and results-based indicators within the State Performance Plan designed to improve results for students with special needs.

Area 3 - Guidance, Resources, and Communications:

Activities designed to support and enhance implementation of the provision of special education within our schools.

Opportunities that require or strongly recommend team participation are labeled with this icon: 

Case Study Review of a Connecticut Student with SLD/Dyslexia - Online

Date: Ongoing	Time: Ongoing	Location: Web, Online Course
Event Code: 20-58-104 Fee: None Closing Date: 06/30/2020	Audience: K-Grade 12; General and Special Education Teachers, Reading Specialists, Literacy Coaches, Student Support Services Professionals, Directors/Supervisors of Special Education, and Principals	
Contact Person: Lauren Johns (860) 632-1485 ext .256 johns@ctserc.org	In this two-hour online learning module, Dr. Louise Spear-Swerling describes the educational profile of a Connecticut public school student identified with SLD/Dyslexia. She reviews family and educator concerns, assessment data, and team decision making, following the student's trajectory of learning to read in the early elementary grades through high school transition. Participants completing this professional learning opportunity will be able to: summarize the evolution of an individual student's educational experience from a reading difficulty to a specific learning disability (SLD) to SLD/Dyslexia based on academic data, team decision making, and implementation of Connecticut's Guidelines for Identifying Children with Learning Disabilities (2010); and describe the components of this student's specialized education and the impact of her individualized program on closing her reading achievement gap.	
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes		

Distinguishing Between Typically Developing English Learners (ELs) and Students with Reading Difficulties - Online

Date: Ongoing	Time: Ongoing	Location: Web, Online Course
Event Code: 20-58-105 Fee: None Closing Date: 06/30/2020	Audience: K-Grade 12; General and Special Education Teachers, EL Teachers and Tutors, Reading Specialists, Literacy Coaches, Student Support Services Professionals, Directors/Supervisors of Special Education, and Principals	
Contact Person: Lauren Johns (860) 632-1485 ext .256 johns@ctserc.org	English learners (ELs) and students learning English as a second language need to simultaneously acquire interpersonal communication skills and respond to the demanding oral language requirements of academic language involved in reading, writing, speaking, and listening. This awareness-level online learning module will explore the factors related to distinguishing between below-level linguistic proficiency and a disability, including SLD/Dyslexia, to ensure that an appropriate determination has been made and to provide the student with an effective instructional plan. Participants completing this online module will be able to: describe the factors that contribute to an EL's difficulty meeting general education literacy standards; summarize the learning skills that transfer across languages; and outline the types of reading instruction that are most effective for ELs with reading difficulties, including SLD/Dyslexia.	
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes		

Identifying Students Who are Gifted and Talented and Have Specific Learning Disabilities (SLDs) or SLD/Dyslexia - Online**Date:**
Ongoing**Time:**
Ongoing**Location:**
Web, Online Course**Event Code:** 20-58-106
Fee: None
Closing Date: 06/30/2020**Audience: K-Grade 12;** General and Special Education Teachers, Reading Specialists, Literacy Coaches, Student Support Services Professionals, Directors/Supervisors of Special Education, and Principals**Contact Person:**
Lauren Johns
(860) 632-1485 ext.256
johns@ctserc.org

Schools can be challenged to meet the needs of students who are Gifted and Talented and who may also have a specific learning disability (SLD), including Dyslexia, that impacts their success in school. Many Gifted-SLD students are not identified until later in their educational career, which can affect their academic progress and self-concept.

This awareness-level one-hour online module will discuss how to identify students who are Gifted-SLD in the context of Connecticut's 2010 Guidelines for Identifying Children with Learning Disabilities. Specifically, it will show how to use data from curriculum-based assessments as well as standardized measures of cognitive and reading ability when identifying students in this group. Participants completing this online module will be able to summarize the characteristics of students who are Gifted-SLD; and analyze data from curriculum-based assessments as well as standardized measures of cognitive ability and reading to identify students fitting this profile.

Key Area of Focus:
General Monitoring and Supervision for Improved Student Outcomes

Identifying Students with SLD/Dyslexia - Online**Date:**
Ongoing**Time:**
Ongoing**Location:**
Web, Online Course**Event Code:** 20-58-107
Fee: None
Closing Date: 06/30/2020**Audience: K-Grade 12;** General and Special Education Teachers, Reading Specialists, Literacy Coaches, Student Support Services Professionals, Directors/Supervisors of Special Education, and Principals**Contact Person:**
Lauren Johns
(860) 632-1485 ext.256
johns@ctserc.org

Schools need to have systems and structures in place that provide structured literacy instruction for all students, screen children for the development of essential literacy skills, and, when needed, assess them at a more in-depth level to identify the presence of a disability, including SLD/Dyslexia. This 6.5-hour self-paced online course illustrates these systems and structures at an early elementary level. The course uses a case-study comprehensive approach to understanding reading difficulties, supporting literacy development via tiers of general education support, and appropriately identifying students with SLD/Dyslexia by applying Connecticut's 2010 Guidelines for Identifying Children with Learning Disabilities.

Participants completing this online professional learning opportunity will: analyze literacy data, determining the type(s) and intensity of intervention needed, and monitor student progress; implement Connecticut's 2010 Guidelines for Identifying Children with Learning Disabilities and apply Connecticut's working definition of SLD/Dyslexia to practice; and examine policies, practices, and procedures for providing academic support to students.

Key Area of Focus:
General Monitoring and Supervision for Improved Student Outcomes

It's Never Too Late: How to Motivate and Teach Older Struggling Readers with SLD/Dyslexia - Online

Date: Ongoing	Time: Ongoing	Location: Web, Online Course
Event Code: 20-58-109 Fee: None Closing Date: 06/30/2020 Contact Person: Lauren Johns (860) 632-1485 ext.256 johns@ctserc.org	Audience: Grades 6-12; General and Special Education Teachers, Reading Specialists, Literacy Coaches, Student Support Services Professionals, Directors/Supervisors of Special Education, and Principals The literacy skills needed for success at the secondary level are complex and embedded in content subjects. The challenge for educators working with students with SLD/Dyslexia is to provide explicit structured literacy instruction, maintain the student's access to general education content, and support their motivation to read and write. In this 2¼-hour online video learning course, Dr. Margie Gillis reviews the components of comprehensive literacy instruction and the underlying phonological processing deficits that impact reading achievement. Within this framework, she discusses setting priorities for older students with SLD/Dyslexia and providing evidence-based instructional approaches most effective for this population of students. Participants completing this online course will be able to: summarize the structured literacy instruction that secondary students with SLD/Dyslexia need to simultaneously access general education content across the disciplines and improve their reading skills; identify the cognitive processes that affect learning and their impact on student success at the secondary level; and address the motivational challenges unique to secondary students with SLD/Dyslexia.	
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes		

SLD/Dyslexia: Connecting Research to Practice in Connecticut - Online

Date: Ongoing	Time: Ongoing	Location: Web, Online Course
Event Code: 20-58-110 Fee: None Closing Date: 06/30/2020 Contact Person: Lauren Johns (860) 632-1485 ext.256 johns@ctserc.org	Audience: K-Grade 12; General and Special Education Teachers, Reading Specialists, Literacy Coaches, Student Support Services Professionals, Directors/Supervisors of Special Education, and Principals This advanced-level 12-hour professional learning opportunity is a comprehensive series of web-based learning modules that address the foundations of reading acquisition, identification of SLD/Dyslexia, and evidence-based instructional practices. The training covers research on reading and language development, subtypes of reading difficulties, implementation of core literacy instruction, assessment of SLD/Dyslexia, and the components of structured literacy instruction, including spelling and written expression. Each content-based module is followed by a reflection segment, content questions, and professional dialogue led by a literacy expert and a district professional to guide educators through the process of examining and altering current SLD/Dyslexia practices. Participants completing this professional learning opportunity will be able to: explain the domains of oral language and the components of reading and how they intersect; describe how a multi-tiered system of support (MTSS) is essential in providing tiers of intervention for students having difficulty learning to read; differentiate between the types of reading difficulties students can experience, including SLD/Dyslexia; outline the elements of a comprehensive special education evaluation when SLD/Dyslexia is suspected; and summarize the structured literacy instruction that students with various profiles of reading difficulties need, including students with SLD/Dyslexia.	
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes		

Check-In Check-Out School-Wide Information System (CICO-SWIS) Training - October

Date: 10/10/19, Thursday **Time:** 12:30 pm - 3:00 pm **Location:** Red Lion Hotel, Cromwell

Event Code: 20-13-034
Fee: None
Closing Date: 10/03/2019

Audience: PreK-Grade 12; Staff at schools implementing MTSS for behavior and using the CICO intervention

Contact Person:
Heather Dawes
(860) 632-1485 ext.263
dawes@ctserc.org

The School-Wide Information System (SWIS) is a web-based software system for collecting and summarizing office discipline referrals in schools. The purpose of SWIS is to provide schools with accurate, efficient, practical information for decision-making about school-wide discipline.

With the Check-In Check-Out SWIS system, school staff can monitor and analyze data related to students' participation in the Check-In Check-Out intervention. CICO-SWIS allows staff to view individual and aggregate data that assists decision-making teams with student support.

Participants in this session will learn how to use core features of CICO-SWIS for progress monitoring. The four quarterly CICO-SWIS trainings are scheduled for October, December, February, and May.

Presenter(s):
Christine Kuehlewind
SERC Consultant
Michelle Weaver
SERC Consultant/Legal
Counsel

Key Area of Focus:
General Monitoring and
Supervision for Improved
Student Outcomes

School-Wide Information System (SWIS) Training - October

Date: 10/10/19, Thursday **Time:** 9:00 am - 12:00 pm **Location:** Red Lion Hotel, Cromwell

Event Code: 20-13-038
Fee: None
Closing Date: 10/03/2019

Audience: PreK-Grade 12; Staff at schools using SWIS outside of the Statewide Year 1 training series

Contact Person:
Heather Dawes
(860) 632-1485 ext.263
dawes@ctserc.org

The School-Wide Information System (SWIS) is a web-based software system for collecting and summarizing office discipline referrals in schools. The purpose of SWIS is to provide schools with accurate, efficient, and practical information for decision-making about school-wide discipline. This half-day session is for schools that need additional staff trained to use SWIS or that are beginning SWIS use outside of the Statewide Year 1 training series.

The four quarterly SWIS trainings are scheduled for October, December, February, and May.

Presenter(s):
Christine Kuehlewind
SERC Consultant
Michelle Weaver
SERC Consultant/Legal
Counsel

Key Area of Focus:
General Monitoring and
Supervision for Improved
Student Outcomes

RENEW Facilitator Training Institute

Date:

10/11/19, Friday
10/24/19, Thursday
10/25/19, Friday
12/04/19, Wednesday

Time:

8:30 am - 4:00 pm
8:30 am - 4:00 pm
8:30 am - 4:00 pm
8:30 am - 4:00 pm

Location:

Four Points Sheraton Meriden, Meriden
Four Points Sheraton Meriden, Meriden
Four Points Sheraton Meriden, Meriden
Red Lion Hotel, Cromwell

Event Code: 20-20-121
Fee: None
Closing Date: 10/04/2019

Contact Person:

Lauren Johns
(860) 632-1485 ext.256
johns@ctserc.org

Presenter(s):

Heidi Cloutier
Project Director: MTSS-B &
RENEW Trainer, University of
New Hampshire - Institute on
Disability

Key Area of Focus:

Guidance, Resources, and
Communications

Audience: Grades 6-12; Administrators (strongly recommended on Day 1), School Counselors, General and Special Education Teachers, School Nurses, Secondary Transition Specialists, and Community Health Care Providers. Teams of 5-7 on Day 1; teams of 4 on Day 2-4.



RENEW (Rehabilitation for Empowerment, Natural supports, Education, and Work) is an evidence-informed, youth-directed planning model to assist youth with emotional and behavioral disorders to successfully transition from school to adult life.

Over four days of group activities and instruction, participants in this Training Institute will learn to engage youth; facilitate personal futures planning through mapping; develop individualized teams and resources; direct the RENEW team process; conduct school-to-career planning; and empower youth to lead the process.

Attendees will leave with the knowledge and skills to implement RENEW in their practices. This training is the first step in full implementation of RENEW, which also includes receiving coaching and establishing an implementation team to oversee the work.

The Training Institute includes the following:

Day 1: Full implementation team (5-7 participants, with an administrator strongly encouraged to attend)

A brief overview will cover necessary system supports to ensure successful implementation, orientation to the RENEW Process, youth and family engagement, and personal futures planning. Participants will be instructed on how to select their facilitators, who are required to attend Days 2-4 of training.

Days 2-4: Designated Facilitators (4 participants)

On these days, the facilitators will learn team facilitation, progress monitoring, resource development, transition strategies, problem-solving for facilitators, education and support strategies, employment supports, and planning for adult living and careers.

Supporting the Needs of Beginning Teachers and Their Students with IEPs

Date:	Time:	Location:
10/16/19, Wednesday	4:00 pm - 6:30 pm	OfficePlace LLC, Middletown
11/13/19, Wednesday	4:00 pm - 6:30 pm	OfficePlace LLC, Middletown
12/12/19, Thursday	4:00 pm - 6:30 pm	OfficePlace LLC, Middletown
01/23/20, Thursday	4:00 pm - 6:30 pm	OfficePlace LLC, Middletown
03/03/20, Tuesday	4:00 pm - 6:30 pm	OfficePlace LLC, Middletown
04/02/20, Thursday	4:00 pm - 6:30 pm	OfficePlace LLC, Middletown
04/30/20, Thursday	4:00 pm - 6:30 pm	OfficePlace LLC, Middletown
05/27/20, Wednesday	4:00 pm - 6:30 pm	OfficePlace LLC, Middletown

Event Code: 20-09-050
Fee: None
Closing Date: 10/09/2019

Contact Person:
Linda Adorno
(860) 632-1485 ext .241
adorno@ctserc.org

Presenter(s):
SERC Consultants

Key Area of Focus:
Supporting Effective
Partnership Structures

Audience: K-Grade 12; Beginning Special and General Education Teachers

This eight-day after-school series is designed to support beginning general and special education teachers as they transition from their teacher preparation programs into first-time teaching positions. Challenges facing new teachers will be discussed, with tips for balancing competing priorities and responsibilities as they attempt to navigate their school setting and establish themselves as professionals.

Each session will focus on a topic grounded in sound research that will assist teachers in their support of students with individualized education programs (IEPs). The sessions will include time for reflective practice and collaboration with other new educators and with the various presenters. Participants will receive a variety of resources and materials on topics such as classroom management, use of data to design behavioral and instructional plans, high leverage and research-based instructional practices, multi-tiered systems of support, writing and implementing measurable IEP goals and objectives for students with disabilities, integrating assistive technology and accessible educational materials into instruction, and suggestions for developing and enhancing school-family partnerships.

Creating Measurable Behavioral/Social Emotional IEP Goals & Objectives

Date:

10/22/19, Tuesday
10/23/19, Wednesday

Time:

9:00 am - 3:30 pm
9:00 am - 3:30 pm

Location:

Sheraton Hartford South Hotel, Rocky Hill
Sheraton Hartford South Hotel, Rocky Hill

Event Code: 20-09-025
Fee: None
Closing Date: 10/15/2019

Audience: K-Grade 12; Special Education Teachers and/or Administrators; Student Support Services Professionals

Contact Person:

Linda Adorno
(860) 632-1485 ext.241
adorno@ctserc.org

This two-day professional learning opportunity covers how to write effective behavioral and social-emotional goals and objectives for individualized education programs (IEPs). The goals must be SMART -- Specific, Measurable, Attainable, Realistic, and Timely -- and meet the rigorous expectations set forth by the Individuals with Disabilities Education Improvement Act (IDEA 2004).

Presenter(s):

Nikki Hendry
SERC Consultant
Amanda Pickett
SERC Consultant

Goals for behavior, however, are often vague and left open to interpretation. So this session will help participants write clearer, measurable, and attainable behavior goals to better track student progress; identify appropriate accommodations, modifications, and supports needed to attain those goals; and foster student success by helping them internalize the skills that are relevant in their everyday life. Participants are asked to bring a sample IEP with behavior goals to work from.

Key Area of Focus:

General Monitoring and Supervision for Improved Student Outcomes

Building a Secondary Transition Assessment Toolkit: The Why & How - Session A

Date:

10/22/19, Tuesday

Time:

9:00 am - 3:30 pm

Location:

EASTCONN, Hampton

Event Code: 20-20-069
Fee: None
Closing Date: 10/15/2019

Audience: Grades 6-12; Teams of 3-5 including Transition Coordinators/Specialists, Grade 6-12 Special Education Teachers, and Pupil Personnel Directors

**Contact Person:**

Lauren Johns
(860) 632-1485 ext.256
johns@ctserc.org

Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the individualized education program (Council on Exceptional Children Division on Career Development and Transition Position Statement, Sitlington, et al., 1996). To write relevant goals that support successful student outcomes, we need to develop a comprehensive assessment process. In this professional learning session, district teams will define and begin to create a comprehensive secondary transition assessment process by developing a secondary transition assessment toolkit.

Presenter(s):

Nitza Diaz
SERC Consultant
Missy Wrigley
SERC Consultant

This session requires registration by teams of 3-5 district representatives. It will be offered three times over the 2019-2020 school year as Sessions A, B, and C. Please register your team for the session most convenient.

Key Area of Focus:

General Monitoring and Supervision for Improved Student Outcomes

Building a Secondary Transition Assessment Toolkit: The Why & How - Session B

Date:

10/23/19, Wednesday

Time:

9:00 am - 3:30 pm

Location:

Chrysalis Center, Hartford

Event Code: 20-20-085**Fee:** None**Closing Date:** 10/16/2019**Audience:** **Grades 6-12;** Teams of 3-5 including Transition Coordinators/Specialists, Grade 6-12 Special Education Teachers, and Pupil Personnel Directors**Contact Person:****Lauren Johns**

(860) 632-1485 ext.256

johns@ctserc.org

Presenter(s):**Nitza Diaz**

SERC Consultant

Missy Wrigley

SERC Consultant

Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the individualized education program (Council on Exceptional Children Division on Career Development and Transition Position Statement, Sitlington, et al., 1996). To write relevant goals that support successful student outcomes, we need to develop a comprehensive assessment process. In this professional learning session, district teams will define and begin to create a comprehensive secondary transition assessment process by developing a secondary transition assessment toolkit.

This session requires registration by teams of 3-5 district representatives. It will be offered three times over the 2019-2020 school year as Sessions A, B, and C. Please register your team for the session most convenient.

Key Area of Focus:

General Monitoring and Supervision for Improved Student Outcomes

Enhancing Instructional Programs within Schools: Training in Special Educational Administration

Date:	Time:	Location:
10/24/19, Thursday	9:00 am - 3:30 pm	OfficePlace LLC, Middletown
11/15/19, Friday	9:00 am - 3:30 pm	OfficePlace LLC, Middletown
12/20/19, Friday	9:00 am - 3:30 pm	OfficePlace LLC, Middletown
01/15/20, Wednesday	9:00 am - 3:30 pm	OfficePlace LLC, Middletown
03/12/20, Thursday	9:00 am - 3:30 pm	OfficePlace LLC, Middletown
04/21/20, Tuesday	9:00 am - 3:30 pm	OfficePlace LLC, Middletown
05/15/20, Friday	9:00 am - 3:30 pm	OfficePlace LLC, Middletown

Event Code: 20-15-102
Fee: \$475 per person
Closing Date: 10/16/2019

Contact Person:
Linda Adorno
(860) 632-1485 ext.241
adorno@ctserc.org

Presenter(s):
SERC Consultants

**CT Bureau of Special
Education Consultants**

Key Area of Focus:
Supporting Effective
Partnership Structures

Audience: PreK-Grade 12; General and Special Education Administrators/Aspiring School Leaders

This seven-day series is designed to increase the knowledge and capacity of special education leaders to align programming to equitable practices that engage a culturally and linguistically diverse student population. The sessions focus on specific competencies, systems change, and the unification of general and special education as part of the CT Core Standards (2010), Common Core of Teaching, Common Core of Leading: CT School Leadership Standards, and the Professional Standards for Education Leaders (PSEL) 2015 and Promoting Principal Leadership for the Success of Students with Disabilities. This program combines interactive seminars with job-embedded reflection to assist participants with applying information into practice and ensuring quality, comprehensive programming for all students.

The Connecticut State Department of Education has agreed to accept full participation in all sessions and evidence of application/reflection as fulfillment of the 36 clock-hour special education requirement for certification. Expected topics will include: Multi-Tiered Systems of Support; Responsible Inclusive Practices; Gifted and Talented Student Identification and Instruction; Culturally Responsive Family Engagement Practices; Supporting the Social, Emotional, Behavioral and Medical Needs of Children; IEP Development and Educational Benefit Review Process; and PPT Chairperson Responsibilities/Legal Issues in Special Education/Section 504.

Making a Difference Through Co-Teaching

Date:

10/25/19, Friday
12/06/19, Friday

Time:

9:00 am - 3:30 pm
9:00 am - 3:30 pm

Location:

Four Points Sheraton Meriden, Meriden
Four Points Sheraton Meriden, Meriden

Event Code: 20-09-075
Fee: None
Closing Date: 10/18/2019

Audience: **K-Grade 12;** Co-teaching Teams of 2-3 consisting of a General Education Teacher and at least one of the following: a Special Education Teacher, EL Teacher, or Student Support Services Professional

**Contact Person:**

Lauren Johns
(860) 632-1485 ext.256
johns@ctserc.org

Presenter(s):

Nikki Hendry
SERC Consultant
Michelle LeBrun-Griffin
SERC Consultant

In this two-day session, co-teaching teams will explore how co-teaching can effectively meet the needs of students, with and without disabilities, in the general education classroom. On day one, six co-teaching approaches will be shared, with a review of the advantages and disadvantages of each. Co-teachers will also discuss ways to establish parity and enhance collaboration with their co-teaching partner. Teams will have the opportunity to plan together during the afternoon, as well as apply their learning between the two sessions by planning and teaching a co-taught lesson to be shared on the second day of the session.

As a result of this professional learning activity, co-teaching teams will be able to enhance the quality of their co-teaching partnerships; make decisions about which co-teaching approach will best help improve student access and outcomes; and collaboratively plan co-taught lessons that maximize instructional intensity and include specially designed instruction. Optional follow-up technical assistance will be offered at no cost for three co-teaching teams that would like feedback or on-site support through a classroom observation and/or coaching.

Key Area of Focus:

General Monitoring and Supervision for Improved Student Outcomes

Paraeducator Development and Leadership Symposium and Recognition of the 2020 District Paraeducators of the Year

Date:

10/28/19, Monday

Time:

8:15 am - 2:45 pm

Location:

Red Lion Hotel, Cromwell

Event Code: 20-02-122
Fee: \$40 per person
Closing Date: 10/18/2019

Audience: **K-Grade 12;** Paraeducators, Teachers and Service Providers, Administrators, and Directors of Special Education

Contact Person:

Heather Dawes
(860) 632-1485 ext.263
dawes@ctserc.org

Presenter(s):

Various Presenters

The Paraeducator Development and Leadership Symposium will be a valuable professional learning opportunity for Paraeducators, as well as a time to recognize and celebrate the significant contributions Paraeducators make to the successful education experiences of so many Connecticut students. CT's District Paraeducators-of-the-Year will be honored during lunch, which is included with registration.

Personnel from the RESC Alliance will be facilitating professional learning sessions aligned to the State Board of Education's Five-Year Comprehensive Plan: "Ensuring Equity and Excellence for All Connecticut Students." Sessions will include: Becoming a Member of the Special Education Team; Cultivating a Culturally Responsive Learning Environment; Applying a Trauma-Sensitive Lens to De-Escalation; Students Learning English, Paraeducator Strategies; Paraeducator Participation in the IEP Meeting; and Strategies to Increase Social Emotional Learning.

Key Area of Focus:

Supporting Effective Partnership Structures

2019-2020 CSDE Bureau of Special Education Leadership Forum for New Directors (1-3 Years)

Date:

10/29/19, Tuesday

Time:

8:30 am - 3:00 pm

Location:

Red Lion Hotel, Cromwell

Event Code: 20-15-116**Fee:** None**Closing Date:** 10/22/2019**Contact Person:****Linda Adorno**

(860) 632-1485 ext.241

adorno@ctserc.org

Presenter(s):**Various Presenters****Key Area of Focus:**Supporting Effective
Partnership Structures**Audience: PreK-Grade 12;** NEW Special Education Directors (1-3 years)

The Leadership Forums are designed for district special education administrators to build their knowledge around specific topics, procedures, and practices to support their roles on behalf of serving students with disabilities and their families. This first forum of the school year in October is ONLY for new directors and special education supervisors (those in the position from one to three years). The forum is expected to cover draft individualized education program (IEP) document revisions, the Special Education Procedures and Practices Manual, ConnCase mentoring and Connecticut Association of Schools (CAS) coaching, Year 1 director and supervisor reflection (planning for summer 2020), and the Individuals with Disabilities Education Act (IDEA) Part B state grant application process.

The Person-Centered Planning Process for Secondary Transition Planning: An Overview - Session A (Conducted in Spanish)

Date:

10/30/19, Wednesday

Time:

9:00 am - 3:30 pm

Location:

Chrysalis Center, Hartford

Event Code: 20-20-077**Fee:** None**Closing Date:** 10/23/2019**Contact Person:****Lauren Johns**

(860) 632-1485 ext.256

johns@ctserc.org

Presenter(s):**Nitza Diaz**

SERC Consultant

Missy Wrigley

SERC Consultant

Key Area of Focus:General Monitoring and
Supervision for Improved
Student Outcomes**Audience: Grades 6-12;** Familias, Personal de Educación Especial y Especialistas de Transición Secundaria

El Proceso de Planificación Centrado en la Persona para la planificación de la transición secundaria

La Planificación Centrada en la Persona (PCP, por sus siglas en Ingles) es un conjunto de enfoques diseñado para ayudar a los estudiantes y a las familias de distintas capacidades y edades a desarrollar una visión de una buena vida y obtener más habilidades. Tradicionalmente este enfoque es asociado con estudiantes con discapacidades. En un entorno educativo, el PCP se utiliza en la escuela secundaria para proveer oportunidades, adaptaciones, y cualquier otro tipo de ayuda que se considere importante para que los estudiantes logren sus metas.

En este taller de aprendizaje profesional, diseñado para las familias y educadores se presentarán diferentes tipos de programas de planificación centrado a la persona (PCP) incluyendo el programa "Charting the LifeCourse," que utiliza el "DDS" del estado de Connecticut. El taller también ayudara a las familias y a los distritos escolares a identificar las metas que necesita el/la estudiante con la preparación para la vida después de la escuela secundaria.

The Person-Centered Planning Process for Secondary Transition Planning: An Overview - Session B

Date:

11/02/19, Saturday

Time:

9:00 am - 3:30 pm

Location:

Red Lion Hotel, Cromwell

Event Code: 20-20-101**Fee:** None**Closing Date:** 10/26/2019**Contact Person:****Lauren Johns**

(860) 632-1485 ext.256

johns@ctserc.org

Presenter(s):**Beth Reel**Transition Coordinator, CT
Parent Advocacy Center**Missy Wrigley**

SERC Consultant

Key Area of Focus:General Monitoring and
Supervision for Improved
Student Outcomes**Audience: Grades 6-12;** Families of Students with Disabilities, Special Education Teachers and Administrators, and Transition Specialists

Person-Centered Planning (PCP) is a set of approaches to life-planning based on what a person considers most important. It is traditionally associated with individuals with disabilities. In an education setting, PCP involves specifying the opportunities, accommodations, and assistance that will give a student with disabilities the best chance of experiencing what is most important.

This one-day professional learning session for family members and educators will introduce them to the various person-centered planning programs, including the new "Charting the LifeCourse" Framework adopted by the Connecticut Department of Developmental Services. Providing this PCP experience will help students, families, and educators identify a student's post-school goals and determine the services needed to achieve those goals.

This session will be offered four times over the 2019-2020 school year, with Sessions A and D conducted in Spanish. Please register for the session most convenient.

Team-Initiated Problem Solving (TIPS) Training

Date:

11/06/19, Wednesday

Time:

9:00 am - 3:30 pm

Location:

Chrysalis Center, Hartford

11/07/19, Thursday

9:00 am - 3:30 pm

Chrysalis Center, Hartford

Event Code: 20-13-113**Fee:** None**Closing Date:** 10/30/2019**Contact Person:****Heather Dawes**

(860) 632-1485 ext.263

dawes@ctserc.org

Presenter(s):**Virginia Babcock**

SERC Consultant

Christine Kuehlewind

SERC Consultant

Eben McKnight

SERC Consultant

Key Area of Focus:General Monitoring and
Supervision for Improved
Student Outcomes**Audience: PreK-Grade 12;** Teams of 4-6 General and Special Education Teachers and Administrators, and Student Support Services Professionals

This two-day professional learning opportunity covers the process and structure of Team-Initiated Problem Solving (TIPS). TIPS is a conceptual model for problem solving that has been operationalized into a set of practical procedures to be used during meetings of school-based problem solving teams. The use of TIPS procedures can help team members identify, address, and resolve students' social, academic and behavior problems.

A key feature of TIPS is its emphasis on team members' ongoing use of data to inform decision making throughout the problem-solving process (e.g., using data to identify and define significant problems; establish baseline and goal rates/levels for the problem; select solutions likely to be effective, given the hypothesized function of the problem behavior; monitor and achieve implementation integrity of solution actions; and monitor problem behavior and adjust solution actions as necessary to achieve the objectively defined goal).

Building a Secondary Transition Assessment Toolkit: The Why & How - Session C

Date: 11/06/19, Wednesday	Time: 9:00 am - 3:30 pm	Location: EdAdvance, Litchfield
Event Code: 20-20-070 Fee: None Closing Date: 10/30/2019	Audience: Grades 6-12; Teams of 3-5 including Transition Coordinators/Specialists, Grade 6-12 Special Education Teachers, and Pupil Personnel Directors TEAM	
Contact Person: Lauren Johns (860) 632-1485 ext.256 johns@ctserc.org	Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the individualized education program (Council on Exceptional Children Division on Career Development and Transition Position Statement, Sitlington, et al., 1996). To write relevant goals that support successful student outcomes, we need to develop a comprehensive assessment process. In this professional learning session, district teams will define and begin to create a comprehensive secondary transition assessment process by developing a secondary transition assessment toolkit.	
Presenter(s): Nitza Diaz SERC Consultant Missy Wrigley SERC Consultant	This session requires registration by teams of 3-5 district representatives. It will be offered three times over the 2019-2020 school year as Sessions A, B, and C. Please register your team for the session most convenient.	
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes		

The 'How-To' for Successful Secondary Transition for Students with Mental Health Issues - Session A

Date: 11/08/19, Friday	Time: 9:00 am - 3:30 pm	Location: Chrysalis Center, Hartford
Event Code: 20-20-071 Fee: None Closing Date: 11/01/2019	Audience: Grades 6-12; General and Special Education Teachers and Administrators, Transition Specialists, and Student Support Services Professionals	
Contact Person: Lauren Johns (860) 632-1485 ext.256 johns@ctserc.org	"Successful transition from adolescence to young adulthood can be difficult for even the most academically, emotionally stable and [socially] adept youth." - Douglas Cheney, Transition of Secondary Students with Emotional or Behavioral Disorders: Current Approaches for Positive Outcomes, 2nd Edition, 2010	
Presenter(s): Amanda Pickett SERC Consultant Missy Wrigley SERC Consultant	Youth with emotional disturbance in secondary schools had the highest percentage (44.8%) of negative consequences for their actions (i.e., were suspended, expelled, fired, or arrested) of any disability group in the National Longitudinal Transition Study-2 (NLTS2). Many become adults with serious mental illness, who have the highest unemployment rate of any group of people with disabilities (President's New Freedom Commission on Mental Health). To help break this pattern and build a path to success, students need support to maintain positive relationships and develop skills for the future.	
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes	During this professional learning session, participants will review their current caseload involving students with behavior and mental health needs to create strategies that will assist the students in managing the various aspects of the secondary transition planning process. Through this review, participants will build their capacity to support students' self-determination, time management/organization, choice making, problem solving, self-advocacy, and goal-setting skills.	

Finding and Using Low-Cost/No-Cost Technologies for Students with Significant Cognitive Disabilities

Date:

11/12/19, Tuesday

Time:

9:00 am - 3:30 pm

Location:

Sheraton Hartford South Hotel, Rocky Hill

Event Code: 20-09-015**Fee:** None**Closing Date:** 11/05/2019**Contact Person:****Linda Adorno**

(860) 632-1485 ext .241

adorno@ctserc.org

Presenter(s):**Nikki Hendry**

SERC Consultant

Smita Worah, Ph.D.

SERC Consultant

Key Area of Focus:Guidance, Resources, and
Communications**Audience: PreK-Grade 12;** Special and General Education Teachers and Administrators, Assistive Technology Specialists, Reading Specialists, Student Support Services Professionals, and Families

Do you know how to access the best technologies for your students with significant disabilities taking the alternate assessment? And did you know that many assistive technologies cost little to support students in communicating and accessing the curriculum?

This hands-on session is designed for educators and families of students with significant cognitive disabilities. Participants will learn about low-cost and free technologies, online resources, apps, and accessibility features built into the technology many of us use every day. These valuable tools, including low-tech options, support student learning in school and at home by providing them with alternative means of accessing the classroom curriculum and participating in the alternate assessment.

SERC will display and demonstrate various assistive technologies in this session, and participants will have the opportunity to create and take home their own customized version of assistive technology to meet the needs of students with significant disabilities.

Data Privacy and the Technology Needs of Students with Disabilities - Session A

Date:

11/13/19, Wednesday

Time:

12:00 pm - 3:00 pm

Location:

CES - Lindeman Drive, Trumbull

Event Code: 20-28-061**Fee:** None**Closing Date:** 11/06/2019**Contact Person:****Linda Adorno**

(860) 632-1485 ext .241

adorno@ctserc.org

Presenter(s):**Michelle Weaver, J.D.**SERC Consultant/Legal
Counsel**Smita Worah, Ph.D.**

SERC Consultant

Key Area of Focus:Guidance, Resources, and
Communications**Audience: K-Grade 12;** General and Special Education Administrators and Teachers, Technology Directors, and Families

With the ever-changing nature of technology, how do we ensure the tools we use with students comply with Connecticut's data privacy laws? Schools and families should be aware that regardless of privacy requirements, deciding what technology meets the unique needs of a student with an individualized education program (IEP) or 504 plan should lie with the planning and placement team, NOT with technology directors enforcing privacy laws. A change to the state's laws through Public Act 18-125 allows school districts to apply a narrow exception to privacy requirements for students with IEPs and 504 plans. This half-day information session will provide guidance to districts on this exception and how to meet reporting obligations on the software or apps used for students with IEPs and 504s.

Visualizing and Verbalizing® Program for Cognitive Development, Comprehension & Thinking - Series A

Date: 11/18/19, Monday 11/19/19, Tuesday	Time: 9:00 am - 3:30 pm 9:00 am - 3:30 pm	Location: Chrysalis Center, Hartford Chrysalis Center, Hartford
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Event Code: 20-58-092
Fee: *See Below
Closing Date: 11/11/2019

Audience: K-Grade 12; General and Special Education Teachers; Literacy Specialists and Coaches; and Speech-Language Pathologists

Contact Person:
Lauren Johns
 (860) 632-1485 ext.256
 johns@ctserc.org

Presenter(s):
Lindamood-Bell Learning Consultants

The sensory-cognitive function basic to language comprehension and critical thinking is concept imagery. In this introductory session on the Visualizing and Verbalizing Program® from Lindamood-Bell, participants will learn the role of concept imagery in reading comprehension, oral language comprehension, following oral directions, critical thinking, oral language expression, and written language expression, as well as in higher-order thinking skills including inference and prediction. As a result of this session, participants will build their capacity to develop concept imagery for all ages of students.

*There is no registration fee for public school personnel attending this session, but districts must purchase materials in advance. Non-public school personnel pay \$300 to attend both days, plus materials. Information on ordering the materials is on the registration page.

Key Area of Focus:
 General Monitoring and Supervision for Improved Student Outcomes

Creating Measurable IEP Goals and Objectives - Session A

Date: 11/19/19, Tuesday	Time: 9:00 am - 3:30 pm	Location: Chrysalis Center, Hartford
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Event Code: 20-09-043
Fee: None
Closing Date: 11/12/2019

Audience: PreK-Grade 12; Special Education Teachers and Administrators, and Student Services Support Professionals

Contact Person:
Linda Adorno
 (860) 632-1485 ext.241
 adorno@ctserc.org

Presenter(s):
Nikki Hendry
 SERC Consultant
Eben McKnight
 SERC Consultant

During this professional learning opportunity, participants will learn how to write effective goals and objectives aligned with grade-level CT Core Standards for individualized education programs (IEPs). The goals must be SMART -- Specific, Measurable, Attainable, Realistic, and Timely. Whether writing IEP goals based on the Connecticut CORE Transition Skills, Early Learning and Development Standards, behavior and social emotional goals, transition standards, or other types of goals, the process is the same, and participants will learn how to incorporate any type of standard into a goal and objective. Participants will also identify appropriate accommodations, modifications, and supports needed to attain those goals. Participants will reflect on their own IEP goals and objectives, practice writing new goals and objectives, and work with their peers to share feedback on proposed goals and objectives.

Participants should bring a redacted IEP to the training.

Key Area of Focus:
 General Monitoring and Supervision for Improved Student Outcomes

Understanding and Using Restorative Practices within a Multi-tiered Behavioral Framework

Date:

11/19/19, Tuesday
11/20/19, Wednesday

Time:

9:00 am - 3:30 pm
9:00 am - 3:30 pm

Location:

Red Lion Hotel, Cromwell
Red Lion Hotel, Cromwell

Event Code: 20-55-020
Fee: None
Closing Date: 11/12/2019

Audience: K-Grade 12; Tiered Intervention Coordinators, School Administrators, School-Based and District Coaches, and District Administrators

Contact Person:

Heather Dawes
(860) 632-1485 ext.263
dawes@ctserc.org

This two-day session with follow-up support will provide school teams an overview of Restorative Practices (RP) and how they can be implemented in a multi-tiered system of support (MTSS).

The first session will offer participants the opportunity to understand Restorative Practices as key components of building a class-wide and school-wide sense of community. Through interactive experiences, participants will gain an understanding of the core principles and an overview of the continuum of approaches, and practice the skills necessary to introduce proactive and preventative strategies in their classrooms.

The second session will offer participants the opportunity to understand how RP can be implemented within an MTSS. Through facilitated work time, participants will discuss their current practices and systems in their behavioral framework, and evaluate how restorative strategies can be embedded in their data, systems, and practices.

Participants are encouraged to attend with at least one other individual from their schools or districts.

Presenter(s):

Sarah L. Jones
SERC Consultant
Amanda Pickett
SERC Consultant

Key Area of Focus:

General Monitoring and Supervision for Improved Student Outcomes

Just Words® Introductory Workshop - Series A**Date:**

11/19/19, Tuesday
11/20/19, Wednesday

Time:

9:00 am - 3:30 pm
9:00 am - 3:30 pm

Location:

EASTCONN, Hampton
EASTCONN, Hampton

Event Code: 20-58-095
Fee: *See Below
Closing Date: 11/12/2019

Audience: K-Grade 12; District/Agency Personnel, Literacy Specialists/Coordinators and representatives of other state/community agencies, and higher education

Contact Person:

Lauren Johns
(860) 632-1485 ext.256
johns@ctserc.org

The Wilson Just Words® program is for readers in grades 4 through 12 and beyond who have mild to moderate gaps in their decoding and spelling proficiency but who do not require intensive intervention. This two-day training, presented by a Wilson certified instructor, provides participants with practice and guidance to begin teaching the Just Words curriculum.

Presenter(s):

Sally Scott
Literacy Specialist,
Wilson Language Training,
Pomfret Center

Participants completing this two-day professional learning opportunity will be able to understand the research and student skills involved in Just Words instruction; which students would be appropriate for a Just Words class; and the principles of instruction, including explicit, sequential, and cumulative, that engage multiple learning modalities. It will assist participants in implementing systematic reading and spelling skill development in their interventions with older students with SLD/Dyslexia, as well as in assessing students' learning using progress monitoring checks.

*There is no registration fee for public school personnel attending this training. Non-public school personnel pay \$300 to attend both days.

Key Area of Focus:

General Monitoring and
Supervision for Improved
Student Outcomes

Just Words® Screening/Placement Workshop - Session A**Date:**

11/21/19, Thursday

Time:

9:00 am - 12:00 pm

Location:

EASTCONN, Hampton

Event Code: 20-58-098
Fee: *See Below
Closing Date: 11/14/2019

Audience: K-Grade 12; District/Agency Personnel, Literacy Specialists/Coordinators and representatives of other state/community agencies, and higher education

Contact Person:

Lauren Johns
(860) 632-1485 ext.256
johns@ctserc.org

Student identification and proper student placement is critical to the success of a Just Words class. The Just Words® curriculum is designed for students and adults who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention. It is recommended that the Test of Silent Word Reading Fluency-2 (TOSWRF) and the Word Identification and Spelling Test (WIST) are appropriate measures for screening and placing students in a Just Words class.

Presenter(s):

Sally Scott
Literacy Specialist,
Wilson Language Training,
Pomfret Center

This half-day workshop, facilitated by a Wilson certified instructor, prepares educators to use these measures and provides background information and hands-on practice administering the tests. Participants will learn about delivery, scoring, and data gathering from the WIST and TOSWRF; and learn how to group students based on the above data and school-provided data.

*There is no registration fee for public school personnel attending this training. Non-public school personnel pay \$75 to attend.

Key Area of Focus:

General Monitoring and
Supervision for Improved
Student Outcomes

The Person-Centered Planning Process for Secondary Transition Planning: An Overview - Session C

Date:

12/05/19, Thursday

Time:

9:00 am - 3:30 pm

Location:

EASTCONN, Hampton

Event Code: 20-20-074**Fee:** None**Closing Date:** 11/28/2019**Contact Person:****Lauren Johns**

(860) 632-1485 ext.256

johns@ctserc.org

Presenter(s):**Beth Reel**Transition Coordinator, CT
Parent Advocacy Center**Missy Wrigley**

SERC Consultant

Key Area of Focus:General Monitoring and
Supervision for Improved
Student Outcomes**Audience: Grades 6-12;** Families of Students with Disabilities, Special Education Teachers and Personnel, and Transition Specialists

Person-Centered Planning (PCP) is a set of approaches to life-planning based on what a person considers most important. It is traditionally associated with individuals with disabilities. In an education setting, PCP involves specifying the opportunities, accommodations, and assistance that will give a student with disabilities the best chance of experiencing what is most important.

This one-day professional learning session for family members and educators will introduce them to the various person-centered planning programs, including the new "Charting the LifeCourse" Framework adopted by the Connecticut Department of Developmental Services. Providing this PCP experience will help students, families, and educators identify a student's post-school goals and determine the services needed to achieve those goals.

This session will be offered four times over the 2019-2020 school year, with Sessions A and D conducted in Spanish. Please register for the session most convenient.

Embedding and Aligning Trauma-Informed Practices in Your MTSS Framework

Date:

12/06/19, Friday

Time:

9:00 am - 3:30 pm

Location:

Chrysalis Center, Hartford

Event Code: 20-55-032**Fee:** None**Closing Date:** 11/29/2019**Contact Person:****Heather Dawes**

(860) 632-1485 ext.263

dawes@ctserc.org

Presenter(s):**Nitza Diaz**

SERC Consultant

Bianca Irizarry

SERC Consultant

Key Area of Focus:General Monitoring and
Supervision for Improved
Student Outcomes**Audience: K-Grade 12;** Tiered Intervention Coordinators, School Administrators, School-Based and District Coaches, and District Administrators

This session will provide an overview of the critical components of a multi-tiered system of support framework (MTSS) and the components of Trauma Informed Practices that can be integrated and aligned to the framework. Participants will have time to evaluate their current behavioral MTSS and create an action plan for infusing trauma-informed practices in their MTSS. Participants will have two days of follow-up technical assistance to implement their action plan.

Participants are encouraged to attend with at least one other individual from their schools or districts.

2019-2020 CSDE Bureau of Special Education Leadership Forum for Special Education Leaders - December

Date: 12/11/19, Wednesday	Time: 8:30 am - 3:00 pm	Location: Red Lion Hotel, Cromwell
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Event Code: 20-15-115
Fee: None
Closing Date: 12/04/2019

Audience: PreK-Grade 12; Special Education Administrators

Contact Person:
Linda Adorno
(860) 632-1485 ext .241
adorno@ctserc.org

The Leadership Forums, which are scheduled for December and February, are designed for district special education administrators to build their knowledge around specific topics, procedures, and practices to support their roles on behalf of serving students with disabilities and their families. This December forum will focus on engaging in productive partnerships at the Planning and Placement Team meeting.

Presenter(s):
Various Presenters

Key Area of Focus:
Supporting Effective
Partnership Structures

**Promoting Social Competence in Student with Autism Spectrum Disorders (ASD):
A Longitudinal Approach**

Date: 12/12/19, Thursday	Time: 9:00 am - 3:30 pm	Location: Red Lion Hotel, Cromwell
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Event Code: 20-09-012
Fee: None
Closing Date: 12/05/2019

Audience: PreK-Grade 12; General and Special Education Teachers, Special Education Administrators, Student Support Services Professionals, Paraeducators, and Behavior Management Specialists

Contact Person:
Linda Adorno
(860) 632-1485 ext .241
adorno@ctserc.org

Students diagnosed with ASD demonstrate social skill deficits in comparison to their neurotypical peers. These challenges potentially impact development across all domains and ages and can lead to social isolation and difficulties with adult skills such as establishing relationships, obtaining and maintaining employment, self-advocating, and safely accessing the community. Providing appropriate evidence-based interventions can help to mitigate these challenges and improve long-term outcomes for these students.

Presenter(s):
Felicia Morgan, Ph.D.
Psychologist/BCBA, Center
for Children with Special
Needs, Glastonbury

This professional learning opportunity will guide educators in the process of evaluating social behaviors in natural settings, assessing the social demands of these settings, identifying and selecting targets for instruction, delivering instruction, and evaluating effects using an applied behavior approach with a focus on longitudinal outcomes. Intervention associated with developing collateral skills that impact social behaviors such as managing impulsivity, coping with stress, and self-regulation will also be addressed. The training will explore how educators can apply evidence-based methods tailored to meet the needs of students with ASD to help them acquire the skills necessary to improve social competence across the lifespan.

Key Area of Focus:
General Monitoring and
Supervision for Improved
Student Outcomes

Check-In Check-Out School-Wide Information System (CICO-SWIS) Training - December

Date:	Time:	Location:
12/18/19, Wednesday	12:30 pm - 3:00 pm	Red Lion Hotel, Cromwell
Event Code: 20-13-035 Fee: None Closing Date: 12/11/2019	Audience: PreK-Grade 12; Staff at schools implementing MTSS for behavior and using the CICO intervention	
Contact Person: Heather Dawes (860) 632-1485 ext.263 dawes@ctserc.org	<p>The School-Wide Information System (SWIS) is a web-based software system for collecting and summarizing office discipline referrals in schools. The purpose of SWIS is to provide schools with accurate, efficient, practical information for decision-making about school-wide discipline.</p> <p>With the Check-In Check-Out SWIS system, school staff can monitor and analyze data related to students' participation in the Check-In Check-Out intervention. CICO-SWIS allows staff to view individual and aggregate data that assists decision-making teams with student support.</p> <p>Participants in this session will learn how to use core features of CICO-SWIS for progress monitoring. The four quarterly CICO-SWIS trainings are scheduled for October, December, February, and May.</p>	
Presenter(s): Christine Kuehlewind SERC Consultant Michelle Weaver SERC Consultant/Legal Counsel		
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes		

School-Wide Information System (SWIS) Training - December

Date:	Time:	Location:
12/18/19, Wednesday	9:00 am - 12:00 pm	Red Lion Hotel, Cromwell
Event Code: 20-13-039 Fee: None Closing Date: 12/11/2019	Audience: PreK-Grade 12; Staff at schools using SWIS outside of the Statewide Year 1 training series	
Contact Person: Heather Dawes (860) 632-1485 ext.263 dawes@ctserc.org	<p>The School-Wide Information System (SWIS) is a web-based software system for collecting and summarizing office discipline referrals in schools. The purpose of SWIS is to provide schools with accurate, efficient, and practical information for decision-making about school-wide discipline. This half-day session is for schools that need additional staff trained to use SWIS or that are beginning SWIS use outside of the Statewide Year 1 training series.</p> <p>The four quarterly SWIS trainings are scheduled for October, December, February, and May.</p>	
Presenter(s): Christine Kuehlewind SERC Consultant Michelle Weaver SERC Consultant/Legal Counsel		
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes		

Data Privacy and the Technology Needs of Students with Disabilities - Session B

Date:

12/18/19, Wednesday

Time:

12:00 pm - 3:00 pm

Location:

Double Tree by Hilton, Bristol

Event Code: 20-28-062**Fee:** None**Closing Date:** 12/11/2019**Contact Person:****Linda Adorno**

(860) 632-1485 ext.241

adorno@ctserc.org

Presenter(s):**Michelle Weaver, J.D.**SERC Consultant/Legal
Counsel**Smita Worah, Ph.D.**

SERC Consultant

Key Area of Focus:Guidance, Resources, and
Communications**Audience: K-Grade 12;** General and Special Education Administrators and Teachers, Technology Directors, and Families

With the ever-changing nature of technology, how do we ensure the tools we use with students comply with Connecticut's data privacy laws? Schools and families should be aware that regardless of privacy requirements, deciding what technology meets the unique needs of a student with an individualized education program (IEP) or 504 plan should lie with the planning and placement team, NOT with technology directors enforcing privacy laws. A change to the state's laws through Public Act 18-125 allows school districts to apply a narrow exception to privacy requirements for students with IEPs and 504 plans. This half-day information session will provide guidance to districts on this exception and how to meet reporting obligations on the software or apps used for students with IEPs and 504s.

Building IEPs that Work: The Educational Benefit Review Process - Session A for Educators

Date:

12/19/19, Thursday

Time:

9:00 am - 3:30 pm

Location:

Chrysalis Center, Hartford

Event Code: 20-09-047**Fee:** None**Closing Date:** 12/13/2019**Contact Person:****Linda Adorno**

(860) 632-1485 ext.241

adorno@ctserc.org

Presenter(s):**Nikki Hendry**

SERC Consultant

Eben McKnight

SERC Consultant

Key Area of Focus:General Monitoring and
Supervision for Improved
Student Outcomes**Audience: K-Grade 12;** Teams of 3-6 members including at least one Administrator, one General Education Teacher, and one Special Education Teacher, and may include Student Support Services Professionals

This overview of the Educational Benefit Review Process will guide teachers, administrators, and student support services professionals in using this hands-on protocol to help determine if a student's individualized education programs (IEPs) were "reasonably calculated" for him/her to achieve educational benefit. The experience is designed to assist educators in making informed decisions about how their students' education will ready them for college, career, and life.

This session explores the concept of "educational benefit" as set out by the Supreme Court in Board of Education v. Rowley (1982); the quality of IEPs that are likely to result in educational benefit; the alignment of all IEP elements needed to create a comprehensive and cohesive educational program; and how to use the Educational Benefit protocol to become a more active participant in the Planning and Placement Team (PPT)/IEP process. Participants will examine a student's IEPs for a three-year period to determine if they resulted in educational benefit for the student.

Teams should bring the three most-recent annual IEPs for one student with all identifiable information removed.

Developing Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs)

Date:

01/08/20, Wednesday
01/09/20, Thursday
03/24/20, Tuesday
03/25/20, Wednesday

Time:

9:00 am - 3:30 pm
9:00 am - 3:30 pm
9:00 am - 3:30 pm
9:00 am - 3:30 pm

Location:

Red Lion Hotel, Cromwell
Red Lion Hotel, Cromwell
Red Lion Hotel, Cromwell
Red Lion Hotel, Cromwell

Event Code: 20-09-023
Fee: None
Closing Date: 01/02/2020

Audience: **K-Grade 12;** For Day 1, Teams of 3-5 including an Administrator, a Student Support Services Professional, and a Classroom Teacher. For Days 2-4, Classroom Teachers and Student Support Services Professionals.

**Contact Person:**

Linda Adorno
(860) 632-1485 ext.241
adorno@ctserc.org

Presenter(s):

Christine Kuehlewind
SERC Consultant
Amanda Pickett
SERC Consultant

In this four-part session, school teams will learn about systems and structures that aid in supporting students' behavioral, social-emotional, and mental health needs. Participants will learn best practices for conducting functional behavior assessments (FBAs) and developing and writing effective behavior intervention plans (BIPs) for students who need behavioral supports.

As participants learn more about the system supports needed and the FBA process for these students, they will better understand the function of a student's problem behavior, and then use that information to identify and implement effective interventions to include in BIPs.

The first day will cover the critical features of a multi-tiered system of support for behavior and Tier I practices. Days 2 through 4 will be for Student Support Services Professionals along with classroom teacher teams to walk through the FBA/BIP process and how to support implementation.

School Teams will be provided two half-days of follow up on-site support.

Key Area of Focus:

General Monitoring and
Supervision for Improved
Student Outcomes

Person-Centered Planning with MAPS & PATH: A Train the Trainer Session - Session A

Date: 01/09/20, Thursday 01/10/20, Friday	Time: 9:00 am - 3:30 pm 9:00 am - 12:30 pm	Location: EASTCONN, Hampton EASTCONN, Hampton
Event Code: 20-20-073 Fee: None Closing Date: 01/02/2020	Audience: Grades 6-12; Teams of 2-4, including Special Educators, a Transition Specialist, and families when possible TEAM	
Contact Person: Lauren Johns (860) 632-1485 ext.256 johns@ctserc.org Presenter(s): Nitza Diaz SERC Consultant Missy Wrigley SERC Consultant	<p>MAPS (Making Action Plans) and PATH (Planning Alternative Tomorrows with Hope) are person-centered planning options that bring together the significant people in a student's life to create a plan for an inclusive future in school, community, and life. MAPS can be used effectively at any age, but it is an especially effective decision-making tool as a student transitions from public school to college and/or career. PATH draws on an individual's capacities to imagine different futures and to think backwards from that future possibility to how they are going to get there. Both MAPS and PATH can be applied to individuals, families, groups and organizations.</p> <p>In this one-and-a-half day train-the-trainer session, school teams will build their capacity to facilitate a MAPS and a PATH planning session. Providing this person-centered planning experience within districts will help students, families, and educators identify a student's post-school goals and determine the services needed to achieve those goals. Each team will be provided with the MAPS/PATH Facilitator Workbook.</p> <p>This session requires registration by teams of 2 to 4. It is recommended the team include a parent of a student with disabilities if possible. The training is scheduled three times over the 2019-2020 school year, and teams can register for the session that is most convenient.</p>	
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes		

Building IEPs that Work: The Educational Benefit Review Process - Session A for Families

Date: 01/10/20, Friday	Time: 10:00 am - 12:00 pm	Location: Hartford Public Library - Downtown, Hartford
Event Code: 20-09-069 Fee: None Closing Date: 01/03/2020	Audience: K-Grade 12; Families	
Contact Person: Linda Adorno (860) 632-1485 ext.241 adorno@ctserc.org Presenter(s): Nikki Hendry SERC Consultant Bianca Irizarry SERC Consultant	<p>This overview of the Educational Benefit Review Process will guide families in using this hands-on protocol to help determine if a student's individualized education programs (IEPs) were "reasonably calculated" for him or her to achieve educational benefit. The experience is designed to assist families in understanding the IEP and making informed decisions about how their child's education will ready him or her for college, career, and life.</p> <p>This session explores the concept of "educational benefit" as set out by the Supreme Court in Board of Education v. Rowley (1982); the quality of IEPs that are likely to result in educational benefit; the alignment of all IEP elements needed to create a comprehensive and cohesive educational program; and how to use the Educational Benefit protocol to become a more active participant in the Planning and Placement Team (PPT)/IEP process.</p> <p>Participants should bring a copy of their child's most recent IEP for their own personal use during the session.</p>	
Key Area of Focus: Supporting Effective Partnership Structures		

Just Words® Introductory Workshop - Series B**Date:**

01/13/20, Monday
01/14/20, Tuesday

Time:

9:00 am - 3:30 pm
9:00 am - 3:30 pm

Location:

Marriott, Trumbull
Marriott, Trumbull

Event Code: 20-58-096
Fee: *See Below
Closing Date: 01/06/2020

Audience: K-Grade 12; District/Agency Personnel, Literacy Specialists/Coordinators and representatives of other state/community agencies, and higher education

Contact Person:

Lauren Johns
(860) 632-1485 ext .256
johns@ctserc.org

The Wilson Just Words® program is for readers in grades 4 through 12 and beyond who have mild to moderate gaps in their decoding and spelling proficiency but who do not require intensive intervention. This two-day training, presented by a Wilson certified instructor, provides participants with practice and guidance to begin teaching the Just Words curriculum.

Presenter(s):

Sally Scott
Literacy Specialist,
Wilson Language Training,
Pomfret Center

Participants completing this two-day professional learning opportunity will be able to understand the research and student skills involved in Just Words instruction; which students would be appropriate for a Just Words class; and the principles of instruction, including explicit, sequential, and cumulative, that engage multiple learning modalities. It will assist participants in implementing systematic reading and spelling skill development in their interventions with older students with SLD/Dyslexia, as well as in assessing students' learning using progress monitoring checks.

*There is no registration fee for public school personnel attending this training. Non-public school personnel pay \$300 to attend both days.

Key Area of Focus:

General Monitoring and
Supervision for Improved
Student Outcomes

High-Leverage Classroom Practices for Improving Student Learning and Behavior

Date:

01/14/20, Tuesday
03/05/20, Thursday
03/06/20, Friday
05/12/20, Tuesday
05/13/20, Wednesday

Time:

9:00 am - 3:30 pm
9:00 am - 3:30 pm

Location:

Red Lion Hotel, Cromwell
Red Lion Hotel, Cromwell
Red Lion Hotel, Cromwell
Red Lion Hotel, Cromwell
Red Lion Hotel, Cromwell

Event Code: 20-12-014
Fee: None
Closing Date: 01/07/2020

Audience: **K-Grade 12;** Teams of 3-5 General and Special Education Classroom Teachers, including an Instructional Coach or Administrator

**Contact Person:**

Heather Dawes
(860) 632-1485 ext .263
dawes@ctserc.org

Presenter(s):

SERC Consultants

In this five-day professional learning series, teams of teachers, accompanied by an instructional coach or administrator engaged in supporting their integration of the strategies, will have the opportunity to reflect on their role in creating inclusive classroom environments and enhance their classroom management and instructional practices. Participants will learn about 10 evidence-based strategies for proactive behavior management that can be adapted to any classroom environment. Strategies for building relationships will be covered, along with embedding the language of classroom expectations into praise and correction, escalation and de-escalation, and the implementation of Behavior Support Plans. Days 4 and 5 will focus on the identification of high-leverage, evidence-based instructional practices, particularly in the area of literacy, that have been shown to support academic progress for all students, specifically those with disabilities.

Teams must attend all five days. One day of follow-up on-site support may be offered to each team.

Key Area of Focus:

General Monitoring and Supervision for Improved Student Outcomes

Just Words® Screening/Placement Workshop - Session B

Date: 01/15/20, Wednesday	Time: 9:00 am - 12:30 pm	Location: Marriott, Trumbull
Event Code: 20-58-099 Fee: *See Below Closing Date: 01/08/2020	Audience: K-Grade 12; District/Agency Personnel, Literacy Specialists/Coordinators and representatives of other state/community agencies, and higher education	
Contact Person: Lauren Johns (860) 632-1485 ext .256 johns@ctserc.org	Student identification and proper student placement is critical to the success of a Just Words class. The Just Words® curriculum is designed for students and adults who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention. It is recommended that the Test of Silent Word Reading Fluency-2 (TOSWRF) and the Word Identification and Spelling Test (WIST) are appropriate measures for screening and placing students in a Just Words class.	
Presenter(s): Sally Scott Literacy Specialist, Wilson Language Training, Pomfret Center	This half-day workshop, facilitated by a Wilson certified instructor, prepares educators to use these measures and provides background information and hands-on practice administering the tests. Participants will learn about delivery, scoring, and data gathering from the WIST and TOSWRF; and learn how to group students based on the above data and school-provided data. *There is no registration fee for public school personnel attending this training. Non-public school personnel pay \$75 to attend.	
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes		

Adapting Restorative Practices for Students with Disabilities

Date: 01/16/20, Thursday	Time: 9:00 am - 3:30 pm	Location: Red Lion Hotel, Cromwell
Event Code: 20-55-021 Fee: None Closing Date: 01/09/2020	Audience: K-Grade 12; General and Special Education Teachers	
Contact Person: Heather Dawes (860) 632-1485 ext .263 dawes@ctserc.org	This session will offer participants the opportunity to understand Restorative Practices as key components of building a class-wide and school-wide sense of community and adapting practices to fully include students with disabilities in the practices. Through interactive experiences, participants will gain an understanding of the core principles and an overview of the continuum of approaches, and practice the skills necessary to introduce proactive and preventative strategies in their classrooms.	
Presenter(s): Sarah L. Jones SERC Consultant Amanda Pickett SERC Consultant		
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes		

Creating Measurable IEP Goals and Objectives - Session B

Date:

01/17/20, Friday

Time:

9:00 am - 3:30 pm

Location:

EASTCONN, Hampton

Event Code: 20-09-045**Fee:** None**Closing Date:** 01/11/2020**Contact Person:****Linda Adorno**

(860) 632-1485 ext.241

adorno@ctserc.org

Presenter(s):**Virginia Babcock**

SERC Consultant

Missy Wrigley

SERC Consultant

Key Area of Focus:General Monitoring and
Supervision for Improved
Student Outcomes**Audience: PreK-Grade 12;** Special Education Teachers and Administrators, and Student Services Support Professionals

During this professional learning opportunity, participants will learn how to write effective goals and objectives aligned with grade-level CT Core Standards for individualized education programs (IEPs). The goals must be SMART -- Specific, Measurable, Attainable, Realistic, and Timely. Whether writing IEP goals based on the Connecticut CORE Transition Skills, Early Learning and Development Standards, behavior and social emotional goals, transition standards, or other types of goals, the process is the same, and participants will learn how to incorporate any type of standard into a goal and objective. Participants will also identify appropriate accommodations, modifications, and supports needed to attain those goals. Participants will reflect on their own IEP goals and objectives, practice writing new goals and objectives, and work with their peers to share feedback on proposed goals and objectives.

Participants should bring a redacted IEP to the training.

Data Privacy and the Technology Needs of Students with Disabilities - Session C

Date:

01/22/20, Wednesday

Time:

12:00 pm - 3:00 pm

Location:

EdAdvance, Litchfield

Event Code: 20-28-063**Fee:** None**Closing Date:** 01/15/2020**Contact Person:****Linda Adorno**

(860) 632-1485 ext.241

adorno@ctserc.org

Presenter(s):**Michelle Weaver, J.D.**SERC Consultant/Legal
Counsel**Smita Worah, Ph.D.**

SERC Consultant

Key Area of Focus:Guidance, Resources, and
Communications**Audience: K-Grade 12;** General and Special Education Administrators and Teachers, Technology Directors, and Families

With the ever-changing nature of technology, how do we ensure the tools we use with students comply with Connecticut's data privacy laws? Schools and families should be aware that regardless of privacy requirements, deciding what technology meets the unique needs of a student with an individualized education program (IEP) or 504 plan should lie with the planning and placement team, NOT with technology directors enforcing privacy laws. A change to the state's laws through Public Act 18-125 allows school districts to apply a narrow exception to privacy requirements for students with IEPs and 504 plans. This half-day information session will provide guidance to districts on this exception and how to meet reporting obligations on the software or apps used for students with IEPs and 504s.

Building IEPs that Work: The Educational Benefit Review Process - Session B for Families

Date:

01/24/20, Friday

Time:

10:00 am - 12:00 pm

Location:EASTCONN, Hampton

Event Code: 20-09-081**Fee:** None**Closing Date:** 01/17/2020**Audience:** K-Grade 12; Families**Contact Person:****Linda Adorno**

(860) 632-1485 ext .241

adorno@ctserc.org

Presenter(s):**Bianca Irizarry**

SERC Consultant

Missy Wrigley

SERC Consultant

This overview of the Educational Benefit Review Process will guide families in using this hands-on protocol to help determine if a student's individualized education programs (IEPs) were "reasonably calculated" for him or her to achieve educational benefit. The experience is designed to assist families in understanding the IEP and making informed decisions about how their child's education will ready him or her for college, career, and life.

This session explores the concept of "educational benefit" as set out by the Supreme Court in Board of Education v. Rowley (1982); the quality of IEPs that are likely to result in educational benefit; the alignment of all IEP elements needed to create a comprehensive and cohesive educational program; and how to use the Educational Benefit protocol to become a more active participant in the Planning and Placement Team (PPT)/IEP process.

Participants should bring a copy of their child's most recent IEP for their own personal use during the session.

Key Area of Focus:Supporting Effective
Partnership Structures

Orton-Gillingham Introductory Training Program - Series A

Date:	Time:	Location:
01/27/20, Monday	9:00 am - 3:30 pm	ACES, Hamden
01/28/20, Tuesday	9:00 am - 3:30 pm	ACES, Hamden
01/29/20, Wednesday	9:00 am - 3:30 pm	ACES, Hamden
01/30/20, Thursday	9:00 am - 3:30 pm	ACES, Hamden
01/31/20, Friday	9:00 am - 3:30 pm	ACES, Hamden

Event Code: 20-58-090
Fee: *See Below
Closing Date: 01/20/2020

Audience: K-Grade 12; District Agency Personnel, Literacy Specialists/Coordinators and representatives of other state/community agencies and higher education

Contact Person:
Lauren Johns
(860) 632-1485 ext.256
johns@ctserc.org

Students who struggle learning to read, write, or spell, particularly students with specific learning disabilities (SLD)/Dyslexia, require structured literacy instruction to close their achievement gaps. This 30-hour course, presented by a certified fellow of the Academy of Orton-Gillingham (O-G) Practitioners and Educators (AOGPE), will introduce the rationale for providing structured literacy instruction and the O-G Approach, which is based on best practices. Educators will receive training in the components of language that underlie reading acquisition and a scope and sequence of instructional approaches appropriate for struggling learners.

Presenter(s):
PK Sanieski
Fellow, The Academy of
Orton-Gillingham Practitioners
and Educators (AOGPE)

*There is no registration fee for public school personnel attending this training, but districts must purchase materials in advance. Non-public school personnel pay \$750 to attend all five days, plus materials. Information on ordering the materials is on the registration page.

Key Area of Focus:
General Monitoring and
Supervision for Improved
Student Outcomes

Understanding the Transition from School to Adulthood for Students with Autism

Date:

01/29/20, Wednesday

Time:

9:00 am - 3:30 pm

Location:

Red Lion Hotel, Cromwell

Event Code: 20-09-120**Fee:** None**Closing Date:** 01/22/2020**Contact Person:****Lauren Johns**

(860) 632-1485 ext .256

johns@ctserc.org

Presenter(s):**Nicholas Gelbar**Psychologist, Educational
Testing and Consulting, P.C.**Missy Wrigley**

SERC Consultant

Key Area of Focus:General Monitoring and
Supervision for Improved
Student Outcomes**Audience: Grades 6-12;** Special Education Teachers and Administrators, Transition Coordinators, and
Student
Support Services Professionals

"Self-determined students tend to be more competent and have a greater capacity to move through the transition period with fewer problems" - Paul Wehman, "Essentials of Transition Planning," 2011

Transitioning to adulthood presents many challenges for our youth. All adolescents living with autism have their own unique strengths, as well as their own unique challenges. The Individuals with Disabilities Education Improvement Act (IDEA 2004) requires the transition process to include goals that are outcome-oriented, based upon the student's strengths and areas of need, and focused on instruction and services for education, employment, and other independent living skills.

During this professional learning session, participants will utilize case studies involving students with autism in order to review the various aspects of the secondary transition planning process. Through this review, participants will learn how to assist students with autism in the development of self-determination, time management/organization, choice-making, problem solving, self-advocacy, and goal-setting skills.

Increasing Access to ELA for Students Utilizing the Principles of UDL - Session A (Grades K-5)

Date:

02/04/20, Tuesday

Time:

9:00 am - 3:30 pm

Location:

Red Lion Hotel, Cromwell

05/21/20, Thursday

8:30 am - 11:30 am

Red Lion Hotel, Cromwell

Event Code: 20-09-028**Fee:** None**Closing Date:** 01/25/2020**Contact Person:****Linda Adorno**

(860) 632-1485 ext.241

adorno@ctserc.org

Presenter(s):**Michelle LeBrun-Griffin**

SERC Consultant

Smita Worah, Ph.D.

SERC Consultant

Key Area of Focus:Guidance, Resources, and
Communications**Audience: K-Grade 5;** General and Special Education Teachers and Administrators, School Psychologists
and other Student Support Services Professionals

In this professional learning opportunity, educators will examine their own standards-based English Language Arts curricular units and identify ways to implement the principles and strategies of universal design for learning (UDL), technology and accessible educational materials. On day one, participants will identify resources and strategies that will enable them to increase access to, participation in, and progress with literacy skills for all students, but particularly for students with disabilities.

Between day one and day two, participants will implement the strategies in their classrooms. On day two, a half day, participants will share their experiences in order to replicate successes and receive insights from the group to overcome challenges.

School teams may apply for on-site technical assistance. Details will be shared on the first day of this session.

A Step by Step Approach for Inclusive Schools

Date: 02/05/20, Wednesday 02/06/20, Thursday	Time: 9:00 am - 3:30 pm 9:00 am - 3:30 pm	Location: Double Tree by Hilton, Bristol Double Tree by Hilton, Bristol
Event Code: 20-09-053 Fee: None Closing Date: 01/30/2020	Audience: K-Grade 12; Teams of at least 3, including an Administrator, General education Teacher(s), and Special Education Teacher(s), and may include Student Support Services Professionals 	
Contact Person: Linda Adorno (860) 632-1485 ext.241 adorno@ctserc.org Presenter(s): Virginia Babcock SERC Consultant Nikki Hendry SERC Consultant	<p>Developed by Dr. Frances Stetson of Stetson and Associates, Houston, Texas, this two-day training will provide school teams with the elements of responsible inclusive practices. On day 1, teams will explore common vocabulary related to responsible inclusive practices, understand the myths of inclusive education, and learn about common models of support for students with disabilities. On day 2, the teams will use a case study to learn the process for individual student decision making and action plan around steps needed to make their schools more inclusive. There will be optional technical assistance available to school teams to assist them with implementation at their building level.</p>	
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes		

2019-2020 CSDE Bureau of Special Education Leadership Forum for Special Education Leaders - February

Date: 02/06/20, Thursday	Time: 8:30 am - 3:30 pm	Location: Red Lion Hotel, Cromwell
Event Code: 20-15-117 Fee: None Closing Date: 01/31/2020	Audience: PreK-Grade 12; Special Education Administrators	
Contact Person: Linda Adorno (860) 632-1485 ext.241 adorno@ctserc.org Presenter(s): Various Presenters	<p>The Leadership Forums, which are scheduled for December and February, are designed for district special education administrators to build their knowledge around specific topics, procedures, and practices to support their roles on behalf of serving students with disabilities and their families. The February forum is expected to cover the IDEA Part B grant application process and Bureau of Special Education (BSE) updates, and other topics.</p>	
Key Area of Focus: Supporting Effective Partnership Structures		

Increasing Access to ELA for Students Utilizing the Principles of UDL - Session B (Grades 6-12)

Date:

02/07/20, Friday
05/21/20, Thursday

Time:

9:00 am - 3:30 pm
12:30 pm - 3:30 pm

Location:

Red Lion Hotel, Cromwell
Red Lion Hotel, Cromwell

Event Code: 20-09-027
Fee: None
Closing Date: 01/27/2020

Contact Person:

Linda Adorno
(860) 632-1485 ext.241
adorno@ctserc.org

Presenter(s):

Michelle LeBrun-Griffin
SERC Consultant
Smita Worah, Ph.D.
SERC Consultant

Key Area of Focus:

Guidance, Resources, and
Communications

Audience: Grades 6-12; General and Special Education Administrators and Teachers, and Student Support Services Professionals, including School Psychologists

In this professional learning opportunity, educators will examine their own standards-based English Language Arts curricular units and identify ways to implement the principles and strategies of universal design for learning (UDL), technology and accessible educational materials. On day one, participants will identify resources and strategies that will enable them to increase access to, participation in, and progress with literacy skills for all students, but particularly for students with disabilities.

Between day one and day two, participants will implement the strategies in their classrooms. On day two, a half day, participants will share their experiences in order to replicate successes and receive insights from the group to overcome challenges.

School teams may apply for on-site technical assistance. Details will be shared on the first day of this session.

Check-In Check-Out School-Wide Information System (CICO-SWIS) Training - February

Date:

02/07/20, Friday

Time:

12:30 pm - 3:00 pm

Location:

Red Lion Hotel, Cromwell

Event Code: 20-13-036
Fee: None
Closing Date: 02/01/2020

Contact Person:

Heather Dawes
(860) 632-1485 ext.263
dawes@ctserc.org

Presenter(s):

Eben McKnight
SERC Consultant
Michelle Weaver
SERC Consultant/Legal
Counsel

Key Area of Focus:

General Monitoring and
Supervision for Improved
Student Outcomes

Audience: PreK-Grade 12; Staff at schools implementing MTSS for behavior and using the CICO intervention

The School-Wide Information System (SWIS) is a web-based software system for collecting and summarizing office discipline referrals in schools. The purpose of SWIS is to provide schools with accurate, efficient, practical information for decision-making about school-wide discipline.

With the Check-In Check-Out SWIS system, school staff can monitor and analyze data related to students' participation in the Check-In Check-Out intervention. CICO-SWIS allows staff to view individual and aggregate data that assists decision-making teams with student support.

Participants in this session will learn how to use core features of CICO-SWIS for progress monitoring. The four quarterly CICO-SWIS trainings are scheduled for October, December, February, and May.

School-Wide Information System (SWIS) Training - February

Date: 02/07/20, Friday	Time: 9:00 am - 12:00 pm	Location: Red Lion Hotel, Cromwell
Event Code: 20-13-040 Fee: None Closing Date: 02/01/2020	Audience: PreK-Grade 12; Staff at schools using SWIS outside of the Statewide Year 1 training series	
Contact Person: Heather Dawes (860) 632-1485 ext.263 dawes@ctserc.org	The School-Wide Information System (SWIS) is a web-based software system for collecting and summarizing office discipline referrals in schools. The purpose of SWIS is to provide schools with accurate, efficient, and practical information for decision-making about school-wide discipline. This half-day session is for schools that need additional staff trained to use SWIS or that are beginning SWIS use outside of the Statewide Year 1 training series.	
Presenter(s): Amanda Pickett SERC Consultant Michelle Weaver SERC Consultant/Legal Counsel	The four quarterly SWIS trainings are scheduled for October, December, February, and May.	
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes		

Building IEPs that Work: The Educational Benefit Review Process - Session C for Families

Date: 02/21/20, Friday	Time: 10:00 am - 12:00 pm	Location: Four Points Sheraton Meriden, Meriden
Event Code: 20-09-082 Fee: None Closing Date: 02/13/2020	Audience: K-Grade 12; Families	
Contact Person: Linda Adorno (860) 632-1485 ext.241 adorno@ctserc.org	This overview of the Educational Benefit Review Process will guide families in using this hands-on protocol to help determine if a student's individualized education programs (IEPs) were "reasonably calculated" for him or her to achieve educational benefit. The experience is designed to assist families in understanding the IEP and making informed decisions about how their child's education will ready him or her for college, career, and life.	
Presenter(s): Nitza Diaz SERC Consultant Bianca Irizarry SERC Consultant	This session explores the concept of "educational benefit" as set out by the Supreme Court in Board of Education v. Rowley (1982); the quality of IEPs that are likely to result in educational benefit; the alignment of all IEP elements needed to create a comprehensive and cohesive educational program; and how to use the Educational Benefit protocol to become a more active participant in the Planning and Placement Team (PPT)/IEP process.	
Key Area of Focus: Supporting Effective Partnership Structures	Participants should bring a copy of their child's most recent IEP for their own personal use during the session.	

Enhancing Student Outcomes Using AT & AEM Supports

Date: 02/25/20, Tuesday	Time: 9:00 am - 3:30 pm	Location: Four Points Sheraton Meriden, Meriden
Event Code: 20-28-060 Fee: None Closing Date: 02/18/2020	Audience: K-Grade 12; District- and school-level leadership professionals (both General and Special Education Administrators and Student Support Services Professionals) and future administrators (members of CAS, CAFE)	
Contact Person: Linda Adorno (860) 632-1485 ext.241 adorno@ctserc.org	<p>This professional learning opportunity will cover best practices surrounding assistive technology (AT) and accessible educational materials (AEM), and Connecticut's data privacy law in the context of educational technology for students with disabilities. The morning will include information on AT/AEM and the Individuals with Disabilities Education Act (IDEA), how AT and AEM connect to Scientific Research-Based Interventions (SRBI), and the implications of the data privacy law. In the afternoon, participants will work through case studies to navigate the privacy law and waiver form along with documenting AT/AEM in the individualized education program (IEP).</p>	
Presenter(s): Paquita Jarman-Smith SERC Consultant Smita Worah, Ph.D. SERC Consultant		
Key Area of Focus: Guidance, Resources, and Communications		

Data Privacy and the Technology Needs of Students with Disabilities - Session D

Date: 02/26/20, Wednesday	Time: 12:00 pm - 3:00 pm	Location: ACES, Hamden
Event Code: 20-28-064 Fee: None Closing Date: 02/19/2020	Audience: K-Grade 12; General and Special Education Administrators and Teachers, Technology Directors, and Families	
Contact Person: Linda Adorno (860) 632-1485 ext.241 adorno@ctserc.org	<p>With the ever-changing nature of technology, how do we ensure the tools we use with students comply with Connecticut's data privacy laws? Schools and families should be aware that regardless of privacy requirements, deciding what technology meets the unique needs of a student with an individualized education program (IEP) or 504 plan should lie with the planning and placement team, NOT with technology directors enforcing privacy laws. A change to the state's laws through Public Act 18-125 allows school districts to apply a narrow exception to privacy requirements for students with IEPs and 504 plans. This half-day information session will provide guidance to districts on this exception and how to meet reporting obligations on the software or apps used for students with IEPs and 504s.</p>	
Presenter(s): Michelle Weaver, J.D. SERC Consultant/Legal Counsel Smita Worah, Ph.D. SERC Consultant		
Key Area of Focus: Guidance, Resources, and Communications		

Providing Access to Mathematics for All through UDL - Session A (Grades K-5)

Date: 02/27/20, Thursday **Time:** 9:00 am - 3:30 pm **Location:** Four Points Sheraton Meriden, Meriden

Event Code: 20-09-029
Fee: None
Closing Date: 02/20/2020

Audience: K-Grade 5; General and Special Education Administrators and Teachers

Contact Person:
Linda Adorno
(860) 632-1485 ext.241
adorno@ctserc.org

In this professional learning activity, teachers of elementary math will be exposed to strategies and skills that will assist them in further developing math skills in students, including students with disabilities. By incorporating universal design for learning (UDL) principles into their instruction, teachers will learn how to provide better access to the Connecticut Core Standards for Mathematics to all learners.

Presenter(s):
Nikki Hendry
SERC Consultant
Susan Palma
Education Specialist,
EdAdvance

This blended learning opportunity will include one day of professional learning and follow-up technical assistance and classroom visits. Participants will receive feedback on implementing strategies to increase students' math skills through the application of UDL principles.

Details on the technical assistance will be shared on the day of the session for school teams that wish to apply.

Key Area of Focus:
Guidance, Resources, and
Communications

Moving Above and Beyond Compliance with Secondary Transition IEPs - Session A

Date: 02/27/20, Thursday **Time:** 9:00 am - 3:30 pm **Location:** EdAdvance, Litchfield

Event Code: 20-20-079
Fee: None
Closing Date: 02/20/2020

Audience: Grades 6-12; Special Education Teachers and Administrators, and Transition Specialists

Contact Person:
Lauren Johns
(860) 632-1485 ext.256
johns@ctserc.org

The Connecticut State Department of Education and the State Education Resource Center have developed an Individualized Education Program (IEP) Rubric that measures the quality of secondary transition services and planning provided for students with disabilities by looking at Best Practices on a continuum of transition services.

Presenter(s):
LeTanya Lawrence
SERC Consultant
Missy Wrigley
SERC Consultant

In this session, participants will utilize the updated Transition IEP Rubric to: reflect on their district IEPs; identify compliance, emerging, progressing, and promising practice components; identify areas of strength as well as areas of need; and review activities and resources to promote genuine access, participation and progress in the general education curriculum and community-based settings, while actively supporting the unique needs of a student (promising practice components).

Participants must bring one or more redacted IEPs to the session, ideally hard copies and not electronic IEPs.

Key Area of Focus:
General Monitoring and
Supervision for Improved
Student Outcomes

Designing Academic Instruction for Students with Significant Cognitive Disabilities - Session A

Date:

02/28/20, Friday

Time:

9:00 am - 3:30 pm

Location:

Red Lion Hotel, Cromwell

Event Code: 20-09-057**Fee:** None**Closing Date:** 02/21/2020**Audience:** K-Grade 12; Special Education Teachers**Contact Person:****Linda Adorno**

(860) 632-1485 ext .241

adorno@ctserc.org

Presenter(s):**Nikki Hendry**

SERC Consultant

Smita Worah, Ph.D.

SERC Consultant

Did you know that students with significant cognitive disabilities who take the CT Alternate Assessment (CTAA) take the assessment that is aligned to their grade-level content? Beyond getting students "ready for the test," we need to think about our daily academic instruction aligned to the grade-level appropriate standards that will set them up for successful life outcomes. In this professional learning opportunity, participants will explore topics about making grade-level content accessible for students with significant cognitive challenges, including Universal Design for Learning (UDL), the Core Content Connectors, Common Augmentative Communication Devices, and lesson planning.

Key Area of Focus:

General Monitoring and
Supervision for Improved
Student Outcomes

Lindamood Phoneme Sequencing® Program for Reading, Spelling, and Speech (LiPS) - Series A

Date:

03/02/20, Monday
03/03/20, Tuesday
03/04/20, Wednesday

Time:

9:00 am - 3:30 pm
9:00 am - 3:30 pm
9:00 am - 3:30 pm

Location:

ACES, Hamden
ACES, Hamden
ACES, Hamden

Event Code: 20-58-088
Fee: *See Below
Closing Date: 02/22/2020

Audience: K-Grade 12; General and Special Education Teachers; Literacy Specialists and Coaches; and Speech-Language Pathologists

Contact Person:

Lauren Johns
(860) 632-1485 ext .256
johns@ctserc.org

Presenter(s):

**Lindamood-Bell Learning
Consultants**

The Lindamood Phoneme Sequencing Program® (LiPS®) from Lindamood-Bell is designed to help students develop phonemic awareness, reading, spelling, and speech. Students discover the physical characteristics of each phoneme and use this kinesthetic feedback to verify sounds within words.

This three-day session on the LiPS program will explore the sensory-cognitive processes basic to phonemic processing, decoding, spelling, and reading; and the role of phonemic awareness. Some of the techniques covered include questioning to promote discovery and problem solving; how to stimulate conceptualization and sequencing of phonemes within syllables; how to integrate decoding with sight vocabulary, use of context, and comprehension for independence and self-correction in spelling and reading; and techniques for developing awareness of syllables within multisyllable words. As a result of this session, participants will learn to develop phoneme awareness for all ages of students.

*There is no registration fee for public school personnel attending this session, but districts must purchase materials in advance. Non-public school personnel pay \$450 to attend all three days, plus materials. Information on ordering the materials is on the registration page.

Key Area of Focus:

General Monitoring and
Supervision for Improved
Student Outcomes

Reducing ODRs for Students with Disabilities

Date:

03/04/20, Wednesday

Time:

9:00 am - 3:30 pm

Location:

Red Lion Hotel, Cromwell

Event Code: 20-13-019**Fee:** None**Closing Date:** 02/26/2020**Audience:** K-Grade 12; Building-level Educators**Contact Person:****Heather Dawes**

(860) 632-1485 ext .263

dawes@ctserc.org

Presenter(s):**Nikki Hendry**

SERC Consultant

Eben McKnight

SERC Consultant

This session will assist teams from schools implementing Positive Behavioral Interventions and Supports to ensure their students with disabilities do not receive a higher rate of office discipline referrals (ODRs) than their nondisabled peers.

Participants will examine disproportionality in ODRs by drilling down into data from the School-wide Information System (SWIS). They will identify patterns and trends for students with disabilities and explore strategies to promote equitable treatment through a multi-tiered behavioral framework. To support the teams' effective decision making in their responses to challenging situations, the session will include demonstrations of step-by-step practice, using worksheets and related tools.

Key Area of Focus:

General Monitoring and Supervision for Improved Student Outcomes

Orton-Gillingham Introductory Training Program - Series B

Date:

03/09/20, Monday
03/10/20, Tuesday
03/11/20, Wednesday
03/12/20, Thursday
03/13/20, Friday

Time:

9:00 am - 3:30 pm
9:00 am - 3:30 pm

Location:

Chrysalis Center, Hartford
Chrysalis Center, Hartford
Chrysalis Center, Hartford
Chrysalis Center, Hartford
Chrysalis Center, Hartford

Event Code: 20-58-091
Fee: *See Below
Closing Date: 03/02/2020

Audience: K-Grade 12; District Agency Personnel, Literacy Specialists/Coordinators and representatives of other state/community agencies and higher education

Contact Person:

Lauren Johns
(860) 632-1485 ext .256
johns@ctserc.org

Students who struggle learning to read, write, or spell, particularly students with specific learning disabilities (SLD)/Dyslexia, require structured literacy instruction to close their achievement gaps. This 30-hour course, presented by a certified fellow of the Academy of Orton-Gillingham (O-G) Practitioners and Educators (AOGPE), will introduce the rationale for providing structured literacy instruction and the O-G Approach, which is based on best practices. Educators will receive training in the components of language that underlie reading acquisition and a scope and sequence of instructional approaches appropriate for struggling learners.

Presenter(s):

PK Sanieski
Fellow, The Academy of
Orton-Gillingham Practitioners
and Educators (AOGPE)

*There is no registration fee for public school personnel attending this training, but districts must purchase materials in advance. Non-public school personnel pay \$750 to attend all five days, plus materials. Information on ordering the materials is on the registration page.

Key Area of Focus:

General Monitoring and
Supervision for Improved
Student Outcomes

Providing Access to Mathematics for All through UDL - Session B (Grades 6-12)

Date:

03/10/20, Tuesday

Time:

9:00 am - 3:30 pm

Location:

Four Points Sheraton Meriden, Meriden

Event Code: 20-09-067**Fee:** None**Closing Date:** 03/03/2020**Contact Person:****Linda Adorno**

(860) 632-1485 ext.241

adorno@ctserc.org

Presenter(s):**Nikki Hendry**

SERC Consultant

Susan Palma

Education Specialist,

EdAdvance

Key Area of Focus:Guidance, Resources, and
Communications**Audience: Grades 6-12;** General and Special Education Administrators and Teachers

In this professional learning activity, teachers of elementary math will be exposed to strategies and skills that will assist them in further developing math skills in students, including students with disabilities. By incorporating universal design for learning (UDL) principles into their instruction, teachers will learn how to provide better access to the Connecticut Core Standards for Mathematics to all learners.

This blended learning opportunity will include one day of professional learning and follow-up technical assistance and classroom visits. Participants will receive feedback on implementing strategies to increase students' math skills through the application of UDL principles.

Details on the technical assistance will be shared on the day of the session for school teams that wish to apply.

Building IEPs that Work: The Educational Benefit Review Process - Session B for Educators

Date:

03/17/20, Tuesday

Time:

9:00 am - 3:30 pm

Location:

Mystic Marriott, Groton

Event Code: 20-09-048**Fee:** None**Closing Date:** 03/11/2020**Contact Person:****Linda Adorno**

(860) 632-1485 ext.241

adorno@ctserc.org

Presenter(s):**Nikki Hendry**

SERC Consultant

Christine Kuehlewind

SERC Consultant

Key Area of Focus:General Monitoring and
Supervision for Improved
Student Outcomes**Audience: K-Grade 12;** Teams of 3-6 members including at least one Administrator, one General Education Teacher, and one Special Education Teacher, and may include Student Support Services Professionals

This overview of the Educational Benefit Review Process will guide teachers, administrators, and student support services professionals in using this hands-on protocol to help determine if a student's individualized education programs (IEPs) were "reasonably calculated" for him/her to achieve educational benefit. The experience is designed to assist educators in making informed decisions about how their students' education will ready them for college, career, and life.

This session explores the concept of "educational benefit" as set out by the Supreme Court in Board of Education v. Rowley (1982); the quality of IEPs that are likely to result in educational benefit; the alignment of all IEP elements needed to create a comprehensive and cohesive educational program; and how to use the Educational Benefit protocol to become a more active participant in the Planning and Placement Team (PPT)/IEP process. Participants will examine a student's IEPs for a three-year period to determine if they resulted in educational benefit for the student.

Teams should bring the three most-recent annual IEPs for one student with all identifiable information removed.

Lindamood Phoneme Sequencing® Program for Reading, Spelling, and Speech (LiPS) - Series B

Date:

03/17/20, Tuesday
03/18/20, Wednesday
03/19/20, Thursday

Time:

9:00 am - 3:30 pm
9:00 am - 3:30 pm
9:00 am - 3:30 pm

Location:

Marriott, Trumbull
Marriott, Trumbull
Marriott, Trumbull

Event Code: 20-58-089
Fee: *See Below
Closing Date: 03/10/2020

Audience: K-Grade 12; General and Special Education Teachers; Literacy Specialists and Coaches; and Speech-Language Pathologists

Contact Person:

Lauren Johns
(860) 632-1485 ext .256
johns@ctserc.org

The Lindamood Phoneme Sequencing Program® (LiPS®) from Lindamood-Bell is designed to help students develop phonemic awareness, reading, spelling, and speech. Students discover the physical characteristics of each phoneme and use this kinesthetic feedback to verify sounds within words.

Presenter(s):

**Lindamood-Bell Learning
Consultants**

This three-day session on the LiPS program will explore the sensory-cognitive processes basic to phonemic processing, decoding, spelling, and reading; and the role of phonemic awareness. Some of the techniques covered include questioning to promote discovery and problem solving; how to stimulate conceptualization and sequencing of phonemes within syllables; how to integrate decoding with sight vocabulary, use of context, and comprehension for independence and self-correction in spelling and reading; and techniques for developing awareness of syllables within multisyllable words. As a result of this session, participants will learn to develop phoneme awareness for all ages of students.

*There is no registration fee for public school personnel attending this session, but districts must purchase materials in advance. Non-public school personnel pay \$450 to attend all three days, plus materials. Information on ordering the materials is on the registration page.

Key Area of Focus:

General Monitoring and
Supervision for Improved
Student Outcomes

Finding and Using Low-Cost/No-Cost Technologies for the Classroom

Date: 03/18/20, Wednesday	Time: 9:00 am - 3:30 pm	Location: Sheraton Hartford South Hotel, Rocky Hill
Event Code: 20-09-016 Fee: None Closing Date: 03/11/2020	Audience: PreK-Grade 12; Special and General Education Teachers and Administrators, Assistive Technology Specialists, Reading Specialists, Student Support Services Professionals, and Families	
Contact Person: Linda Adorno (860) 632-1485 ext.241 adorno@ctserc.org	Do you know how to access the best technologies for your children's education? And did you know that many assistive technologies cost little or nothing to you or your school? This hands-on session is designed for educators and families of students with disabilities, learning differences, and any kind of academic challenge in school. Participants will learn about low-cost and free technologies, including open-source software, online resources, apps, and accessibility features built into the technology many of us use every day. These valuable tools, including low-tech options, support student learning in school and at home by providing them with alternative means of accessing the same classroom curriculum as their peers. SERC will display and demonstrate various assistive technologies in this session, and participants will have the opportunity to create and take home their own customized version of assistive technology.	
Presenter(s): Paquita Jarman-Smith SERC Consultant Smita Worah, Ph.D. SERC Consultant		
Key Area of Focus: Guidance, Resources, and Communications		

Person-Centered Planning with MAPS & PATH: A Train the Trainer Session - Session B

Date: 03/23/20, Monday 03/24/20, Tuesday	Time: 9:00 am - 3:30 pm 9:00 am - 12:30 pm	Location: Chrysalis Center, Hartford Chrysalis Center, Hartford
Event Code: 20-20-086 Fee: None Closing Date: 03/02/2020	Audience: Grades 6-12; Teams of 2-4, including Special Educators, a Transition Specialist, and families when possible TEAM	
Contact Person: Lauren Johns (860) 632-1485 ext.256 johns@ctserc.org	MAPS (Making Action Plans) and PATH (Planning Alternative Tomorrows with Hope) are person-centered planning options that bring together the significant people in a student's life to create a plan for an inclusive future in school, community, and life. MAPS can be used effectively at any age, but it is an especially effective decision-making tool as a student transitions from public school to college and/or career. PATH draws on an individual's capacities to imagine different futures and to think backwards from that future possibility to how they are going to get there. Both MAPS and PATH can be applied to individuals, families, groups and organizations. In this one-and-a-half day train-the-trainer session, school teams will build their capacity to facilitate a MAPS and a PATH planning session. Providing this person-centered planning experience within districts will help students, families, and educators identify a student's post-school goals and determine the services needed to achieve those goals. Each team will be provided with the MAPS/PATH Facilitator Workbook. This session requires registration by teams of 2 to 4. It is recommended the team include a parent of a student with disabilities if possible. The training is scheduled three times over the 2019-2020 school year, and teams can register for the session that is most convenient.	
Presenter(s): Nitza Diaz SERC Consultant Missy Wrigley SERC Consultant		
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes		

Visualizing and Verbalizing® Program for Cognitive Development, Comprehension & Thinking - Series B

Date:

03/24/20, Tuesday
03/25/20, Wednesday

Time:

9:00 am - 3:30 pm
9:00 am - 3:30 pm

Location:

Marriott, Trumbull
Marriott, Trumbull

Event Code: 20-58-093
Fee: *See Below
Closing Date: 03/17/2020

Audience: K-Grade 12; General and Special Education Teachers; Literacy Specialists and Coaches; and Speech-Language Pathologists

Contact Person:

Lauren Johns
(860) 632-1485 ext .256
johns@ctserc.org

Presenter(s):

Lindamood-Bell Learning Consultants

The sensory-cognitive function basic to language comprehension and critical thinking is concept imagery. In this introductory two-day session on the Visualizing and Verbalizing Program® from Lindamood-Bell, participants will learn the role of concept imagery in reading comprehension, oral language comprehension, following oral directions, critical thinking, oral language expression, and written language expression, as well as in higher-order thinking skills including inference and prediction. As a result of this session, participants will build their capacity to develop concept imagery for all ages of students.

*There is no registration fee for public school personnel attending this session, but districts must purchase materials in advance. Non-public school personnel pay \$300 to attend both days, plus materials. Information on ordering the materials is on the registration page.

Key Area of Focus:

General Monitoring and Supervision for Improved Student Outcomes

Building a Bridge Between Tier II & III Behavioral Interventions

Date:

03/31/20, Tuesday

04/01/20, Wednesday

Time:

9:00 am - 3:30 pm

9:00 am - 3:30 pm

Location:

Chrysalis Center, Hartford

Chrysalis Center, Hartford

Event Code: 20-13-033**Fee:** None**Closing Date:** 03/24/2020**Contact Person:****Heather Dawes**

(860) 632-1485 ext.263

dawes@ctserc.org

Presenter(s):**Eben McKnight**

SERC Consultant

Amanda Pickett

SERC Consultant

Key Area of Focus:General Monitoring and
Supervision for Improved
Student Outcomes**Audience: K-Grade 12;** PBIS Team Administrator or Coaches

Within a Multi-tiered System of Support (MTSS), teams should layer instructional practices across tiers to match levels of support to meet students' behavioral/social-emotional needs. In order to ensure teams are deliberate in their selection of behavioral interventions and are clear on the layers, participants in this two-day training will learn how to intensify instruction using an MTSS framework. This will include reviewing programming for Tier II and Tier III behavioral interventions and adding tools to better implement effective interventions. Participants should come to each day of the training with their Tier II and Tier III participation and progress monitoring data, list of behavioral interventions, and questions.

Data Privacy and the Technology Needs of Students with Disabilities - Session E

Date:

03/31/20, Tuesday

Time:

12:00 pm - 3:00 pm

Location:

LEARN Main Bldg., Old Lyme

Event Code: 20-28-065**Fee:** None**Closing Date:** 03/26/2020**Contact Person:****Linda Adorno**

(860) 632-1485 ext.241

adorno@ctserc.org

Presenter(s):**Michelle Weaver, J.D.**SERC Consultant/Legal
Counsel**Smita Worah, Ph.D.**

SERC Consultant

Key Area of Focus:Guidance, Resources, and
Communications**Audience: K-Grade 12;** General and Special Education Administrators and Teachers, Technology Directors, and Families

With the ever-changing nature of technology, how do we ensure the tools we use with students comply with Connecticut's data privacy laws? Schools and families should be aware that regardless of privacy requirements, deciding what technology meets the unique needs of a student with an individualized education program (IEP) or 504 plan should lie with the planning and placement team, NOT with technology directors enforcing privacy laws. A change to the state's laws through Public Act 18-125 allows school districts to apply a narrow exception to privacy requirements for students with IEPs and 504 plans. This half-day information session will provide guidance to districts on this exception and how to meet reporting obligations on the software or apps used for students with IEPs and 504s.

Moving Above and Beyond Compliance with Secondary Transition IEPs - Session B

Date:

04/02/20, Thursday

Time:

9:00 am - 3:30 pm

Location:

ACES, Hamden

Event Code: 20-20-084**Fee:** None**Closing Date:** 03/26/2019**Contact Person:****Lauren Johns**

(860) 632-1485 ext.256

johns@ctserc.org

Presenter(s):**LeTanya Lawrence**

SERC Consultant

Missy Wrigley

SERC Consultant

Key Area of Focus:General Monitoring and
Supervision for Improved
Student Outcomes**Audience: Grades 6-12;** Special Education Teachers and Administrators, and Transition Specialists

The Connecticut State Department of Education and the State Education Resource Center have developed an Individualized Education Program (IEP) Rubric that measures the quality of secondary transition services and planning provided for students with disabilities by looking at Best Practices on a continuum of transition services.

In this session, participants will utilize the updated Transition IEP Rubric to: reflect on their district IEPs; identify compliance, emerging, progressing, and promising practice components; identify areas of strength as well as areas of need; and review activities and resources to promote genuine access, participation and progress in the general education curriculum and community-based settings, while actively supporting the unique needs of a student (promising practice components).

Participants must bring one or more redacted IEPs to the session, ideally hard copies and not electronic IEPs.

The Person-Centered Planning Process for Secondary Transition Planning: An Overview - Session D (Conducted in Spanish)

Date:

04/22/20, Wednesday

Time:

9:30 am - 3:30 pm

Location:

Marriott, Trumbull

Event Code: 20-20-078**Fee:** None**Closing Date:** 04/15/2020**Contact Person:****Lauren Johns**

(860) 632-1485 ext.256

johns@ctserc.org

Presenter(s):**Nitza Diaz**

SERC Consultant

Missy Wrigley

SERC Consultant

Key Area of Focus:General Monitoring and
Supervision for Improved
Student Outcomes**Audience: Grades 6-12;** Familias, Personal de Educación Especial y Especialistas de Transición Secundaria

El Proceso de Planificación Centrado en la Persona para la planificación de la transición secundaria

La Planificación Centrada en la Persona (PCP, por sus siglas en Inglés) es un conjunto de enfoques diseñado para ayudar a los estudiantes y a las familias de distintas capacidades y edades a desarrollar una visión de una buena vida y obtener más habilidades. Tradicionalmente este enfoque es asociado con estudiantes con discapacidades. En un entorno educativo, el PCP se utiliza en la escuela secundaria para proveer oportunidades, adaptaciones, y cualquier otro tipo de ayuda que se considere importante para que los estudiantes logren sus metas.

En este taller de aprendizaje profesional, diseñado para las familias y educadores se presentarán diferentes tipos de programas de planificación centrado a la persona (PCP) incluyendo el programa "Charting the LifeCourse," que utiliza el "DDS" del estado de Connecticut. El taller también ayudara a las familias y a los distritos escolares a identificar las metas que necesita el/la estudiante con la preparación para la vida después de la escuela secundaria.

Data Privacy and the Technology Needs of Students with Disabilities - Session F

Date: 04/22/20, Wednesday	Time: 12:00 pm - 3:00 pm	Location: EASTCONN, Hampton
Event Code: 20-28-066 Fee: None Closing Date: 04/16/2020	Audience: K-Grade 12; General and Special Education Administrators and Teachers, Technology Directors, and Families	
Contact Person: Linda Adorno (860) 632-1485 ext.241 adorno@ctserc.org	<p>With the ever-changing nature of technology, how do we ensure the tools we use with students comply with Connecticut's data privacy laws? Schools and families should be aware that regardless of privacy requirements, deciding what technology meets the unique needs of a student with an individualized education program (IEP) or 504 plan should lie with the planning and placement team, NOT with technology directors enforcing privacy laws. A change to the state's laws through Public Act 18-125 allows school districts to apply a narrow exception to privacy requirements for students with IEPs and 504 plans. This half-day information session will provide guidance to districts on this exception and how to meet reporting obligations on the software or apps used for students with IEPs and 504s.</p>	
Presenter(s): Michelle Weaver, J.D. SERC Consultant/Legal Counsel Smita Worah, Ph.D. SERC Consultant		
Key Area of Focus: Guidance, Resources, and Communications		

Building IEPs that Work: The Educational Benefit Review Process - Session C for Educators

Date: 04/23/20, Thursday	Time: 9:00 am - 3:30 pm	Location: ACES, Hamden
Event Code: 20-09-049 Fee: None Closing Date: 04/16/2020	Audience: K-Grade 12; Teams of 3-6 members including at least one Administrator, one General Education Teacher, and one Special Education Teacher, and may include Student Support Services Professionals	
Contact Person: Linda Adorno (860) 632-1485 ext.241 adorno@ctserc.org	<p>TEAM</p> <p>This overview of the Educational Benefit Review Process will guide teachers, administrators, and student support services professionals in using this hands-on protocol to help determine if a student's individualized education programs (IEPs) were "reasonably calculated" for him/her to achieve educational benefit. The experience is designed to assist educators in making informed decisions about how their students' education will ready them for college, career, and life.</p> <p>This session explores the concept of "educational benefit" as set out by the Supreme Court in Board of Education v. Rowley (1982); the quality of IEPs that are likely to result in educational benefit; the alignment of all IEP elements needed to create a comprehensive and cohesive educational program; and how to use the Educational Benefit protocol to become a more active participant in the Planning and Placement Team (PPT)/IEP process. Participants will examine a student's IEPs for a three-year period to determine if they resulted in educational benefit for the student.</p> <p>Teams should bring the three most-recent annual IEPs for one student with all identifiable information removed.</p>	
Presenter(s): Nikki Hendry SERC Consultant Bianca Irizarry SERC Consultant		
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes		

Creating Measurable IEP Goals and Objectives - Session C

Date: 04/24/20, Friday	Time: 9:00 am - 3:30 pm	Location: Crowne Plaza Danbury, Danbury
Event Code: 20-09-046 Fee: None Closing Date: 04/16/2020	Audience: PreK-Grade 12; Special Education Teachers and Administrators, and Student Services Support Professionals	
Contact Person: Linda Adorno (860) 632-1485 ext .241 adorno@ctserc.org	<p>During this professional learning opportunity, participants will learn how to write effective goals and objectives aligned with grade-level CT Core Standards for individualized education programs (IEPs). The goals must be SMART -- Specific, Measurable, Attainable, Realistic, and Timely. Whether writing IEP goals based on the Connecticut CORE Transition Skills, Early Learning and Development Standards, behavior and social emotional goals, transition standards, or other types of goals, the process is the same, and participants will learn how to incorporate any type of standard into a goal and objective. Participants will also identify appropriate accommodations, modifications, and supports needed to attain those goals. Participants will reflect on their own IEP goals and objectives, practice writing new goals and objectives, and work with their peers to share feedback on proposed goals and objectives.</p> <p>Participants should bring a redacted IEP to the training.</p>	
Presenter(s): Vernee Butterfield, Ph.D. SERC Consultant LeTanya Lawrence SERC Consultant		
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes		

Just Words® Introductory Workshop - Series C

Date: 04/28/20, Tuesday 04/29/20, Wednesday	Time: 9:00 am - 3:30 pm 9:00 am - 3:30 pm	Location: EdAdvance, Litchfield EdAdvance, Litchfield
Event Code: 20-58-097 Fee: *See Below Closing Date: 04/21/2020	Audience: K-Grade 12; District/Agency Personnel, Literacy Specialists/Coordinators and representatives of other state/community agencies, and higher education	
Contact Person: Lauren Johns (860) 632-1485 ext .256 johns@ctserc.org	<p>The Wilson Just Words® program is for readers in grades 4 through 12 and beyond who have mild to moderate gaps in their decoding and spelling proficiency but who do not require intensive intervention. This two-day training, presented by a Wilson certified instructor, provides participants with practice and guidance to begin teaching the Just Words curriculum.</p> <p>Participants completing this two-day professional learning opportunity will be able to understand the research and student skills involved in Just Words instruction; which students would be appropriate for a Just Words class; and the principles of instruction, including explicit, sequential, and cumulative, that engage multiple learning modalities. It will assist participants in implementing systematic reading and spelling skill development in their interventions with older students with SLD/Dyslexia, as well as in assessing students' learning using progress monitoring checks.</p> <p>*There is no registration fee for public school personnel attending this training. Non-public school personnel pay \$300 to attend both days.</p>	
Presenter(s): Sally Scott Literacy Specialist, Wilson Language Training, Pomfret Center		
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes		

The 'How-To' for Successful Secondary Transition for Students with Mental Health Issues - Session B

Date: 04/29/20, Wednesday	Time: 9:00 am - 3:30 pm	Location: Chrysalis Center, Hartford
Event Code: 20-20-072 Fee: None Closing Date: 04/22/2020	Audience: Grades 6-12; General and Special Education Teachers and Administrators, Transition Specialists, and Student Support Services Professionals	
Contact Person: Lauren Johns (860) 632-1485 ext .256 johns@ctserc.org	"Successful transition from adolescence to young adulthood can be difficult for even the most academically, emotionally stable and [socially] adept youth." - Douglas Cheney, Transition of Secondary Students with Emotional or Behavioral Disorders: Current Approaches for Positive Outcomes, 2nd Edition, 2010	
Presenter(s): Amanda Pickett SERC Consultant Missy Wrigley SERC Consultant	Youth with emotional disturbance in secondary schools had the highest percentage (44.8%) of negative consequences for their actions (i.e., were suspended, expelled, fired, or arrested) of any disability group in the National Longitudinal Transition Study-2 (NLTS2). Many become adults with serious mental illness, who have the highest unemployment rate of any group of people with disabilities (President's New Freedom Commission on Mental Health). To help break this pattern and build a path to success, students need support to maintain positive relationships and develop skills for the future.	
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes	During this professional learning session, participants will review their current caseload involving students with behavior and mental health needs to create strategies that will assist the students in managing the various aspects of the secondary transition planning process. Through this review, participants will build their capacity to support students' self-determination, time management/organization, choice making, problem solving, self-advocacy, and goal-setting skills.	

Just Words® Screening/Placement Workshop - Session C

Date: 04/30/20, Thursday	Time: 9:00 am - 12:30 pm	Location: EdAdvance, Litchfield
Event Code: 20-58-100 Fee: *See Below Closing Date: 04/23/2020	Audience: K-Grade 12; District/Agency Personnel, Literacy Specialists/Coordinators and representatives of other state/community agencies, and higher education	
Contact Person: Lauren Johns (860) 632-1485 ext .256 johns@ctserc.org	Student identification and proper student placement is critical to the success of a Just Words class. The Just Words® curriculum is designed for students and adults who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention. It is recommended that the Test of Silent Word Reading Fluency-2 (TOSWRF) and the Word Identification and Spelling Test (WIST) are appropriate measures for screening and placing students in a Just Words class.	
Presenter(s): Sally Scott Literacy Specialist, Wilson Language Training, Pomfret Center	This half-day workshop, facilitated by a Wilson certified instructor, prepares educators to use these measures and provides background information and hands-on practice administering the tests. Participants will learn about delivery, scoring, and data gathering from the WIST and TOSWRF; and learn how to group students based on the above data and school-provided data.	
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes	*There is no registration fee for public school personnel attending this training. Non-public school personnel pay \$75 to attend.	

Check-In Check-Out School-Wide Information System (CICO-SWIS) Training - May

Date:

05/05/20, Tuesday

Time:

12:30 pm - 3:00 pm

Location:

Red Lion Hotel, Cromwell

Event Code: 20-13-037**Fee:** None**Closing Date:** 04/28/2020**Contact Person:****Heather Dawes**

(860) 632-1485 ext.263

dawes@ctserc.org

Presenter(s):**Eben McKnight**

SERC Consultant

Michelle Weaver

SERC Consultant/Legal

Counsel

Key Area of Focus:General Monitoring and
Supervision for Improved
Student Outcomes**Audience: PreK-Grade 12;** Staff at schools implementing MTSS for behavior and using the CICO intervention

The School-Wide Information System (SWIS) is a web-based software system for collecting and summarizing office discipline referrals in schools. The purpose of SWIS is to provide schools with accurate, efficient, practical information for decision-making about school-wide discipline.

With the Check-In Check-Out SWIS system, school staff can monitor and analyze data related to students' participation in the Check-In Check-Out intervention. CICO-SWIS allows staff to view individual and aggregate data that assists decision-making teams with student support.

Participants in this session will learn how to use core features of CICO-SWIS for progress monitoring. The four quarterly CICO-SWIS trainings are scheduled for October, December, February, and May.

School-Wide Information System (SWIS) Training - May

Date:

05/05/20, Tuesday

Time:

9:00 am - 12:00 pm

Location:

Red Lion Hotel, Cromwell

Event Code: 20-13-041**Fee:** None**Closing Date:** 04/28/2020**Contact Person:****Heather Dawes**

(860) 632-1485 ext.263

dawes@ctserc.org

Presenter(s):**Michelle Weaver**

SERC Consultant/Legal

Counsel

Key Area of Focus:General Monitoring and
Supervision for Improved
Student Outcomes**Audience: PreK-Grade 12;** Staff at schools using SWIS outside of the Statewide Year 1 training series

The School-Wide Information System (SWIS) is a web-based software system for collecting and summarizing office discipline referrals in schools. The purpose of SWIS is to provide schools with accurate, efficient, and practical information for decision-making about school-wide discipline. This half-day session is for schools that need additional staff trained to use SWIS or that are beginning SWIS use outside of the Statewide Year 1 training series.

The four quarterly SWIS trainings are scheduled for October, December, February, and May.

Executive Functioning 101

Date: 05/07/20, Thursday	Time: 9:00 am - 3:30 pm	Location: Chrysalis Center, Hartford
Event Code: 20-09-026 Fee: None Closing Date: 05/01/2020	Audience: K-Grade 12; General and Special Education Teachers and Student Support Services Professionals	
Contact Person: Linda Adorno (860) 632-1485 ext.241 adorno@ctserc.org	<p>This professional learning opportunity focuses on the impact of executive functioning and self-regulation on academic success. Teachers will learn new tools and approaches that allow them to effectively integrate new understandings of the relationship between executive functioning skills and academic success into their teaching practice. They also will learn to better recognize warning signs and to develop strategies to support students.</p>	
Presenter(s): Virginia Babcock SERC Consultant Paquita Jarman-Smith SERC Consultant Amanda Pickett SERC Consultant		
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes		

Moving Above and Beyond Compliance with Secondary Transition IEPs - Session C

Date: 05/19/20, Tuesday	Time: 9:00 am - 3:30 pm	Location: EASTCONN, Hampton
Event Code: 20-20-080 Fee: None Closing Date: 05/12/2020	Audience: Grades 6-12; Special Education Teachers and Administrators, and Transition Specialists	
Contact Person: Lauren Johns (860) 632-1485 ext.256 johns@ctserc.org	<p>The Connecticut State Department of Education (CSDE) and the State Education Resource Center (SERC) have developed an Individualized Education Program (IEP) Rubric that measures the quality of secondary transition services and planning provided for students with disabilities by looking at Best Practices on a continuum of transition services.</p> <p>In this session, participants will utilize the updated Transition IEP Rubric to: reflect on their district IEPs; identify compliance, emerging, progressing, and promising practice components; identify areas of strength as well as areas of need; and review activities and resources to promote genuine access, participation and progress in the general education curriculum and community-based settings, while actively supporting the unique needs of a student (promising practice components).</p> <p>Participants must bring one or more redacted IEPs to the session, ideally hard copies and not electronic IEPs.</p>	
Presenter(s): LeTanya Lawrence SERC Consultant Missy Wrigley SERC Consultant		
Key Area of Focus: General Monitoring and Supervision for Improved Student Outcomes		

Designing Academic Instruction for Students with Significant Cognitive Disabilities - Session B

Date:

05/22/20, Friday

Time:

9:00 am - 3:30 pm

Location:

Red Lion Hotel, Cromwell

Event Code: 20-09-058**Fee:** None**Closing Date:** 05/15/2020**Contact Person:****Linda Adorno**

(860) 632-1485 ext.241

adorno@ctserc.org

Presenter(s):**Nikki Hendry**

SERC Consultant

Smita Worah, Ph.D.

SERC Consultant

Audience: K-Grade 12; Special Education Teachers

Did you know that students with significant cognitive disabilities who take the CT Alternate Assessment (CTAA) take the assessment that is aligned to their grade-level content? Beyond getting students "ready for the test," we need to think about our daily academic instruction aligned to the grade-level appropriate standards that will set them up for successful life outcomes. In this professional learning opportunity, participants will explore topics about making grade-level content accessible for students with significant cognitive challenges, including Universal Design for Learning (UDL), the Core Content Connectors, Common Augmentative Communication Devices, and lesson planning.

Key Area of Focus:

General Monitoring and Supervision for Improved Student Outcomes

Person-Centered Planning with MAPS & PATH: A Train the Trainer Session - Session C

Date:

05/27/20, Wednesday

Time:

9:00 am - 3:30 pm

Location:

EdAdvance, Litchfield

05/28/20, Thursday

9:00 am - 12:30 pm

EdAdvance, Litchfield

Event Code: 20-20-076**Fee:** None**Closing Date:** 05/20/2020**Contact Person:****Lauren Johns**

(860) 632-1485 ext.256

johns@ctserc.org

Presenter(s):**Nitza Diaz**

SERC Consultant

Missy Wrigley

SERC Consultant

Audience: Grades 6-12; Teams of 2-4, including Special Educators, a Transition Specialist, and families when possible

MAPS (Making Action Plans) and PATH (Planning Alternative Tomorrows with Hope) are person-centered planning options that bring together the significant people in a student's life to create a plan for an inclusive future in school, community, and life. MAPS can be used effectively at any age, but it is an especially effective decision-making tool as a student transitions from public school to college and/or career. PATH draws on an individual's capacities to imagine different futures and to think backwards from that future possibility to how they are going to get there. Both MAPS and PATH can be applied to individuals, families, groups and organizations.

In this one-and-a-half day train-the-trainer session, school teams will build their capacity to facilitate a MAPS and a PATH planning session. Providing this person-centered planning experience within districts will help students, families, and educators identify a student's post-school goals and determine the services needed to achieve those goals. Each team will be provided with the MAPS/PATH Facilitator Workbook.

This session requires registration by teams of 2 to 4. It is recommended the team include a parent of a student with disabilities if possible. The training is scheduled three times over the 2019-2020 school year, and teams can register for the session that is most convenient.

Key Area of Focus:

General Monitoring and Supervision for Improved Student Outcomes

Register Online at www.ctserc.org/events



2019-2020

**State Education Resource Center
100 Roscommon Drive
Middletown, CT 06457
860-632-1485
www.ctserc.org**