



Special Education Professional Learning Modules

Professional Learning Topics and Descriptions

In response to the needs of the field, the Bureau of Special Education (BSE) in partnership with the State Education Resource Center (SERC), has developed a series of ten Special Education Professional Learning Modules with three central themes running throughout the series: individualized education program (IEP) development (for compliance and quality), culturally responsive family-school partnerships, and state and federal special education regulations. Several of these professional learning opportunities will be offered prior to the close of this school year, but all will be offered during the 2017-2018 school year. With some modules offered as overviews and others as in-depth learning opportunities, this new series offers guidance on many of the most sought-after topics in special education. Intentionally designed with a target audience that includes general educators/school leaders as critical partners, participants will return to their districts with tools and strategies ready for implementation to build staff capacity and to better support students with disabilities and their families.

OVERVIEW LEARNING MODULES

Basic content: These sessions will increase knowledge of general special education principles

IEP Development

Understanding and Developing the IEP

A facilitated review of Connecticut's IEP manual along with the IEP document ensures that participants leave with a thorough understanding of the expectations for completing each section of a student's IEP as well as common errors made on IEPs.

Time: 1 full day

Thursday, March 2, 2017 - 8:30 a.m. to 3:00 p.m., - SERC, Middletown

<https://17-15-169.eventbrite.com>

The Educational Benefit Review Process

The Supreme Court decision in Rowley measured educational benefit by: passing grades on coursework, advancing from grade to grade, making progress toward IEP goals, scores on statewide or district-wide assessments, including alternate assessments, and graduation (Drouin, 2004; Hendrick Hudson District Board of Education v. Rowley, 1982) The Educational Benefit Review Process has been developed by the California Department of Education to examine how districts provide special education supports and services that result in educational benefit (Drouin, 2004). School teams will analyze their own IEP's and consider the extent to which their students are afforded access, meaningful participation, and progress in general education over time.

Time: 1 full day

Tuesday, March 28, 2017 - 8:30 a.m. to 3:00 p.m. - SERC, Middletown

<https://17-15-170.eventbrite.com>

(Overview Learning Modules continued on next page.)

(Overview Learning Modules continued.)

Considerations for the use of Assistive Technology and Accessible Educational Materials

The CT Assistive Technology (AT) Guidelines provide a framework for making decisions about the AT needs for all students with disabilities. The presentation includes outlining procedures for making initial consideration decisions, evaluation, documentation, and implementation of AT. In addition, Connecticut's "Hybrid Model" of Accessible Educational Materials (AEM) will be reviewed, examining the impact that the timely delivery of AEM can have on student achievement. A review of the identification of students who require AEM, the selection of appropriate format type for AEM, acquisition of AEM through an accessible media producer (AMP) or the National Instructional Material Accessibility Center (NIMAC), and utilization of AEM with elements of how to best deliver the AEM through AT as needed. Participants will review their own district infrastructure around assistive technology and accessible educational materials in terms of philosophy, policies, structures, and practices.

Time: 2 full days

Coming 2017-2018

School-Family-Community Partnerships

Best Practices in Culturally Responsive Family Engagement for Families of Children with Disabilities (Co-facilitated with CPAC)

Schools across Connecticut are becoming more and more diverse. As school leaders, we must ask courageous questions that challenge our beliefs and assumptions about families. There is a need to increase and promote dialogue among educators and culturally, linguistically diverse families. It is critical that adults help each other understand how the current environment influences the lives of students (e.g. parenting culture, understanding of the educational system, higher education goals, early childhood, value of education and immigration). This session is designed for school leaders to learn strategies and facilitate dialogue and action planning for creating a school community context that values the perspectives of families from culturally and linguistically diverse backgrounds and supports their involvement and participation in their children's education.

Time: 1 Full day

Coming 2017-2018

"Best Practices" in PPT Facilitation that Lead to Effective IEP Development

At times, PPT meetings may be challenging for a variety of reasons. However, there are measures that may be taken before and during a PPT meeting that may help in avoiding these challenging situations. Participants in this session will learn about a variety of proven practices designed to assist school teams in facilitating organized PPT meetings focused on the special education student and the development of a comprehensive IEP.

Time: 1 full day

Tuesday, April 25, 2017 - 8:30 a.m. to 3:00 p.m. - SERC, Middletown

<https://17-15-172.eventbrite.com>

Transition and the Early Childhood Special Education Student

This session will provide school teams with strategies to engage families in the transition from the Birth to Three System to public preschool programs.

Time: 1/2 day

Coming 2017-2018

State and Federal Special Education Regulations

Special Education for New Administrators: Procedures and Practices Designed to Foster Compliance with Federal and State Special Education Regulations

School administrators must have a thorough understanding of the requirements for the provision of special education and related services to students with disabilities. Participants in this session will receive guidance related to special education procedures and practices designed to ensure compliance with federal and state special education requirements. The targeted audience for these sessions is new special education administrators, general education administrators, and Planning and Placement Team (PPT) chairpersons.

Time: 2 full days

Coming 2017-2018

IN-DEPTH LEARNING MODULES

Expanded content: These sessions will increase application of essential special education concepts to practice

IEP Rubric: A Look Beyond Basic Compliance

The IEP Rubric, designed by the State Education Resource Center (SERC), defines fourteen indicators to assess the quality of IEP development. In this session, participants will become familiar with SERC's IEP Rubric and use it to review and reflect on their own IEP's for quality development.

Time: 1 full day

Coming 2017-2018

Developing IEP Goals and Objectives Aligned with the CT Core Standards.

According to the Federal Office of Special Education Programs, ensuring all children, including children with disabilities, are held to rigorous academic standards and high expectations is a shared responsibility for all of us. To help make certain that children with disabilities are held to high expectations and have meaningful access to Connecticut's core state standards, an individualized education program (IEP) for an eligible child with a disability under the Individuals with Disabilities Education Act (IDEA) must be aligned with the State's academic content standards for the grade in which the child is enrolled. Participants will gain a deeper understanding of best practices in developing student IEP's through the lens of the CT Core Standards.

Time: 1 full day

Thursday, April 6, 2017 - 8:30 a.m. to 3:00 p.m. - SERC, Middletown

<https://17-15-171.eventbrite.com>

Considerations for Identifying IEP Accommodations and Modifications

IDEA 2004 requires the IEP to include a statement of the program modifications or supports for school personnel that will be provided to enable the child to: advance appropriately toward attaining his/her annual goals; be involved in and make progress in the general education curriculum; participate in extracurricular and other non-academic activities; and be educated and participate with other children with and without disabilities. Program accommodations and modifications must be specific and appropriate to meet the needs of the child as defined in the IEP. PPT's must be judicious in the decisions regarding accommodations and modifications in order to ensure that the selection specifically addresses the learning needs of an individual student as they relate to the disability and present levels of performance. Participants will reflect on their own IEP's for quality.

Time: 1 full day

Coming 2017-2018