Volume VI Edition III

December 2009

SASSIE NEWS

USOE

Janet Gibbs' RtI Corner

Parental support is important in an RTI process. Some parents may see this process as a barrier to their child's education. Informing and including parents when developing and implementing RTI, provides them an avenue to be more fully involved with their children's education and more supportive of instructional interventions in an RTI process.

There is a great resource at www.nrcld.org that LEAs may wish to print (free of charge) and disseminate to parents. This document explains and provides:

- examples of the critical components of RTI,
- questions a parent might wish to ask and
- a sample letter for LEAs for parents who may wish further evaluation for specialized instruction.

Some additional tips on involving parents:

- Develop an RTI website
- RTI FAQ's for parents
- RTI "basics" in school newsletter
- PowerPoint to present at back to school nights, open house, or PTA conferences.

REMEMBER before parents are informed and involved, an LEA may wish to ensure that school staff have reached a consensus, been provided professional development and understand the school's RTI process.

Wendy Carver Speaks Out on Assessment

Accommodations

Use the accommodation "read aloud" on any assessment if student is using:

- Assistive technology purchased by the LEA such as TextHelp or Kurzweil
- Human reader

Use the accommodation "screen reader" on the two computer-based only tests to access the embedded toolbar:

- 6th grade language arts
- Biology

Have a Joyous Holiday Season

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Excellence: ***High performing students taught by highly skilled and highly prepared teachers within a high performing system.***

Susan's Transition Tidbits

TRANSITION RESOURCES

Evidence Based Practices: http:/www.nsttac.org/ebp/evidence_based_practices.aspx

This page from the National Secondary Transition Technical Assistance Center contains information about evidence based practices for teaching postsecondary transition skills in the following areas: student-focused planning; student development; interagency collaboration; family involvement; and program structure. Explore www.nsttac.org for additional transition resources.

Transition Assessments: http://www.transitionassessment.northcentralrrc.org

Developed by educators, this site provides resources and tools to assist in the identification of the interests, preferences, strengths and needs of students with IEPs, so that the student will be better prepared for employment, further education and independent living. The site is divided into three sections:

- The Iowa Model for Age-Appropriate Transition Assessment provides the process and questions to ask when determining the interests, preferences, strengths and needs of a student.
- The Matrix for Transition Assessment provides the framework by which to gather necessary information for living, learning, and working combined with student interests and preferences.
- Methods and Tools include formal and informal assessment tools, a description of the formal tools, and information on where to obtain them.

Just for Youth: http://justforyouth.utah.gov/index.htm

This DWS site provides information for youth about education, housing, financing, health, government agencies...and more! Caution: Previewing this site is recommended as it contains information about substance abuse, pregnancy, birth control, etc. which some might find objectionable.

Utah Futures: http://www.utahfutures.org

This career exploration site provides opportunities for students in middle school, high school, and post-high programs to complete interest inventories and identify occupations of interest. Additional information about skills needed for occupations, training programs, and financial aid is also available. There is a lot of material available so training on the use of the program is advised; contact your high school counselor for more information.

Going to College http://www.going-to-college.org

This site uses video clips, activities and useful eSources to help students explore who they are, learn what to expect from college and create a plan for getting into college. Going to College is divided in to three modules (My Place, Campus Life and Planning for College) and a portfolio section (My Portfolio).

F Y I

USIMAC Is Moving

The USIMAC will be moving in January from the current location on Highland Drive to the Ogden campus of The Utah Schools for the Deaf and the Blind. This move will consolidate the services for print disabilities for alternate formats for all students. The Educational Resource Center at the school will serve students as they always have, and the USIMAC will still be the NIMAS Center for core instructional materials for qualifying students.

Proportionate Share

Clarification of proportionate share of IDEA Funds for parentally placed students with disabilities in private schools: LEAs must use budgeted proportionate share funds in the current budget year and/or follow-up year. The USOE is required to track this requirement.

Court Orders Regarding Special Education Evaluations, Services, and Placements

In order to provide the juvenile court judges specific and targeted information regarding IDEA regulations, the USOE is in need of specific information from each LEA regarding court orders that have been received regarding special education evaluations, services, and placements. Please send any information you have to Glenna Gallo before January 11, 2010.

The ESTIMATOR

If your school/district encounters technical difficulties accessing the ESTIMATOR website or the consultation link, please contact Richard Baer at rd_baer@msn.com or 1-435-752-6305 or Brad Althouse at brad_a@srlonline.org. You may also click the "About EIMS" link at the ESTIMATOR home page. The Special Education Section does not provide technical assistance. Also if you are using ANY assessment information on an ESTIMATOR disk, you are accessing out dated information. Ensure your teachers are using the website for the most current assessments.

Transition Wheels

Many of you have asked about ordering additional Transition Wheels. As announced when the Wheels were originally distributed, additional wheels may be ordered from TAESE; contact Shauna Crane at shauna.crane@usu.edu. The price a year ago was $1.00 plus shipping and handling for each wheel.

The spread sheet of suggested activities by domain and school/age level, is available on the USOE web site at http://www.schools.utah.gov/sars/services.htm#transitionwheel. This is a word document, so feel free to adapt it to meet your needs.

NIMAS Gets a New Web Address

http://www.schools.utah.gov/sars/laws.htm

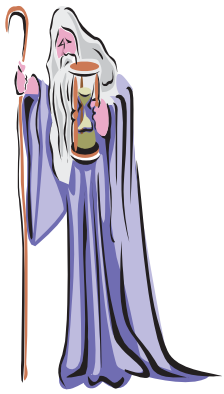
CONGRATULATIONS!

To all stakeholders in the USDB State Board Rule!

The Rules Passed!

Thanks to all of you who helped this become a reality. We can build on all of your efforts for the students who are Deaf/Hard of Hearing, Blind/Visually Impaired and Deafblind. It is all about them and their education! Thanks again for all your help and support.

Upcoming Events



December 15, 2009

Significant Cognitive Disabilities Focus Group

Register online at: rebecca.lewis@schools.utah.gov or call 801-538-7374 before December 10,2009.

December 15, 2009
5:00 pm

Letter of Intent Due

for proposed discretionary projects in priority areas:

- ***Special Education Personnel Preparation (IHE)***
- ***Autism***
- ***Literacy***
- ***Numeracy***

Specific information available on funding amounts and application forms available at: www.schools.utah.gov/sars/data/applications.htm

2010

January 13, 2010

Melinda Jacobs' Year in Review: Lessons Learned from 2009 Special Ed Case Law

Presented by Melinda Jacobs, Esq.12:00-1:30 pm EST

This is an interactive audio conference.

Contact: Nancy Adams 801-538-7906 or e-mail

nancy.adams@schools.utah.gov

February 12, 2010

Special Education Symposium on Personnel Preparation

For more details see article inside SASSIE News. Further information coming in January 2010.

Questions: e-mail bruce.schroeder@schools.utah.gov

April 9, 2010

Significant Disabilities Conference

Claire Greer, feature presenter.

Register online at: http://www.updc.org

Questions: Becky at 801-538-7974

Charter School Roundtables

December 15, 2009
9:00—3:00
January 26, 2010
9:00—Noon
Location: Larry Miller Center.

For more information contact Kit Giddings:

kitg@updc.org or 801-272-3431

December 1 Child Count submission deadline is December 15, 2009. Each of you should have already submitted you data to the clearinghouse. If you have not yet submitted your child count you have until 5:00 p.m. on Tuesday, December 15th, to do so.
SOONER IS BETTER. We are returning via email your counts for your signature of accuracy. **Anytime before the 15th** gives you time if you find some errors to correct to resubmit before the 15th. Last year 100% of Districts and Charter School submitted data on time. A repeat would be nice. Extension could possibly be granted for extenuating circumstance and need to be requested and approved by Cal Newbold.

Personnel Preparation Discretionary Grant Letters of Intent

2010/2011 Discretionary Personnel Preparation Grants Letters of Intent Notice.
The USOE is requesting a letter of intent for IHE Personnel Preparation discretionary projects for special education teachers and related servers to increase the supply of highly qualified and highly effective personnel serving Utah's students with disabilities. Letters of Intent were due on **December 1, 2009**. Full Grant proposals are due January 22, 2010.
Additional information is available at http://www.schools.utah.gov/sars/data/applications.htm

Friendly reminder:

New Directors' Institute

January 6, 2010 (changed from 8th)

Utah Parent Center conference room

Focus topics – Sp Ed Finance & Behavior