



SASSIE NEWS

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USOE

Susan's Transition Tidbits

Which Adult Service Provider?

IDEA 2007 and Utah State Special Education Rules require the LEA, with the consent of the parent or adult student, to invite to the IEP meeting a representative of any participating agency that is likely to be responsible for providing or paying for transition services (Sec. 300.321(b)(3)); VII.B.4.c.). Special educators have expressed the concern that it is difficult to know which agency might provide specific transition services and which agencies are represented in the community. To address that need, a table titled Adult Service Agency Resource Information was developed and is available for educators, students, and parents (<http://www.schools.utah.gov/sars/servicesinfo/transition.htm>). This document contains information about the services provided by, eligibility for, and contact information for the most commonly used adult service agencies.

Collaboration with Vocational Rehabilitation

A recent meeting with Vocational Rehabilitation Transition counselors from all VR regions across the state indicated that many counselors are pleased with their ability to collaborate with school staff to provide information about VR services to students. They report opportunities to attend IEP meetings, provide orientation sessions in high schools, and present to students in classes. While counselors indicated a willingness to rearrange their schedules or give up lunch breaks to attend IEP meetings on short notice, they would appreciate at least 5 working days notice of scheduled meetings. One counselor reported that one high school has begun involving her in IEP meetings using WIMBA technology – a creative way to use limited resources efficiently.



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



Janet's Rtl Corner

Rtl and Secondary Schools

RTI is a proactive, preventive process to enable students to achieve academic success even in the secondary schools. RTI in the secondary schools may seem like a daunting task, but it can be implemented with change in the perspectives of educators. Thinking about prevention with the adolescent is different. Prevention in the secondary school is tied to some undesirable outcomes in personal and social areas such as antisocial behaviors, alienation, failing to earn a diploma and dropping out of school. These are the outcomes that need to be addressed in a proactive and preventive process and should be the focus of an RTI process on the secondary level.

To start the paradigm shift some myths need to be discussed and dispelled (Ehren, Lenz and Deshler, 2004)

Myth #1. It is fruitless to spend time and money on struggling adolescents because they have passed the point at which instruction or intervention can make a difference.

- Secondary educators become pessimistic about what can be done with the older student. It is assumed that problems, especially literacy, should have been addressed at the elementary level.
- Many students may have received interventions at the elementary level which ameliorated a specific problem, but did not eliminate it. Therefore the academic even the behavior problem

may resurface as the student makes the transition into the secondary setting.

- Secondary teachers state they aren't reading teachers. True, but they can teach reading and textbook strategies, and vocabulary within their content areas. Content literacy is as important as content mastery and this connection should be made by secondary teachers.

Myth#2. Instruction that works with young children will be equally effective for older students.

- The research in literacy and math instruction has been conducted at the elementary level, some of these practices may be effective but many won't be.
- Secondary schools are different organizations with different resources and programs need to be tailored to fit within these parameters.
- The research on the adolescent reader and learner is growing and it may be beneficial to secondary instructional leaders to incorporate this research into their professional development.

Myth #3. Secondary students are not motivated to engage in learning

- Lack of motivation on the part of a learner may contribute to academic failure. The research in this area is growing also.
- Addressing an individual student's needs is one step to

engaging students in their own learning.

- Having students participating in their own monitoring of their successes can also contribute to motivation.
- Motivation is a complex issue and requires research and professional development to enable educators to access the strategies.

To access research on the adolescent learner go to www.centeroninstruction.org for the most current research.



Wendy Carver Speaks Out on Assessment

Pre-algebra—Out-of-level?

Pre-algebra has only been available for students in 7th and 8th grades. It was recently determined by the Utah State Office of Education that for the 2009-2010 school year and beyond, students with disabilities may take courses in pre-algebra in 9th grade and this assessment will no longer be considered out-of-level.

The course codes will be changed for students with disabilities to include 9th grade pre-algebra to enable you to enroll students in this course for the next school year.

In addition English language learn-

ers in 9th grade will also be able to enroll in pre-algebra in 9th grade in 2009-2010 and beyond and may be proficient on the pre-algebra assessment.

Note: This does not apply to general education students, nor does it apply for the 2008-2009 school year for students with disabilities or English language learners. For the CRT assessment this spring (2009) any assessment of a 9th grader in pre-algebra will be considered out-of-level.

Contact Wendy Carver at wendy.carver@schools.utah.gov with any questions.



Mark Your Calendar

**Don't
Miss
These
Dates**



High Cost student data for the 2008-2009 is due to Cal Newbold by June 15, 2009. This is student data on students who require services that exceed \$16,935 dollars for K-12 and \$11,365 for Preschool. The updated forms are on the web site. We collect the data under 4 settings, with a separate sheet for each setting. 1. Resource Room, 2. Special Education Self contained Units, 3. Preschool, and 4. Special Schools. The instruction sheet has also been updated.

Extended Days worked for Special educators: The June report is on the Web site and needs to be submitted by June 30, 2009. If you missed some special educators on your October Report, include them on this report. [There is also a Final Report that is due to Cal Newbold by June 30, 2009.](#) This report is a combination of the October and June reports.

Year End Data Reports: The final 3 Federal reports are due to Cal Newbold by June 30, 2009. They Include: 1. Discipline report, 2. Personnel Report, 3. Dispute Resolutions Report. The forms are on our website under Federal Reports.

May 29, 2009

Charter School Roundtable - Topic: UPIPS End of Year Reports. Contact: tiffanie.owens@schools.utah.gov

utah.gov or 801-538-7806

July 27—31, 2009

Speech/Language Technician Institute Contact: Rebecca.lewis@schools.utah.gov

utah.gov or 810-538-7874

August 5—6, 2009

(May also hold a pre-conference session on 8/4/09)

Utah Law Conference 2009 Look for a flyer and registration information soon. Contact: nancy.adams@schools.utah.gov

utah.gov or 801-538-7906

Summer 2009

Elementary Core Academy.

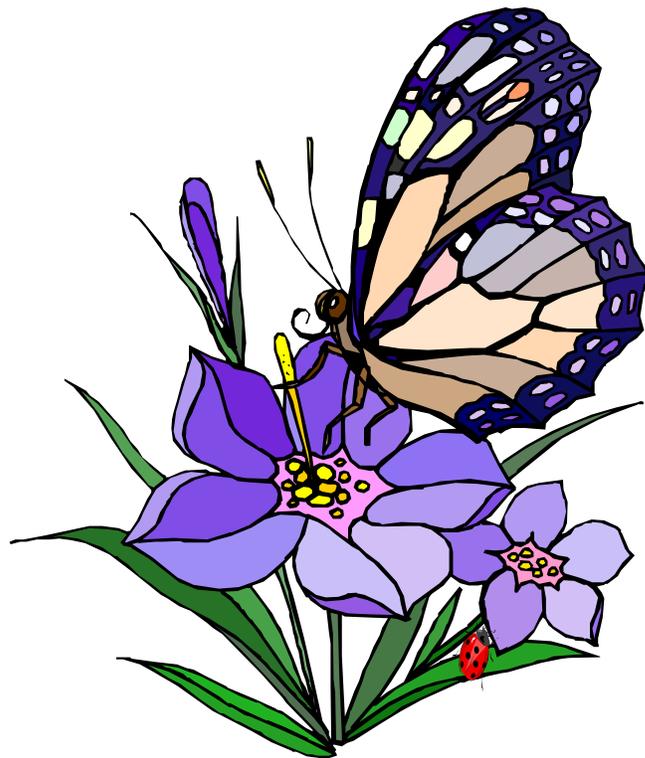
Special Educators who are interested may register at:

www.schools.utah.gov/curr/Core_Academy

September 4, 2009

Speech/Language Technician Institute Contact: Rebecca.lewis@schools.utah.gov

utah.gov or 801-538-7874



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Web-Based ESTIMATOR

The web-based ESTIMATOR is now up and running. An email was sent out April 28, 2009 to all LEAs, public and charter, with directions on how to access the site. A copy of the letter is in your USEAM folder. Two key points to remember:

- There will no longer be an ESTIMATOR disk available for distribution.
- The program has not changed, only the access has changed.

Thank you to Jordan and Cache School Districts for Beta testing the website.

Do you know an educator who deserves an award?

Nominations are now being solicited to honor an educator who has provided "Excellent Service to Individuals with Traumatic Brain Injury".

The award will be presented at the annual Utah Brain Association Conference being held October, 2009. An educator, special or general educator, should be someone who has worked closely with TBI students or impacted TBI students and parents in a positive way.

Look for the nomination form in your USEAM folder.