SASSIE News

ARRA FUNDING AVAILABLE

For FY 2009, \$109,316,386 were provided through the American Recovery and Reinvestment Act of 2009 (ARRA) for Utah programs under Part B of the IDEA. As of April 1, 2011, the USOE has received requests for LEA reimbursement totaling \$54,420,537, which leaves \$54,895,849 remaining to be spent **prior to September 30, 2011** and reimbursements requested by October 25, 2011.

The Prior Approval Committee will only meet for a few more months. If you plan to purchase items that cost over \$5,000 or involve construction (including installation), please submit your prior approval requests immediately! For prior approval requests over the next few months, we will

require evidence of your ability to complete these large projects within the RA timeline.

12:30—3:00 pm

Grandview Learning Center

AR-

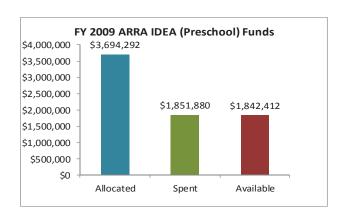
Please refer to additional technical assistance information at

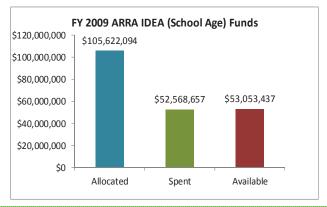
1591 North Jordan Avenue

http://www.schools.utah.gov/sars/Quick Links/IDEA-ARRA.aspx

Provo UT 84604 =

Questions: Jennifer Howell Jen-







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ARRA

REIMBURSEMENT

For ARRA reimbursement requests, use the following procedures:

- Request reimbursement through UCA
- Fill out IDEA ARRA Reimbursement Request Description form and submit to Glenna Gallo.

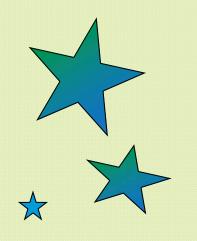
The *Description* form is available in two places

- http:// www.schools.utah.gov/ sars/DOCS/arra/ arrareimb.aspx
- UCA document library

Questions:

Leah Voorhies

<u>leah.voorhies@schools.utah.gov</u> 801-538-7898



USOE/SPED

CO-TEACHING WORKGROUP UPDATE

Individuals from Teaching and Learning, Title III and Title I, UPDC, Special Education, and LEAs are represented on the co-teaching workgroup. There have been 3 meetings. The next scheduled meeting is **April 20, 2011.** The workgroup has focused on a definition, identifying resources that are free and readily available to educators, and identifying an end "product" that would be helpful to Utah educators (k-12) when implementing co-teaching.

Marilyn Friend is considered one of the experts on co-teaching. She has developed six strategies that are widely accepted as the "standard" for districts/schools implementing co-teaching. The following are the models the work group is focusing on with a brief description of each model.

- One teach, one assist
 - One person teaches the lesson while the other person circulates through the room, providing assistance to students as needed.
- One teach, one observe
 - One person teaches the lesson while the other person observes students, collecting data about behavior and skill mastery.
- Team teaching
 - Both teachers present a lesson to students at the same time in this model.
- Station teaching
 - Teachers divide the class and the content. Each teacher presents the content to one group and repeats the instruction for the other group as they rotate to the next station
- Parallel teaching
 - Teachers divide the content and students and teach the lesson simultaneously.
- Alternative teaching
 - Generally speaking, teachers evaluate student data and identify small groups of students that need extension and remediation activities. One teacher may take the responsibility of teaching the larger class while the other teacher works with a smaller group

There are many definitions of co-teaching but all have similar components. The workgroup discussed the various definitions and currently recommends the definition listed below to meet the needs of Utah educators.

Co-teaching is the instructional arrangement in which a general education teacher and a special education teacher deliver core instruction along with specialized instruction, as needed, to a diverse group of students in a single physical space. Co-teaching partnerships require educators to make joint instructional decisions and share responsibility and accountability for student learning.

(Continued on page 3)

Co-Teaching Workgroup Update (Continued from page 2)

Alpine and Granite are two LEAs who are effectively implementing co-teaching. Both districts are represented on the workgroup and their expertise is invaluable as we move forward with this project.

The final product may be a document, similar in nature to *Utah's 3 Tier Model of Reading Instruction* and *Utah's 3 Tier Model of Mathematics Instruction*, that will provide a framework for LEAs to move forward with implementing co-teaching to improve outcomes for student with disabilities.

The next steps will include identifying and focusing on web-based resources which may include examples of co-teaching, modules for professional development and other pathways for training.

To read more on co-teaching, you may wish to visit Marilyn Friend's website www.coteaching.org

Questions: Gibbs Janet janet.gibbs@schools.utah.gov . 801-538-7716

ASSESSMENT

Assessment Reminders:

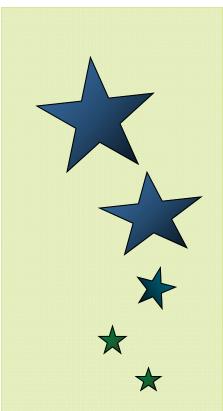
- It is strongly recommended that all students needing a read aloud accommodation use the computer-based assessments with the screen reader accommodation.
- Screen reader has two speeds, medium and fast. The default speed is fast, but can be changed by the student to medium.
- Guidance for the 2011 screen reader and read aloud accommodations can be found at http://www.schools.utah.gov/sars/DOCS/assessment/1011sraloud.aspx.
- There are no paper answer documents for 6th grade language arts and biology; all answers must be submitted via the computer-based assessment.

Some recently reviewed IEPs are out of compliance because the following statements from the IEP are not addressed:

Participation in Statewide and District-wide Assessment

If the IEP team determines that the student must take an alternate assessment to a particular regular state or district-wide assessment of student achievement, include a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student.

Questions: Wendy Carver wendy.carver@schools.utah.gov 801-538-7639

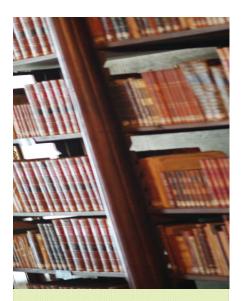


COMMON CORE IMPORTANT INFORMATION

Want to see what standards and instruction for Secondary 1 Mathematics (9th or 10th grade) might look like? Diana Suddreth, Secondary Mathematics Specialist at USOE, has developed curriculum guides for teachers. They are in draft format, but still provide an insight into Secondary 1. This may be helpful in determining professional development needs or opportunities in your LEA.

Questions: diana.suddreth@ schools.utah.gov 801-538-7794





MATERIALS AVAILABLE

The USOE Special Education Services has copies of the following materials available:

Utah Special Education Rules

Guidelines:

- SLD Eligibility
- Caseload
- Least Restrictive Behavioral Interventions (LRBI)
- Graduation
- Children with Special Health Care Needs

To order materials contact: nina.thompson@schools.utah. gov.

When ordering, please include the specific document name and number of copies requested and the address to which the materials should be sent.

TRANSITION

The USOE-SES is involved in three projects which will involve participation/input from LEA directors and secondary school special education staff: a transition needs assessment; intensive technical assistance (TA) for the post-school survey; and intensive TA for dropout prevention.

Work Ability Utah is providing funding and technical assistance through the University of Utah Center for Public Policy and Administration for a needs assessment survey. This survey is being developed by Sara McCormick, Research Associate at the Center, and USOE-SES and will provide information that will assist USOE-SES in providing supports and services to LEA staff involved in transition planning for students with disabilities. LEA directors, special education coordinators, and special educators will be contacted and asked to complete the short on-line survey; participants will receive an email from Susan Loving describing the survey, with a link to the survey. Start date has not yet been determined.

The USOE-SES's application for intensive TA from the National Post-School Outcomes Center was accepted in Fall, 2010. The USOE-SES has requested assistance in analyzing the SPP/APR Indicator 14 post-school survey response rate to determine the root cause of low response rates in LEAs, working with LEAs to develop a system to improve response rates, and implementing the Data Use Toolkit in LEAs as a way of using State and LEA-specific data to develop and improve transition programs. The TA began with a regional meeting in Denver in February 2011 and will be available for approximately three years.

The USOE-SES will also be receiving intensive TA through the National Dropout Prevention Center for Students with Disabilities. TA will follow the NPDC-SD Dropout Prevention Intervention Framework:

Phase 1: Develop State and Local Leadership Teams

Phase 2: Analyze Data

Phase 3: Identify Target Areas for Intervention

Phase 4: Develop Improvement Plan

Phase 5: Implement, Monitor, and Evaluate

Support and assistance will be provided to up to ten schools to establish dropout-preventions/intervention demonstration sites for students with disabilities; the first meeting with the NPDC-SD TA team is scheduled for summer 2011.

More information will be available as these projects progress.

Questions: Susan Loving susan.loving@schools.utah.gov

801-538-7645

RESPONSE TO INTERVENTION/TIERED INSTRUCTION

Memo

Date: 4/19/2011

From: Utah State Office of Education (USOE) – Special Education

To: LEA Special Education Directors

Re: Process and timeline for special education evaluation of students in

schools where Response to Intervention (RtI) or Tiered Instruction is

utilized in order to provide effective instruction to all students.

The USOE agrees that one of the most important aspects of good teaching is the ability to determine when a student is learning and then to tailor instruction to meet the student's individual needs. Effective teachers use data to make informed decisions about the effectiveness of a particular instructional strategy or program. A critical hallmark of appropriate instruction is that data documenting a student's progress are systematically collected and analyzed and that parents are kept informed of their student's progress. Assessments of a student's progress are not bureaucratic, but an essential component of good instruction. *CFR Vol. 71, No. 156 46657*

Situation:

A Local Education Agency (LEA) is utilizing RTI or Tiered Instruction in the general education environment and a referral for special education evaluation is made by the parent or LEA staff.

- Caution An Rtl or Tiered Instructional model used for eligibility determination exists only for the category of Specific Learning Disability (SLD). However, data collected from a Tiered Instruction model or Rtl should be utilized for all eligibility determinations in the form of pre-existing data.
- <u>Caution LEAs may be in the process of building capacity for Rtl or Tiered Instruction and be using a Discrepancy Model or Combination Model for SLD eligibility determination.</u>
 - If using a Discrepancy Model, progress monitoring data should be used as part of a review of existing data.
 - If using a Combination Model, the LEA should follow their LEA policies and procedures for the Combination Model in connection with this guidance.
 - If the LEA is using an RtI model, the entire LEA must utilize this process in all schools at all grade levels.

Scenario #1

Irrespective of the LEA's chosen model for determining SLD eligibility, the LEA may agree to the evaluation, provide prior written notice, permission to test, and the 45 school day evaluation time line begins. In order to ensure that the student has been provided with appropriate instruction, the school should continue with interventions being implemented and data collected in the general education classroom concurrently with the comprehensive evaluation. All data collected during the evaluation time period should be reviewed along with all pre-existing data and data from the comprehensive evaluation.





Response to Intervention/Tiered Instruction (Continued from page 5)

- If an LEA does not agree to an evaluation, then consider scenario #2
- If an LEA reasonably suspect's eligibility under the SLD category, consider scenarios #2 and #3.

Scenario #2

A parent makes a written or verbal request for a special education evaluation. However, using the SLD Guidelines, if the LEA believes that data do not adequately support the request, they may decline the request for evaluation. This process applies to eligibility determination under any category.

Some reasons for not evaluating a student at the time of a formal request:

- Lack of instructional/behavior data to support the need for evaluation.
- Inability to rule out "inappropriate instruction in math and reading."
- The student has limited English proficiency that has not been ruled out as the reason the student is struggling.
- Other data-based information <u>SLC Guidelines, pages 28, 29 and 52-54.</u>

In this situation, the LEA must provide prior written notice of refusal to evaluate, including a detailed rationale and the data supporting the decision not to proceed with evaluation.

In order to ensure effective educational decision making and defend an allegation of failure to identify if the student is later determined eligible, a group of qualified professionals and the parent should:

- Carefully document all data and information considered, including the rational supporting the team's determination not to proceed with an evaluation, and schedule a date to review the student's progress and reassess the need for special education evaluation (in the form of prior written notice of refusal); and
- When the team reconvenes following the predetermined interval, all new information available should be considered by the team and a determination be made on:
 - Whether to proceed with special education evaluation (in the form of prior written notice of proposal or refusal), or
 - Whether to continue interventions and reconvene to reassess the need for special education evaluation, or
 - Whether evaluation for special education is unnecessary.

Scenario #3

The IDEA and Utah State Board of Education Special Education Rules (USBE SER) II.D.3 provide limited exceptions to the 45 school day timeline for conducting an initial evaluation pertaining to all 13 categories of eligibility. In addition to the exceptions in II.D.3., the evaluation procedures for the SLD category provide that the 45 school day timeline may be extended by mutual agreement of the student's parent/guardians and a group of qualified professionals. (USBE SER § II.J.10. (c)(2))

Response to Intervention/Tiered Instruction (Continued from page 6)

If a parent or LEA staff member makes a written or verbal referral for a special education evaluation because the student is suspected to have an SLD, the LEA could agree to the evaluation and provide prior written notice of intent to evaluate. An extension of the 45 school day evaluation timeline is allowed, by mutual written agreement of the parent and LEA, if the eligibility group determines that additional data are needed and that these data cannot be obtained within the 45 school day timeline.

It is important to remember that the option of mutual agreement to extend the time period only exists for the category of SLD. Eligible students should be identified using the category that is most appropriate for the individual student.

The following is an example in which timeline extension would likely be appropriate:

A school implementing RTI with fidelity in the general education setting receives a written or verbal referral for a special education evaluation. The LEA has reason to suspect that the student may be eligible under the SLD category; however, the student is new to LEA and there is not adequate pre-existing data to address exclusionary factors. (USBE SER II.I.3.) The groups of qualified professionals, including parents, mutually agree, in writing, to extend the 45 school day evaluation timeline for a period of time specified in the agreement while additional information is collected.

 Since parental consent for evaluation has been obtained, special education staff should proceed with other elements of a comprehensive evaluation. (SLD Guidelines pages 28, 29 and 52-54)

In order to defend an allegation of failure to identify within the timeline, should the provision for extension under USBE SER §II.J.10.(c)(2) be utilized, the LEA should maintain detailed documentation of:

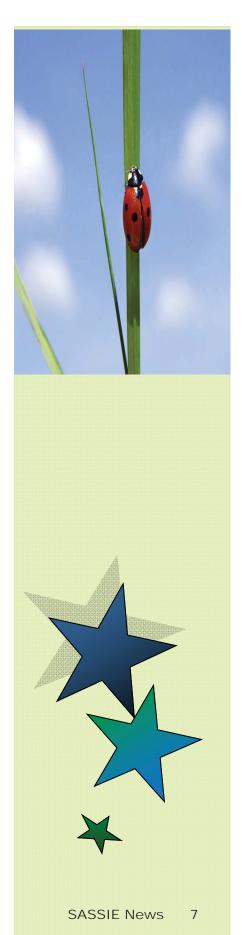
- 1. Mutual agreement to extend timeline;
- 2. Reason for extended timeline:
- 3. Specific duration of extended timeline:
- 4. Justification of the extension by providing that, if eligible, SLD could be the most likely classification of eligibility; and
- 5. Data collected during extension justifying the extension under the SLD exception.

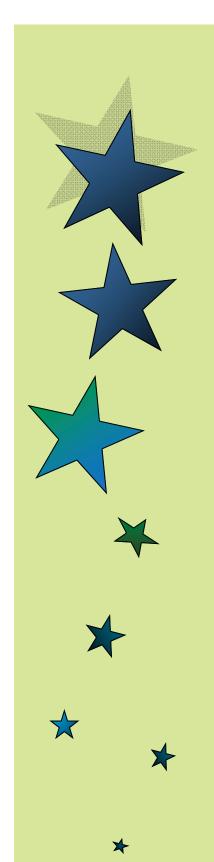
The following is an example in which timeline extension would likely be inappropriate:

A school receives a written or verbal referral for a special education evaluation. The parent provides the school with information triggering consideration of eligibility under categories other than SLD (i.e., autism, epilepsy, traumatic brain injury, etc.). Absent adequate documentation supporting eligibility under the SLD category, the LEA could be found out of compliance with the 45 school day timeline because extension is not permitted for other categories.

The USOE believes that LEAs have established efficient and collaborative evaluation systems and that all teachers, including general education

(Continued on page 8)





SASSIE News

teachers, are being trained to address the needs of students with different learning styles, identify early and appropriate interventions for students with behavioral challenges, and use data and assessment to improve classroom practices and learning. All students should be provided with appropriate instruction provided by qualified personnel. In order to assist LEAs in providing effective instruction for all students, the USOE has developed two documents that provide the framework for implementing Rtl or Tiered Instruction in reading and mathematics instruction. ²

IDEA eligible students should be identified using the category that is most appropriate for the individual student. The USOE Special Education Section (USOE SES) has developed guidelines to assist LEAs in determining special education eligibility under the category of Specific Learning Disability (SLD)³. The information in this memorandum is intended to provide further, supplementary technical assistance.

* Comments to the Federal Regulations provide additional insight into the reasoning behind the language used in §300.309(b,c). <u>CFR Vol. 71, No. 156, 46651-46659.</u>

- 1. USOE Special Education. Response to Intervention (RTI) for Reading Instruction. http://www.schools.utah.gov/sars/DOCS/resources/3-tierread.aspx
- 2. USOE Special Education. Response to Intervention (RTI) for Math Instruction. http://www.schools.utah.gov/sars/DOCS/resources/math.aspx
- 3. USOE Special Education. Specific Learning Disabilities Guidelines. http://www.schools.utah.gov/sars/DOCS/resources/sld.aspx

CARSON SMITH SPECIAL NEEDS SCHOLARSHIP

R277-602. Special Needs Scholarships – Funding and Procedures

Purpose is to outline responsibilities for parents/students/ public schools, school districts or charter schools, and eligible private schools that accept scholarships from special needs students and the State Board of Education in providing choice for parents of special needs students who choose to have their children served in private schools and in providing accountability for the citizenry in the administration and distribution of the scholarship funds.

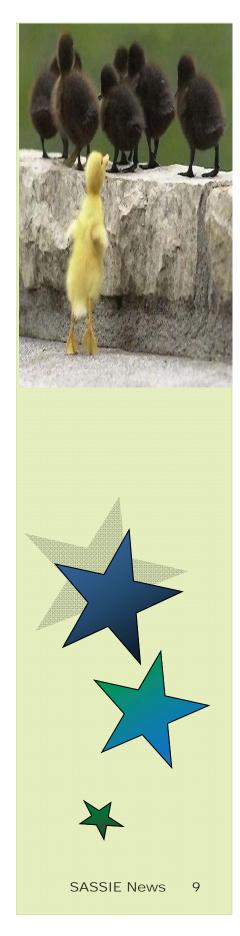
R277-602-4 A-C School District or Charter School Responsibilities

The school district or charter school that receives the student's scholarship application from students/parents shall:

 Forward applications to Special Education Department Barbara Bickmore/ Peggy Milligan no more than 10 days following receipt of the application.

- Verify enrollment of the student seeking a scholarship in previous school year.
- Verify existence of the student's IEP and level of service.
- Provide personnel to participate on an assessment team to determine:
 - If a student who was previously enrolled in a private school that has previously served students with disabilities would qualify for special education services if enrolled in a public school and the appropriate level of special education.
 - Services which would be provided were the child enrolled in a public school for purposes of determining the scholarship amount.
 - If a student previously receiving a special needs scholarship is entitled to receive the scholarship during the subsequent eligibility period (re-evaluation).
- Cooperate with the USOE in cross-checking special needs scholarship student enrollment information.
- Not dual enroll special needs scholarship students or provide extracurricular activities.
- Notify students with IEPs of the following:
 - Written notice to parents or guardians, of students who have an IEP, of the availability of a scholarship to attend a private school through the Special Needs Scholarship Program.
 - Include the statement "School districts and charter schools are required by Utah law, 53A1a-704(10), to inform parents of students with IEPs enrolled in public schools, of the availability of a scholarship to attend a private school through the Carson Smith Scholarship Program".
 - No later than 30 days after the student initially qualifies for an IEP.
 - Annually, no later than February 1 to all student who have IEPs.
 - * Include the address of the Internet website maintained by the USOE that provides prospective applicants and their parents with program information and application forms for the CSS Program http://www.schools.utah.gov/sars/Quick-Links/Carson-Smith-Scholarship.aspx.
 - Post the CSS internet website on the school district's or school's website.

Questions:
Barbara Bickmore
barbara.bickmore@schools.utah.gov
801-538-7612



For the Annual Performance Report (APR) indicator 6 reports LRE for preschool students with disabilities. This year's December 1 Count, Utah will use a crosswalk to report baseline data for the APR data. Next year, the SCRAM codes *will be different* for preschool students with disabilities. The USOE Clearinghouse has the new SCRAM codes for the 2011-2012 school year posted on the website and has discussed these changes at both of the data manager meetings this year. Below is a chart that outlines the changes (these can also be found on the preschool website at http://www.schools.utah.gov/sars/Preschool.aspx).

TYPE OF PROGRAM	SCRAM CODES	SETTING	PERMITTED VALUES IN ED FACTS
Children Attend- ing A Regular Early Childhood Program 10 Hrs Per Week or More	F	And Receiving The Majority Of Hours Of Special Education And Related Services In The Regular Early Childhood Program	Services Regular Early Childhood Program (at least 10 Hours)
	G	And Receiving The Majority Of Hours Of Special Education And Related Services In Some Other Location	Other Location Regular Early Childhood Program (at least 10 Hours)
Children Attending A Regular Early Childhood Program 9 Hrs Per Week or Less	J	And Receiving The Majority Of Hours Of Special Education And Related Services In The Regular Early Child- hood Program	Services Regular Early Childhood Program (Less Than 10 Hours)
	К	And Receiving The Majority Of Hours Of Special Education And Related Services In Some Other Location	Other Location Regular Early Childhood Program (Less Than 10 Hours)
Children Attending A Special Education Program (Not In Any Regular Early Childhood Program)	С	Specifically, A Separate Special Education Class	Separate Special Education Class
	S	Specifically, A Separate School	Separate School
	R	Specifically, A Residential Facility	Residential Facility
Children Attending Neither A Regular Early Childhood Program Nor A Special Education Program	M	And Receiving The Majority Of Hours Of Special Education And Related Services At Home	Home
	1	And Receiving The Majority Of Hours Of Special Education And Related Services At The Service Provider Location Or Some Other Location Not In Any Other Category	Service Provider or Other Location Not in Any Other Category

The codes have changed, but the requirement to ask the parents where the child spends the other parts of the day has not changed. When determining preschool special education environments, the question must be asked, "Does this child **EVER** spend any of their day with typical peers?" If so, then that child will fall into one of the 1st two boxes which represent an environment with 50% or more typical peers. It is important that teachers know that children in their class will NOT be marked the same just because they all receive their services in the same classroom.

Questions Connie Nink Connie.nink@schools.utah.gov 801-538-7948

MOE UPDATES

The Maintenance of Fiscal Effort (MOE) of IDEA is a crucial part of Federal Compliance in Special Education Funding. Each LEA must demonstrate that they are providing financial support each year through state and/or local funding that is equal to or greater than the prior year. MOE amounts are calculated by USOE based on data submitted by the LEA into the APR.

- Your submission should not include reimbursements from federal funds, including Medicaid, in the "state and local" funds category (see Letter to Copenhaver, January 24, 2008 (50 IDELR 286/108 LRP 33607)). This year some LEAs incorrectly included Medicaid, or incorrectly failed to report local funds used for special education expenditures in the APR. Please carefully review your APR submission to be sure Medicaid reimbursements are not included, and that any local funding for special education is included.
- For LEA Districts, there is the option of meeting MOE through the calculation of local expenditures only. This is not as simple as putting in local money every few years. The sticking point (see §300.203(b) (2)) is that if you use local only, then the USOE will refer back to the last time the LEA used local only (maybe not the previous year) to see if you have an increase from the most recent year expenditure. For example ...

2005-06 you put in \$50,000 of local 2006-07 you put in \$0 of local 2007-08 you put in \$0 of local 2008-09 you put in \$0 of local 2009-10 you put in \$0 of local 2010-11 you put in \$30,000 of local

In this case, we do not compare the 2010-11 amount to your 2009-10 amount but to the most recent time you used local only. So, even though \$30,000 is greater than \$0, you won't meet MOE because we will compare \$30,000 in 2010-11 to \$50,000 in 2005-06.

If you have never used local funds, it could help you with MOE if your LEA will contribute some local funds to special education. If your LEA decides to use it every few years, just note that it still has to grow each time, even if some years you spend \$0 of local.

Questions: Jennifer Howell jennifer.howell@schools.utah.gov 801-538-7727

FINANCIAL BASICS

Special Education Financial Basics is a series of one-page flyers describing special education financial issues. Written for administrators who may have limited experience with special education or with special education finance, these flyers are designed to help facilitate communication among LEA leadership. The first flyer is on Maintenance of Effort, with Excess Costs to follow shortly. Please contact Jennifer Howell at jennifer.howell@schools.utah.gov to request topic areas.

New Directors'

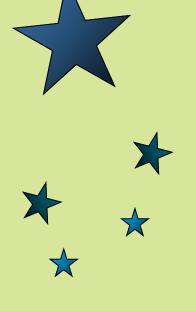
INSTITUTE

May 13, 2011

1:00—4:00 pm

Grandview Learning Center 1591 North Jordan Avenue Provo UT 84604

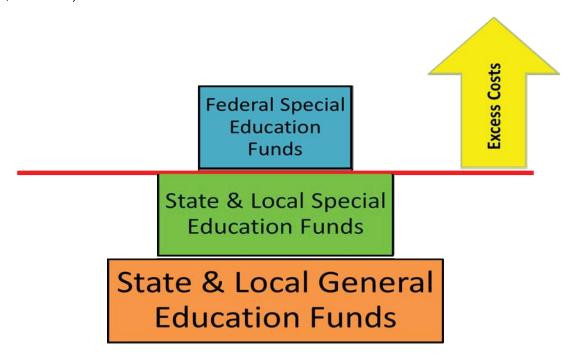




SASSIE News

EXCESS COSTS

Excess Costs is the requirement that an LEA spend at least the average annual per student (total enrollment, not just special education) expenditure of the previous year in order to use IDEA funds for special education services. The amount is calculated by adding together all revenue (federal, state, and local), subtracting capital outlay and debt service, and subtracting out all special education expenditures (federal, state, and local).



USOE has designed a 2-step process for the calculation of excess costs. First, the LEA calculates the amount that must be spent from state and local funds before spending federal funds. Second, the LEA calculates actual expenditures to demonstrate that the excess costs requirement was met. A new calculation form has been developed that includes specific programs that are funded by the Utah State Legislature, to make the elementary and secondary distinction more clear. View the new Excess Costs technical assistance document and calculation worksheet at http://www.schools.utah.gov/sars/Finance.aspx. An online walk-through of the excess costs worksheet is currently in development, and will be available by May 6, 2011.

2010-11 Excess Costs calculations must be submitted by each LEA before your 2011-12 UCA application will be approved and IDEA funds released for expenditure.

Questions: Jennifer Howell jennifer.howell@schools.utah.gov 801-538-7727

BUDGETING

Draft calculations of both IDEA and state special education allocations are available at http://www.schools.utah.gov/sars/Finance.aspx

You will notice some changes to the layout. We hope these changes make it easier for you to locate your allocations and plan your budgets, and would appreciate feedback about how these changes are impacting each LEA..

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Budgeting (Continued from page 12)

- We have combined 611 (school age) and 619 (preschool) funding all into one page.
- We are publishing the tables for base, population, and poverty.
- All state special education funding is available in one document.

In addition, a "Funding Procedures" document is in development. This document is written to clarify how funding decisions are made. The Funding Procedures document will provide technical details about formula calculations and discretionary (non-formula) allocation decisions.

Questions: Jennifer Howell jennifer.howell@schools.utah.gov 801-538-7727

EDGAR

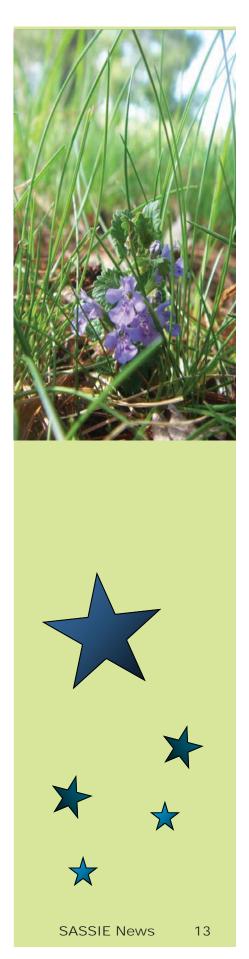
Allowable Costs (see OMB Circular A-21 for Districts and A-122 for Charters). In order for an expense to be paid from IDEA funds, the cost must be allowable under the grant. Allowable costs are:

- Reasonable and necessary;
- Allocable to the project (special education);
- Given consistent treatment; and
- Conform to any limits or exclusions.

A cost that is allowable under IDEA must meet the following requirements:

- Any reasonable person would view this cost as necessary for the delivery of special education and related services to students with disabilities.
- It is incurred solely to advance the work of providing special education and related services to students with disabilities. Any benefit to students who do not qualify for services under IDEA must be incidental.
- 3. The cost follows general procurement requirements such as state purchasing contracts, bids, or request for proposals.
- 4. Any items or equipment purchased are assigned for the delivery of special education and related services to students with disabilities.
- 5. Costs that are allocated to special education services cannot be shifted to another project (general education, Title I, etc.) in order to meet budget deficits in those other programs.
- 6. Sufficient documentation is available that the LEA can demonstrate allowability.

Questions: Jennifer Howell jennifer.howell@schools.utah.gov 801-538-7727



PARAEDUCATOR TO TEACHER SCHOLARSHIP (PETTS)

R277-526 Paraeducator To Teacher Scholarship Program (PETTS)

<u>Purpose</u>: To distribute funds to paraeducators seeking to become licensed educators and to establish application and accountability procedures to provide funding to prospective educators directly and fairly.

<u>Definition of "paraeducator"</u> for purposes of this rule means a school employee who:

- Delivers instruction under the direct supervision of a teacher; and
- Works in an area where there is a shortage of qualified teachers, such as special education, Title I, English as a Second Language, reading remediation, math, or science.

<u>Definition of "scholarship</u>" for purposes of this rule means funds provided by the Board directly to a paraeducator to pay only for the actual and documented costs for tuition toward an associate's or a bachelor's degree program to become a licensed teacher.

A scholarship applicant shall:

- Be employed for a minimum of 10 hours per week by a public school LEA at the time of application for the paraeducator scholarship or during the current school year.
- Access and complete an application found at http://www.schools.utah.gov/sars/paraeducators.aspx.
- Provide email for notification and accountability purposes.
- Provide university transcripts if the paraeducator is applying for a continuation scholarship.
- Provide tuition cost information on the application based on the most recent information available from the Utah institution of higher education to which the applicant has either been admitted or made application.
- Submit completed application to the principal, charter school administrator, or human resource representative designated by LEA where they are employed for confirmation of employment status.

An LEA shall:

- Designate an administrator (e.g., principal, charter school administrator, or human resource representative) to:
 - Receive applications.
 - Confirm employment status.
 - Rank order applications of qualified paraeducators with the LEA in priority order.
 - Submit them to the USOE/SARS Attn: Barbara Bickmore by 5:00 p.m. May 15.

<u>Scholarship committee</u>: A PETTS committee consisting of one Board member, one representative of the Board of Regents, one representative of the UEA, and two additional representatives designated by the Board shall:

- Receive completed and ranked applications from LEAs.
- Determine funding for applicants from applications received from LEAs after considering the number of applications received and the amount of funding available.
- Develop and consider the following selection criteria:
 - Support from the recommending school district/charter school.
 - Geographical distribution of recipients.
- Provide names of scholarship recipients to the Board for review and comment by August annually.
- Provide a summary of results to the Board upon request.

A scholarship recipient shall:

- Remain continuously employed.
- Provide documentation of progress toward graduation (e.g., grades and transcripts).
- Reimburse the Board for the amount of scholarship funding if he/she does not remain employed for

Paraeducator to Teacher Scholarship (PETTS) (Continued from page 14)

the duration of the scholarship period or who does not satisfactorily complete funded courses.

Scholarship recipients and LEAs whose employees receive funding shall cooperate on any assessment required by the board.

Timelines:

- May 1- submit completed applications to LEA administration.
- May 15 LEA submits completed and ranked applications to the USOE/SARS by 5:00 p.m.
- 3rd week in May Committee meets to determine scholarship awards.
- May 31 scholarship award recipients are notified via email.
- June 5 applicants not receiving scholarship are notified via email.

Questions:

Barbara Bickmore

barbara.bickmore@schools.utah.gov

801-538-7612

FAX: 801-538-7991 P.O. Box 144200

Salt Lake City, UT 84114-4200

AUTISM COUNCIL OF UTAH

The Autism Council of Utah (ACU) honored Paul Day, autism specialist, in Washington County School District for the Outstanding Autism Program of the Year on April 6, 2011. Congratulations to Paul Day and Washington County School District.

The ACU schools committee is seeking nominations for outstanding autism programs or outstanding special education teachers, general education teachers, or related service personnel who work with students with autism.

Please contact: Amy Peters (801) 510-1015 or Jocelyn Taylor (801) 538-7726 if you have someone whom you wish to be considered for this honor in the 2011-2012 school year.

New Professional Development Calendar

The USOE Special Education Services section has a new professional development calendar, which is located on the main USOE webpage at:

http://schools.utah.gov/main/CALENDAR/USOE-Calendar/Special-Education.aspx.

Please click on the professional development topics to view a one page flier of the information.



Educational Interpreter Program

The Utah State Office of Education, as part of the TASK 12 Consortium for educational interpreters, is announcing this opportunity to improve key interpreter skills by becoming a participant in the TIPS Training. The TIPS Training is an outgrowth of the in-service needs of interpreters identified by comparison of deficit skill areas from the Educational Interpreter Performance Assessment (EIPA) around the states.

In Utah we have an expectation of 4.0 on the EIPA for our educational interpreters. Interpreters in the **3.0-3.4 range** may apply for the grant. The Utah State Office of Education will sponsor **two interpreters** to be part of the Cohort in late August or early September, 2011, in Arizona. Additional interpreters may apply at their own cost. There are two days of face-to-face instruction in Arizona, with the rest of the program on-line with follow-ups throughout the coming year. The grant would also include a provision for taking the EIPA. The cost to the individual is \$375.00, which includes materials for the class, and the fee for taking the EIPA at the end. (The cost for the training is \$1,800.00, including hotel and air fare.)

The TIPS Training has shown a 60% pass rate (EIPA Level 3.5 or better) from TIPS completers (compared to a 40% pass rate from interpreters not participating in TIPS). This means that TIPS increases the numbers of qualified interpreters working with deaf and hard of hearing students in public schools.

Questions: Christine Timothy <u>christine.timothy@schools.utah.gov</u> 801-538-7948

Utah Assistive Technology Program

If you missed the April 6 online training, "Accessibility options for Macs, Windows and other computers" sponsored by Utah Assistive Technology Program, or just want to go back and watch it again, it will be available in the next two weeks at http://uatpat.org/resources/training/training.htm, or you can request a CD copy be mailed to you by emailing storee.powell@usu.edu.

Also, UATP will be sponsoring another free online training **May 4, 2011**, on iPads. Scott Baggley will present again on the accessibility options for iPads. More information will be forthcoming on the training.

Get updates from UATP as well as find helpful resources and information on assistive technology at our blog, http://utahatprogram.blogspot.com/.

Questions: Storee Powell 435-797-7412

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

New Directors' Institute

May 13, 2011 1:00—4:00 pm

Grandview Learning Center 1591 North Jordan Avenue Provo UT 84604

Questions: Nina Thompson nina.thompson@schools.utah.gov 801-538-7587

Specific Learning Disabilities (SLD) Roundtable - May 13, 2011 - 2:00-4:00 pm, Utah State Office of Education, Room 241

Topic: Common Core - Basic

Information

Questions: Nancy Adams nancy.adams@schools.utah.gov 801-538-7906

Adolescent Learner Conference

Airport Hilton, Salt Lake City June 28-29, 2011

More information coming soon.

Utah Institute
On Special Education Law

August 8, 9, 10, 2011

More information coming soon.

EIPA ASSESSMENT DATES

The remaining EIPA assessment date is:

April 29-30, 2011

All assessments will be given at USDB in Ogden. USOE is still offering a \$100.00 stipend for Utah educational interpreters.

Registration information: www.task12.org

