September 2011 Volume I Edition I

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Reviewers for English/ Language Arts Materials

Twice a year, the Teaching and Learning Department at USOE reviews instructional and intervention materials submitted by publishers. A group of educators meet for two days in the fall and a day in the spring to review English/ Language Arts (K-12) materials submitted to the state for review and approval. A rubric based on the Utah Common Core is utilized as the reference tool for evaluating all submitted materials. The reviewed materials are then posted on the RIMS site at USOE for LEAs to access when selecting materials.

Special education teachers are welcomed and encouraged to be a member of these review committees. For a special educator who participates, it provides an opportunity to look at the Utah Common Core in relation to students with disabilities and accessibility of the general curriculum, to know what materials are available, and to obtain some free materials.

Teaching and Learning is requesting names of teachers to participate in the first scheduled review, **October 5 and 6, 2011**, at USOE. This is an opportunity to provide input to ensure that students with disabilities' needs are addressed in instructional and intervention materials.

If you have a special education classroom teacher you would like to recommend and can release the teacher **October 5 and 6**, please send the name and contact information to: Janet Gibbs at janet.gibbs@schools.utah.gov or 801-538-7716.

NEW! Part B Maintenance of Effort and Coordinated Early Intervening Services (Table 8) Data

The Data Accountability Center (DAC) has posted the state and district level data for the Part B Maintenance of Effort and Coordinated Early Intervening Services (Table 8) data collection. These files can be located at: www.ideadata.org/, IDEAData, State-Level Data Files or https://www.ideadata.org/ PartBMaintenance.asp

ARRA Update

Utah is under heavy scrutiny for our low ARRA spending rate. Several LEAs still have more than 50% of funds available. The last day for expenditures is September 30, 2011. The last day to submit reimbursement requests to USOE is November 15, 2011. ARRA expenditures are reviewed and additional information or evidence of expenditure is often required. Please submit your reimbursement requests early to avoid the negative impact to your LEA if the expenditure is not approved.

Questions: Jennifer Howell jennifer@schools.utah.gov 801-538-7724



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Larry K. Shumway, Ed.D., State Superintendent of Public Instruction Glenna Gallo, Special Education Director

EDGAR: Time and Effort Certification

Time and effort certification is required for any employee paid with federal funds. Time and Effort Certification may be provided through a Personnel Activity Report (PAR). Sample PARs can be found on the USOE website at http://www.schools.utah.gov/sars/Finance/Fiscal-Monitoring.aspx under the Allowable Costs section.

Personnel Activity Report Requirements:

- Detailed time assigned to every funding program.
- After-the-fact reporting of time spent, not an estimate based on budget or percentages.
- Signed by the employee or direct supervisor and maintained by the LEA.
- Required in addition to standard payroll documentation (time sheets, etc.).
- Monthly for charter school staff.
- Monthly for district staff paid from multiple funding sources.
- Twice annually for district staff paid 100% from a single federal funding source.

Districts: EDGAR pg. 297 Charters: EDGAR pg. 334

Questions: Jennifer Howell jennifer.howell@schools.utah.gov 801-538-7724

Understanding the Add-On Funding Formula

The State Special Education Add-On funding provides the largest portion of special education funding to Utah LEAs. This funding is distributed by WPU, not on a per-pupil basis. The value of the Add-On WPU for 2011-12 is \$2,577. To determine the number of WPU assigned to each LEA, a formula has been in place for several years. The formula is carefully designed to provide a buffer for changes in enrollment and service over time. The LEA receives the highest of four different calculations:

 Foundation: Average of Special Education (Self-Contained and Resource) ADM over the previous 5 years. (Note: Because of the timing for legislative processes and funding allocation, special education funding formulas are two years in delay. In this case, "previous" means the 5 year span between 7 and 2 years ago. Thus, funding for School Year 2011-12 is based on the 5 year average from 2005-06 through 2009-10.)

- 2. **Base:** Prior year Special Education Add-On WPU.
- 3. Base plus growth: Prior year Special Education Add-On WPU plus weighted growth. Weighted growth is determined by multiplying Special Education ADM from two years prior and Special Education ADM from one year prior. If the growth in Special Education exceeds current year growth in total Fall Enrollment, growth in Special Education is set equal to growth in Fall Enrollment (the rate of growth in the special education program cannot exceed the rate of growth in total enrollment). The percentage determined for growth is multiplied by a factor of 1.53, and added to the Base funding.
- 4. Base minus growth: Prior year Special Education Add-On WPU minus weighted negative growth. Weighted negative growth is calculated using the same method as growth, described above. The percentage determined for negative growth is multiplied by a factor of 1.53, and subtracted from the Base funding.

Questions: Jennifer Howell jennifer.howell@schools.utah.gov 801-538-7724

Graduation Rate Changes

Beginning with the 2011 Cohort, Utah reports graduation and dropout rates using the more stringent federal definitions and calculations. Graduates are those students who earn a diploma in 4 years or less. Students who require more than 4 years to complete graduation requirements are not counted as graduates, as are students who participate in the UAA, earn a GED, or receive a Certificate of Completion. Students who return to school following their cohort graduation year are coded as Retained Seniors (RT); these students are not given an exit

code as they are considered continuing students.

See "New Graduation Rate Summary Information" http://www.schools.utah.gov/data/
http://www.schools.utah.gov/data/
Educational-Data/Graduation-Dropout-Rates.aspx for further clarification.

Questions: Susan Loving susan.loving@schools.utah.gov 801-538-7645

Paraeducator to Teacher Scholarships (PETTS) 2011-2012

Scholarships for paraeducators seeking to become licensed educators

82 paraeducators applied for scholarships for SY 2011-12

14 Scholarships were awarded for SY 2011-12:

- 3 scholarships were continued
- 11 new paraeducators received scholarships

Number of scholarships received by LEA:

Alpine	2
American Prep	1
Academy	
Davis	1
Granite	1
Jordan	3
Sevier	1
So Sanpete	1
So Summit	1
Tooele	1
Weber	2

Scholarship recipients shall:

- Remain continuously employed as a paraeducator.
- Provide documentation of progress toward graduation.
- Receive recommendation of school districts/charter schools.
- Represent geographical distribution.

Questions:
Peggy Milligan
peggy milligan@schoo

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Using Literacy to Teach Science and Science to Teach Literacy

"The limits of my language are the limits of my world." - Ludwig Wittgenstein

The Importance of Science Instruction K-6

Science is not only a body of knowledge that represents current understanding of natural systems; it is also the practices by which that knowledge is attained. Science is a way of knowing, a process for gaining knowledge and understanding of the natural world. Why focus instructional time on science in elementary schools when there are already time constraints due to AYP required literacy and mathematic blocks? The answer to that question is simple: Children are born investigators, with natural curiosity that should be fostered and utilized as a means for great learning opportunities. Science has the power to reach all students, and has the potential to capture students' sense of wonder about the world, sparking their desire to continue to learn about science throughout their lives. It allows educators the prime opportunity to teach reading, writing, speaking, and listening skills that are vital for a student's success when they leave our classroom.

Rich science opportunities need to be available for all students. ALL students are capable of learning and doing science. The goal of science education is to allow our students the opportunity to DO science, not just to learn a discrete body of facts. The Utah Core Science Curriculum is centered on the 7 Intended Learning Outcomes (ILOs), and content should be delivered through the lens of these performance based standards. These science process skills are necessary for success in the learning and doing of science and are also supported by the common core literacy standards in science and technical subjects.

Using Science to Teach Literacy and Vice Versa

Reading

Science is just one area where the use of informational text can benefit the literacy skills of all students. Research has shown that elementary aged students prefer informational text over fictional text when asked to choose reading material. This preference in reading material is a great way to incorporate both the content specific area of the science core as well as the requirements of the language arts core. The English language arts (ELA) core focuses on the use of informational text starting in Kindergarten. The standards address the need for students to be able to analyze, think critically, form opinion from evidence, and support their case very early on – similar to the process skills required of students in the Utah core Science curriculum ILOs. As stated above, children are born with a natural curiosity and science is a wonderful way to utilize that curiosity to teach foundational reading and writing skills.

Five Serious Reasons to Include Informational Texts

- 1. Informational text is key to success in later schooling.
- 2. Informational text is ubiquitous in the larger society.
- 3. Informational text is preferred reading material for most children.
- 4. Informational text often addresses children's interests and questions.
- 5. Informational text builds knowledge of the natural and social world.

Writing

"Developing students' writing skills in science should be an important part of science instruction. Students should regularly write descriptions of their observations and experiments. Lab journals are an effective way to emphasize the importance of writing in science." Utah Core Science Curriculum)

When students are given the opportunity to repeatedly write in the content area, their understanding of that content improves significantly:

- Students feel empowered by their ability to use learned information.
- Writing in the content area stresses the importance of using content specific vocabulary, correctly and in context.
- Students with limited language skills (English language learners or students with disabilities) benefit due to the increase in scientific discourse.
- Allows students to learn content, process, and communication of science (Utah ILOs).

Using literacy in the content area is very powerful, just as using content as a vehicle for literacy skills is a method which allows access for all students. All students can be limited by their ability to use language, but all students can learn to use language and literacy as a means for success, how we help them is up to us.

Assessment Accommodations Policy

The 2011-2012 Assessment Participation and Accommodations Policy is available at: http://usoewebstage/sars/DOCS/assessmentSpecial_Needs_Accommodations_Policy-pdf.aspx. Please dispose of any prior policies.

The Accommodations Policy changes for 2011-2012 include:

Course taking

- All students must be assessed on either the (Criterion-Referenced Tests) CRTs or (Utah's Alternate Assessment) UAA, even students taking courses that begin with a course code number of 23.
- All students must take Algebra 1 CRT by the end of 10th grade or the UAA.

Screen reader/read aloud

- All passages, questions and answer options may be read aloud to Students with Disabilities (SWD), English Language Learners (ELL), and students on Section 504 plans except the answer options for spelling items which must be spelled letter by letter.
- The screen reader should be used to provide the read aloud on all CRTs. If a student is unable to interact with the screen reader, appropriate documentation must be included in the IEP, ELL plan, or 504 plan.
- Students using the screen reader with headsets may be assessed with their peers. They may no longer need to be assessed individually or in a small group.
- Screen reader will continue to be available on medium and fast speed. Many students in LEAs using commercial electronic read aloud features such as Texthelp, Kurzweil, WYNN, and Don Johnston to read digital information or electronic books found the screen reader easy to use.
- It is an LEA responsibility to provide instructional read aloud in all subjects necessary including books, documents, and the web if the team determines that is what the student needs.
- Statewide assessment general instructions may be clarified, paraphrased, and/or re-read for all students.

Reading Assessments/UALPA

- Students who take the UAA are not exempt from the DIBELS DORF Middle of Year Reading Assessments in grades 1, 2, and 3.
- Students who take the UAA are not exempt from the Utah Language Proficiency Assessment (UALPA).

Questions:

Wendy Carver at wendy.carver@schools.utah.gov or 801-538-7639

Charter School MiniPIPS

Utah's special education monitoring system is titled Utah Program Improvement Planning System (UPIPS). Charter schools will participate in a miniPIPS process in the first year of operation with students. This process is an opportunity for the charter school and the State to ensure that compliant IEP procedures are in place and that the rights of students with disabilities and their parents are protected. Any misunderstandings on the part of administrative and special education staff can be clarified during the process. The visit and follow-up steps are intended to prevent difficulties between the school and parents of students with disabilities.

MiniPIPS consists of an on-site visit on a date arranged with the charter school in the fall. Activities during the visit include student file reviews, interviews with staff, and classroom observations. Subsequent to the visit, support for correction of any identified noncompliance issues is provided at USOE expense. Additional first year support for special education programs and staff may be provided at the school's request.

Treasures

As children, my friend and I wrapped treasures in aluminum foil and buried it in a wheat field in our home town. We hoped our time capsule would inform the future of life as we knew it. On a professional note, and many years into the future from my childhood, I'd like to unwrap some of the treasures in which specialists at the USOE are engaging.

These treasures have not been wrapped in aluminum foil nor have they been buried for years. Activities of the professionals at the USOE shine brightly in areas of their specialization.

Carol Anderson, Education Specialist Behavior/Social Competencies/ Mental Health

In addition to many other behavior, social competencies and mental health activities, Carol has been working in collaboration with the National IDEA Partnership and the Utah Community of Practice (CoP) on School Behavioral Health. The focus is on school improvements, barriers to learning, and the promotion of healthy development in youth. This Community of Practice operates through five state agencies, 13 local LEAs and mental health centers, eight state organizations and three technical assistance centers creating a shared agenda.

Chris Timothy, Education Specialist Sensory and Significant Disabilities

Significant Disabilities

Chris is working with partners at the UPDC:

- To provide teachers of students with significant disabilities strategies, techniques, and concepts that work with students with intentional language and unintended or no identifiable language and to understand the common core for these students.
- To provide teachers of students with significant disabilities instruction on the EQUALs Math Program.
- To provide workshops for special schools on how to recognize and

- assess skills of students with significant and multiple disabilities.
- To provide roundtable meetings/ training on hot topics and a book study throughout the year.
- The annual Statewide Conference for teachers of students with significant disabilities focusing on seven significant skills and strategies.

Sensory Disabilities

Chris is also working on professional development for educators of students with sensory disabilities including the following:

- Educational Interpreter Performance Assessment Workshops from Boys Town Hospital.
- Educational Interpreter Performance Assessment (EIPA).
- TIPS Training Training for two interpreters who want to improve their skills above a 3.5 on EIPA, includes one face-to-face training in Arizona, and year-long on-line studies with the cohort, and take the test.
- Mountain States Conference for Teachers of the Deaf and Hard of Hearing to be held in Utah.
- Technical assistance manual for the Utah Braille Standards for English Language Arts and Math K-6
- Technical Assistance Manual for Effective Practices for Teachers of the Blind and Visually Impaired.
- Utah's Response to the National Deaf Agenda.

Janet Gibbs, Education Specialist SLD/Access to the General Curriculum (LRE)

Janet works diligently with professionals in LEAs, USOE, and the UPDC to ensure students with disabilities have access to the general curriculum and have a voice in the education system as demonstrated by the following activities:

- Math grants to LEAs to improve outcomes for SWDs in mathematics. Grants have been awarded to four districts and one charter school - \$75,000.
- Literacy grants to LEAs to improve outcomes for students with disabilities in literacy. Grants have

- been awarded to five districts and one charter school \$100,000.
- Math scholarships to LEAs in support of elementary special educators to improve their math instructional and content skills.
 Fifty special educators have achieved a math endorsement.
- Regular meetings with Title III and Alternative Language Services regarding appropriate identification of ELLs identified as having a disability.
- Co-sponsoring conferences with Title I, Learning Disabilities Association of Utah (LDAU), and Brain Injury Association of Utah (BIAU).
- Addresses issues regarding the Utah Common Core and students with disabilities at conferences throughout the state.
- Developing a supportive document for LEAs on co-teaching.

Jocelyn Taylor, Ed.D., Education Specialist Speech/Language Pathology/Autism/Assistive Technology

Some of her important work includes:

- Cohort I Discrete Trial Teaching training. This cohort began in June and includes a year-long series of training, observation, coaching and data collection.
- The Speech-Language Technician (SLT) Institute was held in July with 30 participants who are now eligible for educator licensure.
- She attended the ASHA Summit on Speech-Language Pathology Assistants and will convene a focus group to incorporate ASHA recommendations in the SLT Handbook. Utah was recognized as having implemented best practice regarding the use of SLP assistants.
- SLP Supervisors professional development is scheduled.

<u>Susan Loving, Education Specialist</u> <u>Transition</u>

Susan has accomplished many outreach efforts on behalf of transition services to students with disabilities this year. Some of her efforts include:

Receiving intensive TA from the

- National Dropout Prevention Center for Students with Disabilities, financial and research support from WestEd for dropout prevention programs, and National PostSchool Outcomes Center.
- Participating in the following committees to improve outcomes for students:
 - HB 45/Support Work Initiative (SWI).
 - PASSAGES (a grant from the Division of Substance Abuse and Mental Health to provide transition services to young adults with mental illness).
 - Grant writing committee to support employment systems change for youth with disabilities.
 - Transition Leadership Team USU, VR, high schools, and other northern Utah agencies to implement strategies to improve transition programs (including pre-services).
- Distribution of Transition Action Guide to all LEAs.
- Providing targeted professional development.
- Completed Phase I of long-term transition planning with stakeholders.

Special Education Records Transfer

Section 53A-11-504 requires the transfer of student records within 30 school days. Though the statute does not define "records," other cases and commentaries about FERPA are clear that a student record = all information maintained at a school (about a student) that guides employee actions in serving the student. Unless a school regularly purges student records (and unnecessary or unwanted information is destroyed or returned to sender). ALL information that is maintained should be provided upon request by another school or school district/ charter school.

Questions:

Lisa Arbogast

lisa.arbogast@schools.utah.gov 801-538-7568

Upcoming Professional Development and Announcments

2011

46th Annual Conference of the Utah Council of the International Reading Association (UCIRA)

September 23-24, 2011 Ogden Marriott Hotel, Ogden UT

STAR Autism Program (Strategies for Teaching based on Autism Research)

September 26—27, 2011 Utah Personnel Development Center

Transition Roundtables 2011

North: October 3, 2011 UPDC

South: October 5, 2011 Iron County School District

Brain Injury Association of Utah 2011 Family and Professionals Conference

October 13, 2011 South Towne Exposition Center

17th Annual Utah Paraeducator Conference

November 11—12, 2011 Provo Marriott

Adapting Common Core Standards English Language Arts

November 30—December 1, 2011 Jones Center

Autism Roundtable

December 14, 2011 Utah Personnel Development Center

2012

TIPS Training (for educational interpreters)
January 2012 (applications due November 2011)
Arizona

Sensory Disability Roundtables

Deaf and Hard of Hearing January 2012

Blind and Visually Impaired & Deafblind February 2012

Foundations of Autism

February 2—3, 2012

Registration begins December 1, 2011

<u>Conferenceville</u> (using technology in the classroom)

February 24, 2012

Davis Conference Center—Layton, UT

Utah Coalition for Educational Technology (UCET) Conference

(UAAACT Team Members encouraged to attend. This will be the prime training activity for the year.)
March 2—3, 2012

Jordan High School

UAAACT Team expenses covered: registration, hotel, mileage, meals, and substitutes.

No Flyer for this Activity—Contact: rebecca.lewis@schools.utah.gov

<u>Learning Disabilities Association</u> of Utah 2012 Annual Conference

March 9, 2012

Weber State University

TTAP (TEACCH Transition Assessment Profile) Training

May 7-8, 2012

2011—2012 Multiple

Session Conferences

<u>Significant Cognitive Disabilities</u> Roundtables

November 8, 2011 January 11, 2012

April 25, 2012

Utah Personnel Development Center

Educational Interpreter

Performance Assessment (EIPA) Video Conference Workshops

November 12, 2011

January 14, 2012

March 24, 2012

April 14, 2012

Educational Interpreter Performance Assessment Testing Schedule 2011-2012

November 11 and 12, 2011 March 2 and 3, 2012

USOE provides a \$100 stipend for all Utah School Educational Interpreters.

<u>Disability</u> <u>Law Center (DLC)</u> <u>Notice of Public</u> <u>Hearing</u>

September 21, 2011 4:00 pm to 6:00 pm Community Legal Center 205 North 400 West Salt Lake City, UT 84103 1-800-662-9080

Access to Professional Development Fliers

Unless otherwise noted, all of the professional development activities on this page are linked to a flyer which will provide you with additional information on the activity. (This also includes the Educational Interpreter Testing and the DLC Public Hearing.)

Follow the link by clicking on the title of the activity.

Don't forget to check our professional development calendar.

http://www.schools.utah.gov/sars/USEAM.aspx