



December 2011/January 2012 Volume I Edition IV

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 Superintendent of Public Instruction
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Direct Writing Assessment (DWA)

The Direct Writing Assessment (DWA) will be administered in most LEAs in February. There are no speech-to-text accessibility programs that are compatible with the DWA. Students should only use the scribe accommodation if the IEP team determines it to be necessary and the student uses it routinely for instruction in all subjects.

The Utah State Office of Education is recommending use of the screen reader for read aloud accommodations on the Criterion-Referenced Tests (CRTs). The 2011-2012 Assessment Participation and Accommodations Policy (http://www.schools.utah.gov/sars/DOCS/assessment/Special_Needs_Accommodations_Policy-pdf.aspx) states that for Read Aloud in English and Screen Reader the screen reader should be used to provide the read aloud accommodation on CRTs. If a student is unable to interact with the screen reader, appropriate documentation must be included in the student's IEP, ELL plan or 504 plan. Please begin to prepare students for computer adaptive testing in 2014-15 and possibly in 2013-14.

All 10th grade students take the Algebra 1 CRT (or have taken the Algebra 1 CRT prior to 10th grade) or take Utah's Alternate Assessment (UAA).

Questions:
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 801-538-7639

Assessment Update

Utah's Alternate Assessment (UAA) scores will be submitted on-line this year. Paper answer documents are longer available. The UAA itself will not change, just how the scores are submitted. Look for more information in the future.

Questions:
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TSA Launches Helpline for Travelers with Disabilities

TSA has announced the launch of TSA Cares, a new helpline designed to assist travelers with disabilities and medical conditions, prior to arriving at the airport. Travelers may call TSA Cares toll free at 1-855-787-2227 prior to traveling with questions about screening policies, procedures and what to expect at the security checkpoint.

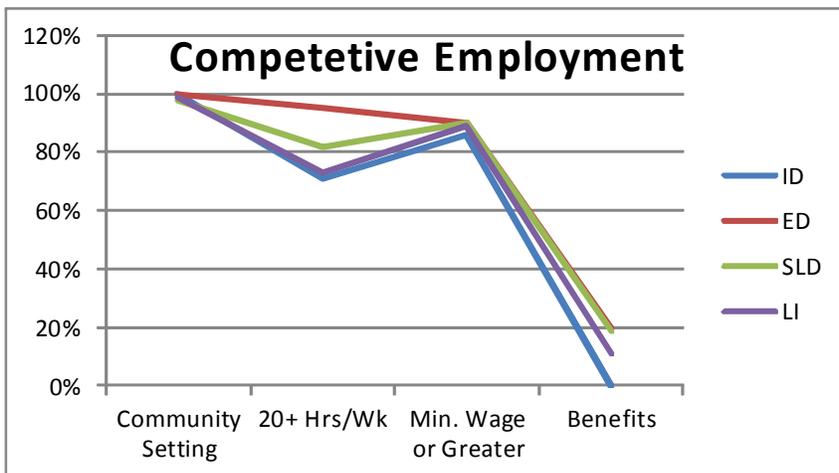
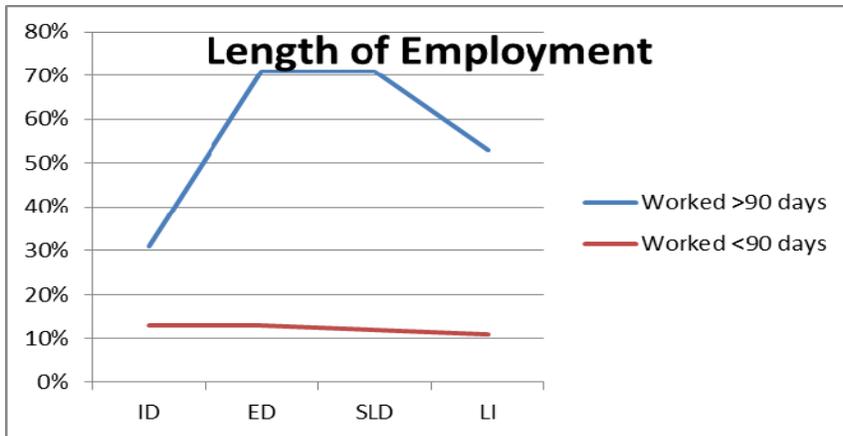
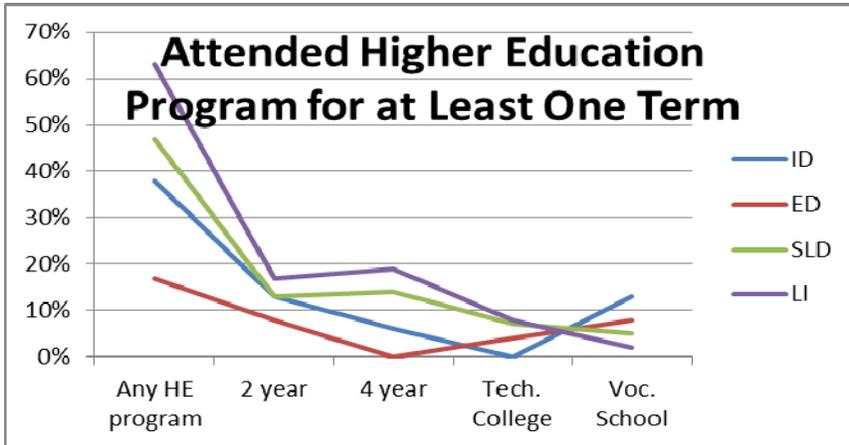
Transition

Ivan Turgenev wrote in 1862, “A picture shows me at a glance what it takes dozens of pages of a book to expound.”

With that thought in mind, please review the following graphs that illustrate the postschool outcomes for young adults who exited Utah schools in the 2009-10 school year. While you review the graphs, ask yourself these questions:

- Are Utah students with disabilities demonstrating that they are college and career ready?
- Do we need to put more emphasis on postsecondary education?
- Are we emphasizing “job” over “career”?
- If students work less than 90 days in a year, what are they doing with the rest of their time?
- Do we consider the importance of benefits, e.g. insurance, paid vacation and sick leave, when we discuss employment options with our students?
- What do we need to do to improve outcomes for all of our students?

Please compare the state results with your LEA results at www.utahposthighsurvey.org.



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Transition

According to the USOE Data Clearinghouse, 1,634 males and 919 females left school during the 2009-10 school year. Of those, 359 males and 178 females responded to the post-school outcomes survey; the proportion of respondents by gender (67% male, 33% female) is similar to the proportion in the exiting population (64% male, 36% female).

So, how have these youth been occupied in the year since leaving school?

When asked about participation in higher education, 23% of the males reported participating full-time in an educational program, compared to 29% of the females. More females were participating part time (20%) than males (12%). The proportion of males and females who reported attending school but not completing the program was similar (7% of males, 6% of females). Both males and females indicated that lack of financial resources was the main reason for discontinuing the program. Sadly, 55% of the males and 41% of the females indicated that they had not attended any type of educational or training program. Again, the main reason for not attending was lack of financial resources, followed by "I plan to go in the future". Some males also indicated that they did not want to continue their education.

Males and females responded similarly when asked about employment. Two-thirds of both males and females had been employed for pay for 3 months at any time during the year since leaving high school. About 11% had worked, but for less than 90 days total. About 22% were not currently employed and had not worked for pay since leaving school. When asked why they had worked less than 90 days, males indicated the inability to find work (27%), going to school or being a full-time student (11%), and being recently laid off or fired (9%). Other reasons given included: seasonal work; leaving on a church mission; and temporary jobs. Females reported being unable to find work (37%) and going to school or being a full-time student (32%) as reasons for not being employed. Females also reported difficulty finding a job and "not really looking" as reasons for unemployment.

The survey also collected data about wages and benefits. More than half of the males responding reported earnings of at least minimum wage (59%); 26% reported earnings of between \$10.00- \$15.00/hour and 4% reported earnings of over \$15.00/hour. In comparison, 74% of the females reported earnings of at least minimum wage; 15% reported earnings of between \$10.00- \$15.00/hour and 2% reported earnings of over \$15.00/hour. Both males (78%) and females (81%) reported that their jobs did not provide benefits.

In summary, more than half of the youth responding to the survey had not attended any education or training programs since leaving school. Females were more likely to be attending school, both full- and part-time than males. Both groups indicated that lack of financial resources resulted in not completing postsecondary education/training programs.

The majority (65%) of youth who responded to the survey indicated that they had been employed for pay for 90 days or more during the previous year. Males and females were working for pay at about the same rate although males were earning more than females on average. The majority of workers were not provided benefits at their jobs.

As you review the post-school outcomes data for your LEA (www.utahposthighsurvey.org), please ask the following questions:

- Do we expect that all students will participate in some kind of postsecondary education or training?
- Do all students and their parents receive information about postsecondary education and training programs by at least the student's junior year?
- Do all students and their parents receive information about financial aid for postsecondary education by at least the student's junior year?
- Do we prepare students for employment that pay a living wage and provide benefits – and leads to a career?

If the answer to any of these questions is "No", please think of program changes that could positively impact the lives of the young adults leaving your schools.

Questions:

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**Please see page 4 for important information
on self-assessment activities and secondary
transition data.**

Self-Assessment - Secondary Transition Data

As you review the file review data collected during your LEA's self-assessment activities, please look at the secondary transition data. If transition plans in files reviewed are less than 80% compliant, please plan on providing professional development to your staff. I would be happy to provide any on-site assistance in this matter.

Please see the following resources on the USOE-SES Transition website (<http://www.schools.utah.gov/sars/Transition.aspx>):

- Compliance Tips for Indicator 13 (scroll down to IEP forms);
- Transition Action Guide;
- Handouts;
 - ◊ Transition Assessment for Students with Significant Cognitive Disability
 - ◊ Transition Goals in the IEP
- Adult Service Agency Resource Information (Scroll down to Information).

Questions:

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UPIPS User Survey

The USOE is collecting feedback on the UPIPS website. When you log into the UPIPS site you will be prompted to take the survey. Please take a few moments to give us your feedback on how the website has worked for you and any information you would like the USOE to consider when implementing changes for the future. Thanks.

UPIPS Year 1 Training — Part 2

Charter Schools: January 17, 2012—1:00 pm to 4:00 pm—USOE Room 241

Districts: January 18, 2012—1:00 pm to 4:00 pm—USOE Room 241

This will be training on procedures for completing your Self-Assessment. We will also review the UPIPS website and discuss how to generate, utilize, and submit reports on UPIPS file reviews. Please RSVP to Tiffanie Owens at tiffanie.owens@schools.utah.gov

School Choice and Transferring LEAs

Almost 8% of public education students in Utah attend charter schools, one of the many school choice options offered in the state. The reasons for school choice vary, including closer proximity to home, specific school emphasis or curricular focus, friends attending, etc. However, not all who make this choice find it to be the nirvana they envisioned. As such, many opt to return to their school district in the middle of the school year. State law gives parents the right to move students to another school at any time for a specific reason or no reason at all. It is completely up to them. However, the law also gives the school district the right to enroll the student in a school that has adequate capacity. Adequate capacity is determined by the district, but must be based on the student's grade level, if the student is in elementary school or the core classes that the student needs to take, if the student is in secondary school.

Of course, we'd all prefer that these changes happen during summer break. To encourage parents to make choices during that timeframe, the law makes it easier for changes to occur before June 30 than after. Before June 30, all that is required is a notice of intent to attend the student's school of residence. After June 30, the process requires the parent to submit to the charter school a letter of acceptance for enrollment from the resident district, nonresident district, or another charter school. The onus is on the parent. Nowhere, however, does the law give the school district the right to deny a student enrollment for reasons of mid-year transfers. You can read more about this law in Utah Code 53A-1a-506.5.

Questions:

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OSEP Letter to Anonymous (1/19/11) Regarding IEEs

LEAs may set timelines for parents to submit an independent education evaluation (IEE) report prior to scheduling an IEP meeting, provided that the deadline would have been made known in advance to the parents or public so that those seeking an IEE are fully informed. The IDEA does not set a particular deadline for a parent to submit a private evaluation report prior to an IEP team meeting. However, the implementing regulation at 34 CFR 300.502(c)(1) provides that if a parent obtains an IEE at private expense or shares with the LEA an evaluation he/she paid for personally, the LEA must consider the evaluation in any decision regarding the provision of FAPE if it determines that the evaluation meets agency criteria.

"We believe it would be reasonable for a public agency to establish criteria, including a requirement that it receive the entire evaluation report and not just the scaled scores by a certain time, to give the public agency the opportunity to review the report prior to scheduling an IEP Team meeting to discuss that evaluation," OSEP Director Melody Musgrove wrote.

OSEP Funding Information

As indicated in OSEP Memo 12-1, H.R. 2017 the "Continuing Appropriations Act, 2012" made an across-the-board reduction of 1.503 percent to the amounts available for the FFY 2011 "advance-funded" allocations of programs administered by the Department, including the IDEA Grants to States October 1, 2011 grants. However, H.R. 2055 the "Consolidated Appropriations Act, 2012," signed on December 23, 2011, decreased the across-the-board reduction from 1.503 percent to 0.189 percent. States will be notified of the amount of the supplemental award as soon as the Department finalizes its recalculations.

Exactly what does a CASA volunteer do?

CASA volunteers are appointed by the Guardian ad Litem attorney to advocate for the best interests of abused and neglected children. The primary responsibilities of a CASA volunteer are to:



Gather Information: Review documents and records, interview the children, family members and professionals in their lives.

Document Findings: Provide written reports to the GAL attorney in preparation for all court proceedings.

Appear in/Attend Court: Advocate for the child's best interests and provide testimony when necessary.

Explain What is Going On: Help the child understand the court proceedings. **"Be the Glue":** Seek cooperative solutions among individuals and organizations involved in the children's lives. As one volunteer said, *"Be the glue that connects the pieces in a complicated child welfare system."*



Recommend Services: Ensure that the children are receiving appropriate services by keeping the Guardian informed of any needs currently not being addressed. Bring concerns about the child's health, education, mental health, etc. to the Guardian ad Litem's immediate attention.

Monitor Case Plans and Court Orders: Assist the Guardian by reporting any deviation from what the court has ordered for the life of the case.

Keep the Guardian ad Litem Informed: Update the Guardian ad Litem on developments with all participating agencies and family members.

Visit with the Child: Maintain a consistent and regular visiting schedule with the child.

The CASA Program *is not* a mentoring program. CASA volunteers gather information for the Guardian ad Litem they are working with. During the assignment process clear instruction is given by the Guardian ad Litem to the CASA as to what information the Guardian ad Litem is seeking. It then becomes the responsibility of the CASA to obtain the information and provide it to the Guardian ad Litem. For more information please visit UtahCASA.org. The USOE, Utah Parent Center, and the CASA program are working together to provide IDEA and surrogate parent training to CASAs,

Tips for Understanding Research

Review by Janet Gibbs of the article “10 Things Every Literacy Educator Should Know About Research”

Educators are encouraged if not required to base their instruction on research and use materials that are research-based. Terms such as research-based, evidence-based, and scientifically research-based are used to promote materials, to support professional development, and are imbedded in educator’s reading and speaking vocabulary. The article “**10 Things Every Literacy Educator Should Know About Research**” by Nell Duke and Nicole M. Martin in *The Reading Teacher* v65,1, pp. 9-22, 2011, provides some tips to help educators understand and make informed decisions when accessing research to support their teaching. This article would be great for a Professional Learning Communities, professional development topic or a group study at a school or LEA level.

The following are some brief points from the article. Please access the full article for a complete picture.

WHAT IS RESEARCH?

There may be multiple and complex answers to this question, but simply put “...research is the systematic collection and analysis of data to address a question.” Duke and Martin, 2011.

WHAT CAN RESEARCH DO?

Educators generally rely on their own professional judgment or that of their peers or rely on past experience as the measuring stick to assess teaching and student learning. Relying on experience and professional judgment can be valuable and provide some direction but research should provide guidance for policy and instruction and intervention practice. Research also allows educators to “pool” data to support their instructional practices.

WHAT RESEARCH IS NOT

Authorship does not equal quality research. If someone states they are a researcher and have completed research on a specific topic, it doesn’t make it research. Educators have favorite authors or presenters and believe what they say or present is research or research based, but that is not always accurate. Quality research follows specific criteria or guidelines. The Duke and Martin article provides information on types and standards for quality research.

RESEARCH-BASED and RESEARCH-TESTED

Publishers use these terms when promoting their materials, but what do they really mean? Duke and Martin, provide a distinction: “.....*research-tested* means that one or more research studies tested the impact of that particular practice, approach, or product. In contrast...*research-based* means that the particular practice, approach or product has not been tested in a research study but has been designed to be consistent with research findings.” This distinction is crucial when reviewing and making decisions on instruction and intervention curriculum and strategies. An educator may wish to ask some questions related to these terms such as:

- What practice was tested?
- What were the findings?
- What was the “n” size?
- What was the effective size?
- Who was the population?

WHERE AND HOW RESEARCH IS PUBLISHED

Remember your college professor telling you to go to the original source? This is still true. An educational practice or procedure can be reported in a variety of ways. If you have chosen a strategy and wish to implement it, it might be important to go to the original source to ensure what you believe or have read has been accurately portrayed. Once again some questions to ask might be:

- Has the strategy been discussed in a variety of journals?
- Has the research behind the strategy been published in a “peer-reviewed” journal? (Peer-reviewed means that a set of peers have reviewed the research *prior* to being published.)
- Has the researcher discussed the limitations of his or her research?
- Was the research conducted with the population you serve?

Educators wish to use quality research to improve teaching and student learning, but doing all the work of assessing what quality research is and isn’t can be time consuming. This article is a start towards the above goals, but there are additional tools or materials that an educator might wish to access when looking at research to support strategies which improve

teaching. Below is a list of some materials worth accessing.

- **Handbook of Learning Disabilities.** Edited by Swanson, Harris and Graham. Guilford Publisher.
- **Interventions for Academic and Behavior Problems II:** Preventive and Remedial Approaches. Edited by Shinn, Walker and Stoner. NASP Publisher.
- **Visible Learning:** A synthesis of over 800 meta-analysis relating to achievement. Edited by John Hattie. Routledge Publisher.

Free materials from the internet.

- **How teachers can use scientifically based research to make curricular and instructional decisions.** U.S. Department of Education.
- **Identifying and implementing education practices supported by rigorous evidence:** A user-friendly guide. U.S. Department of Education.

Educators who know and understand the aspects of quality research will have a tool to assist them to inform instruction, to identify appropriate interventions, and most importantly improve student learning.

Questions:

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Webinar on English Language Learners.

Thursday January 26, 2012, 2-3 pm at USOE RM 241 a webinar titled **Teaching English Language Learners: Learning Disability or Second Language Acquisition?** presented by Dr. Janette Klingner will be offered. This webinar is at no charge, but space is limited, so register early.

In this webinar, educators will learn how to better serve English Language Learners (ELLs). Participants will receive guidelines for differentiating between language difficulties that are part of learning English as a second language and difficulties that signal a possible learning disability (LD). Characteristics of LD and language acquisition will be compared, and misconceptions about second language learning will be clarified. Participants will also learn what research has shown about the ways in which literacy instruction should differ for ELLs.

Please register at OnTrack at <http://usoe.truenorthlogic.com> using the course number #34192.

Questions:

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SCRAM Update for Developmental Delay

Error Message-If a student will turn eight before December 1, 2011, the student's classification **MUST** be changed before the December 1, 2011 count.

Warning Message- If a student turns eight years old after December 1, 2011 you will receive a warning message. That calls attention to the student that will need to be re-classified by the end of the school year.

2012-2013 School Year

By next school year our data system will be able to collect and calculate the DD classification compared to their birthday. For next year if the Disability is "DD" the student's eighth birthday must occur on or after the student's Exit date.

Questions:

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Special Education Strand at the UCET 2012 Conference!

The UCET Board is working hard to provide workshops at the UCET conference related to special education. There are many assistive technology experts across the state of Utah who have submitted presentation proposals. If you are a special educator or a general education classroom teacher working with students who have a disability, the 2012 UCET Conference will be an excellent place to learn about the latest iPad apps and strategies to implement assistive technology in the classroom. Below is a small sample of special education related topics that will be addressed at the conference.

iPads and Students with Low Vision - We will cover our experience with accessing the curriculum (textbooks, books, etc.) through scanning and briefly touching on sources like Bookshare.org and Project Gutenberg. This session will discuss accessing worksheets (through email, etc.), note taking (through audio notes, livescribe, etc.) and student to student mentoring.

Livescribe / Echo Smart Pens - This session will demonstrate how students with limited note-taking skills are using the Livescribe pens in and out of the classroom.

Bookshare - This course will cover information on the use of Bookshare.org including the following:

- Bookshare® is free for all U.S. students with qualifying disabilities.
- Bookshare dramatically increases the accessibility of books.
- Bookshare includes a searchable online library.
- Bookshare offers approximately 127,000 digital books, textbooks, teacher-recommended reading, periodicals and assistive technology tools.

Come see how you can use Bookshare in your classroom absolutely free.

Using What You Already Have or Free Tools to Help Students with Reading and Writing Challenges - We will explore using the technology that you may already have in new ways as well as exploring different FREE options that may allow students with reading and writing challenges to be able to access the curriculum, and be able to create and edit their own unique work.

Writing Assistance - Using Desktop and Portable Word Prediction - Do your students have difficulty spelling but have the ability to choose a desired word from a written list? Would they benefit from having a computer speak word choices and constructed sentences to them? Do your students have challenging fine motor skills that inhibit handwriting or need help increasing productivity with keyboarding? Co:Writer, a word prediction program, may be the solution. This session will demonstrate the steps to using Co:Writer6, including how to customize vocabulary to meet students needs and classroom curriculum. We will also discuss the NEO, a portable solution to make Co:Writer accessible anywhere.

Identifying and teaching concrete skills to make the iPad an effective classroom tool

1. Identifying a student's current levels of performance with an iPad using the AAC profile and observations.
2. Determining concrete skills for the student to master using the iPad (operational, linguistic, social, strategic).
3. Setting up a program to teach and monitor the development of these concrete skills.

Look at This! Video Modeling as an Instructional Tool - This session will explore what video modeling is, some tools for using video modeling, and sources for learning more about video modeling. Research has demonstrated that video modeling is effective in teaching specific social, play, and functional skills to students with autism and other cognitive disabilities. It is tailored for special populations and also has applications in regular education as well.

What's New with Boardmaker - Boardmaker software from Mayer Johnson has been around for years and has been used faithfully by special educators. A year ago, Mayer Johnson introduced Boardmaker Studio, a new version of the software that allows teachers to quickly print out activities on paper or design interactive activities that can be used on a computer or with an interactive white board. This session will teach you how to create activities using fast and easy templates, design activities from scratch, create pictures for augmentative communication, and access thousands of free activities designed by educators from around the country through Mayer Johnson's Boardmaker Share. This software will help you spend less time preparing materials and more time working with your students!

Questions:

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“Achievement Spotlight” and a Special Education “Best Practices Award” Presented to the Latinos in Action (LIA)

Award and Spotlight recipients:

- Dr. Betty Ashbaker, Professor Counseling Psychology and Special Education, BYU
- Mr. Jose Enriquez, Mountain View High School Assistant Principal, Orem and LIA Founder

Latinos in Action (LIA) is a non-profit program that is offered at the Jr. High and High school level that allows students to utilize their bilingual talents in service to their local elementary schools and community. The (LIA) program had its beginnings at Provo's Timp View High School a decade ago. It was developed by Jose Enriquez, currently an Assistant Principal at Mountain View High School, Orem and supported, in part, by Dr. Betty Ashbaker, Professor in Counseling, Psychology and Special Education at Brigham Young University (BYU). Latinos in Action is being implemented in 49 schools in the Utah, Idaho, and Washington. Currently, there are 1,200 LIA students serving their feeder elementary schools and over 2,400 elementary school children are being tutored.

The purpose of the LIA program is threefold 1) to enhance the linguistic affect (English language difficulties) of Latino students, 2) to address social affect (culture and lack of identity), and 3) cognitive affect (economic and educational capital) of Latino students. This is accomplished by high school students tutoring younger Latino students at elementary schools near their high school acting as role models, mentors and tutors. Under the direction of Elementary teachers, they tutor their assigned general and special education elementary students in critical academic skills – literacy, mathematics, and English language. High school and elementary students gain important social skills to initiate and maintain friendships as they become more involved in school activities.

The LIA program encourages high school students to model desired academic and social behaviors and to engage in their current schools' culture as they participate in activities, including service to their schools and communities e.g., students complete approximately 100 hours of community service each school year. These behaviors transfer to the engagement skills and desires toward success in their education. As an important by-product, these LIA students become immediate role models to younger bilingual students, begin to set higher education goals for themselves, (cumulative average GPA of all LIA students was at a 3.2 on a 4.0 scale), graduate from high school (100% of LIA students graduate), and an increasing number of Latino students enter college.

Comments from high school LIA students:

- “The LIA class has helped me develop strong friendships with other LIA students.”
- “I am more involved in the activities of my school since I have been involved in LIA.”
- “LIA students are trained with their cooperating teacher in a 3 hour training where they learn from one another and strategize how to best help younger students.”
- “You realize how hard teachers work to help students in school. The kids I helped improved their reading, math and writing skills and became more enthusiastic with learning.”
- “LIA taught me to be patient and pay attention to the different needs of students”.
- “Post High school plans? I am planning to attend college.”
- “It has helped me see how many Latino students need help. It made me want to become a teacher. “

Questions:

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Reading Assessment

Wireless Generation

During the last legislative session, HB302 was passed and required the USOE to send out a RFP to support online administration system for the elementary reading assessment (DIBELSNext). At the end of the process, one vendor (Wireless Generation) was selected as the service provider. Wireless Generation provides the software package that manages the administrative end of DIBELSNext and provides reports and instructional supports based on the assessment data—it replaces the teacher's response book with a software option that runs on a hand-held device. However, schools and/or LEAs have to provide the hardware on which to run the software (touch screen preferred).

The USOE Assessment Section is currently in the process of contract negotiations with Wireless Generation. As soon as that contract is in place, information will be distributed that will include an opportunity for LEAs to meet with Wireless Generation and details about the application process for LEAs to sign-up schools. When final details are available LEAs will be notified. This is an "opt-in" program and not a state requirement.

DIBELS Data

2011-12 LEAs are asked to report on grades 1, 2, 3 in January.

2012-13 LEAs will report using DIBELSNext at the beginning of the year for grades 2 and 3 and the middle and end for grades 1, 2, and 3.

Core Academy

Some highlights about the Core Academy:

- Open registration
- Teachers register themselves and no cost to attend
- Focus will be math with some social studies and science with literacy integrated in them
- **February 1st** registration will open for Regional sessions
- **February 16th** registration will open statewide.

Continued Professional Development on CC ELA

LEAs including Charters will work within consortiums and grants will

be sent out using an RFP process to help support continued instruction in the ELA CC. Each Consortium will determine the targeted areas that need additional help. In the RFP LEAs will select from professional learning modules delivered by prepared Facilitators. Districts and Charters will be linked together regionally.

Teaching and Learning has asked for names of special education teachers who could participate as co-facilitators for the ELA training. If you have a teacher who could participate, please send the name and contact information to Janet Gibbs at janet.gibbs@schools.utah.gov

Questions:
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2012 Special Education Finance Trainings

A series of finance related trainings will be held throughout the spring. These trainings will be held either onsite or by wimba, so please pick the dates and times that work best for you.

Budgeting for FY13

(How state & federal funds are calculated, how to estimate your allocation, adjusting for MOE, nonsupplanting, commingling)

Tuesday, January 31, 2012
9 – 11 am
USOE

Wednesday, March 14, 2012
Wimba
1 – 3 pm

Time & Effort Certification

(Personnel Activity Reports, employees on multiple projects, minimum reporting requirements, streamlining the process)

Tuesday, January 24, 2012
Wimba
2 – 4 pm

Thursday February 16, 2012
9 – 11 am
USOE

Coordinated Early Intervening Services
(program requirements, design your services and reporting plan for 2012-13)

Monday, April 9, 2012
Wimba
10 – 12 am

Thursday, April 19, 2012
USOE
9 – 11 am

FICAM Process

(fiscal compliance procedures, sample monitoring, risk assessment and monitoring)

Monday, May 7, 2012
Location TBD (Northern UT)
8 – 12 am

Monday, May 14, 2012
USOE
8 – 12 am

Monday, May 14, 2012
Wimba
1 – 5 pm

Wednesday, May 16, 2012
Location TBD (Central UT)
1 – 5 pm

Thursday, May 17, 2012
Location TBD (Southern UT)
8 – 12 am

Questions:
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UCA Assurances

The IDEA assurances have been updated within the UCA. These revised assurances reflect the responsibilities of the LEA to provide FAPE and to meet the provisions of the IDEA. The assurances are based on assurances signed by USOE in order to receive IDEA funds. If you have questions about the revised assurances, please contact Jennifer Howell.

Questions:
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Upcoming Professional Development and Announcements

Educational Interpreter Performance Assessment (EIPA) Video Conference Workshops

January 14, 2012
March 24, 2012
April 14, 2012

UPIPS Year 1 Part 2 Training

Charter Schools

January 17, 2012 - 1:00—4:00 pm
Room 241—USOE

School Districts

January 18, 2012 - 1:00—4:00 pm
Room 241—USOE

RSVP to Tiffanie Owens

tiffanie.owens@schools.utah.gov

Foundations of Autism

February 2—3, 2012
Registration begins December 1, 2011

Teachers of Students with Significant Cognitive Disabilities Conference

February 17, 2012

Registration Through OnTrack
Course #34112

Contact: Rebecca Lewis

rebecca.lewis@schools.utah.gov

TIPS Training (for educational interpreters)

March applications to come
Arizona

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.

Contact:

rebecca.lewis@schools.utah.gov

Educational Interpreter Performance Assessment Testing

March 2 and 3, 2012
Utah Schools for the Deaf and the Blind
752 Harrison Blvd, Ogden, UT

Register at: www.task12.org

Please be aware, interpreters have until the 2013-2014 school year to get their scores to at least 4.0 to Interpret in Utah Schools.

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

Questions:

Chris Timothy

chris.timothy@schools.utah.gov

801-538-7576

Learning Disabilities Association of Utah 2012 Annual Conference

March 9, 2012
Weber State University

Transition Conference

April 19—20, 2012
Davis Conference Center

Registration Through OnTrack
Course #34198

Contact: Rebecca Lewis

rebecca.lewis@schools.utah.gov

Significant Cognitive Disabilities Roundtables

April 25, 2012
Utah Personnel Development Center

TTAP (TEACCH Transition Assessment Profile) Training

May 7-8, 2012

Utah Institute On Special Education Law

August 6, 7, and 8, 2012
Ogden Eccles Conference Center

Mark Your Calendar

Access to Professional Development Fliers

Professional development activities on this page (enclosed in a box with a red border) are linked to a flyer which will provide you with additional information on the activity. *Fliers are located at:*

<http://www.schools.utah.gov/sars/USEAM/11sept.aspx>

You will find the flyers under the September 15th USEAM, "Upcoming Events".

Don't forget to check our professional development calendar.

<http://www.schools.utah.gov/sars/Conferences.aspx>

Preschool Outcomes Data

Dear Special Education Directors,

I would like to invite you to this very important stakeholders meeting. I am also sending this invitation to your preschool coordinators.

**February 7, 2012—9:00 am—5:00 pm—
Jones Center, Heritage Room**

Goal: To document next steps in collecting Utah Preschool Outcomes Data and ensuring reliability of our data.

We have arranged a day for stakeholders to give input on Utah Preschool Outcomes Data. The goal of the day is for LEAs to provide input on ensuring reliable data. MPRRC will facilitate this day for us to lend a national perspective.

We need as much input as possible!

RSVP to Aileen Pace:

aileen.pace@schools.utah.gov

Thank you,

Connie Nink

619 Preschool Coordinator
Utah State Office of Education
connie.nink@schools.utah.gov
801-538-7948