





JANUARY 2021 SPEDOMETER FOR LEA ACTION

Getting up to Speed with IDEA and
Accelerating Results for Students with Disabilities

IMPORTANT DATES

Description	Date
Policies and Procedures Manual Q&A Session 1	February 9, 2021
Data Literacy Training	February 22, 2021
USEAM	February 25, 2021
Policies and Procedures Manual Q&A Session 2	April 22, 2021
USEAM	April 29, 2021
Special Education Personnel Survey Deadline	June 30, 2021
Deadline for Final Approval of Updated Policies and Procedures Manual	October 18, 2021

IN THIS ISSUE

-  [Access and Engagement Study by the American Foundation for the Blind – Page 2](#)
-  [Assessment Updates – Page 3](#)
-  [Updated Policies and Procedures Model Manuals – Page 3](#)
-  [Utah Special Education Administrators' Meeting \(USEAM\) – Page 3](#)

ANNUAL SPECIAL EDUCATION PERSONNEL SURVEY

The [2020–2021 Special Education Personnel Survey](#) is available for submission. Answers must be based on your LEA's personnel as of December 1, 2020. You can complete the survey anytime in the next six months, but it must be submitted no later than June 30, 2021. Contact [Tami Gear](#) with questions.

BRAILLE TRAINING FOR TEACHERS OF THE VISUALLY IMPAIRED

The USBE is interested in providing statewide Braille training to Teachers of the Visually Impaired (TVIs). Please share this [Braille Training Needs Survey](#) link with all TVIs in your LEA. This will provide the USBE with a better understanding of what training is needed.

Contact [Dana Archuleta](#) or [Tracy Gooley](#) with questions or concerns.

DATA LITERACY TRAINING 2021

This year, there will only be one data literacy training. It is scheduled February 22, 2021, from 9:00 AM – 3:30 PM. It will be recorded for later viewing. The Zoom link will be sent to those who register for MIDAS course #59074 by February 19, 2021.

Special Education

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PO Box 144200
Salt Lake City, UT 84114-4200
Dr. Sydnee Dickson, State Superintendent
Leah Voorhies, Asst Superintendent of Student Support
ADA Compliant: January 2021



Utah State Board of Education

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ACCESS AND ENGAGEMENT STUDY BY THE AMERICAN FOUNDATION FOR THE BLIND

In the spring of 2020, the American Foundation for the Blind conducted a study to investigate the impact of COVID-19 on the education of students with visual impairments, including those with additional disabilities and deafblindness, and their family members.

They surveyed 1,432 participants which included family members or guardians of a child with a visual impairment, teachers of students with visual impairments (TVIs) and orientation and mobility (O&M) instructors across all 50 states. Utah had 11–20 participants in the study.

Through the study it was confirmed that children, families, and education professionals need to take additional action to meet their students' educational needs during the pandemic.

The key takeaways from the study that teams should be aware of are:

- ✎ **All educational technologies used in the classroom must be accessible to and usable by students who are blind or have low vision.**
 - Sixty-eight family members reported that the online programs used by a classroom teacher were not accessible to their child due to their visual impairment.
 - Forty-two reported the child was not able to access information in the packets sent home.
 - Thirty-one reported that pre-recorded videos were inaccessible.
- ✎ **Administrators should provide general and special education teachers with training on accessibility, such as how to create accessible videos, slide decks, and printouts.**
 - All educators need to have time to communicate and plan with families.
 - Services from braille transcribers, interveners, and other related service personnel must be provided so students have what they need to succeed.
- ✎ **Students and teachers should have access to the accessible instructional materials, technology devices, and other tools needed to participate equitably in learning.**
 - Both families and TVIs reported that they did not have access to all the materials they needed, so that students could take part in all aspects of their education.
 - Students who use both mainstream and assistive technology in the school building must have access to the same technology when engaged in remote instruction.
 - This may necessitate the need for family members to receive instruction and support, so they can aid their child in using the technology.
 - LEAs must ensure learning platforms and tools are accessible and reliable for students, professionals, and family members.
 - When technology, such as Chromebooks, are assigned to students by the school, it is imperative that accessibility features be turned on and can be adjusted as needed based on the child's learning needs and visual demands of tasks.

There was positive information that came from the survey. Teachers and administrators have worked hard to deliver services in new ways, built collaborative networks, and have developed new bonds with families. The connections built between teachers and families provides new opportunities to reinforce learning to promote student success in all environments, home and school.

The full [Access and Engagement Study](#) report can be found on the American Foundation for the Blind website.

ASSESSMENT UPDATES

Dynamic Learning Maps (DLM) Administration Training

Recently, a Padlet resource was created containing all things related to supporting teachers with DLM administration. Instead of having teachers complete an additional training course outside of DLM's required Training Modules, teachers can access this [DLM Administration Resources](#) Padlet to find all necessary DLM resources and Spring 2021 administration expectations.

Please have teachers access the [DLM Administration Resources](#) Padlet. Make sure they read all documents under the "Utah Guidance Documents" and "Alternate Assessment IEP Compliance" columns to ensure they understand Utah's expectations and compliance areas for alternate assessment participation. The last column in the Padlet contains a survey teachers will need to complete to receive a certificate for two relicensure points.

Contact [Tracy Gooley](#) with questions or concerns.

NEW CASE MANAGER ROLE IN UPIPS

An update was deployed to the new UPIPS program the morning of January 21, 2021. Case managers can now be assigned to student files in internal file reviews and USBE file reviews. The purpose of this update is to protect student personally identifiable information (PII).

This allows those with a role of LocalAdmin to restrict the students those with a role of LocalUser can see. Case Managers will only be able to view file reviews for students assigned to them. They will have access to complete the initial review, view the summary report, and make any subsequent corrections.

New Internal File Review Process

1. An LEA user with the assigned role of LocalAdmin will need to add the role of CaseManager to appropriate LEA users with the assigned role of LocalUser.
2. Only a LocalAdmin can initiate an internal file review.
3. Once initiated, the LocalAdmin will need to select the students, then assign the case manager.
4. The questions on the review about case manager name and email have been removed.
5. On the Internal File Reviews screen, the Case Manager can be assigned in two ways:
 - a. Click on the caret (^) icon for the desired review.
 - 1) There are two new columns – Options and Case Manager.
 - 2) The Case Manager can be manually assigned to multiple students by checking the box in the Options column next to each relevant student name.
 - 3) Once one or more boxes are checked, the Options column header will activate and turn a darker gray like the other column names.
 - 4) Click on the column heading to assign a Case Manager.
 - b. The pencil icon (✎) in the Case Manager column allows assignment of the Case Manager for individual students.

LEA	LEA #	Type	Status	Questions Set	% Completed	Created	Number Of Days	Updated By
Utah Military Academy	2K	Internal	In Progress	Complete	10.418%	11/09/2020	N/A	Pond, Jayson
Options	Student Name	School	SSID	Updated By	Case Manager	Status	% Completed	Actions
<input type="checkbox"/>	[REDACTED]	Utah Military Academy	[REDACTED]	Patsy Milligan	Jared Pickett	Compliant	23.64%	Delete

UPDATED POLICIES AND PROCEDURES MODEL MANUALS

The model manuals have been posted to the USBE Special Education Services webpage. USBE special education staff offered a live virtual training session on December 11, 2020 to introduce the new model manuals and the accompanying guidance document to help LEAs navigate through the process. A recording of the training and accompanying documentation is all together in the [Model Policies and Procedures Manuals and Guidance](#) OneDrive folder.

Additionally, two live virtual Q&A sessions will be provided to support LEAs needing additional assistance. Register for MIDAS course #58644.

✎ February 9, 2021 | 9:30–11:30 AM

✎ April 22, 2021 | 2:00–4:00 PM

Follow the directions below for submission and approval:

- ✎ Once your LEA's Special Education Policies and Procedures Manual is ready, email it to [Janet Hanson](#) for USBE approval (Rules IX.A.2).
- ✎ After receiving approval from USBE, your local board must approve your manual in a public meeting (Rules IX.A.2).
- ✎ Upon obtaining approval from your local board, email documentation of the approval to [Janet Hanson](#) within 30 days of your local board's approval (Rules X.B.2.a). Documentation may include:
 - A board agenda and copy of the board meeting minutes showing approval, or
 - An official letter signed by the local board.
- ✎ The approved manual may then be posted to your LEA website.

Final approval must be completed no later than October 18, 2021.

We would like to give a shout out to those LEAs who have already submitted their manual for approval. This month we have had one submission. We appreciate the diligent effort of all the LEAs and look forward to continued submissions.

UTAH SPECIAL EDUCATION ADMINISTRATORS' MEETING (USEAM)

Please save the dates for this year's USEAMs. Register for MIDAS course #42970.

Date	Location	Date	Location
February 25, 2021	Virtual	April 29, 2021	Virtual