

# DECEMBER 2020 SPEDOMETER FOR LEA SUPPORT

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

## IMPORTANT DATES

Description	Date	Description	Date
Indicator 11 & 13 Canvas Training Offering 1	Oct 26, 2020 – Jan 18, 2021	Strong Start	February 10, 2021
LEA Federal Fiscal Compliance Training	January 11–13, 2021	Indicator 13 Coaching Session	February 16, 2021
Indicator 13 Coaching Session	January 12, 2021	Indicator 14 Coaching Session	February 17, 2021
Indicator 14 Coaching Session	January 14, 2021	Building Meaningful Lives Session 3	February 23, 2021
Caring for Kids and Caring for Self	January 14, 2021	Indicator 13 Coaching Session	March 10, 2021
Indicator 11 & 13 Canvas Training Offering 2	Jan 19, 2021 – Apr 4, 2021	Indicator 14 Coaching Session	March 17, 2021
Family Links/Conexiones Familiares Virtual Conference	January 20–21, 2021	Indicator 11 & 13 Canvas Training Offering 3	Apr 5, 2021 – Jun 1, 2021
Caring for Kids and Caring for Self	January 21, 2021	Indicator 13 Coaching Session	April 21, 2021
Building Meaningful Lives Session 2	January 26, 2021	Indicator 14 Coaching Session	April 28, 2021
Caring for Kids and Caring for Self	January 28, 2021	Indicator 13 Coaching Session	May 10, 2021
Caring for Kids and Caring for Self	February 4, 2021	Indicator 14 Coaching Session	May 17, 2021

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**Utah State Board of Education**

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### Special Education

250 E 500 S

PO Box 144200

Salt Lake City, UT 84114-4200

Dr. Sydnee Dickson, State Superintendent

Leah Voorhies, Asst Superintendent of Student Support

ADA Compliant: December 2020

ADA Compliant March 2021

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## INDICATOR 11 AND 13 TRAINING

Notification of scheduled Indicator 11 and 13 visits has been sent. Take a proactive step to improve practices by taking the Indicator 11 and 13 training course in Canvas. All interested local education agency (LEA) staff are welcome. LEAs are encouraged to join prior to a scheduled monitoring visit and to participate teams to support compliance. Training topics include:

- \* What to expect at an Indicator visit.
- \* Understanding the Indicator 11 evaluation timelines.
- \* Digging deep into Indicator 13 post-secondary transition compliance.
- \* Reporting requirements.
- \* USBE specialists will also provide Q&A sessions.

The course will be offered as follows. Participants may register for MIDAS course #58524 for the course offering that best fits their needs. Registration will close one week prior to the start of each offering. Canvas information will be provided to those registered in MIDAS.

- \* October 26, 2020 – January 18, 2021
- \* January 19, 2021 – April 4, 2021
- \* April 5, 2021 – June 1, 2021

*Participants are expected to have access to a student file to review while working through the course content.*

## BUILDING MEANINGFUL LIVES

The Utah School to Work Initiative and the USBE are providing a series of virtual trainings for Utah’s teachers that focus on building meaningful adult lives for students with more significant disabilities. The trainings will be recorded. More details and registration information are included in the SpEdOmeter [December 2020](#) OneDrive folder.

- \* January 26, 2021, 2:30–3:30 PM
- \* February 23, 2021, 2:30–3:30 PM

## FALL 2020 UTAH VIRTUAL TRANSITION INSTITUTE

Thank you to those who participated in this year’s Transition Institute. The pre-institute “101” webinars and the building meaningful lives for site-based teams webinars are embedded in the [Transition Institute Canvas course](#). Additional resources are posted on the [Utah Transition Institute Padlet](#).

## UTAH LEA FEDERAL FISCAL COMPLIANCE TRAINING

The USBE is sponsoring a three-day federal fiscal compliance training presented by Brustein and Manasevit. The training is scheduled for January 11–13, 2021. More details and registration information are included in the SpEdOmeter [December 2020](#) OneDrive folder.

## INDICATOR 13 AND 14 COACHING OPEN HOUSE SESSIONS

Thank you to all those who responded to the survey regarding coaching open house sessions for Indicator 13 and 14. Sessions have been scheduled and will be recorded. Dates, times, and connection information are included in the SpEdOmeter [December 2020](#) OneDrive folder.

## CARING FOR KIDS AND CARING FOR SELF

The Center for the School of the Future at Utah State University is hosting a live Zoom virtual conference in January and February 2021. Each session will be held from 6:30 – 8:40 PM. The cost of registration is \$199 payable through [PayPal](#). More information is included in the SpEdOmeter [December 2020](#) OneDrive folder.

## FAMILY LINKS/CONEXIONES FAMILIARES VIRTUAL CONFERENCE

Save January 20–21, 2021 for the Family Links Virtual Conference for parents of individuals with disabilities and professionals serving the disability community. There will be sessions at 9:30 AM, 11:00 AM, 6:30 PM, and 7:30 PM each day. Flyers in English and Spanish are included in the SpEdOmeter [December 2020](#) OneDrive folder.

## USBE'S NEW TRANSITION ELEVATED APP

The [Transition Elevated](#) app is designed to help Utah students and families participate in and enhance a student's transition planning process. As a Utah student with a disability 14 years or older, or a family member of a transition age student, this app can help prepare for the Individualized Education Program (IEP) meeting where transition planning will be discussed, and the Postsecondary Transition Plan will be created.

A [Transition Elevated App Padlet](#) is available to help educators implement the app with students and families.

In this Padlet, you'll find:

- \* App introduction video
- \* Video examples of implementation with students
- \* App FAQs
- \* Paper version of the app questions
- \* App vocabulary
- \* Student-driven IEP PowerPoint template
- \* Student/Family invitation
- \* Example draft plan

## LITERACY EVENTS AND RESOURCES

### Scribble ELA Training

The USBE offered [Scribble ELA Training](#) on December 7, 2020 to help you make the most of [Scribble Edu Pro](#), a comprehensive research, writing, and close reading platform available to you via a statewide contract. If you joined us, thank you for taking the time to learn with us. Since the speakers shared how they use Scribble for close reading, research, writing, and collaboration between ELA teachers and others, including social studies teachers and librarians, please share these resources widely with your colleagues.

Timestamp links for each speaker/segment are listed below the video. Here are the four slide decks corresponding to each of the speakers:

- \* [Scribble ELA Training Deck 1 by Victor Karkar of Scribble](#)
- \* [Scribble ELA Training Deck 2 by Heidi Knigge of Desert Sands](#)
- \* [Scribble ELA Training Deck 3 by Yesenia Morales of North Brunswick](#)
- \* [Scribble ELA Training Deck 4 by Jennifer Tillman of Caddo Parish](#)

## INITIAL EVALUATION TIMELINES

For students with disabilities to make progress in the general curriculum, local education agencies (LEAs) must identify students who may be entitled to special education services as soon as possible. The Utah State Board of Education Special Education Rules (Rules) require LEAs to ensure all students with disabilities are identified, located, and evaluated (Rules II.A.). LEAs must conduct a full and individual initial evaluation to determine whether a student is a student with a disability. This evaluation allows the team to implement an individualized education program (IEP) and provide the student with a free appropriate public education (FAPE). The pandemic has made meeting required timelines for initial evaluations for special education eligibility difficult. Unfortunately, there have not been any waivers or flexibility from the Office of Special Education Programs (OSEP) regarding timelines for initial eligibility determination.

The initial evaluation must be conducted within 45 school days of receiving parental or adult student consent (Rules II.D.2.). A school day may be in-person, virtual, or a hybrid schedule as determined by the LEA. The 45-school day timeframe does not apply if (Rules II.D.3.):

- a. The parent of a student repeatedly fails or refuses to produce the student for the evaluation; or
- b. The adult student repeatedly fails or refuses to participate in evaluation activities; or
- c. A student enrolls in a school served by the LEA after the relevant timeframe has begun and prior to a determination by the student's previous LEA as to whether the student is a student with a disability.

Exception "c." applies only if the new school the student enrolled in is making sufficient progress to ensure a prompt completion of the evaluation, and the parent or adult student and new school agree to a specific time when the evaluation will be completed.

Repeated failure or refusal to produce a student or the adult student's repeated failure or refusal to participate are not specifically outlined in the Rules. It is imperative for school staff to document these incidents and include them in the student's special education file.

If the evaluation is specific to the classification of Specific Learning Disabilities, the time frame is still 45 school days, unless extended by mutual written agreement of student's parent(s) or adult student and a group of qualified professionals (Rules II.J.10.c.).

As you think about the students you evaluate, consider:

- \* The importance of providing special education services to students that will help them make progress in the general curriculum.
- \* Online, in-person, and hybrid schedules are all included in the 45-school day timeline. Quarantine that includes schooling is considered a school day.
- \* Repeated failure or refusal to participate and/or produce the student for evaluation. Student absences lead to a failure to participate and/or produce the student.
- \* Repeated failure or refusal to participate and/or produce the student for evaluation should be documented and included in the student file.

Educators seek to provide students with excellent education services and support throughout Utah. Determining initial eligibility for the student in a timely fashion and completing evaluations in the 45-day timeline opens doors to meet student needs through special education.

## STRONG START FEBRUARY 2021

The morning of the Strong Start training on February 10, 2021 will cover all Results Driven Accountability (RDA) Indicators to prepare for RDA scores and data literacy trainings. All LEAs that would like to gain a better understanding of how each Indicator is measured is invited to attend.

## FAMILY ENGAGEMENT MINUTE

### What is Family Engagement?

*“Family Engagement is a full, equal, and equitable partnership among families, educators, and community partners to promote children’s learning and development from birth through college and career.” – Ann Henderson & Judy Carson*

### Quick Tip

Make a list of all the family engagement strategies, models, examples, etc., happening at your LEA or school level. Compare the strategies with the [US Department of Education’s Framework of Family Engagement](#) to see where it falls on the spectrum. View the spectrum in the SpEdOmeter [December 2020 OneDrive folder](#).

### Evidence-Based Model: Padres Comprometidos

These programs help parents:

- \* Understand the United States public school system.
- \* Develop goals for their children to ensure they attend college.
- \* Understand the academic requirements for college readiness.
- \* Model behaviors at home that encourage and promote learning.

These programs are designed to reach parents who traditionally are not connected to the schools because of:

- \* Linguistic and cultural reasons,
- \* Economic background,
- \* Negative perception schools may have about parents or vice versa, and/or
- \* Unfamiliarity with parent engagement in the school.

The cost of the program is \$15,000. For more information, visit the [UnidosUS website](#), email [UnidosUS](#), or call UnidosUS at (202) 785-1670. [Sheryl Ellsworth](#) (801-538-7733) is the USBE Family/Community Engagement Specialist and may also be contacted for more information.

### Anecdotal Success Story

*“It [Padres Comprometidos] is a great program that centers parents’/families’ experiences in the training modules. It is a great start to understanding how the school system works. The training is good. Parents felt more informed after the class. I think it is the best thing out there for the cost. However, even after a training, results always depended on good implementation, the people teaching the class, and their capacity to build a community of parents.” – Jenny Mayer-Glenn, Director of University Neighborhood Partners and former Family/Community Engagement Director, Salt Lake City School District*

### Guiding Questions

- \* What family engagement strategies are working at your school?
- \* What new strategies or models would you be willing to implement?
- \* What strategies are not having the intended or desired impacts that you could revisit or discontinue?

## TURN COMMUNITY SERVICES WORK-BASED LEARNING EXPERIENCE

TURN Community Services was founded in 1973 by a group of parents who wanted to improve program services for their adult children with disabilities. Today, TURN provides supports to more than 810 individuals with disabilities throughout Utah from Brigham City to St. George. They offer a wide range of supports,

including employment services, residential living services, art center programs, summer camps, and more. Their mission is TURNing Dreams into Reality for the people they serve.

With a grant from the Utah Department of Workforce Services/Office of Rehabilitation, TURN Community Services provides a paid Work-Based Learning Experience (WBLE) for students with disabilities, age 14-22. This exceptional program provides a paid Work-Based Learning Experience for students meeting specific criteria.

Transition-aged students will have a unique opportunity to explore career pathways that combine their skills and interests with real-life work opportunities. Students also “earn while they learn,” which is an added benefit for program participants.

A flyer and a presentation slide deck about the WBLE are included in the SpEdOmeter [December 2020](#) OneDrive folder.