









AUGUST 2020 SPEDOMETER FOR LEA SUPPORT

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

IMPORTANT DATES

Description	Date
Partners in Dyad Reading Training	September 8, 2020
Pre-Institute Transition Webinar (secondary transition)	September 10, 2020
SLP Supervision Professional Learning	September 18, 2020
Pre-Institute Meaningful Lives Webinar (building meaningful adult lives)	September 22, 2020
Indicator 11 & 13 Regional Training (statewide)	September 24, 2020
Pre-Institute Transition Webinar (vocational rehabilitation services)	September 30, 2020
Partners in Dyad Reading Training	October 6, 2020
Pre-Institute Meaningful Lives Webinar (toolkit for teachers)	October 6, 2020
Indicator 11 & 13 Regional Training (statewide)	October 7, 2020
Pre-Institute Transition Webinar (pre-employment transition services)	October 13, 2020
Wasatch Reading Summit Annual Conference	October 22–23, 2020
Pre-Institute Transition Webinar (career and technical education)	October 27, 2020
Utah Virtual Transition Institute 2020	November 2, 2020
Building Meaningful Lives Full Day Retreat	November 3, 2020
Indicator 11 & 13 Regional Training (Rich, Weber, Morgan, Summit)	January 21, 2021
Indicator 11 & 13 Regional Training (Cache, Box Elder, Davis, Tooele)	February 9, 2021
Indicator 11 & 13 Regional Training (Juab, Carbon, Sanpete, Emery)	March 18, 2021

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PARTNERS IN DYAD READING TRAINING





This training is designed for those individuals in your program that oversee the training of reading tutors. Individuals who attend this training will be provided materials and information needed in order to train the reading tutors in their program. The purpose of this program is to provide students with additional reading practice. Register for MIDAS course #53975. Trainings will be held September 8 and October 6, 2020, from 9:00 AM – 12:00 PM both days. More information is available in the SpEdOmeter [August 2020](#) OneDrive folder. Contact [Jamie Robinson](#) or [Kira Sommer](#) with questions.

FALL 2020 UTAH VIRTUAL TRANSITION INSTITUTE

The Transition Institute is designed for LEA-based teams which may include special educators, transition specialists, general education teachers, parents, administrators, outside agency providers, higher education, school counselors, related service providers, CTE and Vocational Rehabilitation counselors, paraeducators, and others.

Pre-Institute Transition Webinars

“101” Learning Sessions will be held virtually from 2:30 – 3:30 PM on the dates below. They are open to all who are interested. Registration information is available in the SpEdOmeter [August 2020](#) OneDrive folder.

-  September 10, 2020 – Secondary Transition
-  September 30, 2020 – Vocational Rehabilitation (VR) Services
-  October 13, 2020 – Pre-Employment Transition Services (Pre-ETS)
-  October 27, 2020 – Career and Technical Education (CTE)



Full Day Traditional Institute for LEA Site-Based Teams

November 2, 2020 will include virtual learning sessions on topics covering Career and Technical Education (CTE), mental health, pre-employment transition services (Pre-ETS), inter-agency collaboration, and feature a panel of LEAs sharing experiences creating Community Transition Councils. Team planning sessions will provide dedicated time for LEAs to develop team plans. Registration information is available in the SpEdOmeter [August 2020](#) OneDrive folder.

Building Meaningful Lives for Students with Complex Needs for LEA Site-Based Teams



PRE-INSTITUTE MEANINGFUL LIVES WEBINARS

The webinars are open to all practitioners. Those wanting to participate in the team-based session *must* attend. Both sessions will be held from 2:00 – 3:30 PM. Registration information is available in the SpEdOmeter [August 2020](#) OneDrive folder.

-  September 22, 2020 – Building Meaningful Adult Lives
-  October 6, 2020 – Building Meaningful Adult Lives: A Toolkit for Teachers

BUILDING MEANINGFUL LIVES FULL DAY RETREAT

November 3, 2020 will focus on building meaningful lives through a full day virtual retreat for LEA site-based teams. **Please include a parent on your team!** Registration information is available in the SpEdOmeter [August 2020](#) OneDrive folder. Participants will learn to develop person-centered transition plans that support employment, meaningful community inclusion, and positive post-school outcomes. Participants will learn to:

-  Partner with families and post-school service providers.
-  Build confidence, skills, and friendships in community settings.

- ✎ Create a profile and portfolio that targets potential employment options based on a student's strengths and interests.
- ✎ Utilize a Life Skills Assessment to set meaningful goals, build critical skills, and encourage independence and community engagement.

Teams who are not participating in the retreat can use this time to meet with their Transition Planning Team on their own to continue mapping out their LEA Transition Plan. Contact [Alyssa Sampaio](#) with questions about registration for all Transition Institute activities. Contact [Lavinia Gripenrog](#) or [Deanna Taylor](#) with all other questions about Institute activities.

PROFESSIONAL LEARNING FOR SLTs AND SLPs

The USBE offers a Speech Language Technician (SLT) license area of concentration for individuals who have completed a bachelor's degree in Communication Disorders or Speech and Hearing Science at an accredited higher education institution approved by the USBE.

The purpose of the SLT license area of concentration is to meet the USBE's responsibility of providing appropriate speech language services to Utah students with disabilities in the face of local and national critical shortages of qualified Speech Language Pathologists (SLPs). For more information regarding the SLT license area of concentration, see the updated [USBE Handbook for Speech Language Technicians Working in Utah Public Schools](#).

The [final report](#) for the 40-hour virtual institute with 44 SLTs hosted by USBE July 6–10, 2020, is available for review. Invitations for the SLP Supervision Professional Learning session on September 18, 2020, will be sent to those who will be supervising the new SLTs. More information is available in the SpEdOmeter [August 2020](#) OneDrive folder.

INDICATOR 11 AND 13 REGIONAL TRAININGS

Notifications of Indicator 11 and 13 visits for the 2020–2021 school year will be coming soon. Take a proactive step to prepare and attend an Indicator 11 and 13 Regional Training. All interested local education agency (LEA) staff are welcome. LEAs are encouraged to attend prior to a scheduled monitoring visit and to bring teams to support compliance. Trainings include:

- ✎ What to expect at an Indicator visit
- ✎ Understanding the Indicator 11 (evaluation timeline) compliance questions
- ✎ Digging deep into Indicator 13 (post-secondary transition) compliance
 - *Participants are expected to bring a student file to review as part of the Indicator 13 training*
- ✎ Reporting requirements
- ✎ Corrections and findings
- ✎ USBE specialists will also provide time for questions and technical assistance (TA) (optional)

Trainings have been scheduled for 8:30 AM – 1:30 PM on the following dates. Time for TA is included.

- ✎ September 24, 2020 (virtual)
- ✎ October 7, 2020 (virtual)
- ✎ January 21, 2021 – location to be determined near Rich, Weber, Morgan, and Summit Counties (in-person & virtual)
- ✎ February 9, 2021 – location to be determined near Cache, Box Elder, Davis, and Tooele Counties (in-person & virtual)
- ✎ March 18, 2021 – location to be determined near Juab, Carbon, Sanpete, and Emery Counties (in-person & virtual)

INDICATOR 13 COACHING: FOCUS ON THE LITTLE THINGS

Don Shula, head coach of the Miami Dolphins in the 1970s and referred to as the “winningest coach” in NFL history, led the Dolphins to victories in Super Bowls VII and VIII.

John Wooden, basketball head coach during the 1970s at the University of California, Los Angeles, is one of the most revered coaches in the history of sports. He is also the first person to ever be inducted into the Basketball Hall of Fame as a player *and* as a coach.

What do these individuals have in common, and how does that relate to Indicator 13?

Both Shula and Wooden focused on the little things that help achieve a goal. Shula was known for stopping practice for what might be perceived to others as ‘minor errors.’ “I always made them [the players] understand that there was no such thing as a small error or small mistake. Preparation is the result of a lot of little things done well.” Wooden shared the same philosophy. He once said, “The little things matter. All I need is one little wrinkle in one sock to put a blister on one foot, and it could ruin my whole season.” The focus on the little detail of socks gave Wooden’s players an edge.

Indicator 13 (compliant transition plans), includes many components that result in overarching goals for students with disabilities as they prepare for adult life after high school. Transition plans must be written with 100% compliance. Just one error in any one of those separate pieces can make the entire plan non-compliant. Research supports coaching as a tool for the transfer of skills and knowledge (Knight, 2007; Joyce and Showers, 1982; Marzano and Simms, 2013). Ongoing coaching can help iron out those “wrinkles” to achieve compliance.

USBE has an Indicator 13 Coach! Hooray! Indicator 13 coaching is available to teachers for support in navigating the pieces of the transition plan. Whether one-on-one or in small groups, you can send your teachers to the Indicator 13 Coach for as much assistance as they need to understand and demonstrate proficiency in writing compliant transition plans.

There are two ways to access coaching for your teachers:

1. Contact [Deanna Taylor](#) (801-538-7775) to learn more about how to connect your teachers to the coaching they need for Indicator 13.
2. Direct your selected teachers to the [Training Request Portal](#) to request coaching.

Coaching will help teachers focus on compliance details. Doing this will give them the edge they need to avoid the “blisters” that small errors can produce and help them achieve 100% compliant transition plans. “Like athletes, teachers will put newly learned skills to use ... if ... they are coached” (Joyce and Showers, 1982).

WASATCH READING SUMMIT ANNUAL CONFERENCE

The Wasatch Reading Summit will hold its annual conference October 22–23, 2020, at the Salt Lake Community College Miller Campus in Sandy. Keynote speakers include Dr. Steven Dykstra, Dr. Margie B. Gillis, and William Van Cleave. More information is included in the SpEdOmeter [August 2020](#) OneDrive folder.

REMOTE TEACHING & LEARNING RESOURCE

The USBE has released guidance for focusing instruction in a new online self-paced Canvas course called [Principles for Remote Teaching & Learning](#). Knowing instructional time may be limited on occasion throughout the year, USBE Teaching & Learning staff have identified essential standards and key instructional practices that may support LEAs in focusing their instruction on the most essential standards in Core areas while keeping student well-being in mind. Register for MIDAS course #58330. The [UMTSS Distance Learning Course](#) is also available on Canvas.

EYSE FAQs

- ✎ How many days can be worked for extended school year for special educators (EYSE) stipends?
 - For the 2020-2021 school year, the legislature has appropriated funding to support eligible special educators to work up to 3.5 extended days within the two weeks before the first contract day of school and/or within the two weeks after the last contract day.
- ✎ Who is eligible?
 - Special education preschool teachers, special education K–12 teachers, and speech language pathologists (SLPs) are eligible for this stipend. Paraprofessionals, general educators, and other related service providers are not eligible.
- ✎ When does the extended year for special educators begin?
 - Eligible special educators may work within the two weeks before the first contract day of the school year and/or within the two weeks after the last contract day of the school year. Special education professionals in year-round schools are eligible to work during off-track days, but not during vacation periods.
- ✎ How many hours do we have to work for each extended day?
 - Each extended day is the same length as a regular contract day in the LEA; one day = 7.5 or 8 hours. A part-time educator that works 3.75 or 4 hours on a regular contract day, would still work the same number of hours, but indicate a half day was worked when recording time for EYSE.
- ✎ I'm a part-time special educator. Do I qualify for the extended day stipend?
 - Yes. You are eligible for a partial stipend equal to the percentage of a full-time position you hold. For example, a half-time special educator is eligible for 50% of the stipend, or 1.75 days. If you are also working as an administrator, you can only count the portion of your time that is coded and worked as a special education teacher or SLP.
- ✎ How much will I be paid for working the extended days?
 - Each eligible special educator will receive a stipend of \$200.00 per day, plus applicable benefits (retirement, social security, Medicare, etc.). The \$200 stipend is taxable.
- ✎ When will I be paid?
 - The special educator must be paid before October 31 for work performed during the two-week period prior to the first contract day, or before June 30 for work performed during the two-week period after the last contract day. Districts and charter schools are required to pay the teacher before receiving reimbursement from the USBE.
- ✎ What kind of work qualifies for the stipend?
 - Special educators can work on IEP-related duties: record maintenance, file preparation, report preparation, assessment related duties, conferring with parents, and other paperwork related to the implementation of IDEA. Extended days may not be used for professional learning, district-level planning, classroom setup/tear down, or direct student instruction.
- ✎ Can days be split between the weeks before and after the contract year?
 - Yes. There is nothing in statute or administrative rule that prevents the special educator from splitting the days between the beginning and end of the school year. The days can be split in any configuration between the two timeframes but may not exceed the total days allowed.
- ✎ How are the days reported?
 - Each educator will complete a Qualtrics survey supplied by USBE and uploaded into LEA Qualtrics accounts. LEAs will email a link to their eligible employees. Once the surveys are complete, LEAs will email a report to [Tami Gear](#). Detailed instructions and the survey will be emailed prior to the period of availability.

 What documentation is the LEA required to maintain for auditing?

- The special educators' responses to the EYSE survey are all that is needed for reimbursement. The USBE will use the submitted reports from LEAs to determine reimbursement amounts.