

Consortium Minutes
December 10, 2004

Welcome: Ted Kelly welcomed the group. He thanked the UPDC for all their efforts.

Jerry Christensen also welcomed everyone along with those attending via polycom. He thanked everyone for the food donations brought in. A bag for cash was passed for those who wanted to contribute money instead of food items. **Debbie Ballard** (Utah CEC) announced the annual recruitment fair on March 4th in St. George (at Snow Canyon Middle School). The Wellness Fair will be on March 5 at the Ramada Inn in St. George. She announced the National CEC Conference that will be here (SLC) in 2006. She invited everyone to help with the plans for the conference. She also asked for nominations for CEC awards. Jerry did the folder browse-by. Michael Herbert showcased the December Special Educator. He mentioned that we are now sending out issues to principals. (If you receive more copies than you need, please let Cheryl at the UPDC know (cheryls@updc.org) or 801-2172-00431 or 800-161-6624).

USOE Leadership Report - Bruce Schroeder facilitated the report. USOE has now received a copy of the new IDEA. It compares IDEA 97 to the new one. The state office is posting a position for a monitoring specialist. There is nothing new on highly qualified teachers. There were some volunteers who took the Praxis test to see if it would work.

Presentation: Rich West, USU - Indicators of School Quality: School Characteristics that Predict Success in Raising Academic Achievement - No matter what you do, if academic achievement does not improve, you are not successful. Better schools result from better decisions, and better decisions result from better data. This is more than just better instructional practices. Indicators of school quality monitor the school environment. There are internal variables - things that can be controlled -(mobility, community affiliation, family bonding, peer associations, economics, etc.). There is the learning environment - things that are alterable (safety, teacher education, instructional quality, etc.). All of these things together account for academic improvement/ achievement. Areas of risk: home language, mobility, peer associations, family bonding, community affiliations, academic risk and economic risk. There is a relationship between ISQ and academic achievement. The variables measured by ISQ account for more than 80% of the variance of academic achievement. Even when "risk" is removed from the equation the correlations between ISW variable and achievement are statistically significant. There is a hierarchy of risk. Dr. West reviewed two schools with different results in their efforts to improve. The future of ISQ = they are in their fifth year. There are questions that can be asked for elementary, secondary and staff members to see just how well your school is doing. The School for the Future has a newsletter (for info www.csf.usu.edu).

There was a special musical presentation by the Copper Hills High School Madrigals under the direction of Don Findley. Everyone enjoyed the beautiful music.

Presentation - Michael Herbert and Suraj Syal - Language: Software for the Brain - Between 1990 to 2000, there was a 38% increase in special education children. Nationally, only 29% of kids entering special education ever move back to general education. Less than 1170 are assessed for language. There are no facts, only interpretations. Qualification does not meet the intervention as we teach it. What are we missing? We accommodate the symptom, not the disorder. There are no connections. Language is an important part of this process. There are multiple areas in which ELL students and SLD students test out the very same. Disability cannot be measured solely on the ability to do certain tasks. It depends also on the ease with which they perform important activities. Change must be permanent and long-lasting and must occur in L1 and L2. The measure of success is not whether you have a tough problem but whether you are dealing with the same problem. Brave, bold moves: culture fair, RTI for SLD, ELL; emphasize quality instruction, not disability. Review: what are the components of academic literacy: knowledge of English, knowledge of content topic and knowledge of how the tasks are to be accomplished. Introduced: SIOP: Sheltered Instruction Observation Protocol (SIOP) model. This integrated language and content, infuses socio-cultural awareness. There are components and elements that emphasize instructional practices (see article in December 2004 Utah Special Educator, p. 18). SIOP brings together what and how to teach: There is a built in on-going professional development component.

Mar 3,4,5, 2005 SIOP training will be available. Participants can register online at www.updc.org/ register.

Jan Ferre - announced a legislative reception on January 26, 2005 from 4-6. They are in need of \$ for this event. Send donation to: LCPD, PO Box 120, Springville, UT 84663-0120.

Presentation - Ted Kelly presented a Christmas activity with humor and fun.

We collected \$787 cash plus food donations for the Utah Food Bank. (UPDC took the money and food donations to the Utah Food Bank and were given a very heartfelt thank you.)

Meeting adjourned at 12:00

Those in attendance:

DiAnne Adams	Anna Lee Hansen	Calvin Newbold
Vicki Ahlstrom	Michael Herbert	Connie Nink
Gail Albrecht	Mike Hicks	Susan Ord
Morgan Anderson	Cheryl Hunt	Linda Otte
Joyce Barnes	Nancy Jones	James Payant
Pat Beckman	Pat Jones	Hollie Pettersson
Marci Belnap	Paula Kashiwaeda	Tammy Pettigrew
Catherine Benitz	Taryn Kay	Doelene Pitt
Dawnne Casey	Ted Kelly	Helen Post
Peggy Childs	Chris Kupfer	Tony Powell
Kay Clark	Anna LeFevre	Mozelle Prestridge
Cheralyn Creer	Denise LeFevre	Bruce Schroeder
Tony Done	Marilyn Likins	Amy Spencer
Sally Dyches	Susan Loving	Suraj Syal
Darla Fowers	Launa Macomber	Dave Taylor
Pat Frandsen	David Makin	Jerry Timothy
Peggy Fratto	Patricia Matthews	Tom Walker
Janet Freston	Kathryn McCarrie	Jan Whimpey
Gordon Gibb	Ann Miller	Laraine Whitear
Lynda Golding	Peggy Milligan	Karl Wilson
Jane Golightly	Terri Mitchell	
Barbara Graves	Julie Mootz	
Nan Gray	Tamra Morgan	

Minutes prepared by Cheryl Smith