

## **Consortium Minutes** **February 16, 2007**

**Welcome: Dianne Adams** welcomed everyone to Consortium. She said that now is the time of preparation for the coming year. Therefore, it is a good time to look at the rules and try to understand them.

**Mark Riding** says it is a good thing to know who his boss is...it is the Consortium and the consortium board. It makes things clear and easy to understand. The Consortium board asked that we talk about the IDEA rules. The partners at the USOE are going to talk about the rules. March Consortium will be on leadership. Working with CASE and USOE on that topic. Mark did the folder browse-by, which included info on the March Consortium and meetings that go along with that.

**Julie Mootz** gave an update on the Math Corner and the help with the praxis for Math. There are four modules available as of right now. There may be credit available, but not until June. The goal is to have 16 modules up and running to help teacher get ready for the tests.

**Michael Herbert** presented the Utah Special Educator. He asked what we do about those tier 3 students and how to help them. Language is the common goal. That is the topic of this current issue. There are three parts: early development, language disabilities and English language learners.

**Nan Gray** (video presentation) –Swimming in the Soup –intent to align with NCLB to improve outcomes for all 6.8 million special education students. The challenge is to examine the rules, determine how we can implement those rules and then move forward. The new rules support the ideas that we have long worked to promote. Rules: 1. All means all. This places emphasis on the fact that all students are required to learn. 2. Provide pre-referral interventions. 15% of funds can be used for pre-referral processes. 3 – 7 are using RtI to implement help for all students. RtI, is the vehicle to bring all items together to make IDEA work. IDEA supports both special and regular education to help students. Everyone has an important part to play to make this work. Each person has to step forward and provide leadership to help and contribute to this process. Collaboration is a key factor. Our future is based on our cooperation.

**Lisa Arbogast** – The Process to write the Proposed Rules: IDEA is a civil rights law because all students were not being treated equally. Laws need to elevate the rights of students. There are federal laws, state laws, district laws. Each builds upon the previous. Each can set higher standards but not lower standards in each area. People have input in the process and there is a federal obligation for each state to perform. For Utah, there were 7 meetings of a committee to decide what was the best way to implement these rules. They collected as much input as necessary. The Process is specified by the state (found on USOE website). The rules need to be provided with three board readings. Then there is 30 days where there is public input on these rules. New rules are always challenging to implement but they allow us to stretch and grow and provide better help

for our students with disabilities. (Where there are questions there is flexibility). The USOE is attempting to get rules in place before school starts next fall. Three areas where Utah has gone beyond the federal rules: LRBI, Caseload limits and graduation requirements.

**Peggy Milligan (Bruce Schroeder presented for her)** – NCLB/IDEA: State Performance Plan, Annual Performance Report: Key overview: performance plan required of all states. We had Utah Agenda, but now we are using the state performance plan. We now have a six year plan. There is stakeholder input. The federal government will rate all the states. We are hoping to fall somewhere in the middle. The LEAs will be ranked as well. Public reporting is required.

Indicators: graduation rate is the #1 indicator. Right now it is 72.29%.

Indicator #2 – drop out rate

Indicator #14 – secondary transition

Indicator #6 preschool outcomes

Indicator #12 preschool – transition from part C to Part B

Indicator #3 FAPE in the LRE –assessment NCLB Alignment

Indicator #5 School Age

Indicator #8 Parent involvement

Indicator #15 Monitor

This information is available on the USOE website or email Peggy Milligan for more information. (There are a total of 20 indicators)

Next step – what would be three priority goals for the state. (personnel development needs).

**Dan Morgan** presented the opportunity to apply for a personnel development grant. The SIG, etc. is up for renewal again. Dan passed out a survey and asked Consortium to fill out and submit this survey. (Items came from the federal regs.)

**Janet Gibbs** – Least Restrictive Environment: Data looks good. School teams are doing well. Students are in with non-disabled peers more. They are receiving services in their IEP areas. The students benefit from being with non-disabled peers. All students need to be assessed. They need core instruction in the general education classroom. Collaboration between general and special education is happening more often. The three tiered reading document is the LRE for our state. It is a general education document.

**Susan Loving** – Graduation: 72% of our kids with disabilities graduated (as seniors). We need to keep kids in school! What do we do to keep kids in school? FAPE ends for those students who graduate with a regular high school diploma. Differentiated diplomas can be given but they must meet all the regular requirements and passed all subtests on the UBSCT. The second differentiated diploma would indicate that students did not receive a passing score on all the UBSCT subtests. Must document three attempts to pass all parts of the UBSCT. Must also participate in the UAA. A third certificate that may be offered is a certificate of completion. This does not end a student's eligibility for FAPE. Students may have changes made to graduation requirement through IEPs to meet the unique educational needs: changes must be documented in the IEP.

**Bruce Schroeder** – Highly Qualified Teachers: Page 163 of the Federal Rules mentions Highly qualified teachers. It means that they have to be licensed as a special educator by a specified time. Highly qualified teachers must meet the standards set by the Utah State Board of Education NCLB. Problem: 1. Need course numbers to match so that they can be used to qualify teachers as highly qualified. 2. Need to look at what is a “highly effective teacher” in the future.

Next Consortium - March 30 in St. George. Keynote speaker is Dr. Alice Parker, Sopris West.

Meeting adjourned at 11:30 am.