

## **Consortium Minutes February 11, 2005**

**Welcome – Ann Miller** welcomed the group. She reviewed and reflected on the purpose of the Consortium. She thanked the UPDC for taking us to the next step, with information that is vital and relevant. She said she didn't want to miss consortium because of the pertinent information provided.

**Jerry Christensen** welcomed everyone as well, along with those viewing Consortium on the Polycom. We now have a Wolfvision overhead that can send handouts over the Polycom.

Jerry did the folder browse-by. **Michael Herbert** presented the Utah Special Educator for February. He said the UPDC sees this as a training vehicle and hopes that the consortium sees it that way too.

**Leadership Update – Bruce Schroeder:** Bruce went over the items that constitutes a highly qualified special education teacher according the IDEA 2004. He also went over the draft for our state's items for highly qualified teachers. He thinks that by April it will be policy. Districts will have until June 2006 to have this in place. **Cheralyn Creer** and **Jocelyn Taylor** have been hosting a series of trainings on autism. On March 10-11 they have another one at Airport Hampton Inn on how to have IEP goals be linked to the core curriculum. (**Amy Spencer & Suraj Syal** are presenters). **Nan Gray** presented information on reauthorization. She attended CASE meetings for updates. OSEP will distribute information in April. LD eligibility was an area with much interest. Response to intervention for eligibility piece is a concern of many. Information will continue on this piece of the picture.

Jerry announced that the next Consortium will be in St. George along with other special education meetings. Consortium will be on March 31 at Ramada Inn in St. George. Judy Elliott will be the speaker on March 30 for the U-CASE Spring Conference.

**Presentation: Kristen Taylor & Vickie Leo** from Carbon and **Ginny Eggen** from UPDC – “The Write Way to Staff Development” - Ginny stated that staff development is most effective when participants are involved in the development of the programs. Kristen and Vickie presented the program they use in Carbon District. They talked about CHANGE. Think of this as a metamorphosis. There were things going right in their district. They identified those things. (All students in the district, including resource students, have writing portfolios.) They identified the issues in their district. The teachers began to wonder how they could make the changes that were expected. Stage One: 8 teachers went to a “Step up to Writing” workshop. Stage Two: They saw how all teachers could use the same strategies. Teachers began to see the connections between writing and other aca.demics. Stage Three: They met as a study group once a month and this led to district in-service trainings. The results were very positive. They have not arrived at their destination. They know they still need training and inservice. Now they want more training. They formed a partnership with the UPDC. Every secondary teacher was invited to attend. Stage Four: Teachers are using the strategies in their classrooms. They are talking the same language. The reading and writing connections that are coming together are wonderful. Strategies are moving across the curriculums. They are still working on the process.

**Presentation: Mark Innocenti-** “Getting Out of Special Education as a Measure of Early Intervention Success: The Utah Early Intervention Project” - What is success in Early Intervention? Developmental gains, placement in regular education, savings in money, or is it not measured until students become adults? The Data comes from the Utah Early Intervention Project. The outcomes looked at were fairly vast. The results were good, kids were making quite a bit of gains. How do we know early intervention is effective? Changes in developmental skills, later outcomes of students and special education declassification. Looking at later outcomes for students has been fairly difficult. Special education declassification is the main focus of this presentation. Can one assume that declassification is a result of what happened in prior special education processes? The past research has not been very well addressed for this process...once you are in special education you are there forever. The premise is that for the kids in early

intervention appear to become declassified at a higher rate than those who did not. The students were tested at 6 and 10 years of age. The findings show that there are more kids “testing out of special education” if they had early intervention services.

**Presentation: Lisa Pray** – “Appropriate Programs, Practices and Policies for English Language Learners to Reduce Inappropriate Referral to Special Education” - Our ELL population has grown by about 115% and accounts for 10% of our school population. These numbers continue to go up. These students tend to be placed inappropriately into special education. Most teachers are ill-prepared to deal with English language learners, therefore they are referred to special education. There are three types of ELL Students: 1) experience difficulties because of deficiencies in teaching/learning environment; 2) experience academic difficulty due to poor attendance; and 3) difficulties related to a disability.

There are effective programs: Dual language programs, transitional bilingual programs, and ESL sheltered immersion programs. Pull-out programs are used but are the least effective program.

Effective practices: effective teaching practices; targeted, continuous teacher inservice. Effective teaching practices include: developing culturally rich curriculum, developing language and literacy across the curriculum, using visual aids to name a few. Targeted Continuous Teacher Inservice includes: becoming knowledgeable about the cultural, respecting differences, developing awareness, etc,

Effective policies include effective community and parental partnerships and effective pre-referral policies. To have effective parental partnerships you need to have interpreters available. Parents need to be a part of the IEP process instead of being told what we are going to do for their child.

We adjourned at 11: 10 am.

**Those in attendance:**

DiAnne Adams  
Gail Albrecht  
Joyce Barnes  
Catherine Benitz  
Dawnne Casey  
Jerry Christensen  
Cheralyn Creer  
Jim Curtice  
Harriet Dickerson  
Tony Done  
Ginny Eggen  
Pat Frandsen  
Peggy Fratto  
Nancy Glomb  
Lynda Golding  
Jane Golightly  
Nan Gray  
Anna Lee Hansen  
Michael Herbert  
Catherine Hoelscher

Cheryl Hunt  
Mark Innocenti  
Diane Johnson  
Pat Jones  
Paula Kashiwaeda  
Shelly Kiefer  
Lorna Larsen  
Anna LeFevre  
Vickie Leo  
Marilyn Likins  
Susan Loving  
Jack Mayhew  
Ann Miller  
Peggy Milligan  
Julie Mootz  
Dan Morgan  
Connie Nink  
Deanna Nyman  
Susan Ord  
Lowell Oswald

Linda Otte  
James Payant  
Hollie Pettersson  
Doelene Pitt  
Helen Post  
Tony Powell  
Lisa Pray  
Heather Rogers  
Bruce Schroeder  
Cheryl Smith  
Amy Spencer  
Vonnie Steele  
Suraj Syal  
David Taylor  
Kristen Taylor  
Jerry Timothy  
Tom Van Gorder  
Tom Walker

Minutes taken by Cheryl Smith