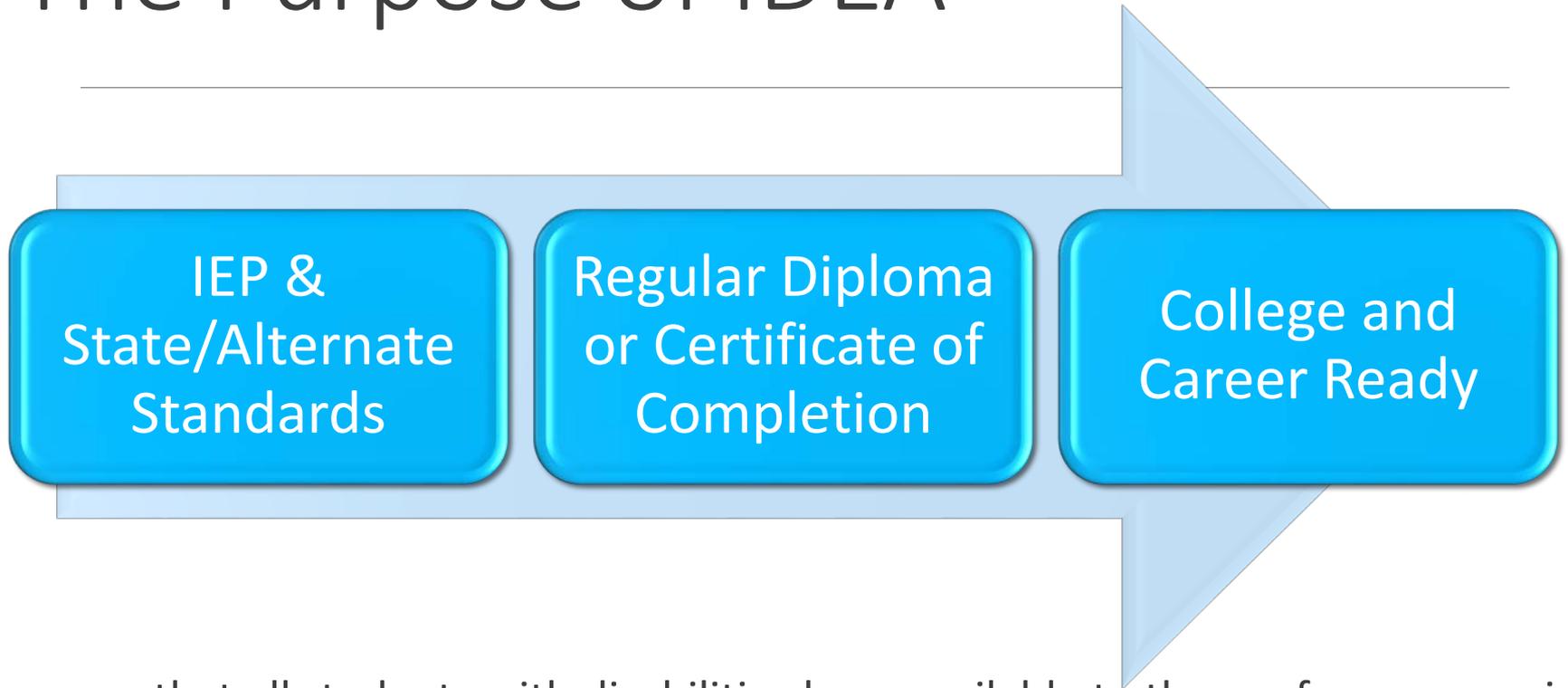


Utah State Office of Education Special Education Services

UTAH STATE BOARD OF EDUCATION FINANCE COMMITTEE
OCTOBER 2015



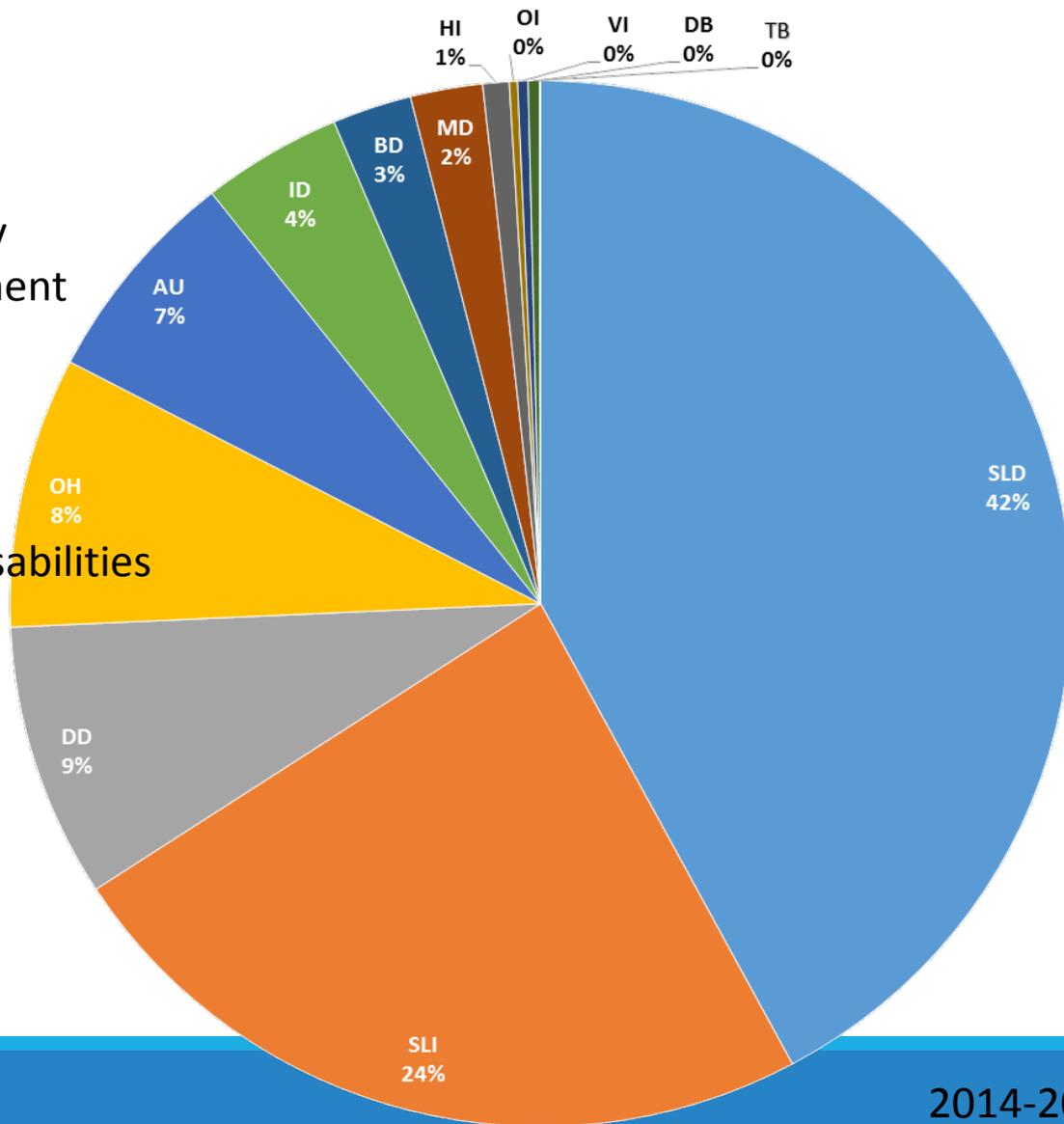
The Purpose of IDEA



To ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living.**

Utah Students with Disabilities

32788	Specific Learning Disability
18428	Speech Language Impairment
6596	Developmental Delay
6510	Other Health Impairment
5225	Autism
3325	Intellectual Disabilities
1881	Emotional / Behavioral Disabilities
1714	Multiple Disabilities
623	Hearing Impaired / Deaf
196	Orthopedic Impairment
246	Visually Impaired / Blind
264	Traumatic Brain Injury
29	DeafBlind
77825	Total



Students with Disabilities are also part of other subgroups of students who are struggling with academic achievement



77,500 Students with Disabilities



38,000 SWD in Poverty

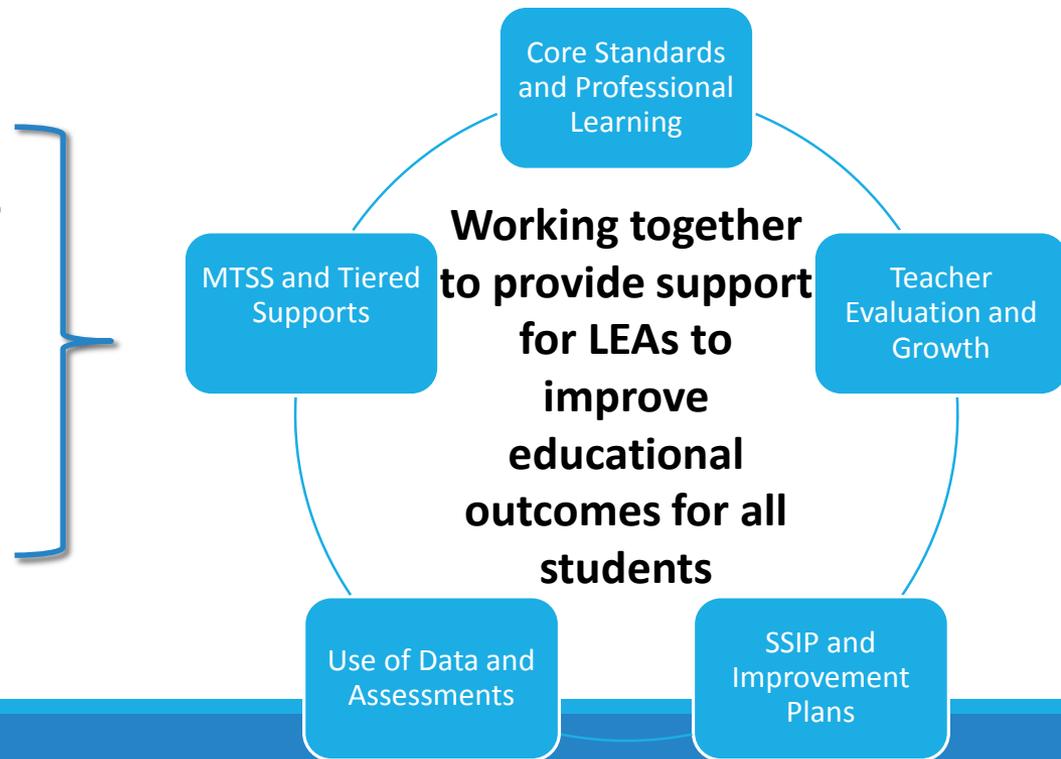


7,500 SWD are English Learners

New Way of Doing Business

Collaboration and integration of work across departments

- Teaching and Learning
- Title I and Federal Programs
- IDEA/Special Education
- Assessment
- Data and Statistics



THE COLLABORATION CONTINUUM

Collaboration refers to a process in which two or more groups work together toward a common goal by sharing expertise, information, and resources. The continuum represents a range in the level of possible collaboration and defines where respective collaborative activities have occurred along this process. Points along the continuum mark shifts in the collaborative process as activities become more complex until convergence is attained.

Contact

Shared Ideas & Information

Open, honest dialogue encourages the exploration of commonalities and the development of relationships to facilitate discussion of potential activities.

Cooperation

Shared Goals

Relationship building fosters the development of cooperative activities. Because this is a process, it often begins with informal engagements that offer small, yet tangible benefits. It sometimes occurs only one way. For example: Information or data sharing.

Coordination

Shared Achievement of Goals

Cooperative activities move beyond "as needed" or "ad hoc". A framework organizes efforts and ensures that everyone in the group understands who does what, when, and where. The activities are planned with consideration given to schedules and staff availability. Communication tools may be developed to support coordination efforts. Relies on formal or informal agreements to achieve a desired common outcome.

Collaboration

Shared Resources

Information is not only shared, but something new is created. It is a new way of doing things that involves change. The change required is more ambitious than cooperation and coordination and much more difficult to develop and sustain.

Convergence

Synthetic Infrastructure

Collaboration around a specific function or idea has become so extensive, engrained, and assumed that it is no longer recognized by others as a collaborative undertaking; instead it has moved to the level of infrastructure and becomes a critical system that is relied upon.

Investment, Risk, and Benefit

Adapted from Zorich, Diane; Waibel, Gunter; and Erqay, Ricky (2008).

High Expectations and Beliefs

Inclusion in grade level core content, assessment, graduation requirements, and CCR Plans

Leadership
IEP Team Decisions
Partnerships and Collaboration
Preservice and Inservice Professional Learning
Active Engagement of All School Personnel
Data Driven Decision Making
Evidence-Based Practices
Fiscal Support

Math content and pedagogy to provide effective instruction through UDL and evidence-based interventions.

Infrastructure, Scale, Fidelity

Content Knowledge and Effective Instruction

Multi-Tiered System of Supports in Secondary Settings

Utah's Focus for Improvement



Utah SIMR: Improving math achievement in students with disabilities with Specific Learning Disabilities and Speech Language Impairments in grades 6-8.

Revenue Sources

Federal Funds

- | | | |
|--------------------------|-----------|------------|
| ◦ IDEA 611 (Age 3-21) | USOE: 7% | LEAs: 93% |
| ◦ IDEA 619 (Age 3-5) | USOE: 0% | LEAs: 100% |
| ◦ UMTSS (by application) | USOE: 25% | LEAs: 75% |

State MSP Funds

USOE: 0% LEAs: 100%

- Special Education Add-On
- Special Education Self-Contained
- Special Education Extended School Year (ESY)
- Special Education Preschool
- Special Education State Programs

Carson Smith Scholarships

USOE: 0.02%

Students: 99.98%

Questions?

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