# October 2008 Training Tracker

**Utah Public Charter Schools** 

### **Upcoming Charter School Trainings**

#### **OCTOBER:**

24 <u>Monthly Directors' Discussion Session</u>

The Art of School Leadership, Part II

(By request, this is a continuation of September's session)

**USOE - Board Rooms** 

9:00 - 3:00

Lunch, book, & chocolate provided

Please RSVP to Jeannie Rowland no later than <u>Friday, Oct. 17</u>. Jeannie.Rowland@schools.utah.gov or 801-538-7676

29 Charter School Specific Assessment Training

Granite School District, 2500 South State Street, SLC 8:00 – 3:30

Lunch provided

It is highly recommended that schools send a representative. RSVPs should have already been submitted.

Jeannie.Rowland@schools.utah.gov or 801-538-7676

#### **NOVEMBER:**

19 <u>Monthly Directors' Discussion Session</u>

Student Achievement: Through Staff Development

**USOE – Board Rooms** 

9:00 - 3:00

Lunch & chocolate provided

\*\*This is a Wednesday!

Please RSVP to Jeannie Rowland no later than <u>Wed., Nov. 12</u>. Jeannie.Rowland@schools.utah.gov or 801-538-7676

#### **DECEMBER:**

A Monthly Directors' Discussion Session will not be held. Enjoy your break!

#### **JANUARY:**

23 <u>Monthly Directors' Discussion Session</u>

Topic to be decided based on need...

**USOE – Board Rooms** 

9:00 - 3:00

Lunch & chocolate provided

Due to the high, last-minute demand for UTIPS training via Wimba, Julie Quinn is working on future dates for repeat training sessions.



#### October 24, 2008

#### The Art of School Leadership, Part II

\*Continuation of September's session.
Please feel free to join us even if you
were unable to in September.

#### November 19, 2008

#### Student Achievement: Through Staff Development

\*PolyCom can be provided on a first-come, first-served basis, upon availability at the USOE. (Note: Every effort will be made via email to provide accommodations ahead of time, but not all resources will be available to those not physically in attendance.)

## Other opportunities:

#### **WIMBA**

If you've heard about Wimba and want to know more, check out the following resources:

\*\*Weekly Wimba Webinar-an introduction to what Wimba is all about. Every Monday at 3:30pm. http://www.uen.org/wcs/

\*\*Utah K12 Wimba User Group-an ongoing meeting of K12 administrators, staff and teachers who use Wimba. Every Tuesday at 3:30pm. http://www.uen.org/wcs/.

For more information contact Jerry Record at 801-538-7642 or jerry.record@schools.utah.gov.

Doug Jones at 801-538-7718 doug.iones@schools.utah.gov.

Please, please, please be mindful of RSVP deadlines for conferences and trainings. Planning is tricky with last minute additions – especially in light of the new budget cuts for all sections within our agency. This includes cancellations.

Understandably, situations occur that make this difficult/unfeasible and accommodations will <u>always</u> be honored when possible! Thank you for your consideration!

#### **DID YOU KNOW??**

The Assessment Section has provided a blog to discuss problems, fixes, etc. related to UTIPS. It is recommended that this site be visited "first for solutions to your UTIPS woes." Please visit: http://edublog.sedck12.org/UTIPS

**The Curriculum Secondary Math Section** has clarified questions regarding Algebra and high school graduation credit.

"Students who take Algebra 1 in 8<sup>th</sup> grade do not receive one of their three required graduation credits, but they do meet the graduation requirement that all students pass algebra. They would need to take Geometry, Algebra 2 and one additional math course to meet the graduation requirement. That's why it is so critical that only students who are ready be placed in Algebra 1 in 8<sup>th</sup> grade. Statewide about ½ of the students take algebra in 8<sup>th</sup> grade. I do not have any data on how many of those repeat it again in 9<sup>th</sup>."

**The Title I Section** has provided sample letters to notify parents if their child is in a class with a teacher that does not meet Highly Qualified status per the requirements of the No Child Left Behind Act of 2001 [P.L. 107-110, Section 9505(23)]. This applies to all schools, not just those using Title 1 funds. See: <a href="http://www.schools.utah.gov/TitleI/parent.htm">http://www.schools.utah.gov/TitleI/parent.htm</a>

**The Teacher Quality & Licensing Section** has a link for EYE Resources. Of particular note is The New Teacher Center. For EYE Resources: <a href="http://www.schools.utah.gov/cert/other/eye/coordinators/eye resources.htm">http://www.schools.utah.gov/cert/other/eye/coordinators/eye resources.htm</a>

**The Curriculum Gifted & Talented Section** has released a new "Utah Gifted & Talented Handbook" that can be found at: <a href="http://www.schools.utah.gov/curr/gift">http://www.schools.utah.gov/curr/gift</a> talent/documents/FINAL%20GT %20Handbook.pdf

# Rules Approved by the Board and Scheduled to be Published in the October 1, 2008 Utah State Bulletin

<u>R277-438</u> - Dual Enrollment (Amended) First Possible Effective Date: November 7, 2008

<u>R277-459</u> - Classroom Supplies Appropriation (Amended) First Possible Effective Date: November 7, 2008

<u>R277-491</u> - School Community Councils (New) First Possible Effective Date: November 7, 2008

<u>R277-502-4</u> - Educator Licensing and Data Retention, License Levels, Procedures, and Periods of Validity (Amended)
First Possible Effective Date: November 7, 2008

R277-609 - Standards for School District, School and Charter School Discipline Plans (Amended)

First Possible Effective Date: November 7, 2008

<u>R277-704</u> - Financial and Economic Literacy: Integration into Core Curriculum and Financial and Economic Literacy Student Passports (New)

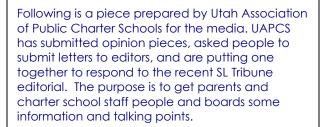
First Possible Effective Date: November 7, 2008

Details can be found:

http://www.schools.utah.gov/LAW/USBE Rules in Process.htm

"Nine tenths of education is encouragement."

-Anatole France



#### Response to Criticism of Senate Bill 2

All public school students should be treated equally in Utah, with equal funding from the same sources, no matter which model of public school they attend.

The Utah Legislature agrees and passed Senate Bill 2 (\$B2), which allows students attending public charter schools to have access to a small portion (25%) of locally raised education dollars—the same dollars that districts raise to educate all resident students.

It's not a new concept to have locally raised funds following students. In Utah, when a student of one district attends a school in another district, it is common practice for the sending district to pass along a portion of local dollars. Now, the SB2 charter funding provision applies this same principle to charter schools.

Before SB2, the state used income tax dollars to make up for the fact that charter students had no access to local education funding. Districts have been keeping the tax dollars that they raise, even though they are no longer educating those charter school students. The list below shows how many students are attending charter schools in a dozen different districts this school year.

 Alpine-5,720
 Granite-2,399
 Weber-1,500

 Cache-908
 Jordan-4,155
 Davis-2,140

 Iron-918
 Ogden-815
 Nebo-3,186

 Salt Lake-1,706
 Provo-911
 Washington-713

If the students above were back in their district schools, the districts would need to fund the education of those students, including hiring additional teachers, providing additional transportation, even building additional schools.

Last year alone, with 22,196 Utah students enrolled in charter schools, districts statewide were "held harmless" for \$48,000,000. SB2 is simply an attempt to allow 25% of that money to follow the charter students to their charter schools. If districts are not actually bearing the costs of educating charter school students, the taxes that the parents of charter students are paying to those districts ought to find their way into the budgets of the charter schools that are providing the education.

All public schools are charged with the same responsibility of providing a quality education. Charters schools are an integral part of public education and we all ought to be on the same team. The money raised to educate the children isn't ours; it's theirs, and it should follow them to whichever public school they attend.