

# KEEPING IN TOUCH!

A Newsletter for Parents and Service Providers  
of Colorado Children Who Are Blind/Visually Impaired

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## The Three Questions

By Tanni Anthony


At the conclusion of our recent state conference on blindness/visual impairment, our presenter Dr. Christine Roman Lantzy read us a children's book based on a story by Leo Tolstoy. This lovely book is called *he Three Questions* and was written and illustrated beautifully by Jon J Muth. The story entails three essential life questions for a boy to ponder in his quest to be a good person. His three questions were simple, but profound: *When is it best to do things? Who is the most important one? What is the right thing to do?*

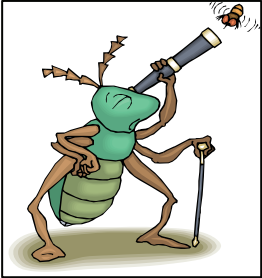
The boy seeks the counsel of a wise old turtle; surely someone who has lived a long life knows these answers. During this time with the turtle, circumstances intervene that prompt the boy to help the turtle with a day-long task, and in doing so, he stays longer than he had planned. Because he was still in that location, the boy hears the cries of a nearby panda in need of lifesaving assistance. The boy rescues and cares for both the panda and her child. When all was well again, he thinks to return to his quest to answer the three questions. He again asks the wise turtle for the answers. The old creature asks the boy to reflect upon what he had just done for him, and the panda and her child. The turtle shared that the three questions had been already been answered and, indeed, they had.

- ◆ *When it is best to do things?* There is only one important time. Now.
- ◆ *Who is the most important one?* The one you are with.
- ◆ *What is the right thing to do?* What is good for one by your side.

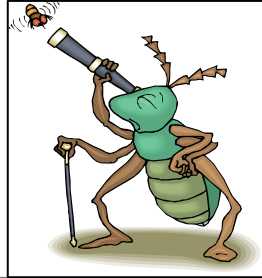
The answer is to be truly present with the needs of the person right next to us—one person at a time. In our truly busy lives, it is important to take heed of this special lesson and turn our full attention to the present, who we are with, and what will bring good for that person. To do so, it not only good for others, but good for us.

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# LOW VISION EVALUATION CLINIC NEWS



## Schedule for 2015-16 Low Vision Evaluation Clinics

Region	Dates	Site Coordinator
Northern	<b>TO BE RESCHEDULED</b>	Elaine Karns
Metro	February 25-27, 2016 Paperwork due by February 4	Rebecca Warnell & Wendy Schlageter
Southern	March 31, 2016 Paperwork due by March 10	Donice Fennimore
Southern	April 1, 2016 Paperwork due by March 10	Donice Fennimore

### First Southern TVI Clinic of the Year

By Debbie Haberkorn

The Southern Region Colorado Low Vision Evaluation Clinic was held on Friday, September 25, 2015 in the Lion's Conference Center on the campus of the Colorado School for the Deaf and the Blind. Five students from two Administrative units (El Paso County District 38, and CSDB) received low vision evaluations. Four TVIs and three families attended the clinic with their students. Thank you to the TVIs and families, and a huge thank you to Donice Fennimore for coordinating the clinic.

\*\*\*\*\*  
 \* **Attention all TVIs:** \*  
 \* Please work closely with your Regional LVE Clinic Coordinators to ensure that all of the required paperwork is \*  
 \* fully completed and turned into the clinic staff in a timely manner. You can also find the paperwork on the CDE \*  
 \* website at: [http://www.cde.state.co.us/cdesped/SD-Vision\\_Activities.asp](http://www.cde.state.co.us/cdesped/SD-Vision_Activities.asp) \*  
 \* \*  
 \* Please be advised that if you are recommending a student to attend the LVE Clinic, it is your responsibility to \*  
 \* prepare the student and parent for the appointment, attend with them, and ensure that you assist with any \*  
 \* needed follow-up training of the prescribed device(s). Thank you for helping to ensure the success of the clinic \*  
 \* for each student. \*  
 \* \*  
 \* *Your Low Vision Evaluation Clinic Team* \*  
 \* \*  
 \*\*\*\*\*

# Resources and Materials

## Read the Updated English Learners Guidebook on Designing, Delivering and Evaluating Services for English Learners

The updated guidebook is available at the link below and includes the following updates:

- Demographics
- Procedures for the identification and re-designation process
- Colorado READ Act
- English Language Proficiency Act and October count
- Tool for core English language development instructional practices
- English language development program rubrics

This resource includes current federal and state requirements, CDE policies and guidance and best and promising practices for educators who support and provide services for English learners. A copy of the guidebook will be given to each participant during the fall regional English language development directors' meetings.

For more information, go to: [http://www.cde.state.co.us/cde\\_english/the-el-guidebook-guidebook-on-designing-delivering-and-evaluating-services-for-english](http://www.cde.state.co.us/cde_english/the-el-guidebook-guidebook-on-designing-delivering-and-evaluating-services-for-english)



As part of the celebration of 40 years of the *Individuals with Disabilities Education Act (IDEA)*, we want to hear from individuals with disabilities—especially children and youth with disabilities—parents, teachers, researchers and all other *IDEA* stakeholders about the personal impact this law has had on them.

- How has *IDEA* made a difference to you?
- What do inclusion, equity and opportunity look like for you?

Share your art, photographs and stories by **November 6, 2015** to our [IDEA 40th Anniversary Web site \[www.osep-meeting.org/ideaanniversary\]](http://www.osep-meeting.org/ideaanniversary) for possible use for upcoming events in Washington, D.C. celebrating the 40th Anniversary of *IDEA*.

Please send any questions to: [IDEAanniversary@air.org](mailto:IDEAanniversary@air.org)

# ORIENTATION & MOBILITY

## ACVREP Board Delays Final Decision on One Time Alternative Pathway for Six Months

The Board of Directors of ACVREP wishes to thank the professionals who took the time to provide thoughtful comments on the proposed One Time Alternative Pathway. A total of 78 comments were received. Opinions of the pathway were both for and against, but what is clear, is that of the people commenting, everyone is in support of welcoming international candidates and encouraging international certification. The best method to accomplish this was where our profession was conflicted.

Based on the comments received and the recommendations of the SME committees, the Board has postponed a final decision on the One Time Alternative Pathway for six months while it works with key stakeholders to explore options for a long-term sustainable solution to make the process of certification available to both domestic and international candidates.

The Board hopes that the field, working together, can identify a workable and sustainable long term solution that will make the One Time Alternative Pathway unnecessary.

Kathie Zeider, ACVREP President

## Free GPS App for Android Devices

This is great news for Android users and students with Android devices! The American Printing House for the Blind has released a free version of their GPS App for Android Devices.

The new app is called **Nearby Explorer Online** and is can be downloaded at <https://play.google.com/store/apps/details?id=org.aph.nearbyonline>

## O&M Related Videos and Ipad Apps

*Thanks to participants on the AER O&M Listserv for these great resources!*

### Videos

How to Create a Quick Low Vision Map on the iPad

<https://www.youtube.com/watch?v=HqYpFjtR98w&index=10&list=PLhXV41ZuNuOkz-A2t0KhBdlzUa0YRHtGg>

How to Create a Tactile Map Overlay for the iPad

<https://www.youtube.com/watch?v=DrREO3I21ol&index=9&list=PLhXV41ZuNuOkz-A2t0KhBdlzUa0YRHtGg>

How to Create a Talking Tactile Map on the iPad (this video demonstrates creating the Talking map; the How to Create a Tactile Map Overlay video above demonstrates the "Tactile" map that can be used in conjunction with the Talking map)

<https://www.youtube.com/watch?v=H5LMG3bvjBo&index=11&list=PLhXV41ZuNuOkz-A2t0KhBdlzUa0YRHtGg>

For short video clips on how to use BlindSquare, go to the link below. Select Playlists. Select High Tech O&M to see all the O&M related videos, including a number of BlindSquare videos.

<https://www.youtube.com/channel/UCSsHoghKRJ8VEm7U1s7KKjg>

### Apps

Apps for Independence in the Community and Orientation and Mobility" that gives a description of each app

<http://sensorytravel.com/blog/?p=33>

# ORIENTATION & MOBILITY

## White Cane Safety Day: A Symbol of Independence

Article retrieved from: <https://nfb.org/white-cane-safety-day>



By Marc Maurer

*In February of 1978 a young blind lady said, "I encounter people all of the time who bless me, extol my independence, call me brave and courageous, and thoroughly miss the boat as to what the real significance of the white cane is."*



The National Federation of the Blind in convention assembled on the 6th day of July, 1963, called upon the governors of the fifty states to proclaim October 15 of each year as White Cane Safety Day in each of our fifty states. On October 6, 1964, a joint resolution of the Congress, HR 753, was signed into law authorizing the President of the United States to proclaim October 15 of each year as "White Cane Safety Day." This resolution said: "Resolved by the Senate and House of Representatives", that the President is hereby authorized to issue annually a proclamation designating October 15 as White Cane Safety Day and calling upon the people of the United States to observe such a day with appropriate ceremonies and activities.'

Within hours of the passage of the congressional joint resolution authorizing the President to proclaim October 15 as White Cane Safety Day, then President Lyndon B. Johnson recognized the importance of the white cane as a staff of independence for blind people. In the first Presidential White Cane Proclamation President Johnson commended the blind for the growing spirit of independence and the increased determination to be self-reliant that the organized blind had shown. The Presidential proclamation said: *The white cane in our society has become one of the symbols of a blind person's ability to come and go on his own. Its use has promoted courtesy and special consideration to the blind on our streets and highways. To make our people more fully aware of the meaning of the white cane and of the need for motorists to exercise special care for the blind persons who carry it Congress, by a joint resolution approved as of October 6, 1964, has authorized the President to proclaim October 15 of each year as White Cane Safety Day. Now, therefore, I, Lyndon B. Johnson, President of the United States of America do hereby proclaim October 15, 1964 as White Cane Safety Day.*

With those stirring words President Johnson issued the first White Cane Proclamation which was the culmination of a long and serious effort on the part of the National Federation of the Blind to gain recognition for the growing independence and self-sufficiency of blind people in America, and also to gain recognition of the white cane as the symbol of that independence and that self-reliance.

The first of the state laws regarding the right of blind people to travel independently with the white cane was passed in 1930. In 1966, Dr. Jacobus tenBroek, the founder of the National Federation of the Blind, drafted the model White Cane Law. This model act--which has become known as the Civil Rights Bill for the Blind, the Disabled, and the Otherwise Physically Handicapped--contains a provision designating October 15 as White Cane Safety Day. Today there is a variant of the White Cane Law on the statute books of every state in the nation.

From 1963 (and even before) when the National Federation of the Blind sought to have White Cane Safety Day proclaimed as a recognition of the rights of blind persons, to 1978 when a blind pedestrian met with misunderstanding regarding the true meaning of the white cane, is but a short time in the life of a movement. In 1963, a comparatively small number of blind people had achieved sufficient independence to travel alone on the busy highways of our nation. In 1978 that number has not simply increased but multiplied a hundredfold. The process began in the beginning of the organized blind movement and continues today. There was a time when it was unusual to see a blind person on the street, to find a blind person working in an office, or to see a blind person operating machinery in a factory. This is still all too uncommon. But it happens more often and the symbol of this independence is the white cane. The blind are able to go, to move, to be, and to compete with all others in society. The means by which this is done is that simple tool, the white cane. With the growing use of the white cane is an added element' - the wish and the will to be free'-the unquenchable spirit and the inextinguishable determination to be independent. With these our lives are changed, and the prospects for blind people become bright. That is what White Cane Safety Day is all about.



## **EDUCATOR EFFECTIVENESS**

### **Measures of Student Learning (MSL) Guidance for Teachers Version 3.0 Now Available**

The MSL Guidance for teachers provides approaches for selecting and using multiple measures of student learning in teacher evaluations. This new version highlights possible approaches for districts and BOCES to consider when constructing their approach to selecting measures of student learning for use in educator evaluations. CDE will collect on-going feedback to improve these documents. Click here to see the latest version:

<http://www.cde.state.co.us/educatoreffectiveness/measuresofstudentlearningguidanceteacher>

### **Measures of Student Learning - Professional Learning Community**

The Educator Effectiveness Unit is planning a Professional Learning Community where districts can collaborate with like-minded peers in developing a better understanding of Measures of Student Learning for use in educator effectiveness systems. This will also provide an opportunity to work with other educators to identify problems of practice and collaborate to find solutions and share expertise and best practices. If you're interested in joining this professional learning community and getting more info, please contact Sed Keller at [keller\\_s@cde.state.co.us](mailto:keller_s@cde.state.co.us)

### **Questions about the Colorado State Model Evaluation System, Answered**

The Colorado State Model Performance Management System is an optional tool that supports districts in the implementation, data collection and effective use of the Colorado State Model Evaluation System. The performance management system includes electronic interfaces and data collection-tools that help principals and district leaders provide useful and actionable feedback and possible professional development opportunities for educators. For more information, view the Colorado State Model Evaluation System Fact Sheet:

<http://www.cde.state.co.us/educatoreffectiveness/randafactsheet>

## **COLORADO ACADEMIC STANDARDS**

**Standards: New Sample Curriculum Units Available:** In response to district requests, CDE enlisted comprehensive health and physical education teachers across the state to develop additional secondary comprehensive health instructional units for grades six through 12. These highly anticipated units will be available on CDE's District Sample Curriculum Project webpage by **mid- October**: <http://www.cde.state.co.us/standardsandinstruction/instructionalunits-comphealth> The units can be a complement in any class or subject area interested in underscoring the strong concepts, skills and content students need (e.g., decision-making, goal setting, advocacy, communication, responsibility, cooperation) to set a foundation to become successful, well-rounded individuals. For further information, please contact the comprehensive health and physical education content specialist Phyllis Reed at [reed\\_p@cde.state.co.us](mailto:reed_p@cde.state.co.us) or 303-866-6593.

## **READ ACT**

### **READ Act English Learner Guidance**

The 2015-16 guidance for implementing the READ Act with English learners is available at <http://www.cde.state.co.us/coloradoliteracy> The guidance includes information about identification of significant reading deficiencies for English learners and recommendations for READ plans. For more information, contact Alisa Dorman, executive director of literacy, at [dorman\\_a@cde.state.co.us](mailto:dorman_a@cde.state.co.us) or 303-866-6016.



## PARCC Accessibility Features and Accommodations Manual Update

The fourth edition of the *Accessibility Features and Accommodations Manual* and all appendices are now available for download on [PARCC.Pearson.com](http://PARCC.Pearson.com) and on Avocet. This version contains edits made after the initial publication; please use the manual dated September 19, 2015 as it contains the most up-to-date information on the use of the Accessibility Features and Accommodations on the PARCC assessments.

If you are interested in learning about how Accessibility Features and Accommodations have changed from last year's administration, please review the What's New document. This can be found at:

<http://avocet.pearson.com/PARCC/Home#srDoc=4917&srPage=1>

**Note:** On page 73, disregard the statement "For the human reader/human signer, students must be placed in a Read Aloud session type when creating test sessions" for paper-based testing.

## State Assessment Information

**Overview:** Assessments administered by the unit include summative content assessments, English language proficiency assessments, college/career ready assessments and alternate content assessments for students with significant cognitive disabilities. The Colorado Measures of Academic Success are the new state tests in English language arts, math, science and social studies that will be administered in one window from April 11 to 19 in the 2015-16 school year. CDE will allow districts to begin testing one to three weeks early if they cannot complete testing within the window due to limitations on the number of computers or other devices needed for testing. . The science and social studies tests were developed just for Colorado students, while the math and English language arts tests were developed in collaboration with other states through the Partnership for Assessment of Readiness for Colleges and Careers (PARCC). For a quick at-a-glance reminder of what tests students will take and when the tests will be given for the 2015-16 school year, visit <http://www.cde.state.co.us/communications/cmas2015-16at-a-glance>.

**What's on the Horizon: PARCC Score Release & Supporting Materials:** The department plans to release state-level results from the new state assessments in English language arts and math as part of the Colorado State Board of Education meeting on November 10 and 11. District and school results will be shared under an embargoed basis a couple of weeks after the release of the state-level results. These results will also be shared with the media a few days later, also under embargo, and then made available to the public. This is CDE's normal process for releasing state assessment results. As you know, these assessments are often referred to as the "PARCC assessments" because they were developed by a consortium of states called the Partnership for Assessment of Readiness for College and Careers (PARCC). The assessments are part of the state's overall assessment system, the Colorado Measures of Academic Success (CMAS), which also includes assessments in science and social studies. The Communications Division is creating tools to help superintendents, principals and teachers communicate with parents about the CMAS "PARCC Scores" and what they mean.

These tools will be available soon and include:

- CMAS "PARCC Score Card" Explainer (for teachers and parents)
- Prezi Presentation: "Understanding the NEW Score Reports for English and Math"
- Drop-in Articles and sample letters for parents
- CMAS "PARCC Score Card" - Key Messaging

All CMAS "PARCC Score Card" materials will be available at: <https://www.cde.state.co.us/communications/tools>

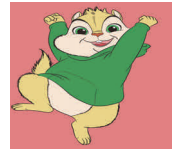


## State Assessment Information

- **Parent-friendly handout on CMAS:** This first piece is a parent handout on CMAS that provides information about why we have new state tests, how are they used, and when parents will see results. This document is available in English and Spanish. District personnel are encouraged to either use the whole document or just select the pieces that will be most helpful to their community. They can be found at:

<http://www.cde.state.co.us/communications/cmasfactsheet>

<http://www.cde.state.co.us/communications/cmasfactsheetwhattoexpect-spanish>



- **One-pager for Superintendents:**

This document was created for school leaders to provide a quick overview of what tests students will take this year. <http://www.cde.state.co.us/communications/cmas2015-16at-a-glance>

- **Parent and Family Resources:** <http://www.cde.state.co.us/communications/resourcesforparents>

- **Back to School Toolkit** -- The toolkit includes the CMAS documents above as well as an Frequently Asked Question (FAQ) document (in English and Spanish) and drop-in articles to help superintendents and principals communicate basic information about state tests with parents at the beginning of the school year. There is a link to this under News & Events on the homepage, and it is also available under Communications Tools at the bottom of the homepage. <http://www.cde.state.co.us/communications/tools>



**THE SEE THE FUTURE FUND**  
Scholarships for the Blind & Visually Impaired

## “Education for Life” Scholarships (Since 1997)

To encourage and support the pursuit of higher education, which will enhance both career and personal success. \$490,000 has been awarded to over 97 Students. Applications due March 1, 2016.

To apply for an “Education for Life” scholarship and to obtain more information, please go to:

[www.seethefuture.org](http://www.seethefuture.org)

Click on “Education for Life” then Click on “Application Information”

If you have any questions please call Tom Theune, OD – Chairperson of the SEE THE FUTURE Fund at 719.471.3200 or email: [twtheune@comcast.net](mailto:twtheune@comcast.net)








# Calendar of Events

2015 2015 2015 2015 2015 2015 2015 2015 2015 2015 2015 2015

**October 29—Nov 1** **Colorado NFB Convention**—Colorado Springs  
 Contact: <http://www.nfbco.org/>

**To Be Rescheduled** **Northern Low Vision Evaluation Clinic** —Ensign Center in Fort Collins  
 Contact: Elaine Karns— [elk@psdschools.org](mailto:elk@psdschools.org)

**November 18-21** **Getting in Touch with Literacy Conference** - Albuquerque, NM  
 Contact: [gettingintouchwithliteracy@yahoo.com](mailto:gettingintouchwithliteracy@yahoo.com)

**December 2** **Vision Coalition** — Colorado Division of Vocational Rehabilitation  
 Contact: Tanni Anthony at (303) 866-6681 or [anthony\\_t@cde.state.co.us](mailto:anthony_t@cde.state.co.us)

2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016

**January 4** **Full Implementation of UEB in the United States!**

**January 4** **Retirement of all EBAE CDE Braille Competency Testing Materials**

**January 8-9** **UEB Refresher Course #1** — Denver area location  
 Contact: Tanni Anthony - (303) 866-6681 or [anthony\\_t@cde.state.co.us](mailto:anthony_t@cde.state.co.us)

**January 21** **Braille Challenge— CSDB**  
 Contact: Diane Covington - [dcovington@csdb.org](mailto:dcovington@csdb.org)

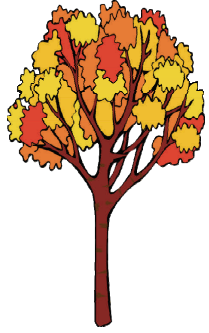
**January 22-23** **UEB Refresher Course #2** — Denver area location  
 Contact: Tanni Anthony - (303) 866-6681 or [anthony\\_t@cde.state.co.us](mailto:anthony_t@cde.state.co.us)

**January 28** **Denver Metro Braille Challenge** - Colorado Center for the Blind, Littleton  
 Contact: Diane Covington - [dcovington@csdb.org](mailto:dcovington@csdb.org)

**January 28-30** **Parents Encouraging Parents (PEP) Conference** - Fort Collins, CO  
 Contact: David Ramer at [ramer\\_d@cde.state.co.us](mailto:ramer_d@cde.state.co.us)

**February 11 –12** **UEB Refresher Course #3** — CSDB  
 Contact: Tanni Anthony - (303) 866-6681 or [anthony\\_t@cde.state.co.us](mailto:anthony_t@cde.state.co.us)

**February 17** **Vision Coalition** —Colorado Division of Vocational Rehabilitation  
 Contact: Tanni Anthony at (303) 866-6681 or [anthony\\_t@cde.state.co.us](mailto:anthony_t@cde.state.co.us)



2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016

- February 25-27**      **Metro Low Vision Clinic** - Anchor Center for Blind Children in Denver  
Contact: Rebecca Warnell— [rewarnell@aps.k12.co.us](mailto:rewarnell@aps.k12.co.us) or  
Wendy Schlageter— [wschlageter@aps.k12.co.us](mailto:wschlageter@aps.k12.co.us)
- February 29**      **Final date to order “Braille Format” for Dynamic Learning Map ELA or Math Tests**
- March 2-6**      **USABA/BOEC Winter Ski Camp for Blind Athletes**  
Contact: Courtney Patterson—[cpatterson@usaba.org](mailto:cpatterson@usaba.org) or (719) 866-3222
- March 3-5**      **American Foundation for the Blind Leadership Conference** -Washington DC  
For more information, please visit: [www.afb.org/afblc](http://www.afb.org/afblc)
- March 21-26**      **International Technology and Persons with Disabilities Conference**—San Diego, CA  
Contact: CSUN Center on Disabilities at (818) 677-2578 or [conference@csun.edu](mailto:conference@csun.edu)
- March 31**      **Southern Low Vision Evaluation Clinic**—CSDB  
Contact: Donice Fennimore— [dfennimore@ppboces.org](mailto:dfennimore@ppboces.org)
- April 1**      **Southern Low Vision Evaluation Clinic**—CSDB  
Contact: Donice Fennimore— [dfennimore@ppboces.org](mailto:dfennimore@ppboces.org)
- April 7-9**      **Parents Encouraging Parents (PEP) Conference** - Colorado Springs, CO  
Contact: David Ramer at [ramer\\_d@cde.state.co.us](mailto:ramer_d@cde.state.co.us)
- April 13-16**      **Council for Exceptional Children Convention & Expo** — St. Louis, MO  
For more information, please visit: <http://www.ceconvention.org/register/>
- May 1**      **Deadline for Order Braille Books with the CIMC for SY 2016-17**  
Contact: Jim Olson - [jolson@csdb.org](mailto:jolson@csdb.org) or (719) 578-2195
- July 20-24**      **AER International Conference** - Jacksonville, FL  
Contact: [www.aerbvi.org](http://www.aerbvi.org)

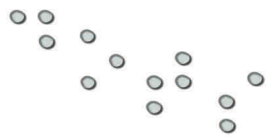
2017 2017 2017 2017 2017 2017 2017 2017 2017 2017 2017 2017 2017

- July 19-22**      **AER International O&M Conference**—Pittsburgh, PA  
Contact: <http://swoma.org/>

2018 2018 2018 2018 2018 2018 2018 2018 2018 2018 2018 2018

- July 25-29**      **AER International Conference 2018, Reno NV**  
Contact [www.aerbvi.org](http://www.aerbvi.org)





# Connecting the Dots



## Braille Certification Training Program

Information retrieved from: <https://nfb.org/braille-certification>

### Braille Certification Courses

The National Federation of the Blind Jernigan Institute offers courses in literary, mathematics, and music transcribing as well as literary and mathematics proofreading for Library of Congress certification.

For information on Unified English Braille for existing transcribers and proofreaders visit UEB Resources at: <https://nfb.org/ueb-resources>

### **Literary Braille Transcribing Course: Application and Trial Manuscript Information**

The literary braille course, a prerequisite for the other courses, consists of twenty lessons and takes a minimum of twelve to eighteen months to complete. The final requirement is a thirty-five braille-page trial manuscript that is sent to the Jernigan Institute for grading. Those receiving a passing grade on the trial manuscript will be certified by the Library of Congress. A person accepted into a course receives links to download all required instructional materials and must supply his/her own paper and braille writing equipment or computer with direct-input software. Hard copies of course materials are available upon request.

### **Locating an Instructor:**

Courses are provided without cost to the volunteer and may be taken through correspondence or through local classes. To locate a recognized local braille group in your area, consult the directory [Sources of Custom-Produced Books: Braille, Audio Recordings, and Large Print](http://www.loc.gov/nls/reference/directories/sources.html) - <http://www.loc.gov/nls/reference/directories/sources.html>

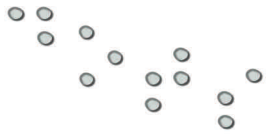
### **Eligibility for the Courses:**

To qualify for enrollment, a person must be a high school graduate, a citizen or resident of the United States, or a U.S. citizen residing in a foreign country.

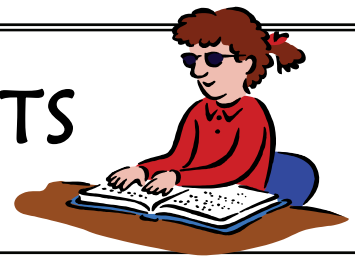
### **Braille after Certification:**

It is important to note that braille transcription is usually an avocation or a volunteer activity. Experienced braille transcribers may find full-time employment working for major braille producers, working for school districts transcribing handouts and/or textbooks for students, or working for a business or government agency preparing braille copies of materials for customers and/or staff. Some braille transcribers work at home typically producing piecemeal work.

If you have questions, please email or call (612) 767-5658



# CONNECTING THE DOTS



## Visual Brailer App - Updated

The Visual Brailer has recently been updated to support iOS 9. Now users can once again email their brf documents straight from the app.

Visual Brailer is the simplest braille editor! It's a brailewriter for your iPad and it has a place in every braille transcriber's toolbox. It displays a traditional six-dot keyboard and simulated braille on your iPad screen. You can edit and save your work, which makes Visual Brailer perfect to use for on-the-go practice for NLS certification exercises. Visual Brailer supports any code you wish to use, because it makes no assumptions about what you are writing.

Use it to help learn new codes, such as Unified English Braille (UEB), and to record your progress. For transcribers who are blind, Visual Brailer also works with Bluetooth refreshable braille displays with keyboards, such as APH's Refreshabrilite 18.

Visual Brailer can be downloaded for free from the App Store at:

<https://itunes.apple.com/app/math-robot/id888739587>



## Braille Certification Training Program

Under a contract with the National Library Service for the Blind and Physically Handicapped, Library of Congress (NLS), the National Federation of the Blind administers the courses leading to NLS certification of Braille transcribers and proofreaders. Successful completion of these rigorous courses requires a great deal of time and effort on the part of the students. For more information, go to [www.nfb.org](http://www.nfb.org)

## The Value of Braille in Archival Collections

The National Federation of the Blind and the Jacobus tenBroek Library were recently granted the opportunity to speak about the importance of Braille with a brand new audience. NFB archivist Anna Kresmer presented a professional poster titled "The Value of Braille in Archival Collections" at Archives 2015, the annual conference of the Society of American Archivists in Cleveland, Ohio. Braille is an essential tool for success for blind people; however, few archives in the United States accept, or make fully available to researchers, collection materials that exist only in Braille. This is often due to misconceptions on the part of archives staff about how Braille is used by blind people, the types of materials produced in Braille, the relevance of their contents to other researchers, and the assumption that the archivist must be able to read Braille to care for it.

Their presenter sought to address these issues by debunking some of the common myths about Braille, by highlighting the research value of archival Braille materials preserved at the tenBroek Library, and by providing easy resources to help archivists make their Braille materials available to researchers by connecting with Braille readers near them. A resource webpage was created to accompany the poster, which can be found at <https://nfb.org/resources-value-braille-archival-collections>.

**WE HAVE A NEW HKNC REGIONAL REPRESENTATIVE!**

A big Colorado welcome to Mr. Ryan Odland. As our regional Helen Keller National Center representative, he is a resources to our students who are deaf-blind and entering the secondary transition years. In this new regional role, he:

Is an **ADVOCATE** for people with combined vision and hearing loss;

Is a **LIFE-LONG POINT OF CONTACT** to existing services and resources and

Is a **CONSULTANT** to individuals, family member and agencies.

**YOUR REGIONAL REPRESENTATIVE CAN**

- Provide information on local services and referral
- Provide on-site assessment, consultation, training and suggestions for meeting individual goals
- Provide assistance with the application process to the Helen Keller National Center (HKNC) for assessment and/or training
- Provide information about the National Deaf-Blind Equipment Distribution Program (iCanConnect) and assist with the application process
- Provide follow-along and advocacy support to individuals
- Link consumers to consumers and families to families
- Provide consultation, technical assistance and in-service training
- Collaborate on the transition of youth from educational programs to post-educational services
- Provide educational materials and presentations about the preferences and capabilities of people with combined vision and hearing loss

HKNC maintains a NATIONAL REGISTRY of youth and adults with combined vision and hearing loss. Contact your Ryan to join the registry and for further information:

**Ryan Odland, Regional Representative**  
**HKNC Rocky Mountain Region (CO, MT, ND, SD, UT, WY)**  
**190 E 9th Ave., Ste. 150**  
**Denver, CO 80203**  
**303-934-9037 Voice**  
**720-457-3676 VideoPhone**  
[ryan.odland@hknc.org](mailto:ryan.odland@hknc.org)  
[www.HKNC.org](http://www.HKNC.org)

# Jobs

## IMPORTANT! We have JOB OPENINGS!!

Please be proactive with anticipated vacancies for this school year or the one starting in fall 2015. Please keep in touch with Tanni about your job openings. If you know of an anticipated opening in your part of the state, please begin working to recruit someone into our field by ensuring he or she has an opportunity to learn about being a TVI and/or an Orientation and Mobility Specialist. This may be a paraeducator, a brailist, and/or a colleague already in the teaching profession. Please work with Dr. Paula Conroy to learn more about the UNC distance education / graduate program to prepare TVIs and O&M Specialists in Colorado! TVI = teacher certified in the area of visual impairment and COMS = certified orientation and mobility specialist

### Northern Region—Jobs

- ✓ **Brailist** (1 FTE) for St. Vrain Schools. The contact person for more information about this position is Erica Bowman at [bowman\\_eric@svvvsd.org](mailto:bowman_eric@svvvsd.org)

### Southern Region – Jobs

- ✓ For details about what positions may be open at the Colorado School for the Deaf and the Blind, please contact Chelle Lutz at [clutz@cldb.org](mailto:clutz@cldb.org) or (719) 578-2114.

### Western Region — Jobs

- ✓ **TVI/COMS** (1 FTE) for San Juan BOCES. Please contact HR Director Paula Sublett at (970) 247-3261 x 203 or [psublett@sjboces.org](mailto:psublett@sjboces.org)

**TVIs and COMSs**—If you are getting ready to retire, please do not let your CDE teaching and support services licenses expire, as you are in a great position to keep contributing in the future with part-time or sub work. Please keep in touch with Tanni, if you are interested in this type of work after your retirement!





## TRANSITION INFORMATION ABOUT MOVING ON!



### Office of Special Education and Rehabilitative Services Blog

U.S. Department of Education

#### **IDEA Changes Lives: Preparing for the Transition to College & Careers**

The Individuals with Disabilities Education Act (IDEA) was signed into law 40 years ago to assure that youth with disabilities receive a free and appropriate public education that provides educational opportunities and services. Amendments to the law have emphasized transition planning that is focused on improving the academic and functional achievement of youth with disabilities to facilitate movement from school to post-school activities, including postsecondary education, career and technical education, integrated employment, continuing and adult education, adult services, independent living, or community participation. Click below the latest OSERS blog and also to view other resources!

<http://www.ed.gov/edblogs/osers/2015/09/idea-changes-lives-preparing-for-the-transition-to-college-careers/>

### **AbilityOne Program Reform**

Seven leading organizations comprised of Americans with disabilities have announced that they are calling for reform of the AbilityOne Program and set forth seven principles for overhaul of the program, which affects hundreds of thousands of American workers with disabilities. The announcement was made by the National Federation of the Blind, TASH, the National Council for Independent Living (NCIL), the National Disability Rights Network (NDRN), the Association of People Supporting Employment First (APSE), the Autistic Self Advocacy Network (ASAN), and the United Spinal Association. To see the list of reforms, follow this link:

<https://nfb.org/leading-organizations-americans-disabilities-call-reform-abilityone-program>

## **Test Accommodations Document**

### Justice Department Issues Technical Assistance on Testing Accommodations for Individuals with Disabilities Who Take Standardized Exams And High-Stakes Tests

The Justice Department issued technical assistance today on the obligation of testing entities, both private and public, to ensure that the test scores of individuals with disabilities accurately reflect the individual's aptitude, achievement, or the skill that the exam purports to measure, rather than his or her disability. The document discusses who is entitled to testing accommodations, what types of testing accommodations must be provided, and what documentation may be required of the person requesting testing accommodations. The document also discusses prohibited flagging policies and how test scores for test-takers receiving disability-related accommodations should be reported.

For a copy of the [Guidance Document](#) please click on the link below:

[http://www.ada.gov/regs2014/testing\\_accommodations.html](http://www.ada.gov/regs2014/testing_accommodations.html)

Or to find out more about the ADA, visit [www.ada.gov](http://www.ada.gov) or call the Justice Department's toll-free ADA Information Line at 1-800-514-0301 or 1-800-514-0383 (TDD).



# TRANSITION INFORMATION

## The Best-and Worst-States for Workers with Disabilities

Tuesday, 29 September 2015 11:09 - article retrieved from:

<http://respectabilityusa.com/the-best-and-worst-states-for-workers-with-disabilities/>

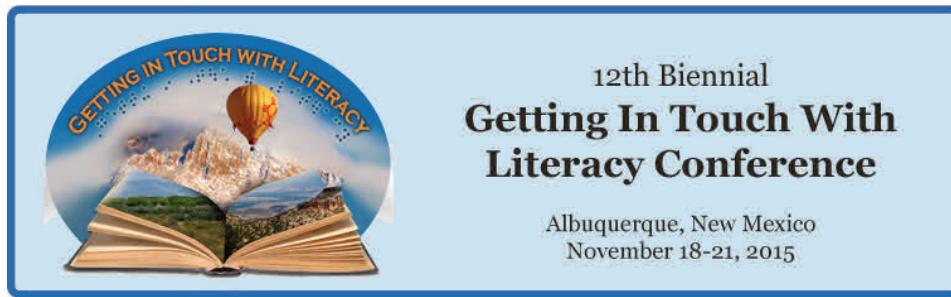
**October is National Disability Employment Awareness Month** and yet 70 percent of people with disabilities nationwide are out of the workforce. The rates of employment vary widely by state. This report provides details on those states that are leading the country on employing people with disabilities. This report shows that people with disabilities are twice as likely to be working in the Dakotas, Alaska and Wyoming than they are in many other states.. According to U.S. Census Bureau statistics from 2013, the following 10 states are leading the nation in creating more job opportunities for the one-in-five Americans who have a disability:

- North Dakota: 52 percent of the state's 34,800 working-age people with disabilities are employed.
- Wyoming: 50 percent of Wyoming's 34,000 working-age people with disabilities are employed.
- South Dakota: 48 percent of the state's 47,700 working-age people with disabilities are employed.
- Alaska: 47 percent of Alaska's 47,000 working-age people with disabilities are employed
- Minnesota: 46 percent of Minnesota's 266,400 working-age people with disabilities are employed.
- Nebraska: 45.5 percent of Nebraska's 88,700 working-age people with disabilities are employed.
- Iowa: 44.8 percent of Iowa's 169,300 working-age people with disabilities are employed.
- Utah: 42.5 percent of Utah's 135,100 working-age people with disabilities are employed.
- **Colorado: 42.3 percent of Colorado's 260,700 working-age people with disabilities are employed.**
- New Hampshire: 41 percent of New Hampshire's 77,800 working-age people with disabilities are employed

### Colorado

Colorado's employment rate of people with disabilities is up two percentage points from the previous year to 42.3 percent, compared to 77.3 percent of people without disabilities. Gov. Hickenlooper signed an Achieving a Better Life Experience (ABLE) Act into law (go to: <http://www.legispeak.com/bill/2015/hb15-1359>) which allows families to that have cash savings over \$2,000 and still be eligible for Medicaid and other government benefits programs, allow beneficiaries to go back to work without quickly losing benefits. Furthermore, Colorado has created Ability Connection to Colorado (go to: <http://www.abilityconnectioncolorado.org>), an exceptional resource in supporting individuals with disabilities in their pursuit of employment





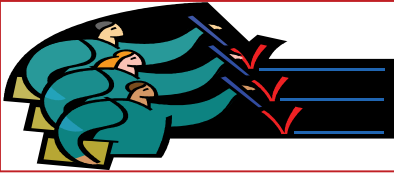
**November 18-21, 2015 in Albuquerque, New Mexico**



**GITWL 2105** brings together the most current thinking on all forms of literacy, including print, braille, auditory, tactile graphics comprehension and the use of assistive technology. Presentations will address the needs of a range of ages and all levels of ability, including conventional and functional literacy. Plus, more than 60 concurrent workshops and additional poster sessions will focus on specific areas, including:

- Assessment, instruction and support
- Assistive technology and tactile graphics
- Braille Instruction and Tactile Literacy
- Cultural Linguistic Diversity and English Language Learners
- Early Childhood Literacy
- Legislation and Policy Affecting Literacy
- Literacy and Additional Learning Needs
- Low Vision
- Transitional and Vocational Literacy
- Literacy In Everyday Life

To register go to: <http://www.gettingintouchwithliteracy.org/registration.htm>



# CHECK IT OUT!



**NEW WEBCAST**

Transitioning to Pre-School



## Transitioning to Preschool

**Presented by Bhavina Hirapara**

In this webcast, Bhavina Hirapara, a parent of a three year old talks about the transition from in home services to pre-school services. She provides insight on the challenges of finding and accessing transition resources as well as the importance of being informed when developing the Individualized Education Program. Bhavina's also shares her experience in determining the most appropriated educational setting for her son and the importance of collaboration and teamwork in the process.

### The chapters in this webcast are:

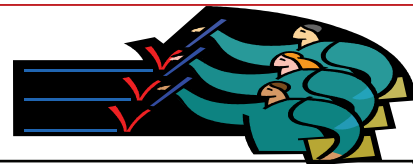
1. Introduction
2. Finding and Accessing Transition Resources
3. Developing the First Individualized Education Program
4. Determining the Most Appropriate Educational Setting
5. Observations



**Watch Now:** <http://www.perkinselearning.org/videos/webcast/transitioning-to-preschool>



## CHECK IT OUT!



### Representative Pascrell Announces Move to Strengthen Federal TBI Program

*Elevation to Administration for Community Living will help promote coordination with other federal program*

WASHINGTON, DC – Today, U.S. Rep. Bill Pascrell, Jr. (D-NJ-09), Co-chair and Co-founder of the Congressional Brain Injury Task (TBI) Force, announced that the U.S. Department of Health and Human Services (HHS) will elevate the federal Traumatic Brain Injury (TBI) program to the Administration for Community Living, a move that will help expand resources for individuals impacted by TBI by promoting coordination between other federal programs. The elevation of the TBI program was included in the Traumatic Brain Injury Act of 2014, legislation introduced by Representative Pascrell that was signed into law by President Obama late last year.

The TBI program will move within HHS from the Maternal and Child Health's Children's Program in acknowledgement of the impact of TBI across the age span, including older adults and returning service members and veterans. The Congressional Brain Injury Task Force recommended that HHS relocate the program to better coordinate with federal agencies regarding long-term services and supports available to individuals with other disabilities, particularly the long-term services and supports provision of the Affordable Care Act.

### Inclusion Policy Statement

ED & HHS Release Policy Statement on Inclusion in Early Childhood Programs

The "Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs," released jointly by the Departments of Education (ED) and Health and Human Services (HHS) on September 14, 2015, states that **all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations.**

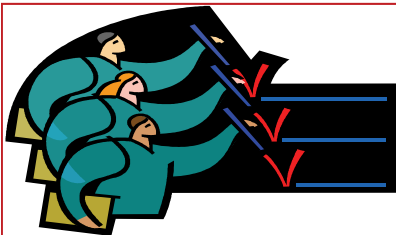
Children with disabilities and their families continue to face significant barriers to accessing inclusive high-quality early childhood programs, and too many preschool children with disabilities are only offered the option of receiving special education services in settings separate from their peers without disabilities.

The ED/HHS policy statement:

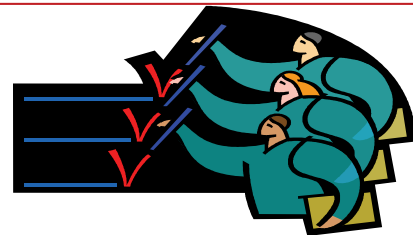
- Sets an expectation for high-quality inclusion in early childhood programs;
- Highlights the legal and research base for inclusion;
- Identifies challenges to adopting inclusive practices;
- Provides recommendations to States and local programs and providers for increasing inclusive early learning opportunities for all children; and
- Links to free resources for States, local programs and providers, and families that have been developed to support inclusion of children with disabilities in high-quality early education programs.

The policy statement was written with the input of early learning professionals, families, and other early learning stakeholders. Though it focuses on including young children with disabilities, it is ED's and HHS's shared vision that all people be meaningfully included in all facets of society throughout the course of their lives. This begins in early childhood programs and continues into schools, places of employment, and the broader community.

To read the report, go to: <http://www2.ed.gov/about/inits/ed/earlylearning/inclusion/index.html>



# CHECK IT OUT!



## LIVING THE LIVES WE WANT!

### THE NATIONAL FEDERATION OF THE BLIND OF COLORADO

**61st ANNUAL STATE CONVENTION**

October 29th through November 1st

The 61st Annual State Convention will kick off Thursday evening, October 29 in Colorado Springs, Colorado. The fun will continue all weekend long with exhibitors, informative presentations, seminars, and much more! Their very special guest and national representative shall be Mark Riccobono, President of the National Federation of the Blind.

**NOTE:** Exhibitors will be demonstrating their products on Friday and Saturday. Look for information about vendor times and location.

Antlers Hilton Colorado Springs  
4 South Cascade, Colorado Springs, Colorado 80903.

The original Antlers opened its doors in 1873 and is located in the historically significant and trendy area of downtown Colorado Springs, the Antlers Hilton hotel is just one block from the major downtown area of Tejon Street. To reserve your room by phone call: (866) 299-4602 or call the hotel directly at (719) 955-5600 extension 409 and mention that you are with the National Federation of the Blind of Colorado.

**Room reservations must be made by Tuesday, September 22.**

To reserve your room online use the following link:

[http://www.hilton.com/en/hi/groups/personalized/C/COSCSHF-NFB15-20151029/index.jhtml?WT.mc\\_id=POG](http://www.hilton.com/en/hi/groups/personalized/C/COSCSHF-NFB15-20151029/index.jhtml?WT.mc_id=POG)

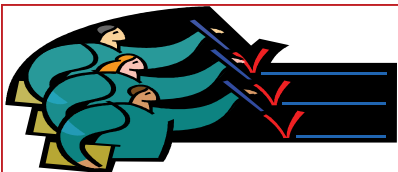
## Plan Now for Winter Sport Camps!

Summer is over, school is in session, and there is no time like the present to plan for winter fun! Add one of these winter ski festivals to your calendar. Check out the one specifically in Colorado. For more information go to: <http://www.apf.org/pe/camps.html>

### Winter Camp in Colorado Information

USABA/BOEC Winter Ski Camp for Blind Athletes  
Host: Breckenridge Outdoor Education Center (BOEC), Breckenridge, CO  
Contact: Courtney Patterson  
E-mail: [cpatterson@usaba.org](mailto:cpatterson@usaba.org)  
Phone: (719) 866-3222  
Camp Dates: March 2–6, 2016





## CHECK IT OUT!



### Possibilities: Recreational Experiences of Individuals Who are Deafblind

Read today on the APH Physical Education Website at <http://www.aph.org/pe/>



This is a collection of stories that highlights recreational and leisure pursuits of individuals who are deafblind. The reader will see the "possibilities" associated with recreation for individuals with dual sensory impairment. Each essay inspires the reader to share his or her own recreational experiences with others.

- Use Possibilities to launch class discussions on self-determination.
- Challenge your students to share personal triumphs.
- Design a joint English and Physical Education class assignment.

### BOOKSHARE UPDATES

**Educators Save Time with Student Logins:** A new Bookshare feature can help educators save time and help their students read independently. Students can now log in to a school account on their own, at home, school, or wherever they like, and read assigned books. Teachers don't have to log in for them every time, and students no longer need full individual memberships to log in on their own.



For more information go to: <http://bookshareblog.wpengine.com/2015/09/student-logins-save-time-build-independence/>

### Find Just the Right Book, or A Wide Selection of Books, with New Search Options

- Search with 16 new additional filters, many of which pertain to education, such language arts, social studies, and more
- Use the enhanced ISBN search
- Search specifically for books with images or image descriptions

For more information, go to: <https://www.bookshare.org/cms/search-bookshare-better-tools>

### Bookshare by the Numbers:

- 359,884 total Student Members
- 6,685 NIMAC books
- 365,819 total titles



# CHECK IT OUT!



## CEC DVI Position Papers

Position papers have been created through the Council of Exceptional Children Division of Visual Impairment and Deafblindness. These papers are available for download and can serve as excellent tools for IFSP and/or IEP team discussion. They can be found at <http://community.cec.sped.org/dvi/resourcesportal/positionpapers>

### The following position papers have been approved by the Board of the Division on Visual Impairments and Deafblindness

- [\*Educational Programming for Students Who are Deafblind: Position Statement\*](#) (Parker, McGinnity, & Bruce, 2011)
- [\*Assistive Technology for Students with Visual Impairments\*](#) (Smith, Kelly, & Kapperman, 2001)
- [\*The Need for Targeted Instruction in Independent Living Skills in the Curriculum of Students with Visual Impairments\*](#) (Lewis, 2012) [\*The Role of the Orientation and Mobility Specialist in Public Schools\*](#) (Cmar, Griffin-Shirley, Kelley, & Lawrence, 2015)
- [\*Supporting the Social and Emotional Needs of Students with Low Vision to Promote Academic and Social Success\*](#) (Sacks, Lueck, Corn, & Erin, 2011)
- [\*Facilitating Visual Efficiency and Access to Learning for Students with Low Vision\*](#) (Lueck, Erin, Corn, & Sacks, 2011)
- [\*Physical Education for Children with Visual Impairments\*](#) (Tutt, Lieberman, & Brasher, 2012)

### Position papers that have been developed and approved by membership between 1990 and 2009:

- [\*The Role and Function of the Teacher of Students with Visual Impairments\*](#) (Spungin & Ferrell, 2007)
- [\*Student-Centered Educational Placement Decisions: The Meaning, Interpretation, and Application of Least Restrictive Environment for Students with Visual Impairments\*](#) (Huebner, Garber & Wormsley, 2006)
- [\*The Role of Orientation and Mobility Specialist in the Public School\*](#) (Griffin-Shirley, Kelley, & Lawrence, 2006)
- [\*Professional Preparation and Certification of Teachers of Students with Visual Impairments\*](#) (Erin, Holbrook, Sanspree, & Swallow, 2006)
- [\*Family-Centered Practices for Infants and Young Children with Visual Impairments\*](#) (Hatton, Anthony, Bishop, et al., 2003)
- [\*Expansion of the Role of the Teacher of Students with Visual Impairments: Providing for Students who also have Severe/Multiple Disabilities\*](#) (Silberman & Sacks, 2007)
- [\*Co-operative Efforts With Families in Educating Children with Visual Impairments\*](#) (Hart & Ferrell, n.d.)
- [\*Education of Students who are Gifted and Visually Impaired\*](#) (Omdal, Ruconich, Ferrell, & Corn, n.d.)
- [\*Low Vision: Access to Print\*](#) (Gardner & Corn, n.d.)



## CHECK IT OUT!



### Webcast on *Infusing the Expanded Core Curriculum into Physical Education*

This Perkins School for the Blind webcast is presented by Dr. Lauren Lieberman. The webinar covers

- The purpose and specific components of the Expanded Core Curriculum (ECC).
- Goals and strategies for infusing the components of the ECC into physical education

Go to: <http://www.perkinselearning.org/videos/webinar/infusing-expanded-core-curriculum-into-physical-education>

### Foresight Ski Guides

Foresight Ski Guides served upwards of three dozen students with blindness / visual impairment from more than five Colorado school districts during the 2014-15 ski season in Vail and Beaver Creek. Students came with school groups and their TVIs while others came with their parents and families. Every student learned how to ski and how to be guided by our expert guides. The photo on the right shows a young skier, Gracie Helton, in action with her guide nearby!

Foresight Ski Guides can partner with TVIs, school district personnel, and parents to address several important areas of the Expanded Core Curriculum for the Blind, as well as Colorado State Standards for Physical Education for your students.

Bring your students to Vail for the most fun they might ever experience, all while learning important life skills including a sport they can safely enjoy throughout their lifetime with family and friends.

Stay tuned or contact Foresight at (303) 506-6965 email us at [foresightskiguides@gmail.com](mailto:foresightskiguides@gmail.com) follow us on Facebook and Twitter, and visit their website at <http://foresightskiguides.org/>



### I Feel Included Video



Dr. Lauren Lieberman shared information at the SHAPE Conference held this past month about a great video on You Tube. The video "I Feel Included" addresses the personal viewpoint of children and youth with visual impairments on how they feel about being included in sports and recreation events.

Lauren encourages each of us to take the time to ask what our students / children need to feel included and this video is a great example of all the great information we can receive by asking these simple questions.

Go to You Tube and search for "I Feel Included" by CampAbilities Brockport to find the video.



USABA is a Colorado-based 501(c) (3) organization that provides life-enriching sports opportunities for every individual with a visual impairment. A member of the U.S. Olympic Committee, USABA provides athletic opportunities in various sports including, but not limited to track and field, nordic and alpine skiing, biathlon, judo, wrestling, swimming, tandem cycling, powerlifting and goalball (a team sport for the blind and visually impaired).

Sports opportunities allow people who are blind and visually impaired to develop independence through competition, without unnecessary restrictions. Like sighted people, the blind can share in the thrill of victory and the reality of defeat.

In addition to providing people who are blind and visually impaired with athletic opportunities, the second part of USABA's mission is to change society's negative stereotypes concerning the abilities of blind people as well as other disabled individuals. Combating stereotypes is achieved by both educating the public through various media avenues as well as by training athletes to enter schools and community organizations to directly address disability issues.

USABA was founded by Dr. Charles Buell in 1976 with the purpose of improving the lives of people who are blind and visually impaired. That year, 27 young men and women were selected to represent the United States in the first Olympiad for the Disabled in Toronto, Canada. As a result of this Olympic involvement, a group of national leaders, educators and coaches of the visually impaired met to discuss the need for an organization to structure, promote and sponsor competitions for people who are blind and visually impaired throughout the United States. Today, USABA has evolved into a national organization that provides sports opportunities to thousands of children, youth, adults and veterans who are blind and visually impaired. USABA programs serve athletes of all ages and abilities from local grassroots programs to the elite Paralympic level.

There are several videos on their website, including one on an ***Introduction to Guide Running*** (<http://usaba.org/index.php/videos/P3/>)

For more information, go to: <http://usaba.org/>



# just for PARENTS

## Vacancies on the Colorado Special Education Advisory Committee

The Colorado Special Education Advisory Committee (CSEAC) is a state-level committee mandated by federal and state law. Members are interested in the quality of education received by children and youth with disabilities. The committee includes parents of and individuals with disabilities, educational service providers, administrators, and representatives from a variety of related agencies.

The committee is currently seeking dedicated people from across Colorado to advise the Colorado State Board of Education and the Exceptional Student Services Unit on issues relating to special education services and supports for children and youth with disabilities. Please see the attached Notice of Vacancies.

For more information about CSEAC and to apply, please visit: <http://www.cde.state.co.us/cdesped/CSEAC.asp>.

**The deadline to apply is November 9, 2015**

## NCBYS: Expanding Accessible STEM Learning Opportunities to Blind Students, Parents, and Teachers

Calling all blind students, parents of blind children, and teachers working with blind students!

During the 2015-2016 school year, the [National Federation of the Blind](#) will facilitate three science, technology, engineering, and math (STEM) programs across the country as a part of its [National Center for Blind Youth in Science! NFB STEM2U](#) will provide exciting accessible STEM learning opportunities for blind students in grades 3-6 and grades 9-12. Parents and teachers will also have the opportunity to join in the fun and learning!

### Program Dates:

- NFB STEM2U Phoenix (AZ); November 5-7, 2015
- NFB STEM2U San Francisco (CA); March 3-5, 2016
- NFB STEM2U Minneapolis (MN); May 19-21, 2016
- NFB STEM2U Leadership Academy; October 2-4, 2015 (a special event for high school students)

Blind and low-vision students (and their parents and teachers) who are looking for more opportunities to learn about STEM and to have fun with their peers from across the country should apply to attend NFB STEM2U.

LEARN MORE AND APPLY: [www.blindscience.org/nfb-stem2u](http://www.blindscience.org/nfb-stem2u)

Application periods will close in late summer; don't miss your opportunity to apply!

If you have questions, please contact Natalie Shaheen by email at [STEM@nfb.org](mailto:STEM@nfb.org).

This material is based upon work supported by the National Science Foundation under Grant No. 1322855.

# just for PARENTS

## Parents Encouraging Parents (PEP) Conference

The Exceptional Student Services Unit (ESSU) at the Colorado Department of Education (CDE) plan conferences throughout the year that are family-centered and designed to offer support, information, and education to parents and professionals. We call them PEP Conferences! PEP and its conferences promote partnerships that are essential in supporting and including children with disabilities and their families in schools and the community.

The remaining conference dates and locations for 2015-16 are:

- January 28-30, 2016 - Fort Collins, CO
- April 7-9, 2016 - Colorado Springs, CO

For more information about the PEP Conferences, please go to: <http://www.cde.state.co.us/cdesped/pep>

PEP Is Parents Encouraging Parents!

The Exceptional Student Services Unit (ESSU) at the Colorado Department of Education (CDE) plan conferences throughout the year that are family-centered and designed to offer support, information, and education to parents and professionals. We call them PEP Conferences!

PEP and its conferences promote partnerships that are essential in supporting and including children with disabilities and their families in schools and the community.

Are you a Colorado parent or guardian who has a child with a disability? Are you a Colorado administrator, principal, teacher, medical or other service provider who is interested in the family-professional partnership? We encourage and invite you to participate in a PEP Conference.

Read what past PEP Conference participants have said!

*"I was truly inspired with this conference! The amount of information and resources made available to us was so valuable. I could not be more grateful for the opportunity. My daughter will benefit big time!"*

– Parent

*"It is probably the best educational conference I've been to because of the content and participants. I think administrators should be encouraged to attend!"* – School Professional

- See more at: [http://www.cde.state.co.us/cdesped/PEP\\_WhatISPEP#sthash.6bVv8NqM.dpuf](http://www.cde.state.co.us/cdesped/PEP_WhatISPEP#sthash.6bVv8NqM.dpuf)

## Connecting Families

There are several organizations that can connect families to advocates in Colorado. PEAK Parent Center is Colorado's Parent Training and Information Center. PEAK has parent advisors on staff and can provide families with the names of advocacy organizations. For more information, visit:

- PEAK's website at [www.peakparent.org](http://www.peakparent.org).
- The Legal Center for People with Disabilities and Older People ([www.thelegalcenter.org](http://www.thelegalcenter.org)) and
- The Arc of Colorado ([www.thearcofco.org](http://www.thearcofco.org)) are other resources for families looking for advocates.

If your family is looking for support groups and/or trying to connect with other families, Parent to Parent of Colorado is a useful resource - [www.p2p-co.org](http://www.p2p-co.org)

The Parent Information and Resources page on the CDE Exceptional Student Services Unit's website has information about conferences and training opportunities. Every year CDE offers three Parents Encouraging Parents Conferences for families and educators throughout Colorado.

For more information, please visit

<http://www.cde.state.co.us/cdesped/PEP.asp>

## WE NEED YOUR HELP!

**Parents:** If you are moving out of state or your child will or has graduated, please be in touch so we can remove your name from our newsletter mailing list. If your child is still enrolled in a Colorado school district and you have a new mailing address, please be in touch with your address changes.

**TVIs and COMSs:** If you have any changes in program contact information, please help us out and send Tanni these changes.

Thanks to everyone for helping to keep our mailing list up-to-date! Send changes to:

[anthony\\_t@cde.state.co.us](mailto:anthony_t@cde.state.co.us) or to Tanni Anthony, CDE ESSU, 1560 Broadway, Suite 1175, Denver, CO 80202. Or please leave a voice message at (303) 866-6681. Thank you so much!



# colorado connections

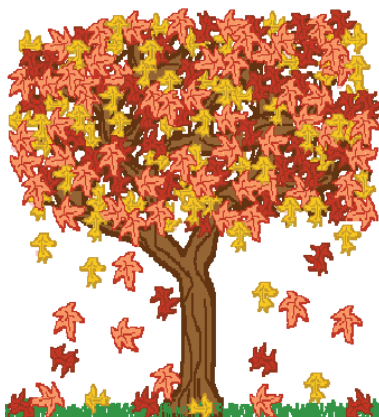
- ◆ Colorado folks in attendance of the October 2015 American Printing House for the Blind Annual Meeting included: **Tanni Anthony, Kay Ferrell, and Jim Olson**. Tanni Anthony also represented State Blindness Consultants at the UEB Transition Forum. A huge hats off to Jim Olson who is very involved with APH work in his role as Ex Officio Trustee. He really does a truly great job of representing our state needs and the national interests of children with visual impairment, including blindness.
- ◆ A huge hats off to **Christine Maynard and Carol Potashnick** brailleists extraordinaire in Academy 20 and Cherry Creek School Districts, for completion the requirements of the UEB Letter of Proficiency Exam. This is the only official National Library Services requirement to demonstrate UEB competency as a braille transcriber. Awesome!
- ◆ A sincere thank you to **Dr. Lauren Lieberman** who presented as SHAPE pre-conference speaker. Thanks to the SHAPE Conference personnel who were responsible for the logistics of Dr. Lieberman's presentation. Over 33 TVIs/COMSs were in attendance of this training. Dr. Lieberman gave us information about resources and strategies to ensure that students with visual impairments, including blindness are included in their school physical education programs and sports in general.
- ◆ Thank you, thank you, thank you to the hard working members of the CDE Braille Competency Committee who have put in many hours already to convert our state test and renewal modules into the Unified English Braille Code. They include: **Nancy Cozart, Lucia Hasty, Brenda Shepard, Sarah Sonnier, and Julie Wetzstein**.
- ◆ We are pleased to announce the new Executive Director of Anchor Center! For the past 25 years, **Heather Cameron** has served in leadership positions for an array of nonprofit and governmental organizations, including Lardon, the Center for Nonprofit Excellence, Metro Volunteers, the National Alliance on Mental Illness (NAMI) Colorado, Mental Health America of Colorado, and Foothills Animal Shelter. On October 12th, Heather joined Anchor Center for Blind Children, serving as its new Executive Director.



Helping organizations "move to the next level" has been central to Heather's career. From 1999 to 2001, she facilitated the statewide expansion of NAMI Colorado's Family-to-Family Program. From 2001 to 2006, she helped spearhead the implementation of the Crisis Intervention Teams (CIT) police training program across Colorado. From 2006 to 2010 she was instrumental in the creation of Colorado's 24/7 crisis line, Metro Crisis Services, now known as Rocky Mountain Crisis Partners. In 2010, Heather joined Foothills Animal

Shelter, serving as its Executive Director during a time of dramatic organizational change. Under her leadership, the Shelter increased earned income by 50%, formed a 501c3 supporting organization (the Friends of Foothills Animal Shelter), secured the Division Winner title for the national ASPCA Rachel Ray Challenge, doubled the Shelter's volunteer force, and grew adoption rates by over 15% .

Heather is looking forward to her work with Anchor Center. "Anchor Center has a wonderful mission built and grown by the remarkable passion and dedication of its founders, board members, staff, volunteers, families and donors. For me, leadership is about service to others. I am honored to have this opportunity to serve Anchor Center for Blind Children, to join the Anchor family and community, and to build upon the Center's legacy of inspiration and hope."



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COLORADO DEPARTMENT OF EDUCATION

Exceptional Student Services

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**MAIL TO:**