

It Takes Teamwork to Make Dreams Work!

By Tanni L. Anthony

I am a big believer in dreams. They help to set our destination, our course, and our game plan. Some dreams come from our imagination and thoughts about how to build something new, some come from how to make things better, and some come from state and national requirements. No matter the origin, all require two key things: charting new territory and working as a team to make it happen.

With the adoption of the Unified English Braille (UEB) Code, our country has asked each state to get on board with training TVIs, COMSs, transcribers, braillists, parents, and, most importantly, our students. Colorado has made tremendous strides with moving forward with full implementation of UEB. All of our many UEB accomplishments have come with great teamwork - starting with conversations in-state, out-of-state, and out-of-country where others have carved a path ahead of the our adoption of the UEB Code. We have learned from others and forged some new paths of our own to DESTINATION UEB.

UNC is in full teaching mode with UEB with all new TVIs-in-training. We are close to the other side of our full package of UEB competency testing materials and we already have many people who have successfully completed or are on the path to successful completion of our refresher courses. All renewal modules are fully converted and people are making their way through these updated UEB competency tools. The state test is currently in peer review. We are proud that two of our young students will take the PARCC ELA test in UEB format this spring. We are working on a game plan for State Assessment Spring 2017 Test Administration.

It is getting done thanks to all of you who have contributed to the testing products, stepped up for UEB competency, and brought UEB to life for our students. We have charted new paths for our state, thanks to the work and commitment of so many people. Thanks to all for the teamwork to make this particular dream work!

KEEPING IN TOUCH!

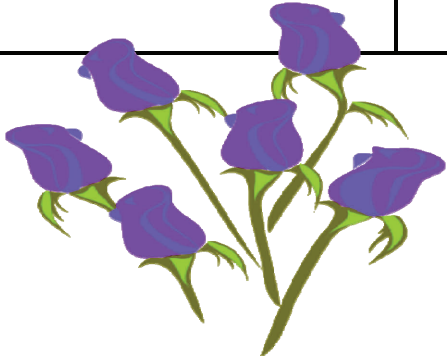
A Newsletter for Parents and Service Providers
of Colorado Children Who Are Blind/Visually Impaired
January—February 2016

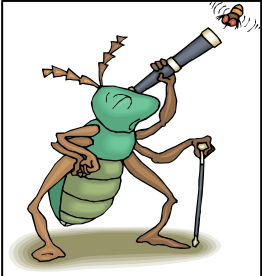
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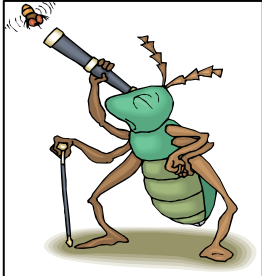
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LOW VISION EVALUATION CLINIC NEWS



Schedule for 2015-16 Low Vision Evaluation Clinics

Region	Dates	Site Coordinator
Metro	February 25-27, 2016 Paperwork due by February 4	Rebecca Warnell and Wendy Schlageter
Northern	March 10-11, 2016 Paperwork due by February 22	Elaine Karns
Southern	March 31, 2016	Donice Fennimore
Southern	April 1, 2016 Paperwork due by March 10	Donice Fennimore

** The Northern Clinic has been rescheduled. Please note the new date and work closely with Elaine Karns to fill this clinic. It may be that we only have enough students to fill one day of the proposed two day 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
 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, ensure there are viable funding sources for prescribed devices, 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

New Resource on PreK-3rd Grade Alignment

A new resource from the Center for American Progress provides an overview of some of the key strategies that are being employed by states and school districts around the country that are on the leading edge of aligning their efforts across the PreK-3rd grade continuum. The document also provides brief case examples of alignment strategies from five states and three school districts.

New Handheld Electronic Magnifiers

HumanWare has launched its most portable line of High Definition handheld magnifiers in 3 screen sizes: the explorē 3, 5 and 7. Designed for people with low vision, the explorē line gives the user the independence to achieve daily tasks whether at a restaurant, the library, shopping, at school or at work; reading text, viewing pictures or even signing documents!

The **explorē 3** is a portable handheld magnifier. It can be pulled out of a pocket and its 3 inch screen allows for quick reading of any item on the go. It features a built-in stand that can be raised to help the user see while writing.

The **explorē 5** is the lightest and smallest 5-inch HD electronic magnifier. It provides crisp and sharp text and images in any size or contrast with unparalleled High Definition image quality. The retractable handle with two positions can be used as a stand to read comfortably with up to 22 times magnification in 16 choices of color contrasts, for more than 3 hours on battery. The explorē 5 provides the a high quality HD image and colors in the lightest and simplest handheld in its range. It can save images, transfer them to a PC, or even connect to a large screen TV for impeccable image magnification!

The **explorē 7** is a portable CCTV that is reported to be smaller and lighter than other current 7-inch magnifiers. Its large HD screen is comfortable to read long articles or books, and its rugged aluminum stand makes it easy to manipulate over newspapers and other documents.

The all-new **explorē** line is available immediately from HumanWare (www.humanware.com)

Teaching Math to Young Children

This free practice guide provides five recommendations for teaching math to children in preschool, prekindergarten, and kindergarten. Each recommendation includes implementation steps and solutions for common roadblocks. The recommendations also summarize and rate supporting evidence. This guide is geared toward teachers, administrators, and other educators who want to build a strong foundation for later math learning. This document is available free for downloading or printing at http://ies.ed.gov/ncee/wwc/pdf/practice_guides/early_math_pg_111313.pdf

Early Learning Language and Literacy Series Launched: The Preschool Development Grant Technical Assistance Program has created a free series of fourteen modules designed for professionals who are working to support the language and literacy development of young children, birth to five. Each module includes PowerPoint slides, handouts, activities, and readings. Key objectives for the series are to provide teachers with information/ research on early language and literacy and to provide evidence-based strategies to support the language and literacy development of young children. <https://pdg.grads360.org/#program/early-learning-language-and-literacy-series>

A Child's Lifelong Self-Esteem Emerges Earlier Than We Thought: By age 5 children have a sense of self-esteem that is comparable in strength to that of adults, according to a new study by University of Washington researchers. Because self-esteem tends to remain relatively stable across one's lifespan, the study suggests that this important personality trait is already in place before children begin kindergarten. Learn more at the link to the right.

<http://www.sciencedaily.com/releases/2015/11/1511102152729.htm>



AER Awards Nominations Open

Greetings AER Members

It is my pleasure to share that it is time to nominate our colleagues for the prestigious AER Awards that will be given at our biennial conference in Jacksonville, Florida, this summer.

Submit nominations by March 14, 2016.

Ours is a rare vocation where each of us has the distinction of being able to say "we change lives!" Our profession is filled with colleagues whose work inspires, motivates, and sometimes even amazes us. Recognizing our members for their dedication, commitment, service, and leadership in the education, rehabilitation, and employment of people with visual impairments is a way to honor and lift up our profession and the quality of all of our work. This year the AER Board has created a new award. Seeking to honor the dedication, commitment and leadership of AER's first President, Dr. Richard L. Welsh, AER is announcing the Richard L. Welsh Chapter Leadership Award to recognize outstanding contributions in leadership at the Chapter level. Please take the time to visit the 2016 Awards page and review our eight awards. I encourage you to consider honoring the work of our colleagues in the following areas:

ALFRED ALLEN AWARD - For professionals whose character and dedication epitomize the spirit and quality of direct service to people with visual impairments.

MARY K. BAUMAN AWARD - Honors an individual who has made a significant contribution to the education of children who are blind or visually impaired.

JOHN H. McAULAY AWARD - Presented in recognition for outstanding achievement in the job placement of people who are blind or visually impaired.

AMBROSE M. SHOTWELL AWARD - Acknowledges the outstanding achievements of an individual whose leadership and services have exerted influence on a national and/or international scale.

WARREN BLEDSOE AWARD - Recognizes of a particularly noteworthy piece of literature in the field of blindness.

DOUGLAS C. MacFARLAND AWARD - Honors those who provide leadership in the field of blindness and visual impairment and who made innovative, significant or outstanding contributions to the education or rehabilitation of people who are visually impaired through either direct service, professional organizations, research, literature and/or preparation of professionals and is retired from the field.

OUTSTANDING CHAPTER AWARD - Recognizes a chapter whose efforts have been outstanding in the areas of membership, activities, or supporting positive changes in support of membership and/or persons who are blind or visually impaired.

RICHARD L WELSH CHAPTER LEADERSHIP AWARD - Recognizes professionals who have contributed outstanding efforts in AER chapter leadership in the areas leadership at the Chapter level.

You can download the applications from the AER web site and send them to AER no later than March 14, 2016. Award recipients will be notified by May 16, 2016. Please consider nominating your mentor, your colleague, your hero.

Thank you for your time and effort in this AER Awards process.

Kathryn D Botsford, Chair
AER Awards Committee 2016

ORIENTATION & MOBILITY

Bluetooth Splitter

This email was sent to the AER listserv by Michael May on December 11, 2016

At the CAOMS conference, the topic came up about the O&M instructor not being able to hear the GPS instructions if the student was using a Bluetooth earpiece. A solution is a Bluetooth splitter that allows two people to be connected to the same sound source at the same time.

One recommendation is the Monoprice Bluetooth Splitter. You can find more information at: https://www.monoprice.com/product?p_id=9722

It is about \$20. It has a small dongle with a short audio cord with standard earphone plug. It may be put into a sound source like a phone or a BrailleNote and paired with two Bluetooth earpieces to it. It would also be a way to use a Bluetooth headset with a device that doesn't have Bluetooth like the Victor Stream. Two people could listen to a book together.

BLINDKID List:

The BLIND KID e-mail list is a service of the National Organization of Parents of Blind Children. The purpose of this list is twofold. First, The BLIND KID e-mail list is a sharing of information for people interested in the welfare and development of blind children. secondly, it is a means of communication between the members and supporters of the National Organization of Parents of Blind Children, to promote and discuss the activities of the Division, such as the Braille Readers are Leaders contest Future Reflections, and the like. There will also be occasional posts concerning issues of major importance to the blind as well as announcements concerning activities of the national Organization of Parents of Blind Children and The National Federation of the Blind.

You can join the BLINDKID list by going to: http://www.nfbnet.org/mailman/listinfo/blindkid_nfbnet.org

AER O&M Division Call for Nominations

Are you an AER Member? The AER O&M Division Nominating and Election Committee is seeking nominations for the following positions on the Division Executive Committee for the 2016-2018 term.

- Chair, a commitment of four years
(Special nomination and election due to the resignation of the Chair-Elect.)
- Chair-Elect, a commitment of six years.
- Secretary, a commitment of two years.
- Treasurer, a commitment of two years.
- District Director, a commitment of two years, representing the District in which you reside.
- Nominating and Election Committee Members (five members), commitment of two years.

If you wish to nominate a colleague, please seek their approval before submitting their name(s) to the committee. You can also nominate yourself.

The deadline for submitting nominations is February 15, 2016.

Please contact Eileen Siffermann Co-Chair, eileensiffermann@comcast.net for a Nomination Application. If you have any questions or need more information, please contact any member of the O&M Division Nominating and Elections

Committee:

Meg Robertson, Co-Chair, mobilitymeg@aol.com
Mickey Damelio, mdamelio@fsu.edu

Mary Ball-Swartzwout, maryswartzwout@gmail.com
Erica Ihrke, Eihhrke@leaderdog.org

ORIENTATION & MOBILITY

O&M Resources for Advocating for Off Campus, Community Lessons

This content was posted on the AER O&M listserv by Christopher J. Tabb on 9/11/15



Often times there are questions about what to do when an Orientation and Mobility Specialist is not permitted to go off campus with their student for lessons. This was also noted in the September-October, 2015 JVIB with a Practice Perspectives entry from Jane Erin and another article from Valery Kircher-Herring. In an effort to provide tools and resources for Orientation and Mobility Specialists to use for educating their Administrators and Teams, and advocating if still needing more motivation after making efforts to educate, Chris has made a LiveBinder with resources to hopefully make it an easy One Stop Shop or at least a starting place for finding information.

The link for this binder is: <http://www.livebinders.com/play/play?id=1903038>

If you are looking for other LiveBinder Orientation and Mobility information, you can look at the binder collection at this link as well or search the whole LiveBinders site:

http://www.livebinders.com/shelf/search_author?terms=christabb

Child Pedestrian Safety Curriculum

The Child Pedestrian Safety Curriculum teaches and encourages pedestrian safety for students grades Kindergarten through 5th Grade. It is organized into five lessons: walking near traffic, crossing streets, crossing intersections, parking lot safety, and school bus safety.

Each lesson builds upon previous set of skills learned. For more information, go to:

<http://www.nhtsa.gov/ChildPedestrianSafetyCurriculum>

Kid's Mobility Network



Kids Mobility Network is a non-profit organization that gathers out-grown durable medical equipment (wheelchairs, walkers, etc.) and re-conditions the equipment then matches it to a child's specific needs just like new equipment is. For uninsured or underinsured families, Kids Mobility network serves as an alternative to traditional channels to provide DME to children so they have the same access to their communities as every other child. They do have the ability to deliver equipment to folks in Colorado outside the metro Denver area.

Click on the link to view their website: <http://www.kidsmobility.org/>



State Board of Education appoints Richard Crandall as Colorado Commissioner of Education



Former Arizona legislator and Wyoming schools chief Richard D. Crandall has started his new job as the Colorado Commissioner of Education.

The Colorado State Board of Education voted 7-0 in favor of hiring Crandall for the role with an effective date of Tuesday, January 19. Crandall was named the single finalist in December following a months-long national search after the retirement of Robert Hammond last June. Elliott Asp has served as interim commissioner since Hammond's retirement.

A former state legislator in Arizona, Crandall served as chairman of the education committees in both the Arizona Senate and House. He was elected as an Arizona state senator from 2011-13 and state representative from 2007 - 2010. In addition to being a lawmaker, he served as a school board member and president of Mesa Public Schools, Arizona's largest school district. He resigned his senate seat when he was appointed by Wyoming Governor Matt Mead to head up the Wyoming Department of Education in 2013, a position that was ultimately ruled unconstitutional by the Wyoming Supreme Court.

Crandall is currently the president and founder of CN Resource, which provides oversight and audit services of USDA child nutrition programs for state education agencies. He is also the chief financial officer and partner of Crandall Corporate Dietitians, the nation's largest provider of consulting dietitian services to long-term care and assisted living facilities.

Crandall, age 48, is studying for a doctorate in education from Northern Arizona University and holds a master's degree in business administration from the University of Notre Dame. He received his bachelor's and master's degrees in accounting from Brigham Young University. He is a licensed school nutrition specialist and a certified public accountant.

11th Grade Alternate Assessment Clarification

For 10th Grade Students taking the alternate for PSAT – it will be the Dynamic Learning Maps 10th Grade ELA/Literacy and Math

For 11th Grade Students taking an alternate for the SAT or ACT – it will be the Dynamic Learning Maps 11th Grade ELA/Literacy and Math

Check with your District Assessment Coordinator (DAC) for dates to order and administer the 10th and 11th Grade alternate assessments.



Learn More About a Fee Increase for Educator Licensing Applications, Beginning March 1

In October, the State Board of Education approved a fee increase for in- and out-of-state educator license applicants, beginning March 1, 2016. The new fee is based on increasing costs including the technical maintenance of the eLicensing system and customer service to the field. The specific evaluation fee increases are outlined below, with a larger increase for Colorado's out-of-state applicants as it takes longer to process these applications. Reminder: Fees are for the evaluation of each individual application and are nonrefundable.

- ◆ In- state applicants will see a \$10 increase from \$80 to \$90 per application submission
- ◆ Out-of-state applicants will see a \$30 increase from \$80 dollars to \$110 dollars per application submission
- ◆ 1 year substitute applicants will see a \$20 increase from \$40 to \$60 dollars per application submission.
- ◆ Applicants who wish to add an endorsement to their already existing license will now be charged an \$80 evaluation fee for each additional endorsement
- ◆ Applicants who wish to submit a "background only" application (student teachers, school and district employees) may do so for an \$80 evaluation fee
- ◆ CBI will continue to charge the same fingerprint fee of \$39.50

Thank you for your patience and understanding. The goal of the Licensing Office is to provide the highest level of customer service to educators and the education community in Colorado.



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

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




Calendar of Events

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

- February 11 –12** **UEB Refresher Course #3** — CSDB in Colorado Springs
 Contact: Tanni Anthony - (303) 866-6681 or 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
- February 25-27** **Metro Low Vision Clinic** - Anchor Center for Blind Children in Denver
 Contact: Rebecca Warnell— rewarnell@aps.k12.co.us or
 Wendy Schlageter— 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 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
- March 10-11** **Northern Low Vision Evaluation Clinic**—Ensign Center in Fort Collins
 Contact: Elaine Karns— elk@psdschools.org
- 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
- March 31** **Southern Low Vision Evaluation Clinic**—CSDB
 Contact: Donice Fennimore— dfennimore@ppbooces.org
- April 1** **Southern Low Vision Evaluation Clinic**—CSDB
 Contact: Donice Fennimore— dfennimore@ppbooces.org
- April 7-9** **Parents Encouraging Parents (PEP) Conference** - Colorado Springs, CO
 Contact: David Ramer at 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/>
- April 22-24** **11th Annual SNOWSHOE WEEKEND** - Estes Park, CO
 Contact: Kaitlin Lombardi 303-918-9465 or kaitlinmlombardi@gmail.com
- May 1** **Deadline for Order Braille Books with the CIMC for School Year 2016-17**
 Contact: Jim Olson - jolson@csdb.org or (719) 578-2195

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

- July 1-9** **American Council of the Blind Conference & Convention**, Minneapolis, MN
Contact: <http://www.acb.org/2016convention>

- July 16-18** **National Family Association for Deaf-Blind Symposium for Family Leaders**, Jacksonville FL
Contact: <http://aerbvi.org/>

- Sept 7-10** **Envision Conference**, Denver, CO
Contact: <http://www.envisionconference.org/>

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

- March 2-4** **American Foundation for the Blind Leadership Conference**, Washington, DC
Contact: <http://www.afb.org/info/about-us/events-and-awards/american-foundation>

- April 19-22** **Council for Exceptional Children Convention & Expo**, Boston, MA
Contact: : <http://www.ceconvention.org/>

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

- July 20-24** **AER International Conference - Jacksonville, FL**
Contact: www.aerbvi.org



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

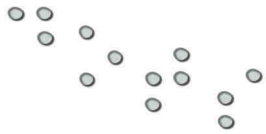
- July 25-29** **AER International Conference 2018, Reno NV**
Contact www.aerbvi.org

Call for Proposals for the AER 2016 International Conference:

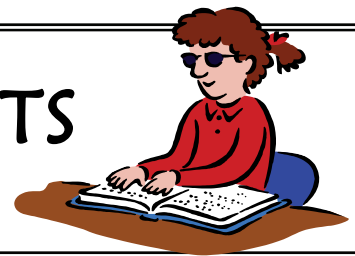
The Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) invites you to share your knowledge, strategies and solutions during the AER International Conference 2016. This conference brings together vision professionals and others who provide services, education and programs aimed at helping persons who are blind or visually impaired to achieve the greatest level of independence and success. The conference will be held July 20-24, 2016 at the Hyatt Regency Jacksonville Riverfront in Jacksonville, Florida.

All presentation proposals are due by February 2016. Check out their website for the extended date for acceptance. Acceptance notifications will be provided on or before March 12, 2016. Multiple proposals can be submitted. All presentation proposals must be submitted online via the AER Proposal Management System. To submit a proposal, please go to this weblink:

<https://ssl.linklings.net/conferences/aer/>



CONNECTING THE DOTS



A Parent's Guide to the Unified English Braille Transition: What You Need to Know Now!

January 4, 2016, is the start date of the Unified English Braille (UEB) code to become the official Braille Code in the United States. This is the date that the transition to UEB should be completed for schools and organizations nationwide. The Braille Authority of North America (BANA) decided in November 2012 to make the transition to UEB from English Braille American Edition (EBAE), with an original proposal memo dating all the way back to 1991! Many braille readers, parents and teachers may be wondering how the change will affect them. This article by Hillary Kleck will help familiarize you with the details of UEB, making the transition, and where to find help if you need it.

To read this article, please go to:

<http://www.wonderbaby.org/articles/unified-english-braille>

UEB Curriculum for Braille Students

This information was found on the Pathways to Literacy website:

<http://www.pathstoliteracy.org/blog/ueb-curriculum-braille-students>

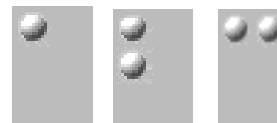
Catherine Summ and Suzanne Cappiello both work as Education Consultants for the Department of Rehabilitative Services (DORS-BESB) in CT, have created this curriculum. They created 10 lesson plans to assist with the full implementation of the Unified English Braille Code as of January 2016. This change will impact classroom curriculum, leisure reading, textbooks, standardized tests and other forms of literature on a national level. They designed these lesson plans in order to provide a curriculum for students and professionals already proficient in the English Braille American Edition (EBAE) code. Their goal was to create lessons that focused on the UEB, but included exercises related to literacy and areas of the expanded core curriculum. The 10 lessons may be used with individuals or in a group setting and we designed them so that they could be adapted to meet the needs of each student. Go to the above weblink to benefit from these lessons.

Unified English Braille: Perspective from Braille Users

In this webcast, Kim Charlson and Joanne Becker discuss the roll out of the **Unified English Braille** (UEB) Code which occurred on January 4th in conjunction with Louis Braille's birthday. Kim and Joanne talk about the challenges in making this transition along with the benefits. In particular, they address the issue of the advancements in technology and the necessity of UEB in meeting the technology needs.

The chapters in this webcast are:

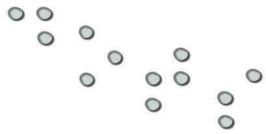
1. Introduction
2. Overcoming the Resistance to Adopting UEB
3. Common Issues That UEB Will Address
4. UEB and Accessible Technology



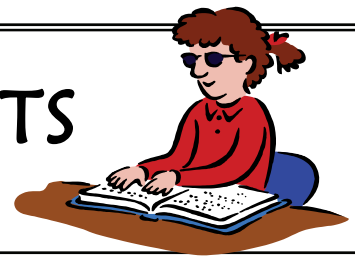
Rolling out UEB in the US

Click on the link to view the webcast:

<http://www.perkinselearning.org/videos/webcast/unified-english-braille-perspectives-from-braille-users>



CONNECTING THE DOTS



Braille Authority of North America

UEB Resources

The following resources can be found on the BANA website—check them out!

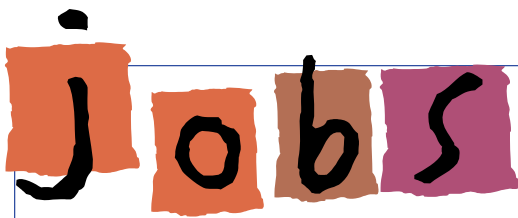
Go to: <http://www.brailleauthority.org/ueb.html>

- ◆ **Overview of Changes from Current Literary Braille to UEB** — File types: [HTML](#), [PDF](#), and [BRF](#)
- ◆ **Tips and Resources for Learning More about Unified English Braille** — File types: [HTML](#) and [BRF](#)
- ◆ **NLS List of Frequently Used UEB Symbols** — NLS will begin producing books and magazines in UEB in 2016. NLS has provided this list of new symbols that are frequently used. File types: [PDF](#) and [BRF](#)
- ◆ **Duxbury UEB Chart**— Duxbury's one-page chart listing the contractions and short forms in alphabetical order is available at http://duxburysystems.com/images/ueb_black.pdf
- ◆ **Aroga Technologies UEB Chart** — Aroga Technologies presents the UEB contractions and symbols by category, available at <http://www.aroga.com/unified-english-braille-chart-tabloid-11-x-17-pdf-format/>
- ◆ **The ABCs of UEB** — This document, authored by Constance Risjord, outlines the major differences between English Braille, American Edition (EBAE) and UEB. This resource can be found at: <http://www.brailleauthority.org/ueb/abcs/abcs-ueb.pdf>

Braille Writer Repair Services in Colorado



Mark Carpenter provides braille writer repair services. He can be reached at 719-634-8720 or carpdiane@yahoo.com



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 O&M 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@svvsd.org

Southern Region – Jobs

- ✓ For more details about what positions may be open at the Colorado School for the Deaf and the Blind, please contact Chelle Lutz at clutz@csdb.org or (719) 578-2114.
- ✓ **CSDB OUTREACH PROGRAMS**
 - Director of Outreach Programs
 - Educational Agency Liaison (Principal Consultant) / Outreach Programs
 - Teacher of the Visually Impaired (TVI) / Outreach Programs

SCHOOL FOR THE BLIND

- ✓ Teacher of the Visually Impaired with endorsement in Science (Secondary)

Western Region — Jobs

- ✓ **TVI/COMS** (1 FTE) for Mesa Valley School District in Grand Junction. For more information, please contact Cindy Starr at (970) 254-5136 or cindy.starr@d51schools.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

11th-Graders to take the ACT in Spring 2016

The Colorado Department of Education confirmed on January 11 that it has approval to administer the ACT exam to high school juniors this year. The agreement will not change the selection committee's unanimous decision to award College Board a five-year contract to administer the PSAT and SAT to Colorado's 10th- and 11th-grade students.

Under the agreement, this year's 10th-graders will take the PSAT in preparation for Colorado's full transition to the SAT in spring 2017. The ACT will be administered to 11th-grade students on April 19. Districts will have the choice of administering the PSAT on April 19 or 20.

For more information, go to:

<http://www.cde.state.co.us/communications/20160111highschoolexamtransition>

Leader Dogs for the Blind is Accepting Applications for their 2016 Summer Experience Camp



Do you know a teenager who could use a week of fun, outdoor activity and friendship this summer? Does kayaking, rock wall climbing and tandem biking sound like something he/she would enjoy? How about the challenge of developing new travel skills and stretching independence? If so, the Leader Dogs for the Blind Summer Experience Camp was designed with this teenager in mind.

The program combines outdoor activities with things exclusively Leader Dog—audible pedestrian GPS training and the opportunity to spend time with Leader Dogs in training and guide dog mobility instructors. The combination will help increase the skills needed to live independently!

Summer Experience Camp is for boys and girls ages 16 and 17 who are legally blind. The program is completely free including airfare to Michigan—and everyone receives a free HumanWare Trekker Breeze+ audible pedestrian GPS device to keep. Summer Experience Camp is scheduled for June 25—July 2, 2016. **Applications are due by April 1, 2016.**

For more information and to download an application, go to www.leaderdog.org/clients/programs/summer-experience-camp or call the Leader Dogs for the Blind client services department at 888-777-5332.



TRANSITION INFORMATION

Career Education for Students with Visual Impairments

This article found at: <http://www.afb.org/info/programs-and-services/professional-development/teachers/career-education/1235> (specific to the AFB webpage on transition)

School-to-Work Experience: One of the most critical periods in the life of a young person is the transition from school to the world of employment and to life as an adult. Developing independence, exploring interests, and pursuing employment or additional schooling are just some of the challenges faced by youths in transition from school to adult life. For youths with a disability, the transition into adulthood is compounded by complications related to their disability.

Two federal laws support the transition from school to work for students with disabilities. The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 (Public Law 105-17) require that an Individual Education Plan (IEP) address transition service needs for students with a disability beginning no later than age 14. Beginning at age 16 (or younger if determined appropriate by the IEP team), the IEP will address transition services, including (when appropriate) information about interagency responsibilities, i.e., the responsibilities of the agencies in the school-age educational and adult rehabilitation service systems. The IEP should state which transition services the student needs, including instruction, community experiences, the development of employment and other adult living objectives, and when appropriate, it should include daily living skills and functional vocation evaluation. Amendments to the Rehabilitation Act of 1973 also require that states enter into interagency agreements with education officials to provide transition services in the IEP.

All students go through a career development process, which provides a plan for life as an adult. The traditional areas include career awareness, exploration, preparation, and placement activities. For the student who has no sight or only limited vision, the visual nature of traditional career education development presents numerous obstacles. Since the majority of what we know about our surroundings is processed through the sense of sight, the loss of vision requires that experiences and concepts be systematically and sequentially taught to students who do not have the benefit of learning through incidental observations.

Career education activities for students with visual impairments should be future-oriented and directly interwoven throughout the school curriculum in partnership with students' families. Functional academics, youth apprenticeships, cooperative education, and technology preparation are mentioned most frequently as critical components of a school-to-work transition system (School-to-Work Opportunities Act of 1994). In addition, Wolffe describes unique needs in five broad categories for students with visual impairments: realistic feedback, high expectations, opportunities to work, compensatory skills, and exposure to visual input. In order to appropriately focus on ongoing career education needs, students with visual impairments and their families must plan early. Fostering appropriate attitudes, values, habits, and social relationships; providing occupational information and a variety of work experiences; and helping students acquire independent living skills are equally important components in school-to-work transition programs. They are critical for developing independent citizens who can transfer skills among a variety of careers and other adult activities.

Employment Issue: Fewer than one-third of the working-age visually impaired population in the United States is in the labor force. Today, underemployment and unemployment have remained a serious issue for adults with visual impairment's. Whether from insufficient attention given to developing appropriate work skills or other causes, these statistics are alarming and unacceptable.

Several research studies found that successful individuals with visual impairments often share the following common characteristics: positive attitudes about work and about themselves, realistic occupational goals, good orientation and mobility skills, good communication skills, expanded social networks, involvement within the community, and good independent living skills. For students who are blind or visually impaired, it is not enough to merely discuss appropriate attributes related to work and adult responsibilities. These students must also be offered work-related experiences to build their life skills

A Major Element to Include in a Career Education Program: A priority educational goal must be to place students with visual impairments in leadership roles through which they learn to make independent decisions and to take charge of their lives. They must learn to define their own work values, explore a variety of interests, and discover their own potential. The career education literature for students with visual impairments and reports from employers strongly suggest that a major component of a positive school-to-work transition is a partnership among educators, rehabilitation personnel, family members, and community and business representatives.

Studies on employment of people with visual impairments highlight the importance of work experiences in transition programs for students who are blind or have low vision. Paid work experience and structured work-site learning are key ingredients of these programs. For younger children, transition preparation can begin with doing chores or volunteering in the community. For older students, volunteering is still valuable, but paid employment or a paid work-study program complements the other aspects of career development.

Editor's Note: *Career education and college and career ready skills start in the early years and should be continually reinforced throughout a child's school career. Specific attention to secondary transition services should begin by age 14. By age 15, the student must be specifically invited to his or her IEP and the IEP must include postsecondary goals, the course of study to meet those goals, and specific transition services linked to the student's needs and goals that may include adult agency support.*

For more information about secondary services, go to: http://www.cde.state.co.us/cdesped/information_trans

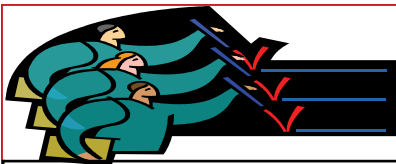
Technology News

U.S. Department of Education Releases 2016 National Education Technology Plan

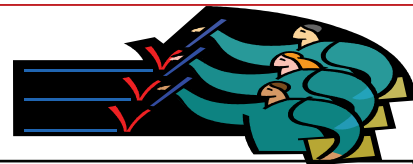
The U.S. Department of Education announced the release of the 2016 National Education Technology Plan. The National Education Technology Plan is the flagship educational technology policy document for the United States. The 2016 Plan, *Future Ready Learning: Reimagining the Role of Technology in Education*, articulates a vision of equity, active use, and collaborative leadership to make everywhere, all-the-time learning possible. While acknowledging the continuing need to provide greater equity of access to technology itself, the plan goes further to call upon all involved in American education to ensure equity of access to transformational learning experiences enabled by technology. The principles and examples provided in this document align to the Innovative Technology Expands Children's Horizons (ITECH) program as authorized by Congress in December 2015 through the Every Child Succeeds Act. You can download the plan directly from the Office of Educational Technology web page at <http://tech.ed.gov/netp/>

Free GPS App for Android Devices

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.apf.nearbyonline>



CHECK IT OUT!



2016 SCRIPT-NC Webinar Series: Registration Now Open



Looking for resources, activities, & strategies to support student learning around inclusion and diversity? Join us for a series of four webinars designed specifically for early childhood community college faculty. Each of the webinars in the 2016 series will focus on cross-course issues, which is a different approach from the 2015 series where we focused on a specific course for each webinar. All webinars will take place from 2:00 pm – 3:00 pm U.S. EST unless indicated. ?

More Than Songs and Sombreros: Incorporating an Emphasis on Dual Language Learners in Your Program

March 29, 2:00 – 3:00 pm EST. *Growing numbers of children with home languages and dialects other than academic English make it imperative for programs to prepare future professionals with relevant content and practices. This webinar will highlight ways to emphasize both content and evidence-based practices.* Presenter: Camille Catlett

Not Just Cool Apps and Games: Using Instructional Technology to Improve Teaching and Learning:

May 17, 2:00 – 3:00 pm EST. There are a growing number of online tools and activities that can help us become better teachers so that learners can maximize their learning. This webinar will share strategies and ideas on when and how to use these free or low-cost online tools and activities to engage students. Pros and cons of the online tools will also be discussed. Presenter: Chih-Ing Lim

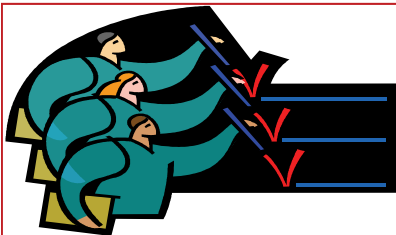
Incorporating Playful Approaches to Learning and Development:

July 26, 2:00- 3:00 pm EST. Increasing pressure to conform to standards and kindergarten readiness can dissuade early childhood professionals from incorporating play an effective tool for supporting learning and development. This webinar will highlight opportunities, through readings, activities, and assignments, to incorporate an emphasis on play across early childhood courses. Specific emphasis on learning in outdoor and natural environments will be emphasized. Presenter: Camille Catlett

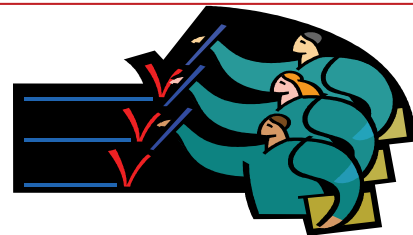
From All to Each and Every: Building an Emphasis on Inclusion into Each Course:

September 27, 2:00- 3:30 pm EST. Recent national attention to inclusion (e.g., DEC Recommended Practices, joint policy from the U.S. Departments of HHS and Education) has underscored the need to grow future professionals who can support the inclusion of each child within home, program, and community settings. This webinar will share examples of how to make this happen in each course by sharing free print, audiovisual, web and instructional resources for faculty members to use. Presenter: Camille Catlett

REGISTER HERE: https://unc.az1.qualtrics.com/SE/?SID=SV_dgsazl2P3C5lnbT



CHECK IT OUT!



11th Annual SNOWSHOE WEEKEND

April 22nd-24th 2016

For the fun of it! Students with visual impairments have an opportunity to work on their daily living, independence, orientation and mobility by participating in fun activities and making new friends. Snowshoeing, sledding, skating, snowman building, swimming and fire building are just a few things on the agenda! **Questions?** Contact Kaitlin Lombardi at 303-918-9465 or kaitlinmlombardi@gmail.com

How are Brains Built

For a great video clip that explains how brains are built and the impact of a variety of challenges, go to You Tube and search for How Are Brains Built. The video clip details Executive Function Skills, which are essential for day-to-day function. This is a great review for parents and professionals who work with students who may have neurological compromise due to a variety of situations, including disabilities.

Low Vision Services

Thanks to the work of Dr. Anne Corn, there is a directory of Pediatric Low Vision Service Providers now located on the Texas School for the Blind website.

Check it out at <http://www.tsbvi.edu/lowvisionservices>

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25+ Children's Books Featuring Characters with Visual Impairment

Perkins School for the Blind Wonder Babies has posted information about children's books with characters who are visually impaired. They have collected 25+ picture books, chapter books and young adult novels with characters who are visually impaired. Each title is followed by a quick description and links to find the book in the US, the UK and in audio or braille format (where available).

<http://www.wonderbaby.org/articles/childrens-books-featuring-visually-impaired-characters>



CHECK IT OUT!



Introduction to Cerebral Visual Impairment in Children: Visual Impairment Due to Damage to the Brain

Presented by Amanda Hall Lueck, Ph.D.

Starts On **March 7 – May 15, 2016**. This is a 5 session class spread over 10 weeks. In this course, features of visual impairment due to brain damage will be discussed along with assessment of children with this condition. Methods to design appropriate interventions for these children that take into account individual differences, the learning environment, and the need for multidisciplinary teamwork will be presented .

For more information click on the link below:

<http://www.perkinselearning.org/earn-credits/online-class/cerebral-visual-impairment-in-children>

Vote Today for 2016 One Book 4 Colorado Book

Online voting is open to choose the book that every 4-year-old will be reading this spring, along with a little help from parents, siblings, friends and family. Cast your vote for one of the three finalists: “One Drowsy Dragon” by Ethan Long, “Giraffes Can’t Dance” by Giles Andreae, and “I Love You Stinky Face” by Lisa McCourt. In its fifth year, One Book 4 Colorado is a collaboration of Colorado State Library, Denver Preschool Program, Lt. Gov. Joe Garcia’s Office, Serve Colorado, Office of Early Childhood, the non-profit and foundation community, public and military libraries and the private sector. Over the last 4 years, more than 250,000 books have been given to Colorado 4-year-olds across the state who visit public libraries and preschools in the Denver Preschool Program. This April 11-25, 2016, the program will give away another 75,000 books to encourage Colorado families to read together. Anyone can cast a vote for the winning book through the end of February.

For more information and/or to vote, go to: <http://www.onebook4colorado.org/>



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 & their families in schools & the community.

The remaining conference date and location for 2015-16 is:

- April 7-9, 2016 - Colorado Springs, CO

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

For more information about the PEP Conferences, please go to:

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

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.
- The Legal Center for People with Disabilities and Older People (www.thelegalcenter.org) and
- The Arc of Colorado (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

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 COMS: 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 or to Tanni Anthony, CDE ESSU, 1560 Broadway, Suite 1100, Denver, CO 80202. Or please leave a voice message at (303) 866-6681. Thank you so much!

just for PARENTS

Promising Partnership Practices Trainings

CDE, in collaboration with the State Advisory Council for Parent Involvement in Education (SACPIE), will conduct trainings about promising practices to engage all families as partners in education. This event is free and open to all interested participants wanting to learn strategies to implement family partnerships initiatives for student success. This may include family partnership liaisons, district personnel, school personnel, parent leaders, and district or school accountability committee members. It is recommended to attend the training as a district or school team.

Details for the trainings, as well as registration links, are available at this link:

<http://www.cde.state.co.us/uip/familyengagement>

All training sessions are from 8:30 a.m. to noon. A light breakfast is provided.

March 8—Grand Junction

March 15—Durango

March 22—North Denver Metro

April 5—South Denver Metro

For More Information, Contact: Darcy Hutchins at 303-866-5921 or hutchins_d@cde.state.co.us

National Association for Parents of Children with Visual Impairments

The National Association for Parents of Children with Visual Impairments (NAPVI) is a national organization that enables parents to find information and resources for their children who are blind or visually impaired, including those with additional disabilities. NAPVI created and maintains the only national toll-free phone line designed to serve families whose children are blind or visually impaired. NAPVI provides leadership, support, and training to assist parents in helping children reach their potential. NAPVI is dedicated to giving emotional support, initiating outreach programs, networking, and advocating for the educational needs and welfare of children who are blind or visually impaired.

NAPVI distributes and publishes materials helpful to parents of visually impaired children. Serial publication: AWARENESS (newsletter), quarterly--reports to parents and professionals on activities in the public and private sectors to help visually impaired children.

Contact Information:

NAPVI
PO Box 317
Watertown, MA 02471
1-800-562-6265 (Voice - Toll-free)
617-972-7441 (Voice)
617-972-7444 (FAX)

www.napvi.org
napvi@perfkings.org





A Legend in Our Field: Dr. Phil Hatlen

*Published in Austin American-Statesman from
January 17 to January 18, 2016*

Dr. Philip "Phil" H. Hatlen, an innovative and internationally renowned leader in the education of children who are blind or visually impaired, passed away peacefully on January 14, 2016 in Concord, California. He was born to Lillie and Julius Hatlen on September 4, 1934 in Goleta, California and was raised in Patterson, California.

Phil received his Master's Degree in Special Education at San Francisco State University and his Doctorate Degree in Education at the University of California, Berkeley. He had a long and distinguished career as Principal of the California School for the Blind, Founder of the Living Skills Center for the Visually Impaired, Executive Director of Blind Babies Foundation in San Francisco, Professor of Special Education at San Francisco State University, and as Superintendent of the Texas School for the Blind and Visually Impaired in Austin, retiring in 2007. He authored numerous articles, chapters, and books that continue to be invaluable resources to his profession. He is especially known for the concept of the Expanded Core Curriculum, a specialized curriculum for students who are blind/visual impaired, which has been adopted and implemented nationally.

Phil was passionate in his dedication and advocacy for children and adults who are blind or visually impaired. He served as a member of many organizations, boards, and committees including Alliance of and for Visually Impaired Texans, All Blind Children of Texas, and as President of the Association for Education and Rehabilitation of the Blind and Visually Impaired (AEVH) and the Council of Schools for the Blind.

Phil has also been recognized by his peers with countless awards and honors. In 1997, he received the prestigious Migel Medal from the American Foundation for the Blind, the highest honor in the blindness field, and in 2012 was inducted into the Hall of Fame for Leaders and Legends of the Blindness Field at the American Printing House for the Blind. He was also a friend and inspirational mentor to his many students and colleagues world-wide. Phil was considered a visionary of change and a political force in legislation for his profession.

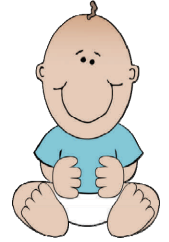
Editor's Note: Dr. Hatlen was a colleague, mentor, and friend. I remember our first meeting. I was a relatively new TVI / COMS and we were at an International Preschool Seminar meeting together. He took my breath away with his knowledge, commitment, passion, and ideas. Over the years, he became a friend. He left a big footprint on our field as a pioneer of so many educational initiatives, with one of the biggest contributions being the Expanded Core Curriculum. We are so fortunate to have had Dr. Phil Hatlen in our profession.



colorado connections



Congratulations to **Brooke** and **Chris Miller**, and big sister Tracey Ann, who are overjoyed to announce the arrival of Howard James and Caroline Christine who were born January 1st, Howard arrived at 8:41a.m. (6 pounds, 9 ounces) and Caroline (6 pounds even) followed at 8:46 a. m. The twins were the first two 2016 babies born in Eagle Valley. What a beautiful way to start the new year!



- ◆ Wow, what a month January was with the first two Unified English Braille refresher courses! Thanks to the **Brenda Shepard** and **Nancy Cozart** for an amazing amount of hours to prepare the course materials. Thanks to Brenda especially for her wonderful onsite presentation skills, to Nancy for her training support, and to **Lisa Brocard** for her braille work ahead of the course and great look-up-the-rules-faster-than-the-speed-of-light abilities during both courses. We thank **Julie Wetzstein** and Nancy for their assistance with grading the braille passages.
- ◆ Deep gratitude is deserving too to all of the participants who took the time to come together to learn, question, and further master the Unified English Braille Code. In course one, we say thank you to: **Kerry Auld, Suzan Barlow, Elaine Brown, Michelle Chacon, Peg Collins, Barb Galgano, Jasmine Gomez, Karin Hensel, Amber Rundle Kahn, Cheryl Leidich, Brandon Mapes, Lori Mattick, Ingrid Mayer, Debbie Mendoza, Shelley Moats, Anitha Muthukumaran, Teresa O'Brien, Mike Plansker, Trina Boyd Pratt, Marci Reid, Wendy Schlageter, Mimi Schaper, Edie Smith, Leslie Watrobka, and Rebecca Warnell.** In course two, we say thank you to: **Rita Albright, Gena Anderson, Janet Anderson, Melinda Carter, Mary Chambers, Meghan Crosby, Melinda Carter, Paula Conroy, Angel Findler, David Gooldy, Jessica Hank, Melinda Holtz, Ashley Ives, Ann Marie Jansen, Charlotte Javier, Elaine Karns, Erin Kerr, Nancy Knight, Jeannie Lei, Kaitlin Lombardi, Carol Love, Christina Martin, Kari McIntrye, Jordan Robinson, Val Smith, Maggie Tutt, and Roberta Wiedemeyer.**
- ◆ More thanks to **Lucia Hasty, Sarah Sonnier, and Christine Maynard** too for their work on adapting our state braille testing materials to UEB. And to Dr. FM D'Andrea for her current content validation work on the update CO Braille Competency Test.
- ◆ A special thank you to **Beth Allred; Shelley Moats, Anitha Muthukumaran, and Trina Boyd-Pratt** who joined **Tanni Anthony**, other CDE Assessment Unit, Pearson, and National Braille Press staff on February 9-10 to review the braille format CMAS Science and Social Studies state assessments for the 2016 administration. It continues to take a village and deep conversations to ensure our braille tests are accessible for our students, but thanks to all of these great folks, we are getting it done right!
- ◆ Welcome to **Toby King**, the new interim Executive Director of the Exceptional Student Services Unit with the Colorado Department of Education. Toby's expertise and experience are a great match for the needs of ESSU during this time. For the past five years Toby's focus has been Educator Effectiveness, most recently as a Director in the Educator Effectiveness Unit. Prior to joining the Department in January of 2011, he was on the faculty at the University of Central Florida where he was a project coordinator for the Florida Inclusion Network (FIN). During his tenure with FIN, he led an effort across four Central Florida districts to increase student performance through access to high quality instruction for students with disabilities. He is a strong advocate for all students, especially those with disabilities, and their families when making decisions and implementing policy.

State of Colorado Department of Education

Colorado State Board of Education

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COLORADO DEPARTMENT OF EDUCATION

Exceptional Student Services

1560 Broadway, Suite 1100

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COLORADO
Department of Education

The contents of this handout were developed under a grant from the United States Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

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MAIL TO: