

# UNCOMPAHGRE BOARD OF COOPERATIVE SERVICES (UNBOCS)

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*Serving Norwood, Ouray, Ridgway, Telluride and West End Schools*

## Information to Share Newsletter

Volume 9, Issue #2

### A Note From the Editor

We're trying to save a few trees: the UnBOCS newsletters will be posted online at the UnBOCS website: [www.unbocs.org](http://www.unbocs.org).

**However, if you'd still like to receive a print copy of this newsletter, please call Wendy at the UnBOCS office at 626-2977 and we'll add you to our mailing list. If you'd like to receive an email notification when each new issue of the newsletter is available on the website, please send your email address to [wbolane@ridgway.k12.co.us](mailto:wbolane@ridgway.k12.co.us) and I'll add you to our parent email list.**

Sincerely, Wendy Bolane, UnBOCS program coordinator

### Farewell from our Executive Director

Leavings are always difficult for the folks left behind. They are also difficult for the person leaving. And this definitely holds true for me. I am leaving the UnBOCS and Colorado after a decade of working and living here. And although it is of my own making, this is a happy/sad time for me. I am sad to be leaving the UnBOCS and the beautiful San Juan Mountains. I am happy to think ahead of time with my grandson and his mom and dad!

When I came 10 years ago, the UnBOCS was a small group of individuals working to meet the needs of school districts. Although the dedication of the providers was no different than it is today, it was the logistics (i.e.: travel, mountain passes, five districts in a week) of the work that drove some of the change we see in the work today.

In my farewell to my providers, I said "*Together we have accomplished so much*". And as I leave this wonderful group of people and the beautiful place, here is a list of some of our accomplishments over the past 10 years. I have no doubt that the UnBOCS will continue to grow and respond to the need in the five school districts the UNBOCS serves.

***Thank you for your support during my Colorado decade,  
Sharon Davarn, UnBOCS Executive Director***

(2000-01)

\*The UnBOCS has 6 providers serving all 5 districts

(2001-02)

\*First Occupational Therapist is hired for the UnBOCS

\*The Sound Booth was installed in the UnBOCS office allowing for regional hearing assessments.

\*The first Early Childhood Specialist was hired to support all districts

(2002-03)

\*A Vision Specialist and a Hearing Specialist will begin coming to serve students in all districts

\*A Child Find Coordinator facilitates community child find activities.

**2009/2010**

### UnBOCS Office Staff

\*Sharon Davarn, Director

\*Shannon Miller, Assistant

\*Julie Derbes, Fiscal

\*Wendy Bolane, Program  
Coordinator

\*Carole Pandorf, Program  
Coordinator

### UnBOCS Board Members

\*Andrya Brantingham. Norwood

\*Don Mort, Ouray

\*Steve Larivee, Ridgway

\*Cheryl Miller, Telluride

\*Melissa Lampshire, West End

### UnBOCS Providers

\*Kelly King, Cecil Beech and  
Sarah Cowley, Speech Therapists

\*Jill O'Dell, Lindsay Hepp and  
Annie Clark, OT

\*Melissa Turner, PT and Patty  
McIntosh PTA

\*Kristine Ash and Janae Biard  
Audiologists

\*Virginia Kile, , Ann Kochara,  
Megan Wade and Virginia  
Stevenson, Early Childhood  
Specialists

\*Sharon Sirotek, Jessica Burress,  
and Lisa McClun Psychologists

\*Ursula Cristol ,  
Cultural Mediator

\*Dee Williams and Kristi Gabriel  
SWAP

\*Tracey Mosbarger, Vision  
Specialist

\* Sharon Brennan, Teacher for the  
Deaf and Hard of Hearing

(2003-04)

\*A full-time Administrative Assistant began work in the UnBOCS office.

\*We received a sliver grant for the 03-04 school year to fund a new position of Cultural Mediator.

\*A Physical Therapist was hired for the UnBOCS team.

\*A GT Coordinator to oversee the district GT program was approved.

\*The UnBOCS was awarded a \$5,000 grant to support our work in early childhood, English Language Learners and behavior support.

\*Sixteen paraprofessionals are registered to attend the first Valued Link Conference in Montrose.

(2004-05)

\*Funding for SWAP in the UnBOCS region has become a reality.

(2005-06)

\*A second Speech Therapist was hired.

(2006-07)

\*A second Occupational Therapist joined the UnBOCS

\*A third School Psychologist came to the UnBOCS to serve Telluride.

(2007-08)

\*A second full-time Early Childhood Specialist was hired.

(2008-09)

\*There is now both a SWAP coordinator and SWAP specialist serving clients.

\*The ABC Team, focused on identification of children on the Autism spectrum was formed.

\*By joining SEAS, the UnBOCS now has a web-based IEP and data collection system.

(2009-10)

\*A Program Coordinator was hired to oversee both the districts GT programs and secondary Transition services.

\*Two audiologists now serve the UnBOCS districts.

\*There is finally a full-time Speech Therapist serving Norwood and the West End.

\*A SWAAC Team begins development to help with augmentative communication needs.

\*The UnBOCS coordinates the first Regional Service Area, which offers a professional development activity in Formative Assessment to teachers in all districts in the West Central region.

***“Together we have accomplished so much” ~Sharon Davarn, Exec. Director***

## **New Criteria for Determining Specific Learning Disabilities**

**By: Lisa McClun, School Psychologist for Telluride Schools**

This past Fall, I participated in the SLD online course offered by CDE. The course was a 4-week, interactive class that covered the new SLD eligibility criteria and how RtI (Response to Intervention) is the foundation for the changes. Moving from the use of the discrepancy model, where learning disorders are based on a statistically significant difference between cognitive (IQ) scores and academic skill level, to the use of student response to research-based interventions is really a blending of regular education practice and special education services. The approach of RtI focuses on meeting student learning needs before a student fails, and provides a running record of data, rather than small snapshots of performance. Through the implementation of research based interventions and timely and frequent progress monitoring, collaborative teams can identify and track student needs more effectively and provide needed services in a timely manner.

When a student demonstrates slower than expected progress following Tier 1 and Tier 2 interventions, the process of moving the student toward special education identification is a smooth process, provided the RtI process has been documented. Using the data, a gap analysis process is used to determine if the level of interventions is sufficient to help the student meet grade level standards within the school year. The gap analysis requires an initial assessment to establish the baseline for a student's skill level, then regular assessment (through curriculum based measures) provides the progress monitoring data that is used to determine if a student's rate of growth will allow the student to close the gap. If student response is not sufficient to meet the benchmark with the given timeframe, more intense interventions are implemented and the process of special education evaluation is initiated. To meet SLD criteria, progress monitoring data, based on response to research-based interventions, is necessary. In addition, results from formative and norm-based assessments is needed. Formative data must indicate a student is achieving less than 50% on the assessments, and norm-based assessment results must fall below the 10-12%iles. Combined with classroom observation, teacher reports and parent reports, the information is used to determine that a student's lack of progress is most likely due to a specific learning disability, rather than inadequate or ineffective teaching strategies or opportunities. Based on the compilation of RtI data, special education teams can be more confident that student identification is a valid reflection of a student's needs and not just based on a snapshot of student performance on a few given assessments.

## **Summer Activities for Kids**

**Check out these websites for some fun summer activities to keep your kids busy this summer!**

[www.creativekidsathome.com](http://www.creativekidsathome.com)

[www.momswhothink.com](http://www.momswhothink.com)

[www.summeractivitiesforkids.net](http://www.summeractivitiesforkids.net)

**Also, don't forget to check with your local public libraries and parks for fun summer programs.**

***Have a wonderful, safe and happy summer!***