To promote the welfare of children and youth in home, school, places of worship, and throughout the community.

To raise the standards of home life.

To advocate for laws that further the education physical and mental health, welfare, and safety of children and youth.

To promote the collaboration and engagement of families and educators in the education of children and youth.

To engage the public in united efforts to secure the physical, mental, emotional, spiritual, and social well-being of all children and youth; and

To advocate for fiscal responsibility regarding public tax dollars in public education funding.

Utah PTA will help every child realize his full potential and will:

**Advocate:**
Support and speak on behalf of children and youth, and

**Involve:**
Encourage positive involvement in all facets of a child's life, and

**Develop:**
Assist in developing skills to raise and protect children and youth.

The Mission of PTA is three-fold:

To support and speak on behalf of children and youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children;

To assist parents in developing the skills they need to raise and protect their children; and

To encourage parent and public involvement in the public schools of this nation.
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My Critical Information At-A-Glance

Local President ___________________________ Phone ___________________________

Email _______________________________________________________________

Region # ____________________________ Council ___________________________

Council President ___________________________ Phone ___________________________

Email _______________________________________________________________

Region Director ___________________________ Phone ___________________________

Email _______________________________________________________________

Principal ___________________________________________________________

School Address _______________________________________________________

Phone ___________________________ Fax ___________________________

Email _______________________________________________________________

My Board:

Name ___________________________ Position ___________________________

Phone ___________________________ Email __________________________________

Name ___________________________ Position ___________________________

Phone ___________________________ Email __________________________________

Name ___________________________ Position ___________________________

Phone ___________________________ Email __________________________________

Name ___________________________ Position ___________________________

Phone ___________________________ Email __________________________________

Name ___________________________ Position ___________________________

Phone ___________________________ Email __________________________________
What is a Commission?

A Commission is a specific group that develops and implements programs and projects within related areas of concern.

**Q**

What is the purpose of a PTA Commission?

**A**

It is to resolve critical school and community issues and concerns identified by the PTA membership through a needs assessment.

**Q**

What is the role of a Commissioner?

**A**

It is to act as the presiding officer and facilitator of a commission and to report commission plans to the executive committee.

**Q**

Who selects a Commissioner?

**A**

Bylaws will indicate whether the commissioner is elected or appointed with board approval.

**Q**

Who selects Commission members?

**A**

Commissioners and/or officers appoint commission members as needed.

**Q**

When does a Commission meet?

**A**

The commissioner may determine a meeting schedule. These meetings are generally held outside of regular board meetings.
Information on Commissions

How to Get Started

- Attend training at state, region and council levels.
- Become familiar with national, state and local commission-related issues.
- Gather resources from past commissioners.
- Organize your commission.
- Identify local needs or concerns:
  - Include current issues on needs assessments
  - Determine areas where teachers or school programs need assistance
- From the needs assessment:
  - Prioritize
  - Set goals
  - Develop a plan of action

Responsibilities of a Local PTA Commissioner

- Become knowledgeable about PTA policies and current issues.
- Know the key people and organizations that relate to your commission.
- Act as a resource on commission issues. Disseminate information and material pertaining to commission concerns to parents, teachers and community.
- Serve on council commission if one is organized.
- Be an active, participating member of the local PTA board of directors.
- Serve on PTA and community committees as assigned by the PTA president or board.
- Organize your commission with teachers, students, parents, and community members.
- Develop and implement programs that relate to commission concerns.
- Keep a record of number of hours spent in PTA work.
- Keep a procedure book to be passed on.
- Advocate for children on commission-related issues.
- Attend appropriate meetings, including:
  - Local PTA Board of Directors
  - Training sessions conducted by Utah PTA, Region PTA and Council PTA
  - All local PTA general membership meetings
  - Utah PTA Leadership Convention
  - Advocacy Conference
  - PTA Day at the Capitol

Responsibilities of a Council PTA Commissioner

- Provide training and leadership for local commission counterparts.
- Act as a resource and provide new ideas and approaches for commission concerns.
- Provide information to local PTA units on policies, goals and objectives.
- Organize council projects, conferences and workshops as needed.
- Conduct council commission meetings.
- Keep a record of number of hours spent in PTA work.
- Attend appropriate meetings.
- Maintain a resource file/procedure book to be passed on.
- Advocate for children on commission-related issues.
Responsibilities of a Region PTA Commissioner

■ Provide training and leadership for council commission counterparts.
■ Act as a resource and provide new ideas and approaches for commission concerns.
■ Provide information to region PTA units on policies, goals and objectives.
■ Organize region projects, conferences and workshops as needed.
■ Conduct region commission meetings.
■ Keep a record of number of hours spent in PTA work.
■ Attend appropriate meetings including Utah PTA Commission meetings.
■ Maintain a resource file/procedure book to be passed on.
■ Advocate for children on commission-related issues.

Who can Serve on a Commission Committee?

**Local**
- Elected or appointed Commissioner
- Teachers
- School Nurse
- Appointees as needed
- Specialists
- Local Officers
- Students (PTSA)
- Community Members

**Council**
- Elected or appointed Commissioner
- Local commissioners
- Council Officers
- Appointees as needed
- Specialists
- Local Presidents
- Student Members
- Community Members

**Region**
- Elected or appointed Commissioner
- Council Commissioners
- Region Officers
- Appointees as needed
- Specialists
- Council Presidents
- Student Members
- Community Members

**State**
- Elected Commissioner
- Region Directors
- Associate Region Directors
- State Officers (as appointed)
- Specialists
- Council Presidents
- Student Members
- Community Members
The Mission of the Utah PTA Education Commission is

1. To become knowledgeable about the issues which affect the education of students in the state of Utah.

2. To take positive action to further the purposes of PTA in promoting the welfare of children and youth at home and at school.

3. To promote programs which benefit and strengthen education through parental involvement.

Most of all, our mission and the purpose of this Handbook is to help you be successful as the Education Commissioner in your school PTA!

The first public school opened in Boston, Massachusetts in 1635 and public education is as important today as it was in the beginning of our nation. It is the means by which values, citizenship, literacy, and numeracy are transmitted from one generation to another. Education is also the number one predictor of a child’s future prosperity.

Studies have proven over and over that students with engaged families will have more success in life. They will earn higher grades and test scores. They are more likely to enroll in higher level academic programs. They are promoted on time and earn more credits. They adapt better to school and attend more regularly. Students with engaged families are also more likely to have better social skills and behaviors and to graduate and go on to post-secondary opportunities.

As you work to engage families in the education of their students there are a few pieces to remember in effective family-school partnerships. Programs, activities, opportunities need to include the following:

- **Relational** – Get to know your parents and teachers. People matter.
- **Interactive/Collaborative** – Do it together. Learn from each other. Families and communities have knowledge to share
- **Developmental** – Build capacity in your families, don’t just provide a service. Help your families grow.
- **Linked to Learning** – Connect your PTA activities to learning. Give parents tools to support student learning at home. (Learn to Change the World, Karen Mapp)

This handbook includes sources of information on education issues.

You can be an advocate of quality education in public schools and professional development of educators, voicing the positive impact they have on the children and youth in your community.

This handbook includes a section on resolutions that deal with education issues. These will be helpful in understanding how PTA interacts with public policy makers.
Parental involvement in a pro-active manner can enrich the partnership of learning between the home, the school, and the community. By working on issues that are important to your child’s education, you will be supporting, building, and enriching the education of all the children in your community.

This Handbook has ideas for programs that may fit your school’s needs. It also has resources that may be helpful to you in carrying out the activities you decide to provide. You shouldn’t try to do everything described here – work with your administrator, teachers, and parents to determine the needs of your students and then move forward with opportunities that will make a difference.

Grab a pencil and work your way down the checklist on the following page.
How to Get Started

☐ Gather materials; for example, this Education Handbook, the program section of the annual Utah PTA Handbook, and records from the prior Education Commissioner.

☐ Become familiar with National PTA resources at www.pta.org — click on “Run Your PTA.”

☐ Attend leadership training at the annual Utah PTA Leadership Convention.

☐ E-learning courses can be found at www.pta.org.

☐ Organize your commission or committee. Don’t try to do this alone. Working with friends and neighbors makes your work easier and more fun. Discuss with your commission members the information from this handbook and especially the steps on this page.

☐ Develop relationships and trust among the administrators, teachers, parents, and students.

☐ Work with your PTA Board of Directors to develop a survey/needs assessment to determine the needs of your PTA membership, parents, teachers, and students.

☐ Use the results of the survey/needs assessment to identify the subjects which are most concern to your PTA Board, parents, teachers, and students.

☐ Learn about the National Standards for Family-School partnerships at www.pta.org and how to implement them in your school.

☐ Determine which of these areas of focus or subjects or standards are already being addressed in your School Improvement Plan and decide how PTA can help.

☐ Choose two or three areas of focus for your school’s Education Commission.

☐ Based on these areas of focus, clearly define SMART goals and objectives you would like to establish for your commission. (Specific, Measurable, Achievable, Relevant, Timely)

☐ Refer to the National Standards for Family-School Partnerships to build the family engagement in your school.

☐ Include school administrators in your planning. They can help you learn which policies govern your areas of focus. Is it a local, district, state, or federal issue? Obtain copies of relevant laws or policies, if necessary, and keep them on file for future reference.

☐ Decide what programs and activities will help meet your goals and objectives and make sure they are “linked to learning”.

☐ Develop an action plan for your programs and activities and share the workload by delegating to others interested in making positive changes.

☐ Budget for these activities and submit your budget to the budget committee for inclusion in the overall PTA budget.

☐ Keep records of the programs and activities so that you can evaluate their effectiveness and move forward with the goals and objectives.

☐ Update (or create) a Procedure Book for the Education Commission. These records will be valuable to the Education Commissioner who follows you.

☐ Express gratitude frequently to those who assist you!
Organizing Your Commission / Committee

This page is to help you identify the plan for your Commissioners and the people on your commission/committee.

Commission/Committee:

Commissioner/Chairman:

Areas of Concern:

Commission/Committee Members:

Teachers:

Students:

Parents:

Community:

Specialists:

Consultants: (Resource people)
Meeting / Project Planning Assignment Sheet

This page is provided as a guide for setting up a plan of work for projects.

Officers in charge: (assignments)

Committee:

Business to be conducted:

1. 
2. 
3. 
4. 

Presentations:

Publicity:

Fliers
Community Newspaper (press release)
Posters
Websites
Other (PTA newsletter, local radio or television stations)

Physical Facilities:

Handouts:

1. 
2. 
3. 
4. 
Other:

Costs:

Evaluation:

Subject:

Letters:

School Papers:

Calls:
What are the National Standards?

The National Standards for Family-School Partnerships are voluntary guidelines to strengthen parent and family involvement on behalf of children in schools and other programs. The six standards and their quality indicators provide PTAs, schools, and communities with the components that are needed for highly effective family-school involvement programs.

PTA leaders and all those interested in more effective family/school/community connections will find the National Standards for Family-School Partnerships to be a valuable resource and catalyst for action.

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<tr>
<td><strong>Welcoming All Families Into The School Community</strong></td>
<td><strong>Communicating Effectively</strong></td>
</tr>
<tr>
<td>Families are active participants in the life of the school and feel welcomed, valued and connected to each other, to school staff and to what students are learning and doing in class.</td>
<td>Families and school staff engage in regular, two-way and meaningful communication about student learning.</td>
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<tr>
<td><strong>Supporting Student Success</strong></td>
<td><strong>Speaking Up For Every Child</strong></td>
</tr>
<tr>
<td>Families and school staff continuously collaborate to support students’ learning and healthy development, both at home and at school and have regular opportunities that will support their success.</td>
<td>Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.</td>
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<tr>
<td><strong>Sharing Power</strong></td>
<td><strong>Collaborating With Community</strong></td>
</tr>
<tr>
<td>Families and school staff are equal partners in decisions that affect children and families and together inform, influence and create policies, practices and programs.</td>
<td>Families and school staff collaborate with community members to connect students, families and staff to expand learning opportunities, community services and civic participation.</td>
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**Background**

Our nation acknowledged the important role of parent involvement through its enactment of the 8th National Education Goal:

> Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children.

Utah PTA supports this goal. The standards were designed to raise the level of expectation about how family-school involvement programs can improve student achievement and life success by engaging families in true partnership with educators and community leaders.

**How Were the Standards Developed?**

The standards were developed by the National PTA in collaboration with parent involvement researchers and other national leaders. They are endorsed by more than 30 professional education and family-school
involvement organizations. The standards clearly delineate those practices that have been shown to lead to success and high-quality parent involvement programs. The standards were developed to be a practical tool for meeting the threefold purpose of the national standards which is:

1. To promote meaningful parent and family participation
2. To raise awareness regarding the components of effective programs
3. To provide guidelines for schools that wish to improve their programs

How Can My PTA Use These Standards?
Before you begin to develop new or improve on existing family-school involvement programs, form a committee or action team including all of the stakeholders—parents, teachers, administrators, support staff and community leaders. Be sure everyone involved understands the group’s purpose: to recognize the importance of parent and family involvement, review the standards, look broadly at current programs or practices at your school and make recommendations about what steps are needed to initiate positive change.

Developing genuine collaboration is critical. The views of all stakeholders should be considered and valued and no one group should control the outcomes. Establishing trust and a true partnership will take time, but the extra effort is well worth the lasting benefits that can be gained. Meaningful change requires thoughtful, incremental steps. Laying a solid foundation can make all the difference in the final outcomes and success of your programs.

Creating an Action Plan
When parents, educators and community leaders make parent involvement a mutual goal, they can begin to work together as a team to create an action plan for reaching and maintaining the standards. Give each step adequate attention to ensure the overall effectiveness of your plan. Set realistic and achievable goals. Remember: Success Breeds Success. Accomplishing obtainable goals and then setting additional ones works better than reaching too high and trying to achieve too much in the beginning.

When implementing your action plan, consider local needs, priorities and the demographics of your school and community. Involve those who will be instrumental in carrying out the plan to help develop the steps or procedures to implement it. This uses a bottom-up rather than top-down team approach which allows for greater support and cooperation from everyone involved.

Family involvement should not be seen as an “add-on” program feature, but rather as an essential component in the ongoing goal of improved student success. In order to be most effective, the family-school involvement plan should be fully integrated into the overall school or program improvement process.

Making Progress
Once the groundwork is laid and all stakeholders understand the value of the partnership, then redefining, reshaping and “scaling up” planned activities and goals maintains the momentum of program change. As noted, family involvement is a process, not merely a series of “one shot” activities or plans carried out and then retired. It is crucial that the standards be implemented in an ongoing pattern of planning, action and evaluation on a consistent basis. Each measurable success fosters a pattern of continual, meaningful partnership.
<table>
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<th><strong>Key Points To Remember</strong></th>
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<td><strong>Positive Approach</strong></td>
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<tr>
<td>Take a positive approach and build on the commendable practices that already exist in your school or programs. Accommodate diverse populations. Consider the needs of all families and plan meetings and structure activities to best involve everyone.</td>
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<tr>
<td><strong>Involve All</strong></td>
</tr>
<tr>
<td>Involve all the stakeholders—parents, teachers, administrators, support staff and community members. Enlist the full participation of those who will implement the program or activity to help design the action plan prior to launching the program.</td>
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<tr>
<td><strong>Provide Training</strong></td>
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<tr>
<td>Involve school or program support staff, as well as educators and administrators, in the process. Provide program training for parents, staff and administrators as needed to implement the action plan.</td>
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<tr>
<td><strong>Offer Assistance</strong></td>
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<tr>
<td>Offer PTA assistance. Encourage your PTA members to work closely with the school or program administrators to be an effective team model for implementing the action plan and facilitating family-school involvement.</td>
</tr>
<tr>
<td><strong>Reinforce</strong></td>
</tr>
<tr>
<td>Reinforce the truth that family and community involvement is more than fundraising or collecting donations for projects and activities.</td>
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</table>
Utah’s Core Standards for Education

Since 1984 Utah has had a set of core standards for all academic areas taught in our K-12 public schools. Standards provide the foundation for high quality instruction by defining the essential skills and knowledge to be mastered at each grade level.

In 2010, Utah and 40 other states adopted a similar set of K-12 core standards for Math and English Language Arts based on the Common Core State Standards Initiative (CCSSI). The transition and implementation of these Math and English Language standards began in 2011. Two associations developed these new Standards: the National Governors Association and the Chief Council of State School Officers. Representatives from participating states, as well as a wide range of educators, content experts and researchers developed these standards to ensure that high school graduates in every part of the nation will have the knowledge and skills necessary for college and/or career readiness.

The Utah Core Standards for each subject area can be found at https://www.uen.org/core/ Utah Core Standards are reviewed and revised on a rotational basis to make sure that the Standards are up-to-date and adequate for our students. By State Law, all revisions must go through the same process before adopted and implemented. The timeline for this process is a minimum of one-year.

The Utah Board of Education will post notice that the revision process for a particular subject is going to begin. The Standards Review Committee (SRC) meets to make initial recommendations. The SRC Recommendations are reported to the Utah Board of Education. A writing committee is organized and they meet with the SCR to provide updates and receive input. Final updates are submitted to the Board for approval of a 90-day review period. The public has 90 days to give input on the recommended changes. Revisions occur based on public input. The Standards are then brought to the Board for review and adoption.

Utah PTA is a strong advocate of the Utah Core Standards. We encourage parents to become informed about standards and how they challenge and benefit their children. Parents can help their children succeed by partnering with their teachers and reinforcing the lesson topics at home. Parent guides for Student Success at each grade level are available at www.pta.org/parents.
Are you a new Education Commissioner and need some ideas for your PTA to support learning at your school? Here’s a month by month view of different programs, activities, and opportunities. (This is intended as a planning help only. Pick one or two activities for your PTA)

**May**
- Organize your commission. Invite new members to join.
- Attend PTA Leadership Convention for training
- Develop and send out a survey/needs assessment to know what the needs of your students and parents are for planning over the summer.

**July**
- Schedule book fair dates, if applicable

**August**
- Plan a display or handouts for Back to School Night
- Introduce an incentive program to reward excellent attendance

**September**
- Start the year with an activity that provides maximum participation but requires minimum planning such as a free Math Night sponsored by Mathnasium. [https://www.mathnasium.com/mathnight1](https://www.mathnasium.com/mathnight1)
- Plan an Engineering Fair (5th-12th grade).
- Assign volunteers to help with the take-home reading program and get that program up and running.
- Encourage families to participate in literacy opportunities.

**October**
- Encourage students and parents to read a book to celebrate National Book Month
- Be a part of Jumpstart’s Read for the Record or use National PTA’s Family Reading Experience for a Literacy Event [https://www.pta.org/home/programs/family-reading](https://www.pta.org/home/programs/family-reading)
- Invite science-related professionals to present information or demonstrations at a school event
- Publicize the KUED Reading Marathon in elementary grades
- Plan a program to celebrate National Family Literacy Day, observed each year on November 1

**November**
- Remind elementary students to track their minutes for the KUED Reading Marathon
- Sponsor a Reading/Literacy event at your school
January
- Begin planning with teachers for Read Across America activities observed annually on March 2,
  Dr. Seuss’s birthday
- Contact the PTA Legislative Vice President to receive updates about Education Bills during the legislative session

February
- Partner with the Family Life Commissioner to include education activities at PTA Take Your Family to School Week
- Attend “PTA Day at the Capitol”
- Hold an event on Civics Education
- Ask if PTA Volunteers can help with the Science Fair

March
- Celebrate Dr. Seuss’s birthday on March 2nd with “Read Across America”
- Hold a College Fair with booths representing various colleges and universities manned by alumni (yes, even for elementary schools)
- Register for the Utah PTA Leadership Convention and encourage all PTA leaders to attend

April
- D.E.A.R. Day (Drop Everything and Read) on April 12, Beverly Cleary’s birthday. Consult with the school librarian on ways to partner for Children’s Book Week in May
- Hold an event focused on Financial Education
- Hold an Engineering Fair or participate in a district Engineering Fair

May/June
- Teacher Appreciation Week
- Children’s Book Week
- Attend Utah PTA Leadership Convention
- Begin publicizing the Read with a Child summer reading program calendars published by the Governor
- Encourage families to attend local educational events during the summer
- Advertise the Summer Reading Programs at local libraries.
- Finish your procedure book and prepare to transition with the new Education Commissioner
One of the most important factors in academic achievement is the ability to read and learn from what is read. There may also be other benefits of experiencing success in reading, such as improved self-esteem, positive self-concept, appropriate social skills, and overall social competence (Adams, 1990; Lyon, 1997).

**Elementary Programs**

**Take Home Reading Program**
Many schools have a take home reading program that reinforces the Accelerated Reader program. This leveled reading program allows students to check out a book on their level, take it home to read with an adult, and return it for another book. As their reading comprehension increases, the student progresses to a higher level. PTAs often facilitate this program by providing supplies and volunteers. A local BSA Scout is often willing to help increase the number of books available through his Eagle Scout project. Coordinate this with your media center specialist/librarian.

**BOOK IT!**
BOOK IT! motivates children to read by rewarding their reading accomplishments with praise, recognition and pizza. The program is simple, flexible, fun and free to use in your classroom! BOOK IT! was created in 1984 and currently reaches more than 14 million students and 37,000 K-6 grade schools annually. Each student sets a reading goal for the month. When they meet their monthly goal, you get to recognize them with a Reading Award Certificate from Pizza Hut, good for a free one-topping Personal Pan Pizza.

**KUED’s Annual Reading Marathon**
Students track their minutes of reading throughout the month of November. Minutes are submitted online. As a reward for children who reach their reading goals, an invitation-only Super Reader Party is held the following January. At the Super Reader Party, children participate in fun activities with PBS pals Martha Speaks, Sid the Science Kid, Super WHY and Buddy from Dino Train, and take home free books and goodies from community partners. Get more information at www.kued.org/kids.

**Ken Garff Road to Success Program**
The purpose of Road to Success is to have every child read alone or be read to twenty minutes every day. This way, adults and children learn the power of reading together. Every participating school will set its own reading goals. Prizes and fun activities will encourage participation throughout the year, encouraging young readers to set their own objectives and measure their performance. Youngsters who meet their goals will be given prizes along the way, and they will be eligible for a drawing to win a bicycle at the end of the year. Get more information at www.kengarffroad.com.

**Jumpstart’s Read for the Record**
This program aims to set a new Guinness World Record for the greatest number of people reading the same book on the same day. A different book is chosen each year and the event usually happens in October. Events at schools, libraries, and community centers can engage your entire community in literacy awareness. The Jumpstart website has many planning, publicity, and activity materials for your use. Get more information at www.readfortherecord.org.
Read Across America on March 2
National PTA proudly supports the Read Across America initiative. This reading motivation and awareness program calls for every child, no matter the age, to celebrate reading on or around Dr. Seuss’s birthday, March 2nd. Resources and activities to observe Dr. Seuss’s birthday and keep children and youth reading year round are available to parents, educators, and PTA leaders. The event can be tailored to the specific needs of your local unit and the website includes some ideas for events, such as a birthday party for Dr. Seuss, invited guest readers, read-a-thons with parents and students, a book donation drive for child-care centers, community centers or hospitals, etc.

The web link below sends you to the “Create a Reading Event” page; there are additional links to help with activity ideas, resources and materials, publicity tools, and everything you need to make your event successful. Be sure to coordinate with your unit’s Teacher Vice President in case teachers are already thinking about event ideas. Make the partnership between PTA and the faculty a positive one! Get more information at www.nea.org/readacross.

Elementary and Secondary Programs

America’s Battle of the Books
A reading incentive program for students in 3rd through 12th grades. Students read books and come together usually in groups to demonstrate their abilities and to test their knowledge of the books they have read. The student competitions are usually similar to the TV series Family Feud or Whiz Kids styles of competitions. However, the structure, format, and rules of the competitions may vary depending on the educational goals, student needs, local resources, and personal preferences at various school sites, school districts, county libraries, or offices of education.

D.E.A.R. Day (Drop Everything and Read) on April 12
In a continuing effort to promote literacy, National PTA supports Drop Everything and Read Day on the birthday of beloved children’s book author Beverly Cleary. Participating in D.E.A.R. Day is a wonderful way to encourage children and youth to read more and families to make time to read together. A variety of activities can be planned to support this reading initiative and the website can help with planning. Get more information at www.dropeverythingandread.com.

DYAD Reading Method
Dyad reading is based on the Neurological Impress Method (NIM), a reading intervention developed by R. G. Heckleman in 1969. NIM was first introduced with an adult reader chorally reading along with a child as the pair sat side-by-side, sharing the same book. The key to the success of dyad reading is providing a struggling reader with supported access to challenging texts through choral reading with a stronger, more fluent reader.

Read Today
KSL Read Today offers a program to engage parents and community members in helping your school. Read Today is a high impact literacy program that pairs struggling readers with volunteer tutors. Their mission is to connect families, local businesses, organizations, and religious groups to their local schools to make a difference in their communities. Read Today works directly with AmeriCorps in the schools. AmeriCorps administers the program, trains volunteers using the STAR tutoring program (see below), collects data, and ensures quality and consistency. KSL creates awareness, recruits tutors and provides incentives and celebrations, some of which could include Chopper 5 landings and literacy events. Partners include: United

Star Tutoring Program
The Utah State Office of Education (USOE) has produced a tutorial reading program, Student Tutoring Achievement for Reading (STAR), to support struggling readers. Trained adult tutors meet with students twice weekly for thirty minutes and support students as they practice reading. Struggling readers benefit from increased reading time, targeted practice, and a rewarding reading experience.
The STAR tutoring program also has materials and training for a Cross-age tutoring program, which enables older students to tutor younger students, and the STAR Parent tutoring program for parents to support struggling readers at home. USOE provides tutoring materials for all public schools at no cost.

The STAR parent manual is available in English and Spanish and includes lessons and a list of the best books for parents to read aloud to children. Parents can receive training at no cost from the literacy coach at their school.

Organizing STAR Tutoring at your school will be easier than ever before, now that Read Today is partnering with many community groups to help local schools. Contact your school’s literacy coach. If there is currently no coach, contact the USOE for more information. www.schools.utah.gov/CURR. Schools can request volunteers through justserve.org.

Book Fair
Education Commissioners are often asked to organize the book fair. There are several ways to do this, and companies such as Scholastic, A+ Book Fairs, Barnes & Noble, BYU Bookstore, and others can provide you with the books you need to sell. Children’s Bookstore is a completely, 100% online book fair. Work with the PTA Treasurer to ensure all financial procedures are followed. A book fair can be a great opportunity for the PTA to sponsor literacy events in conjunction with the fair. Choose a theme for the fair and plan the reading activities to relate to the theme. This can generate excitement for the fair and increase literacy in your school.

Need More Literacy Ideas?
- Encourage all parents and guardians to read with their children for twenty minutes each day.
- Support the school in enlarging and updating the books and materials in the library collection.
- Hold Read-a-Thons or other organized reading activities.
- Early morning Dads and Donuts, Moms and Muffins or Guests and Goodies are great forums for small group reading sessions.
- Publish a reading calendar suggesting books and activities that promote reading on a daily basis at home.
- Partner with the library/media specialist to post and distribute lists of books, such as Caldecott, Newbery, and Utah Reading Award books.
- Recruit grandparents or other adults to volunteer as reading tutors at the school. Coordinate STAR tutoring training with the principal. Have your school request reading volunteers through justserve.org.
- Encourage all parents (even neighbors with preschoolers who are not yet involved in PTA) to attend book festivals, reading conferences, or reading summits. Watch the education page of the Utah PTA website for information.
Preschool

- Provide information to parents about Even Start (Granite School District), UPSTART, Head Start, or other quality preschool programs.
- Make information available on what constitutes a quality preschool and list preschools in your locale.

Assisting Student Success in All Grades

- Give ideas in the PTA newsletter on things a family can do to promote curiosity, a desire to read, participation in the arts, math exploration, and other learning experiences.
- Raise awareness about the new State Standards for math and English language arts. Teach parents about how they can prepare their children to meet the new standards and succeed in school.
- Have a learning fair and challenge the students and parents to solve a problem, create art, write and perform a short play, demonstrate science principles, etc.

Special Needs Students

- Form support groups or provide information on support groups that focus on exceptional children or other sub-groups.
- Encourage peer programs in the Resource/Special Education classes.
- Sponsor disability awareness programs in the school and invite parents of children with disabilities to assist with such programs.
- Sponsor a fair or program to promote cultural awareness.
- Provide information to parents about Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act so they can be effective advocates for their child.
- Provide information about the Utah Parent Center which helps parents with IEPs (Individual Education Plan for students with special needs), and 504 plans for special accommodations.
- Sponsor a CHADD (Children and Adults with Attention Deficit Disorders) educator membership, enabling the school to receive National CHADD publications (magazine and newsletter) for the school library and local CHADD lending library privileges.
- Invite a CHADD of Utah representative to present a teacher in-service or parent presentation.
- Cooperate with the school in purchasing books and DVDs for a school resource library about disabilities and special needs for educators, parents, and students.
- Provide information to parents about dyslexia and the needs of children with dyslexia.

Civics Education

- Combine patriotic celebrations with an educational program at the school.
- Invite legislators, city official, school board members, or State School Board representatives to school events and introduce them to the students.
- Sponsor a fair or program to promote cultural awareness.
- Encourage the school and district to donate old textbooks to groups in the community or a foreign country.

**Character Education (in partnership with the Individual Development Commissioner)**

- Sponsor opportunities in which student talents can be developed and/or displayed.
- Help parents understand how important it is for students to be in school—good school attendance affects students academically as well as emotionally and socially.
- Publish newsletter articles for parents with ideas to help encourage better attendance at school.
- Sponsor school-wide programs designed to reduce absenteeism and truancy.
- Plan a meeting for parents about the attendance and citizenship policies.
- Communicate the concepts of the selected Character Education curriculum to parents.
- Promote the characteristics of good citizenship through assemblies and motivational speakers.
- Sponsor a program that encourages the character traits of good citizenship.

**STEM Education (acronym used to refer to Science, Technology, Engineering, and Mathematics)**

- Invite science presentations from higher education institutions such as your local community college or university. Contact the institution’s department office and ask about community outreach.
- Encourage student participation in technology and science competitions.
- Organize an Engineering Fair at your school (5th - 12th grade). Planning guidelines can be found at www.utahpta.org/stem-education.
- Check out the STEM education page of the Education Commission website for additional ideas (www.utahpta.org/stem-education). Some mathnasiums offer free math nights for your schools.

**Library Media Centers**

- Sponsor classes at the school for parents and students on the computers at the school.
- Hold an open house at the school library media center to demonstrate available services and resources.
- Partner with the media specialist to recruit volunteers for the library media center.
- Obtain fliers on Pioneer, Utah’s online library, and the Utah Education Network and make them available to parents at Back-to-School Night, parent-teacher conferences, or College and Career Readiness Conferences.

**College and Career Education (secondary schools)**

- Facilitate student participation in work-based learning opportunities.
- Invite school counselors to explain options and programs available to students who do not graduate.
- Sponsor an evening for high school parents on options for post-secondary education.
- Share information about Utah’s Statewide Online Education Program; see www.schools.utah.gov/edonline.
- Assist schools in identifying representatives from all types of careers and training for classroom presentations or school-wide career fairs.
- Arrange a tour for parents and students of the local Applied Technology Centers or Applied Technology Center Service Region facilities in your area.
- Invite representatives from local ATCs and other career training centers in your district to share information at a parent/student night.
- Recognize students with ATE (Applied Technology Education) Skill Certification.
- Encourage student involvement with pre-professional organizations available for membership at the secondary schools.

**Counseling**

- Conduct workshops or provide information to parents on how to participate in SEP/SEOP conferences.
- Inform parents of the value of qualified counselors and their role in guiding students.
- Sponsor an evening with the school counselors to present the resources they have available in the Guidance Counseling Center.

**Assisting Teachers and Administrators**

- Encourage the administration to provide quality in-service training for the faculty.
- Find out if teachers have a need for parents to help with service-learning projects and match interested parents with the projects.

**National PTA Programs**

The following are registered PTA programs. Information about them can be found at the National PTA website (www.pta.org). Enter the name of the program in the search window.

- Take Your Family to School Week is scheduled in mid-February. National PTA provides many resources to help you plan a successful week of events, including video training sessions. Watch also for announcement of grants to help cover the costs of your events.
- National PTA School of Excellence program is to help PTAs strengthen the family-school partnership and make measurable progress together in one of the three areas: Education, Health and Safety, and Arts and Cultural Exploration. At a National PTA School of Excellence, families feel welcomed and empowered to support student success, and PTA is a key partner for continuous school improvement. Enrollment for the school year begins in April of the previous year. Contact excellence@pta.org for more information.
The PTA Family Reading Experience, powered by Kindle, includes a set of free activities and tools in English and Spanish to organize events that engage the entire family in improving reading skills for students between kindergarten and fifth grade. Check out their ideas, promotional tools, and story contests to receive digital reading devices for your school. Additional resources are found at the bottom of the Family Reading Experience page.

Other Education Related Programs

Teacher Appreciation Week is usually observed during the first full week of May but, of course, you can schedule events to celebrate teachers at any time of the year.

Many schools have traditions for teacher appreciation and they may be well-loved and worthwhile. Evaluate the benefit/effort ratio. If the efforts to decorate doors gives the teachers little return, perhaps it is time to rethink the tradition. Take time to discuss with teachers and parents what would really send a message of appreciation; for example, volunteer classroom help, a fruit basket, or a masseuse in the break room.

Sponsors

- Multiply your effectiveness by finding sponsors for your literacy activity.
- PTA partners with the principal, teachers, community council, local businesses, community members, and local universities or colleges.
- Look to your local businesses, as they may donate money, food, books, prizes, etc. in exchange for publicity. Remember: the publicity you offer is a public “thank you” for their support and not a PTA endorsement of their products or services. Some businesses or organizations have related goals and may partner with your PTA for this activity.
- Talk to your school district’s grant writers or officers of the district foundation about the possibility of financial support for your programs.

Activities

An education activity could include many activities and people.
- One evening/day with a focus on specific grades or subjects.
- A round robin with activities and information in several areas to help parents and children.
- A conference for parents held on a Saturday.

Resources

Principals, teachers, reading specialists, counselors, district specialists, USOE specialists, employees at local universities and colleges make great guest speakers. They are your education family. Don’t forget the community. You may find great volunteers in the community that are excellent role models for children, such as: authors, artists, athletes, coaches, civic leaders, someone overcoming great odds, and many others.
Have you ever negotiated with family members regarding household chores, promoted a special program at your child’s school, urged others to incorporate your ideas into a plan at a PTA meeting, or tried to persuade a teacher, principal, school board member, or elected official to change a policy? If you can say yes to any of those questions then YOU are an experienced advocate. Every time you told someone what you wanted or needed, you were being an advocate. (Effective Advocacy for Your Child, www.pta.org)

National PTA’s motto is “every child, one voice.” Sometimes it is necessary for us to speak out on behalf of children. If one of the areas of concern in your school community indicates a need for a change in policy, it may be necessary for you to speak out—to parents, school faculty, the school board, the city council, or the Legislature. If you will be speaking on behalf of PTA, be sure to consult with your PTA leaders. They can help you refine your message and make sure that what you say is in harmony with the goals and mission of PTA. They may also be able to speak on your behalf, when feasible and appropriate.

If the area of concern affects children throughout the state, consider drafting a resolution to submit to the Utah PTA Resolutions Committee for consideration at the annual Utah PTA Leadership Convention. If approved by the membership, the resolution will become one of the issues that the Utah PTA Commissioners will actively pursue at the Utah Legislature or the Utah State Board of Education. Information about the resolution process is found in the annual Utah PTA Handbook and Utah PTA Legislative Handbook.

Utah PTA has many resolutions that have been adopted by its general membership. Resolutions that are current as of this printing are listed on the following page. For an up-to-date list, see www.utahpta.org/resolutions-position-statements. The resolutions are categorized by commission topics. Education resolutions include High School Graduation Requirements, School Trust Lands, Language Instruction, State Board of Education, and others.

National PTA has Advocacy Resources available to its members and you will find these at their website, www.pta.org/advocacy. These resources will help you advocate effectively, build coalitions, develop your message, and target decision-makers. You will find National PTA resolutions under “About PTA/Governance” on their website.

The following are examples of appropriate advocacy efforts by Education Commissioners.

- Advocate for appropriate learning opportunities and school activities for all students.
- Work with your legislators to help them understand the need for adequate educational funding.
- Invite legislators to visit your council or local Board meetings and organize a tour of schools in your district.
- Give information to the local school board on issues affecting your school.
- Visit with your legislator on a regular basis to discuss education concerns and the good things happening at your school.
- Join the Utah PTA Member-to-Member Network to receive action alerts during the legislative session.
- Attend School Community Council meetings at your school and inform parents of outcomes via the PTA/PTSA newsletter.
- Advocate for continuing professional development and renewal of licenser of educators.
Utah PTA Education Resolutions
An Overview

All Utah PTA Resolutions can be found on our website:
www.utahpta.org/resolutions-position-statements

EDU 2017-1 High Expectations for Students with Disabilities - Encourage teachers, students, parents, administrators, and members of the community – to have and maintain high expectations for all students including students with disabilities, including high expectations by the students themselves and encourage school communities to include children with disabilities and their families in all school activities.

EDU 2017-2 Support for Counselors, Psychologists, and Social Workers in Schools - Encourage increased support for counseling programs through more training and funding in both elementary and secondary schools to help with mental health concerns in students.

EDU 2015-1 School Trust Lands - Encourage State and local officials to take all necessary steps to assure that management of the School Trust Lands is in accordance with trust duties and principles.

EDU 2015-2 Support for Community Schools - The Community School model promotes more efficient use of school buildings, heightened security, community pride and better rapport among students and residents.

EDU 2015-3 State Board of Education - PTA supports the democratic process and encourages its membership to be active participants in the election. As the body elected to establish policy and standards for education, Utah PTA supports non partisan election of State School Board members.

EDU 2014-1 Public School Accountability - Support systems of accountability for public schools that take into account numerous qualitative characteristics; advocate against the implementation of any accountability system that reduces the evaluation of a school to a single grade or score.

EDU 2014-2 Chronic Absenteeism - Encourage parents and students to promote student attendance and address chronic absenteeism.

EDU 2014-3 Dyslexia and Other Specific Learning Disabilities - Collaborate with schools and community organizations to educate, advocate for and support legislation for funding to assist in training of parents, teachers and other school personnel in early identification, appropriate education intervention and assisted technologies for dyslexia and other specific learning disabilities.

EDU 2013-1 Family Engagement in Education - Actively seek or develop and promote programs that assist parents in developing the skills they need to raise and protect their children.

EDU 2011-1 Excellence in Teaching - Advocate for policies that strengthen respect and adequate funding for public education and the teaching profession; support high standards for teacher preparation, licensing, hiring, and professional development; and support a comprehensive, fair, and effective evaluation system for educators that includes peer review and parental input to ensure excellence in teaching.
EDU 2011-2 PTA Support for Local School Community Councils - Train local PTA units on the roles of the School Community Council (SCC) and encourage PTA members to actively serve on their SCC; collaborate with the Utah State Board of Education to develop high level training for local SCCs and school boards; and support its implementation.

EDU 2010-1 Teacher Librarians and School Library Media Programs - Support funding for certified teacher librarians, school library books, electronic resources, and information technologies as part of the school media services; and encourage local school boards to meet State Board of Education standards for library media centers.

EDU 2010-2 Education Funding - Urge the Legislature to make public education revenue allocations a high priority; encourage adequate funding for critical needs of public education; and oppose vouchers, tax credits and similar funding sources for education-related expenses for students.

EDU 2010-3 Providing Appropriate Educational Opportunities for Gifted/Accelerated Learners Statewide - Support funding to develop and provide programs for gifted/accelerated learners; and encourage professional development for teachers regarding differentiated curriculum for gifted/accelerated learners.

EDU 2007-1 Full-Day Kindergarten - Support the expansion of optional full-day kindergarten programs for students in need of support to achieve minimal learning standards and request increased funding to support such expansion.

EDU 2006-1 High School Graduation Requirements - Encourage school rigor in a wide variety of subjects while encouraging statewide practices and requirements that achieve balance and flexibility in student curriculum, opposing efforts that too narrowly define academic rigor solely as language arts, math, and science; ask the State Board of Education to encourage the implementation of flexible four-year plans as part of the SEOP process to help students explore and focus high school course studies upon post high school plans.

EDU 2005-1 Education of Students with Disabilities - Support continued state and local funding to sustain present programs to educate students with disabilities; support the right of each student with a disability to have access to an equal education via such means as Individual Education Plans (IEP) and 504 Accommodation Plans, and support education policies and legislation that will improve advocacy and parental education within the public school system to benefit children with special needs.

EDU 2004-1 State Board of Education - Recognize the State Board of Education as the body elected to establish policy and curriculum for education in the state; support legislation to restore nomination to, and election of, members of the State Board of Education in a way that is more responsive to the constituency of each State School Board district; and work more closely with the State Board of Education in designing and implementing policies and curricula.

EDU 2001-1 Reimbursement of Fee Waivers in Utah School Districts - Lobby for legislative funding designated to reimburse school districts for a percentage of their fee waiver costs.

EDU 1997-1 Literacy - Support efforts and programs to improve literacy and encourage State government to make literacy a priority for all Utah students.
**EDU 1997-2 Attention Deficit Disorders in Children** - Educate parents, school personnel and communities on symptoms and behaviors of ADD/ADHD; support effective interventions tailored to the unique learning strengths and needs of every child; and support legislation for funding to assist in training of parents, teachers and other school personnel in identification and treatment methods of ADD/ADHD.

**EDU 1995-4 Increased Support for SEOPs in Secondary Schools** - Work to fully implement the use of quality SEOPs in secondary schools, strengthening the role of parents and students in that process.

**EDU 1990-1 Alternative Schedules and Maximized Use of Facilities** - Encourage the legislature to provide the necessary funding for schools to explore the options of alternative schedules and school districts to include parents, staff, students, business and community leaders in any process that may result in the implementation of alternative schedules.

**EDU 1990-5 Language Instruction** - Encourage local districts to offer students language-learning opportunities in elementary schools as well as advanced language learning opportunities in secondary schools.
This listing of resources is not exhaustive. It is meant to suggest sources where information may be obtained to aid in pursuing a PTA project or area of interest to a school community.

**National PTA Headquarters**
1250 N. Pitt Street  
Alexandria, VA 22314  
Telephone: (703) 518-1200  
Toll Free: (800) 307-4PTA (4782)  
Fax: (703) 836-0942  
info@pta.org  
[www.PTA.org](http://www.PTA.org)

**United States Department of Education**
400 Maryland Avenue, SW  
Washington, D.C. 20202-0100  
Toll-Free: (800) 872-5327  
Website: [www.ed.gov](http://www.ed.gov)

**Learning First Alliance**
1615 Duke Street  
Alexandria, VA 22314  
Phone: (703) 518-6290  
Fax: (703) 548-6021  
Website: [www.learningfirst.org](http://www.learningfirst.org)

**National Center for Family Learning**
325 West Main Street, Suite 300  
Louisville, KY 40202-4251  
Phone: (502) 584-1133  
Website: [www.familieslearning.org](http://www.familieslearning.org)

**National Center for Learning Disabilities**
32 Laight Street, Second Floor  
New York, NY 10013  
Phone: (212) 545-7510  
Toll-free: (888) 575-7373  
Website: [www.ncld.org](http://www.ncld.org)

**National Center for Education Statistics**
Institute of Education Sciences  
Potomac Center Plaza  
550 12th Street, SW  
Washington, D.C. 20202  
Phone: (202) 403-5581  
Website: [www.nces.ed.gov](http://www.nces.ed.gov)

**National Association for Gifted Children**
1331 H Street NW, Suite 1001  
Washington, D.C. 20005  
Phone: (202) 785-4268  
Fax: (202) 785-4248  
Website: [www.nagc.org](http://www.nagc.org)

**National Education Association**
1201 16th Street, NW  
Washington, D.C. 20036-3290  
Phone: (202) 833-4000  
Fax: (202) 822-7974  
Website: [www.nea.org](http://www.nea.org)

**National Spelling Bee**
312 Walnut Street, Suite 2800  
Cincinnati, OH 45202  
Phone: (513) 977-3040  
Website: [www.spellingbee.com](http://www.spellingbee.com)
# State Resources

## Utah State Board of Education
250 East 500 South  
PO Box 144200  
Salt Lake City, UT 84114-4200  
Phone: (801) 538-7500  
Website: [www.schools.utah.gov](http://www.schools.utah.gov)

## Utah Parent Center
(For Families with Disabilities)  
230 West 200 South, Suite 1101  
Salt Lake City, UT 84101  
Phone: (801) 272-1051  
Toll-Free: (800) 468-1160  
Website: [www.utahparentcenter.org](http://www.utahparentcenter.org)

## Utah Afterschool Network
254 South 600 East, Suite 200  
Salt Lake City, UT 84102  
Phone: (801) 359-2722  
Website: [www.utahafterschool.org](http://www.utahafterschool.org)

## Utah Association for Gifted Children
P.O. Box 9332  
Salt Lake City, UT 84109-0332  
Phone: (801) 635-5780  
Website: [www.uagc.org](http://www.uagc.org)

## KUED Ready to Learn
Dolores Doré Eccles Broadcast Center (EBC)  
The University of Utah  
101 S. Wasatch Drive  
Salt Lake City, UT 84112  
Phone: 801-581-7777  
Website: [www.kued.org/kids](http://www.kued.org/kids)

## KBYU TV Ready to Learn
BYU Broadcasting  
Brigham Young University  
Provo, UT 84602  
Phone: (801) 422-8450  
Toll Free: (800) 298-5298  
Website: [www.kbyutv.org/kidsandfamily](http://www.kbyutv.org/kidsandfamily)

## Utah School Boards Association
860 East 9085 South  
Sandy, UT 84094  
Phone: (801) 566-1207  
Website: [www.usba.cc](http://www.usba.cc)

## Utahns for Public Schools
3276 East 3300 South #508  
Salt Lake City, UT 84109  
Phone: (801) 971-9200  
Website: [www.utahnsforpublicschools.org](http://www.utahnsforpublicschools.org)

## CHADD OF Utah
(Children and Adults with Attention Deficit Disorder)  
Website: [www.chaddofutah.com](http://www.chaddofutah.com)

## Utah Education Association
875 E. Pontiac Drive (5180 S.)  
Murray, UT 84107-5299  
Phone: (801) 266-4461  
Toll Free: (800) 594-8996  
Fax: (801) 265-2249  
Website: [www.myuea.org](http://www.myuea.org)

## Disability Law Center
205 North 400 West  
Salt Lake City, UT 84103  
Toll-free: (800) 662-9080  
Website: [www.disabilitylawcenter.org](http://www.disabilitylawcenter.org)
<table>
<thead>
<tr>
<th>District</th>
<th>Address</th>
<th>Website</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpine</td>
<td>575 North 100 East, American Fork, UT 84003</td>
<td><a href="http://www.alpineschools.org">www.alpineschools.org</a></td>
<td>801-610-8400</td>
</tr>
<tr>
<td>Beaver</td>
<td>PO Box 31, Beaver, UT 84713</td>
<td><a href="http://www.beaver.k12.ut.us">www.beaver.k12.ut.us</a></td>
<td>435-438-2291</td>
</tr>
<tr>
<td>Box Elder</td>
<td>960 S. Main, Brigham City, UT 84302</td>
<td><a href="http://www.besd.net">www.besd.net</a></td>
<td>435-734-4800</td>
</tr>
<tr>
<td>Cache</td>
<td>2063 North 12th East, Logan, UT 84341</td>
<td><a href="http://www.ccsdut.org">www.ccsdut.org</a></td>
<td>435-752-3925</td>
</tr>
<tr>
<td>Canyons</td>
<td>9150 South 500 West, Sandy, UT 84070</td>
<td><a href="http://www.canyonsdistrict.org">www.canyonsdistrict.org</a></td>
<td>801-826-5000</td>
</tr>
<tr>
<td>Carbon</td>
<td>251 West 400 North, Price, UT 84501</td>
<td><a href="http://www.carbonschools.org">www.carbonschools.org</a></td>
<td>435-637-1732</td>
</tr>
<tr>
<td>Daggett</td>
<td>196 West 200 North, Manila, UT 84046</td>
<td><a href="http://www.dsdf.org">www.dsdf.org</a></td>
<td>435-784-3174</td>
</tr>
<tr>
<td>Davis</td>
<td>45 E. State Street, Farmington, UT 84025</td>
<td><a href="http://www.davis.k12.ut.us">www.davis.k12.ut.us</a></td>
<td>801-402-5261</td>
</tr>
<tr>
<td>Duchesne</td>
<td>1010 East 200 North, Roosevelt, UT 84066</td>
<td><a href="http://www.dcsd.org">www.dcsd.org</a></td>
<td>435-738-1240</td>
</tr>
<tr>
<td>Emery</td>
<td>120 N. Main, Huntington, UT 84528</td>
<td><a href="http://www.emerycsd.org">www.emerycsd.org</a></td>
<td>435-687-9846</td>
</tr>
<tr>
<td>Garfield</td>
<td>145 E. Center, Panguitch, UT 84759</td>
<td><a href="http://www.garfk12.org">www.garfk12.org</a></td>
<td>435-676-8821</td>
</tr>
<tr>
<td>Grand</td>
<td>264 South 400 East, Moab, UT 84532</td>
<td><a href="http://www.grandschools.org">www.grandschools.org</a></td>
<td>435-259-5317</td>
</tr>
<tr>
<td>Granite</td>
<td>2500 S. State Street, Salt Lake City, UT 84115</td>
<td><a href="http://www.graniteschools.org">www.graniteschools.org</a></td>
<td>385-646-5000</td>
</tr>
<tr>
<td>Iron</td>
<td>2077 W. Royal Hunte Drive, Cedar City, UT 84720</td>
<td><a href="http://www.irondistrict.org">www.irondistrict.org</a></td>
<td>435-586-2804</td>
</tr>
<tr>
<td>Jordan</td>
<td>7387 S. Campus View Drive, West Jordan, UT 84084</td>
<td><a href="http://www.jordandistrict.org">www.jordandistrict.org</a></td>
<td>801-567-8100</td>
</tr>
<tr>
<td>Juab</td>
<td>346 East 600 North, Nephi, UT 84648</td>
<td><a href="http://www.juabsd.org">www.juabsd.org</a></td>
<td>435-623-1940</td>
</tr>
<tr>
<td>Kane</td>
<td>746 South 175 East, Kanab, UT 84741</td>
<td><a href="http://www.kane.k12.ut.us">www.kane.k12.ut.us</a></td>
<td>435-644-2555</td>
</tr>
<tr>
<td>Logan</td>
<td>101 W. Center, Logan, UT 84321</td>
<td><a href="http://www.loganschools.org">www.loganschools.org</a></td>
<td>435-755-2300</td>
</tr>
<tr>
<td>Millard</td>
<td>285 East 450 North, Delta, UT 84624</td>
<td><a href="http://www.millard.k12.ut.us">www.millard.k12.ut.us</a></td>
<td>435-864-1000</td>
</tr>
<tr>
<td>Morgan</td>
<td>240 E. Young Street, Morgan, UT 84050</td>
<td><a href="http://www.morgansd.org">www.morgansd.org</a></td>
<td>801-829-3411</td>
</tr>
<tr>
<td>Murray</td>
<td>5102 S. Commerce Drive, Murray, UT 84107</td>
<td><a href="http://www.murrayschools.org">www.murrayschools.org</a></td>
<td>801-264-7400</td>
</tr>
<tr>
<td>Nebo</td>
<td>350 S. Main, Spanish Fork, UT 84660</td>
<td><a href="http://www.nebo.edu">www.nebo.edu</a></td>
<td>801-354-7400</td>
</tr>
<tr>
<td>North Sanpete</td>
<td>220 East 700 South, Mt. Pleasant, UT 84647</td>
<td><a href="http://www.nsangpete.org">www.nsangpete.org</a></td>
<td>435-462-2485</td>
</tr>
<tr>
<td>North Summit</td>
<td>65 S. Main, Coalville, UT 84017</td>
<td><a href="http://www.nsummit.org">www.nsummit.org</a></td>
<td>435-336-5654</td>
</tr>
<tr>
<td>Ogden</td>
<td>1950 Monroe Blvd., Ogden, UT 84401</td>
<td><a href="http://www.ogdensd.org">www.ogdensd.org</a></td>
<td>801-737-7300</td>
</tr>
<tr>
<td>Park City</td>
<td>2700 Kearns Blvd., Park City, UT 84060</td>
<td><a href="http://www.pcschools.us">www.pcschools.us</a></td>
<td>435-645-5600</td>
</tr>
<tr>
<td>Piute</td>
<td>500 N. Main, Junction, UT 84740</td>
<td><a href="http://www.piutek12.org">www.piutek12.org</a></td>
<td>435-577-2912</td>
</tr>
<tr>
<td>Provo</td>
<td>280 West 940 North, Provo, UT 84604</td>
<td><a href="http://www.provo.edu">www.provo.edu</a></td>
<td>801-374-4800</td>
</tr>
<tr>
<td>Rich</td>
<td>25 South 100 West, Randolph, UT 84064</td>
<td><a href="http://www.richschool.org">www.richschool.org</a></td>
<td>435-793-2135</td>
</tr>
<tr>
<td>Salt Lake City</td>
<td>440 East 100 South, Salt Lake City, UT 84111</td>
<td><a href="http://www.slc">www.slc</a> schools.org</td>
<td>801-578-8599</td>
</tr>
<tr>
<td>San Juan</td>
<td>200 N. Main, Blanding, UT 84511</td>
<td><a href="http://www.sjsd.org">www.sjsd.org</a></td>
<td>435-678-1200</td>
</tr>
<tr>
<td>Sevier</td>
<td>180 East 600 North, Richfield, UT 84701</td>
<td><a href="http://www.seviersd.org">www.seviersd.org</a></td>
<td>435-896-8214</td>
</tr>
<tr>
<td>South Sanpete</td>
<td>39 S. Main, Manti, UT 84642</td>
<td><a href="http://www.ssanpete.org">www.ssanpete.org</a></td>
<td>435-835-2261</td>
</tr>
<tr>
<td>South Summit</td>
<td>285 East 400 South, Kamas, UT 84036</td>
<td><a href="http://www.ssummit.org">www.ssummit.org</a></td>
<td>435-783-4301</td>
</tr>
<tr>
<td>Tintic</td>
<td>55 E. Main Street, Eureka, UT 84628</td>
<td><a href="http://www.tintic.k12.ut.us">www.tintic.k12.ut.us</a></td>
<td>435-433-6363</td>
</tr>
<tr>
<td>Tooele</td>
<td>92 Lodestone Way, Tooele, UT 84074</td>
<td><a href="http://www.toele">www.toele</a> schools.org</td>
<td>435-833-1900</td>
</tr>
<tr>
<td>Uintah</td>
<td>635 West 200 South, Vernal, UT 84078</td>
<td><a href="http://www.uintah.net">www.uintah.net</a></td>
<td>435-781-3100</td>
</tr>
<tr>
<td>Washington</td>
<td>121 W. Tabernacle, St. George, UT 84770</td>
<td><a href="http://www.washk12.org">www.washk12.org</a></td>
<td>435-673-3553</td>
</tr>
<tr>
<td>Wayne</td>
<td>79 North 100 West, Bicknell, UT 84715</td>
<td><a href="http://www.waynesd.org">www.waynesd.org</a></td>
<td>435-425-3813</td>
</tr>
<tr>
<td>Weber</td>
<td>5320 S. Adams Avenue Parkway, Ogden, UT 84405</td>
<td><a href="http://www.wsd.net">www.wsd.net</a></td>
<td>801-476-7800</td>
</tr>
</tbody>
</table>
Section 504 of the Americans Disabilities Act which prohibits discrimination based upon disability. A plan created for "a student with an impairment that results in limitations of one or more major life activities"

Assessment and Accountability Policy Advisory Committee who review current assessment and accountability policies and implementation decisions

Advisory Committee on Equity of Educational Services for Students (ACEESS is a 15-member committee established to advise the State Board regarding its efforts to support equity of educational services for students.)

Attention-Deficit/Hyperactivity Disorder (a neurobiological-based developmental disability estimated to affect between 3-5% of the school age population.)

American Federation of Teachers

Applied Technology College

Comprehensive Annual Financial Report (required by the State Treasurer. Compiled by school districts to highlight annual budgets and expenditures)

Computer Adaptive Test (Required by 2012 Utah law) Test items are selected by the computer to match the ability level of each student. “Tailored testing”

College and Career Readiness Plan (personalized plan for each student for college and career preparation)

Common Core State Standards Initiative (a set of college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics.)

Children and Adults with Attention Deficit/Hyperactivity Disorder

Compendium of Budget Information (Details of Utah’s budget and related financial authorizations.)

Career and Technical Education (career focused programs that result in attainment of credentials)

Drug Awareness Resistance Education

English Language Learner (any students who are not native speakers but are currently learning how to speak English)

English as a Second Language (process for non-native speakers to learn English)


Family Educational Rights and Privacy Act of 1974 (Protects the privacy of student education records)

Graduation Equivalency Diploma

Individuals with Disabilities Education Act- Federal legislation that ensures students with disabilities are provided with Free Appropriate Public Education (FAPE)

Individualized Educational Program (Plan for a student with one or more of 13 specific disabilities listed in IDEA. Disability must affect the child’s educational performance and ability to learn)
LAND_ _ _ Learning and Nurturing Development (The School LAND Trust Program creates an endowment for education from parcels of land granted to Utah at the time of statehood. Consists of SITLA, SITFO, the School Children's Trust Office (ALLOCATION) and SCCs)

LEA_ _ _ Local Education Agency (School District or Charter School)

NAEP_ _ _ National Assessment of Educational Progress (A national assessment given to a representative sample of students across the country.)

NCLB_ _ _ No Child Left Behind (2001: Pres. George W. Bush's reauthorization of ESEA.)

NEA_ _ _ National Educational Association

NSBA_ _ _ National School Boards Association

PD_ _ _ Professional Development

PLC_ _ _ Professional Learning Community (a group of educators that work together to improve teaching skills and the academic performance of students)

RISE_ _ _ Readiness Improvement Success Empowerment (State Assessment)

SAGE_ _ _ Student Assessment of Growth and Excellence (see RISE)

SCC_ _ _ School Community Council (An advisory body consisting of the principal, elected school employees and parents who determine the best use of the Trust Funds at their individual schools. DISBURSEMENT)

SCSB_ _ _ State Charter School Board

SAR_ _ _ Students at Risk

SEA_ _ _ State Education Agency

SITLA_ _ _ Utah School and Institutional Trust Lands Administration (manages the 3.3 million acre land portfolio for public schools, generating revenues through oil, gas, and mineral leases, rents, royalties, real estate development, and sales. MANAGEMENT)

SITFO_ _ _ Utah School and Institutional Trust Funds Office (Invests the Permanent School Fund. INVESTMENT)

SIP_ _ _ School Improvement Plan (Part of Utah Law, the school community council shall annually evaluate the school's statewide achievement test results, reading achievement plan, class size reduction needs, and technology needs, and use the evaluations in developing a school improvement plan to improve teaching and learning conditions)

SPED_ _ _ Special Education (Defined and regulated by IDEA, special education refers to a range of services provided to children with specific disabilities, ages 3-21, for educational purposes)

UAESP_ _ _ Utah Association of Elementary School Principals

UAN_ _ _ Utah Afterschool Network

UAPCS_ _ _ Utah Association of Public Charter Schools

UASCD_ _ _ Utah Association of Supervision and Curriculum Development (Organization dedicated to providing professional development to Utah's educational leaders)

UASSP_ _ _ Utah Association of Secondary School Principals

UCSA_ _ _ Utah Charter School Association

UEA_ _ _ Utah Education Association

UHSA_ _ _ Utah Home Schools Association

UPEC_ _ _ Utah Public Education Coalition (A group of education stakeholders including UEA, Utah PTA, USBA and the professional organizations for school principals, district superintendents, nonteaching school employees, and education deans)
USBA  Utah School Boards Association
USBE  Utah State Board of Education (Sets state policy regarding assessment, accountability, standards, & funding)
USDOE  U.S. Department of Education (federal assistance, collect data, and enforce educational laws regarding privacy and civil rights.)
USSA  Utah School Superintendents Association
WPU  Weighted Pupil Unit (A common factor used to determine the cost of a program on a uniform basis.)
Special Needs
PTA Special Needs Representative

Utah PTA encourages every local PTA and PTSA to have a Special Needs Representative on their local board.

A Special Needs Rep can help students with disabilities and their families to be connected and more fully included and to enjoy the benefits of associating and participating with others in the school community.

What the job of PTA Special Needs Rep IS:

- **Communication - facilitate communication** so that students with special needs and their families receive needed information about activities and events as well as other important information about the school community.
- Let them know who to contact with questions about PTA and school activities.
- **Encourage inclusion** - Work with the school and the PTA to make sure that activities are adapted to be inclusive and accessible for everyone, including those with special needs.
- **Make connections** - help families and students make connections with others.
- **Build a good relationship** with the special education team at your school so you can help each other.
- Get to know teachers, speech pathologists, guidance counselors, psychologists, administrators, etc. They can all help inform parents about the Special Needs Rep and can help deliver information to students with disabilities and their families.
- **Publicize** the role of SN Rep so people will know who to contact and let them know you are there to help. (Schools will not be giving you a list of special needs students due to privacy laws)
- This position could look different at different schools. SN Rep can be a person with or without a child with special needs. (This is a PTA position, it is not the same as positions with Special Needs groups organized by districts)

What the job of PTA Special Needs Rep is NOT:

- SN Rep does not attend IEP meetings for or with other parents
- SN Rep does not need to be a specialist on any or all disabilities or an IEP expert
- SN Rep should not share personal information about children or families

How to get started as the Special Needs Rep:

- Put your contact information in the front office and on the school website or Facebook page, put an article in the school newsletter, speak at Back to School Night, etc. Let people know who you are and how to contact you
- Ask special education team to pass out fliers at Parent-Teacher Conferences and IEP meetings with information about the Special Needs Rep
- Become familiar with resources for students with disabilities and their families – See Section 5 for list of resources
- Make sure you know about the Utah Parent Center and all they have to offer through their free services. Check out their website at [https://utahparentcenter.org/](https://utahparentcenter.org/) and be sure to share this info with others.
An Important Note on Privacy and Respect

- Through work as a special needs rep, you might become aware of private information about students and their disabilities. (like who is receiving Special Education services and details about a student’s’ disability) It’s very important that you keep that information private and not share it with others.
- **It is illegal** to share this type of information without written permission.
- **When sending group emails, use BCC (blind carbon copy) so the list of recipients is kept private**
- Some people are more open about their child’s disabilities and others are more reserved about giving out information. Even if families have shared information with you or others, it’s not your information to share.

The main points of focus for the Special Needs Rep are:

1) Communication 2) Flexibility 3) Awareness 4) Inclusion 5) Resources

A. Communication

- Make sure families get the message or information they need in a way they can receive it
- Figure out the best way to communicate – email, paper fliers, phone calls, regular newsletters, webpage, Facebook, posters in the halls, etc. – you may need to communicate with them in multiple ways
- Don’t just assume everyone will hear about activities and know all the details
- Don’t count on students verbally relaying the information and details to their parents
- Get information to these families as early as possible
- Special education students often need more time than others to prepare for a change in schedule or a special activity and they often end up being told at the last minute
- Be careful with acronyms (Special Education is full of them)
- Make sure to clarify acronyms. If you don’t understand an acronym – ask for clarification

B. Flexibility

- All special needs are not the same. Some are purely physical and others are cognitive or behavioral or a mixture. Some are temporary and others are long-lasting or permanent.
- What is appropriate for one person with a special need may not be appropriate for another. Different children may need different accommodations to fully participate.
- Focus on what accommodations are needed rather than what the specific disabilities are.
- Work with special education teachers and parents. Communicate with them. Keep them informed on activities.
- Be flexible – be willing to adapt and adjust programs and activities to accommodate children with special needs.

Possible Adjustments

- A buddy or extra help during field day
- Informed ahead of times about loud noises or surprise elements of an assembly
- Time at a carnival before the rest of the students come
- Let them know what will happen, what they will be expected to do, best place to sit during program, etc.
Support Special Ed Teachers and Aides
- Recognize and support special education teachers and don’t forget their aides
- They have extra work – IEPs, testing, reports, working closely with many classroom teachers, wide range of abilities and needs in the same class, etc.
- Help them find needed volunteers and resources
- Make sure they have people to help with parties and field trips or in the classroom, if needed
- Give them the same help (or more) that is given to regular education classes

C. Awareness

Help others be more aware of those with disabilities and how to treat them and include them.

**People First Language**

People First Language focuses on the person rather than on the disability. A person with a disability is still a person. The words we use reflect our attitudes and perceptions and can have a powerful effect on those around us. When speaking to or about those with disabilities, it’s important to use People First Language (PFL).

<table>
<thead>
<tr>
<th>Use</th>
<th>Not Use</th>
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<tbody>
<tr>
<td>person with a disability</td>
<td>NOT disabled person</td>
</tr>
<tr>
<td>person who uses a wheelchair</td>
<td>NOT wheelchair bound or confined to a wheelchair</td>
</tr>
<tr>
<td>person with a physical disability</td>
<td>NOT cripple, quadriplegic, etc.</td>
</tr>
<tr>
<td>person with a learning disability</td>
<td>NOT learning disabled</td>
</tr>
<tr>
<td>person with a cognitive disability</td>
<td>NOT mentally retarded</td>
</tr>
</tbody>
</table>

Disability Etiquette (MN State Council on Disabilities, used with permission)

**Tips: Relax! People with disabilities are ‘just people’ – like you.**

- Never assume you know what an individual with a disability wants or needs;
- When talking to a person with a disability, talk directly to that individual, not the friend, companion or sign language interpreter who may also be present
- Treat adults in a manner befitting adults
- If offering any assistance, ALWAYS wait for a response
- Never automatically push someone who uses a wheelchair
- Do not raise your voice or shout unless instructed to do so
- Do not look away while talking with a person who is Deaf or hard of hearing, he or she may be reading your lips
- Do not assume a Deaf or hard of hearing person can read lips, it’s very difficult and a good lip reader can usually only decipher about one-third of what you are saying
- Do not pretend to understand if you do not, you may agree to do something accidentally
- If greeting someone who is blind or low vision, identify yourself and those who may be accompanying you
- When guiding someone who is blind or low vision, allow him or her to take your arm, and give verbal directions, if appropriate
- When ending a visit with someone who is blind or low vision always communicate your actions, don’t just walk away
D. Inclusion

- Many students who are in special ed classes are attending schools that are not their neighborhood schools.
- The families may feel isolated because they are not from the area and they may feel isolated because their children are in a different kind of class and maybe participate in different activities than the rest of the children in that grade do.
- Many students are bussed to the schools and parents don’t get the opportunity to be in the school when dropping off and picking up students. They may not have friendships and connections with other parents in the school.
- Being part of PTA could help parents of students in special education connect with other parents and feel more a part of things.
- Sometimes other parents might even be afraid to approach these parents for fear of offending them.
- Everyone wants to feel welcome and included. It’s nice to be invited and informed whether they participate or not.

E. Resources

Law Enforcement: CIT – Crisis Intervention Teams
Crisis Intervention Teams include specially trained law enforcement officers. These officers are trained in tactics to effectively deal with a situation involving a person experiencing a mental health crisis. These officers are certified by the State of Utah Division of Substance Abuse and Mental Health.

A CIT Officer has received training in preventing psychiatric crises and de-escalating a crisis when it occurs, without the unnecessary use of physical force.

Officers are also trained in identifying characteristics of various mental disorders. Along with a newfound empathetic approach, officers of this program are trained to provide a safer intervention for the person experiencing a mental health crisis, their family members, the community, and the officers themselves.

Tips for dealing with Law Enforcement:
1. Students should meet their school officer and have a positive interaction with the officer and the officer should be especially familiar with special ed students in the school.
2. Students should be instructed on following officers’ instructions when asked
3. All school staff should know what CIT officers are, especially anyone who might be calling police such as secretaries, administrators, psychologists, bus drivers, teachers, custodians, etc.
4. School staff should know to request CIT officers – just ask for a CIT officer when calling the police.
5. Some police departments have forms where you can list information that might be needed in a crisis, such as contact information and description for a child who likes to wander, etc.

CIT Utah
http://www.cit-utah.com/ Ron Bruno – Executive Director (801) 535-4653 CITUtah@CIT-Utah.com
F. More Resources

Utah PTA  http://www.utahpta.org

National PTA Resolution – HIGH EXPECTATIONS FOR STUDENTS WITH DISABILITIES

In June 2017 this resolution was approved by the Utah PTA membership and in 2018 it was approved by the National PTA membership. PTA supports high expectations for all students. The majority of students with disabilities can successfully function much like anyone else in society. What they primarily lack is the self-confidence and support to plot their own course in life. Our hope is that with this resolution we can begin to change the mindset of all the stakeholders – parents, teachers, the community and the students themselves – that we will have high expectations for students with disabilities and that we will give them the opportunities, tools, accommodations and instruction to empower them to go as far as possible toward achieving their full potential.

http://www.utahpta.org/files/docs/UT%20High%20Expectations%20%20Updated%20Feb%202018.pdf

Reflections – Special Artist Category for students with disabilities. Check the Utah PTA website www.utahpta.org in May or June for Special Artist information, rules, guidelines, judging process, and guidelines for judges.

Utah Parent Center http://www.utahparentcenter.org
Also on Facebook – Utah Parent Center

Information, resources, support, advocacy and training for families of people with disabilities, including IEP and 504 training and support. Services are free of charge. (Advocates can attend IEP meetings with parents, if requested)

The mission of the UPC is to help parents help their children, youth and young adults with all disabilities to live included, productive lives as members of the community. They accomplish this mission by providing accurate information, empathetic peer support, valuable training and effective advocacy based on the concept of parents helping parents.


This Directory is available to parents and professionals to help them connect with organizations, agencies, service providers and local disability support groups. Directory contains contact information and brief descriptions of services provided. Two versions – a 2 page condensed list or a longer, more detailed booklet.
Disability Awareness Activity Packet:
Activities and Resources for Teaching Students about Disabilities
By Bev Adcock and Michael L. Remus (Deer Valley Unified School District, used with permission)

Includes information and activities to help students be more aware of and empathetic with those with disabilities and how to help and understand them better.

USBE (Utah State Board of Education) Special Education Services
Information on Accessibility, Effective Instruction, Annual Performance reports, Multi-Tiered System of Supports, and many other topics.
https://www.schools.utah.gov/specialeducation

National PTA Resolution
High Expectations for Students with Disabilities

This resolution was adopted by the delegates at the National PTA Convention in New Orleans, LA in June 2018.

Special Needs Toolkit https://www.pta.org/home/family-resources/Special-Education-Toolkit
Includes information for getting needed services, dictionary of terms, list of resources, etc. Lots of information.

Ideas to Support Children with Special Needs
http://www.pta.org/parents/content.cfm?ItemNumber=4275
  ■ Day of Encouragement
  ■ Day of Pairing
  ■ Special Needs Task Force

People First Language
Information, examples, and the importance of People First Language
https://www.disabilityisnatural.com/people-first-language.html
Buddy Bench
A simple idea to end loneliness and foster friendship on the playground

Informational Websites and Articles

Understood for learning & attention issues website  https://www.understood.org/en
This website has many articles for parents and teachers of students with disabilities on such topics as special services, social situations, managing feelings, etc.

Least Restrictive Environment (LRE): What You Need to Know
Article about the different types of LRE

Friendship Circle: Special Needs Resources website  https://www.friendshipcircle.org/
Friendship Circle is a non-profit organization in Michigan that works to create friendship in the lives of children and adults with special needs. This site has many posts about different aspects of having a child with a disability, including information on inclusion

13 Ways a Parent Teacher Association Can Help a Student with Special Needs
If you think the PTA can’t or won’t help your special education student, you are wrong!

Let’s Talk About Inclusion
http://www.friendshipcircle.org/blog/2013/04/12/lets-talk-about-inclusion

Inclusion: What It Is and What It Isn’t
http://www.friendshipcircle.org/blog/2014/01/02/inclusion-what-it-is-and-what-it-isnt

Inclusion Resolution: 10 Ways to Include a Child with Special Needs in 2013
http://www.friendshipcircle.org/blog/2013/01/03/inclusion-resolution-10-ways-to.include-a-child-with-special-needs-in-2013
National PTA Resolution

HIGH EXPECTATIONS FOR STUDENTS WITH DISABILITIES

WHEREAS, More than half of all students with disabilities spend at least 80% of their school day in general education classes; there are students with disabilities in practically every classroom in America’s public schools and the greatest in-school factor impacting student achievement is instruction quality; what happens between teachers and students in our nation’s classrooms has significant impact on student learning and achievement; and

WHEREAS, More than 80% of students who qualify for services under IDEA (Individuals with Disabilities Education Act) in the USA, have disabilities classified as mild to moderate disabilities such as, speech delays, learning disabilities, dyslexia and other impairments such as attention-deficit/hyperactivity disorder (ADHD), sensory processing disorder or mental health conditions; students who receive Individualized Education Programs (IEPs) or have 504 plans are a widely varied group with a variety of needs; the individual strengths and weaknesses of each student should be considered when making educational decisions; and

WHEREAS, There is a significant and persistent gap between the achievement of students with disabilities and students without disabilities; high expectations for all students helps develop an understanding that students with disabilities are first and foremost general education students; students with disabilities need quality general education instruction in addition to targeted interventions and accommodations for students with disabilities; access to assistive technology and accommodations significantly improves success in both special education and general education classrooms; time in general education settings often leads to fewer absences, less disruptive behavior, and better outcomes after high school; having students with disabilities in the general education setting also leads to new learning opportunities for students without disabilities; and

WHEREAS, As has been shown in numerous studies such as “General Education Teachers’ Goals and Expectations for their Included Students with Mild and Sever Disabilities” Cameron & Cook, 2013), there is a crucial relationship between teacher expectations of students with disabilities and higher levels of achievement of students with disabilities, also parental expectations are essential; across all variables, parental aspirations and expectations for their children’s educational academic achievement has the strongest relationship with achievement; students’ mindsets also play a key role in their motivation and achievement; and

WHEREAS, Upholding high expectations for all students and promoting cooperative relationships between students of all abilities can reduce the high incidence of stigmatization and lack of disclosure among students with disabilities due to feelings of shame or fear of being bullied; students would benefit by forming positive relationships and friendships and learning how to be more at ease with a variety of people; now, therefore, be it

Resolved, That National PTA and its constituent associations encourage all stakeholders in the educational system – teachers (both general and special education), parents, administrators, and members of the community – to have and maintain high expectations for all students,
including students with disabilities, including the students holding high expectations of themselves; and be it further

Resolved, That National PTA and its constituent associations collaborate with the entire school community to include children with disabilities and their families in all school activities to promote cooperative relationships between students of all abilities through experiences such as peer mentoring, collaborative problem solving, and cooperative working groups, as well as through more casual or unstructured interactions, and including having a relevant general educator present at IEP meetings; and be it further

Resolved, That National PTA and its constituent associations support funding for ongoing pre-service training and professional development for all teachers regarding adapting instruction to meet the needs of students with disabilities in the general education classroom; accommodations that improve access to the general curriculum; and high expectations for all students with regards to both academics and behavior; and be it further

Resolved, That National PTA and its constituent associations support schools in implementing best practices in meeting the needs of diverse students through such practices as inclusion, Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), Response to Intervention (RTI), and any other similar instructional practices to support instruction from a Core content expert, and access to accommodations including assistive technology for students with disabilities, that these students be enabled to go as far as possible toward achieving their full potential and living a meaningful, fulfilling life.
Rationale

Brad Henry, former Oklahoma Governor, said “It is only through raising expectations and striving for excellence that our children can reach their full potential”

Having high expectations is important for all students, especially students with disabilities. Over 80% of students in our nation who have an IEP have disabilities classified as mild to moderate, such as ADHD, Speech Impairment or Dyslexia. Yet, people often have lower expectations for those students with special needs and the students themselves can feel like they are not capable of much.

There is a significant achievement gap between students with disabilities and students without disabilities. In most key measures, students receiving special education services still lag behind their peers. The dropout rate for students with disabilities is double that of the general high school population and special education students are also only half as likely to pursue higher education. Possibly the most troubling statistic is that fewer than half of individuals with disabilities who exit public schools are fully employed even one or two years after graduation. The majority of students with disabilities can successfully function much like anyone else in society. What they primarily lack is the self-confidence and support to plot their own course in life.

High expectations for all students helps develop an understanding that students with disabilities are first and foremost general education students, that these students need quality general education instruction, in addition to targeted interventions and accommodations. Time in general education settings with their peers often leads to fewer absences, less disruptive behavior, and better outcomes after high school;

With the passage of this critical resolution National PTA can begin to change the mindset of all the stakeholders – parents, teachers, administrators, the community and the students themselves. National PTA supports high expectations for all students and insists that all students, including students with disabilities, should be given the opportunities, tools, resources, accommodations and instruction to enable them to go as far as possible toward achieving their full potential.
References


History: Utah PTA joined National PTA in 1925. Utah PTA is the largest child advocacy and volunteer association in the state. National PTA was established more than 100 years ago to address children’s issues.

Membership: Being the largest advocacy association in Utah, more than 80,000 individuals volunteer and participate in 628 Local and Council PTAs within the state.

Organization: Utah is divided into 21 geographic PTA regions, each served by a Region Director. In large districts, the Region Director works with area Councils. The Council President then works with the local school PTA President. In rural areas, two or more school districts are under one Region Director. Local PTA Presidents meet on a regular basis throughout the school year with Council Presidents/Region Directors. Presidents-elect and Principals may also be included in these meetings. Local PTAs also meet on a regular basis throughout the year in Executive Committee and Board meetings and work with administrators, teachers, staff, parents, and students.

Affiliation: Utah PTA is an affiliate of the National PTA. National PTA is composed of 54 state congresses and more than 20,000 local units in all 50 states, the District of Columbia, U.S. Virgin Islands, Puerto Rico and the Department of Defense Schools in Europe. State PTAs are the liaison between the local PTA and National PTA, helping each to function effectively and to support and sustain the other. PTAs at the local level are valuable assets to their school communities by providing educational and parent involvement information, resources, events, and activities.

Parental Involvement: In 2018, Utah PTA volunteers reported 1,329,786 hours of service to Utah’s children in their local public schools. If this volunteer service were translated into monetary value, it would be worth $37,951,307.13!

Important Information

Utah PTA also has an exemption from sales tax from the Utah State Tax Commission. State law requires every PTA to pay sales tax on purchases under $1,000 and then request a refund. Utah PTA has established a procedure for applying for the refund. See the Financial section. Contact the Utah PTA Treasurer for more information.
Bylaws must be renewed every three years. Check the red stamp at the top right of the first page of your bylaws. This date will show if your bylaws are current or need to be renewed.

Found on the front page of your local PTA bylaws:

- Your PTA Unit ID Number needs to go on your membership remittance form and cards and Reflections entries. It is your PTA identification number, as assigned by National PTA.

- Your EIN (Employer Identification Number) is needed for all IRS filings and the PTA’s bank account. It is your IRS identification number.

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**Be A PTA Professional**

According to the PTA bylaws, all meetings shall be governed by Robert’s Rules of Order Newly Revised. In addition, all Board members shall:

- Abide by all PTA rules and meet all PTA deadlines.
- Ensure that the PTA database information (names, addresses, etc.) be for use of PTA Board members only. The confidentiality of hard copies and electronic copies shall be protected.
- Attend all Board meetings and applicable Executive Committee meetings.
- Notify the President as soon as possible if an emergency occurs and they are unable to attend a scheduled PTA meeting.
- Arrive on time and remain to the conclusion of the meeting except in cases of individual emergencies.
- Begin all meetings on time.
- Be allowed a 10-minute break every two hours, returning promptly.
- Remain in a meeting while in session.
- Hold all but emergency calls. Leave the room to answer a call.
- Turn all cell phones to off or vibrate.
- Complete preparation before or after meetings, not during meetings.
- Refrain from holding side conversations.
- Direct all comments and questions through the chair.
- Maintain professional courtesy at all times, including being supportive rather than judgmental, respecting differences of opinion, and listening to others’ ideas without prejudice.
- Give feedback directly and openly in a timely fashion.
- Acknowledge problems and deal with them as they arise.
- Be prepared to present agenda items in a concise manner and focus on tasks and the process and not on personalities or hidden agendas.
- Obtain missed information during breaks out of consideration of others.
- Adjourn at the scheduled time, as per the printed agenda.
- Dress to match the dress of those also attending a meeting when representing PTA.
- Wear name badges when representing PTA.
- Notify President of address, phone number, and email changes as soon as possible.
- Stay at home out of consideration for the health of others if ill and possibly contagious.
Utah PTA:

Is the largest volunteer child advocacy organization in Utah with over 685 local units and councils. Utah PTA is a partnership between parents, educators, students, and individuals who want to make a difference in the life of a child. Members of Utah PTA are also affiliated with millions of members of National PTA, an association that is actively involved in promoting activities and legislation that support the nation’s public school children.

Supports many of the National PTA programs and legislative efforts as they relate to the welfare of Utah’s public school children.

Participates in numerous committees, coalitions, conferences, summits, and programs for children and youth.

Holds an annual Leadership Convention to train PTA leaders across the state as well as an annual PTA Day at the Capitol and Advocacy Conference to bring important grassroots issues to the membership.

Provides valuable parent information through leadership trainings, various handbooks and emails. Utah PTA has programs for children and youth, including Reflections, Hope for Tomorrow, Battle of the Bands, PTA Take Your Family to School Week, Teen Dating Violence Awareness and Prevention Week and more.

The backbone is the organization of diverse volunteer members who donated millions of hours to benefit the children in local public schools.

Advocates for all children in schools and districts, and by following bills that are supported by Utah PTA resolutions that originate from the grass roots—their members.

Is the watchdog for Trust Lands money, making sure the monies keep flowing to the local schools and that all uses of the land benefit the children of Utah.

Supports all public schools, including public charter schools.

When a school forms a PTA, it becomes a member of the largest child advocacy group in Utah and the United States, and will:

- Be under the umbrella of the Utah PTA’s 501(c)(3). They will be issued an EIN for banking purposes and IRS filings and a PTA Unit ID Number from National PTA.
- Have bylaws that govern them.
- Have only one agenda—the children.
- Have the support of Utah PTA and National PTA.
- Have researched resources and handbooks from Utah PTA.
- Have the opportunity for their children to participate in the Reflections program.
- Have the opportunity to participate in PTA Awards and any PTA programs.
- Have leadership trainings.
- Receive regular communication from council, region, and Utah PTA.
- Have a member-to-member parent information base with National PTA.
- Have a larger voice on issues that face their school—every child.one voice.
- Have regular information about upcoming events, conferences, and legislative issues, education, health, and safety issues through emails, and Utah PTA website: www.utahpta.org.

A Local PTA organization is a viable, involved association within every community that seeks to benefit the education, safety, and welfare of children and youth. Local businesses, organizations, school community, and community leaders work together with PTA to develop common bonds that further local values and goals that strengthen family, school, and community.
Children Learn What They Live

If children live with...

...criticism
they learn to condemn

...hostility
they learn to fight

...ridicule
they learn to be shy

...shame
they learn to feel guilty

...Tolerance
they learn to be patient

...Encouragement
they learn confidence

...Praise
they learn to appreciate

...Fairness
they learn justice

...Security
they learn to have faith

...Approval
they learn to like themselves

...Acceptance and Friendship
they learn to find love in the world