

SPED TIMES AT JSD

Note from Melanie Dawson, Program Administrator of Behavior

I love that the holidays come at approximately the midpoint of the school year. It's a great time to celebrate the successes we've experienced during the year so far and to reflect on gratitude and growth.

Gratitude because we have the privilege of shaping the futures of students and work in a field that is both challenging and fulfilling. I am personally grateful to be employed in a district with so many dedicated educators. Each one of us plays a vital role in our schools/departments as we collectively work together to serve our students with unique needs.

Growth because like our students, we continuously strive to improve and adapt. Remember, as Mike Mattos emphasizes, "Every student can learn, just not on the same day, or the same way." I am inspired as I see so many special educators exploring diverse behavioral and academic approaches to meet our students where they are.

I hope the warmth of the season and the well-earned winter break rejuvenate your spirit, and that the coming calendar year brings continued gratitude, growth, and fulfillment.

IMPORTANT NOTICES

- The monthly PD for December will be on December 08, 1:30 PM – 2:00 PM. We will be covering, [Sensory Needs - Click for Link](#).

December Events

- 8: Middle School Team Leader Meeting
- 8: Optional Zoom PD- Sensory Needs
- HS SPED Team Leader Meeting - Virtual
- 22-29: Winter Recess - No School

TRANSITION CORNER

What is Indicator 14?

Indicator 14 looks specifically at the percentage of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and identifies their level of engagement in various postsecondary outcomes. We survey exited students from our district to meet federal collection and reporting requirements. Let's look at how we did this year from our survey -of the 389 students who left high school in our LEA, we were able to contact 75%. Analysis of that data revealed that: 16% were enrolled in higher education, 53% were competitively employed, 9% were in some other postsecondary education or training, and 7% had some other employment. That leaves 13% of our exited youth not engaged. Research suggests youth with disabilities are less likely to experience positive outcomes compared to peers without disabilities. So, as we look at our results, we are doing well as a district setting up our students for postsecondary success. It further shows the critical importance of our transition planning with students, CTE engagement, collaboration with outside agencies, and teaching self-advocacy skills to continue to set students up for success.

Teaching Tidbits

[PBIS World](#)

Great website to enable and empower teachers and staff to implement and carry out PBIS (Positive Behavior Interventions and Supports). The website is designed to address "behavior through a prevention-oriented structure of research-based interventions and supports in a hierarchical and progressive manner for the purpose of improved behavioral and academic outcomes." PBIS World supports the MTSS framework of three tiers support for behavior/academics. On the homepage of the website, you will click on the behavior and read the description. If it matches your needs, click 'yes' and a list of interventions will be given. You can click on an intervention and it will give you implementation information. There are also forms for data tracking.

Learn more about [PBIS](#).

IN COMPLIANCE

Program Modifications and Supports

The Program Modifications and Supports section of the IEP must be updated every year.

In Embrace, when marking "As Needed" for frequency of modifications and supports, clarification and definition of "As Needed" must be described in the same box as the stated accommodation or modification. There must be classroom documentation the program modifications or supports are implemented when marking "Daily" or "Weekly" frequency on the IEP.

When considering accommodations, do not list supports that all general education students have access to. For example, a calculator should not be listed as an accommodation for secondary students in math, because all secondary students have access to a calculator.

If a student refuses an accommodation, the IEP team should reconvene to determine if the accommodation should remain, or if an alternative should be put in place.

Behavior Bytes

Creating a Collaborative Culture of Commitment to Student Behavior

Educators should address, discuss, and ultimately accept the following foundational principles related to student behavior:

- Behavior is as critical as academics; behavioral skills include the categories of precognitive self-regulation, mindsets, social skills, learning strategies, perseverance, and academic behaviors
- Students behave and misbehave for a reason, purpose, or function, and educators have a great deal of influences regarding the ways in which students behavior
- Educators must define, model, teach, and nurture the behaviors that they want to see
- Educators will be most successful nurturing behavioral skills when they align the definitions, steps, and process of behavioral RTI to those of academic RTI
- Staff members must assume collective responsibility for nurturing student behaviors
- Great relationships between educators and educators, educators and students, and students and students lead to better student behavior and greater levels of engagement and learning
- Great classroom environments with high expectations and clear procedures and routines lead to better student behaviors
- Engaging, rich, and sound pedagogies, strategies, and tasks lead to better student behavior
- If educators want student behaviors to change, they must be willing to change

PLANTING EXCELLENCE

Cassidy Wood
Special Education Teacher
Golden Fields Elementary



Cassidy is the Academic/Communication Support Classroom teacher at Golden Fields. She is very invested in each of her student's success. She is very organized with individualized schedules, and programming of students. She is incredible at implementing and running interventions with fidelity. She keeps impeccable data on academics, replacement behaviors, and interventions. She works well with her aides, school staff, and parents. She has genuine love for each of her students. They know she loves and cares about them. What an asset to Golden Fields Elementary!

Shelby Gann
Speech Language Pathologist
Blackridge Elementary



Shelby has been with Jordan School District as an SLP for 4 years. She is always looking for new ways and best practices to work with students. She puts great thought into solutions to help meet kid's communication needs. On top of that, she is always smiling, has great rapport with staff and students, and is juggling an extra high caseload! She also has a desire to "pay it back" for others who are going into or are new to this field. We love having Shelby as part of our team!

DeShawn Perkins
Team Leader
Riverton High School



DeShawn has recently taken over as the Team Leader at Riverton High and is doing an amazing job. He is working on his master's degree while taking on this new position. DeShawn has great interactions with students and is very supportive of his team. He is the perfect example of having a growth mindset as he works to make connections with and teach our students to be positive. We are lucky to have him at JSD. Thanks for all that you do.

Molly Koziel
School Psychologist
Mountain Shadows Elementary

Molly Koziel is the school psychologist at Mountain Shadows Elementary. She is a member of the school-based mental health team and works with students across all grades and developmental levels. Molly works closely with her team and administration to make sure the students and families receive the support they need. Mountain Shadows is lucky to have her!

Caili Johnson
Special Education Preschool Teacher
JATC-So

Caili changed teaching locations this year and has done amazing with her new students and staff at JATC South in the Special Education Preschool. She is very good at making learning fun for her students. She stays on top of IEP responsibilities and she does everything with a pleasant attitude. She does all this with a smile while she is working on her masters degree too.
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Jacinto Peterson
Principal
Valley High School



Walk into Valley and you will see Mr. Peterson in the halls making genuine connections with his students. His staff are no different; they continuously praise him and the way he checks in with everyone to make sure they know they are valued. The wellbeing of students and staff is a priority which carries over to academics. Students are held to a high standard and will work hard to reach their full potential because they feel the love at this school. His weekly Skylerts to families and staff to share positive messages and his beautiful voice are priceless. We are grateful to have him as one of our principals at Jordan School District.