



# Special Ed Times at JSD

February 2026 Newsletter

## February Events

2: Groundhog Day

6: Health & Wellness  
Virtual Day

9: High School Team  
Leaders Meeting

11-12: Parent  
Conferences - ALL  
LEVELS

13: Teacher  
Compensatory Day -  
ALL LEVELS  
No School for Students

16: Washington &  
Lincoln Day Recess -  
No School

20: SCSC Student  
transition meetings  
- 6<sup>th</sup> to 7<sup>th</sup> Graders  
1PM – 3PM  
- 9<sup>th</sup> to 10<sup>th</sup> Graders  
8AM – 10AM

## Note from Assistant Director, Brian King

Welcome to February! This month boasts not one, but two important holidays. I am sure you can think of the first one. Valentine's Day. The holiday that celebrates relationships, love, and those important people around you. Not to be outdone however, the second holiday is...Groundhog Day. A holiday that is so amazing and steeped in cultural significance that it was the muse for one of the greatest movies of all time, Groundhog Day. That's right, they could not improve upon perfection and so decided to name the movie after the holiday itself.

In this movie the main character, Phil, finds himself reliving the same Groundhog Day over and over again. As he progresses through each day and analyzes the results of his actions, he slowly comes to a realization that what he does "today" is of the utmost importance and at one point he states:  
"Well, what if there is no tomorrow? There wasn't one today".

In honor of Groundhog Day, I invite you to consider the importance of each day. You have chosen a profession where you can make a true difference in the lives of the people you work with and the students that you serve. Those things that you do in your position today truly matter. What will you say today that will help a student or colleague? What will you do today that will make a difference, no matter how small? Focusing on what you can do today will help you to create a better tomorrow.

For those of you that require two sources, I offer you one last quote from Mother Teresa:  
"Yesterday is gone. Tomorrow has not yet come. We have only today."

Happy Groundhog Day!

Brian King

## IMPORTANT NOTICES

### ESY Review and Documentation (Effective January 2026):

All IEP teams must review current IEPs to confirm each student's ESY eligibility status. ([See MEMO](#) for additional information)

- If a student is marked "**not eligible**" and the decision is supported by data and parent input, **no further action is needed** at this time. Supporting data must be available if questions arise later.
- For students marked "**eligible**" or "**to be determined later**," an IEP or IEP amendment meeting must be held to complete the **Prior Written Notice of ESY Services – IEP Attachment**. Teams must use multiple data sources from the **JSD ESY Student Data Packet**, including retrospective data and predictive factors.

### DLM Checklist Required (2025–26 School Year)

All special education teachers administering the **DLM assessment** during the 2025–26 school year are required to complete and submit the [DLM Checklist](#).

- **Deadline: Thursday, March 5, 2026**

## ROTATING STATION

### Supporting Special Education Decision-Making with ELlevation and WIDA Can Do Descriptors

WIDA Can Do Descriptors serve as a valuable tool for educators to assess and guide the progress of Multilingual Learners (MLs) in the language domains: reading, writing, speaking, and listening. These descriptors provide a detailed description of what students can do at various stages of language development. By reviewing these descriptors on a student's ELlevation profile, teachers can gain a clear understanding of each student's current linguistic capabilities and plan instructional strategies accordingly. For example, if a student exhibits proficiency in listening but requires support in writing, teachers can search ELlevation for specific strategies that focus on enhancing writing skills while maintaining the student's strengths in listening.

By understanding a student's ability in each language domain, teachers can provide support that aids in language acquisition and overall academic achievement. ELlevation offers a variety of strategies that align with the Can Do Descriptors, allowing teachers to find differentiation ideas tailored to the needs of their students. These strategies are designed to be used across all content areas.

When a general ed classroom teacher is considering a special education referral for an ML, teacher specialists review Can Do Descriptors with the classroom teacher in order to create an RTI plan that corresponds with a student's language levels for all four domains.

Please reach out to your school's LCS language teacher specialist for ELlevation questions. They are happy to meet with you to discuss how ELlevation can help your instruction with all students or with individual students. They can also show you learning modules that help teachers better understand student language development and progress. USBE credit can be given for completing all modules within a Pathway. Teacher specialist school assignments can be found at <https://lcs.jordandistrict.org/language/>

## Teachers Toolbox

### RULEBOOK REMINDERS

#### Core Components of a PLAAFP

Writing a Present Levels of Academic Achievement and Functional Performance (PLAAFP) statement requires a data-driven approach that clearly connects a student's current abilities to their future goal. **A PLAAFP must contain:**

- **Student Needs:** A description of specific academic and functional needs identified through evaluations.
- **Effect on Progress:** A clear explanation of how the student's disability affects their involvement and progress in the general education curriculum (Use the words "general education curriculum")
- **Baseline Data:** Current, objective, and measurable data points (e.g., scores, rates, or percentages) that serve as the starting point for monitoring progress for a future goal.

See Example [IEP Goal/Core Alignment](#)

### TEACHING TIDBITS

#### Teacher Tool – Storyboard for Narrative Writing

How to move a student from a play-by-play of a character's day to true narrative writing? We teach character, setting, and plot in reading, and we need to use the same language in our writing. The icons on the storyboard represent the essential ingredients in a narrative story. Most students focus on the character and setting first, but a true narrative has a problem and a solution. Without a problem and a solution, you have no plot. Flip the planning process by starting with the problem and then moving to the solution. How will the problem be solved? Only after the plot is built do we move to character and setting. Take a look at the 3 different storyboards. You can use any one of them based on the scaffolding your student needs or based on grade level.

[Storybook K-1](#)

[Storybook 2-3](#)

[Storybook 4-12](#)

## Behavior Bytes

**1% Better**  
BEHAVIOR BYTE

### Smooth Start Routines

Have a simple "do now" activity ready on the board. This eliminates downtime and starts class calmly.



- JBAT -

1% changes for 100% results

# ALL-STARS SPOTLIGHT

Kenidee Casper  
Speech Language Technician  
Preschool



Kenidee has been an invaluable member of our preschool team for the past three years. Currently serving as an SLT at both Westvale and Riverside, she consistently goes above and beyond to support our classrooms in every way possible. Kenidee is exceptionally kind and compassionate with both students and families, and she is always eager to assist her colleagues—even when it extends beyond her duties. We are truly grateful to have Kenidee as part of our team.

Chantell Fackrell  
Special Education Teacher  
South Jordan Elementary



Chantel is the team lead at South Jordan Elementary. She meets high stress situations with a consistent calm demeanor which is unmatched. She leads her team of support classrooms and resource teachers with compassion and a go getter attitude. Her positivity and smiles, allow students to feel comfortable and make progress in their setting. If she doesn't know an answer, she is willing to ask questions and find answers, working with administration and district resources quickly. Chantel's skilled communication and leadership, makes her an asset to any team she is on.

Brooke Boldt  
Speech Language Pathologist  
Midas Creek Elementary



Brooke Boldt, one of the SLPs at Midas Creek Elementary is an amazing SLP with super organization skills. Numerous SLPs have interned and been mentored by Brooke and come away with practical tips for both effective and evidence-based therapy as well as organization of the large caseloads managed by SLPs. She is always willing to collaborate with other SLPs and help provide her own expertise and insight into other students as well. Thank you, Brooke. Your work is noticed and appreciated!

Christina Omlie  
School Psychologist  
Mountain Ridge High School



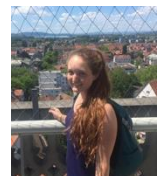
Christina Omlie is one of the school psychologists at Mountain Ridge High School. Christina works with all students across general and special education settings. She is extremely warm, kind, and compassionate when working with students, families and teams. She provides a wide range of services ensuring students and families get the support they need. In addition to the services at Mountain Ridge, Christina also provides student-centered family counseling and clinical interviews at the Jordan Family Education Center (JFEC). We are extremely lucky to have Christina on our team!

Sonia Bateman  
Paraeducator  
Hidden Valley Middle School



Sonia Bateman works as a paraeducator at Hidden Valley Middle School. She was a clerical assistant, but she also helps wherever else there is a need. She is amazing at proctoring classroom tests for students with accommodations, and she is always willing to jump in and help, regardless of the task. Her dedication to the students is unwavering, and she maintains an unparalleled organization of HVMS paperwork. In HVMS team words "We truly couldn't do our job without her, and we are so grateful to have her as part of our team!" Way to go, Sonia!!

Taylor Lynch  
School Psychologist  
Kauri Sue Hamilton School



Taylor has been an incredible asset to our school. As our school psychologist, she has successfully implemented play skills for our elementary students and functional self-regulation tools for our secondary learners. In our center-based setting for severe and complex needs, her work has been life-changing—giving our students practical ways to manage their day and connect with others. Taylor is also a fantastic communicator; she partners deeply with both staff and parents to ensure everyone is supported. We are seeing amazing progress thanks to her expertise and dedication!