



Special Ed Times at JSD

May 2024 Newsletter

May Events

- 10: District Singletons SCSC PLCs (MS & HS)
- 16: SLP Professional Development
- 17-24: Kindergarten Testing - No School for Kindergarten
- 19: Inspire Teacher Training
- 23: Sports Day
- 27: Memorial Day- No School
- 30: High School Graduations
- 31: Last Day of Q4- Last Day of School
- June 3: Check Out Day for Teachers

Note from Kim Lloyd, Special Education Director

As we bring another year to a close, things start to feel like there just isn't enough time to get everything done that you want to get done. When I'm in a place that everything feels overwhelming and just too much to handle, I stop, take a breath and decide that I can only work on one issue at a time, one task at a time and overtime, although I haven't always solved each issue, I have addressed each issue and can move forward with the next issue! One thing at a time and before you know it you have a moment to remember the good that you've done for students, parents and families. Sometimes it's taking a moment to truly look at your students and see their growth from the beginning of the year to today! Wow! So many have come so far and all because of the world at school that you have created! The safe environment and the teaching you created and provided! You made the biggest difference!

Once the last day of school closes, take the time to just be! Be where you want, with whom you want and enjoy the time that you have that doesn't include work!

"How lucky am I to have something that makes saying goodbye so hard." – A.A. Milne.

Important Notices

SCRAM:

- Add case managers name to students in Embrace. This is needed to enter the information we need in Skyward
- Do not adjust the bell-to-bell weekly minutes in the service and placement form. It changes the SCRAM minutes.
- In the assessment addendum, if the student is not on DLM, the fields in the matrix must remain blank.

State Inclusion Symposium

June 19th and 20th

[2024 Utah Special Education Inclusion Symposium](#)

School team consists of 3-8 individuals and can vary in makeup with the following team members: LEA (required), Special Ed(required), General Ed(required), related service provider, counselor, parent, and others.

There is also another ***incentive for teams attending*** that have completed their measurement tool ***beforehand!*** Your team will receive 11 picture & chapter books about SWDs that are yours to keep! Here are just a few of the books that you will receive:

- "Song for a Whale" by Lynne Kelly
- "I Talk Like a River" by Jordan Scoot & Sydney Smith
- "Forget Me Not" by Ellie Terry
- "Mighty Mia" by Katie Petruzzello

In Compliance

File Checklist

A File checklist should be completed and put in the student file when:

- When a student moves to any new school within the district.
- when a student moves to any new school outside of our district.
- When a student transitions from pre-school to elementary, from elementary to middle, from middle to high school.
- When a student changes placement or a location

The Special Education file checklist form has been updated. Please discard any old versions. [Here is the link to the current one.](#)

Teaching Tidbits

[edWeb.net](#) is an award-winning professional learning network that makes it easy to collaborate, engage in peer-to-peer learning, and share innovative ideas and resources. Their edWebinars provide anytime learning with CE certificates for your PD hours! **It is free to all educators.**

One of their recent webinars was with Anita Archer presenting on “*Strengthening Explicit Literacy Instruction through Effective Practice*”

My brief summary can't do it justice, so I encourage you to locate it and listen to it yourself.

She talks about how to gain minimum competency on a skill to provide powerful initial instruction by teaching content using effective instructional practices. She expresses that retention is a struggle with just initial instruction. We get so focused on initial instruction that we don't focus on subsequent practice and then we don't have the information in our permanent memory.

The purposes of practice are:

Initial Practice:

1. To gain minimum competency on a skill

More intentional practice needed:

2. To improve and gain proficiency on a skill
3. To gain automaticity on foundation skills needed for higher-order skills
4. To protect against forgetting
5. To improve transfer of skills

Types of practice:

- Deliberate (Purposeful) Practice – is goal-oriented practice consciously devoted to improvement of a skill. (Effect size - .79)
- Spaced Practice – involves taking a given amount of time devoted to learning and arranging that time into multiple sessions that are spread over time. (Effect size - .60)
- Cumulative Practice – is the systematic addition of a just-learned skill to previously learned and related skills, thus allowing them to be practiced together.
- Retrieval Practice – consists of tasks requiring retrieval of targeted skills and knowledge from memory without prompts or cues.

Transition Corner

Can you believe it? The end of this school year is quickly coming to an end! At this time, the Summary of Academic Achievement and Functional Performance Summaries within in Embrace are required to be completed. Summary of Academic Achievement and Functional Performance (also known as Exit Summaries) are for students whose eligibility terminates due to graduation from secondary school with a regular high school diploma or due to exceeding the age of eligibility for FAPE under state law. The reason these summaries are completed is to give an outline of the student's strengths, ongoing needs, and to provide strategies to support successful transition to adult living, learning and working. If you have students who have not met the graduation requirements, they are still eligible for FAPE and can receive services. Please send the details for these students to me, Ashley Calhoun Transition Specialist, so that I can review and help determine alternate options to graduation. As the school year ends, thank you for all you do for your students – they can be successful in their future because you have laid the foundation.

Behavior Bytes

JBAT Trainings

We are happy to partner with you in providing professional development for your team. We offer training in a variety of areas, including:

- Classroom management
- Crisis prevention and de-escalation
- Data collection
- Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP)
- Least Restrictive Behavior Intervention (LRBI) manual
- Emergency safety interventions (ESI)
- ASPEN
- And more!

To schedule a training, please submit a form through the [LINK](#).

PLANTING EXCELLENCE

Let's give a big round of applause for our amazing retiring Special Education superheroes!

As you close this chapter of your journey in education, may your retirement be filled with joy, relaxation, and countless memorable moments. Your dedication and passion have inspired countless lives, and your impact will be felt for generations to come. Wishing you all the best in this new chapter of your life.

Congratulations and Happy Retirement!

Christie Jarrard,
Special Education Teacher
Rosamond Elementary



Joy Strong,
Speech Language Pathologist
Majestic Elementary



Carma Sikich,
Special Education Teacher
Ridge View Elementary



Kevin Damron,
School Psychologist
West Jordan High School



Pixie Brock,
Speech Language Pathologist
Elk Meadows Elementary



Traci Hardell,
Special Education Nurse



Laura Jacobs,
Special Education Teacher
West Hills Middle School



Judy Erckman-Roberts,
Special Education Teacher
Blackridge Elementary



Indira Kaluarachchi,
Speech Language Pathologist
Hayden Peak Elementary

