

Note from Special Education Director, Kim Lloyd

Welcome Back!

As we start this exciting new year, it is time for my annual welcome back newsletter note. I decided to talk about starting out by setting up for a fantastic year! In order to set the year off right we start with a solid foundation. In education this is the foundation of good classroom behavior management. I know this is a rehash for so many of you, but starting at the beginning is never a waste of time. Coach John Wooden of Boston Celtics always started each new season with teaching his players HOW to tie their shoes, because their feet were the foundation of their play—and if your feet are hurt or injured, your game will be off. Let's do that same for our students...let's start off with the foundation of their education...and teach them the basics. And I'm going to do the same here.

Setting Behavioral Expectations...Our first line of defense.

Behavioral expectations pinpoint the behaviors that not only are considered important for students to perform at school, but that reflect the values of the school community. Behavioral expectations should be clear, concise, memorable, and positively stated. They should also be broad enough to apply across school settings, from classrooms and hallways to the cafeteria and school bus. Identifying a small number of expectations (3-5) makes them easier for students and staff to remember.

Why should we establish behavioral expectations?

Establishing behavioral expectations provides a consistent way to teach students what appropriate behavior looks like in each setting. We can no longer assume all students know the appropriate ways to behave, and expectations help all staff and students have the same understanding of what is appropriate behavior. This allows students to know exactly what is expected of them and creates a more predictable environment. When expectations are clearly visible, students are taught the expectations, get feedback on their performance, and are more likely to engage in desired behaviors (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). Promoting the expectations helps build a positive school culture.

How should we teach our behavioral expectations?

After selecting 3-5 behavioral expectations, clearly define what each expectation looks like for every key setting in your school. A behavioral expectations matrix is one way to organize this information. I have attached a [link](#) of an example of what this might look like for schools or classes. As I have been out in schools I have seen several of these types of matrices in hallways and classrooms. Once we have established what our expectations are, we should directly teach them. And we should repeat them to mastery, just like reading or math. We should create lesson plans around these expectations, and directly teach them at least the first two weeks of school, review them at the beginning of each quarter, and after significant breaks (fall break, winter break, spring break, etc.). Periodic reteaching student behavioral expectations keep the expectation in the fore-front of students' minds and keeps US consistent.

You got this!

IMPORTANT NOTICES

- Special Education Professional Development: The special education department will be hosting an optional monthly PD for special educators. The sessions are being recorded and uploaded to the Special Education Website, under Professional Development.
- Embrace tip sheets and additional resources can be found on our Special Education Website, under Faculty & Staff, Embrace.
- SCRAMS were due October 01. Please review the memo and submit as soon as possible.
- The Special Education website link, Faculty & Staff, will be locked beginning October 09. The password is Jsdstaff21

OCTOBER EVENTS

- 2: HS Team Leaders Meeting
- 4-5: Elementary Parent Conferences
- 6: Elementary Teacher Compensatory Day- No School Elementary Students
- 10: SLP PD Day
- 13: MS Team Leaders Meeting
HS SCSC Singleton PLCs
MS SCSC Singleton PLCs
District SEB PLCs
- 20: Last Day of Quarter 1
- 23: Grade Transmittal Day - No School
- 24-27: Fall Recess - No School
- 30: Second Quarter Begins

TRANSITION CORNER

Course substitutions

Embrace has updated the Transition Form to include Special Requirements for Graduation. [USBE Rules allow the IEP team to modify graduation requirements](#). The rule requires documentation of the substitution and offers guidance regarding substitutions. In the Special Requirements for Graduation box, please document the course being substituted, the credit amount(s), the substitution and credit amount(s). Just as a reminder, Essential Elements cannot be substituted for regular credit.

Eg:

23-24 Q1: .25 Creative Writing 1 for .25 ELA 12

IN COMPLIANCE

RTI

RTI is required for all referrals except Preschool. After RTI is completed, the “Student Level of Performance” should be signed by the LEA. The “Student Level of Performance” and “Response to Intervention Tracking Tool” should be uploaded to Embrace, and then put into the student file. From the JDS Special Education Handbook:

RTI for Special Education

- I. Response to Intervention (RTI) falls within the School-Wide Multi-tiered System of Supports (MTSS) framework. RTI should target identified skill deficit(s). General education shall provide interventions for each of the targeted skill deficits. If there is more than one targeted skill deficit, then intervention data must be gathered for each of the deficits. If there is one targeted skill deficit, then two different interventions must be implemented. At least eight to ten data points must be collected over six to eight weeks and recorded.
- II. Intervention data must be graphed and reviewed by a school intervention team to determine the student’s rate of progress.
- III. The school intervention team will determine if a referral for special education is necessary. The team may consider a referral for special education assessment if the intervention data indicates slow, little, or no progress; or if the amount of time spent on interventions outweighs the evidence of student growth.
- IV. The regular education teacher must fill out the Jordan School District Documentation of Student Level of Performance and Response to Intervention Tracking Tool.
- V. If applicable, the special educator will create a Referral form in Embrace for all students and mark the appropriate action.
- VI. If the student is a Multilingual learner the Language and Culture Services (LCS) Teacher Specialist must be contacted before the special education process is started.

PLANTING EXCELLENCE

Stacie Marshall and Julia Watson
West Jordan Middle School



Stacie Marshall and Julia Watson are the dynamic duo of paraprofessionals serving in the Academic Communication Support Classroom at WJMS. Serving for a combined total of 16 years. These two icons of the Special Education world excel at forming trusting relationships with their students and guiding them in positive behavioral patterns and academic achievement.

Sydney Catmull
Special Education Teacher
Riverside Elementary



Sydney has stepped up to the plate and has been an amazing support as the FASC team lead at Riverside. She always has a positive attitude and willing to go above and beyond for students and her team. Thank you Sydney for all of the amazing things that you do!

Wendy Berrett
Speech Language Pathologist
Mountain Creek Middle School
Copper Mountain Middle and helping
Fort Herriman Middle School



Wendy is always a conscientious SLP who strives to provide therapy that is relevant and meaningful for her students to be more successful in their education. She is also helping to support a new SLT at FHMS. She goes above and beyond to research new therapy approaches and to really get to know the students she works with!

Jessica Thompson
Butterfield Canyon



Jessica is the school psychologist at Butterfield Canyon Elementary. She has been with Jordan School District since 2021. Before Jordan School District, Jessica worked for Spokane Public Schools in Washington State. Jessica is a leader and innovator in school psychology, providing many services, including counseling, assessment, consultation, and crisis intervention. She also used the platform Panorama Education to bridge the gap between staff and student connections in her school at Butterfield Canyon Elementary. In addition, she teaches social skills groups to students in grades first through fourth at the Jordan Family Education Center. Jessica is an asset to the community and Jordan School district, and we are lucky to have her on our team.