



Special Ed Times at JSD

September 2024

September Events

- 2: Labor Day Recess- No School
- 6: Zoom PD- Start of the Year "To Do" reminders and Embrace Hacks
- 25-26: Secondary Parent-teacher Conferences
- 27: Secondary Teacher Compensatory Day- No School MS/HS.
- 27: Elementary Professional Development Day- No School ES

Note From Kim Lloyd, Special Education Director

When I started my career in education, I taught grade levels from elementary to middle school. As teachers we want our rooms to reflect what our expectations are as well as make it safe and inviting for our students. I knew all my students' names, but not who they are or what behaviors I might see for the year. As I think back, I was never worried about not knowing those things because I knew I would get to know them and their behaviors very quickly. And I set my classroom up with not only what I felt would look inviting, but with my expectations of how the year would go.

I loved watching Ted Lasso and some of his quotes are so very true for us as educators. One of his quotes rings true, "*Just listen to your gut, and on the way down to your gut, check in with your heart. Between those two things, they'll let you know what's what.*"

As much as I love that quote and the truth that comes with it, we as teachers also need to have some tools in our bags in order to do what is right and figuring out what is what. Our students, regardless of who they are and what behaviors they may have, deserve to be taught. That begins with the first tool every teacher should have. And it ensures that the year can start off with success.

Setting Behavioral Expectations.

- Behavioral expectations should be clear, concise, memorable, and positively stated. They should be identified in a small number of expectations (3-5). This makes them easier for students to remember. We have always loved the 3Bees – Be respectful, Be responsible and Be safe. I challenge you to be clear and concise – What does it mean to you to be respectful, responsible and safe? Does that mean that I'm in my seat prior to the bell? I'm prepared with paper and pencil? Keep hands & feet to yourself?
- 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 to understand exactly what appropriate behavior is and what is expected of your students in your classroom. This creates a more predictable environment and, for many students, equates to a safe environment. When expectations are clearly visible, students are taught the expectations, get feedback on their performance, and students are more likely to engage in desired behaviors.
- 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 before and/or after significant breaks (fall break, winter break, spring break, etc.). Periodic reteaching student behavioral expectations keep the expectations in the forefront of students' minds and keep us, as educators, consistent.

I truly enjoyed watching Ted Lasso so I'm going to leave you with one last quote.

"You say impossible, but all I hear is I'm possible"

Teaching is hard work and it feels impossible with so many things on your plate, but hear, *I'm possible*, not impossible!

You've Got This!!!

Teaching Tidbits

As promised, here are the PowerPoints from the District-Wide PD day.

[Mathematical Intervention Presentation](#).

Within the presentation, we talked about other resources:

- [National Center of Intensive Interventions](#)
- [USBE Specially Designed Instruction Guidelines](#)
- [The Coherence Map](#)
- [Practice Guides](#)
- [Check out Figuring Out Fluency books](#)

[Writable Presentation](#)

[Teaching to the Edges](#) with [Strategies Document](#)

SCRAM Tips

1. In student Info make sure Case Manager is correct for the current year.
2. Go to Print Forms → Print Scram
3. Review Info for accuracy (school name, current grade, etc) and
4. Update the Entry Date (new/annual) or Exit Date (left school/exited services)
5. Return to event
6. Make event the Active IEP
7. Submit the IEP – select Jen W for K-12 or Merrie for PreK (including CDO)
8. Submit Matching Paper SCRAM
9. Enrollment Tracking: Use this button to also submit students who are new to the district/initial eval (Entry) or students who have left the district or have exited all services (Exit)

Behavior Byte September 2024

RULES

Good rules are simple, easy to remember, and few in number. Avoid long lists of procedures or rules that sound negative or harsh. Instead make sure rules are positive and focus on what to do.

ROUTINES

At the beginning of the year, you (hopefully!) modeled and practiced classroom routines. The more time you invest in this explicit instruction, the better students can self-manage throughout the year.

CLASSROOM MANAGEMENT 101

RELATIONSHIPS

Creating relationships in the classroom fosters a positive learning environment where students feel supported and valued. Strong connections between teachers and students, as well as among peers, encourage engagement, collaboration, and trust.

RESPONSE

An appropriate teacher response is calm, consistent, and respectful, addressing student behavior while maintaining a positive learning environment. It should guide students toward understanding expectations and making better choices without escalating the situation.

JBAT - Got Behavior?

Transition Corner

Welcome back to a new school year! I wanted to share some tips on developing compliant Postsecondary Goals (PSGs). Beginning at age 14, the student's IEP must have PSGs in the areas of Education/Training and Employment. PSGs in the area of Independent Living are to be considered and are written for the student if the IEP team determines it is appropriate.

“The Big Picture”: PSGs are:

- Goals for the future.
- Written as the after high school target.
- They are goals that are based on the results of transition assessments and include the interests, preferences and vision of the student.
- They are goals that are likely to narrow in focus and become more refined as the student gets older.

PSGs must also contain active language. The following examples illustrate PSGs:

Education/Training: After High School,

STUDENT WILL receive training and

certifications to become a firefighter

Employment: After high school, STUDENT WILL gain employment as a firefighter

Independent Living: After high school,

STUDENT will manage own money and maintain a budget.

In Compliance

New Students to Jordan School District

In-State Transfers

When a student on an IEP moves from within Utah:

1. The current IEP documents should be reviewed and implemented as written if the school is accepting the IEP. If changes to the IEP need to be considered, a new IEP should be held as soon as possible.
2. The current Eligibility documents should be reviewed, and conduct a new evaluation if determined to be necessary.
3. If the school has decided to accept the student's current Special Education documents, they need to be scanned and uploaded into Embrace.
4. Transfer-in/Transfer-out even needs to be created. Pertinent information from the documents need to be entered into Embrace's documents and finalized. This would include Eligibility dates in the *Student Information* form and all IEP goals and services with dates needs to be entered in the required forms.
5. Submit a SCRAM

Out-of-State Transfers

1. The school must provide the student with FAPE, including services comparable to those described in the previously held IEP until the new initial IEP is in place.
2. When a student on an IEP moves in from outside of Utah during the summer, (a) an IEP meeting must be held before school starts, or (b) the IEP is accepted "as is," meaning the IEP must be implemented exactly as it is written with no comparable services. The term "summer move-in" is the date the student registers, not when their special education file arrives.
3. All students who move from outside of Utah need an initial evaluation performed. To initiate the evaluation, the special educator should complete the following steps: (a) complete the *Evaluation/Re-evaluation and Review of Existing Data (Data Review)* form within 10 days of student enrollment; (b) obtain a *Consent for Re-evaluate* form if needed; (c) hold an eligibility meeting. If the student qualifies for special education, an IEP meeting must be held within 30 calendar days. An *Initial Placement* form must be signed by the parent at the IEP meeting.

EXCEPTIONAL EDUCATORS

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

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 felt for generations to come. Wishing you all the best in this new chapter of your life.



Lori Larson
Adaptive PE Teacher
District Wide



Michelle Webster
Placement Specialist
District Wide