

Note from Mike Trimmell, Special Education Consultant

Welcome to 2024! The new year brings a sense of renewal and excitement. The new year also brings the opportunity to make resolutions and set new goals, both professionally and personally. Antoine de Saint-Exupéry, a French writer, poet, journalist, and pioneering aviator stated, "A goal without a plan is just a wish". However, if you are like me, setting resolutions can be a daunting task. There are so many things that I want to accomplish. Where do I start? We can take a page out of the French cycling team's playbook to help us along the way.

When Sir Dave Brailsford became head of British Cycling in 2002, the team had almost no record of success: British cycling had only won a single gold medal in its 76-year history. That quickly changed under Sir Dave's leadership. At the 2008 Beijing Olympics, his squad won seven out of ten gold medals available in track cycling. Sir Dave Brailsford applied a theory of marginal gains to cycling — he stated that if the team broke down everything they could think of that goes into competing on a bike, and then improved each element by 1%, they would achieve a significant aggregated increase in performance. This is known as the Marginal Gains theory. So my invitation to you is to pick a few things to improve by 1%. Don't feel overwhelmed by implementing too many goals. Find the few things that will be most impactful and get 1% better over time. Incrementally, the results will astound you. Here's to an amazing 2023!

Transition Corner

Congratulations!! Thanks to your diligence and time, we received 100% compliance for the Indicator 13 audit completed December 12, 2023.

January Events

1: Winter Recess - No School

2: Professional Development Day
No School for Students

12: End of Quarter 2
[Optional PD Zoom](#)

PLC's :
HS SCSC Singleton
MS SCSC Singleton
District SEB

15: Martin Luther King, Jr. Day
Recess

16: Grade Transmittal Day –
No School

22: High School SPED Team
Leaders Meeting

25: Co-Teaching Year 1

IMPORTANT NOTICES

- The monthly PD will be on January 12, 1:30pm–2:00pm. The topic for this month is: [Extended School Year \(ESY\) - Click for Link.](#)
- Unlocking Events: Effective 3rd Quarter, we will no longer be unlocking events if a meeting was already held. Legally we cannot make changes without parent/guardian consent. You will need to amend the IEP or hold new meeting for major changes.
- Multilingual Learner form for Reevaluations

Complete **all** the information in the form:

- If previous evaluation documentation **does not** indicate that language, cultural and environmental factors have been addressed and ruled out or
- If you are **unsure** about whether or not language, cultural and environmental factors have been addressed.

You **do not** need to fill out this form:

- If second language, cultural, and environmental factors have **already been ruled out** during a previous evaluation, or
- WIDA Screener score is a 5 or higher, or
- WIDA Test Speaking score is 3.5 and higher **AND** Composite score is 4.2 or higher

[Re-Evaluation Request/Limited English Proficient Student Form](#)

Teaching Tidbits

Secondary Math Supports

The Lindsey Henderson, USBE Secondary Mathematics Specialist has created a bank with many tasks that you can use in your classroom. Please check out [Secondary Mathematics Task Bank](#).

[TedEd Mathematics Video Task Bank](#) is another great resource for tasks. Each video has a lesson plan for thinking, digging deeper and discussion opportunities.

Secondary ELA Supports

You can view October's webinar, "[Besting the Grammar Beast](#)" with Dr. Deborah Dean, and November's webinar, "[Reading with Purpose: Selecting and Sequencing Texts to Support Critical Understanding](#)" with Dr. Lauren Liang.

January's webinar will be held on January 17, 2024 from 4:00-5:00pm.

Topic: Developing Deep Knowledge with Complex Texts and Tasks with Dr. Naomi Watkins

Webinar Description: Traditionally secondary English Language Arts instruction is organized around the teaching of novels with students completing tasks in response to this reading. In this webinar, we will consider a reframing of ELA instructional planning that focuses on teaching readers how to develop deep world knowledge in response to essential questions through the study of complex texts and tasks. Time will also be spent on how to select and use complex texts with students of all abilities.

[REGISTER](#)

Behavior Bytes

Preparing Educators to Model and Teach Behavioral Skills

Behavioral skill planning, instruction, and assessment should be integrated into all aspects of the teaching and learning process with consistency. We should apply the same vocabulary, thinking, and processes to planning and implementing Tier 1 behavioral instruction as we apply to planning and implementing Tier 1 academic instruction.

There are some who will not believe it is their job to teach behavioral skills; others who do not believe that they have the time; and still others who do not believe they possess the skills. If not us, then who? We will achieve when we make a commitment to nurturing behavioral skills; when we make the time to define, model, and teach these skills in our classroom; and when we consider academic and behavioral skills as two sides of the same coin.

Tier 1 Behavioral Instruction Strategy: Problem Solving

Students and staff apply the same problem-solving process to behavioral situations. Perhaps the performance task for a behavior minilesson relates to a student who is having difficulty in a math class. Teams of students could problem-solve how the student could apply the skills of perseverance, adaptation, and self-advocacy to address difficulties, with the result of each student group producing an "action plan" that could be used.

Weber, C. (2018). *Behavior: The forgotten curriculum*. Solution Tree Press.

In Compliance

SCRAM Documents

- SCRAM documents are not to be kept in the student's special education file; they should be kept in a separate binder or digital file.
- Updated SCRAM documents are not required for students turning 6 years and do not need to be sent to the district office.
- SCRAM documents must be updated and submitted when (a) a student an IEP enrolls in a JSD school; (b) a student's service pattern information is received from the student's previous school (no need to wait for the special education file); (c) after an annual IEP meeting; (d) changes to service minutes occur with an IEP amendment; (e) a student moves from preschool to kindergarten; and (f) when a student exits the school or no longer receives special education services.
- SCRAM documents must be completed when a student moves to a new school (e.g., preschool to Kindergarten (even at the same school), 6th to 7th, 9th to 10th, 12th to postsecondary training, and any school to school move within JSD).
- The service minutes recorded on the SCRAM document must match the IEP service minutes and be listed on the SCRAM as weekly minutes. The regular percent may look different from service minutes if students are in co-taught courses or provided services in a general education classroom.
- Please look at the "Time Service Pattern Code" and "Regular Percent" carefully!

Time Service Pattern Code (Avg minutes/ day)

1-59 min/day (1-29 min/day Kdg) [A]
60-179 min/day (30-89 min/day Kdg) [B]
180+ min/day (90+ min/day Kdg) [C] Self-Cont
Homebound/hospitalized student [D]
Separate School [E]
180 min/day or more of special ed
and/or related services delivered in
the regular classroom [F]
180 min/day or more (Cluster) [G]
Diagnostic Kindergarten (DK Cluster) [I] Preschool [H]

REGULAR PERCENT

(Summarizes the amount of time per day the student is in a REGULAR ED class. See the back of this sheet for guidelines to assist in calculating the daily percentage of regular education class time. N/A for Preschool)
At least 80% of the day [1]
40% to 79% of the day [2]
Less than 40% of the day [3]

PLANTING EXCELLENCE

ZahraaAlbaghdady, Special Education Teacher
Kauri Sue Hamilton

Zahraa is from Iraq and is a wife and mother of three boys. She has her bachelor's degree in Math and taught for six months in Iraq and then worked one year for the United Nations helping women and children affected by the war. She moved to the United States 15 years ago. Zahraa has worked in Jordan District for three years and is currently working on her Masters Degree in Special Education. This is her first year as a special education teacher. Her experience with special education started nine years ago when her second child was diagnosed with Autism at age four. In her free time, which is few and far between right now, she enjoys cooking and baking tasty food to share with friends and family. Zahraa is an amazing teacher and works really hard to meet the individual needs of each of her students. She has a really tough class and a lot on her plate right now, but she manages it with a smile on her face and is always on top of things. She is the nicest, most caring person you will ever meet. She is a great asset to our Kauri Sue Hamilton Team.

Kristy Schulthess, Special Education Teacher
Riverside Elementary

We are lucky that when Kristy Schulthess, M.Ed., (Teaching and Learning), CALT (Certified Academic Language Therapist) moved from the Austin area 18 months ago she chose to work at Riverside ES as a resource teacher! In TX, she was a Licensed Dyslexia Therapist and although UT does not offer a license in Dyslexia, Kristy brings a wealth of skill and knowledge in the areas of phonology, morphology, syntax, semantics, pragmatics and orthography. Kristy shares her passion and skill in reading instruction by collaborating with her school's academic coach in programming for all struggling readers, not only those with a disability and much of this support, she provides outside of her contract time. Kristy is the mother of 2 adult sons and 2 dogs. She is a Health Coach and avid reader who enjoys running. Kristy has run over 50 half marathons and has completed 9 total marathons. Her current favorite book is, "The Noticer" and she loves Tex-Mex food (which she misses terribly). Ya'll please join us in thanking Kristy for all she does for our JSD SPED

Rachel Dangerfield
School Psychologist
Evaluation Support Team

Rachel is a school psychologist on the Evaluation Support Team. She aids in assessing and evaluating students for special education eligibility across the district. Rachel conducts assessments at all levels, from preschool through secondary. She also helps with crisis intervention, behavioral consultation, and supervision of interns. Rachel is always willing to help and a natural leader. We are lucky to have her in the Jordan School District.

Deanna Call
Special Education Teacher
Mountain Creek Middle School

Deanne Call is an amazing team lead and resource teacher at Mountain Creek Middle School. She is supportive, patient and kind to all of her students and teammates. When complicated moments arise with a student and/or parent, Deanne is calm and collected and makes the student's success her top priority. Thanks for your hard work, Deanne!

Marci Sorenson, Certified Occupational Therapy Assistant
JSD Motor Development Team

Marci is a great support for our team and is always willing to go above and beyond to plan and prepare engaging activities for students. Marci is very patient working with students and does a great job motivating them to participate in OT. Covering extra schools when a therapist goes out on leave has become a yearly occurrence for Marci and she is always willing to help out without complaining. She works with multiple therapists who all have different ways of doing things and manages to accommodate to each therapist's style & preferences. Marci always has a smile on her face and shares her positive vibes to everyone around her. We are so lucky to have her on our team!

Brenna Nelson
Speech Language Pathologist
Preschool

Brenna started working with the district as a SLP student for the Jordan Child Development Center. She became a full time employee three years ago and has been a huge asset to the Early Intervention Program. Brenna is calm, organized and just a fun person to be around! She connects well with all the families she works with and is dedicated to helping each child she works with meet their goals. Brenna goes above and beyond for families and her co-workers. She is always looking for ways to improve her skills and is a standout leader on the Early Intervention speech team. Thank you Brenna for all that you do!