

SPED TIMES AT JSD

Note from Assistant Director, Brian King

Welcome to March! This is the month where we are fond of wearing green and donning a charm or two in hopes of increasing our luck. We would all love a larger dose of luck in our lives; however, when it comes to creating a positive classroom environment where learning can flourish, we know that luck has very little to do with it. The great Bruce Lee once said, "I don't believe in pure luck. You have to create your own luck. You have to be aware of the opportunities around you and take advantage of them."

Well, here comes your next opportunity! In the new [LRBI Technical Assistance Manual \(2023\)](#) there is a Classroom Management Self-Assessment starting on page 258. I challenge you to take a few minutes to reflect on the items in this self-assessment and identify at least one area where you can improve and "create your own luck." I guarantee that participating in this exercise will help both you and the students that you teach to be more successful in the classroom.

I have one last bit of advice to get you through the month. Please remember to never iron a four-leaf clover because you don't want to press your luck!

Thank you for being an educator. Thank you for caring for our students. Thank you for being great!

Brian

Important Notices:

- PD: Core Standards and IEP Alignment, Friday, Mar 1, 2024 from 1:30- 3:30 PM Location: [Zoom Link Recording](#)

March Events

- 1: Optional PD: Core Standards & IEP Alignment
- 5: Tentative ACT Test for 11th Grade
 - 10th & 12th No School
- 8:
 - Middle School Team Leader Meeting
 - HS SCSC Singleton PLCs
 - MS SCSC Singleton PLCs
 - District SEB PLCs
- [Optional PD: Read and Write for Google](#)
- 18: High School Team Leader Meeting
- 21:
 - CO-Teaching - Year 1
 - CO-Teaching - Year 2
- 22: Last Day of Quarter 3
- 25: Grade Transmittal Day - No School
- 26-29: Spring Recess - No School

Transition Corner

Life is full of transitions. One of the most important transitions occurs when students get ready to head out into the world as young adults. Transition planning ensures that every learner is provided with the necessary resources and support needed to make the best decision for themselves. It is important to teach students and their family support about postsecondary options early and the best predictors of post-school success can be found in this document, posted on the Utah State Board Education's site (USBE). Some of the best predictors of post-school success and that are research based are creating goals, teaching self-advocacy skills, self-determination and being a part of work-based experiences.

[Predictors of Post School Success](#)

Source: *National Technical Assistance Center on Transition*

Teaching Tidbits

Last month I attended the Utah Council of Teachers of Mathematics (UCTM). I saw a few of you and hope you gained some new thinking. I attended several great breakouts and wanted to share some of the thoughts. Just as Language Arts have their "Reading Rope" with Word Recognition (Phonological Awareness, Decoding, Sight Recognition) and Language Comprehension (Background Knowledge, Vocabulary, Language Structure, Verbal Reasoning, and Literacy Knowledge). Math has their own rope called "The Strands of Mathematical Proficiency".

This rope consists of 5 strands:

- Adaptive Reasoning (capacity for logical thoughts, reflections, explanation, and justification)
- Strategic Competence (ability to formulate, represent, and solve mathematical problems)
- Conceptual Understanding (enables students to learn new ideas by connecting those ideas to what they already know) supports retention and prevents common errors.
- Productive Disposition (inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy)
- Procedural Fluency (the skills in carrying out procedures flexibly, accurately, efficiently, and appropriately)

During the conference, Kevin Dykema, President of UCTM, talked about the difference between memorization vs. understanding.

Sources to look at from the conference:

[Utah's PK-12 Mathematics Vision](#)

[NCTM Procedural Fluency Infographic](#)

[Making Your Math Class Rock](#) from our K-12 Mathematics Administrator, Amy Kinder

In Compliance

Progress Reports

1. Progress Reports must include a student's current progress (drop down box) and data that supports the progress toward IEP goals (e.g., percentage, comments, or summary). Consistently update and report accurate information on the student's progress and how the progress is being measured.
2. Report progress at each reporting period. Progress should be reported at the end of each quarter. (JSD is currently requiring 4 progress reports per year).
3. Lack of student progress requires adjustment to educational programming. A district's continuation of inadequate progress denies the student FAPE and should be revisited through an IEP meeting to determine next steps.
4. Keep progress reports in the same envelope as the applicable IEP in the file.

Behavior Bytes

Introducing the New LRBI Manual

The new edition of the Least Restrictive Behavioral Interventions (LRBI) Technical Assistance Manual (2023) was written with a *whole-child* focus in mind. This manual's guidance, interventions, and best practices reflect this focus in alignment with the Utah State Board of Education's (USBE) commitment to educational equity. This manual is intended as a resource for families and school teams in their support of **all** students, including each student served in general education classrooms as well as the portion of those students also receiving support through special education.



[Utah State Board of Education \(2023\). Least Restrictive Behavior Interventions \(LRBI\) Technical Assistance Manual. Salt Lake City, UT.](#)

PLANTING EXCELLENCE

Cassandra Romine
School Psychologist
Valley High School



Cassandra is the school psychologist at Valley High School. She is also the team lead for the district TBI team, faculty member for our Doctoral Internship in School Psychology, and provides neuropsychological evaluations for the district. The kids might know her as Dr. C., and love to work with her because of the unconditional positive regard that she shows to everyone and the kind heart that she has. She does a great job at motivating all kids and letting them know how great they are and how lucky we are to have them in our schools. She is calm, always positive, smiling, and her laugh is contagious. She works well with others and collaborates well with everyone. Thank you, Dr. Cassandra Romine, for all that you do!

Mitch Gibson
Physical Therapist
District Wide



Mitch is a physical therapist on the Motor Development Team. He is well known throughout the district as the cheerful guy who will do just about anything to put a smile on someone's face. You may have seen him dressed up to celebrate an upcoming holiday or leading a school parade on his unicycle. Mitch loves helping kids develop and perfect their gross motor skills to help students access the school. He does a great job planning personalized activities to motivate students to work on things that are hard for them. If he has to wear a tutu and a crown to encourage a 4 year old princess to walk down the hall, he will do it without hesitation. Mitch builds great relationships with the teams he works with and has the ability to make your hardest days a little brighter. We are so grateful to have him on the Motor Development team and at Jordan School District.

Susan Call
Special Education Teacher
South Hills Middle School



Susan has been working tirelessly to support the self-contained support classes, team at South Hills. She is new to the self-contained support classes and has had a tough year with lots of adventures. She works through issues with a positive attitude. She continues to creatively work so hard with her team to be a support and rock for the teachers, students, and paras. We are grateful for all of the hard work she puts into her students and team.

Shauna Jensen
Special Education Teacher
Rosamond Elementary



Shauna is an amazing veteran teacher in our district. She has worked her 25+ year career all at Rosamond Elementary, when you think of Rosamond you think of Shauna. Shauna is compassionate, loving, and fully invested in her students. She goes above and beyond to ensure her students' families have the support and resources they need to thrive. Rosamond is a better school because of Shauna!

Odette Desmarais
Principal
Westvale Elementary



Odette is an amazing administrator that goes above and beyond to support her special education team and the students at her school. Her outgoing attitude and positivity are contagious. She works diligently with her team to ensure that students in her school are succeeding in their individual programs. Her desire to understand special education is impressive... if she really wanted to, she could probably earn a degree in special education with all of the knowledge that she is gaining.