



Special Ed Times at JSD

October 2024 Newsletter

October Events

2-3: Elementary Parent-Teacher Conferences

4: Elementary Teacher Compensatory Day-Secondary Professional Development Day-No School for All Students

7: HS Team Leader Meeting

11: MS Team Leader Meeting- HS/MS/District SEB SCSC Singleton PLCs

18: Last Day of Quarter 1
21-25: Fall Recess - No School

28: Grade Transmittal Day - No School for Students

Note From Brian King

Welcome to October! The weather is starting to cool down and we are starting to gear up for Halloween. I know that some teachers don't look forward to Halloween at school; however, there are some lessons we can learn from this holiday that will help us in the classroom. One that comes to mind for me is that our toughest kids are often just like trick-or-treaters (and yes, many of our secondary students are still trick-or-treating).

Trick-or-treaters wear a disguise to hide who they really are. Similarly, students that display chronic problematic behavior at school often try to mask skills deficits in the classroom with poor behavior. Identifying the correct deficit to work on with a student is one of the most important parts of creating an effective behavioral intervention.

Just like trick-or-treaters, students with elevated levels of behavior operate on immediate gratification and their behavior is contingency governed not rule governed (Rhode, Jenson, Williams, 2020). Why go to the next house giving out Tootsie Rolls when I can go directly to the house giving out full sized candy bars? Guilt questions that involve values just won't work (ex: "How do you think our friends that live in that house will feel if you don't visit them?"). For trick-or-treaters and tough students alike, the next thing that catches their attention compulsively controls their next decision.

So what treats can you give your toughest students this Halloween? First, make sure that the interventions that you are using address the correct deficits for the students you are working with (ex: a reinforcement system will not help a student stay on-task for a task they are not capable of doing). Second, directly teach self-management skills. Interventions and goals should be designed to address and reinforce (a.) complying with adult requests, (b.) self-control, and (c.) problem solving skills (Rhode, Jenson, Williams, 2020).

Thank you for all that you do to support the students in our district. What you do is of the greatest importance and value. Happy Halloween!

Brian

Important Notices

The Special Education Forms Password will be updated on October 04, 2024, to:

Jsdstaff24!

Data Review Form:

To align with the state-published form, Prior Written Notice of Evaluation/Re-evaluation and Review of Existing Data forms (Data Review), Embrace® has replaced the signature lines with text fields for participant names/titles, as signatures are no longer required. Data Reviews are required so please make sure to fill out the form completely by indicating how your team members participated.

PD Options:

- 10/4 (Secondary Only) The Elephant in the Room - Let's Talk Study Skills
- 10/8 SLP/Audiology PD
- 10/11 Embrace and Eligibility: The Great 8

Transition Corner

Utah Parent Center: Supporting Teachers and Educational Transitions

The Utah Parent Center (UPC) is dedicated to empowering parents and educators as partners in education for students with disabilities. Among its many offerings are "Transition University" classes, designed to support transition from school to adulthood. Classes provide invaluable information and tools for parents and teachers to help students plan for life after high school - whether it's entering the workforce, higher education, or living independently.

For educators, UPC offers resources, workshops, and personalized consultations aimed to best support students in the classroom. You can find Transition University classes at this link. The classes are offered once a month every [2nd Tuesday for students, families and educators.](#)

Teachers Toolbox

Teaching Tidbits

Take an opportunity to read the following articles/materials

- Evidence-based Teaching Practices on [Principles of Instruction](#) and [Scaffolding](#)
- [How Dyslexia Can Impact an Elementary Student's Performance in Math](#)
- [Guiding Students to Reach Grade-Level Reading Standards](#)
- [Using AI to Support Vocabulary Lessons](#)

Curriculum/Instructional Library

We are starting to create a library of books to check out and look over to see if you want to purchase for your classroom. You will fill out the [Curriculum/Instructional Material Check out](#). The materials will be sent to you for a 2 week check out at a time. Funding for any material would need to come from your school or special education budget. We currently are checking out materials for Study Skills and Math.

A **Special Education PD** course has been created for you to view the recordings of our different PDs over the years. Teachers can self-enroll in the course by clicking on the following link: <https://jordanpd.instructure.com/enroll/TYDLCH>.

After each training is completed, there will be a module in the course for you to watch the recording and have access to the materials provided. You will then complete a survey or quiz depending on if you want re-licensure certificate or not. The first one module is **Start of the Year "To Do" Zoom PD**.

In Compliance

Classification Criteria (From the [JSD Handbook](#))

a. Classification Criteria

i. Teams should refer to the classification criteria in the [Utah State Special Education Rules \(June, 2023\)](#), pages 52-83 when making eligibility determinations. Refer to [Appendix C Guidelines for State Assessments and High School Diplomas](#).

ii. When determining the eligibility of students who have recently registered in JSD or students whose eligibility is not found in the IEP file, file managers should create an *Eligibility Determination* form in [Embrace](#). If the eligibility date is wrong, (a) print an eligibility form dated before the IEP date; (b) create amendments; (c) and finalize the IEP. If the eligibility date is missing, input the current eligibility information [in Embrace](#) and print the eligibility form.

iii. If a student is classified as Developmentally Delayed, their classification must be updated before their 9th birthday. Refer to the classification criteria in the Utah State Special Education Rules (June, 2023), pages 58-60 for potential new classification.

Attach [the Embrace](#) eligibility form to the current eligibility form in the file. The dates will now appear on the IEP [in Embrace](#).

(For more information, please see "The GREAT 8" PD Course in Canvas)

Behavior Byte

What is Demand Fading

- Demand fading is a technique used to decrease challenging behaviors that are maintained by escaping demands.
- Reducing demands gradually: Systematically decreasing the intensity or frequency of demands placed on an individual. By gradually reducing demands, we can help individuals build tolerance and adapt to challenging tasks.
- Building Success Step by Step: Through Demand Fading, individuals are exposed to manageable levels of demands, allowing them to experience success incrementally. This gradual approach fosters confidence and promotes skill development.

JORDAN BEHAVIOR ASSISTANCE TEAM
[HTTPS://BEHAVIOR.JORDANDISTRICT.ORG/](https://behavior.jordandistrict.org/)

EXCEPTIONAL EDUCATORS

Katie Pavia
SLP
Jordan Hills/Copper Canyon



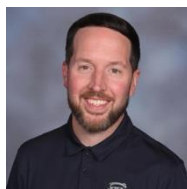
Katie is an invaluable member of our SLP staff as she has undertaken roles at numerous schools the past few years helping with staff shortages, supervising SLTs, and providing therapy resulting in great progress in her students. We appreciate her dedication to her students and her job and all she does to support others.

Wendy Robbins
Team Lead
Bluffdale Elementary



Wendy Robbins, a veteran teacher in the Jordan School District, is deeply dedicated to her students' success. Wendy always prioritizes her students' needs, ensuring they receive the support and guidance they require. In addition to her teaching responsibilities, she effectively manages a large team of ESPs and is a pro with the paperwork!

Zach Sloan
Team Lead
Copper Hills High



Zach is a team leader and resource teacher at Copper Hills High. Since stepping up and becoming the team leader, he has been doing a great job. He always has a positive attitude and does a great job working with kids. He is consistently looking for ways to support his team and streamline processes.

Thank you, Zach, for all that you do.

Summer Hopkins
Preschool
Rose Creek Elementary

Summer has been doing a remarkable job serving the preschoolers at Silver Crest Elementary. She has strong organizational skills which are shown in her newsletters, lesson plans, IEP's, and classroom setup. Her students enjoy a classroom that is clean and in order. Summer excels at building strong relationships with the parents of the children she serves. She is friendly and professional with the staff she works with. She can always be relied upon to meet deadlines for inputting program data. Thank you for all you do Summer!!!

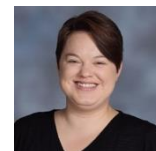
Jim Groethe
Principal
South Hills Middle School



Jim consistently goes above and beyond to support his school, students, and special education team. He is consistently looking for ways to support students and teachers. Jim is an outstanding administrator who is an asset to Jordan School District.

Thank you, Jim, for all you do!

Brandi Bezzant
School Psychologist
Rose Creek Elementary



Brandi is the school psychologist at Rose Creek Elementary in Riverton. She works with all children to help them reach their full potential. Brandi has a positive and inspiring personality that positively affects everyone around her. She has also provided student-centered family therapy and clinical interviews at the Jordan Family Education Center. Brandi is a wonderful asset to Rose Creek and Jordan School District, and we are lucky to have her!