

Study Session

Tuesday, March 15, 2022 Mountain Time

JATC South Campus (Board Conference Room), 12723 S. Park Avenue (2080 West),
Riverton, Utah 84065

1. **STUDY SESSION - OPEN MEETING - 4:00 p.m.**

The Board may engage in discussion, provide administrative direction, or take other action on any of the study session agenda items listed below.

1.A. **Calendar Committee Recommendations for 2023-24**

Speaker(s): Mr. Michael Anderson, Associate Superintendent; Mr. Travis Hamblin, Director, Student Services; and Mr. Caleb Olson, Consultant, Planning & Enrollment

1.B. **Continued Discussion on Fee Schedule for 2022-23**

Speaker(s): Mr. Brad Sorensen, Administrator of Schools; and Mr. Cody Curtis, Administrator of Schools

1.C. **Discussion on Proposed Graduation Plans for the Class of 2022**

Speaker(s): Dr. Anthony Godfrey, Superintendent of Schools; and Mr. Brad Sorensen, Administrator of Schools

1.D. **Procedural Safeguards and Organization of Special Education**

Speaker(s): Dr. Anthony Godfrey, Superintendent of Schools; Ms. Lisa Robinson, Administrator of Schools; and Ms. Kim Lloyd, Director of Special Education

1.E. **Report on Survey Results Regarding Naming New Elementary School in Herriman**

Speaker(s): Mr. Darrell Robinson, Board Member, District 1; Mr. Bryce Dunford, Board Member, District 5; and Ms. Becky Gerber, Administrator of Schools

1.F. **Discussion on New Administrative Policy DP381 Employee Code of Ethics**

Speaker(s): Ms. Marilyn Richards, Chair, Board Finance Committee; and Mr.

	John Larsen, Business Administrator
1.G. Discussion of Schools with Growing Enrollment	Speaker(s): Mr. Bryce Dunford, Chair, Facilities Committee; and Mr. Matt Young, Board Member
1.H. Update from School Closure Policy Committee	Speaker(s): Ms. Tracy Miller, Board President; Ms. Jen Atwood, Board Member; and Ms. Niki George, Board Member
1.I. Review of Board Priorities on Challenges Board Members Would Like to Solve	Speaker(s): Ms. Tracy Miller, Board President; and Mr. Bryce Dunford, First Vice President
1.J. Board and Superintendent Reports and Comments	
2. <u>GENERAL BUSINESS</u> - Motion to Approve Consent Agenda Items	Speaker(s): Ms. Tracy Miller, Board President
2.A. Approval of 2020-21 LAND Trust Final Reports	Speaker(s): Ms. Tracy Miller, Board President
3. <u>BREAK</u> - 5:30 - 6:30 p.m.	
4. <u>OPPORTUNITY FOR PUBLIC COMMENT ON 2022-23 FEE SCHEDULE</u> - 6:30 p.m.	Speaker(s): Mrs. Tracy Miller, Board President
5. Motion to go into Closed Session	
6. <u>POTENTIAL CLOSED SESSION</u>	
6.A. Character and Competence of Individuals (Personnel)	
6.B. Property	
6.C. Potential Litigation	
6.D. Negotiations	
6.E. Security	



*Organization of
Special Education
and Procedural
Safeguards*

Previous Questions

Parent Focus Group Demographic Question

Response from Esperanza Reyes:

“The current process does not involve collecting this level of detail in an effort to make the focus group participation really accessible to families and young adults wishing to participate. Due to this, unfortunately, I am not able to give any accurate information related to breakdown of respective race/ethnicity.”

*Individuals
with
Disabilities
Education
Act (IDEA)*

An Overview of IDEA, State Rules and Implementation Procedures

- **Understanding Key Principles of IDEA**
- **Examine Implementation of Procedures**
- **Culture of Support for IDEA Implementation in Jordan School District**

*Individuals
with
Disabilities
Education
Act (IDEA)*

What is Special Education?

- ▷ IDEA is a federal law that began in 1975 as Public Law 94-142
 - ▶ IDEA is primarily a Civil Rights Law - and originally argued using *Brown vs. The Board of Education*
 - ▶ It came into law based on case law that was being heard in the Supreme Court and as well as proceedings that were being played out in other due process proceedings.

- ▷ In 2004 P.L. 94-142 was reauthorized as Individuals with Disabilities Education Act (IDEA), a federal law.

*Individuals
with
Disabilities
Education
Act (IDEA)*

What is Special Education?

- ▷ IDEA is under the direction of the Office of Special Education and Rehabilitation (OSEP). OSEP falls under the Secretary of Education.
 - ▶ Federal funds are awarded with IDEA to states
- ▷ The Office of Special Education, at Utah State Board of Education (USBE) falls under Leah Voorhies, and reports to OSEP.
 - ▶ USBE distributes federal funds to districts
 - ▶ State funds are also awarded to districts
- ▷ Each district and charter schools reports to The Office of Special Education at USBE.

*Individuals
with
Disabilities
Education
Act (IDEA)*

What is Special Education?

- ▶ Special Education is a set of services and supports, designed to meet the needs of individual students with a disability, so they can progress in the general education curriculum.
 - ▶ IDEA ensures a Free and Appropriate Public Education (FAPE), as defined by the student's Individualized Education Plan (IEP), in the Least Restrictive Environment (LRE)

*Individuals
with
Disabilities
Education
Act (IDEA)*

Key Ideas of Special Education Services

- ▷ Child Find
- ▷ Eligibility
- ▷ Individual Education Program (IEP)
 - ▶ Free Appropriate Public Education (FAPE)
- ▷ Least Restrictive Environment (LRE)
- ▷ Parent Rights and Procedural Safeguards
- ▷ Hiring and New Special Education Teacher Supports

*Individuals
with
Disabilities
Education
Act (IDEA) -
Child Find*

Key Idea #1

Child Find

- ▷ "Child find" is the affirmative, ongoing obligation of states and local districts to identify, locate, and evaluate all children with disabilities residing within the jurisdiction who are in need of special education and related services.
- ▷ Affirmative: requires a district to provide outreach and evaluate a child when it suspects or has reason to suspect that the child has a disability. It does not mean just wait for the parent to request an evaluation.

*Individuals
with
Disabilities
Education
Act (IDEA)
-Child Find*

Key Idea #1

Child Find Practices

- Intervention activities at multiple levels
 - RTI - Tiered Interventions
- Parent Involvement in problem solving
- Evaluation of student's needs in areas of concern
 - Academic
 - Communication
 - Social/Emotional/Behavioral
 - Related Services such as OT/PT/AT
- Meeting as an eligibility team to review evaluation data
 - 504 eligibility,
 - IDEA, special education eligibility, or
 - Other school, district, or agency resources

*Individuals
with
Disabilities
Education
Act (IDEA) -
Eligibility*

Key Idea #2

Eligibility - Assessment

- Requires written parent consent
- Parent involvement in the process
- RTI/Intervention data, standardized/formal evaluations, observations, checklists, parent interviews
- Completed by appropriately trained staff in their areas of licensing
- IDEA imposes timelines for completion of assessments as a procedural safeguard

*Individuals
with
Disabilities
Education
Act (IDEA) -
Eligibility*

Key Idea #2

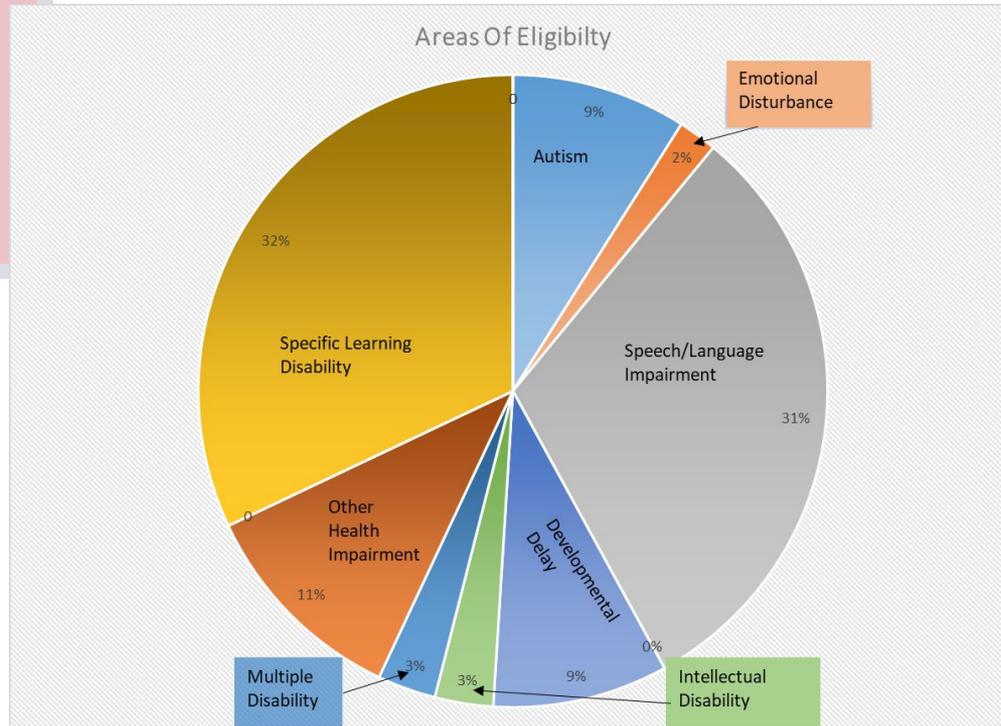
Eligibility - Team Discussion

IDEA requires a team, including the parent, to review the assessment data using a 3-Prong discussion for determining eligibility

1. Does the student have the characteristics of a disability in one or more of the 13 categories of disability recognized by State and Federal law?
2. Does the student's disability significantly impact their ability to access and/or make progress in the general education curriculum?
3. Does that impact of the student's disability require specially designed instruction?

*Individuals
with
Disabilities
Education
Act (IDEA) -
Eligibility*

Key Idea #2 Areas of Eligibility



Areas Of Eligibility

- Autism 9%
- Emotional Disturbance 2%
- Speech/Language Impairment 31%
- Deaf/Blind <1%
- Developmental Delay 9%
- Intellectual Disability 3%
- Multiple Disability
- Other Health Impaired 11%
- Orthopedically Impaired <1%
- Specific Learning Disability 32%
- Traumatic Brain Injury <1%
- Visually Impaired <1%

*Individuals
with
Disabilities
Education
Act (IDEA) -
IEP Process*

Key Idea #3

Individual Education Program (IEP)

Special Education is not a separate program or place – it is a system of supports and services in a school, designed to help each student make progress in the general education curriculum.

*Individuals
with
Disabilities
Education
Act (IDEA) -
IEP Process*

Key Idea #3

Individual Education Program (IEP)

- Based on individual student's needs
- Aligned to the general education curriculum (as much as possible)
- Requires an IEP Team decision making process
- Required Members of the IEP team
 - Parents
 - Local Education Agency (LEA)
 - Special Education Teacher
 - General Education Teacher
 - Someone who can explain any formal evaluations
 - Any Related Services
- Services outlined in the electronic IEP document:

*Individuals
with
Disabilities
Education
Act (IDEA) -
IEP Process*

Key Idea #3

Individual Education Program (IEP)

- Services outlined in the electronic IEP document:
 - Annual Goals - SMART -Specific, measurable, relevant, and time specific
 - Direct Services - time needed to meet goals
 - Related services - support needed to access
 - Accommodations, supplementary support services
 - Access to general education including state/federal assessments
 - Transition to post high school activities
 - Placement in the Least Restrictive Environment (LRE)

*Individuals
with
Disabilities
Education
Act (IDEA) -
IEP Process*

Key Idea #3

Individual Education Program (IEP)

- GoalView - Online IEP organization system and data storage
- IEPs must be reviewed and updated annually
- Progress on goals must be reported to parents at the same time as peers (Grading periods)
- An evaluation and intervention data collected for the initial eligibility and must be re-evaluated every three years

*Individuals
with
Disabilities
Education
Act (IDEA) -
IEP Process*

Key Idea #3

Individual Education Program (IEP)

- Self-Contained Resource Attendance Management (SCRAM) Data reflects the student's services needs
 - Collects data about services each student will have on their IEP
 - Used to determine FTE, program needs and funding
 - Special Educators submit data that is entered into Skyward

*Individuals
with
Disabilities
Education
Act (IDEA) -
LRE*

Key Idea #4

Least Restrictive Environment (LRE)

Students with Disabilities must be educated, to the greatest extent possible, with non-disabled peers and have access to general education curriculum.

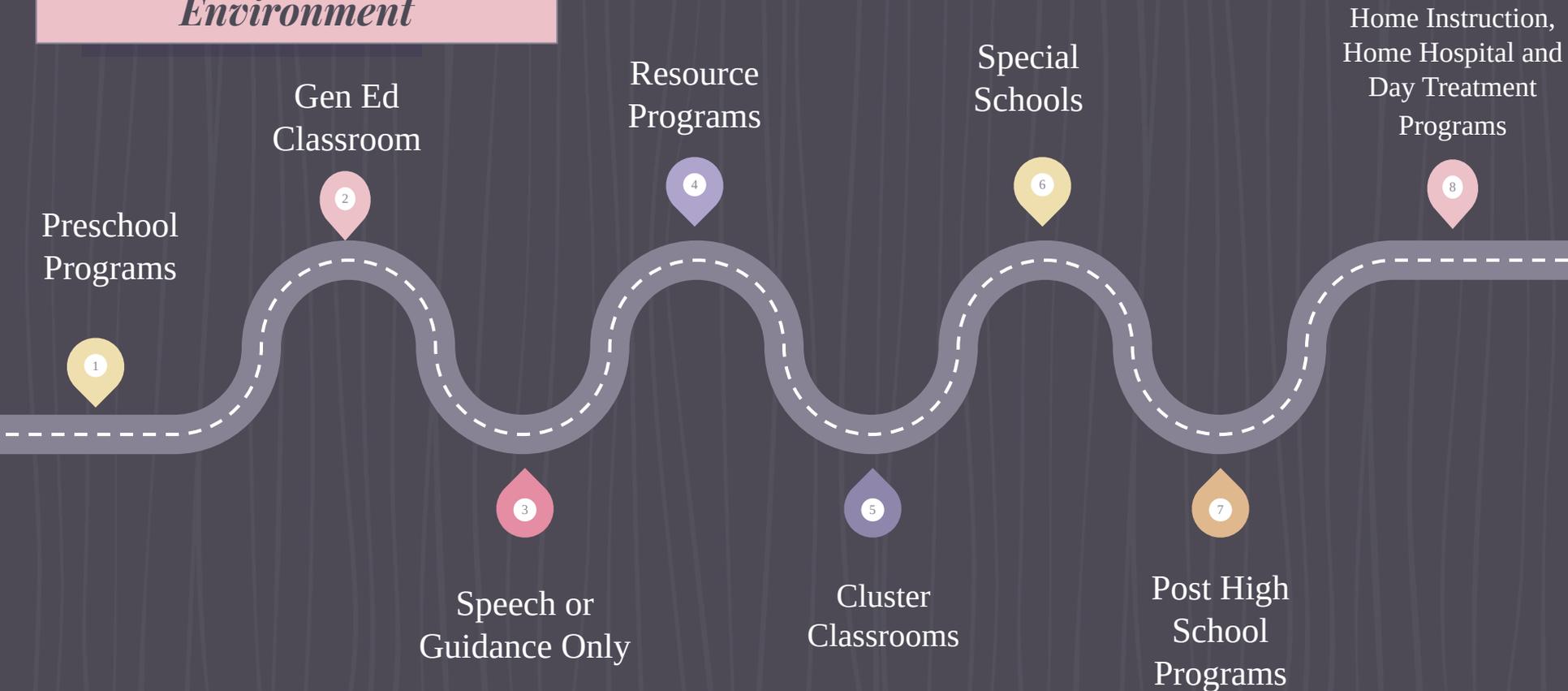
*Individuals
with
Disabilities
Education
Act (IDEA) -
LRE*

Key Idea #4

Least Restrictive Environment (LRE)

- All students are general education students first
- Core instruction is provided by general education teachers first, whenever possible, based on LRE
- General education teachers play a vital role in providing instruction and access to core instruction
 - Instruction, assessment of learning, interventions, identifying needed supports, tracking student progress, communicating with parents, etc...
- Special educators provide supplementary supports and services to increase access to core curriculum
- The IEP is based on the assumption that all other general education activities are provided to the student other than those outlined in the IEP

Key Idea #4
Least Restrictive
Environment



*Individuals
with
Disabilities
Education
Act (IDEA) -
LRE*

Key Idea #4

Least Restrictive Environment

- LEA's must provide a continuum of services to educate students in their LRE
 - General Education Class
 - Regular Class and Part-Time Special Education or Supports
 - Special/Cluster Class
 - Special School & Post High
 - Home Instruction
 - Hospital/Institution

*Individuals
with
Disabilities
Education Act
(IDEA) -
Procedural
Safeguards*

Key Idea #5 - Parent Rights and Procedural Safeguards explain the rights of parents and students under IDEA

- Parents Rights are outlined:
 - FERPA
 - Carson-Smith Scholarships
 - Medicaid Notification
 - Destruction of Records
 - Utah Autism Registry and Development Disabilities (URADD)
 - Prior Written Notice
 - Notice in Understandable Language
 - Parental Consent
 - Independent Education Evaluation (IEE)
 - Surrogate Parents
 - Transfer of Rights
- Grievance Procedures
 - State Complaint Procedures and Process
 - Mediation
 - Facilitation
 - Due Process Procedures
- FAPE
 - Legal Responsibilities of the LEA are explained - Provide FAPE (Free Appropriate Public Education)
 - IEP
 - How student progress toward IEP goals will be reported

Procedural Safeguards Link:

<https://www.schools.utah.gov/file/307861f2-9aec-403d-9671-d958deec88c7>

***Culture of
Support for
IDEA
Implementation***

Special Education Mission

Jordan School District educators are committed to the challenge of providing an appropriate education for every student. To meet this challenge, a wide range of services, program options, and curriculum alternatives are available to students whose education needs cannot be met in the regular classroom without specialized instruction.

JSD Special Education Website Link:

https://specialed.jordandistrict.org/?_ga=2.98887582.142468388.1646706719-614676112.1533772103

***Culture of
Support for
IDEA
Implementation***

The Special Education Department and The Classroom

We are all here to ensure students gain access to their education

District Expectations:

- Coach teachers
- Mentor teachers
- Assist in areas specified by the teacher in which they want assistance
- Do all that we can to ensure all students have access to curriculum, peers, activities...
- Step in to help with hard conversations
- Assist with compliance issues
- Provide professional development - individualized or group

Teacher Expectations:

- Teach students at their individual levels and abilities
- Write IEPs with individual goals based on student data
- Communicate with parents
- Work to create a positive relationship with parents and school
- Ensure that students are re-evaluated every three years
- Ensure Due Process for each and every child with disabilities

Hiring Faculty and Staff

Key Idea #6: Hiring & New Special Education Teacher Supports

Hired by Schools with HR Support

- Paraprofessionals

Hired with Special Education Support

- Resource Teachers
- Support Classroom/Cluster Teachers
- Cluster/Team Leaders

Hired by the Special Education Department

- Speech and Language Pathologists
 - Speech and Language Technicians
- Teachers of the Hearing Impaired
 - Paraprofessionals and interpreters
- Teachers of the Visually Impaired
- Orientation and Mobility Teacher
 - Braille paraprofessionals
- Occupational Therapist
 - Motor Paras and COTAs
- Physical Therapy
- Motor Paraprofessionals and PTAs
- Assistive Technology
- Preschool Teachers
 - Paraprofessionals
- School Psychologists
- All Teacher Specialist Positions
 - Transition
 - Elementary
 - Secondary
 - Professional Development
 - New Teacher Programs
 - Behavior Specialists
 - Behavior Technicians
 - Behavior Paraprofessionals
 - GoalView/Technology
 - Location/LRE Specialist
- All Administrative Assistants in the Special Education Department and preschool

Culture of Support for IDEA Implementation

Key Idea #6: Hiring & New Special Education Teacher Supports

Support for New Special Education Teachers

New Teacher Specialists Provide a 3 Year Program of Support

- Professional Development
- Coaching
- Mentoring
- Visits to new special education teachers in their schools
- New special education teachers are paid for the time they attend the New Teacher Trainings

New Teacher Professional Development

- Year 1 & Year 2
 - JSD Induction
 - SLD Eligibility
 - IEP Paperwork
 - Transition
 - Testing & Assessments
 - Assessment Analysis
 - Positive Behavior Management
 - Data Collection & Progress Monitoring
 - LRE

Link to New Teacher Induction PD Schedule 21-22

<https://drive.google.com/file/d/1SJRB3L12s2FNeSOdC93audAaRstbQ8-F/view?usp=sharing>

SUBJECT: Employee Code of Ethics

I. Board Directive

The Board adopts this policy to set standards of conduct and expectations of honorable and ethical behavior it expects of all employees. As with the [Utah Public Officers' and Employees' Ethics Act \(67-16\)](#), it is intended to promote the public interest and strengthen the faith and confidence of residents in the integrity of government. The intent is to avoid situations where a) someone may be falsely accused of unethical behavior, and where b) someone may do something unethical. Employees must avoid the appearance of impropriety to ensure and maintain public confidence. The Board delegates to the Administration the responsibility to implement the guidelines below.

II. Administrative Policy

A. Ethical Behavior

All employees including the Board of Education, Officers of the Board, district-level administration, school administration, and all staff and faculty employed by the District and/or its schools are expected to follow the [Utah Public Officers' and Employees' Ethics Act \(67-16\)](#), many provisions of which are summarized below. Employees are individually accountable for ethical behavior and, if found to be acting unethically, may receive job action up to and including termination of employment as determined appropriate.

1. Conflict of Interest (see [BP178](#), II-F for details; below is a summary.)
 - a. All employees are expected to disengage and/or disqualify themselves when a transaction or activity arises where it may appear to a reasonable person that the employee may have a conflict of interest.
 - b. A conflict of interest exists whenever any employee puts her/his interest or the interests of some other individual(s) or entity ahead of or in opposition to the interests of the School District.
 - c. Employees must avoid all situations that create even the appearance of a conflict of interest.
2. Improper Use of Position
 - a. Employees should not use their position in the District for a purpose that is, or would to a reasonable person appear to be, primarily for the private benefit of the employee, rather than primarily for the benefit of the District.
 - b. Employees should maintain proper relationships with those with whom they work in accordance with DP178 Employee Code of Conduct, DP358 Employee Discrimination and Harassment, and AS94 Student Discrimination and Harassment.
3. Accept Gifts or Loans
 - a. Employees should not ask for or receive, directly or indirectly, any compensation, gift, gratuity, item or activity of value, or promise thereof, for performing or for omitting or deferring the performance of any official duty; except that the following shall be allowed:
 - 1) Unsolicited flowers, plants, and floral arrangements;
 - 2) Unsolicited advertising or promotional items of nominal value, such as pens and notepads;
 - 3) Unsolicited tokens or awards of appreciation in the form of a plaque, trophy, desk item, wall memento, or similar item;
 - 4) Unsolicited food items given to a department when the contents are shared among employees and the public;

SUBJECT: Employee Code of Ethics

- 5) Unsolicited items received for the purpose of evaluation or review provided the officer or employee has no personal beneficial interest in the eventual use or acquisition of the item by the District;
 - 6) Information material, publications, or subscriptions related to the recipient's performance of official duties;
 - 7) Food and beverages consumed at hosted receptions where attendance is related to official duties;
 - 8) Meals, beverages, and lodging associated with retreats or other meetings where the official serves as a representative, designee or is otherwise assigned to another organization or entity from the District;
 - 9) Travel costs, lodging, and tuition costs associated with District-sanctioned training or education when not provided by a private entity under contract with the District;
 - 10) Admission to, and the cost of food and beverages consumed at, events sponsored by or in conjunction with a civic, charitable, governmental, or community organization and other officials or employees of similar agencies are in attendance;
 - 11) Unsolicited gifts from dignitaries from another entity or other jurisdiction that are intended to be personal in nature; and
 - 12) Unsolicited gifts from vendors with an aggregate economic value of \$50.00 or less from a single source in a calendar year received either directly or indirectly by the official or employee. Parent thank you gifts to employees are acceptable regardless of value when no reciprocation is expected or perceived.
4. Disclosing Privileged Information
 - a. Employees should not disclose or use any privileged or proprietary information gained by reason of his or her official position for the immediate or anticipated personal gain or benefit of the employee or any other person or entity; provided, that nothing shall prohibit the disclosure or use of information which is a matter of public knowledge, or which is available to the public on request.
 5. Nepotism (see [DP303](#) and [DP307](#) for details; below is a summary).
 - a. Supervisors may not hire or recommend for hire their own relatives
 - b. Employees should not be supervised and evaluated by their own relatives
 6. Misuse of Public Resources
 - a. Employees should work for the collection, protection, maintenance, and retention of all assets (including funds, property, and records) owned by or owed to the District and not act in any manner that prevents, obscures, devalues, or redirects any assets (including funds, property, and records) of the District away from the District for their personal gain or the gain of another individual or entity.
 7. Outside Employment
 - a. Employees may engage in outside or secondary employment to their position within Jordan School District so long as the outside or secondary employment does not:
 - 1) Interfere with job performance for the District; or
 - 2) Conflict with the interests of the District; or
 - 3) Give reason for criticism or suspicion of conflicting interest or duties.
 8. Political Activity
 - a. Employees are encouraged to engage in the political process but may not:

SUBJECT: Employee Code of Ethics

- 1) Engage in political campaigning or solicitation of political contributions during their normal work hours; or
 - 2) Use District equipment for campaigning or political activity; or
 - 3) Create a benefit or a detriment for others based solely on their political opinions.
9. Fair and Equal Treatment
- a. No employee shall grant any special consideration, treatment, or advantage to any citizen beyond that which is available to every other citizen in similar circumstances.
- B. Reporting Fraud and Abuse
1. Improper Government Action means any action by a District employee that is undertaken in the performance of the employee's official duties, whether or not the action is within the scope of the employee's employment; and
 - 1) Is in violation of any federal, state, or local law or rule; or
 - 2) Is an abuse of authority; or
 - 3) Is of substantial and specific danger to the public health or safety; or
 - 4) Is a gross waste of public funds.
 2. Employees who become aware of improper governmental actions should raise the issue
 - a. With their supervisor; or
 - b. If they reasonably believe the improper governmental action involves her/his supervisor the employee may raise the issue with any supervisor above their supervisor including the Superintendent; or
 - c. If it is reasonably believed to be an emergency where damage to persons or property may result if action is not taken immediately, the employee may raise the issue directly with the department or individual who oversees the area; or
 - d. Through the District's Fraud, Waste, Abuse, and Non-Compliance reporting telephone number or website.
 3. Upon making a report, employees should be prepared to provide as much detail as possible in order to expedite and assist the investigation.
 4. Although not required, employees are encouraged to provide their name, position, and contact information in order to allow those investigating the opportunity to ask follow-up questions and, as appropriate, to provide non-confidential results of the investigation.