



Special Ed Times at JSD

February 2025 Newsletter

February Events

- 7: Health & Wellness Day
- 12-13: Secondary Parent-Teacher Conferences
- 14: Secondary Teacher Compensatory Day - No School for Middle and High School
- 17: Washington & Lincoln Day Recess - No School
- 19-20: Elementary Parent-Teacher Conferences
- 21: Elementary Teacher Compensatory Day - No School for Elementary School
- 24: HS Team Leader Meeting
- 28: SLD Training

Note From Brian King, Assistant Director

Welcome to February! This is the month where we celebrate Valentine's Day, which is the day that we set aside to especially think about and reach out to those people that are most important in our lives. On this day we might get a positive call, card or treat from parents, grandparents, mentors, friends and colleagues, or significant others. Each time someone reaches out to us on this day, even with just a small token of appreciation, it brings with it a smile and makes our day just a little more cheerful. These efforts don't even need to be extravagant. Think about the one candy inextricably tied to Valentine's Day, the humble Conversation Heart. They are not exactly the most tasty or expensive candy on the market, but they have something that few other treats have, a positive message printed on each one. Each time you are lucky enough to get your hands on a few of these Valentine's staples you can't help but read the message printed on each heart before you eat them. And even though you know the comments were not necessarily printed as a personal message for you, just the act of reading what is on the candy brings a little more positivity to your day. Now imagine that someone that you care about actually chose a specific message that they found on one of these candies and gave it to you. The positive effect would be increased dramatically.

There is a behavioral intervention that uses the concept of reinforcing peers with positive comments or "put-ups" called Tootling (The Tough Kid Book, 2020, pp 194-200). Just the act of increasing put-ups can decrease disruptive and inappropriate behavior and increase the prosocial behaviors in an entire classroom. This sounds like an intervention made especially for February! However, I would like to propose a slight twist. This February, I challenge you to use tootling/put-ups with the adults that you work with on a daily basis. Making a concerted effort to increase the number of positives in our interactions with your peers will not only benefit them, but it will increase the amount of positivity in your own life. It's like a two-for-one Valentine and you deserve it!

Thank you for all that you do to support the students that you work with. What you do is important and makes a difference in the lives of your students.





Have a wonderful February!
Brian King

Important Notices



SCRAM Entry/Exit

There has been a change to the SCRAM document in Embrace, the entry/exit fields have been removed in the document to streamline the process. You will use the Enrollment tracking to document a student's initial entry into Special Education, into Jordan School District, into your school, Exiting Special Education or leaving Jordan School District. The annual IEP will just be submitted through the Submit IEP document as well as a paper SCRAM sent in via Movelt or district mail. Here is access to a [SCRAM Help Sheet](#).

Initial Entry into SpEd OR JSD OR Into your School

1. Click **Enrollment Tracking** 
 - a. Enter Date, Action, Reason, and Receiving District
 - i. Action "Enter IEP" -> Initial IEP
 - ii. Action "Enter IEP" -> "Transfer In" -> Transfer into (Your School Name).
2. Check the digital SCRAM for accuracy
 - a. In the event, go to the **Print Forms** button 
 - Print All
 - Print Options
 - Print SCRAM
 - IEP Summary
 - Print Progress Report
 - b. Click **Print SCRAM**
 - c. Review that all of the data is correct
3. Click **Make Active IEP** 
 - a. this locks and activates the IEP
4. Click **Submit IEP** 
 - a. Submit Conference to Jen Warkentine or Merrie Allen (Pre-K only)

Exiting SpEd or JSD

1. Click **Enrollment Tracking**
 - a. Enter Date, Action, Reason, and Receiving District (if known)
2. Click **Submit IEP** 
 - a. Submit Conference to Jen Warkentine or Merrie Allen (Pre-K only)
3. If the student is returning to regular placement
 - a. Team Leader goes into Student Info 

1. Uncheck IEP (under programs)

- Programs
- MTSS
 - IEP Referral
 - IEP
 - ISP
 - S04 Referral
 - S04
 - DS/Medical

Transition Corner

Transitioning to adulthood is a critical time for students and their families, and the Division of Services for People with Disabilities (DSPD) provides vital resources to support this journey. DSPD helps students with disabilities and their families navigate services such as employment assistance, independent living resources, and community integration. To ensure a smooth transition, families are encouraged to start planning early. Applying for DSPD services can take time, so understanding the process and eligibility requirements is essential. Additionally, collaborating with schools, counselors, and support teams can make a significant difference in creating a comprehensive transition plan. For more information on DSPD services and how they can support your student's unique needs – please visit [DSPD](#) or the [Utah Parent Center](#). Together, we can help students achieve their goals and thrive in adulthood.

In Compliance

In order to ensure that multilingual learners receive fair, accurate assessments and necessary supports while considering their cultural and linguistic backgrounds, we have summarized the process. Jordan Language and Culture Services has also created flowcharts. [LCS Pre-Referral Process](#) and [Parent Request Process](#).

Summary of [Jordan School District IEP Handbook](#)

1. Assessment and Evaluation Standards:

- Assessments must be non-discriminatory and culturally sensitive.
- Tests should be conducted in the student's native language to ensure accuracy.
- Only trained personnel should administer assessments.

2. Eligibility Criteria:

- A student cannot be classified as having a disability solely due to limited English proficiency, environmental/economic factors, or cultural influences.

3. Role of Language and Cultural Services (LCS):

- The Jordan School District involves LCS in evaluations for multilingual learners (ML) to ensure cultural and language factors are considered.
- **Pre-Referral Process:**
 - LCS participation is mandatory if a student is marked with a pink "L" in Skyward.
 - Check WIDA scores and ensure appropriate English Language Development (ELD) is provided.
 - General education teachers should consult with LCS specialists to address concerns and develop interventions.

4. Purpose of Pre-Referral Process:

- To provide necessary interventions in general education settings without presuming special education eligibility.
- For speech-related concerns, refer to the specific Speech and Language guidelines.

5. Referral Process for MLs:

- If concerns persist, follow the outlined referral process with LCS involvement to address language and cultural factors.
- Ensure comprehensive evaluation with a LCS teacher specialist or bilingual school psychologist.

6. Handling Parent Requests:

- LCS must contact parents within five school days to clarify the evaluation process and gather additional information.

BEHAVIOR BYTES

Non-contingent Reinforcement

Key Points		
Antecedents	Behaviors	Consequences
What happens before the behavior	What the student does	What happens after a behavior
	Communication	

- Definition: presentation of a reinforcer **independent** of the occurrence of the target behavior
- Functional - fulfilling the need **devalues** the reinforcer for the behavior
- An antecedent strategy - we can do this **before** we ever see the behavior

When to use it

- To **prevent** problem behaviors
- Rapport Building!

Examples

- Check-In/Check-Out
- "Just-because praise"
- Forming a connection

Teachers Toolbox

Teaching Tidbit

Empowering Evidence-Based Thinkers: Strategies for Test Success

The [webinar recording](#) explores strategies for helping your students master text evidence and prepare for state assessments.

Handouts from the webinar are available [here](#).

Our December & January SLD training was a success with a great turnout. We have added another opportunity for this full day of PD for licensed Special Education staff. You are expected to attend the full day of training. Do not schedule any meetings during the training. Please check your calendar to make sure you can commit to the full day of training.

Next Training is **Tuesday, February 28th 8:30 am - 3:30 pm ASB Auditorium**. Find the course through pd.jordandistrict.org

Specific Learning Disability Deep Dive - Gathering the Right Clues to Consider Eligibility

This full-day PD will review Specially Designed Instruction, data-based decision-making, Response to Intervention, the process to initially qualify a student, and then spending the majority of time reviewing SLD as a classification. We will review the DSM-V and the key features of a student with a Specific Learning Disability.

**SLD Training will not be added as a module for later viewing in the Canvas PD course. You will need to attend the training to access the information. **

A **Special Education PD** course has been created to view the recordings of our different PDs over the year. Teachers can self-enroll in the course by clicking on the following link: <https://jordanpd.instructure.com/enroll/TYDLCH>. Each training has its own module. Within each module, you are given two choices:

- The **re-licensure option** will require you to complete a quiz after looking at/viewing all the materials. Once you complete the quiz with 75% or better, your certificate will be emailed to you for your records.

EXCEPTIONAL EDUCATORS

Jennifer Egan
Speech Language Pathologist
Rosamond Elementary &
Welby Elementary

Jennifer Egan is a dedicated SLP who cares for her students and is always looking for new innovative ways to support them. Not only is she efficient and cares about compliance, she does so because she cares about providing the best services, she can for the students that she supports. She is also willing to share her knowledge with other SLTs and SLPs and to support those new to the field. Thank you for all your work and care for your students!

Rylee Jensen
School Psychologist
West Jordan Middle School

Dr. Rylee Jensen is the school psychologist at WJHS. She interned with us two years ago at West Jordan Middle School and returned to Jordan School District this year after a yearlong internship in Texas. Dr. Jensen is the consummate professional working closely with the Special Education department, students and families. In her free time Rylee likes to spend time outdoors. Dr. Jensen is a fierce and dedicated advocate for high-risk students and we are so lucky to have her in our district.

AdreAnn Paul &
Olivia Weber
Team Leaders
Fort Herriman Middle School

This dynamic duo, are the co-team leads at Fort Herriman Middle School. Both are outstanding educators who frequently seek opportunities for professional growth and development. They actively seek evidence-based practices to help their students learn and achieve at the highest levels. We are grateful to have them at Jordan School District. Thank you for all you do for our students.

Megan Ruff
Team Leader
Herriman Elementary

Megan Ruff is the Cluster Team Lead at Herriman Elementary School's Social Emotional Support Unit, and is making a difference! She strives to put students first, making sure each one gets the support they need to thrive. Megan is great at keeping the lines of communication open with parents and is an expert at handling challenging behaviors and unique needs for the students at Herriman.

Domenica LaPorte
Preschool Teacher
Bluffdale Elementary

Domenica is a dedicated Special Education Preschool Teacher. Her passion for teaching and genuine care for her students shine through every day. Domenica's enthusiasm creates a positive atmosphere that resonates with every child she works with.

Beyond her work with students, Domenica is an incredible mentor. Her mentees often share how supported and encouraged they feel, thanks to her guidance. Her ability to nurture and inspire others highlights her deep commitment to the teaching profession.

We're grateful to have Domenica on our team, as her contributions greatly enrich the Jordan School District. Thank you, Domenica, for your dedication and the joy you bring to our school community!

Curtis Jensen
Principal
South Jordan Middle School

Curtis is an incredible principal who consistently goes above and beyond to support his special education team. Not only does he step in to support special education classes, but he also goes out of his way to fully understand the processes, such as writing Behavior Intervention Plans for our students. His dedication inspires his teachers and students. South Jordan MS is an amazing school and we are grateful for his leadership at Jordan School District.