



Special Ed Times at JSD

March 2025 Newsletter

Note From Mike Trimmell, Special Education Administrator

Spring is here, and it's a great time for fun learning in special education! As the weather begins to warm up, let's think about opportunities to take our lessons outdoors. Going for nature walks, planting flowers, and doing art projects outside can help students learn in new and exciting ways. These activities engage students' senses and help them develop important skills, such as teamwork and problem-solving, in a fun and interactive way.

Spring is also a good time to think about how students are doing and what they need to learn next. Take some time to update plans to ensure that every student is making meaningful progress. Spring is also a great time to explore new tools and games to better engage students in the learning process. The theme of growth is central to spring, echoing the natural world around us. Just as plants and flowers bloom, we aim for our students to grow in their knowledge and confidence. By incorporating fresh ideas and engaging activities, educators can create an inclusive environment that encourages all students to succeed and feel valued.

March Events

- **5:** Speech Language Pathologists- PD
- **7:** SpEd and ML's PD
- **11:** ACT Test for 11th Grade - No School for 10th & 12th Grade
- **13:** Co-Teaching Celebrations
- **14:** Teacher Professional Development Day- No School for Students
- **17:** HS SpEd Team Leader Meeting
- **21:**
 - MS SpEd Team Leader Meeting
 - HS/MS SCSC
 - Singleton PLCs
 - District SEB PLCs
- **28:** Last Day of Quarter 3
- **31:** Grade Transmittal Day - No School for Students

Important Notices

- We are nearing the Special Education Budget Closeout for the 2024-25 School Year. Please note that Special Education purchase orders/requisitions/reimbursement requests for the 2024-25 school year **must be received by Thursday, March 6, 2025 @ 5:00 p.m.** Please see the [MEMO](#) that was sent out Feb 05 for any questions.
- March 7 Professional Development is: Special Education and MLs – Looking Beyond the Myth - [Registration Link](#)
- March 14 Professional Development is intended to support all special education teams and school psychologists in writing Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) [Registration Link](#)
- Watch out for the link to register for the next SLD Training coming up in April 2025.

Assessment Addendum Form

In Compliance

- All assessment accommodations must meet the criteria designated by the [Utah State Board of Education \(USBE\)](#)
- All assessment accommodations must be addresses in the Assessment Addendum under the column "Instruction".
- The Accommodations on the Service and Placement page on the IEP, must match the accommodations checked on the Assessment Addendum.
- Each Assessment that a student will take must be marked SA, PA, or PAA for the grades that the current IEP will cover (Current year and next year).
- Review the following documents below when determining how to mark a specific assessment.
 - [Appendix C: Alternate Assessment Participation Guideline](#)
 - [Appendix H: PEEP](#)
 - [Appendix I: Acadience Reading and Math](#)
 - [Appendix J: RISE](#)
 - [Appendix K: Utah Aspire Plus](#)
 - [Appendix L: ACT](#)
 - [Appendix M: DLM Accessibility Supports](#)
 - [Appendix N: WIDA Access](#)
 - [Appendix O: NAEP](#)
- If the accommodation is allowed or embedded into the assessment, as stated in the documents above, we mark SA
- If an accommodation is not embedded, it should be marked PA and USBE must be contacted if there is an asteric *.
- Do not mark "DLM" on the Assessment Addendum, unless the student will be taking the DLM and is participating in Essential Elements.
 - Mark all 3 DLM tests with PAA and answer the questions at the bottom of the form. Also use the statement found on our district's [IEP Handbook](#).

Teachers Toolbox

Teaching Tidbits

How to Implement "Rough Draft Math" information below came from the "Edutopia – What Works in Education - Research Is In" email I received.

"To build student confidence, math teachers may want to take a page from the ELA playbook.

By harnessing the power of rough drafts in mathematics—students "share their in-progress thinking" and then workshop and reflect on their proposed solutions—educators can help kids become more effective and confident problem-solvers, according to the authors of a [2024 study](#).

Researchers interviewed dozens of K–12 educators to identify feasible strategies for implementing rough draft math. One 6th grade teacher reported that students who folded a paper in half and used one side for "first thinking" and the other for "next thinking" were suddenly OK with "everything being messy and not erasing it." Another educator snapped photos of first drafts and displayed them on the board. Through supportive discussions aimed at identifying common mistakes, she noted that the whole class moved, messily but steadily, toward "final draft thinking."

UCTM Conference in January featured a great breakout session by Dr. Amanda Jansen, a professor at the University of Delaware, on an "Equity-Minded Approach to Math Education." Here is a copy of her [Presentation](#) and [worksheet](#).

In Dr. Jansen's presentation, there is a video of a common Lagoon ride and we were asked to draw a graph of what it would look like. This was our first draft. There was then a discussion with the group and talked about why we drew ours the way we did. We weren't told if our graphs were correct or not. We watched the video again and did a second draft of our graph after taking input from others in the class. We again then discussed how our graph changed. It was very impactful to allow for drafts to promote engagement and effort.

A **Special Education PD** course has been created for you 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 **relicensure 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.
- The **viewing option** allows you to look/view some or all the materials. There is an exit survey at the end to collect feedback to help us if you still have questions.

Current modules -

- Start of the Year "To Do" Reminders
- Data to Direction
- District Support and Resources to Support Student Progress
- The Great 8 Classifications
- The Elephant in the Room - Let's Talk Study Skills
- ESY Purpose, Options, and Documentation

Transition Corner

Transition Resource – District Webpage

As teachers you play a crucial role in supporting your students and families as they prepare for life beyond high school. This month I wanted to share that on the district website there is a valuable resource section to help guide the transition process. These resources offer support for teachers, students and families. Teachers can find tools for developing Individual Education Plans (IEPs) focused on transition goals, as well as information on community partnerships and vocational programs. You can access information on navigating the transition process, including post-secondary education options, employment services, and self-advocacy resources.

You can find this resource on the Jordan District Webpage. Go to the Jordan District Webpage, click resources, departments, special education, and go to the tab Parents & Students, Post-High Transition <https://specialed.jordandistrict.org/post-high-transition/>

March Behavior Byte

PRECISION commands

1. "Name, _____ please"
(wait 5-10 seconds)

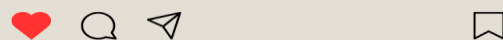
OR *provide reinforcement* if done

2. "Name, you need to _____"
(wait 5-10 seconds)

OR *provide reinforcement* if done

3. "That's not following directions.
That's _ (give reductive consequence) _"

*wait 1 minute and start cycle over again



Precision commands are effective because they give the student a predictable, and consistent response. By eliminating any sort of questions, there is not an appropriate response other than compliance. By phrasing requests as directives, the student is limited to compliance with a reward, or a consequence for noncompliance.

EXCEPTIONAL EDUCATORS

Katelyn Scherzinger
ASL Interpreter
District Wide

Katelyn is consistently demonstrating exceptional flexibility and a strong willingness to take on challenging assignments. She approaches each task with dedication and professionalism, always ensuring that the needs of the team are met, no matter how big or small the task may be. Whether it's tackling complex assignments or stepping in to assist with more mundane tasks, Katelyn's contributions help keep everything running smoothly. Her positive attitude and commitment to the team are truly appreciated by all.

Salli Hollenbach
Special Education Teacher/
Speech Language Pathologist
Early Intervention

Salli is one of our early childhood special education teachers as well as SLP. She started in our preschool program and is now a teacher in early intervention. Salli is a wonderful team member and has been incredibly flexible and willing to take on program changes. She works well with our leadership team to implement any changes that are suggested. Salli has a wealth of knowledge and experience that she brings to our team. She has an extremely kind heart that benefits her students, families, and our JCDC team. We are lucky to have her at Jordan School District.

Niki Gay
Speech Language Pathologist
Golden Fields Elementary

Nicki Gay is one of our SLPs at Golden Fields Elementary School. Nicki has consistently been a leader as she has assisted on the UATT team, mentored many other SLPs, and supervised several SLPs completing their externships. From those experiences, we have gained additional team members who are well prepared and have had a great model for their own careers. Nicki works well with her team, and provides support to students with both mild disorders and some of the most complex communicators. We are lucky to have her as part of our team and appreciate her dedication.

Jenny McNeas
Special Education Teacher
Antelope Canyon Elementary

Jenny is an incredible resource teacher! She is working with all students receiving resource services, as her school has not been able to hire another resource teacher. She makes each student feel important and loved. She works very well with staff members. She is always very positive, and takes on many extra tasks.

Josie Barton
Special Education Teacher
Kauri Sue Hamilton

Josie is a new teacher and is doing such an amazing job working with her students. She is structured and creates a really good environment for all of the kids at Kauri Sue. She has a great attitude and is a go-getter, always looking for ways to improve her skills and support her students. Thanks for all you do Josie!

Angela Hansen
Special Education Teacher
South Valley Post High School

Angela is a dedicated teacher at South Valley School. She began her journey with the Jordan School District as a paraeducator, and South Valley is incredibly fortunate to have welcomed her onto their teaching staff. Angela is known for making fantastic connections with her students, showing genuine care, and using creative teaching methods to engage and inspire. She is deeply committed to helping her students grow and is passionate about seeing them become independent adults. Her dedication to her students' success makes her an invaluable member of the South Valley community.