



# Special Ed Times at JSD

November 2024 Newsletter

## November Events

**5:** Pre-ACT Test & HS College Prep 1/2 Day- No School 11<sup>th</sup> Grade

**8:** Teacher Professional Development Day- No School for Students

**8:** Special Education PD's

- District Supports and Resources to Support Student Progress
- Visually Impairment Resource Training

**12:** Co-Teaching Yr 1- Session 2

**19:** Co-Teaching Yr 2- Session 2

**27-29:** Thanksgiving Recess - No School

## Note From Mike Trimmell

As we enter November, a month synonymous with gratitude and reflection, it is fitting to acknowledge the immense contributions of our special educators. As dedicated professionals, you play a crucial role in shaping the educational journeys of students with disabilities, providing personalized support and fostering an inclusive environment where every child can thrive. Your commitment to adapting teaching methods and creating individualized learning plans ensures that all students receive the attention and resources they need to succeed. Your work, often behind the scenes, transforms classrooms into spaces of opportunity and growth, embodying the spirit of thankfulness that Thanksgiving represents.

This season, we want to express our gratitude for the resilience, creativity, and patience of our special educators. You go above and beyond to build meaningful relationships with students, advocating tirelessly for their needs while inspiring a love for learning. Whether through developing innovative teaching strategies or collaborating with families, you are pivotal in nurturing a supportive and inclusive educational community. As we gather to celebrate Thanksgiving, we want to take a moment to thank you for your unwavering dedication and the profound impact you have on the lives of students throughout our district. Your work not only enriches the lives of students with disabilities but also strengthens the fabric of our educational system as a whole.

-Mike

## Important Notices

- **November 8, 2024:**  
**All Corrections and SCRAM reports are due by 5PM**
- 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 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
- The Great 8 Classifications
- The Elephant in the Room - Let's Talk Study Skills

## Transition Corner

**Student-Led IEPs: Empowering Students for Successful Transitions** Student-led Individual Education Plans (IEPs) are a powerful way to engage students in their own learning and transition planning. Encouraging active participation in IEP meetings, students can gain skills in self-advocacy, goal setting, and decision-making - all critical for a successful transition from school to adulthood.

For teachers, facilitating student-led IEPs means assisting students to understand/identify their personal strengths, challenges, and future goals. Teachers can start by encouraging students to reflect on their progress, contribute to setting their own goals, and practice presenting their ideas. To accomplish this, students could be encouraged to make a poster or slideshow of goals/ideas or open the meeting by talking about themselves. Through this collaborative approach students begin to take ownership of their education and prepares them for life beyond the classroom.

## Teaching Tidbits

### Developing Effective Writing Units: 4 Factors to Powerful Planning - Kristina Smekens

I participated in this [EdWeb webinar](#) earlier this month. The first time I came across her was when I was looking for a video for paras on [modeling](#).

Some of the powerful takeaways:

- Traditionally we decide on what standard we will be working on (persuasive), then decide on the final product (Best game activity at recess), plot out skills to teach, and the parts the kids will write each day. On day 1 we introduce the unit with examples and announce the topic for writing and then every day, the skill is taught and then they complete that part of their final product.
- When we teach this traditional way, the teacher is herding the students through the unit sentence/paragraph, by sentence/paragraph and they all read similarly. With the herding, students don't retain the skills.
- A change of teaching is to teach the skills with the final product in mind but not work on it throughout the unit. She talks about teaching mini-lessons over several days providing I-do and We-do models and then transitioning to writing time (formative) with repeated topics where students dabble with low-stakes activities/topics that parallel what was modeled in the mini-lesson -You-do. Once all skills have been taught, then you can introduce the topic of the final product. This final (summative) product will be a true assessment of their retention and usage of the taught skills.
- Instructional Shifts (Instruct and assess - daily)-
  - The writing topics used during the unit are familiar ideas/texts. Students have knowledge in the ideas/tasks. (Low-stakes task, not revising, not finishing, difficult skill/simple topic)
  - Writing-time tasks allow for direct application of the day's mini-lesson skills. (Focused application, isolated practice, just this one skill, partial pieces, multiple experiences)
  - The teacher confers frequently with students about skills - not products. (Low-stakes experiences, no plan to finish/finalize, confer for next time)
  - Every unit culminates with a from-scratch product on a new topic or text. (Assess mastery of writing skills taught)

At the end of her webinar, she shares [this video from the Karate Kid](#). It helps us understand why we need to teach independent skills with individual practice through mini-lessons and then bring it all together in the final product.

EdWeb is a free Professional Learning Network. Check out her website - [Smekens Education Solutions, Inc.](#) Click on the FREE Resource tab for a lot of resources for reading and writing.

## In Compliance

### IEP Accommodation Definitions

The UPIPPS compliance questions on Accommodations read: "Does the IEP address supplementary aids, services, program modifications, or supports provided to align with the student's IEP, including the frequency of aides, services, modifications, or supports?"

**If as needed was marked, was it defined?"**

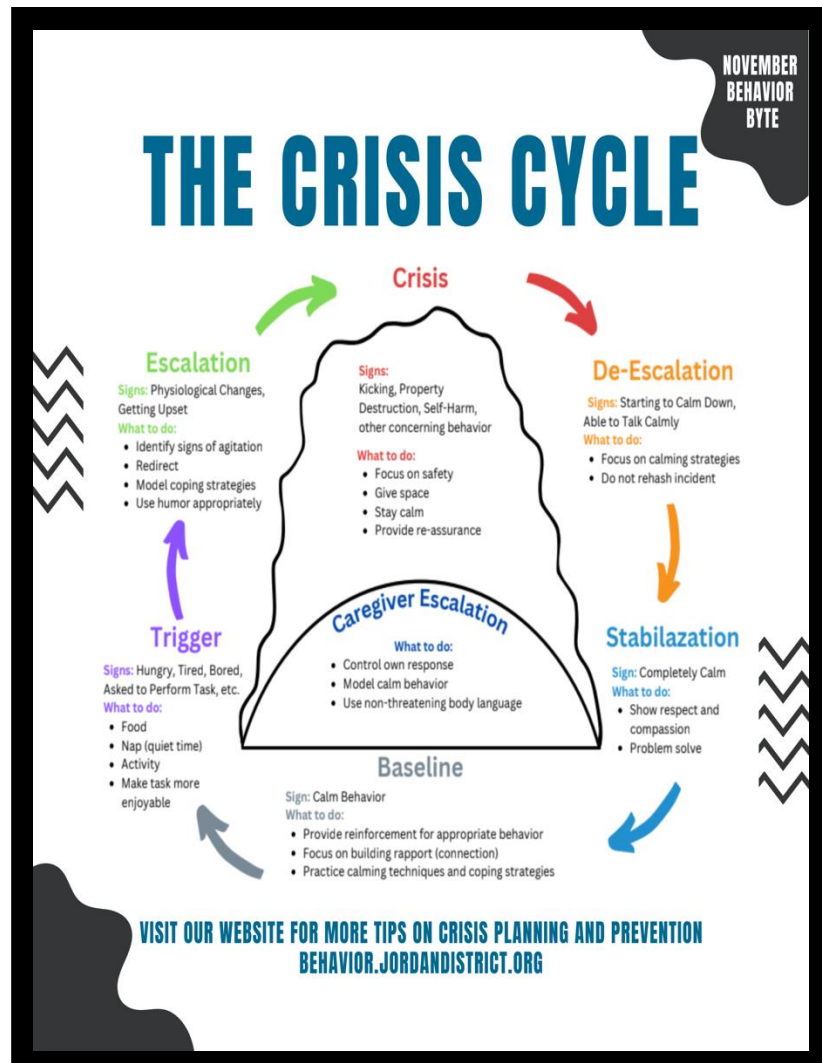
Accommodations should be individualized to the student as necessary. Definitions should include what, when, where, and who decides regarding the accommodation in the defined description.

Accommodations should be marked "as needed" on the IEP. The definition description should follow the stated accommodation, in the same field on Embrace. If the accommodation is marked "daily" or "weekly" data log sheets will need to be provided, and include data for every day.

[The shared Treasure Box in your Drive \(Click for Link\)](#)

includes an Accommodations Bank For:

Alternate Location, Access to technology, Breaks, Calculation Device/Computation Table, Calculator, Check-in / Check-out, Daily Tracker, Directions Reread, Environment Change, Extended Time, Human Reader, Large Print Paper, Manipulatives, Oral Responses, Paraphrasing, Pre-teach, Reduced Assignments, Scribe, Special Seating, Text-to-Speech, and Adaptive PE. Make sure these are individualized for student need.



# EXCEPTIONAL EDUCATORS

YJ Pyo  
Resource Teacher  
South Jordan Middle School



YJ is in her first year in special education at South Jordan Middle. Despite being new, she consistently excels in her role. Her positive attitude and willingness to ask questions, along with her effective strategies in managing behaviors, make her a valuable asset. She works exceptionally well with both staff and students, and we are lucky to have her in our district.

Claudia Pamplin  
Support Class-  
Special Education Teacher  
Daybreak Elementary



Claudia is an extremely positive energetic teacher. She is always willing to go above and beyond to support her students and other staff members. She even supports staff in other schools in modeling and consulting. Claudia rocked ESY this year and we appreciate all she does for JSD!

Jan Armstrong  
Special Education Teacher  
Early Intervention

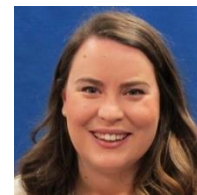
Jan began her journey in our district as a student teacher and has been an integral part of the Early Childhood program ever since, transitioning from Preschool to Early Intervention. Known for her collaborative spirit, Jan is the kind of colleague everyone enjoys working with. Her extensive skill set allows her to effectively support the diverse needs of the children and families in our program.

Dr. Cheryl Pribble  
School Psychologist  
Midas Creek Elementary



Dr. Pribble is a psychologist at Midas Creek. She has been there since 2019. Dr. Pribble goes above and beyond for her students, providing support in mental health, social-emotional, and behavioral areas to address students' needs. She works closely with school staff, administrators, and families to ensure students get the support they need. Dr. Pribble also provides student-centered family therapy at the Jordan Family Education Center to extend support and connect families with services outside of the school setting. Jordan School District is extremely lucky to have her on our team!

Hsiu-Chi Alberque  
SLP  
South Valley



Noel Pollard  
SLP  
South Valley

Hsiu-Chi Alberque and Noel Pollard are the SLPs working with the students at South Valley School. They play an invaluable role in helping to facilitate functional communication skills as these students work on transition skills. They work with the teachers, help with onsite skills training, and advocate for appropriate communication modes. They are truly making a difference for these students!