



Special Ed Times at JSD

January 2025 Newsletter

January Events

1-3: Winter Recess - No School

10:

- High School/ Middle School SCSC Singleton PLC's
- District SEB PLC

17:

- Last Day of Q 2
- Submit All Initial ACT Requests for Accommodations
- APE (Adapted Physical Education) virtual meeting

20: Martin Luther King, Jr. Day Recess - No School

21: Grade Transmittal Day - No School for Students

23: Co-teaching Yr 1

24: Zoom PD ESY Updates

27: High School TL Meeting

28: Progress Reports Due

Important Notices

- The Lines of Evidence have been updated. Please discard all previous versions and use the current ones.
- APE Services: There will be a brief virtual meeting for all Secondary Self-Contained teachers on January 17, 2025, at 1:30 pm. Please plan to attend if you have questions about APE services and what they will look like moving forward in 2025.

[Zoom Link](#)

Note From Kim Lloyd, Special Education Director

Welcome Back!

I hope each of you had the opportunity to rest, relax, and enjoy the holidays! During the holidays, I had the pleasure of conversing with some colleagues from other districts. We discussed the challenges we face in our profession, whether you are a special education teacher, paraprofessional, or an administrator in special education or general education. The nature of our jobs can be messy and just hard, and we all feel the pressure.

Managing Pressure and Prioritizing

Our conversation turned to how we manage that pressure and how we keep going. I love hearing from others about what works for them so I can try their strategies. We then delved into the topic of priorities. The mess never really changes, and this job demands so much from each of us. So, how do we prioritize? If all we see are the challenges, then challenges are all we address, and the pressure never eases.

I don't know how many of you remember the painter, Bob Ross. My dad used to watch him all the time. Bob Ross once said, "If it's not what you want, stop and change it. Don't just keep going and expect it will get better." One way to stop seeing challenges is to change our focus. We can achieve this by talking to each other, listening to each other, and supporting each other.

Finding Joy in Everyday Moments

Recently, I visited a couple of schools and found myself staying in the lunchroom with the kids and sitting through a couple of lessons. I soon found myself enjoying what was happening around me. For some of you, this may be part of your pressure, but stop and watch your paraprofessionals, step into a colleague's room, or just peek in the door and look at the amazing things each of you do for students. The mess will always be there, but the priority is students. The priority has to be a change of our focus.

Recommitting to Support

I wish I had the exact answer for each of you, but for me, my change of focus is to once again recommit my efforts to support you and all that you do!

I am so lucky to work in Jordan School District, to work with and support amazing professionals! Thank you for all that you do and who you are. You truly make a difference for students.

Reflection and Discussion Points

- **Reflect on Priorities:** Consider what truly matters in your day-to-day work. How can you shift your focus from challenges to solutions?
- **Communicate and Support:** Take time to talk and listen to your colleagues. How can you support each other more effectively?
- **Celebrate the Small Wins:** Notice and appreciate the small, positive moments in your work environment. How can these moments be highlighted and shared?

Together, let's continue to create an enriching and supportive learning environment for our students and each other.

Teachers Toolbox

Teaching Tidbits

Our December 13th 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.

SLD Deep Dive - Gathering the Right Clues to Consider Eligibility.

This full-day PD will dive deeply into the Specific Learning Disability classification. We will be reviewing 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.

Tuesday, January 28th 8:30 am - 3:30 pm ASB Auditorium (Entrance A - 7905 S. Redwood Road)
You can register through the [Registration Link](#) or find the course through pd.jordandistrict.org
Space is limited to 60 participants.

*SLD Training will not be added as a module for later viewing. You will need to attend the training to access the materials. *

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

In Compliance

Progress Reports

Progress Reports must include a student's current progress score and comments that support the progress toward each IEP goal. The progress dropdown box is optional. Consistently update and report accurate information on the student's progress and how the progress is being measured. Report progress at each reporting period. Progress should be reported at the end of each quarter.

The next progress report dates are:
January 21st, March 31st, and June 6th

A lack of student progress requires adjustment to educational programming. A district's continuation of inadequate progress denies the student FAPE and should be revisited through an IEP meeting to determine next steps.

Keep progress reports in the same IEP envelope as the applicable IEP in the file.

Transition Corner

Setting SMART Goals for the Future –

As teachers you play a crucial role in supporting students and families to plan for the future. You need to support students in developing a plan for life after high school. This can feel overwhelming for students, but setting SMART goals can make the journey more manageable and focused. SMART goals are Specific, Measurable, Achievable, Relevant, and Time-bound. This framework helps students clearly define their ambitions and the steps needed to reach them, whether they involve further education, employment, or independent living.

- **Specific:** Encourage your child to choose a specific area to work on, like job skills or budgeting.
- **Measurable:** Set clear criteria to track progress. For example, if your goal is to improve communication skills, schedule weekly check-ins to discuss improvements.
- **Achievable:** Make sure goals are realistic and within reach, even if challenging.
- **Relevant:** Goals should align with your child's future aspirations, whether it's gaining independence or building a career.
- **Time-bound:** Assign a timeframe to stay motivated and on track, like mastering a new skill by the end of the semester. By setting SMART goals, students can build confidence and develop essential life skills that prepare them for successful transitions!

EXCEPTIONAL EDUCATORS

Marilyn Deniker
Self-Contained Teacher
Riverside Elementary

Marilyn is an exceptional educator. Her classroom management skills are nothing short of outstanding, allowing her to create a structured yet nurturing atmosphere conducive to learning. Marilyn is deeply committed to her students' success. She is always going above and beyond to ensure each student receives the support and encouragement they need. Her dedication to fostering an inclusive and positive learning environment has been instrumental in helping students thrive both academically and personally.

Cynthia McCoy
Team Leader
Kings Peak High School

Cynthia is a remarkable support to both her team and students. She brings a wealth of knowledge and experience to the team. Her compassionate nature and outside-the-box thinking consistently lead to effective solutions. She is innovative and a go-to resource, always ready to assist. Her dedication and commitment to excellence makes her an invaluable asset to our district. Her positive impact is felt by everyone she works with.

Thank you, Cynthia!

Josey Svoboda
School Psychologist
Eastlake Elementary

Josey has been the school psychologist at Eastlake since August 2021. She works closely with her school-based mental health team and administration to ensure all students receive the support they need. She provides comprehensive services, including testing for special education, counseling, social skills groups, and crisis response. In addition, Josey teaches a class at the JFEC, Making and Keeping Friends: A Group to Help Children Strengthen their Friendship Skills, for students in grades 2nd—6th. Josey is a joy to work with and is always willing to go above and beyond for her students and families. We are lucky to have her as a part of our team!

Brooke Grandt
Occupational Therapist
Early Intervention

Brooke is an exceptional occupational therapist in Early Intervention. She has a cheerful, energetic, and positive attitude whether it's leading the motor team, in staff meetings, or working with families. Brooke's dedication and expertise make her an amazing part of the Early Intervention program and we are incredibly lucky to have her!

Jennifer Fisher
Principal
Hayden Peak Elementary

Our dedicated administrator, Jen, exemplifies patience and kindness in every interaction, supporting our special education team, students, and families with unwavering commitment. Her compassionate leadership fosters a collaborative and nurturing environment where everyone feels valued and heard. Jen consistently goes above and beyond to ensure that the unique needs of each student and family are met with empathy and understanding. Her impactful support plays a vital role in the success and well-being of our school community."

Jennifer Egan
SLP
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!