



# Special Ed Times at JSD

April 2024 Newsletter

## April Events

- 1: Q4 Begins
- 5:
  - \*Optional PD: [Behavior Management](#)
  - \*Middle School TL Meeting
  - \*Middle School & High School SCSC Singleton PLC
  - \*District SEB PLCs
- 9: SLP Professional Development
- 12: Professional Development Day - No Students Attend
- 19: Inspire Training (Resource Teachers)- 1:30-2:30 via Google Meet. Link will be sent out via email. Day in the Life N2Y

## Note from Mike Trimmell, Special Education Consultant

April is a month of renewal and growth, and for special education teachers, it presents an opportunity to continue nurturing the unique needs of our students. As educators, April offers a chance to celebrate Autism Awareness Month, acknowledging the diversity and strengths within our students. It's a time to emphasize the importance of inclusion and understanding, fostering an environment where every child feels valued and supported. Additionally, Earth Day falls in April, providing a perfect opportunity to integrate lessons on sustainability and environmental awareness into the curriculum. As special education teachers, we can utilize this month to spark creativity, promote empathy, and instill a lifelong love of learning in our students.



## Important Notices

- Progress reports for Q3 are due by April 8, 2024.
- The [IEP Procedures Handbook](#) has been updated. Please bookmark the new link
- The Submit button will be available in Embrace which will allow you to submit your IEP directly to Jen Warkentine. Please utilize the submit feature in Embrace. We are testing the SCRAM function of Embrace. You will still need to submit the paper version of the SCRAM until at least Spring 2025. Preschool should continue to submit paper SCRAM only. [See the memo for more information.](#)

## Transition Corner

To increase the likelihood that students with disabilities achieve successful postschool outcomes, transition planning should begin early to ensure that students and their families have adequate time to prepare for this transition. "To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction." Stephen Covey. You can support this by looking at the course of study. Carefully planning the courses helps students see the connection between high school and their future. Students must meet the graduation requirements, but including and helping them enroll in good elective classes will begin preparing them for their future. Within the Individualized Postsecondary Transition Plan, you will always include the student in this process, after all, it is their future.

Compliance statement for section #6: Courses of Study Addressing Post-School Transition Needs for Post-Secondary Adult Activities - "All Classes to satisfy requirements for Jordan School District High School Diploma." + electives (write specific elective courses after this statement, that align with their transition goals)

## Teaching Tidbits

### Math Resources

Introducing a new supplemental resource for resource students and Math. Desmos Classroom invites, celebrates, and develops student brilliance through [free digital classroom activities](#), thoughtfully designed by teachers for teachers. Those activities are guided by our [our pedagogical philosophy](#) and help students to explore concepts deeply, collaborate with their peers on problem-solving, and apply knowledge creatively as mathematicians.

In 2020, we turned those experiences into [a core middle school math program](#), combining a problem-based curriculum from Illustrative Mathematics, scalable support models from Amplify, and Desmos Classroom's intuitive technology and humanizing pedagogy.

Want to learn more? Preview [Desmos Math 6-A1](#) and [K-5 Lesson Collection](#) (great for small group instruction).

## In Compliance

### Participant Refusal

During the course of an IEP meeting, IEP team members including the parent/guardian or adult student, may propose or refuse actions. Proposal or refusal of actions must be documented on the Written Prior Notice for Free Appropriate Public Education in the IEP. For examples of Prior Written Notice, see Appendix A in the Special Education Hand Book.

Parent/guardian or adult student **may not refuse** services in the primary area of disability (e.g., a student who is classified SLI must receive speech services).

If a parent/guardian or adult student refuses all special education services, contact the school's district teacher specialist before proceeding.

## Behavior Bytes

### FBA/BIP Updates

Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) should be completed in Embrace.

#### To create a new FBA/BIP:

- Select Add Form
  - Check Functional Behavior Assessment
  - Check Behavior Intervention Plan
    - Select Add Forms

There have been changes to the FBA/BIP sections, which makes the PDF versions we were using at the beginning of the year out of date. If you have questions, please reach out directly to JBAT.

# PLANTING EXCELLENCE

Heather Pitts  
Speech Language Pathologist  
Sunset Ridge Middle School,  
Rocky Peak Elementary

Heather works with our virtual elementary school along with SRMS. She balances the schedules of both and conscientiously works to provide therapy and schedule testing and get to know the kids she works with. She asks great questions and researches new ideas and evidence based practices for the students she serves. Her desire to help students be successful makes her a great addition to our staff.

Tori Gustafson  
SEB Cluster Team Lead  
Herriman Elementary

Tori took on a new challenge this school year as the Cluster Team Lead at Herriman Elementary in the Social, Emotional, and Behavioral Support Classroom. As a team leader, Tori has shown an array of qualities that make her stand out. Her strong organizational skills have helped to establish and maintain systems that ensure the smooth operation of the classrooms. Tori's patience and understanding with students who require more support have created a trusting and consistent environment where the students have been able to make growth. Herriman is lucky to have her!

Tiffany Olson  
Paraeducator  
South Hills Middle School

Tiffany is a paraeducator at South Hills Middle School. She is dedicated to her school and kids. She is flexible in supporting not just her own classroom but the other units within the school. She is always positive and has can do attitude. She works with some of the toughest kids and builds great relationships with them. Thank you for all of your hard work and dedication.

Abigail Miller  
Resource Teacher  
South Jordan Middle School

Abby has been a rock on her team at South Jordan Middle. She's a positive team member and willing to work hard to support all of her fellow teachers. She and her co-teacher have created an amazing system to help support students to help remove barriers to promote and foster a successful environment.

Mackenzie Schueler  
Psychology Intern  
Copper Canyon Elementary

Mackenzie is the school psychology intern at Copper Canyon Elementary and a Board-Certified Behavior Analyst (BCBA). She always goes above and beyond to meet the needs of her students, their families, and her team at Copper Canyon. Mackenzie has developed an outstanding relationship with her school-based mental health team and is well-regarded by her team and peers. She also teaches parenting classes at the Jordan Family Education Center. She is an asset to the Jordan School District and the students and families she serves. We are lucky to have her on our team!