



Special Ed Times at JSD

November 2025 Newsletter

November Events

05: SCRAM Due

10: High School Team
Leaders Meeting

12: Pre-ACT & HS
College Prep-
1/2 Day & No School for
11th Grade

14: District SEB PLC

26-28: Thanksgiving
Recess - No School

Note From Mike Trimmell, Special Education Administrator

As autumn settles in and the season of gratitude begins, November offers a meaningful opportunity to reflect on the incredible work being done in special education classrooms across our district. This month, we celebrate not only the progress our students make but also the dedication, creativity, and compassion of the educators who support them.

Whether you're navigating IEP meetings, adapting lessons, or celebrating small victories, your impact is profound. You help students find their voice, build confidence, and discover their unique strengths. In a season that reminds us to give thanks, we want to thank you—for your patience, your advocacy, and your unwavering belief in every child's potential.

As we head toward the holiday season, consider taking a moment to share a success story with your team, write a note of encouragement to a colleague, or simply pause to recognize how far your students have come. These small acts of gratitude can foster a stronger, more supportive community.

Wishing you warmth, rest, and continued inspiration this November.

You are making a difference. Every day.

IMPORTANT NOTICES

- The [IEP Procedures Handbook](#) has been updated. Please discard the 2024 version and bookmark the updated one. You will also find the update on our forms page.
- All Corrections and SCRAM reports are due by **5:00 p.m. on Wednesday, November 5, 2025**. Please see [Dec 1 SCRAM Memo](#).
If you have any questions, please contact the Teacher Specialist assigned to your school or Jen Warkentine, jen.warkentine@jordandistrict.org.

Funding Implications

Special education funding and, therefore, school staffing/assistant allocations, etc. are contingent upon the accuracy of this data. Your timely and accurate response is critical!

Rotating Station

Tips for Recognizing and Easing Student Anxiety in the Classroom

Jeff Morris, Ph.D., NCSP, School Psychologist Specialist

Anxiety is one of the most common mental health challenges among school-age children, affecting nearly one in three adolescents (NIMH, 2022). In the classroom, it doesn't always present as anxiety; sometimes it manifests as avoidance, irritability, perfectionism, or difficulty focusing. Because these behaviors can present as defiance or disengagement as well, students with anxiety often go unidentified. Classroom anxiety can interfere with academic performance, peer relationships, and overall school engagement (NASP, 2020). Teachers in special education can help recognize anxiety symptoms early and create calm, predictable environments that support emotional and academic growth.

Predictably may help alleviate symptoms of anxiety. Clear routines and advance notice for transitions or assessments can reduce uncertainty, a significant trigger for anxious students (NASP, 2020). Teachers can also model and integrate coping strategies such as breathing exercises, mindfulness breaks, and positive self-talk. Offering flexible participation options, such as small-group sharing or written responses, helps students demonstrate learning without overwhelming stress.

Building strong relationships is key. A brief, private check-in or a nonverbal signal system can help students discreetly request help. Collaborating with school psychologists and counselors ensures that supports like extended time, structured breaks, or reduced workloads are implemented appropriately (NASP, 2020).

Finally, fostering a growth-mindset normalizes struggle and reduces the perfectionism that often fuels anxiety. NASP (2021) notes that emotionally safe classrooms improve both well-being and learning outcomes. With empathy, flexibility, and collaboration, teachers can create a classroom where anxious students feel understood and ready to thrive.

Quick Tips for the Classroom

1. Preview changes: Give students a "heads-up" before transitions, schedule shifts, or tests.
2. Practice calm together: Model deep breathing or grounding for 1–2 minutes daily.
3. Normalize effort: Use phrases like "We learn by making mistakes" to reduce perfectionism.

References

National Association of School Psychologists. (2020). Anxiety: Supporting Students at School. <https://www.nasponline.org/>
National Association of School Psychologists. (2021). Promoting Mental Health in Schools. <https://www.nasponline.org/>
National Institute of Mental Health. (2022). Child and Adolescent Mental Health. <https://www.nimh.nih.gov/>

Teachers Toolbox

RULEBOOK REMINDERS

Removing Services for the IEP

When considering the removal of a special education service from a student's IEP (such as discontinuing reading services while maintaining math services), a specific process must be followed to ensure compliance and data-driven decision-making. Begin by conducting a comprehensive data review and proceed with a re-evaluation, if formal assessment data is over 1.5 years old. At the meeting, the team will determine if the student remains eligible for the service in question. If the student no longer qualifies, update the IEP accordingly. Be sure to follow the procedures outlined in the [IEP Procedural Handbook](#) under "Removing Services from an IEP."

TEACHING TIDBITS

Update on Writable. Jordan School's District contract for Writable has expired and the district chose to not renew; however, USBE has adopted Scrible for writing. There was a Zoom meeting that you could watch. Here is the information from that meeting - you can look through the [presentation slides](#) and watch the [training recording](#) (password: =CAcL66z). This is a platform for researching/annotating/outlining and collaborating on writing papers. There isn't the data collection support like Writable provided. We are working to see what options are available and we will follow up with you with more information.

1% Better

BEHAVIOR BYTE

Pre-Correct Before Transitions

Take 20 seconds to remind
students of expectations
before starting an activity
("Remember, voices at level 1
during centers"). Prevents
misbehavior before it starts.



1% changes for 100% results



ALL-STARS SPOTLIGHT



Sarah Zinn
Special Education Teacher
Kauri Sue Hamilton School

Sarah has been an outstanding addition to our staff this year. She took on a challenging class with confidence and is excelling in every way. As a new Teacher, her positivity and dedication has made a noticeable impact on her students and colleagues alike. She has quickly become a valuable, supportive leader for her team. We're grateful to have her with us!

Tyler Swiggart
School Psychologist
Copper Mountain Middle School

Tyler Swiggart is the school psychologist at Copper Mountain Middle School. Before Copper Mountain, he was the school psychologist at Antelope Canyon Elementary. Tyler always has a positive attitude, is willing to help, and students, teachers, and parents all have great things to say about him. In addition to providing school-based mental health supports, Tyler also teaches a class at the Jordan Family Education Center (JFEC) to help children make and keep friends and strengthen friendship skills.

Tyler is an excellent addition to our schools, and we are lucky to have him!

Charte Young
Special Education Teacher
West Hills Middle School

Charte Young is an experienced resource teacher at West Hills Middle school. Charte is a proactive problem solver and solution seeker. She uses her extensive knowledge of curriculum and behavior to make great things happen for the students at West Hills Middle School.

Destiny Armstrong
Special Education Teacher
Herriman Elementary

Destini works extremely hard to meet the need of all of her students. She has so many great ideas and is making some really great changes. She is always smiling and wonderful to work with. We are so lucky to have her!

Jocelyn Harris
Speech Language Technician
Herriman High School

Jocelyn, the Speech/Language Tech at Riverton High, is a huge advocate building awareness for both neuro-diverse and neuro-typical populations within her school. She works on functional language skills and advocacy skills with her students, building confidence and skill sets as they transition beyond high school. Thank you, Jocelyn, for all that you do!

Lacey Erichsen
Special Education Teacher
Preschool

Lacey is an exceptional preschool teacher, and we're grateful to have her on our team. She builds great relationships with parents, brings creativity and fun to her lessons, and is always positive and supportive with staff. Lacey is quick to implement new ideas and consistently goes above and beyond for her students. We're lucky to work with her!