



# Special Ed Times at JSD

April 2026 Newsletter

Note from Melanie Dawson, Program Administrator of Behavior

**“April hath put a spirit of youth in everything.”  
– William Shakespeare**

April brings fresh energy to our classrooms—sometimes a bit too much! As students shake off winter and spring into action, harness that spirit:

- **Channel the Energy:** Try hands-on projects or outdoor learning to engage restless minds and bodies.
- **Refresh Expectations:** A quick review of routines helps everyone stay on track during spring fever.
- **Celebrate Growth:** Reflect on how far your students have come, and acknowledge their progress—big or small.
- **Stay Flexible:** Spring brings surprises; embrace the spirit of renewal and roll with the changes.

Wishing you a month full of new discoveries and youthful joy!

## April Events

1-3: Spring  
Recess - No  
School

17: Teacher  
Professional Day -  
No School

### Save the Date

Aug 05, 2026  
Special Education  
Summer  
Conference  
More information to  
come

## IMPORTANT NOTICES

- SCRAM reports and corrections are due no later than Friday, May 1, 2026. See Memo for a
- The special education department will be holding the following training sessions. Please sign up if you are interested.
  - April 10, 2026 Open-Up Math for Specially Designed Instruction Training 1:30pm - 3:30pm  
[Open-Up Math Registration Link](#)
  - April 24, 2026 UFLI Training 1:30pm - 3:30pm  
[UFLI Registration Link](#)
- Critical Needs Requests are due to your teacher specialist by Wednesday, April 15, 2026. Please review the [Critical Needs Memo](#) for additional information.

## Rotating Station

## Audit Results- Bright Spots and Focus Areas

Our audit results reflect the hard work happening in classrooms every day and all of the work that you put into supporting our students. We audited 17 schools this year, and 259 files district wide. Please save the date for our Special Education Summer Conference, August 05, 2026 at West Jordan Middle School, where we will discuss these results in depth.

### Highlights

#### Evaluation & Eligibility

- Parent consent for initial evaluation (92.55%) and eligibility decisions (92.20%)
- Parent/student input in eligibility remains a major strength (94.63%)
- Most evaluations are completed within required timelines (86–87%)

#### IEP Services & Compliance

- Excellent compliance in special education services listed (95.63%) and alignment with goals (93.69%)
- Great improvement of accuracy of SCRAM (91%)
- IEP signatures have increased (92%)

### Areas for Improvement

#### Evaluation & Compliance

- Eligibility is current (43.90%)

#### IEP Content Quality

- Present Levels of Performance (62.56%) and impact of disability (48.76%) need stronger, clearer documentation
- Goals tied to baseline data (74.76%) should be more consistent
- “As Needed” supports (62.96%) require clearer definition and documentation

## Teachers Toolbox

### Rulebook Reminders:

#### Exiting a Student from Special Education

When considering exiting a student from an IEP due to possible ineligibility, an evaluation **must** be conducted.

#### Process Steps

1. **Review data**
2. **Complete evaluation**
  - Full re-eval if testing >1.5 years
  - Otherwise use existing data (+ consent for any additional testing)
3. **Send Notice of Meeting** (include evaluation review & eligibility)
4. **Hold eligibility meeting** and determine eligibility
5. **If not eligible:** Complete Change of Placement in Embrace
6. **Provide forms** to parent/adult student
7. **Update SCRAM** – complete enrollment tracking and submit

For the complete process go to the [IEP Handbook, Pg 39](#)

### TEACHING TIDBITS

#### USBE Secondary ELA "In the News"

- [Providing Reading Interventions to Students in Middle School \(PRISMS\) Toolkit](#)
- [How to Differentiate Without Separating Students | Edutopia](#)
- [Schools Overhauled Reading Programs. Older Students Are Being Left Behind. | EdSurge News](#)
- [Every student a reader: Fostering joy and efficacy in secondary classrooms - Student Achievement Partners](#)
- [Four Takeaways from New Report on AI's Risks in Education – The 74](#)

## Behavior Byte

[JBAT](#)

**1% Better**  
BEHAVIOR BYTE

### Positive Narration

Narrate what students are doing well (“I see group three is working together quietly”) instead of focusing on misbehavior. It redirects without confrontation.



- JBAT -

1% changes for 100% results

# ALL-STARS SPOTLIGHT

Kim Lloyd  
Special Education Director  
Jordan School District



Kim has truly been the backbone of special education in our district, and as she prepares to retire this year, it is impossible not to reflect on the incredible impact she has made. She is a fountain of knowledge when it comes to special education law and processes, and so many of us have learned and grown under her guidance.

What makes Kim so special is the way she sees the best in teachers, students, and staff. She consistently supports and stands up for special education teachers, trusting that they are doing their very best for students. At the same time, she is a strong and unwavering advocate for students, always asking what more can be done and finding ways to make things work within the parameters she is given.

Beyond her expertise and leadership, Kim brings warmth and joy to our work. While not everyone may see it, she has a wonderful sense of humor and is often seen smiling. She also loves a good game and brings a competitive spirit to everything she plays...let's just say she really likes to win. We are incredibly lucky to have had Kim as our special education director. Her legacy will continue to shape and inspire our work for years to come. Thank you Kim for everything you have done for our Special Education department at Jordan School District.

Cynthia McCoy  
Team Leader  
Kings Peak High School



Cynthia is our amazing team lead at Kings Peak High School. She takes on many different responsibilities throughout her work week, but what really shines is her dedication to her students. She makes time to meet with many different students every week to provide individualized support outside of their scheduled class times. She's truly committed to meeting them right where they are and makes sure they have exactly what they need to succeed. We are so lucky to have you, Cynthia!

Dominique Fiorentino  
School Psychologist  
Heartland Elementary

Dominique goes above and beyond for her students, families, and team. She is always willing to help, support, and problem-solve. Dominique provides services in group and individual counseling as well as behavior and crisis support. She connects well with kids and parents and her team loves her. In addition to her role at Heartland, she teaches a class for kids at the Jordan Family Education Center (JFEC), Mindful Kids, to help students learn how to calm their body and mind. Dominique is an asset to our team and the students and families she serves. We are lucky to have her!

Nicki Gay  
Speech Language Pathologist  
Golden Fields Elementary



Nicki wears many hats in her role as one of our SLPs at Golden Fields. She serves on the UATT team, supervises Clinical Fellow SLPs, mentors, acts as externship supervisor and still manages to provide quality services to the student she sees. She is able to guide and support our new SLPs in learning how to provide therapy for students with complex communication difficulties and provides a constant consistent presence for her team. Thank you Nicki!

Dave Butler  
Principal  
Blackridge Elementary



Dave is truly the heart of the Blackridge ES community. He is deeply respected and well-loved by both our faculty and the families we serve. He consistently advocates for every single child, especially those who need someone in their corner. Dave works tirelessly to support his staff, always willing to go to bat for them and ensure they have what they need to succeed. He is always positive and looks at the bright side of things. We are incredibly fortunate to have a principal who leads with both heart and dedication. Thank you Dave for all that you do!