

Utah Program Improvement Planning System (UPIPS)
EXECUTIVE SUMMARY OF REPORT
JUAB SCHOOL DISTRICT
September 7, 2010

The attached report contains the results of the first two phases (Self-Assessment Process and On-Site Validation Visit) of the Utah Special Education Program Improvement Planning System (UPIPS).

This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between charter school and district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The first phase of this process included the development of a Program Improvement Plan. The second phase, On-Site Validation, conducted at Juab School District on March 2, 2010 included student record reviews and school site visits. Parent surveys were also mailed to a small sample of parents.

This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDEA, and recommendations for improvement in each of the core IDEA areas.

Areas of Strength

The validation team found the following:

General Supervision

- Juab School District conducted compliance training for all Special Education teachers prior to school beginning on August 11, 2008.
- A process for ongoing file review has been instituted and carried out.
- The principals in Juab School District have an excellent knowledge of special education rules and procedures.
- The Special Education Director has provided a yearly training for all principals which has resulted in a special education knowledge base.
- The special education teachers have knowledge of special education law and procedures.
- Special education teachers are active members of Professional Learning Communities (PLC) and RtI data teams.
- During interviews, general education teachers demonstrated an understanding of the referral process.
- Student special education files are well organized using a consistent organization method and current forms.
- Student special education files are stored in locking filing cabinets with Access Authorization lists posted.
- A variety of assessment tools and strategies are used in determining eligibility.
- School data teams meet on a weekly basis to discuss student progress and data.
- Juab School District participates in a Local Interagency Council.
- During interviews, general education teachers expressed enthusiasm about special education programs and share ownership of students with disabilities.
- Student special education files contain record of access forms.
- Initial evaluations are conducted within 45 school days of receiving parent consent.
- IEP teams review existing evaluation data and determine whether additional data are needed to determine continuing eligibility.
- Evaluations are sufficiently comprehensive to identify all of the student's special education and related service needs.

- Students are reevaluated at least once every 3 years.
- Students meet the categorical eligibility criteria of one of the disability categories.
- Students receive tiered instruction prior to referral to special education.

Parent Involvement

- Parents are generally pleased with the Special Education services their children with disabilities are receiving, as reported during parent interviews and stakeholder meetings.
- Most interviewees noted appreciation for the level of commitment teachers and instructional assistants had for their students.
- File monitoring results indicated 100% of the files reviewed had attempted and were successful in involving parents.
- Parents noted that the district was very responsive in addressing the concerns of the parents.
- During interviews, all parents and general educators expressed the value of parent involvement in all aspects of the education of children with disabilities.
- During the parent focus group, parents reported frequent communication via phone calls, emails, or progress reports.
- Parents received copies of evaluation summary reports, eligibility determination documentation, and IEPs.
- Student special education files contain Written Prior Notice of all proposed actions.
- Parental input was used in determining eligibility, as reported by parents and evidenced in student special education files.
- Student special education files include consent for initial placement.
- During the parent focus group, parents reported that they were given opportunities to give input during the evaluation process and their input was considered and used.
- During the parent focus group, parents reported that they were given opportunities to provide input at times other than at IEP meetings.
- Student special education files contain Notice of Meeting for IEP, eligibility, and placement.
- During the parent focus group, parents reported that teaching and school staff are attentive, informed, and concerned about student needs.
- Student special education files include consent for evaluation/reevaluation.

Free Appropriate Public Education in the Least Restrictive Environment

- IEPs are focused on Utah State Core Curriculum.
- All students with disabilities in Juab School District attend their neighborhood school and have some time in the regular classroom. They also participate in P.E. and extra-curricular activities.
- Current IEPs are included in all special education files.
- All teachers are given copies of snapshot IEPs or IEPs at-a-glance which includes information needed for providing special education services, related services, and/or accommodations/modifications.
- Initial IEPs are developed within 30 calendar days following eligibility determination.
- IEPs are reviewed or revised periodically, not less than annually.
- IEPs document full team participation by signature title and date.
- IEPs include a description of how the students' progress toward meeting the annual goals will be measured and when periodic reports on progress will be provided to parents.
- IEPs contain supplementary aides and services and a statement of needed program modifications or supports that will be provided for the student.
- Initial placement began as soon as possible following the development of the IEP and is as close as possible to the student's home.
- Placement is determined at least annually.
- Placement decisions are made by the IEP team and are made appropriately.

Transitions

Part C to Part B

- Parent and principal surveys indicated that Juab Preschool is providing excellent service to children with disabilities aged 3-5 years.
- It was noted that transition is smooth between the Early Intervention Provider (Central Utah Health) and Juab School District.
- IFSPs were included in all files.
- LEA representative participated in transition planning meetings.
- UPOD forms were present in all files.

School to Post-School

- High school students participate in a wide array of career experience/job-sampling activities.
- All applicable IEPs contain Transitions Plans.
- Secondary schools participate in vocational skills training and job-sampling.
- Transition Plans contain measurable post-secondary goals based upon age-appropriate transition assessments.
- Transition Plans include transition services.
- Students attend IEP meetings as documented by signatures on IEPs.
- Transition plans are reviewed not less than annually.
- Transition plans include evidence of postsecondary training or education goals, employment goals, and independent living goals where appropriate.

Disproportionality

- Juab School District has no areas of disproportionality.
- Juab school District met State targets for Indicators 9 and 10, disproportionate representation by race/ethnicity, and by disability category.
- Race and Ethnicity and Primary Home Language documented in 100% of applicable reviewed files.

Areas of Systemic Noncompliance*

- Documentation that eligibility determination is current missing in 9% of applicable reviewed files.
- Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements are missing baseline or current data in 27% of applicable reviewed files.
- PLAAFP statements are missing how the student's disability affects involvement/progress in the general curriculum in 18% of applicable reviewed files.
- IEPs do not contain measurable goals in 82% of applicable reviewed files.
- IEP goals do not address areas of need identified in the PLAAFP statement in 9% of applicable reviewed files.
- IEPs do not include a statement of specific special education services in 9% of applicable reviewed files.
- Transition plans do not contain employment services when needed in 9.1% of applicable reviewed files.
- Transition plans do not contain daily living skills services when needed in 9.1% of applicable reviewed files.
- Documentation Age of Majority was completed no later than one year before the student's 18th birthday missing in 18.2% of applicable reviewed files.

**These areas represent items where the visiting team could not locate appropriate documentation of requirements of IDEA 2004 and Utah State Special Education Rules in student records or other data sources.*