

**Utah Program Improvement Planning System (UPIPS)  
EXECUTIVE SUMMARY OF REPORT  
NEBO SCHOOL DISTRICT  
APRIL 5, 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, Targeted On-Site Validation, conducted at Nebo School District on January 12-13, 2011 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**

- Assessment instruments are valid.
- Assessment summaries were completed and shared with parents.
- Nebo School District met State targets for Indicator 20; ensuring data used by the State is valid, reliable, accurate, and timely.
- A consistent file organization system is utilized district-wide, which facilitated ease in file reviews.
- School and district staff were very well prepared and welcoming during the on-site visit.
- District staff went above and beyond expectations in accommodating and assisting USOE staff during the on-site visit.
- Nebo School District has implemented a compliance monitoring team, which has increased compliance in student special education files.
- Nebo School District has implemented a mentoring and induction program to support new teachers, which encourages a teamwork approach to problem solving.

**Parent Involvement**

- Parents are pleased overall with the experiences they are having, particularly with their children transitioning from preschool to elementary school.
- Nebo school district has implemented a parent support group.
- At least 30 days before graduation the student and parents were provided with written prior notice indicating that the student will graduate from high school with a regular diploma and graduation with a regular diploma terminates eligibility for special education.

This area was not addressed during the focused monitoring visit.

**Free Appropriate Public Education in the Least Restrictive Environment**

- Nebo School District uses an inclusion model as much as possible in order to provide students with access to the general curriculum.
- General education teachers are involved with the special education process and programs.
- Nebo School District uses the collaboration model for English and Math instruction.

- Nebo School District met the State target for APR Indicator 5; students with disabilities inside the regular class for 80% or more of the school day.

This area was not addressed during the focused monitoring visit.

### **Transitions**

- Nebo School District does an excellent job with the preschool to elementary transition process.
- Nebo School District documented 100% of students who were referred by Part C to Part B had an IEP developed and implemented by their third birthday.
- The USOE monitoring team was able to validate the district's reporting for preschool timelines.
- Nebo School District special education staff have a good working relationship with their Part C counterpart.
- Nebo School District submitted their transition report in a timely manner.
- Nebo School District documents the reason for preschool timelines exceeded in student special education files.
- Student special education files included transition plans.
- Evidence of training and progress on the transition planning process is evident in student special education files.
- School staff report a desire to create and implement complete transition plans.
- Students were invited and attended IEP meeting where transition planning was discussed as documented by Notice of Meeting forms and student signatures on IEPs.
- Transition plans contained evidence of independent living goals when appropriate.
- IEPs document that transition goals were based on age-appropriate transition assessments.
- IEPs contain annual IEP goals that will reasonably enable students to meet their post-secondary goals.
- IEPs contain transition services focused on improving the academic achievement of the student to facilitate movement from school to post-school.

### **Disproportionality**

- Eligibility determination is based upon need.

This area was not addressed during the focused monitoring visit.

### **Areas of Systemic Noncompliance\***

- Initial Evaluation timelines were exceeded in 3.5% of applicable reviewed files.
- Parent or student consent was not obtained prior to inviting an outside agency representative in 3% of applicable reviewed files.
- Transition plans were reviewed not less than annually in 20% of applicable reviewed files.
- Transition plans did not contain evidence of post-secondary training or education goals in 8.5% of applicable reviewed files.
- Transition plans did not contain evidence of employment goals in 8.5% of applicable reviewed files.
- Transition plans do not contain a course of study in 15% of applicable reviewed files.
- IEP did not document that the IEP team considered the need for outside agency involvement in the transition planning process in 8.6% 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.*