

Utah Program Improvement Planning System (UPIPS)
EXECUTIVE SUMMARY OF REPORT
NORTH SUMMIT SCHOOL DISTRICT
JUNE 3, 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 Murray School District on February 16, 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

- North Summit School District teachers and paraprofessionals have an outstanding level of dedication to educating students with disabilities.
- North Summit School District conducted professional development for special education teachers to ensure all teachers understood file review software and expectations of what is to be in each file.
- North Summit School District met State targets for APR indicator 3a, participation rates for students with disabilities on State-wide assessments.
- Student special education files were organized in a consistent manner, which facilitated ease during file reviews.
- Student special education files are stored in locking filing cabinets with Record of Access forms included in each file.
- There is a generally positive and inclusive attitude district-wide toward students with disabilities and special education services.
- Strong administrative support throughout the district is evident, including a clear knowledge base, focus, direction, and identifying needs for personnel development and program improvement planning.
- The IEP team reviews existing evaluation data and determines whether additional data are needed for determining initial or continuing eligibility.
- A variety of assessment tools and strategies were used in determining eligibility.
- General education teachers have been trained on and demonstrated an understanding of South Summit School District's child find procedures.
- School-wide activities to improve student success include provisions for students with disabilities.

Parent Involvement

- 99.98% of parents surveyed responded that all of their child's educational needs were being addressed during the IEP.
- 99.98% of parents surveyed responded that their child was making progress toward meeting the goals on his/her IEP.

- Parents have access to their students' information via Power School, including grades and attendance records.
- Parents and teachers report good email communication between home and school.
- Parental input was used in determining eligibility, as documented by signatures on forms.
- Student special education files include written prior notice of initial eligibility, continuing eligibility, and IEP implementation.
- Parents are provided with copies of eligibility determination forms and IEPs, as documented in student special education files.
- Student special education files include Notice of Meeting for IEP meetings.
- Parents, during the parent focus group, reported that they had the opportunity to provide input during their student's evaluation and that the team listened to, and considered their input.
- Parents, during the parent focus group, reported that IEP meeting were scheduled at mutually agreeable times.
- Parents, during the parent focus group, reported that their schools encourage their involvement as a means of improving services and results for their children with disabilities.

Free Appropriate Public Education in the Least Restrictive Environment

- When developing IEP goals, priority is placed on including students with disabilities in general education setting. Appropriate placement and daily schedules are created and updated to reflect individual student achievement and progress toward annual IEP goals.
- North Summit High School primarily uses an inclusion model, with special education staff in content area classrooms whenever possible. North Summit Middle School is implementing more inclusion. District provides a high level of support to students with disabilities in the general curriculum.
- North Summit School District meets requirements for APR indicator 5, students with disabilities educated in the Least Restrictive Environment (LRE).
- Student special education files include current IEPs.
- Students with disabilities are involved in and included in all extracurricular activities and programs, as reported by school staff during interviews.
- Present Level of Academic Achievement and Functional Performance (PLAAFP) statements include how disability impacts involvement in the general curriculum.
- IEPs include a description of benchmarks or short-term objectives for students who are participating in Utah's Alternate Assessment (UAA).
- IEPs contain a statement of how the student's progress toward meeting the annual goals will be measured.
- IEPs contain a statement of specific special education and related services.
- Initial placement began as soon as possible following the development of the IEP and as close as possible to the student's home.
- All members of the IEP team report a high level of involvement in the IEP process, including development of IEP goals and services.
- School staff reported an understanding of procedures when a student transfers to the school with an existing IEP.
- North Summit School District has a full continuum of placement options for students with disabilities.

Transitions

3 to 3

- Utah Preschool Outcomes Data (UPOD) forms are included and completed correctly in all applicable reviewed files.

School to Post-School

- North Summit School District has a strong program of career awareness beginning in middle school for all students.
- Student transition plans include evidence of post-secondary training or education goals, employment goals, and independent living goals where appropriate.

- Evidence of implementation of professional development on school to post-school transition planning is included in student files.
- Special education staff articulated an understanding the role of outside agencies in the transition planning process.
- Student special education files include documentation that consent was obtained prior to inviting an outside agency representative to attend the IEP meeting.
- Transition plans contain courses of study.
- At least 30 days prior to graduation, student and parents were provided with written prior notice that the student's eligibility for special education services will terminate upon graduation with a regular high school diploma.
- Student special education files included documentation that a graduation summary of performance was provided to the student upon graduation.

Disproportionality

- A review of data by the LEA and USOE showed no areas of disproportionality.
- North Summit School district does not have any areas of disproportionality identified.
- If the student's primary home language was other than English, the student's English language proficiency was assessed.
- Student's primary home language and race/ethnicity are documented in student special education files.

Areas of Systemic Noncompliance*

- Initial Evaluations were not completed within 45 school days of receiving parent consent in 14% of applicable reviewed files.
- Reevaluation timelines were not met in 14% of applicable reviewed files.
- Evaluations were not sufficiently comprehensive to identify all of the student's special education and related service needs in 31% of applicable reviewed files.
- Eligibility determination documentation was not current in 8% of applicable reviewed files.
- Documentation that lack of instruction in reading or math is not the primary factor in determining eligibility missing in 8% of applicable reviewed files.
- Documentation that limited English proficiency is not the primary factor in determining eligibility missing in 8% of applicable reviewed files.
- Evaluation procedures were not followed in 46% of applicable reviewed files.

Developmental Delay:

- Documentation that the student has a significant delay missing in 25% of applicable reviewed files.

Specific Learning Disability

- Data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings missing in 20% of applicable reviewed files.
- Data-based documentation of repeated assessments of achievement at reasonable intervals missing in 60% of applicable reviewed files.
- Documentation that data-based documentation of repeated assessments of achievement at reasonable intervals was provided to parents missing in 60% of applicable reviewed files.
- Documentation that an observation of the student's academic performance was conducted missing in 20% of applicable reviewed files.
- Documentation that the team prepared an evaluation/eligibility report that included the relevant behavior noted during the observation missing in 20% of applicable reviewed files.
- Documentation that the student does not achieve adequately for the student's age or to meet State-approved grade-level standards missing in 40% of applicable reviewed files.

- Consent for evaluation/reevaluation missing in 7.7% of applicable reviewed files.
- Consent for initial placement missing in 7.7% of applicable reviewed files.
- Written prior notice of evaluation/reevaluation not documented in 7.7% of applicable reviewed files.
- Notice of meeting for eligibility determination meeting missing in 16.7% of applicable reviewed files.
- Documentation that parents were given a copy of the evaluation summary report missing in 18.2% of applicable reviewed files.
- IEP timelines not met in 23% of applicable reviewed files.
- Placement not determined annually in 29% of applicable reviewed files.
- Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements did not include baseline data in 8% of applicable reviewed files.
- General educator signature missing on IEP in 15% of applicable reviewed files.
- IEPs do not include measurable goals in 15% of applicable reviewed files.
- IEP goals do not address areas of educational need addressed in the PLAAFP statement missing in 15% of applicable reviewed files.
- IEPs do not contain a statement of when periodic reports on progress will be provided to parents in 15% of applicable reviewed files.
- Documentation that placement decisions were appropriately made missing in 15% of applicable reviewed files.
- Documentation that post-secondary goals were based on age-appropriate transition assessments missing in 25% of applicable reviewed files.
- Documentation that beginning not later than one year before the 18th birthday, the student was informed of the rights that will transfer to him/her when he/she reaches 18 missing in 25% 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.*