

**Utah Program Improvement Planning System (UPIPS)  
EXECUTIVE SUMMARY OF REPORT  
Jordan School District  
March 12, 2009**

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 in Jordan School District on January 13, 2009 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**

- Very few formal complaints.
- Special Education Department structure provides excellent support system for staff and parents.
- Special Education Department has a comprehensive file review process.
- Input from stakeholders is valued, used, and/or considered.
- Strong Child Find procedures, including students in private schools or those who are involved with Alternative Language Services or homeless departments.
- The referral system is well-defined and clearly organized.
- Professional development needs are determined based on multiple sources.
- Jordan School District provides a comprehensive professional development program throughout the year.
- The Special Education Department has an excellent New Teacher Induction/Mentoring Program which provides ongoing support to new teachers for three years.
- Jordan School District has an excellent in-service program for paraprofessionals.
- The Special Education Department coordinates closely with the Transportation Department to ensure training on IDEA for all bus drivers and attendants.
- State and Federal reports are all submitted in a timely manner.
- Jordan School District has met the State targets for State Performance Plan Indicator #15: General Supervision System.
- Knowledge and understanding of IDEA expressed by general education teachers.
- The Special Education Assessment Matrix is an efficient tool for identifying appropriate tests for students.
- Special education files were very organized. Staff members were aware of location of individual items in the files.
- Files were in locked cabinets with access authorization posted and all IEP files contained record of access forms.
- Eligibility process was followed for students later determined not eligible for special education services.

- Initial evaluation timelines were met in 100% of applicable reviewed files.
- Evaluation summary reports included all required data for determination of eligibility.
- Observations for Specific Learning Disabilities (SLD) were complete and documented on the evaluation summary report.
- Evaluations were very comprehensive and school teams used a variety of assessments to determine eligibility.
- School climate in all schools visited was welcoming and student work was on display.
- During classroom observations, students were observed participating and peer tutors were actively involved with their peers with disabilities.
- During classroom visits, co-teaching was observed.
- Documentation of ongoing collaboration between special education and general education was observed.

### **Parent Involvement**

- Jordan School District provides a variety of sources where parents can get information regarding their IDEA rights.
- The Jordan Family Education Center provides families with a wide range of support and training options.
- Jordan School District provides Procedural Safeguards and other forms in multiple languages.
- Jordan School District works hard to maintain collaborative relationships with parent advocacy groups.
- Parents have the opportunity to participate in professional development through district in-service classes.
- Notice of Meeting forms for eligibility, IEP, and placement documented in special education files.
- Progress reports were included in student special education files.
- Ongoing communication between school staff and parents regarding student needs was documented in student special education files.
- Documentation of IEP forms in the parent's primary home language were included in special education files, where appropriate.
- Consent for evaluation and prior written notice for proposed actions were included in student special education files.

Note: This was not an area reviewed in depth during the targeted UPIPS visit.

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

- Jordan School District offers a broad spectrum of educational services and a full continuum of placements for students with special needs.
- Special education settings are based on individual student needs and IEP recommendations—IEP goals drive the services and placement options considered.
- Jordan School District exceeded the State target for both 2005-2006 and 2006-2007 for the percent of youth with IEPs graduating from high school with a regular diploma.
- The drop-out rate for students with IEPs in Jordan School District was less than that of the State target in 2006-2007.
- Jordan School District IEPs and other forms contain all required elements outlined by IDEA.
- The State target was met or exceeded for participation on CRTs across both Language Arts and Math.
- CRT data for 2006-2007 suggests that the trend lines for the students with IEPs was comparable to regular education students, even though the State targets for proficiency were not met in either Language Arts or Math.
- Least Restrictive Behavior Interventions (LRBI ) procedures are in place.
- Current IEPs were included in all reviewed student files.
- Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements included baseline data and how the disability impacts the students' involvement in the general curriculum.
- Related services are provided to students with disabilities as needed, including speech services provided to high school students.
- Measurable goals were included in IEPs.

- U-PASS accommodations page was completed correctly in applicable files.
- Specific special education and related services were included in applicable files.
- Full IEP team participation documented, including student signatures, when the team determined it was appropriate for the student to attend or the student was of transition age.
- Access to general curriculum was supported through co-teaching.
- Change of placement forms were included in applicable files.
- Documentation of review of Health Care Plans was observed in applicable files.

Note: This was not an area reviewed in depth during the targeted UPIPS visit.

### **Transitions**

- Jordan School District shows 100% compliance in the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by the third birthday.
- An excellent system is in place for transitioning students from Early Intervention to Preschool programs.
- A preschool transition coordinator sets up and coordinates transition meetings, works with outside agencies, sets up eligibility meetings and IEP meetings so that the 90-day compliance requirement is met.
- Jordan School District has strong documentation and testing in place for transition from early intervention to preschool.
- Jordan School District has many highly qualified staff to provide ongoing services.
- There is a continuum of services in Jordan School District for students from preschool through post-high school.
- The Committee reported that Jordan School District has many options available for students at age 16 in special education.
- Students have developed good relationships with teachers. They often come back to visit and report what they are doing.
- Complete transition plans were included in 100% applicable files.
- Transitions plans contained evidence of post-secondary goals for employment, education/training, and independent living as appropriate.
- Age appropriate assessments were included in 100% of applicable files.
- Students were invited to the IEP meetings and participated in transition planning.
- Some school sites and teams have implemented age appropriate transition assessments.
- Several IEPs addressed transitions in Present Level of Academic Achievement and Functional Performance (PLAAPF) statements.
- IEPs were implemented by the students' third birthday in 100% of files reviewed.

### **Disproportionality**

- Primary home language documented on the eligibility determination form.

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

- None

*\*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.*