

# **Uintah School District**

## **UPIPS Monitoring Report on Services for Students with Disabilities**

**May 25, 2007**

**Dr. Charles Nielson, Superintendent**

**Ms. Anna LeFevre, Special Education Coordinator**

### **LEA Demographic Information**

Uintah School District is located in the eastern corner of Utah, 30 miles from the Colorado border. The district has an enrollment of 5,513 students, with 807 served in special education. The students attend 7 Elementary Schools, 2 Middle Schools, 1 Junior High and 1 High School and are served by a staff of 311 professional teachers.

### **LEA Mission Statement**

The mission of Uintah School District is to “provide a safe, respectful environment that will enable students to become productive and lifelong learners.”

### **Dates and Sites Visited**

April 19, 2007	Central Cove Preschool, Davis Elementary School, West Junior High School, Uintah High School
April 20, 2007	Naples Elementary School, Vernal Junior High School

### **Validation Team Members**

The validation team had the following members:

- Ms. Glenna Gallo, USOE Special Education Monitoring Team Leader
- Ms. Susan Loving, USOE Special Education Transition Specialist
- Ms. Connie Nink, UPDC Special Education Technical Assistant
- Ms. Louise Ogden, Utah Parent Center
- Ms. Roz Welch, Utah Parent Center
- Ms. Sandra Hansen, Contract Reviewer
- Ms. Sally Dyches, Contract Reviewer

### **Team On-Site Activities**

In conducting the on-site visit, the validation team carried out the following activities:

- Conducted an Exit Meeting at the end of the visit with the LEA Special Education Coordinator.
- Reviewed 30 student special education files which included student IEPs, evaluation summary reports, determinations of eligibility, and any other pertinent data included in the files such as discipline/behavior, academic progress, etc.
- Interviewed 10 parents during a parent focus group.
- Interviewed 21 students during student focus groups.
- Interviewed school personnel, including: 5 school administrators, 1 special education coordinator, 9 special education teachers, 2 preschool special education teachers, 2 related service providers, and 6 general education teachers.

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- Observed special education services being provided to students with disabilities in 3 general education classrooms.

### Off-Site Activities

After the visit, surveys will be mailed to a select number of parents of students with disabilities. Parents will be selected from the December 1, 2006 child count by the USOE using a stratified sampling method. Results from the survey will be used as part of the Utah Annual Performance Report to OSEP and reported to the school.

### UPIPS Background Information

Uintah School District entered into Round 2 of the Utah Special Education Program Improvement Planning System (UPIPS) during the 2005-2006 school year, in accordance with federal and state requirements. The purpose of UPIPS is to support both school districts and charter schools in establishing a continuous improvement process to enhance program effectiveness for student success, and to link program improvement activities with personnel development planning.

During Year 1 of UPIPS Round 2, the district was invited to an annual UPIPS training and provided with a binder of materials, both of which provided a detailed explanation of the UPIPS 5 year process and requirements for each year. They submitted off-site data to the state and conducted a self-assessment. The Special Education Director conducted data collection and submitted a Self Assessment Report containing a Program Improvement Plan (PIP), a Corrective Action Plan (CAP), and an Executive Summary Report.

In Year 2, the Utah State Office of Education reviewed the self-assessment and conducted an on-site monitoring visit to validate the charter school's findings. Several methods of data collection were utilized during the on-site visit including reviewing the LEA's self-assessment and 618 data, reviewing student records, interviewing school staff and parents, reviewing LEA procedures and policies, and conducting classroom observations in both general education and special education settings. The results of that visit are presented in this report. **Within 90 days of receipt of this report, revised Corrective Action Plans must be submitted for all systemic non-compliance issues and revised Program Improvement Plans must be submitted with updated LEA activities. All compliance problems in every file, as well as all systemic errors, must be corrected within one year.**

During Years 3, 4, and 5 of UPIPS, the district will report annually to USOE on progress related to its Program Improvement Plan, the completion of its Corrective Action Plans, and its continuous self-assessment activities.

On the final day of the visit, the validation team presented a brief summary of preliminary findings to the Director of Special Education and the Steering Committee during an exit meeting. This meeting was also an opportunity to discuss revisions needed to the existing CAP and PIP.

This report lists the **strengths** of the special education programs and personnel, **areas of non-compliance** with IDEA requirements, and **recommendations for program improvement**, based on off-site, self-assessment, and validation visit information in the five major areas of program review:

- General Supervision

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- Parent Involvement
- Free Appropriate Public Education in the Least Restrictive Environment
- Transitions
- Disproportionality.

## UPIPS Program Review Areas

<p style="text-align: center;"><b>General Supervision</b></p> <ul style="list-style-type: none"> <li>• Child Find</li> <li>• Forms</li> <li>• Surrogate Parents</li> <li>• Evaluation/Eligibility/IEE</li> <li>• Qualified Staff/Paraeducator Job Description</li> <li>• Policies and Procedures</li> <li>• Fiscal Audit</li> <li>• Evaluation Materials</li> <li>• Confidentiality</li> <li>• Complaint and Due Process</li> <li>• Referral Process</li> <li>• Personnel Development</li> </ul>	<p style="text-align: center;"><b>Parental Involvement</b></p> <ul style="list-style-type: none"> <li>• Copies to Parents</li> <li>• Written Prior Notice</li> <li>• Notice of Meeting</li> <li>• Progress Reports</li> <li>• Procedural Safeguard Notice</li> <li>• Parental Consent</li> </ul> <p style="text-align: center;"><u>Best Practices (Recommendations)</u></p> <ul style="list-style-type: none"> <li>• Parent Training</li> <li>• Involvement in Stakeholder Activities</li> <li>• Communication in Variety of Languages</li> </ul>
<p style="text-align: center;"><b>FAPE in the LRE</b></p> <ul style="list-style-type: none"> <li>• IEPs <ul style="list-style-type: none"> <li>○ PLAAFPs</li> <li>○ Goals</li> <li>○ Related Services</li> <li>○ Special Factors</li> <li>○ State-Wide Assessment</li> <li>○ ESY</li> <li>○ BIP</li> <li>○ Health Care Plan</li> <li>○ Accommodations</li> <li>○ Service Delivery</li> </ul> </li> <li>• Timelines (IEP, Placement, and Evaluation/Reevaluation)</li> <li>• Access to the General Curriculum</li> <li>• Team Membership</li> <li>• LRE/Placement</li> <li>• Request for IEP meetings</li> <li>• Discipline</li> <li>• Graduation/Drop Out Rates</li> </ul>	<p style="text-align: center;"><b>Transitions</b></p> <ul style="list-style-type: none"> <li>• 3 to 3 <ul style="list-style-type: none"> <li>○ Transition Planning with EI</li> <li>○ IEP in Place by 3<sup>rd</sup> Birthday</li> </ul> </li> <li>• School to Post School <ul style="list-style-type: none"> <li>○ Transition, 16+</li> <li>○ Age of Majority</li> </ul> </li> </ul>
<p><b>Disproportionality</b></p> <ul style="list-style-type: none"> <li>• Prevalence and Categories of Disabilities</li> <li>• Race and Ethnicity</li> </ul>	
<p><b>Additional Utah Requirements</b></p> <ul style="list-style-type: none"> <li>• At Risk Documentation</li> <li>• LRBI Committee</li> <li>• Caseload Limits</li> </ul>	

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**ANALYSIS OF OFF-SITE DATA**

AREA of ANALYSIS		FINDINGS	
<b>Forms</b>		Meets requirements	
<b>Child Find</b>		Meets requirements	
<b>Evaluation Materials, Tests, and Assessment Tools</b>		Meets requirements	
<b>History of Failed Classroom Interventions</b>		Meets requirements	
<b>Independent Educational Evaluations</b>		Meets requirements	
<b>Job Roles and Responsibilities of Paraeducators</b>		Meets requirements	
<b>Surrogate Parents</b>		Meets requirements	
<b>Designated Psychological Examiners</b>		Meets requirements	
<b>Complaints and Due Process Hearings</b>		1 resolved complaint during 2006-2007	
<b>LEA Application</b>		Approved December 6, 2007	
<b>LEA Policy and Procedures Manual</b>		Approved October, 2001	
<b>Fiscal Audit Reports</b>		Approved November 30, 2006	
<b>Federal Data Reports</b>		Received June 30, 2006	
<b>LRBI State Report</b>		Received June 30, 2006	
		Regular Education Students	Students with Disabilities
<b>Graduation Rates</b>	(2004-2005)	<b>98.14%</b>	<b>50.00%</b>
<b>Drop Out Rate</b>	(2004-2005)	<b>4.87%</b>	<b>18.75%</b>
<b>FAPE/LRE</b>	(December, 2005) K-12	Students with disabilities spending less than 40% of the school day with non-disabled peers: School District <b>9.01%</b> State <b>14.72%</b>	
<b>U-PASS Performance Assessment</b> on CRTs in May 2006. (Students at 3 or 4 level of proficiency.)	Language Arts 1-12	<b>81.3%</b>	<b>37.62%</b>
	Math 1-12	<b>79.51%</b>	<b>45.87%</b>
<b>Suspension/Expulsion</b>	(2005-2006)	18 suspensions/expulsions of more than 10 days reported during 2005-2006 school year.	
<b>Qualified Personnel</b>	(2006-2007)	All are licensed/certified or on an LOA.	
<b>Caseloads</b>	(2006-2007)	Within caseload requirements*	
<b>Analysis of Self Assessment</b>			
<p>The Steering Committee membership included a Special Education Coordinator, a preschool teacher, a speech/language pathologist, a school psychologist, two special education teachers, a paraeducator, a secretary, and three parents. The report contained data on student record reviews and interviews.</p> <p>► LEA submitted a Program Improvement Plan and Corrective Action Plan.                      ► An Executive Summary Report was submitted.</p>			
<b>Self-Assessment Report Quality</b>		1 2 3 4 ►5	

► Area of Strength.

\*Except 1 school

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**I. GENERAL SUPERVISION**

Uintah School District is responsible for providing a free appropriate public education for all students with disabilities, who are enrolled in the school district. The Utah State Office of Education ensures that both federal IDEA and state requirements and standards are met.

LEA support and involvement are critical to the successful implementation of the provisions of IDEA. To carry out their responsibilities, LEAs also monitor the implementation of state and federal statutes and regulations. Effective general supervision promotes positive student outcomes by providing appropriate educational services to students with disabilities, ensuring the effective and timely correction of identified deficiencies, and helping personnel to gain the knowledge, skills, and abilities necessary to perform their assigned responsibilities.

<b>AREAS OF STRENGTH</b>	
<b>Self Assessment (2005-2006)</b>	
<ul style="list-style-type: none"> <li>• Training of data collection team facilitated a positive interaction with teachers and the team members to review files in a non-threatening manner.</li> <li>• Uintah School District is using a process for regular file monitoring in order to maintain and update district special education files.</li> <li>• School level team leaders meet monthly to discuss new information and training. Those team leaders then relay information from the meetings to other staff members at their school.</li> <li>• Uintah School District elementary principals have collaborated and developed a plan to improve student achievement.</li> <li>• Schools use the CELL/XELL components for teaching reading.</li> <li>• All special education teachers are being trained and encouraged to implement the same program with students with disabilities.</li> <li>• Our special education teachers in grades 4-12 are also using the Language! Program to increase reading achievement.</li> <li>• Some school principals take on a leadership role during IEP meetings, while others delegate that authority to their special education teachers.</li> </ul>	<ul style="list-style-type: none"> <li>√ Validated by team</li> <li>√ Validated by team</li> <li>√ Validated by team</li> <li>√ Validated by team</li> <li>√ Validated by team</li> <li>√ Validated by team</li> <li>√ Validated by team</li> </ul>
<b>Validation Team Findings (2006-2007)</b>	
<ul style="list-style-type: none"> <li>• Uintah School District has hired additional special education teachers with severe endorsements to provide additional special education service options along the continuum.</li> <li>• Files were well organized consistently throughout the school district.</li> <li>• Special education files contained up-to-date information.</li> <li>• Procedures were evident in each school to maintain confidentiality of student records, including posted Access Authorization lists, locked cabinets, and records of access form. UPIPS team members were asked repeated to sign Record of Access forms for each file they reviewed.</li> <li>• Uintah School District Special Education Coordinator meets weekly with selected middle school staff to address any issues.</li> <li>• Current forms that have been approved are in use at each visited school.</li> <li>• School administrators were knowledgeable and involved in their special education programs.</li> <li>• Elementary school principals are collaborating to create uniform curriculum and offer tiered instruction in their schools.</li> <li>• Preschool special education service options have been increased through the addition of an early childhood classroom.</li> <li>• K-5 schools are utilizing teacher assistance teams (TATs) to ensure classroom interventions occur prior to referral, which has resulted in a decreasing number of referrals for special education in those schools. AIMS for Success is used to ensure that all areas are considered and determined if area of need for each student.</li> <li>• All school staff discussed reviewing data from interventions before referrals and/or evaluation.</li> <li>• Child Find procedures are in place district-wide and address students from 0-21 years of age in multiple settings, such as private schools, charter schools, and homeless shelters. There is ongoing coordination with</li> </ul>	

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<p>Early Intervention and local physicians, annual staff training at each school, and parent notification through the student handbook.</p> <ul style="list-style-type: none"> <li>• Special education teachers are included in school-based professional developments in areas such as Cell/Xell, literacy, and developing professional learning communities.</li> <li>• Preschool paraeducators attend all preschool trainings. Some paraprofessionals and teachers needing additional training are seeking a Child Development Associate Certificate.</li> <li>• School psychologist and evaluators ensure that evaluation reports describe results and recommendations and concede that eligibility is a team decision.</li> <li>• Evaluation Summary Reports are complete, include data from each evaluation, and document areas that are not concerns.</li> <li>• Some elementary and junior high school sites invite students to attend and participate in their IEPs.</li> <li>• Referral forms were included in special education files.</li> <li>• Evaluations included the use of a variety of assessments.</li> <li>• Students with disabilities participate in all school activities with their general education peers.</li> <li>• Initial evaluations included documentation of why the 60 day timeline was exceeded (in both cases it was exceeded due to parent needs/requests).</li> </ul>		
<b>AREAS OF SYSTEMIC NONCOMPLIANCE</b>		
<b>Self Assessment (2005-2006)</b>		
<i>Area</i>	<i>Items</i>	<i>Utah Special Education Rules</i>
Evaluation & Eligibility**	Evaluation procedures not followed.	
<b>Validation Team Findings (2006-2007)</b>		
<i>Area</i>	<i>Items</i>	<i>Utah Special Education Rules</i>
Timelines	Initial evaluation not completed within 60 days of receipt of parent consent in 13% of applicable reviewed files.	IDEA 2004
Evaluation & Eligibility	Evaluation procedures not followed for disability categories of ED, MD, OHI, and SLD in 35% of applicable reviewed files.	II.D and II.F
	Students were not assessed in all areas of concern in 23% of applicable reviewed files.	II.D.10
**Validation team validated LEA findings in this area.		
<b>RECOMMENDATIONS FOR PROGRAM IMPROVEMENT</b>		
<b>Self Assessment (2005-2006)</b>		
<ul style="list-style-type: none"> <li>• Provide training on the new IDEA 2004 requirements district-wide.</li> <li>• Continue to work on meeting the NCLB Highly Qualified standard.</li> </ul>		<ul style="list-style-type: none"> <li>√ Validated by team</li> <li>√ Validated by team</li> </ul>
<b>Validation Team Findings (2006-2007)</b>		
<ul style="list-style-type: none"> <li>• Provide training for special education teachers on evaluation procedures.</li> <li>• Develop a system for documenting data that supports the eligibility decision on the Evaluation Summary Report (rather than the IEP), as well as why a decision was made by the team if not easily evident.</li> <li>• Provide training geared for general education teachers and school administrators on disability-specific information and special education procedures.</li> <li>• Provide training for special education teachers, paraeducators, and school administrators on additional confidentiality procedures to ensure that school visitors do not overhear student specific details during conversations between school staff.</li> <li>• Provide training for special education teachers and general education teachers on interpreting U-PASS results, then using those results to drive programmatic decisions in an effort to increase U-PASS results for students with disabilities.</li> <li>• Ensure that supporting data is attached to show results of classroom interventions.</li> </ul>		

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**II. PARENTAL INVOLVEMENT**

One purpose of the IDEA 2004 is to expand and promote opportunities for parents and school personnel to work in new partnerships at the state and local levels. Parents have an opportunity and right to participate in meetings with respect to the identification, evaluation, educational placement, and the provision of a free appropriate public education to their student with disabilities.

Parent involvement has long been recognized as an important indicator of an LEA's success. Parental involvement has positive effects on students' attitudes toward the school district and benefits school personnel as well.

<b>AREAS OF STRENGTH</b>		
<b>Self Assessment (2005-2006)</b>		
<ul style="list-style-type: none"> <li>• Overall, parents are pleased with their child's special education program.</li> <li>• Parents are receiving prior written notice, copies and procedural safeguards.</li> <li>• Parents report receiving progress reports on their students' IEP goals.</li> <li>• Parents feel that special education teachers make a difference in their child's education.</li> <li>• Parents feel that they understand their Procedural Safeguards.</li> <li>• Parents stated that the special education teachers care about their child.</li> </ul>	<ul style="list-style-type: none"> <li>√ Validated by team</li> <li>√ Validated by team</li> <li>√ Validated by team</li> <li>√ Validated by team</li> </ul>	
<b>Validation Team Findings (2006-2007)</b>		
<ul style="list-style-type: none"> <li>• Information from parents is documented on Evaluation Summary Reports.</li> <li>• Parent information is sought out and included in eligibility documents.</li> <li>• Parents are invited to attend meetings multiple times, if needed.</li> <li>• When parents attend meetings by alternate means, the file contained documentation that the parents received a copy of the materials.</li> <li>• Parent signatures were included on most IEPs and eligibility determinations. When the signature was missing, the file contained evidence of multiple notice of scheduled meetings.</li> <li>• Vernal Junior High and West Middle School provide parents with weekly progress reports on IEP goals. Data and anecdotal records are included in the reports.</li> <li>• Parents described methods and amount of contact from school and were willing to seek out additional contact opportunities as needed.</li> <li>• Notice of Meetings were included in files, usually complete, for all meetings.</li> <li>• Prior Written Notice is provided to parents prior to actions taken by the district regarding evaluation, eligibility, and IEP content and documented in the special education file.</li> <li>• Principals described inviting parents to select trainings at their schools.</li> <li>• Parents felt that special education teachers were informed and truly cared about their students.</li> </ul>		
<b>AREAS OF SYSTEMIC NONCOMPLIANCE</b>		
<b>Self Assessment (2005-2006)</b>		
<i>Area</i>	<i>Items</i>	<i>Utah Special Education Rules</i>
Procedural Safeguards	Procedural Safeguards not documented at Part C to Part B transition.	
<b>Validation Team Findings (2006-2007)</b>		
<i>Area</i>	<i>Items</i>	<i>Utah Special Education Rules</i>
	None.	
**Validation team validated LEA findings in this area.		
<b>RECOMMENDATIONS FOR PROGRAM IMPROVEMENT</b>		
<b>Self Assessment (2005-2006)</b>		
<ul style="list-style-type: none"> <li>• None</li> </ul>		
<b>Validation Team Findings (2006-2007)</b>		
<ul style="list-style-type: none"> <li>• Ensure that documentation detailing guardianship is included in special education files for students who are 18-22 years of age.</li> </ul>		

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- Provide training for parents on Procedural Safeguards (provide explanation during each IEP).
- Ensure that parent suggestions are considered and validated.

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**III. FREE APPROPRIATE PUBLIC EDUCATION IN  
THE LEAST RESTRICTIVE ENVIRONMENT**

The provision of a free appropriate public education in the least restrictive environment is the foundation of IDEA. Students with disabilities receive educational services at no cost to their parents, and services provided meet the student's unique learning needs. These services are provided to the maximum extent appropriate, with students without disabilities and, unless their IEP requires some other arrangement, in the school they would attend if not disabled. Any removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily.

The IDEA '97 Committee Report emphasized that almost twice as many students with disabilities drop out as compared with their non-disabled peers. A further concern was the continued inappropriate identification and placement of students from minority backgrounds and students with limited English proficiency in special education.

IDEA's intention is to increase the opportunity for students with disabilities to experience and benefit from the general education curriculum. The majority of students identified as eligible for special education and related services are capable of participating in the general education curriculum to varying degrees with some accommodations and modifications. This provision ensures that a student's special education and related services are in addition to and related to the general education curriculum, not separate from it.

<b>AREAS OF STRENGTH</b>		
<b>Self Assessment (2005-2006)</b>		
<ul style="list-style-type: none"> <li>• A large majority of students with disabilities are attending their neighborhood school and participating in all school related activities of their choice. <span style="float: right;">√ Validated by team</span></li> <li>• Uintah School District has an improved continuum of placement options for students with disabilities. <span style="float: right;">√ Validated by team</span></li> <li>• There is better communication and service for students with disabilities in private schools. <span style="float: right;">√ Validated by team</span></li> <li>• Special education teachers understand rules, procedures, and service delivery options for students with disabilities. <span style="float: right;">√ Validated by team</span></li> <li>• Students report receiving specialized instruction helping them at school and would recommend the program to friends who are struggling at school. <span style="float: right;">√ Validated by team</span></li> </ul>		
<b>Validation Team Findings (2006-2007)</b>		
<ul style="list-style-type: none"> <li>• Uintah School District has decreased suspensions of 10 days or more from 2005-2006 suspension rates.</li> <li>• West Middle School and Uintah High School staff use technology to provide accommodations to students; examples of which are FM systems in classrooms, Smart Boards, and audio textbooks available on-line.</li> <li>• Elementary school special education teachers are including progress monitoring data in IEPs.</li> <li>• IEPs were reviewed and revised at least annually.</li> <li>• IEP teams addressed and documented the consideration of special factors and specific special education and related services.</li> <li>• IEPs contained measurable annual goals.</li> <li>• Several schools have peer tutoring programs to provide additional opportunities for students with disabilities to interact with peers.</li> </ul>		
<b>AREAS OF SYSTEMIC NONCOMPLIANCE</b>		
<b>Self Assessment (2005-2006)</b>		
<i>Area</i>	<i>Items</i>	<i>Utah Special Education Rules</i>
	None.	
<b>Validation Team Findings (2006-2007)</b>		
<i>Area</i>	<i>Items</i>	<i>Utah Special Education Rules</i>
	None.	
**Validation team validated LEA findings in this area.		
<b>RECOMMENDATIONS FOR PROGRAM IMPROVEMENT</b>		
<b>Self Assessment (2005-2006)</b>		

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<ul style="list-style-type: none"> <li>• Improve communication between special education and general education teachers about the need of students with disabilities as they move from school to school and grade to grade.</li> <li>• Ensure at least one general education teachers is present during IEP meetings.</li> <li>• Increase communication from year to year or semester to semester between special education teachers and general education teacher about the needs of students.</li> <li>• Continue to attempt to get all support staff to IEP meetings.</li> </ul>	<p>√ Validated by team</p> <p>√ Validated by team</p> <p>√ Validated by team</p> <p>√ Validated by team</p>
<b>Validation Team Findings (2006-2007)</b>	
<ul style="list-style-type: none"> <li>• Provide training for special education teachers on placement requirements. Ensure that placements are team decisions and documented appropriately within special education files on change of placement forms.</li> <li>• Ensure that health care plans document medical needs and staff are trained to meet those health needs.</li> <li>• Provide training for special education teachers on PLAAFP statements, describing how the students' disability affects their involvement in the general curriculum and writing goals which address specialized instruction.</li> <li>• Provide training for general education teachers, special education teachers, related service providers, and administrators on U-PASS accommodation options and ways to provide those accommodations to students with disabilities.</li> <li>• Ensure that ESY decisions are completed and documented prior to the end of the school year.</li> <li>• Ensure that a parent of a student with disabilities is included on the LRBI committee.</li> </ul>	

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**IV. TRANSITIONS**

Transition is a multifaceted process that covers two major transition points for students with disabilities and their families. For early childhood transition, Congress recognized the importance of coordination between the local education agency and the early intervention system. Transition planning for children who may be eligible for special education preschool services must include scheduling a planning meeting with the early intervention agency, the educational agency, and the family at least 90 days prior to the child's third birthday.

The National Longitudinal Transition Study identified factors associated with post-school success in obtaining employment and earning higher wages for youth with disabilities. These factors include completing high school, spending more time in regular education, and taking vocational education courses. Post-school success is improved when youth have a transition plan in high school that specifies an outcome, such as employment, as the goal. Transition requirements of IDEA require the involvement of students in transition planning, consideration of students' preferences and interests, and the reflection, in the IEP, of a coordinated set of activities within an outcome-oriented process that promotes movement from school to post-school activities. Involvement of all appropriate agencies insures that each student's needs can be appropriately identified and met.

<b>AREAS OF STRENGTH</b>				
<b>Self Assessment (2005-2006)</b>				
<ul style="list-style-type: none"> <li>• Age 3-5 programs are being provided through the district preschool programs. <span style="float: right;">√ Validated by team</span></li> <li>• The Uintah School District preschool actively coordinates with the Early Intervention and Head Start programs. There are district special education staff in the Head Start programs to provide services to students with disabilities. <span style="float: right;">√ Validated by team</span></li> <li>• Uintah School District has a transition facilitator who attends state transition roundtables and disseminates the information. <span style="float: right;">√ Validated by team</span></li> <li>• High school special education teachers provide job-sampling activities for students. <span style="float: right;">√ Validated by team</span></li> <li>• District has a work based training program for students. <span style="float: right;">√ Validated by team</span></li> <li>• Every special education teacher conducts transition meetings with the new special education teacher at the end of the year on each student.</li> </ul>				
<b>Validation Team Findings (2006-2007)</b>				
<ul style="list-style-type: none"> <li>• Excellent coordination between EI and preschool</li> <li>• IFSP's are in files and are being considered. Have added to the referral form to document that procedural safeguards are given to parents at time of transition.</li> <li>• 100% of files reviewed had IEP in place by the child's third birthday.</li> <li>• IEP transition plans were in appropriate folders.</li> <li>• Use of transition assessment was documented in some transition areas.</li> <li>• Community based programs are used.</li> <li>• Evidence that consent was obtained to invite agency representatives to the IEP was included in special education files.</li> </ul>				
<b>AREAS OF SYSTEMIC NONCOMPLIANCE</b>				
<b>Self Assessment (2005-2006)</b>				
<i>Area</i>	<i>Items</i>	<i>Utah Special Education Rules</i>		
	None.			
<b>Validation Team Findings (2006-2007)</b>				
<i>Area</i>	<i>Items</i>	<i>Utah Special Education Rules</i>		

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School to Post-School Transitions	<p>Age appropriate transition assessments not documented.</p> <p>PLAAFP statements did not address transition strengths and needs in 43% of applicable reviewed files.</p> <p>Transition plans did not include a course of study needed to assist the student in reaching long-range post secondary outcomes in 43% of applicable reviewed files.</p> <p>Notice of transfer of rights at Age of Majority (not later than one year before 18<sup>th</sup> birthday) not documented in 43% of applicable reviewed files.</p>	<p>IDEA 2004</p> <p>III.I.8</p> <p>IDEA 2004</p> <p>IV.V.4</p>
**Validation team validated LEA findings in this area.		
<b>RECOMMENDATIONS FOR PROGRAM IMPROVEMENT</b>		
<b>Self Assessment (2005-2006)</b>		
<ul style="list-style-type: none"> <li>• Referral form modification to indicate procedural safeguards give at 3-5 transition.</li> </ul>		√ Validated by team
<b>Validation Team Findings (2006-2007)</b>		
<ul style="list-style-type: none"> <li>• Explore ways to increase agency involvement in transition planning. Educate parents regarding services available through community agencies.</li> </ul>		

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**V. Disproportionality**

In an effort designed to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment, it is the responsibility of the State Education Agency to collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the local education agencies (LEAs) in the state with respect to:

- The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment;
- The placement in particular educational settings of such children; and
- The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

<b>AREAS OF STRENGTH</b>		
<b>Self Assessment</b>		
<ul style="list-style-type: none"> <li>• Increase of level A service compared to past years.</li> <li>• Decrease of level C students compared to previous years.</li> <li>• Decrease in students being considered eligible for special education services.</li> <li>• May have higher indicator of Native American students in special education vs. state reports. This can be attributed to having an Indian Reservation within our District.</li> </ul>	<ul style="list-style-type: none"> <li>√ Validated by team</li> <li>√ Validated by team</li> <li>√ Validated by team</li> </ul>	
<b>Validation Team Findings</b>		
<ul style="list-style-type: none"> <li>• Primary home language other than English (PHLOTE) documented in files.</li> </ul>		
<b>AREAS OF SYSTEMIC NONCOMPLIANCE</b>		
<b>Self Assessment</b>		
<i>Area</i>	<i>Items</i>	<i>Utah Special Education Rules</i>
	None.	
<b>Validation Team Findings</b>		
<i>Area</i>	<i>Items</i>	<i>Utah Special Education Rules</i>
	None.	
**Validation team validated LEA findings in this area.		
<b>RECOMMENDATIONS FOR PROGRAM IMPROVEMENT</b>		
<b>Self Assessment</b>		
<ul style="list-style-type: none"> <li>• Review qualifications procedures for developmental delay and communication disorders.</li> </ul>	<ul style="list-style-type: none"> <li>√ Validated by team</li> </ul>	
<b>Validation Team Findings</b>		
<ul style="list-style-type: none"> <li>• Ensure that evaluation procedures are followed for all students being evaluated/reevaluated.</li> </ul>		