2012–13 MANUAL

Utah Program Improvement Planning System



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OVERVIEW OF UTAH'S MONITORING SYSTEM

The Utah State Office of Education, Special Education Services (USOE-SES) has the responsibility of monitoring compliance with federal and state requirements under the Individuals with Disabilities Education Act of 2004 (IDEA). This responsibility is administered within the framework of supporting positive results for students with disabilities.

USOE-SES's continuous improvement monitoring system reflects the federal intent to emphasize a data-driven, systemic approach to compliance as well as improvement of outcomes for children with disabilities. Previous Utah Program Improvement Planning System (UPIPS) implementation has been generally effective in assisting LEAs in maintaining procedural compliance with federal and state regulations, and has also resulted in increased LEA commitment to the monitoring process.

The 2012 revision of UPIPS continues to provide a focus on LEA performance on USOE Annual Performance Report (APR) indicators, as well as additional levels of SEA support for LEAs with continuing uncorrected compliance issues which have not been corrected in one year, creating a process that is differentiated by results. This differentiation will include the level of monitoring by the SEA according to the LEA's performance in a variety of pre-identified areas and indicators. Methods and procedures used to implement UPIPS are consistent, but flexible, in order to adapt to the individual needs of students, educational settings, and administrative realities.

While continuing the monitoring of IDEA compliance, renewed focus is on the systematic evaluation of the impact of special education services on student achievement. Thus, this model has shifted from the previous emphasis of episodic procedural monitoring to one of active strategic planning and continuous improvement within the framework of compliance.

Objectives of the Continuous Improvement Monitoring System

The monitoring system has five major objectives:

- Ensure a meaningful and continuous process that focuses on improving academic and social outcomes for students with disabilities by linking APR data to improvement efforts.
- Ensure compliance with IDEA federal regulations and Utah State Board of Education Special Education Rules.
- Connect LEA-level and school-level improvement efforts with IDEA requirements.
- Support each school district and charter school in the process of self-assessment, evaluation, and improvement of compliance and program effectiveness.
- Link program improvement activities with long-range, multi-year professional development planning.

Monitoring Process Themes

The overall system is based on the following underlying principles or themes:

- **Continuity.** An effective accountability system is continuous rather than episodic, is linked to systemic change, and integrates self-assessment with continuous feedback and response.
- Partnership with stakeholders. The LEA works in partnership with diverse stakeholders. This
 collaboration affects the following areas: the collection and analysis of self-assessment data; the
 identification of critical issues and solutions to problems; and the development, implementation,

- and oversight of improvement strategies to ensure compliance and improved results for students with disabilities.
- LEA accountability. LEAs are accountable for identifying strengths and areas of concern based upon data analysis; identifying, implementing and revising strategies for program improvement; and submitting annual measurement and progress reports.
- **Self-assessment.** Each LEA works with stakeholders to design and implement a self-assessment process that focuses on improving results for students with disabilities.
- Data-driven process. The improvement process in each LEA is driven by data that focuses on improved results for students with disabilities. Each LEA collects and uses data on an ongoing basis, aligned with both the SEA's and the LEA's performance goals and indicators. Data that are available and can be critical to the self-assessment process include Annual Performance Report (APR) indicators, as well as personnel needs, graduation and dropout rates, performance of students with disabilities on state- and district-wide assessments, rates at which children with disabilities are suspended and/or expelled from school, and rates of identification and placement of students from minority backgrounds.
- Technical assistance. The focus of the monitoring process is on continuous improvement; therefore technical assistance is a critical component of the process. Key components of technical assistance are the identification and dissemination of promising practices and professional development. LEAs are encouraged to include these components as part of their program improvement plan.

Utah's Program Improvement Planning System (UPIPS)

Utah's continuous improvement monitoring system is called UPIPS, which operates on a five-year cycle based on the concept that monitoring is an ongoing process. A select group of LEAs will enter into the Year 1 self-assessment process each calendar year. Activities for each year will be determined based upon LEA and SEA data needs.

UPIPS PROGRAM AREAS AND GOAL STATEMENTS

Program Area I—General Supervision

LEA Monitoring to Ensure Compliance with IDEA

Goal Statement 1: Free Appropriate Public Education is available to all children in the LEA, because

the SEA and LEA monitoring system and other mechanisms for ensuring compliance and parent and child protections are systematic and utilize data to

develop corrective action plans and activities (APR Indicators 15–20).

Comprehensive System of Professional Development

Goal Statement 2: All members of the IEP team have access to professional development and

support activities that facilitate improved educational results for students with

disabilities and the implementation of IDEA 2004.

Evaluation and Eligibility Policies and Procedures

Goal Statement 3: The needs of students with disabilities are determined based upon state

definitions, eligibility criteria, and appropriate evaluation procedures (APR

Indicator 11).

Student Progress in General Education and Student Assessment

Goal Statement 4: Students with disabilities are making continuous progress within the SEA and

LEA system for educational accountability (U-PASS) (APR Indicator 3).

Program Area II—Parent Involvement

Parents and Eligible Students Know Their Rights and Responsibilities

Goal Statement 5: Parents and eligible youth with disabilities are aware of and have access to their

rights and responsibilities within the system for parent and child protections.

Parent Involvement in Program Improvement

Goal Statement 6: Program and services for students with disabilities improve because parents are

actively involved in program improvement activities (APR Indicator 8).

Program Area III—FAPE in the LRE

Least Restrictive Environment

Goal Statement 7: All students with disabilities receive a free appropriate public education in the

least restrictive environment that promotes a high quality education and prepares them for post-school employment and independent living (APR Indicators 1–2,

4-6).

Program Area IV—Transition

Transition from Part C to Part B Program

Goal Statement 8: Children exiting Part C have an IEP developed and implemented by their third

birthday, when appropriate (APR Indicator 12).

Secondary Transition to Post-School Activities

Goal Statement 9: All students with disabilities, beginning at age 16, or earlier if appropriate, receive

individualized, coordinated transition services, designed within an outcomeoriented process that promotes movement from school to post-school activities

(APR Indicators 13–14).

Program Area V—Disproportionality

State Eligibility Criteria and Disproportionality

Goal Statement 10: Students are identified as eligible under IDEA following SEA and LEA policies

and procedures that ensure those from ethnic and racial minority backgrounds

are not over identified (APR Indicators 9-10).

UPIPS Program Review Areas

General Supervision

APR Indicators 3, 11, 15–20

- Child Find
- Forms
- Surrogate Parents
- Evaluation/Eligibility
 /IEE procedures
- Timelines (Evaluation and Reevaluation)
- English Proficiency
 Assessments
- Qualified Staff

- Confidentiality
- State-wide Assessment
- Policies and Procedures
- Fiscal Audit
- Evaluation Materials
- Complaint and Due Process
- Referral Process
- Professional Development
- NIMAC/NIMAS
- State and Federal Reports

FAPE in the LRE

APR Indicators 1, 2, 4, 5, 6

- IEPs
 - PLAAFPs and Goals
 - Service Delivery, including Related Services
 - Special Factors
 - State-wide Assessment
 - Extended School Year (ESY)
 - Behavior
 Intervention Plan
 (BIP) and Health
 Care Plan
 - Care PlanAccommodations

- Timelines (IEP and Placement)
- Physical Education
- Access to the General Curriculum
- Team Membership
- LRE/Placement
- Request for IEP meetings
- Discipline
- Graduation/Dropout Rates

Parental Involvement

APR Indicator 8

- Copies to Parents
- Written Prior Notice
- Notice of Meeting
- Progress Reports
- Procedural Safeguard Notice
- Parental Consent
- Communication in a Variety of Languages
- Emergency Procedures (LRBI)

Transitions

APR Indicators 7, 12, 13, 14

- Part C to Part B
 - Transition Planning with EI
 - o UPOD
- IEP in Place by 3rd Birthday
- School to Post-School
 - Transition Plans, 16+
 - Post-secondary Goals
 - Age-Appropriate Transition Assessments
 - Course of Study
 - Summary of Performance
 - Age of Majority
 - Notice to Adult Students

Disproportionality

APR Indicators 9, 10

 Prevalence and Categories of Disabilities, Race and Ethnicity

UTAH SPP/APR

Utah State Performance Plan:

http://schools.utah.gov/sars/DOCS/apr/utspp2 1 12.aspx

Utah Annual Performance Report FFY08:

http://schools.utah.gov/sars/DOCS/apr/ffy10utapr.aspx

Reports on LEA performance on each indicator are distributed annually to each LEA.

20 Indicators in the SPP

Indicator 1	Improving graduation rates for students with disabilities.
Indicator 2	Decreasing dropout rates for students with disabilities.
Indicator 3	Ensuring all students with disabilities participate in statewide or alternate assessments.
Indicator 4	Reducing suspension and expulsion rates for students with disabilities.
Indicator 5	Providing services for students with disabilities in the least restrictive environment.
Indicator 6	Providing preschool children with disabilities services in the least restrictive environment.
Indicator 7	Improving cognitive and social outcomes for preschool children with disabilities.
Indicator 8	Improving parent involvement in their child's special education program (parent survey).
Indicator 9	Reducing disproportionality of cultural groups in special education.
Indicator 10	Reducing the number of students from other cultures in certain disability categories.
Indicator 11	Improving efforts to locate, evaluate, and serve students with disabilities (Child Find) (initial evaluations completed within 45 school days).
Indicator 12	Ensuring a smoother transition from preschool programs to school-based programs (IEP developed and implemented by eligible students' 3 rd birthday).
Indicator 13	Improving transition services for students with disabilities at the secondary level, i.e., 15+ years (complete transition plans).
Indicator 14	Improving the outcomes for students moving from secondary to postsecondary activities (post-school outcomes survey).
Indicator 15	Making sure LEAs correct noncompliance areas in the special education program within one year.
Indicator 16	Ensuring complaints filed by parents and other agencies are completed in a 60-day period.
Indicator 17	Ensuring due process hearings are completed in a 45-day period.
Indicator 18	Increasing the use of resolution sessions to resolve due process hearings.
Indicator 19	Increasing the use of mediation to resolve differences with the school.

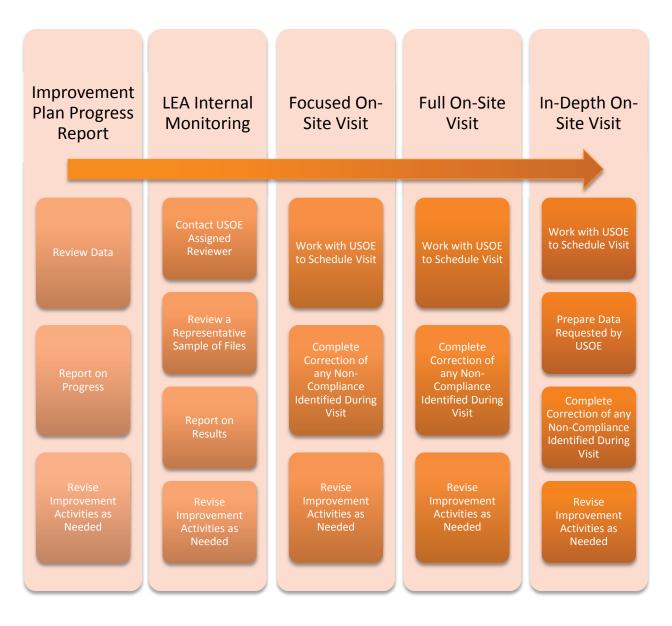
Indicator 20 Making sure the data used by the State is valid, reliable, and accurate.

USOE Framework for Recognition, Assistance, and Intervention

	Meets Requirements	Needs Assistance (NA) Two Consecutive Years of Noncompliance	Needs Intervention (NI) Three Consecutive Years	Needs Substantial Intervention (NSI) At Any Time
	1. LEA demonstrates substantial	1. LEA does not demonstrate	1. LEA does not demonstrate	1. LEA fails to comply on one or more
	computance on each computance indicator (Indicators #9, 10, 11, 12,	substantial compuance on one or more compliance indicators	substantial compulance on one or more compliance indicators and does	computance indicators (indicators #9, 10, 11, 12, 13, 15, 16, 17 and 20), or
	13, 15, 16, 17, and 20), and	(Indicators #9, 10, 11, 12, 13, 15,	not demonstrate significant progress	2. Upon notification of unreliable and/or
	2. LEA submits valid and reliable data	16, 17, and 20), or	(Indicators #9, 10, 11, 12, 13, 15, 16,	invalid data or continuing
,	for all indicators, including	2. LEA does not submit valid and	17 and 20), <u>and</u>	noncompliance (after 10 month period),
Level of	performance indicators, <u>and</u>	reliable data for one or more	2. Upon notification of the lack of	the LEA fails to respond and implement
Determination	3. LEA demonstrates correction of	indicators, including performance	substantial compliance and progress	written plan to correct issue within 60
identified by:	noncompliance identified through	indicators, or	on one or more compliance	days, <u>or</u>
	other means (e.g., UPIPS, complaints) within 10 months of	 LEA does not demonstrate correction of noncompliance 	indicators, the LEA tails to respond or implement a written plan to	3. LEA talls to correct noncompliance which significantly affects the provision
	written notification.	identified through other means	correct the issue within 60 days.	of FAPE program-wide with stated time
		(e.g., UPIPS, complaints) within 10		period <u>or</u>
		months of written notification.		4. LEA had indicated through action or
				non-action an unwillingness to comply.
	 Written recognition to the State 	 Notification in writing of 	 Notification in writing of 	 Notification in writing of
	and local school board	noncompliance to LEA	noncompliance to LEA	noncompliance to LEA superintendent
	 No on-site UPIPS visit 	superintendent and special	superintendent and special education	and special education director
	 Incentives over UPIPS 5-year 	education director	director	 Review LEA progress on Program
	process to support ongoing LEA	 Technical assistance to LEA (LEA 	 Impose special conditions on IDEA 	Improvement Plan on a quarterly basis
	activities	selected)	Part B funding (negotiated between	• Remove the LEA's eligibility to apply for
Rewards &	 Notification to LEA 	 Technical assistance to LEA (SEA 	SEA and LEA)	USOE-SES discretionary grants
Enforcement	superintendent and special	selected)	 Delay IDEA Part B funding until 	 Withhold IDEA Part B funding until
Actions:	education director regarding status	 Assist in connecting LEAs to 	adequate compliance is achieved	deficiencies are corrected
	on Program Improvement Plan	supports and best practices in	 Provide a consultant to assist the LEA 	Notification in writing of
Note: USOE	(PIP)	other LEAs	with implementation of the Program	noncompliance from SEA
may take one or		 Additional resources (i.e., funding, 	Improvement Plan	superintendent and special education
iliay take olle ol	 Additional funding—LEA 	training, materials)	 Provide technical assistance to LEA to 	director
more actions	determines use	 Additional funding-SEA 	revise LEA Program Improvement	 Notification in writing of Program
	 Letter of commendation from SEA 	determines use	Plan	Improvement Plan to local board
	special education director to LEA	 Notification in writing of status of 	 Notification in writing of status of 	• Direct the administration of the LEA's
	superintendent to be passed on to	Program Improvement Plan to	Program Improvement Plan to LEA	special education services
	the local school board	LEA superintendent and special	superintendent and special education	• Use of any NA and/or NI options
	 Technical assistance support (LEA 	education director	director	
	determined: not part of UPIPS)		 Use of any NA options 	

USOE TIERED MONITORING STRUCTURE

While the USOE continues to monitor IDEA compliance, renewed focus has been put on the systematic evaluation of the impact of special education services on student achievement. Thus, this model has shifted from a previous emphasis of episodic procedural monitoring to one of active strategic planning and continuous improvement within the framework of compliance. The USOE has developed a tiered monitoring system to meet this goal. Annually, the USOE completes a comprehensive data review and analysis to identify each LEA's strengths and areas of concerns. LEAs are assigned compliance monitoring tasks based on the USOE data analysis. The process and data used in making these determinations are outlined below.



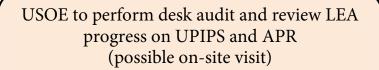
Data Considered in Determination of Tiered Activities:

- SEA concerns
- Current APR data and determination
- LEA performance on USOE targeted indicators
 - o Indicator 1—Graduation Rates
 - o Indicator 2—Dropout Rates
 - o Indicator 3—Proficiency on Math Assessments
 - o Indicator 6—Preschool LRE
 - o Indicator 7—Preschool Outcomes
 - o Indicator 13—Secondary Transition
 - o Indicator 14—Post-School Outcomes
- APR determination history
- LEA self-assessment results
- Timely and quality correction of noncompliance
- LEA system for internal monitoring for compliance
- LEA on-site visit results
- Quality of Program Improvement Plan
- Progress on Program Improvement Plan
- Dispute resolution data
- Data timeliness
- Data quality
- Data trends
- Use of CEIS
- Fiscal quality and timeliness
- LEA staff turnover
- New LEA Special Education Director
- Qualified ASL interpreters
- LEA access to professional development

USOE Tiered System for Monitoring Local Education Agencies (LEAs)

	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
Level of	LEA demonstrates	LEA demonstrates	USOE needs additional	USOE needs additional	USOE has concerns
Determination	substantial compliance on	substantial compliance on	data in one or more areas	data regarding the LEA's	about the LEAs ability to
Identified by:	targeted indicators <u>and</u>	targeted indicators <u>and</u>	of the LEA's general	ability to maintain a	maintain a quality,
	LEA submits valid and	LEA submits valid and	supervision	quality, compliant special	compliant special
	reliable data and fiscal	reliable data and fiscal	responsibilities <u>and</u>	education program for	education program for
	documentation <u>and</u>	documentation <u>but</u>	LEA has not	students with disabilities.	students with disabilities
	LEA demonstrates	LEA has not	documented internal		and is concerned about
	general supervision	documented internal	general supervision		the LEA's provision of
	practices reasonably	general supervision	practices reasonably		FAPE for students with
	calculated to maintain a	practices reasonably	calculated to maintain a		disabilities.
	quality, compliant special	calculated to maintain a	quality, compliant special		
	education program for	quality, compliant special	education program for		
	students with disabilities.	education program for students with disabilities.	students with disabilities.		
LEA Monitoring	Improvement Plan	Improvement Plan	Improvement Plan	Improvement Plan	Improvement Plan
Activities	Progress Report:	Progress Report:	Progress Report:	Progress Report:	Progress Report:
	 LEA special education 	 All of the activities 	 All of the activities 	 All of the activities 	• All of the activities
	director reviews data.	from Tier 1	from Tier 1	from Tier 1	from Tier 1
	 LEA special education 	LEA Internal	LEA Internal	LEA Internal	LEA Internal
	director submits	Monitoring:	Monitoring:	Monitoring:	Monitoring:
	progress report on June	 LEA special education 	 All of the activities 	 All of the activities 	 All of the activities
	30.	director contacts USOE	from Tier 2	from Tier 2	from Tier 2
	 LEA special education 	assigned reviewer to	Focused On-site Visit	Full On-site Visit	In-depth On-site Visit:
	director revises	schedule file reviews.	 LEA special education 	 LEA special education 	 LEA special education
	improvement activities	 LEA staff and USOE 	director works with	director works with	director works with
	as needed, based on	reviewer complete a	USOE staff to schedule	USOE staff to schedule	USOE staff to schedule
	data.	representative sample	the on-site visit.	the on-site visit.	the on-site visit.
		of file reviews.	• LEA corrects	• LEA corrects	 LEA special education
		 LEA special education 	noncompliance	noncompliance	director prepares data
		director reports on	identified during the	identified during the	requested by the
		results of the file	on-site visit.	on-site visit.	USOE.
		reviews and revises	 LEA special education 	 LEA special education 	• LEA corrects
		improvement activities	director reviews and	director reviews and	noncompliance
		as needed.	revises improvement	revises improvement	identified during the
			activities as needed.	activities as needed.	onsite visit.
					 LEA special education
					director reviews and
					revises improvement
					activities as needed.

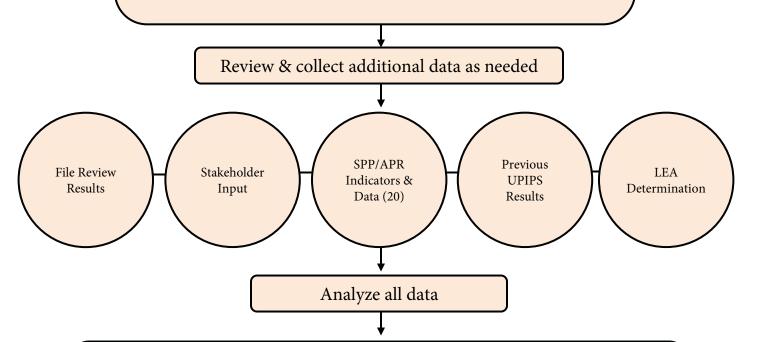
YEAR 1



(If on-site visit needed, refer to On-site Visit section for additional activities)

LEA Activities

- Collect, analyze, and submit off-site data by December 1
- Consider and/or schedule mandatory professional development (if applicable) in areas of continuing noncompliance
- Determine need for stakeholder activities, training, and scheduling



Complete Year 1 Activities by June 30, including:

- 5-Year Comprehensive Program Improvement Plan (PIP)
- Reimbursement request

Year 1 Description

Step 1: Pre-Planning

The USOE-SES staff will:

- Identify the LEAs that will participate in Year 1 activities.
- Assign a Year 1 mentor to assist the LEA in the UPIPS process.
- Train the LEA staff on the SEA's online monitoring system (UPIPS).
- Review the previous UPIPS history of LEA (timelines of corrections, identification of compliance errors, etc.).
- Review previous APR history of LEA.
- Perform a desk audit encompassing both fiscal monitoring and data submissions.
- Determine whether the LEA will be scheduled for an on-site visit to validate findings or gather missing/additional data.
- Inform the LEA Special Education Director of the results of the desk audit and additional activities needed, if any.
- Provide materials for training the LEA Stakeholder Steering Committee on its role in the process.
- Present sample interview and focus group questions for LEA stakeholders.
- Provide training for completing the online Comprehensive Program Improvement Plan (PIP).
- Offer file review training and help documentation.
- Collect and analyze off-site data from each LEA.
- Provide predetermined fiscal support for LEA self-assessment activities. (The amount of fiscal support is based upon the previous school year's LEA enrollment of students with disabilities.)

The LEA Special Education Director has the responsibility to:

- Receive UPIPS training and materials from the USOE.
- Collect and analyze off-site data, relating it to the five program areas.
- Submit off-site data to the USOE-SES Monitoring Specialist by December 1.
- Coordinate with the SEA to determine need for mandatory professional development activities based on LEA profile and compliance history, and establish a training schedule.
- Convene the Stakeholder Steering Committee, develop agendas, and set dates for meetings.
- Establish timelines for the Self-Assessment process.
- Allocate resources for Self-Assessment and Program Improvement Planning.
- Communicate with the USOE Monitoring Specialist regarding desk audit results and activities needed, if any.

Step 2: Organizing Data Collection Activities

The LEA Special Education Director has the responsibility to:

- Conduct the training meeting of the Stakeholder Steering Committee.
- Review LEA Data Profile/APR data provided by the USOE and collect additional data, as needed.
- Facilitate review of program areas, goals, and performance indicators.
- Establish subcommittees and define assignments for collection and analysis of data from various sources.
- Determine the process and dates for file review, interviews, and other data collection.
- Facilitate subsequent meetings to review and analyze data and findings.

Step 3: Conducting On-Site Data Collection

The LEA Special Education Director and assigned subcommittees have the responsibility to:

- Compile and analyze student outcome data, including LRE, disproportionality, highly qualified staff, academic achievement, graduation and dropout rates, suspension and expulsion rates, discipline, classification, prevalence, and other sources.
- Compile and analyze SPP/APR data, previous UPIPS results, due process information.
- Notify schools and staff who have been selected for file review and interviews.
- Send out surveys, conduct file reviews, and hold interviews and focus groups, summarizing resulting data.
- Facilitate the analysis and compilation of collected data, relating it to the five program areas.
- Present findings and analysis to the Stakeholder Steering Committee for review.
- Provide leadership to the Stakeholder Steering Committee in establishing Program Improvement Goals that address issues identified in the data sources listed above for a five-year time period.
- Report any areas of noncompliance and suggest corrective actions to be corrected within one year.

Step 4: Creating the Self-Assessment Report

The LEA Special Education Director will:

- Prepare the Self-Assessment Report, including all of the following required elements:
 - LEA profile/APR data
 - O Description of the purpose and process of the Self-Assessment
 - Explanation of stakeholder involvement, including membership and activities of the Stakeholder Steering Committee
 - Summary of <u>all</u> data collected during the Self-Assessment process (ensure APR data is included for Indicators 11 and 13)
 - o Results of the Self-Assessment data analysis related to the ten goals in the five Program Areas
 - Evidence of any mandatory professional development, including attendance and agendas, as well as evidence of follow-up requirements
 - List of strengths and exemplary practices of the special education program
 - A Special Education Program Improvement Plan (PIP) that contains activities to be implemented over a five-year period

Step 5: Submission of Data to the USOE-SES

The LEA Special Education Director will submit:

- Required state and federal data reports and LEA application.
- The Comprehensive Program Improvement Plan (PIP) through the UPIPS website by June 30.
- The reimbursement request for UPIPS fiscal support to the USOE-SES Monitoring Specialist by June 30.

The USOE-SES Year 1 Mentor to the LEA, UPIPS Program Specialist and/or the Monitoring Specialists are available to assist with any of the processes and activities described above. Please call the Program Specialist at (801) 538-7936 for assistance.

On-Site Visit

LEAs in any year of the UPIPS process may be selected for an on-site visit. If you have been selected for an on-site visit, the UPIPS Program Specialist will contact you before the school year begins to schedule your

visit. If you have been selected for an on-site visit while you are in Year 1, please see the On-Site Visit section on page 41 in this manual for more information.

If your LEA had an on-site visit during Year 5, the following must be completed during Year 1:

- Complete correction of individual file errors identified through SEA on-site visit within 1 year, if applicable.
- Submit evidence of individual file error correction identified through SEA on-site visit to the USOE within 1 year, if applicable.

For guidance on the correction process, see the Identification and Correction of IDEA Noncompliance section on page 51.

Fiscal Support

The USOE understands the amount of work required to complete UPIPS Year 1 activities. Because of this, each LEA has been allocated a small stipend (ranging from \$1,000 to \$3,000, based on the LEA's Dec. 1, 2011 child count) to assist the LEA in completing Year 1 activities. The LEA special education director will be notified of the amount of the UPIPS stipend by the USOE Program Specialist at the UPIPS Year 1 training. These funds can be used for any activity related to UPIPS Year 1. The LEA will need to keep documentation of the expenditures.

Unlike in years past, you will not receive a separate check for UPIPS Year 1 support. Instead, you will receive reimbursement upon request through the monthly allotment under the category "IDEA State Level Activities." These funds are available by reimbursement after you have completed the approved Year 1 activities. You are required to use the standard purchasing process within your LEA to use these funds, so please coordinate with your business manager to make sure your expenses are properly documented and that your reimbursement is received for the month it is submitted. If you have questions about allowable uses of this funding, or about how to request reimbursement, contact the USOE Finance Specialist at (801) 538-7724.

UPIPS Year 1 Planning Checklist

UPIPS Steps	Timeline
Receive UPIPS materials (manual and website) and training from the USOE.	August/September
Allocate resources for Self-Assessment and Program Improvement planning.	August/September
Communicate with USOE Monitoring Specialists regarding desk audit results.	August/September
Coordinate with USOE Monitoring Specialists for mandatory training on uncorrected CAPs.	August/September
Reconvene the Stakeholder Steering Committee and establish subcommittees.	August/September
Set dates and agendas for Stakeholder Steering Committee meetings.	August/September
Train Stakeholder Steering Committee on UPIPS process, including program areas, goals, and APR indicators.	August/September
Establish a timeline for Self-Assessment process.	September
Review LEA data profile and APR data and determine what additional data is needed.	September
Determine process and dates for file reviews, interviews, surveys, and other needed data.	September
Begin collection of needed student outcome data (i.e., LRE, disproportionality, qualified staff, academic achievement, etc.).	September
Collect and analyze off-site data (forms, Child Find, personnel, evaluation materials, and federal reports).	September- December
Begin collection of needed on-site data (i.e., file reviews, interviews, surveys, and focus groups).	October–February
Submit compiled off-site data to the USOE.	December 1
Analyze <u>ALL</u> data collected from <u>ALL</u> data sources.	March-April
Present data analysis to the Stakeholder Steering Committee.	March-April
Identify and write Program Improvement Plan (PIP) goals	March-April
Identify areas of noncompliance and identify goals for correcting areas of noncompliance.	March-April
Submit file review data and any corrections to the USOE.	June 30
Submit the complete Comprehensive Program Improvement Plan to the USOE.	June 30
Submit the <u>reimbursement letter</u> for UPIPS Year 1 fiscal support to the USOE.	June 30

Off-Site Data Requirements

Due December 1

As part of the Year 1 LEA self-assessment, the Utah State Office of Education, Special Education Services (USOE-SES) reviews selected data to assist the LEA in ensuring that this information is consistent with Federal regulations and State Special Education Rules. The information needed is:

A. Forms

Local Education Agencies (LEAs) use a variety of standard forms and materials for documenting state and federal special education requirements. Since a majority of these forms and materials are required to address specific information, an LEA must ensure that their content is consistent with Federal regulations and State Special Education Rules. Submit a blank copy of each of the following forms:

State Requirements	USBE Rules Page #	Documentation/Evidence
Procedural Safeguards Notice	IV.E (81)	Current Procedural Safeguards
Revocation of Consent		Blank form
Notice of Meeting	IV.B (77)	Blank form
Purposes, time, date, location, name/role,		
bring others		
Consent to Evaluate/Re-Evaluation	II.C (20-21)	Blank form
	IV.F (82–84)	
Review of Existing Data	II.H (25-27)	Blank form
Evaluation Summary Report	II.I (27–28)	Blank form
Determination of Eligibility for each	II.I (27–28)	Blank form
disability category	II.J (28–56)	
Individualized Education Program	III (57–76)	Blank form
U-PASS Assessment Addendum		
PLAAFP and goals		
Progress—how measured/reported to parents		
Special factors and ESY		
Services, amount and frequency		
Initiation date and duration		
Review of placement		
Participate extracurricular activities		
Signatures		
<u>Transition Plan</u>	III.J (68)	Blank form
Goals and interests	VII.B (136–140)	
Age-appropriate assessments		
Services		
Course of study		
Agencies and responsibilities		
Service Plan for Private Schools and Home	IV.B (118–120)	Blank form
School (NA for charter schools)		

State Requirements	USBE Rules Page #	Documentation/Evidence
Consent to Invite Outside Agencies for	VII.B (137)	Blank form
Transition Planning		
Consent for Initial Placement	IV.F (83)	Blank form
	III.T (74–75)	
Change of Placement	IV.D (79-80)	Blank form
Notice Regarding Age of Majority Rights	VII.B (138)	Blank form
	IV.W (101)	
Summary of Academic Achievement and	VII.B (138)	Blank form
Functional Performance		
Record of Access	IV.X (102-103)	Blank form
Access Authorization	IV.X (102-103)	Blank form

B. Child Find System

Submit evidence of Child Find that documents efforts to identify, locate and evaluate all students, including students ages 0–21, students in private schools including religious school students, highly mobile students such as migrant and homeless, and students advancing from grade to grade who are suspected of being students with a disability and in need of special education and related services.

Requirements	USBE Rules Page #	Documentation/Evidence
LEA develops policies and procedures consistent with Part B of the IDEA and State Rules, to ensure all student with disabilities residing within the jurisdiction of the LEA, 0–21 (including private schools) regardless of the severity of the disability, and who are in need of sped/related services, are identified, located and evaluated. Includes practical method for determining which students are currently receiving needed sped/related services.	II.A (19)	USOE-approved LEA Policy and Procedures Manual, which describes requirements and LEA procedures for implementation of Child Find.
LEA implementation and coordination of Child Find activities, including private schools within LEA's jurisdiction.	II.A (19)	Same as above, but also includes method for counting students involved in the Child Find process and tracking the time period of the evaluation and timelines for reevaluation. Also documentation to show that private schools located with the boundaries of the school district were included and provided with information (see "Private schools" below).

Requirements	USBE Rules Page #	Documentation/Evidence
LEA applies requirement to highly mobile students with disabilities, such as students who are migrant and homeless.	II.A (19)	Documentation of regular contact with homeless shelters and service agencies, flyers, information in languages other than English, newspaper announcements, newsletters, school handbooks
LEA applies requirement to suspected students with disabilities advancing from grade to grade.	II.A (19)	Agenda from school faculty/staff training on referral process and Child Find responsibility, school handbooks, memos
LEA ensures that initial evaluations are completed within 45 school days of receipt of parent consent, including students enrolled in private schools. LEA applies requirement to students who	II.D (21–22) VI.B (119) II.A (19)	USOE-approved LEA Policy and Procedures Manual, which describes requirements and LEA procedures for ensuring timelines are met USOE-approved LEA Policy and
have been suspended or expelled from school.	, ,	Procedures Manual, which describes requirements and LEA procedures for implementation of Child Find
LEA applies requirement to students who have not graduated from high school with a regular high school diploma.	II.A (19)	USOE-approved LEA Policy and Procedures Manual, which describes requirements and LEA procedures for implementation of Child Find
Collaboration/coordination with state and local Depts. of Health or other provider of early intervention services for infants and toddlers with disabilities, ages birth – two	II.A (13)	Interagency agreements, MOUs, copies of meeting agendas Note: If this area is not applicable for your LEA,
(Part C program). LEA ensures that parents are notified of Carson Smith Scholarship program.	R277-602-4 A-C	please include a statement describing the reason. Documentation that written notice of the availability of a scholarship to attend a private school through the Carson Smith Scholarship Program was sent to parents or guardians of students who have an IEP. Documentation must include evidence that notice was provided annually, no later than February 1 for all students who have IEPs. Notice must be provided no later than 30 days after a student is found eligible for special education services initially. Ensure notice includes the following website: http://schools.utah.gov/sars/Quick-Links/Carson-Smith-Scholarship.aspx
LEA posted the Carson Smith Scholarship website on the LEA's website.	R277-602-4 A-C	Provide a link to the LEA's website where above link is posted.

C. Identification and Evaluation

Requirements	USBE Rules Page #	Documentation/Evidence
Procedure for Determination of Eligibility for SLD	II.J (46–52)	USOE-approved LEA Policy and Procedures Manual, which describes requirements and LEA procedures for determining SLD eligibility
Criteria and sources for Independent Educational Evaluation	IV.C (78–79)	USOE approved LEA Policy and Procedures Manual which describes requirements and LEA procedures for IEEs (criteria), and possible sources for an IEE
Evaluation Materials, Tests, and Assessment	II.F (22–24)	Complete form following this section for
Tools Academic achievement: math, reading, written language Adaptive/self-help Autism checklist(s) Cognitive/general intelligence Communication/ speech/language Emotional/behavioral/social Health/physical development Motor abilities Sensory-vision/hearing		each area.
Transition assessments		
Native language		
Other modes of communication		
English proficiency		
Parental input		
Observation materials (teacher, service		
providers, etc.) Classroom-based assessment		

D. Personnel

Requirements	USBE Rules Page #	Documentation/Evidence
Surrogate parent	IV.V (99–100)	USOE-approved LEA Policy and Procedures Manual, which describes requirements and LEA procedures for use of surrogate parents, notification of SEA of need for surrogate, and list of names and contact information of people who have completed surrogate parent training
Personnel development responsibility	IX.D (194)	USOE-approved LEA Policy and Procedures Manual, which describes requirements and LEA procedures for determining and ensuring personnel are appropriately and adequately prepared
Educator license requirements	IX.H (195)	Documentation that professionals providing services to students with disabilities hold a Utah Professional Educator License or Endorsement in the area in which they provide services
Evaluator qualifications	II.F (23)	Documentation that professionals evaluating students are trained and administering assessments in accordance with instructions provided by the assessment producer
Interpreter qualifications	IX.H (195)	Documentation of the number of students who have a hearing loss, the number of students using ASL or other manual communication system and copies of credentials for all sign language interpreters. Credentials must be issued by an agency approved by the Utah Interpreter Board. If the LEA does not currently have any students with a need for an interpreter, the LEA will provide documentation of the LEAs procedure for obtaining a qualified interpreter.
Interpreter assurance	IX.H (195)	Provide an assurance that all students receiving academic content through sign language or any manual communication system have access to a certified interpreter, transliterator or direct instruction from a licensed and endorsed educator in the sign language or manual communication system used by the student. If the LEA does not currently have students with interpreter needs, the LEA must provide an assurance that if a student enters the LEA with a need for an interpreter, the above requirements will be met.

E. Private Schools (N/A for Charter Schools)

Requirements	USBE Rules Page #	Documentation/Evidence
Documentation of the number of parentally placed private school students evaluated, the number determined to be students with disabilities, and the number of students served	VI.B (120)	Written documentation of the number of parentally placed private school students evaluated, the number determined to be students with disabilities, and the number of students served, LEA Dec. 1 count
Documentation of annual consultation with each private school within the LEA's boundaries regarding Child Find, proportionate share, services provided by LEA, and disagreement actions, as well as affirmation from private school	VI.B (122–123)	Copy of letter, phone records, meeting notes, and written affirmation signed by representatives of the private schools or documentation of refusal of consultation Note: Ensure consultation documentation includes all required areas as specified in the USBE-SER.
Proportionate share of funding	VI.B (121)	Amount of funding for students in private schools, listing of services provided for students on ISPs for this school year
Proportionate share expenditures	VI.B (121)	Amount of proportionate share funding which was carried over from previous year.

F. Information Submitted to the State

If the information below has not previously been submitted to the state, please include a copy with your off-site data.

Requirements	USBE Rules Page #	Documentation/Evidence
Fiscal Audit Report	VIII.V (182)	Dated letter from auditor
Coordination with NIMAS or assurance to USOE of provision of instructional materials in accessible formats	IX.I (197)	Documentation of decision/signed assurance and description of how LEA takes reasonable steps to provide materials to students with disabilities at the same time as other students receive them

Evaluation Materials, Tests, and Assessment Tools

			Age
		Bateria Woodcock-Munoz Pruebas de Aprovechamiento-Revisada (1996)	6-25
		Bracken Basic Concept Scale-R (Bracken-R) (1998)	2–7
		Brigance Diagnostic Comprehensive Inventory of Basic Skills-R (1999)	3–15
		Brigance Diagnostic Comprehensive Inventory of Early Development-R (1991)	0-8
		Curriculum-based academic achievement probes (CBA/CBM)	all
		Diagnostic Achievement Battery-3 (DAB-3) (2001)	6-15
		Diagnostic Achievement Test for Adolescents-2 (1993)	12-18
		Early Screening Inventory (1991)	3-6
		Gray Oral Reading Tests-2- Diagnostic (GDRT-2) (2004)	6–14
		Gray Oral Reading Test-4 (GORT-4) (2001)	6–19
ge		Gray Silent Reading Test (GSRT) (2000)	7–25
na		Hawaii Early Learning Profile (HELP) (1990)	0-3
nt: ng		Illinois Test of Psycholinguistic Abilities-3 (ITPA-3) (2002)	5-13
ne La		Kaufman Test of Educational Achievement-II (K-TEA II) (2004)	6–19
len en		Key Math-NU (1998)	5–23
Academic Achievement: 1, Reading, Written Lang		Metropolitan Readiness Test-6 (2000)	4–7
ch		Mullen Scales of Early Learning (Mullen) (1995)	0-6
A > 2.		Peabody Individual Achievement Test-Revised-New Norms (PIAT-R-NU) (1998)	6–12
niingiing		Peabody Picture Vocabulary Test (PPVT-III) (1998) & PPVT-IV (2007)	2-90+
ler ad		Pediatric Evaluation of Disability Inventory (PEDI)(1992)	1–7
Cac Re		Portage Guide to Early Childhood Education (1997)	0–6
Academic Achievement: Math, Reading, Written Language		Preschool Language Scale-4 (PLS-4) (2003)	3–7
lat		Preschool Language Scale-4-Spanish (PLS-4) (2004)	3–6
\geq		Test of Early Mathematics Ability-2 (TEMA-2) (2002)	4–9
		Test of Early Written Language-2 (TEWL-2) (2002)	8-19
		Test of Mathematics Ability-2 (2000)	7–14
		Test of Written Expression (TOWE) (2002)	7–18
		Test of Written Language-3 (TOWL-3) (1996)	6–19
		Test of Written Spelling-4 (TOWS-4) (1999)	5–20
		Wechsler Individual Achievement Test-2nd Ed. (WIAT-2) (2001)	2–90
		Woodcock Johnson-III- Achievement (WJIII-A) (2000)	5–25
		Woodcock Reading Mastery Test-Revised-New Norms (1998)	4–8
		Young Children's Achievement Test (YCAT) (2002)	3–7
		Other	
d		Adaptive Behavior Scales-AAMR-School-2 (ABS) (1993)	3–21
He		Adaptive Behavior Assessment System (2003)	0-89
ilf		Adaptive Behavior Evaluation Scale-Revised (1995)	5–18
-S¢	Adaptive Behavior Scales-AAMR-School-2 (ABS) (1993) Adaptive Behavior Assessment System (2003) Adaptive Behavior Evaluation Scale-Revised (1995) Adaptive Behavior Inventory (ABI) (1986) First STEp Screening Test for Evaluating Preschoolers (1999) Scales of Independent Behavior-Revised (SIB-R) (1996) Vineland (1984) Survey/Expanded Form (3-13) Vineland (1984) Classroom Edition Other		6–19
		First STEp Screening Test for Evaluating Preschoolers (1999)	3-6
tiv		Scales of Independent Behavior-Revised (SIB-R) (1996)	0-80+
apı		Vineland (1984) Survey/Expanded Form (3-13)	0-19
-Adi		Vineland (1984) Classroom Edition	3–13
7		Other	

			Age
ts		Autism Behavior Checklist (1980)	3+
		Autism Diagnostic Interview-R (ADI) (2003)	1-adult
Autism Checklists		Autism Diagnostic Observation Schedule (ADOS)	2-adult
Š		Asperger Syndrome Diagnostic Scale (ASDS)	5-18
;he		Childhood Autism Rating Scale (CARS) (1988)	2+
J C		Gilliam Autism Rating Scale (GARS)	3-22
sn		Krug Aspergers's Disorder Index (KADI)	6-11
uti		Social Communication Questionnaire (SCQ) (1999)	4-adult
A		Social Responsiveness Scale (SRS)	4-18
		Other	
		Batelle Developmental Inventory (BDI)	0-8
		Bilingual Verbal Ability Test (BVAT) (1996)	5-90
		Cognitive Assessment System (CAS) (1997)	5-18
e		Comprehensive Test of Nonverbal Intelligence (CTONI) (1996)	6-19
nc		Detroit Tests of Learning Aptitude-4 (DTLA-4) (1998)	6-18
ģ		Differential Ability Scales-Preschool (DAS) 1990)	5-6
elli		Differential Ability Scales-School Age (DAS) (1990)	6-18
nt	Detroit Tests of Learning Aptitude-4 (DTLA-4) (1998) Differential Ability Scales-Preschool (DAS) 1990) Differential Ability Scales-School Age (DAS) (1990) Escala de Intelligencia Wechsler Para Ninos-Revisada (EIWN-R) (1992) Kaufman Adolescent & Adult Intelligence Test (KAIT) (1993) Kaufman Assessment Battery for Children-Revised (K-ABC-R) (2004) Learning Accomplishment Profile-Diagnostic Edition (LAP-D) Leiter International Performance Scale-Revised (Leiter-R) (1997) Stanford-Binet V (2004) Test of Nonverbal Intelligence (TONI) (1997) Universal Nonverbal Intelligence Test (UNIT) (1998) Wechsler Adult Intelligence Scales (WAIS) (1997)		6-17
I I			11-15
era		Kaufman Assessment Battery for Children-Revised (K-ABC-R) (2004)	12-15
en		Learning Accomplishment Profile-Diagnostic Edition (LAP-D)	2-6
Ģ		Leiter International Performance Scale-Revised (Leiter-R) (1997)	5-12
e l		Stanford-Binet V (2004)	5-24
Ĺİ		Test of Nonverbal Intelligence (TONI) (1997)	6-19
'n		Universal Nonverbal Intelligence Test (UNIT) (1998)	5-18
် လိ		Wechsler Adult Intelligence Scales (WAIS) (1997)	16-25
\circ		Wechsler Preschool Scales of Intelligence-III (WPPSI)	3-7
		Wechsler Scales of Intelligence for Children-IV (WISC-IV) (2003)	5-17
		Woodcock Johnson-III- Cognitive (WJIII-Cognitive) (2001)	2-90
		Other	

		Age
	☐ Arizona Articulation Proficiency Scale–II (2001)	1-18
	☐ Auditory Discrimination Test-Wepman (1987)	4–9
	☐ Bankson Language Test-II (1990)	3–7
	☐ Clinical Evaluation of Language Fundamentals-4 Screening Test (CELF) (2000)	3–6
	☐ Clinical Evaluation of Language Fundamentals-4 & Spanish Ed. (2000)	6-21
	☐ Comprehensive Assessment of Spoken Language (2001)	7–10
	☐ Comprehensive Test of Phonological Processing (CTOPP) (2000)	5-25
	☐ Comprehensive Receptive & Expressive Vocabulary Test (CREVT) (2002)	4-90
4.	☐ Expressive One-Word Vocabulary Test (EOWVT) (2000)	2-18
Communication—Speech & Language	☐ Expressive One-Word Vocabulary Test-Spanish Bilingual Version) (2000)	2-18
žné	☐ Expressive Vocabulary Test (EVT) (2000)	2-90+
gur	☐ Goldman-Fristoe Test of Articulation-II (2000)	2-21
Ä	☐ Kaufman Survey of Early Academic and Language Skills (1993)	3–7
8	☐ LEA communication disorders observation	all
ç	☐ Let's Talk Inventory for Children (1987)	4-8
)ee	☐ Oral & Written Language Scales (OWLS) (1995)	3-22
-S <u>I</u>	☐ Peabody Picture Vocabulary Test-III (PPVT-III) (1993) & IV (2007)	2-90+
[☐ Phonemic Awareness Skills Screening (PASS) (2000)	5-8
.[0]	☐ Preschool Language Scale-4 (2000)	0-7
cat	☐ Receptive One-Word Vocabulary Test (2000)	2-18
nj	☐ Receptive One-Word Vocabulary Test-Bilingual, Spanish Version (19)	2-18
nu	☐ Stuttering Severity Instrument for Children and Adults-3 (2000)	2-adult
m	☐ Test de Vocabulario en Imagenes Peabody (TVIP) (1986)	2-18
Į	☐ Test of Adolescent & Adult Language-3 (1994)	12-25
\mathbf{O}	☐ Test of Adolescent & Adult Word Finding (1994)	12-15
	☐ Test for Auditory Comprehension of Language-3 (1999)	3-10
	☐ Test of Early Language Development-3 (TELD) (1999)	2-8
	☐ Test of Language Development-3 Primary (1997)	4–9
	☐ Test of Language Development-3-Intermediate (TOLD-3-Int) (1997)	8-13
	☐ Test of Pragmatic Language (1992)	5-14
	☐ Test of Word Finding-2 (2000)	4-13
	☐ Woodcock Language Proficiency Battery-Revised (2000)	2-90+
	□ Other	
	☐ Adjustment Scales for Children & Adolescents (1993) (5-17)	5-17
	☐ Attention Deficit Disorder Evaluation Scales-3 School Version (ADDES) (1995)	4-18
	☐ Attention Deficit Disorder Evaluation Scales, Secondary (1995	11–18
_	☐ Battelle Developmental Inventory (BDI)	0-7
cia	☐ Behavior Assessment System for Children-Revised (BASC) (1998)	2-18
30	☐ Behavior Evaluation Scales-3 (BES-3) (2000)	4-18
- -	☐ Behavior Rating Profile-2 (BRP-2) (1990)	6–19
orê	☐ Behavioral observations in school settings	all
Ž	☐ Brown Attention-Deficit Disorder Scales for Children (BADD)	3–12
sha	☐ Child Behavior Checklist-Achenbach (Child Behavior Checklist) (2001)	6-18
-Be	☐ Conners' Rating Scales-R (1997)	3–17
Emotional—Behavioral-Social	☐ Devereux Elementary School Behavior Rating Scale (DESB) (1993)	4–18
na	☐ Devereux Adolescent Behavior Rating Scale	5–18
tio	☐ Early Childhood Behavior Scale (ECBS)	3–6
noi	☐ Parent & Teacher reports	all
En	☐ Piers-Harris Childhood Self Concept Scale-2	7–18
	☐ Social Skills Rating System (SSRS) (1990)	3–18
	☐ Systematic Screening for Behavior Disorders (SSBD) (1992)	3-18
	☐ Walker Problem Behavior Identification Checklist-R (1983)	2-12
	□ Other	

		Age		
nt	☐ Denver Developmental Screening Test (Denver II) (1990)	0-6		
Health & Physical evelopme	☐ Learning Accomplishment Profile-Diagnostic Edition (LAP-D) (1977)	3–5		
llth rsic op	☐ Medical histories & reports from physicians & other health care professionals	all		
Health & Physical velopme	O.T. & P.T. evaluations	all		
Health & Physical Development	□ Other			
	☐ Battelle Developmental Inventory (BDI) (1988)	0-8		
	☐ Bruininks-Oseretsky Test of Motor Proficiency-2 (1999)	3–12		
	☐ Canadian Occupational Performance Measure (2005)	adults		
	☐ Clinical Observation of Motor and Postural Skills-2 (COMPS)	5–15		
	Developmental Test of Visual Perception (DTVP-2) (1993)	4–11		
	☐ Learning Accomplishment Profile-Diagnostic Edition (LAP-D)	2-6		
Motor Abilities	LEA kindergarten test	5-6		
ilit	 ☐ Muscle strength and joint mobility evaluation ☐ Mobility Opportunities Via Education (MOVE) (1997) 	all 5–18		
Ab	☐ Motor-Free Visual Perception Test-3 (2003)	2-95		
)r ,	Peabody Developmental Motor Scales-2 (PDMS)	0-5		
otc	☐ Pediatric Evaluation of Disability Inventory (PEDI)	.7-6		
M	☐ School Function Assessment (SFA) (1998)	5-12		
	☐ Sensory Processing Measure (SPM)	5-12		
	☐ Sensory Profile (1996)	3–10		
	☐ Test of Gross Motor Development-2 (2000)	3–12		
	☐ Test of Visual-Motor Integration (VMI) (1996)	4-18		
	☐ Visual-Motor Gestalt Test-II	3+		
	□ Other			
	Hearing & Auditory Processing			
	Pure Tone Audiometry			
u	Speech Audiometry			
310	Test of Auditory Discrimination (TOAD) (1972)	4-70+		
Vis	Test of Auditory-Perceptual Skills-R (1996)	3–70		
⊗	Tympanometry			
-Hearing & Vision	Vision & Visual Motor Functioning			
ear	☐ Low-Vision Functioning Assessment			
He	☐ Mobility Assessment☐ MTI Photo Screener			
	□ Visual Efficiency Scale			
ory	□ Sensory profile			
Sensory–	☐ Sensory Processing Measure			
Se	☐ Snellen Vision Charts			
	☐ Snellen/Allen Pictures			
	☐ Test of Visual Motor Integration (VMI) (1996)	4-18		
	☐ Titmus Vision Screener			
	Native Language available:use of translator; tests in languages other than English;			
ts	Other (specify)			
ient	Other modes of communication utilized:ASL,SEE,Other (specify)			
ssm	Materials used to assess English proficiency:UALPA,Other(specify)			
sse	Parental input tools, methods:interview,questionnaire,Other			
Other Assessments	Observation tools, teacher, related service provider input methods:			
Oth	Classroom-based Assessments:program embedded assessment,CRTs,other UPASSO Other (specify)	S programs.		

		Age
	Academic Achievement: (also see assessment tools above)	
	☐ Brigance Inventory of Essential Skills	
	Adaptive Behavior: (also see assessment tools above)	
ring.	☐ Street Survival Skills Questionnaire	
	Aptitude: (also see cognitive assessment tools above)	
	☐ Scholastic Aptitude Test (SAT)	
	Aptitude for College Test (ACT)	
livi	□ JEVS Work Sample System□ McCarron-Dial Evaluation System	
ent	Occupational Aptitude Survey and Interest Schedule 3 rd ed. (2002) (OASIS)	
Transition Assessment available for education, training, employment, and independent living	☐ TOWER and Micro-TOWER Systems of Vocational Evaluation	
	<u>Communication:</u> (also see assessment tools above)	
	☐ Communicative Abilities in Daily Living	
	Functional Capacity:	
t, a	☐ Functional Assessment Profile	
nen	□ Life Functioning Index□ Personal Capacities Questionnaire	
oyn	☐ Independent Living Behavior Checklist	
ıplı	Learning Styles:	
Transition Assessment or education, training, en	☐ Learning Style Inventory	
	☐ Learning Styles and Strategies	
	Manual Dexterity: ☐ Crawford Small Parts Dexterity Test	
λsse ı, tr	☐ Minnesota Rate of Manipulation Test	
ın A tior	☐ Pennsylvania Bimanual Work Sample	
itio ıcal	□ Purdue Pegboard	
ans edı	Occupational Interest:	
Tr for	 □ Career Assessment Inventory □ Occupational Aptitude and Interest Scale 	
ble	Reading-Free Interest Inventory	
ıilal	□ Strong-Campbell Interest Inventory	
ava	☐ USES Interest Check List and Inventory	
: pe	Personality: Social Skills (also see assessment tools above)	
ıust	□ Katz Adjustment Scale□ Work Personality Profile	
s m	Prevocational: Employability	
Note: Assessments must be	□ Brigance Employability Skills Inventory (1995)	
ssm	☐ Job Readiness Scale	
ssea	☐ Social and Prevocational Information Battery	
: A	□ Vocational Behavior Checklist	
lote	Workplace skills observation/evaluation	
Z	Transition: Community Adjustment ☐ Enderle-Severson Transition Rating Scale	
	☐ Brigance Life Skills Inventory	
	☐ Life Centered Career Education (LCCE) Knowledge & Performance Batteries (1992)	
	☐ Transition Planning Inventory (TPI)	
	Other:	
	☐ Utah Futures ☐ Other: Please list	

Stakeholder Steering Committee

Purpose

The Stakeholder Steering Committee ensures that all stakeholders are involved and have input into the LEA self-assessment process.

Committee Membership Requirements

The Stakeholder Steering Committee should be representative of the size and demographics of the LEA, and should include at a minimum:

- The special education director.
- A school administrator.
- A general education teacher.
- A special education teacher (including preschool, if applicable).
- A parent of a student with disabilities.
- A student with disabilities if appropriate.

Committee Membership Options

Others to consider adding as Stakeholder Steering Committee members:

- Related service staff
- Other agency personnel
- Facilitator
- Those who affect and are affected by special education systems

Stakeholder Steering Committee Membership Summary

C	ommittee Compositio	n	
Committee Member Name	Organization/Agency	Role on the Committee	Additional Information

UPIPS Stakeholder Steering Committee Meeting Summary Report

<u>Directions:</u> Please complete the Committee Meeting Summary Report. Attach the LEA Stakeholder Steering Committee Membership Summary.
Describe the level of participation of parents and non-LEA personnel.
Describe the Stakeholder Steering Committee public sharing process.
Attach the Stakeholder Steering Committee forms, minutes, calendar, and agendas from the meetings held.

Sample Special Education Stakeholder Steering Committee Meeting Agenda

<u>Purpose</u>

The Stakeholder Steering Committee will meet to discuss and plan activities related to the Utah State Office of Education (USOE) monitoring of the LEA's special education program and services.

Outcomes

- Gain an understanding of the Office of Special Education Programs' (OSEP) continuous improvement monitoring process, the Utah Special Education Program Improvement Planning System (UPIPS), and the State Performance Plan (SPP).
- Explain the role and responsibilities of the Stakeholder Steering Committee.
- Discuss and plan the self-assessment process of the special education program and services.
- Discuss and plan the public input strategy.
- Plan the next steps and committee member assignments.

AGENDA

Introduction to the Individuals with Disabilities Education Act (IDEA) of 2004

Six principles of IDEA:

- Free Appropriate Public Education
- Appropriate Evaluation
- Individualized Education Program
- Least Restrictive Environment
- Parent and Student Participation in Decision-Making
- Procedural Safeguards

OSEP Continuous Improvement Monitoring Process and Utah Special Education Program Improvement Planning System (UPIPS) explained

Role and responsibilities of Stakeholder Steering Committee

From self-assessment to program improvement and corrective action planning

Six Principles of IDEA

Free Appropriate Public Education (FAPE)

"The term 'free appropriate public education' means special education and related services that (A) have been provided at public expense, under public supervision and directions, and without charge; (B) meet the standards of the State educational agency; (C) include an appropriate preschool, elementary, or secondary school education in the State involved; and (D) are provided in conformity with the individualized education program required under section 614(d)" (Section 602(9)).

Appropriate Evaluation

Evaluation teams should collect and examine multiple sources of data, including existing academic achievement and performance data. Additional assessments should be administered only as needed to identify the disability and guide the educational program to meet individual needs.

Evaluation activities should include gathering information related to enabling the child to be involved in and progress in the general curriculum or, for preschool children, to participate in appropriate activities.

Individualized Education Program

"The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with section 614(d)."

Least Restrictive Environment (LRE)

This is the presumption that children with disabilities are most appropriately educated with their non-disabled peers and that special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Parent and Student Participation in Decision Making

"The Congress finds that following:...strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at home and at school" (IDEA 2004, Findings, 601(c)(5)(B)).

Procedural Safeguards

Safeguards ensure that the rights of children with disabilities and their parents are protected, that students with disabilities and their parents are provided with the information they need to make decisions about the provision of FAPE, and that procedures and mechanisms are in place to resolve disagreements between parties.

Data Collection and Analysis Requirements

The subcommittees of the Stakeholder Steering Committee will collect different kinds of information from a variety of sources. A good suggestion is to get data from a broad representation of stakeholders, including YIC and online program personnel and students.

Interview Data

One important source of information about the LEA's special education programs is interviews with stakeholders. Interviews may be conducted with principals, teachers, parents, related service providers, paraprofessionals, and students. Suggested interview and focus group questions are available for download at http://www.schools.utah.gov/sars/Laws,-State-Rules-and-Policies/Compliance.aspx or can be accessed on the UPIPS website https://upips.schools.utah.gov/.

LEAs may choose to conduct focus groups or a written survey and should determine the number of stakeholders needed to be representative of the LEA. The LEA should consider the information gained from conducting interviews and analyzing the results when writing the Comprehensive Program Improvement Plan.

Student Record Review Data

Another critical place to look for information is in the records of student with disabilities. Student files should be checked for compliance with requirements of IDEA. This is accomplished using the UPIPS website (https://upips.schools.utah.gov) developed by the SEA in order to ensure complete coverage of all the relevant compliance items. The following analysis of the student record review data must be considered when writing the Comprehensive Program Improvement Plan:

- Number and percent of special education files reviewed
- How various ages, disability categories, placements, ELLs, initial/reevaluation students were represented in reviewed files (ensure files of low-incidence disabilities are reviewed)
- Files from Youth In Custody and Adult Education if applicable to the LEA
- Information about the district/school-wide results of the review for each compliance item
- Analysis of the file review results, identifying systemic areas of noncompliance
- Strengths of the special education program
- Program improvement and corrective action goals based on the analysis

NOTE: Please ensure that data are included which demonstrate all compliance rates for Indicator 11 (initial evaluation timelines), Indicator 12 (Part C to Part B transition timelines), Indicator 13 (school to post-school transition plans).

NOTE: All noncompliance must be corrected as soon as possible, and in no case later than one year.

Outcome Data

Information on student outcomes may be obtained from a number of sources. One helpful source is the data from the OSEP reports presented in the LEA Data Profile and APR data. This information is available from the Monitoring Specialist. The subcommittee with this assignment will need to analyze and report these data points.

The bolded items in the following list are data that must be considered in the Comprehensive Program Improvement Plan, as it is included in the State Performance Plan:

- Graduation rate of students with disabilities compared to non-disabled students (Indicator 1)
- Dropout rate of students with disabilities compared to non-disabled students (Indicator 2)
- Trend data for graduation and dropout rates
- Classroom observation data
- LRE/placement data for students with disabilities compared with state and national averages for students ages 6-21 and preschool (Indicators 5-6)
- Academic achievement data on Core tests (CRTs) for students with disabilities compared to non-disabled students and with state averages (Indicator 3)
- Trend data on academic achievement
- Participation rate of students with disabilities in statewide assessment (Indicator 3)
- Suspension and expulsion rates of students with disabilities (Indicator 4)
- Representation of various ethnic backgrounds of students with disabilities compared to the general student population of district, and possible implications for the eligibility process (Indicator 9)
- Representation of students in various categories of disability compared to state averages (Indicator 10)
- Satisfaction data from the interviews with parents and staff referenced above (Indicator 8)
- UPOD data (Indicator 7)
- Post-school outcomes data (Indicator 14)

Other Data Sources

Each Stakeholder Steering Committee will look at other important information about other factors that affect the quality of the special education program. The results of the off-site data review will be analyzed, along with other considerations. These elements will need to be considered in the Comprehensive Program Improvement Plan.

The bolded items in the following list are data that must be considered in the Comprehensive Program Improvement Plan, as it is included in the State Performance Plan:

- Teacher licenses, endorsements, and highly qualified status for current assignments
- Case loads of special education case managers
- Adequacy of LEA support for teachers in schools
- The LEA system for identifying personnel development needs
- Records of personnel development activities provided for all members of IEP team
- Due process information (Indicators 16–19)
- How the LEA ensures timely and accurate data (Indicator 20) (i.e., what procedures are in place for editing and validating data)
- Policies and procedures in place and followed LEA-wide
- Strengths, needed improvements, and areas of noncompliance from this information

Other Data at LEA Discretion

LEAs may access information from many other sources. The analysis of this data should also be considered in the Comprehensive Program Improvement Plan.

Minimum Files to be Reviewed for Self-Assessment 2012–2013

Based on December 1, 2012 Child Count

LEA	Minimum Files Reviewed	
Alianza Academy 20		
Cache School District	65	
Channing Hall	20	
Endeavor Hall	20	
Entheos Academy	20	
George Washington Academy	20	
InTech Collegiate High School	All (<20)	
Itineris Early College High School	All (<20)	
Jordan School District	140	
Lakeview Academy	20	
Legacy Preparatory Academy	20	
Liberty Academy	20	
Monticello Academy	20	
Mountainville Academy	20	
Noah Webster Academy	20	
Paradigm High	20	
Park City School District	20	
Piute School District	20	
Renaissance Academy	20	
Salt Lake School for the Performing Arts	All (<20)	
Spectrum Academy	20	
Syracuse Arts Academy	20	
Tintic School District	20	
Tooele School District	65	
Utah Connections Academy	20	
Wasatch School District	35	
Washington School District	75	

Records reviewed must be a representative sample of the LEA and include:

- Preschool, elementary, middle school, and high school files across the LEA geographically.
- Special schools, including YIC, Adult Education, and online programs (if any).
- All ethnicities.
- All disability categories.

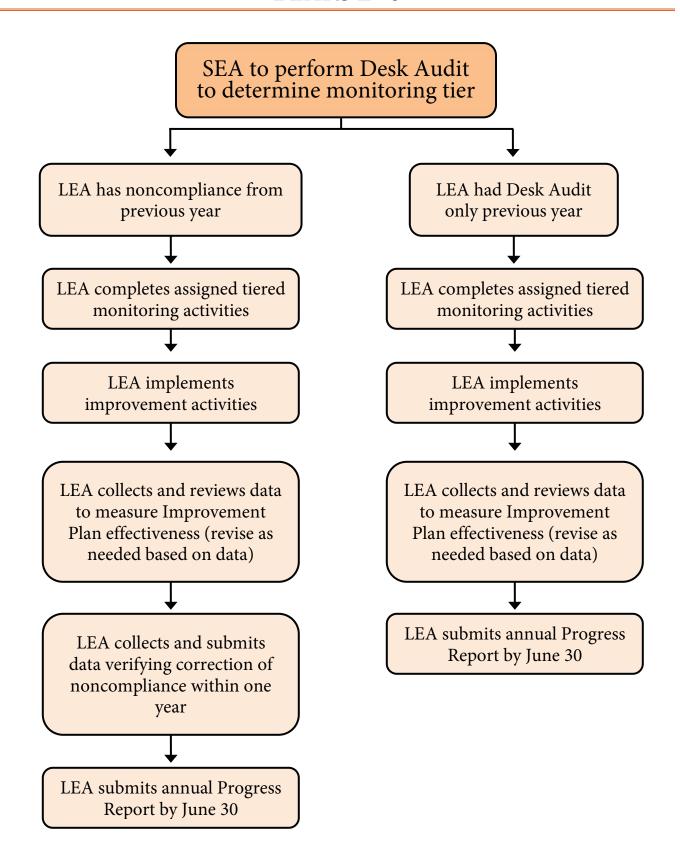
NOTE: In order to get a representative sample, the LEA may need to increase the number of files reviewed.

Comprehensive Program Improvement Plan

LEAs will review the data collected through interviews, file reviews, APR Indicators, off-site data, and other data sources. The LEA Stakeholder Steering Committee will determine the LEA's areas of strength and needed improvement for each of the five UPIPS program review areas. The Steering Committee will then write an improvement plan for all of the areas identified as needing improvement. The improvement activities will focus on improving student outcomes and compliance with IDEA regulations. Improvement activities must be written for UPIPS Years 2 through 5. This plan will then be submitted on the UPIPS website.

Each LEA will review its data on an annual basis to determine if the improvement activities implemented have been successful in improving the LEA's special education program. The LEA will then review and revise the improvement activities as needed.

YEARS 2-5



Years 2-5 Description

With the exception of the activities outlined below, the process for Years 2–5 of UPIPS is essentially the same. Please pay special attention to those activities required in Years 2 and 3 but not in Years 4 and 5.

Activities Exclusive to Year 2

Implement PIP

- Initiate implementation of the LEA's Program Improvement Plan.
- Carry out Corrective Actions contained in Comprehensive Program Improvement Plan.

Parent Survey

In the spring, the USOE will send a list of students selected to participate in our Parent Survey. We will ask for contact information for those students. See the Parent Survey letter on page 41 for more information.

<u>Correction of Noncompliance from Self-Assessment:</u>

All instances of noncompliance identified during the Self-Assessment process must be corrected as soon as possible, but in no case later than one year, including:

- Correct file errors identified during the self-assessment process within one year (Prong 1 correction).
- Verify correct implementation of all regulatory requirements identified as noncompliant during the self-assessment process within one year (Prong 2 correction).

For guidance on the correction process, see the Identification and Correction of Noncompliance section on page 52.

Activities Exclusive to Year 3

Parent Survey

• You will receive the results of your parent survey in Year 3. Please incorporate these results into your progress report on your Comprehensive Program Improvement Plan.

Activities Common to Years 2-5

Desk Audit

Each year, the USOE completes a Desk Audit on each LEA to determine their monitoring tier as outlined on pages 8–10 of this manual. In the fall of each year, each LEA will receive a letter from the USOE outlining the results of the Desk Audit and the monitoring activities that will be required, if any.

Progress Report on the Comprehensive Improvement Plan

- Each LEA must submit an annual progress report on the Comprehensive Program Improvement Plan activities, along with supporting evidence of completion by June 30.
- The USOE will review the progress report and respond to the LEA in writing.

On-Site Visit

As part of the new Tiered Monitoring process, LEAs in any year of the UPIPS process may be selected for an on-site visit. If you have been selected for an on-site visit, the UPIPS Program Specialist will contact you before the school year begins to schedule your visit. If you have been selected for an on-site visit while you are in Years 2–5, please see the On-Site Visit section on page 41 in this manual for more information.

Identification and Correction of Noncompliance

If your LEA had an on-site visit in a previous year, the LEA must do the following within the following year:

- Complete correction of individual file errors identified through SEA on-site visit within 1 year, if applicable.
- Submit evidence of individual file error correction identified through SEA on-site visit to the USOE within 1 year, if applicable.

For guidance on the correction process, see the Identification and Correction of Noncompliance section on page 51.

Years 2-5 Planning Checklist

UPIPS Steps	Timeline	
The USOE reviews Comprehensive Program Improvement Plan or PIP Progress	July-August	
Report, previous UPIPS data, and desk audit results to determine the LEA		
monitoring tier.		
If an on-site visit is determined to be necessary, see the on-site visit section for	additional activities.	
Implement Program Improvement Plan activities.	September-May	
Complete assigned activities dependent on monitoring tier.	September-May	
Continue with LEA self-monitoring of files.	September-May	
If noncompliance has been identified in the previous year through on-site visit	or Self-Assessment:	
Correct file errors discovered during Self-Assessment or On-Site Visit.	September-May	
Submit evidence of correction of all noncompliance identified during Previous	Within one year of	
Year (Prong 1).	previous report	
Submit evidence of correct implementation of noncompliance identified during	Within one year of	
Year 1 Self-Assessment process (Prong 2).	previous report	
Submit annual progress report on PIP to the USOE.	June 30	

USOE Parent Survey Letter

USOE Letter to LEAs Regarding Parent Survey

Dear Special Education Director,

RE: Mailing addresses of students

Background

As part of Part B State Performance Plan (SPP) Indicator 8 for 2010–2015, the USOE is required to conduct an annual survey of parents of students with disabilities. This survey needs to be mailed during the 2013 school year.

Indicator 8—Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416 (a)(3)(A))

What We Need From the LEA

Enclosed is a disc that contains a list of students generated by a probability sampling weighting formula. We will need you to send us the mailing addresses and telephone numbers of students on the sample list. In addition, please let us know if any of the selected students need the survey translated into their primary home language. Please return this information to us by disc or MoveIt secure website by Wednesday June 2, 2013.

Please let me know if you have any questions.

Thank you,

Special Education Coordinator Utah State Office of Education (801) 538-7898

ON-SITE VISIT

As part of the USOE Tiered Monitoring System, it may be decided that an LEA requires an on-site visit at any time during the UPIPS process. This visit may take one of three forms: a focused visit, a full on-site visit, or an in-depth onsite visit. The LEA will be notified of the type of visit in the fall, and will be contacted to schedule the visit either before or shortly after school starts. More detail as to what the visit will comprehend will be provided at that time. However, a general outline of what to expect during an on-site visit is outlined below.

Step 1: Plan On-Site Visit

The USOE-SES staff will:

- Notify the LEA of their selection to receive an on-site visit.
- Identify LEA schools, teachers, and types of files for review.
- Collaborate with LEA in setting up schedule and details of on-site validation visit.

The LEA special education director will:

- Collaborate with USOE-SES staff in setting up the on-site validation visit.
- Provide requested information to monitoring specialist.
- Inform staff of schedule and requirements during on-site visit.

Step 2: Conduct Visit

The on-site visit may include interviews with staff, focus groups, student record reviews, and classroom observations. Generally, at the beginning of the visit, there will be an orientation meeting with the LEA Stakeholder Steering Committee during which an overview of the UPIPS five-year cycle will be presented along with LEA data. During this meeting, the LEA Stakeholder Steering Committee is encouraged to address any additional information since the last submission of the Comprehensive Improvement Plan. At the end of the visit, the team will hold an exit meeting with the LEA Stakeholder Steering Committee, during which a short verbal overview of the findings will be presented.

Step 3: UPIPS Report

The USOE-SES staff will:

• Submit a UPIPS Final Report of on-site visit findings to the LEA, including strengths and recommendations for program improvement.

The LEA special education director and Stakeholder Steering Committee will:

- Share final UPIPS report with LEA School Board and public.
- Submit evidence of sharing with public to SEA.
- Revise and submit the Comprehensive Program Improvement Plan, as appropriate, to reflect additional findings after the SEA site visit and report.
- Plan professional development activities to facilitate improvement activities.
- Begin file correction activities for individual file errors identified through SEA on-site visit.

• Begin verification of correction activities for all areas of noncompliance identified through SEA on-site visit.

Step 4: Implement Plans

The LEA special education director will:

- Continue to implement the Comprehensive Program Improvement Plan with revisions based on UPIPS Report.
- Begin individual file error correction procedures.
- Begin collection of data verifying correction of all identified areas of noncompliance.

The USOE-SES staff will:

- Track correction of noncompliance as evidence is submitted and respond in writing to the LEA.
- Request parent information for parent survey.
- Coordinate parent survey dissemination, data collection, and analyze results.

On-Site Visit Checklist

UPIPS Steps	Timeline		
The USOE schedules on-site visit with Special Education	August-September		
Director.			
The USOE conducts on-site visit to schools/classes and			
summarizes data into a UPIPS final report.			
Share UPIPS report with local school board and the public.	Within 90 days of receipt		
Submit evidence of sharing report to the USOE.	Within 90 days of receipt		
Revise Comprehensive Program Improvement Plan (PIP), if	Within 90 days of receipt		
needed, to reflect additional findings in the report that were			
not included in Self-Assessment.			
Submit revised PIP, if needed.	Within 90 days of receipt		
Implement revised PIP.	After receiving report–July		
Plan professional development activities to facilitate PIP.	After receiving report–July		
Begin individual file correction activities for file errors	After receiving report–July		
identified during on-site validation visit.			

USOE Letter Prior to On-Site Visit

Dear Director/Superintendent,

This letter is to give you a preliminary look at what to expect during the Utah Special Education Program Improvement Planning System (UPIPS) on-site visit from the state monitoring team this year. {LEA} is scheduled for its on-site validation visit on {Date}. We will be conducting the activities outlined below.

Meetings With Steering Committee

At the beginning of the visit, there will be an orientation meeting with your Steering Committee. We will present an overview of the five year UPIPS cycle and the on-site visit activities. The Steering Committee is encouraged to address any areas of strength, concern, or recommendations from the Self-Assessment Report they would like us to attend to as we visit schools. At the end of the visit, the validation team will hold an exit meeting with the Steering Committee and/or others you invite. A short verbal overview of the findings will be presented at that time.

Interviews

During the visit, the state's monitoring specialist will interview the special education director. In addition, team members will interview a school administrator, special education teacher(s), and general education teacher(s) at each school site. Although the interviews are available online, we ask that the interviewees not bring notes into the interview. The team will need space at the school to conduct the interviews and the student focus group(s). During the visit, interview and file review time will also be scheduled for related service providers.

Focus Groups and Surveys

We are planning to conduct a parent focus group on {Date}. The parent focus group meeting usually lasts for about 1½ hours and the time and location is determined by the LEA. We would prefer to hold the parent focus group meeting at the school sometime between 5:00 p.m.–8:00 p.m., if possible. Please let me know what time and location would work best for your parents. While the parent focus group will be facilitated by the Utah Parent Center, it is the responsibility of the LEA to invite the parent of students receiving special education services. Please let me know if any parents will require an interpreter and/or any accommodations.

At each secondary site visited, a special education teacher will be asked to gather a 5–10 secondary students for a focus group.

A written survey will also be sent to a sample of parents of students with disabilities in your LEA in the spring. If we do not receive an adequate return rate for your LEA, additional surveys will be conducted.

Student Record Review

Files will be selected from caseload lists that the teachers will need to have ready for the review team. They are chosen to represent various disability categories, ages, and settings. Files for students with a home language other than English will be selected also. Please ensure caseload lists include needed information described above.

The special education director is requested to provide the Monitoring Specialist with at least one file that contains:

- A written notice of refusal to take an action.
- A record of a long-term disciplinary action considered or implemented.
- A Functional Behavior Assessment and Behavior Intervention Plan.
- An addendum or notation of ESY services selected.
- A student who is participating in an online program within your LEA.
- A student whose primary home language is documented as other than English.
- A student evaluated but not eligible.
- A student in state custody/special education student.
- A student with a surrogate parent at IEP meeting.
- A student with an Orientation and Mobility assessment.
- A student whose parent has revoked consent for special education.
- A student who is eligible with a low incidence disability (e.g., visual impairment, hearing impairment, deafblindness, etc.).

If you would like to have the special education case manager sit with the reviewer during the record review to learn firsthand what is found, we are happy to accommodate that request. The file reviewer needs a room with a table for the team's computer and access to electricity. This room will need to be separate from the interview room.

Special Education Administrator Interview

The special education director interview will take place the first morning of the validation visit. If this is not convenient, please let me know and the schedule can be adjusted. Please plan to have available:

- Staff listing, preschool through high school, by assignment and FTE percentage.
- Staff qualifications, including those on letters of authorization.
- LRBI Committee records, including emergency contacts.
- Information about current caseloads per each staff member.

Classroom Observations

If time is available, team members may ask to visit special education and general education classrooms to observe specific specialized instruction. The classrooms visited will be chosen in advance by the principal and/or special education director to minimize disruption to the learning environment. Observers will look at specific student IEPs before conducting observations.

Other Information for the Visiting Team

By {Date}, you will receive a preliminary schedule for your visit. Upon receipt of this schedule, we will need the following information from you:

- Any corrections that need to be made (addresses, phone numbers, personnel, etc.)
- Whether the times selected will work for you
- A list (including names and email addresses) of all Special Education teachers and Related Service Providers at each selected school (if your LEA is a district) or in your Charter School so that we may select those we would like to interview; we do not typically interview paraprofessionals

Upon arrival, the team will also need:

- A caseload list for each teacher including the grade disability category, current IEP date, date of most recent evaluation/reevaluation, and the students' State ID number.
- A caseload list for related service personnel including all the above elements.
- Class schedules for secondary schools being visited.

Please have this information available during the orientation meeting.

A final schedule for the visit will be worked out with you by {Date}. Please call me at (801) 538-7806 if you have any questions.

Sincerely,

Tiffanie Owens, Monitoring Specialist Utah State Office of Education, Special Education

cc: {Director], Special Education Director

Classroom Observation of Special Education Services

LEA:		Sc	hool:			
Student Name:						
Teacher:		O	bserver:			
Date:						
Subject Area	☐Reading/Lang					
	□Science/Socia					
Location	☐General Educ		•		Class	
Setting	□Small Group	□Whole	Class □Ind			
How well do the PLAAFP,	No alignment Very good alignment					
Goals, and Services Align?	1	2	3	4	5	
Notes on PLAAFP, Goals, and Services						
{include any notes that will assist						
you during the observation						
(optional)}						
Is there a correlation	No alignment			Very or	ood alignment	
between PLAAFP, Goals,	1	2	3	4	5	
and Services listed on the	1	2	3	1	3	
IEP and services and						
supports observed in the						
classroom?						
What accommodations,						
modifications, or						
specialized instruction did						
you observe?						
Additional Comments						

Parent Focus Group Letter

Dear Parents and Guardians,		
Improvement Planning System (UPIPS Education on	scheduled to participate in a Utah Special E S) monitoring activity conducted by the Ut During this day process, special education for compliance with IDEA 2004 and the Utah udent files, interviewing special and general out focus groups, the Utah Parent Center will	tah State Office of on programs in the tah State Board of education staff and
	ning of p.m	
	with disabilities enrolled in (
	ceptions, and concerns regarding special educes of students with disabilities are urged to pa	
and location of the meeting is:	of students with disabilities are diged to pa	Therpate. The time
5		
		1
What:	UPIPS Parent Focus Group	
When:		
Time:		
Location:		
		1
If you have questions regarding this	is meeting or the UPIPS monitoring activ	ity, please contact
at	•	

Parent Focus Group Questions

Procedural Safeguards

Were your procedural safeguards (parent's rights) explained so that you understood them?

Evaluation and Eligibility

Did you have the opportunity to provide input during your child's evaluation? Did the evaluation team listen to and consider your input?

IEP Development

Was the IEP meeting scheduled at a mutually agreeable time?

Did a general education teacher attend the IEP meeting?

Did the principal (LEA Representative) or his/her representative attend the IEP meeting?

Did the team ask for and consider your input on goals for your child's IEP?

Were all of your child's educational needs addressed during the IEP meeting?

At your child's IEP meeting, did the IEP team discuss classroom accommodations and modifications your child needs?

IEP Implementation

Are your child's general education teachers aware of your child's learning needs?

Do the staff members in the general classroom consistently provide the accommodations and modifications written in your child's IEP?

Do your child's general education and special education teachers work together to implement the IEP?

Is your child getting all of the services listed on the IEP?

Does your child participate in school activities such as assemblies, after-school activities, and field trips with non-disabled students?

Is your child making progress towards meeting the goals on his/her IEP?

Transition (School to Post-School)

If your child is 15 years old or older, did the IEP team discuss transition services (e.g., career interests, employment, high school classes)?

Do you understand your child's graduation requirements?

Transition (Early Childhood)

If your child is 3–5 years old, do you feel that his/her preschool experience has been beneficial?

General

Does the school facilitate opportunities for you to provide input about your child's education other than at the IEP meetings (i.e., receptive to input)?

Does your school encourage your involvement as a means of improving services and results for your child with disabilities?

Discuss the strengths of your student's special education program.

Discuss and suggest any area of improvement for the special education program in your charter school/school district.

Do you have any other questions or issues you would like to discuss?

IDENTIFICATION AND CORRECTION OF IDEA NONCOMPLIANCE

Identification of Noncompliance:

The Utah State Office of Education (USOE) monitoring specialist reviews data collected from and/or submitted by each LEA to ensure compliance with the regulatory requirements of the IDEA. LEAs have the option to correct noncompliance within three weeks of data collection before the USOE issues written findings of noncompliance. The USOE will review the additional data submitted by the LEA and verify whether the data demonstrate compliance, and issue a finding if the data demonstrate noncompliance. Regardless of the specific level of noncompliance, if the USOE identifies noncompliance, the LEA will be notified in writing of the noncompliance and of the requirement that the noncompliance be corrected as soon as possible, but in no case later than one year from identification.

Correction of Noncompliance:

The Office of Special Education Programs (OSEP) requires that all noncompliance be corrected as soon as possible, but in no case later than one year from the date of notification of noncompliance. The USOE has made an effort to create a method that will require the least amount of time and effort for LEAs while providing the USOE with evidence verifying corrections.

Before the USOE can conclude and report that noncompliance has been corrected, it must first verify, consistent with the OSEP Memo 09-02, that the LEA:

- Prong 1—Has corrected each individual case of noncompliance, and
- Prong 2—Is correctly implementing the specific regulatory requirements (i.e., subsequently achieved 100% compliance), based on the USOE review of the updated data.

Prong 1: Correcting each individual case of noncompliance

To document that individual student-level noncompliance is corrected; LEAs must demonstrate that the student file is compliant with regulatory requirements. For any noncompliance concerning <u>child-specific requirements</u> that are not subject to a <u>specific timeline requirements</u>, the LEA must submit documentation that the LEA has corrected each individual case of noncompliance, unless the student is no longer within the jurisdiction of the LEA. These items include requirements such as:

- Eligibility determination is not current or complete.
- Eligibility criteria are not met.
- Evaluation Summary Report is not current or complete.
- IEP is not current or complete.
- IEP content does not meet criteria (i.e., measurable goals, PLAAFP statements include current data and how the disability affects progress in the general curriculum, state-wide assessment, ESY decision, etc.).

- Consent for Initial Placement is missing or unsigned by parents.
- Copy to Parent documentation is missing.
- Transition Plan is missing or incomplete.
- Age of Majority notification is missing.
- Language proficiency and assessment documentation missing.
- Prior Written Notice is missing.
- Documentation that Procedural Safeguards were provided to parents is missing.
- Documentation of IEP and eligibility team participation is missing.
- Change in Placement is missing.

Method:

The LEA will document the required evidence by indicating correction and uploading the evidence on the Individual Student Noncompliance report received from the USOE on the UPIPS website.

For any noncompliance concerning <u>child-specific timeline requirements</u>, the LEA must submit documentation to the USOE that the required action (e.g., the evaluation, reevaluation, or IEP) was completed, though late.

tudent: Sherlock Holmes	
Cluster: General Supervision 13) Initial/Reevaluation Com II.H.(1)(b)	
File Review Comment:	
Compliance Criteria:	
LEA Status	USOE Approval
Corrected	Approved
Not Corrected	Not Approved
Not Applicable	
Notes:	
Add Note	
Cluster: Parent Involvement 15) Written Notice Initial/Ree IV.D.(1)(b)	
File Review Comment:	
Compliance Criteria:	
LEA Status	USOE Approval
Corrected	Approved
Not Corrected	Not Approved
Not Applicable	
Notes:	
Evidence of Correction	of Individual Student Noncompliance
Date	File Name
8/15/2012 4:51:42 PM	Sherlock corrections.docx
Upload New File Description of file	
Select file to upload	,AE)
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Prong 2: Correctly implementing the specific regulatory requirements (i.e., subsequently achieved 100% compliance), based on the USOE review of the updated data

To document that the LEA is correctly implementing the specific regulatory requirements, the LEA will review additional student special education files, regardless of the level of noncompliance, and submit documentation that the LEA has achieved 100% compliance. The number of additional files reviewed by the LEA will be determined based on the identified root cause of noncompliance and the following factors:

- The level of noncompliance,
- The LEA's willingness to collaborate and consult with the USOE,
- The LEA's history of correction of noncompliance, and
- The size and demographics of the LEA.

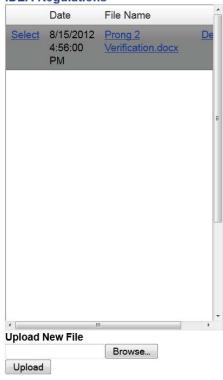
Method:

The LEA will document the required evidence by uploading the evidence on the Verification of Compliance report received from the USOE on the UPIPS website.

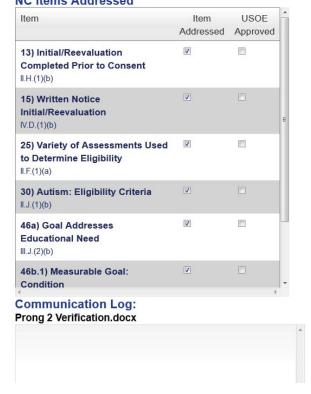
Items For Prong 2 Verification:

	Record Review Compliance item	Number Yes	Number No	Number NA	%	Files To Submit	Number Files Submitted	Number Files Verified
+	13) Initial/Reevaluation Completed Prior to Consent ILH.(1)(b)	0	3	0	0.0	3	0	0
+	15) Written Notice Initial/Reevaluation IV.D.(1)(b)	2	1	0	66.7	2	0	0
+	25) Variety of Assessments Used to Determine Eligibility I.F.(1)(a)	2	1	0	66.7	2	0	0
+	30) Autism: Eligibility Criteria	0	1	0	0.0	2	0	0
+	46a) Goal Addresses Educational Need ⊪.J.(2)(b)	1	2	0	33.3	2	0	0
+	46b.1) Measurable Goal: Condition	0 ,,,	3	0	0.0	3	0	0

Files Provided for Verification of LEA Level Correct Implementation of IDEA Regulations



File Name: Prong 2 Verification.docx NC Items Addressed



The USOE is committed to supporting LEA efforts to improve results for students with disabilities through the framework of compliance. If you have any questions, please do not hesitate to call the USOE Monitoring Specialist, Tiffanie Owens at 801-538-7806 or <u>Tiffanie.Owens@schools.utah.gov.</u>

References:

- OSEP Timely Correction Memo
- http://spp-apr-calendar.rrfcnetwork.org/explorer/view/id/417/?1
- Frequently Asked Questions Regarding Identification and Correction of Noncompliance and Reporting on Correction in the State Performance Plan (SPP)/Annual Performance Report (APR)