Utah Program Improvement Planning System (UPIPS)
EXECUTIVE SUMMARY OF REPORT
MORGAN SCHOOL DISTRICT
July 16, 2010

The attached report contains the results of an on-site visit as part of the Utah Special Education Program Improvement Planning System (UPIPS), and requested by Morgan School District's Special Education Director.

This Continuous Improvement Monitoring Process is conducted by the Utah State Office of Education (USOE) Special Education Services (SES), as required by the Individuals with Disabilities Education Act (IDEA), Part B. The process is designed to focus resources on improving results for students with disabilities through enhanced partnerships between charter school and district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The on-site visit, conducted at Morgan School District on February 2-3, 2010 included student record reviews and school site visits. Parent surveys were also mailed to a small sample of parents.

This report contains a more complete description of the process utilized to collect data and to determine strengths, areas out of compliance with the requirements of IDEA, and recommendations for improvement in each of the core IDEA areas.

Areas of Strength

The validation team found the following:

General Supervision

- Files are located in locking filing cabinets and access authorization lists are posted.
- Morgan School District utilizes a consistent file organization system district-wide which facilitated ease during file reviews.
- Students receiving special education services are included in all school activities as reported by school staff and parents.
- Morgan High School has an impressive school improvement plan which has been implemented and is updated on a yearly basis.
- Para-educators have received training on confidentiality procedures as reported by school staff during interviews.
- During interviews, school staff reported that Utah Performance Assessment System for Students (U-PASS) data used to drive instruction.
- Student special education files contain evidence that a group of qualified professionals and parents determined eligibility.
- During interviews, school staff reported receiving training regarding the Utah State Board of Education special education rules.
- During interviews, general education teachers demonstrated knowledge of the district's referral process.
- During interviews, special education teachers articulated an understanding of the evaluation process.

Parent Involvement

- Morgan School District has strong, active parent groups who meets on a regular basis, and are supported by the district special education department.
- Parents have received IEP training by the Utah Parent Center.
- Morgan School District supports professional development opportunities for parents as reported by parents and district staff.
- Morgan School District encourages parent participation in the IEP and evaluation process as reported by parents during the parent focus group.

- Parent signatures are included on all required documents.
- Parents, during the parent focus group, reported that their students are making progress on their IEP goals.
- Procedural Safeguards are provided to parents as documented in student special education files.
- Parents received prior written notice of initial and continuing eligibility, and IEP implementation.
- Parents and school staff report good communication between school and home, using various means of communication.
- Parental input was used in determining eligibility, as documented by parent signatures on eligibility determination forms, and reported during the parent focus group.

Free Appropriate Public Education in the Least Restrictive Environment

- Current IEPs are included in all reviewed student special education files.
- Students are involved in the general curriculum based on individual need as determined by the IEP team.
- Morgan School District offers a full continuum of placement options.
- School staff report being involved in the IEP process.
- Schools have weekly team meeting to discuss the needs of students with disabilities.
- General education teachers receive a copy of the applicable IEP goals.
- IEPs include a description of benchmarks or short-term objectives for students participating in Utah's Alternate Assessment (UAA).
- IEPs contain a description of how the student's progress toward meeting the annual goals will be measured.
- Initial placement began as soon as possible regarding IEP development, as documented in student special education files.

Transitions

3 to 3

- Preschool special education files included complete UPOD forms.
- Students transferring from Part-C are found eligible and IEPs are implemented on or before the student's third birthday.

School to Post School

- Morgan School District works with Davis Applied Technology Center to provide vocational training for students with disabilities.
- Transition plans contain evidence of employment goals and independent living skills goals when appropriate.
- Transition plans contain documentation that post-secondary goals were based on age-appropriate transition assessments.
- IEPs contain transition services focused on improving the academic achievement of the students to facilitate movement from school to post-school.

Disproportionality

- Primary home language was documented in student special education files.

Areas of Systemic Noncompliance*

- Initial evaluations were not completed within 45 school days of receiving parental consent in 8.3% of applicable reviewed files.
- Reevaluation timelines were not met in 50% of applicable reviewed files.
- Documentation that the team reviews existing evaluation data and determines whether additional data are needed for determining continuing eligibility missing in 20% of applicable reviewed files.

- Documentation that a general education teacher participated in the review of existing data missing in 11% of applicable reviewed files.
- Documentation that the evaluation was sufficiently comprehensive missing in 19% of applicable reviewed files.
- Current eligibility determination documentation missing in 15% of applicable reviewed files.
- Evaluation summary report missing in 6% of applicable reviewed files.
- Documentation that a variety of assessment tools and strategies were used in determining eligibility missing in 20% of applicable reviewed files.
- Evaluation procedures not followed in 50% of applicable reviewed files.
    - <u>Autism:</u>
        - Documentation of the student's prior medical and developmental history not included in 100% of applicable reviewed files.
    - <u>Other Health Impairment:</u>
        - Documentation that multiple measures, both formal and informal, were used to assess all areas of suspected deficits missing in 50% of applicable reviewed files.
    - <u>Orthopedic Impairment:</u>
        - Documentation that the student's disability adversely affects the student's educational performance missing in 50% of applicable reviewed files.
        - Documentation that the student requires special education/related services missing in 50% of applicable reviewed files.
        - Documentation that multiple measures, both formal and informal, were used to assess all areas of suspected deficits missing in 50% of applicable reviewed files.
        - Documentation of the student's prior medical history from a qualified health professional missing in 50% of applicable reviewed files.
    - <u>Specific Learning Disability:</u>
        - Documentation of data that demonstrate that prior to, or as part of the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel missing in 60% of applicable reviewed files.
        - Data-based documentation of repeated assessments of achievement at reasonable intervals missing in 60% of applicable reviewed files.
        - Documentation that data-based documentation of repeated assessments of achievement was provided to the student's parents missing in 80% of applicable reviewed files.
        - Statement that the student does not achieve adequately for the student's age or to meet State-approved grade-level standards missing in 20% of applicable files.
    - <u>Traumatic Brain Injury:</u>
        - Documentation that augmentative communication assistive service needs were assessed missing in 100% of applicable reviewed files.
        - Documentation that rehabilitative team evaluations were conducted missing in 100% of applicable reviewed files.
        - Documentation that self-help/adaptive behavior was assessed missing in 100% of applicable reviewed files.
        - Documentation that speech/language was assessed missing in 100% of applicable reviewed files.
        - Documentation that vocational skills were assessed for secondary students missing in 100% of applicable reviewed files.

        - Documentation that gross/fine motor skills were assessed missing in 100% of applicable reviewed files.
- Consent for evaluation missing in 9.5% of applicable reviewed files.
- Consent for initial placement missing in 5% of applicable reviewed files.
- Documentation that parent consent was obtained prior to inviting an outside agency representative to the transition planning meeting missing in 25% of applicable reviewed files.
- Notice of meeting for eligibility determination meeting missing in 31% of applicable reviewed files.
- Notice of meeting for IEP meeting missing in 30% of applicable reviewed files.
- Notice of meeting for review of placement missing in 22% of applicable reviewed files.
- Written prior notice of continuing eligibility missing in 6% of applicable reviewed files.
- Written prior notice of Extended School Year (ESY) services missing in 17% of applicable reviewed files.
- Documentation that parents were provided with a copy of the evaluation summary report missing in 27% of applicable reviewed files.
- Documentation that parents were provided with a copy of eligibility determination documentation missing in 20% of applicable reviewed files.
- IEP timelines not met in 40% of applicable reviewed files.
- Documentation that placement was determined at least annually missing in 50% of applicable reviewed files.
- Documentation that initial IEPs were developed within 30 calendar days following eligibility determination missing in 25% of applicable reviewed files.
- Documentation that a regular education teacher participated in the IEP meeting missing in 5% of applicable reviewed files.
- Documentation that a qualified representative of the LEA participated in the IEP meeting missing in 5% of applicable reviewed files.
- Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements do not include baseline or current data in 45% of applicable reviewed files.
- PLAAFP statements do not include how the disability affects involvement in the general curriculum in 15% of applicable reviewed files.
- IEPs do not contain measurable goals in 25% of applicable reviewed files.
- IEP goals do not address areas of need identified in the PLAAFP statement in 25% of applicable reviewed files.
- IEPs do not contain a statement of when periodic reports on progress will be provided to parents in 5% of applicable reviewed files.
- IEPs do not contain specific special education services in 5% of applicable reviewed files.
- IEPs do not include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement of the student on State-wide assessment in 21% of applicable reviewed files.
- IEPs do not document if the IEP team considered the student's need for positive behavioral interventions in 5% of applicable reviewed files.
- IEPs do not document if the IEP team considered the student's need for communication services in 5% of applicable reviewed files.
- IEPs do not document if the IEP team considered the student's need for assistive technology in 5% of applicable reviewed files.
- IEPs do not contain documentation of a team determination regarding Extended School Year (ESY) services in 5% of applicable reviewed files.
- Documentation that placement decision was made by the IEP team missing in 5% of applicable reviewed files.

- Documentation that placement decision was appropriately made missing in 15% of applicable reviewed files.
- Transition plans are not reviewed not less than annually in 75% of applicable reviewed files.
- Transition plans do not contain evidence of post-secondary training or education goals in 25% of applicable reviewed files.
- Documentation that the team considered the need for outside agency involvement in the transition planning process missing in 25% of applicable reviewed files.
- Transition plans do not include a course of study in 25% of applicable reviewed files.
- Documentation that beginning not later than one year before the student's 18th birthday, the student was informed that rights will transfer to him/her when he/she reaches 18 missing in 25% of applicable reviewed files.
- Some student special education files included diplomas.
- Some students are issued diplomas without meeting graduation requirements.

**These areas represent items where the visiting team could not locate appropriate documentation of requirements of IDEA 2004 and Utah State Special Education Rules in student records or other data sources.*