

**Utah Program Improvement Planning System (UPIPS)  
EXECUTIVE SUMMARY OF REPORT  
Park City School District  
January 28, 2009**

The attached report contains the results of the first two phases (Self-Assessment Process and On-Site Validation Visit) of the Utah Special Education Program Improvement Planning System (UPIPS).

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

The first phase of this process included the development of a Program Improvement Plan. The second phase, Targeted On-Site Validation, conducted in Park City School District on December 2, 2008 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**

- Students with disabilities are making Adequate Yearly Progress (AYP) on Math and Language Arts CRTs.
- During the 2007-2008 school year there were no mediations, formal complaints or due process hearings requested.
- Race/Ethnicity and Primary Home Language were documented in 96% of reviewed student special education files.
- Evaluations were sufficiently comprehensive to address all areas of concern in 100% of reviewed files.
- Evaluation report was included in 96% of review student files.
- Files are stored in locking filing cabinets with access authorization lists posted, and record of access included in all files.
- New file organization system allows for ease in file reviews and is being implemented across schools.
- School climate is welcoming, student artwork is displayed. Daily school schedule and community activities are posted within schools.
- High level of paraprofessional support from highly trained paraprofessionals was observed in school settings.
- Students observed during an informal observation were on-task, actively working on curriculum.
- Pod system utilized in Ecker Hills Middle School facilitates higher student outcomes.
- School staff were prepared and seemed to appreciate suggestions for program improvement.

**Parent Involvement**

- Written prior notice was provided to parents before an evaluation was conducted, upon determination of eligibility, and prior to initial placement.
- Parents received a copy of their student's IEP.
- Parental participation in the IEP and evaluation process documented by parent signatures on required forms.

- This was not an area reviewed during the targeted UPIPS visit.

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

- 96% of school age students with disabilities receive special education services in the regular classroom setting more than 40% of the school day.
- IEP teams are complete in 100% of files.
- 100% of IEPs included a statement of present levels of academic achievement and functional performance, measureable annual goals, special education and related services, and all other required elements.
- Current IEPs are included in all special education files.
- Placement is determined by the IEP team based on the individual needs of the student.
- IEPs were complete and addressed special education and related services, special factors, extended school year, and placement.
- Present levels of academic achievement and functional performance (PLAAFP) statements included baseline/current data, as well as how the disability affects progress in the general curriculum.
- IEP goals were measurable and addressed all areas of need, as identified in the PLAAFP statement.
- This was not an area reviewed during the targeted UPIPS visit.

### **Transitions**

- 91% of students with disabilities graduated with a diploma.
- Dropout rates for students with disabilities are below the identified State target – 1.65% v. no more than 3.49%.
- Students of school to post school transition age were invited to IEP meetings.
- Park City School District has a community-based transition program.
- Post-secondary transition goals addressed post-secondary training or education, employment, and independent living skills (where appropriate).
- IEPs document that measurable post-secondary goals were based on age-appropriate transition assessments.
- IEPs contained annual IEP goals that reasonably enable the student to meet post secondary goals.
- IEPs contained transition services focused on improving the academic achievement of the student to facilitate movement from school to post-school.
- Transition plans included a course of study aligned with the students' post-secondary goals.
- Part C to Part B transitions completed and IEPs implemented by the student's 3<sup>rd</sup> birthday for student's whose birthdays fall within the school year.

### **Disproportionality**

- Eligibility Procedures do not over-identify students as having disabilities.
- This was not an area reviewed during the targeted UPIPS visit.

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

- Initial evaluation timelines not met in 5% of files.
- Agency representative was needed but not invited in 40% of files applicable reviewed files.
- Consent to invite an agency representative missing in 40% of applicable reviewed files.
- Notice of Age of Majority not provided by age 17 in 30% of files.
- IEP's not in place by 3<sup>rd</sup> birthday in 60% of files.