

**Utah Program Improvement Planning System (UPIPS)
EXECUTIVE SUMMARY OF REPORT
DAGGETT COUNTY SCHOOL DISTRICT
May 1, 2006**

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 district programs, USOE-SES, the Utah Personnel Development Center, parents, and advocates.

The first phase of this process included the completion of the Self-Assessment and the development of a Program Improvement Plan. The On-Site Validation phase, conducted in Daggett County School District on March 7-8, 2006 included student record review, interviews with district and school administrators, related service professionals, teachers, parents, and students. An overview of information from these data sources was shared in an exit meeting attended by the Superintendent and Special Education Director from Daggett County School District and members of the teaching staff.

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 visiting team validated the following **strengths** from the Self-Assessment Report:

General Supervision

- District provides training for licensed and classified instructional staff and has received grants from state for trainings on site.
- Size of district is a strength, with Superintendent's commitment to design curriculum using data from UPASS assessment programs to meet students needs.
- A wide variety of courses, including concurrent enrollment college credit courses, are available for students.
- Close analysis of achievement data results in effective child find.
- Students with disabilities participate in extracurricular activities, including sports and FFA, at a high rate.

Parent Involvement

- District maintains positive communication and rapport with parents.

Free Appropriate Public Education in the Least Restrictive Environment (FAPE in LRE)

None.

Transitions

- Excellent relationship with Early Intervention programs in Wyoming and Uintah County, Utah.
- Individualized transition activities, such as vocational and post-high school raining options are developed by special education director, in spite of limited resources.
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The visiting team found the following additional **strengths**:

General Supervision

- Strong support for special education director from administration, teaching staff, and parents.
- Special education staff and superintendent expressed a positive attitude toward figuring out what each student needs and addressing it with services.
- Staff expressed high levels of support for each other across levels and programs.

- Availability of related service providers meets the needs of students.

Parent Involvement

- A high level of trust between parents and other IEP team members exists.
- Parents report receiving copies of IEPs.
- Parents report that they receive frequent school communication regarding overall student progress.
- Parents participate in IEP development and review consistently.
- Parents are notified of meetings and written record is maintained in files.
- The parent focus group was an open discussion and parents are extremely appreciative of the special education staff and services provided for their children.

FAPE in the LRE

- IEP goals match some identified areas of need.
- Teachers were observed providing positive feedback to students in classrooms.
- Most IEPs list detailed special education services.
- Special education teachers utilize computer technology to create documentation for special education file.
- School staff understands the IEP process is a system of collaboration.
- High rates of members attending and participating in the meetings, including LEA representative.
- IEPs are current and annual IEP reviews are completed within one year.

Transitions

- School to post-school transition process followed, with student preferences and interests used as basis of transition planning.
- Students report attending and participating in IEP meetings.

Systemic Noncompliance Items

- **ELL Status** -- documentation of PHLOTE and, if appropriate, ELL status, missing.
- **Notice of Meeting** -- incomplete for eligibility and annual review of placement.
- **PLAAFP** -- missing baseline data or how disability affects participation and progress in the general curriculum.
- **IEP** -- did not contain a method to measure progress toward annual goals.
- **IEP** -- did not contain statement of how parents would be informed of progress.