

**Utah Program Improvement Planning System (UPIPS)
EXECUTIVE SUMMARY OF REPORT
Lakeview Academy
September 16, 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, On-Site Validation, conducted at Lakeview Academy on April 7, 2009 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

- Through the data collection process, teachers became more aware of the importance of keeping files in compliance and the monitoring process.
- Teachers and paraprofessionals are in the process of obtaining further education in the form of higher degrees and trainings provided by a college, the school, or other district trainings and conferences.
- Lakeview Academy is focusing on reading/literacy for all students.
- Pre-referral interventions are well documented with data provided in files.
- Initial evaluation timelines were met in 100% of applicable reviewed files.
- Files were stored in locking filing cabinets and training is provided to staff regarding confidentiality of records.
- Files contain current Eligibility Determination documentation and Evaluation Summary Reports.
- A variety of assessment tools were used to gather relevant information which was used to determine eligibility.
- Enrichment Days provide all students the opportunity to apply skills learned throughout the week.
- A positive behavior intervention system is consistently implemented within the special education classrooms.
- Student special education files include documentation that a group of qualified professionals and parents determined eligibility of student after completion of evaluation procedures.

Parent Involvement

- In general, parents were pleased with the quality of special education services provided to their children.
- Parents reported ample notice of IEP meetings and felt their input was heard and considered and that they were an important part of the decision-making process.
- Parents are generally pleased with the quality of the special education staff.
- Parents were provided with copies of Eligibility Determinations, Evaluation Summary Reports, and IEPs as documented by signatures on forms.
- Student special education files contained consent for evaluation/reevaluation.

- During the parent focus group the parents reported that IEP meetings are scheduled at mutually agreeable times.
- Lakeview Academy provides parents opportunities to participate in some professional development opportunities, including surrogate parent training.
- Student special education files contained Notice of Meeting forms for eligibility determination, IEP, and annual review of placement.
- Parents reported that their students were making progress toward IEP goals.
- Parents were provided with opportunities to give input at times other than at IEP meetings, as reported during the parent focus group.
- Parents reported a positive environment for their students with disabilities.

Free Appropriate Public Education in the Least Restrictive Environment

- Students with a variety of disabilities attend Lakeview Academy and come from a variety of areas surrounding the school in Utah County. All students are served based upon their need.
- Students with disabilities are able to participate in all the extracurricular activities that they and their parents choose.
- Current IEPs are included in all student special education files.
- Present Levels of Academic Achievement and Functional Performance (PLAAFP) included baseline data and how the disability affects involvement/progress in the general curriculum.
- IEPs included measurable goals which addressed areas of educational need as identified by PLAAFP statements.
- IEPs document full team participation through signatures on IEP forms.
- IEPs contained a description as to how the student's progress toward IEP goals will be measured and when periodic reports on progress will be provided to parents.
- IEPs contained specific special education and related services as needed.
- Students are involved in the IEP meetings as reported by students and parents and documented by signatures.
- Initial IEPs are developed within 30 calendar days following eligibility determination and initial placement began as soon as possible following development of the IEP.

Transitions

- All junior high students receive an opportunity to attend the careers class which assists students' transition from school to job.
- The special education junior high teacher includes job-related skills in special education curriculum lessons.

Disproportionality

- None.

Areas of Systemic Noncompliance*

- Review of Existing Evaluation Data form missing in 100% of applicable reviewed files.
- Evaluations were not sufficient to determine all of the student's special education and related service needs in 50% of applicable reviewed files.
- Re-evaluation timelines were exceeded in 50% of applicable reviewed files.
- Evaluation procedures were not followed in 17% of applicable reviewed files.
 - Specific Learning Disability: Documentation that the team prepared an evaluation/eligibility report of the results of the evaluation that included the relevant behavior noted during the observation of the student missing in 33% of applicable reviewed files.
- No documentation of Written Prior Notice of Initial Placement in 17% of applicable reviewed files.

- No documentation of Written Prior Notice of change of placement in 50% of applicable reviewed files.
- IEP timelines not met in 50% of applicable reviewed files.
- U-PASS assessment page was not completed correctly or was missing in 33% of applicable reviewed files.
- No documentation of Extended School Year (ESY) determination made by the IEP team in 17% of applicable reviewed files.
- Transition plans are not included in student special education files beginning not later than the first IEP to be in effect when the student turns 16, or younger if appropriate in 100% of applicable reviewed files.

**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.*