

Utah Program Improvement Planning System (UPIPS)
EXECUTIVE SUMMARY OF REPORT
Beehive Science and Technology Academy
February 1, 2010

As a result of failure by Beehive Science and Technology Academy (BSTA) to submit data documenting correction of findings of noncompliance identified during the school's self-assessment as well as during the previous on-site visit conducted by the Utah State Office of Education, the Utah State Office of Education conducted an additional on-site monitoring visit during Year 4 to address concerns regarding correction of findings of noncompliance and to ensure BSTA compliance with regulatory requirements under IDEA. Several methods of data collection were utilized during the on-site visit including reviewing the LEA's self-assessment and 618 data, reviewing student records, interviewing school staff and parents, reviewing LEA procedures and policies, and conducting classroom observations in general education settings. The results of that visit are presented in this report. This summarizes the findings included in the complete UPIPS Report for BSTA.

Areas of Strength

The validation team found the following:

General Supervision

- Student special education files are maintained in a locking filing cabinet with access authorization lists posted.
A variety of assessment tools and strategies were used to gather relevant information that was used in determining eligibility.

Parent Involvement

- Parents are generally pleased with the special education program at BSTA.
- Parents report that the special education department listens to and considers their input into their child's special education program.
- Student special education files include written notice of initial and continuing eligibility.
- Student special education files include documentation that parental input was used in determining eligibility.
- Parents were provided with a copy of eligibility determination documentation.
- Student special education files contain consent for initial placement.
- Student special education files contain a notice of meeting to discuss placement.
If the student's placement was changed, student special education files contain documentation that written prior notice of change of placement was provided to parents.

Free Appropriate Public Education in the Least Restrictive Environment

- BSTA school staff report a high level of communication and collaboration between the general education teachers and the special education department.
- All student special education files include current IEPs.
- IEPs contain a statement of how the student's progress toward meeting IEP goals will be measured and when periodic reports on progress will be provided to parents.
IEPs contain a projected date for beginning of services.

Transitions

- Student special education files included transition plans, when appropriate. Transition plans included evidence of post secondary training or education goals and independent living goals, where appropriate.

Disproportionality

- None.

Areas of Systemic Noncompliance*

- Documentation that the IEP team reviews existing evaluation data and determines whether additional data are needed for determining continuing eligibility missing in 67% of applicable reviewed files.
- Evaluations were not sufficiently comprehensive to identify all for the student's special education and related service needs in 75% of applicable reviewed files.
- Reevaluation timelines exceeded in 50% of applicable reviewed files.
- Student special education files do not include current eligibility determination documentation in 33% of applicable reviewed files.
- Student special education files do not contain an evaluation summary report in 50% of applicable reviewed files.
- Evaluation procedures were not followed in 100% of applicable reviewed files.
- Specific Learning Disability:
 - Documentation of the team's determination that the student does not achieve adequately for the student's age or to meet State-approved grade level standards missing in 60% of applicable reviewed files.
 - Documentation that the general education teacher participated in determining the eligibility of the student missing in 100% of applicable reviewed files.
- Special education teacher is not licensed.
- No documentation that procedural safeguards were provided to parents in 25% of applicable reviewed files.
- Consent for evaluation/reevaluation not included in student special education files in 50% of applicable reviewed files.
- Written prior notice of evaluation/reevaluation not include in student special education file in 50% of applicable reviewed files.
- Written prior notice of IEP implementation missing in 50% of applicable reviewed files.
- Notice of meeting for eligibility determination meeting missing in 50% of applicable reviewed files.
- Notice of meeting for IEP meeting missing in 25% of applicable reviewed files.
- Documentation that parents were provided with copies of IEPs missing in 50% of applicable reviewed files.
- IEPs do not document parent participation in the IEP meetings in 25% of applicable reviewed files.
- Initial IEPs not developed within 30 calendar days following eligibility determination in 100% of applicable reviewed files.

- IEPs not reviewed/revised annually in 20% of applicable reviewed files.
- Placement not reviewed annually in 20% of applicable files.
- IEPs do not document participation of the general education teacher in IEP meetings in 25% of applicable reviewed files.
- IEPs do not document participation of an individual who can interpret the instructional implications of the evaluation process in 25% of applicable reviewed files.
- Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements do not include baseline or current data in 100% of applicable reviewed files.
- PLAAFP statements do not include how the disability affects involvement/progress in the general curriculum in 50% of applicable reviewed files.
- IEPs goals do not address areas of need identified in the PLAAFP statements in 50% of applicable reviewed files.
- IEPs do not contain a statement of specific special education services to be provided.
- Transition plans do not include evidence of employment goals in 40% of applicable reviewed files.
- Transition plans do not document that postsecondary goals were based on age-appropriate transition assessments in 100% of applicable reviewed files.
- Transition plans do not contain any transition services in 20% of applicable reviewed files.
- Transition plans do not document the need for outside agency involvement in the transition planning process in 20% of applicable reviewed files.
- Transition plans do not include a course of study in 20% of applicable reviewed files.
- One year prior to the student's 18th birthday, the student and parent were not notified of rights that transfer to the student at age of majority 28% 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. In addition, there remains uncorrected noncompliance identified during the 2007-2008 UPIPS Monitoring visit.*