

**Utah Program Improvement Planning System (UPIPS)
EXECUTIVE SUMMARY OF REPORT
Entheos Academy
May 13, 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 Entheos Academy on January 27, 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

- Monthly meetings with teacher aides have begun during which information is shared and training occurs in designated areas such as confidentiality.
- Some evaluation materials have been purchased and added to the school's library.
- Job descriptions for classroom aides encompass a more proactive, educational classroom focus. The positions have been renamed paraeducators.
- Entheos Academy's policy manual is complete, and has been submitted.
- Student special education files are contained in locking filing cabinets with access authorization posted.
- Initial evaluation timelines were met in 100% of files.
- During the parent focus group parents reported that staff members are caring and patient.
- Parents reported during the parent focus group that the school climate is positive and that the environment builds student self-esteem.
- Special education director is open to feedback.
- Students receive wide range of educational opportunities through expeditionary learning. Learning expeditions are long-term, in-depth investigations of a theme that engages students in learning through authentic projects, fieldwork, and service.
- The IEP team reviews existing evaluation data to determine whether additional data are needed for determining continuing eligibility.
- Evaluations are sufficiently comprehensive to identify all of the student's special education and related service needs.
- Students are reevaluated at least once every three years.
- Current eligibility determination and evaluation summary reports are included in student special education files.
- A variety of assessment tools and strategies were used to gather information that were used in determining eligibility.
- Students meet the categorical eligibility criteria of one of the disability categories.
- Student files contain record of access forms.

- The school building is a welcoming environment; positive interactions between staff and students were observed and student work is displayed on the walls.
- Physical education is provided to students with disabilities in the same manner as it is provided to students without disabilities in the school.

Parent Involvement

- Professional development has been provided to parents on the IEP process.
- Surrogate parent training has been provided.
- Parent surveys were largely positive with much positive feedback regarding our program.
- Parents are informed about IEP meetings in advance and take an active role in IEP meetings.
- 100% of parents surveyed had the opportunity to provide input during the evaluation and felt the evaluation team listened to and considered their input.
- Parental involvement is encouraged through volunteer activities.
- During the parent focus group parents reported that they were welcome in the classrooms at all times.
- Parental participation in eligibility determinations and IEP development is documented through signatures on forms.
- During the parent focus group parents reported opportunities to give input at times other than at the IEP meetings.
- Consent for evaluation/reevaluation is included in student special education files.
- Notice of meeting for eligibility determination, IEP meetings, and placement review meetings.
- Parents are given a copy of the evaluation summary report, eligibility determination documentation, and IEPs.
- Parental input was used to gather relevant information in determining eligibility.
- Consent for initial placement is included in all student special education files.

Free Appropriate Public Education in the Least Restrictive Environment

- IEPs are comprehensive, focusing on present levels of performance, student achievement, and access to general education curriculum. Goals are developed in relation to students' present levels of achievement and expected gains, given special education support.
- Current IEPs are included in student special education files.
- IEPs are reviewed or revised not less than annually.
- IEP documents full team participation through signatures on IEPs.
- IEPs contain specific special education and related services.
- Special education and related service providers are available as needed.
- Present Levels of Academic Achievement and Functional Performance (PLAAFP) include baseline and current data and how the disability affects involvement and progress in the general curriculum.
- IEPs address areas of need identified in PLAAFP statements.
- Accommodations are provided to ensure that each student with disabilities can participate with non-disabled peers, including during expeditionary activities.
- IEP contains a description of how the student's progress toward meeting IEP goals will be measured and when periodic reports on progress will be provided to parents.

Transitions

Entheos Academy does not have students of transition age at this time.

Disproportionality

- Entheos Academy has a wide range of students with disabilities and is not disproportionately represented in any one area.
- Entheos Academy has a diverse population.
- Primary home language is documented in student special education files.

Areas of Systemic Noncompliance*

- IEP does not contain measureable goals in 33% of files reviewed.
- No documentation that appropriate assessments in the student's native language were administered in 100% of applicable reviewed files.
- No documentation that an interpreter was at all meetings 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.*