Utah Program Improvement Planning System (UPIPS) EXECUTIVE SUMMARY OF REPORT Lakeview Academy January 7, 2010

As a result of a formal State complaint decision in 2009-2010, the Utah State Office of Education conducted an on-site monitoring visit during Year 3 to address concerns raised in the areas of placement. Other evidence obtained during the course of the complaint investigation raised concerns for additional systemic violations (e.g., students receiving separate IEPs from related service providers, students' failure to receive related services indicated on their IEPs, related services indicated on IEPs with no goals pertaining to the related services). The USOE monitoring visit addressed these concerns as well. 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 of Lakeview.

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.

Parent Involvement

 Parents reported that the special education teacher is caring and works well with students with disabilities.

Free Appropriate Public Education in the Least Restrictive Environment

• IEP timelines were met in 100% of student special education files.

Transitions

• N/A - Not reviewed during this visit.

Disproportionality

None.

Areas of Uncorrected Noncompliance Identified during 2009-2010 Visits*

 Review of Existing Evaluation Data form missing in 13% of applicable reviewed files.

- Evaluations were not sufficiently comprehensive to determine all of the student's special education and related service needs in 7% of applicable reviewed files.
- Reevaluation timelines were exceeded in 69% of applicable reviewed files.
- Evaluation procedures not followed in 37% of applicable reviewed files.
 - Specific Learning Disability: Documentation that the team conducted an observation in the student's learning environment missing in 25% of applicable reviewed files.
 - Other Health Impairment: Documentation of the students prior medical history from a qualified health or mental health professional not documented in 100% of applicable reviewed files.
- Initial evaluations were not completed within 45 school days of receiving parent consent in 9% of applicable reviewed files.
- Out of State transfer procedures not followed in 100% of applicable reviewed files.
- Notice of meeting for IEP meeting missing in 56% of applicable reviewed files.
- Notice of meeting for Placement missing in 70% of applicable reviewed files.
- Consent for initial placement in special education missing in 19% of applicable reviewed files.
- Documentation that copies of progress reports were provided to parents missing in 41% of applicable reviewed files.
- U-PASS assessment page was not completed correctly or was missing in 15% of applicable reviewed files.
- Documentation of Extended School Year (ESY) determination made by the IEP team in missing 37% of applicable reviewed files.
- Of the student special education files reviewed for secondary education students, 100% have 192 minutes of study skills, indicating a lack of individualization of special education services.
- Of the student special education files reviewed, 59% of student's IEP service
 delivery location changed from all services to be delivered in the special
 education classroom to all services to be delivered in the general education
 classroom, indicating a lack of individualization of special education services.
- Of the student special education files reviewed, 44% of student's IEP goals were the same or very similar from IEP to IEP, indicating lack of individualization of IEP goals, and lack of progress on IEP goals.
- Of the student special education files reviewed, 11% included pages from the old IEP included with the current IEP.
- Of the student special education files reviewed, 26% did not include student's speech goals with the current IEP.

- Placement decisions were not documented in 44% of applicable reviewed files.
- IEPs did not contain specific IEP services in 22% of applicable reviewed files.
- Transportation was not addressed as an IEP service in 19% of applicable reviewed files.
- Communication was not addressed as a special factor in 11% of applicable reviewed files.
- Student special education file did not contain a current IEP in 7% of applicable reviewed files.
- Present Level of Academic Achievement and Functional Performance (PLAAFP) statements did not include baseline or current data in 4% of applicable reviewed files.
- Documentation of measurable IEP goals missing in 4% of applicable reviewed files.
- Educational policies at Lakeview Academy have resulted in a denial of FAPE for an undetermined number of students with disabilities.
- Two students transferred to another LEA at the beginning of the 2009-2010 school year due to Lakeview Academy informing parents of an inability to provide a continuum of needed special education and related services and placements.

*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 2008-2009 UPIPS Monitoring visit.