Utah Program Improvement Planning System (UPIPS)
EXECUTIVE SUMMARY OF REPORT
Monticello Academy
April 23, 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 Monticello Academy on January 22, 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

- Paraprofessionals were given guidance and training by the special education director at Monticello Academy, including training on positive behavior management and student confidentiality.
- Special education files are maintained in locked filing cabinets with access authorization lists posted and files contained a record of access.
- Special education teachers and special education director are caring and show concern over student needs.
- School staff are working on building a Response to Intervention (RtI) program to implement school-wide.
- The special education director is knowledgeable regarding special education requirements.
- Some general education teachers provide weekly planners to students with disabilities to help track academic needs.
- Consistent file organization is utilized for special education files.
- Special education director provides training on confidentiality of student records and the referral process.
- General education teachers report receiving training on and an understanding of the school's referral process.
- The IEP team reviews existing evaluation data and determines if additional assessments are needed for determining continuing eligibility.
- Full team participation in the reevaluation data review is documented by signatures on forms.
- A variety of assessment tools and strategies were used in determining eligibility.
- Evaluation procedures are followed.

Parent Involvement

- Parents felt that Monticello Academy facilitates opportunities for them to provide input about their students' education at IEP meetings and outside of IEP meetings.
- Parents believe the school encourages their involvement as a means of improving services and results for their students with disabilities.
- Written prior notice for IEP implementation is included in student files.
- Progress reports on IEP goals are included in student files.

- Parents report good communication between home and school staff via email.
- Parents report that IEPs were scheduled at mutually agreeable times.
- Parents are appreciative of the small school and small class sizes.
- Teachers are approachable and accessible to parents as reported by parents during the parent focus group.
- Notice of meeting for eligibility determination, IEP, and placement review is included in student special education files.
- Parents are given copies of the evaluation summary report, eligibility determination documentation, and the IEP.
- Parental input was used to determine eligibility and to gather relevant information related to the student's involvement and progress in the general curriculum, as documented by signatures on forms.

Free Appropriate Public Education in the Least Restrictive Environment

- Monticello Academy is focusing on students having access to the general curriculum; IEPs are developed with the goals relating to the state core curriculum and the school's Core Knowledge curriculum.
- The majority of special education students are receiving special education services in the general education classroom.
- Current IEPs are included in student special education files.
- Full IEP team membership is documented by signatures on IEP forms.
- Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements include baseline or current data and how the disability affects the student's involvement/progress in the general curriculum.
- IEPs include a statement of measurable academic and functional goals.
- IEP goals address all areas of educational need as identified in the PLAAFP statement.
- IEPs include a description of how the student's progress toward meeting the annual goals will be measured and when periodic reports on progress will be provided to parents.
- IEPs contain a statement of program supports, accommodations, and modifications that will be provided to students with disabilities to advance in the general curriculum.
- IEPs include specific special education and related services.
- General education teachers are given IEP summary pages describing IEP goals and services for students with disabilities.
- Evidence of school changes was observed regarding school practice when providing special education services to students with disabilities.

Transitions

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

Disproportionality

- Currently 5% of Monticello Academy students are receiving special education services.
- Child find is being implemented throughout the school.
- Primary home language and race/ethnicity is documented in student special education files.

Areas of Systemic Noncompliance*

- Reevaluation timelines exceeded in 50% of applicable reviewed files.
- IEP timelines exceeded in 50% of files.
- Placement was not determined annually in 50% of 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.