

**Utah Program Improvement Planning System (UPIPS)
EXECUTIVE SUMMARY OF REPORT
Paradigm High School
May 29, 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 Paradigm High School on January 20 and February 4, 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

- The special education teacher has received significant training, including professional development offered by the Utah State Office of Education and the Utah Personnel Development Center in the areas of transition, reading, and writing.
- Paradigm High School provided an Inclusion Manual for each general education teacher.
- General educators have been trained regarding the referral process.
- Paradigm High general educators have a positive attitude toward students with disabilities.
- General educators coordinate with the special education department and create personalized syllabi for students with disabilities.
- Student special education files are contained in a locking filing cabinet with access authorization list posted and a record of access included in each file.
- A consistent file organization is utilized and facilitated ease in file reviews.
- Current eligibility determinations and evaluation summary reports are included in reviewed student files.
- Initial evaluations were conducted within 45 school days of receiving parent consent.
- Reevaluation timelines were met in 100% of applicable reviewed files.
- The IEP team that includes parents, reviews existing evaluation data and determines whether additional data are needed for determining continuing eligibility.
- A variety of assessment tools and strategies were used to gather relevant data used in determining eligibility.
- Evaluations were sufficiently comprehensive to identify all of the student's special education and related service needs.
- Evaluation procedures were followed in all reviewed files.
- A group of qualified professionals and parents determined eligibility of students after completion of evaluation procedures.
- Due to the small school atmosphere the school staff is able to have a personal relationship with all students.

- Parents and students report that the special education teacher/director is an advocate for students with disabilities.

Parent Involvement

- Parents are generally pleased with the special education and related services being provided for their students.
- Parents are well informed about IEP meetings prior to the meeting.
- Parents receive regular progress reports from the school.
- Parents felt they had opportunities to give input and that their input was considered.
- Parents felt the children's needs were addressed during the IEP meeting, including accommodations and modifications.
- Parents, during the parent focus group, reported that the school encourages parental involvement through phone calls, email and volunteer hours.
- Parents and students report that the special education teacher is responsive to parents and open to ideas of students.
- Consent for evaluation/reevaluation is included in reviewed files.
- Parents are provided with written prior notice of evaluation/reevaluation, initial eligibility, continuing eligibility, IEP implementation, initial placement, maintaining placement, and change of placement.
- Reviewed files contained notice of meeting for eligibility determination, IEPs, and placement.
- Parents are provided with a copy of the evaluation summary report, eligibility determination documentation, and IEPs.
- Parental input was used in determining eligibility as documented by signatures on eligibility determination forms.
- Reviewed student special education files contain parent consent for initial placement.

Free Appropriate Public Education in the Least Restrictive Environment

- IEP goals are centered on giving students access to the general curriculum.
- Most of the students with disabilities are participating in after-school or in-school activities of their choice.
- The IEP meetings were attended by all the required team members from the school.
- Current IEPs are included in all reviewed student special education files.
- IEPs are reviewed periodically, not less than annually.
- IEPs document the participation of the required IEP team members by signature, title, and date.
- Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements include baseline data and how the disability affects the student's involvement/progress in the general curriculum.
- IEPs contain a statement of measurable academic and functional goals.
- IEP goals address areas of educational need as identified in the PLAAFP statements.
- IEPs contain a description of how the students 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 specific special education and any needed related services.
- Initial placement began as soon as possible following the development of the IEP.
- General education teachers are invited to attend IEP meetings and if they are unable to attend information about the student is provided to the IEP team and excusal forms are completed.
- General education teachers are provided with a summary of students' accommodations and goals.
- Instruction is provided to students through various means including audio presentation of literature.

Transitions

- All students with disabilities have personal mentors who meet with them daily to discuss personal, academic, and career goals.

- All students of transition age have a transition plan in their IEP.
- All students who have reached the age of majority have been given prior notice of their rights.
- Transition plans are included in all reviewed student files.
- Transition plans contain post-secondary training or education goals, employment goals, and independent living goals, where appropriate.
- IEPs document that measurable post-secondary goals were based on age-appropriate transition assessments.
- IEPs contain annual IEP goals that will reasonably enable the student to meet the post-secondary goals.
- IEPs contain transition services focused on improving the academic achievement of the student to facilitate movement from school to post school.
- Transition plans contain a course of study aligned with the student's post-secondary goals and designed to improve the student academic and functional achievement of post-secondary goals.
- Beginning not later than one year before the students' 18th birthdays, the students were informed that the rights under Part B will transfer to them when they reach 18.

Disproportionality

- Parents' primary home language is documented in reviewed student special education files.

Areas of Systemic Noncompliance*

- None

**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.*