

**Utah Program Improvement Planning System (UPIPS)
EXECUTIVE SUMMARY OF REPORT
CANYON RIM ACADEMY
MARCH 23, 2010**

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 Canyon Rim Academy on December 1 & 2, 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

- All initial evaluations are completed within 45 days of receiving parent consent.
- Evaluation data are interpreted by qualified staff.
- Canyon Rim Academy meets requirements for participation in statewide assessments.
- The special education team participates in school-wide professional development activities and meets weekly to discuss program goals.
- Special Education Policies and Procedures are in place and State approved.
Record of Access forms are accurately maintained in student special education files.
- Canyon Rim Academy met the State target for participation of students with disabilities in State-wide assessments.
- Initial evaluations are conducted within 45 school days of receiving parent consent.
- Students are reevaluated at least once every 3 years, or more often if conditions warrant.
- The IEP team reviews existing evaluation data as part of initial evaluations and reevaluations.
- A variety of assessment tools and strategies are used to gather relevant functional/developmental and academic information that is used in determining eligibility.
- A group of qualified professionals and parents determine eligibility of student after completion of the IDEA evaluation process.
- Evaluations are sufficiently comprehensive to indentify all of the students' special education and related service needs.
- Special education director provided professional development for all school staff on special education confidentiality procedures at the beginning of the school year.
- IDEA evaluation procedures are followed when determining a student eligible for special education services.
- The school takes a child-centered approach when working with students and school staff collaborate on a regular basis to determine the student's needs.
- Some classroom teachers demonstrate skill in classroom management and instruction as observed during classroom observations.

- Student special education files are maintained in a locking filing cabinet with Access Authorization lists posted.
- There is a high level of collaboration between the general education teachers and special education personnel, as reported by school staff during interviews.

Parent Involvement

- Parents reported that the evaluation team listened and asked for input.
- Parents stated that the team considered and asked for input on child's goals. All parents felt their student participated at all times with non-disabled peers.
- Consent for evaluation/reevaluation is included in student special education files.
- Parents participated in eligibility determination and IEP meetings as documented by signatures on forms.
- A parent, during the parent focus group, reported that the school is flexible when scheduling IEP meetings, and accommodates parent schedules as needed.
- Parents are provided with copies of their procedural safeguards as reported by parents and documented in student special education files.
- School staff communicate with parents on a regular basis via email and on-line grades.
- School staff contact parents and reconvene IEP meetings to accommodate parent schedules when needed.
- Parents are provided with copies of the eligibility determination documentation, evaluation summary reports, and IEPs.
- Parental input was used in determining eligibility, as documented in student special education files.
- Student special education files include written prior notice for evaluations, reevaluations, initial eligibility, continuing eligibility, and IEP implementation.
- Student special education files included notice of meeting for eligibility determination, IEP, and placement meetings.
- IEPs included a statement of when periodic reports on progress will be provided to parents and student special education files included copies of progress reports which document the student is making progress toward meeting IEP goals.
- Student special education files included consent for initial placement in 100% of applicable reviewed files.

Free Appropriate Public Education in the Least Restrictive Environment

- Most students are in the regular classroom 80% or more of the school day.
- No students are inside the regular classroom less than 40% of the school day.
- All files reviewed had current IEP.
- All files had description of how and when progress on IEP goals will be reported.
- All members present at IEP meetings.
- Canyon Rim Academy reported no suspensions or expulsions of greater than 10 school days during the 2008-2009 school year.
- Canyon Rim Academy met the State target for students educated in the least restrictive environment.
- Placement determinations are individualized and determined based on student needs.
- Initial IEP developed within 30 calendar days following eligibility determination.
- Special education teacher provides general education teachers with a copy of relevant portions of the IEP.
- Students are provided with appropriate accommodations on the U-PASS assessments based on individual student need.
- Current IEPs are included in student special education files.
- IEPs are reviewed or revised periodically, not less than annually.
- IEPs included full team participation as documented by signatures on IEPs.
- Present Level of Academic Achievement and Functional Performance (PLAAFP) statements include baseline data and how the disability affects involvement in the general curriculum.
- IEP goals address the areas of need identified in the PLAAFP statements.

- IEPs include a description of how the student's progress will be measured and how periodic reports on progress will be provided to parents.
- IEPs include a statement of specific special education services.
- Placement decisions are appropriately made by the IEP team.
- Students with disabilities participate with their nondisabled peers to the maximum extent appropriate.

Transitions

- Canyon Rim Academy does not have students of transition age at this time.

Disproportionality

- Data analysis does not indicate a disproportionate representation of ethnic or racial groups.
- Parent's primary home language is documented in student special education files.

Areas of Systemic Noncompliance*

- IEPs do not include measurable goals in 25% 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.*