

Utah Program Improvement Planning System (UPIPS)
EXECUTIVE SUMMARY OF REPORT
C.S. Lewis Academy
February 5, 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 in C.S. Lewis Academy on October 13th and 14th, 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

- Initial evaluation timelines were met in 100% of applicable reviewed files.
- Evaluation procedures were followed for students evaluated, but found not eligible for special education services.
- The IEP team reviews existing evaluation data and determines if additional data are needed for determining continued eligibility.
- A variety of assessment tools and strategies are used in determining eligibility.
- Files are located in a locking cabinet with access authorization posted.
- Student special education files are consistently organized which facilitated ease during file reviews.
- Students, parents, and school staff report that the special education personnel care about the students and work to provide needed student supports.
- Students report that participating in special education is viewed as a positive experience. Students report that special education has helped them make progress in school.

Parent Involvement

- Student special education files contain documentation that procedural safeguards are provided to parents, when required.
- Consent for evaluation/reevaluation is included in student special education files.
- Notice of meeting is provided for eligibility determination, IEP, and annual review of placement meetings.
- Student special education files document that parents are provided copies of evaluation summary reports, eligibility determination documents, and IEPs.
- Parental input is used in determining eligibility as documented by parent signatures and reported by parents.
- Parents report being invited to participate in special education training provided by the LEA.
- Parents report being involved in special education placement decisions.
- Parents are provided with written prior notice of evaluation/reevaluation, continuing eligibility, change in placement, and IEP implementation.

Parents are provided with copies of evaluation summary reports, eligibility determination documentation, and IEPs.

Free Appropriate Public Education in the Least Restrictive Environment

- Initial IEPs are developed within 30 calendar days following eligibility determination.
- Current IEPs are included in students' special education files.
- IEPs document participation of the required IEP team members by signatures, title, and date.
- Present Level of Academic Achievement and Functional Performance (PLAAFP) statements include baseline data and how the disability affects progress in the general curriculum.
- IEPs contain measurable annual goals that address the areas of need identified in PLAAFP statements.
- IEPs contain 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.
- IEPs contain a statement of specific special education services.
- C.S. Lewis Academy has a continuum of placement options available for students with disabilities. Students reported receiving individualized instruction in needed areas.

Transitions

- C.S. Lewis Academy does not currently have students of transition age.

Disproportionality

- Primary home language is documented in students' special education files.

Areas of Systemic Noncompliance*

- Evaluations were not sufficiently comprehensive to identify all of the student's special education and related service needs in 14% of applicable reviewed files.
- Eligibility determination documentation is not current in 14% of applicable reviewed files.
- Consent for initial placement is missing in 14% of applicable reviewed files.
- Documentation that written prior notice was provided to parents regarding Extended School Year (ESY) goals and services to be provided missing in 17% of applicable reviewed files.
- IEPs not reviewed or revised periodically, not less than annually, in 17% of applicable reviewed files.