Utah Program Improvement Planning System (UPIPS) EXECUTIVE SUMMARY OF REPORT Guadalupe Charter School February 10, 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 Guadalupe Charter School on November 10th and 11th, 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

- Files are contained in a locking filing cabinet with access authorization list posted and a record of access forms included in all reviewed special education files.
- Guadalupe provides several opportunities for professional development for all school staff and professional development needs are based on school data.
- Students are provided with the needed accommodations during statewide assessments, as reported by school staff.
- Special education teacher provides professional development for paraeducators working in the special education program to ensure they are trained and understand their roles and responsibilities.
- Students with disabilities are included in all extracurricular and non-academic activities.
- A consistent file organization system is utilized school-wide, which facilitated ease in file reviews.
- General education teachers reported that they understand their role in the evaluation and eligibility process.
- Initial evaluations timelines are met in 100% of applicable reviewed files.
- The IEP team reviews existing evaluation data to determine if additional data are needed in determining initial and continuing eligibility.
- Student special education files contain an evaluation summary report.
- Current eligibility determination documentation is included in student special education files. A variety of assessment tools and strategies were used in determining eligibility.

Parent Involvement

- Parents, during the parent focus group, reported that they are pleased with special education program provided by the school.
- Forms are provided to parents in Spanish when needed.
- Parents are provided with written prior notice of evaluation, reevaluation, initial eligibility, continuing eligibility, IEP implementation, initial placement, and continuing placement.
- Parents are provided with notice of meeting for eligibility determination and placement review.

- Parents are given copies of evaluation summary reports, eligibility determination documentation, and IEPs.
- Parental input is used in determining eligibility, as documented by signatures on forms.
 Student special education files include consent for initial placement.

Free Appropriate Public Education in the Least Restrictive Environment

- Students have access to the general curriculum. Special education supports are provided within the general education environment.
- IEPs are reviewed periodically, not less than annually.
- Student special education files include current IEPs.
- IEPs document the participation of required IEP team members by signature, title, and date.
- Present Level of Academic Achievement and Functional Performance (PLAAFP) statements include baseline or current data.
- IEPs contain a statement of measurable IEP goals that address the areas of need identified in the PLAAFP statement.
- IEPs include a statement of specific special education and related services.
- Initial placement began as soon as possible following the development of the IEP.
- Placement decisions are made by a group of persons knowledgeable about the student, and are determined at least annually.

Transitions

Guadalupe School does not currently have students of transition age.

Disproportionality

• Student special education files contain documentation of parent's primary home language. Race/Ethnicity are documented in student special education files.

Areas of Systemic Noncompliance*

- Evaluations were not sufficiently comprehensive in 50% of applicable reviewed files.
- Evaluation procedures were not followed in 50% of applicable reviewed files.
- Specific Learning Disabilities (SLD):
 - Data-based documentation of repeated assessments of achievement missing in 100% of applicable reviewed files.
- Documentation that parents were provided with documentation of repeated assessments of achievement missing in 100% of applicable reviewed files.
- Notice of Meeting for IEP meetings missing in 50% of applicable reviewed files.
- PLAAFP statements do not include how the disability affects progress or involvement in the general curriculum in 50% of applicable reviewed files.
- Documentation of how the student's progress toward meeting the annual goals will be measured missing in 50% of applicable reviewed files.
- Documentation of when periodic reports on progress will be provided to parents missing in 50% of applicable reviewed files.
- Documentation of any individual appropriate accommodations that are necessary for the student to participate on State-wide assessments missing in 50% of applicable reviewed files.