

Utah Program Improvement Planning System (UPIPS)
EXECUTIVE SUMMARY OF REPORT
In Tech Collegiate High School
June 3, 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 In Tech Collegiate High School on February 19, 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

- In Tech Collegiate High School is a unique charter school offering classes which focus on engineering, math, and science.
- Classrooms have small teacher/student ratios.
- In Tech Collegiate High School provides after-school peer tutoring.
- In Tech Collegiate High School offers different levels of courses to meet a wide range of abilities.
- The school contracts with the Center for Persons with Disabilities on the Utah State University campus for all evaluation services.
- Current eligibility determination forms are included in all files.
- Student special education files are maintained in a locking filing cabinet.
- An access authorization was posted and files contained record of access forms.
- Initial evaluations were conducted within 45 school days of receiving parental consent.
- Students were re-evaluated at least once every three years in 100% of applicable reviewed files.
- The IEP team that includes the parents, reviews existing evaluation data and determines whether additional data are needed for determining continuing eligibility.
- Evaluations were sufficiently comprehensive to identify all of the student's special education and related service needs.
- A variety of assessment tools and strategies were used to gather relevant functional and academic information that was used in determining eligibility.
- Students meet the categorical eligibility criteria of one of the disability categories.
- Professional development is provided to general education teachers regarding special education policies and procedures.
- Students reported during the student focus group that they are taught self-advocacy skills.
- Child find activities are part of the school's public relations and application processes.
- The principal attends the Charter School Director's monthly meetings.

Parent Involvement

- Parents are actively involved in their children's education. They attend IEP meetings and provide input in the development of their children's IEPs.
- Parents received copies of all special education forms.
- Parents participated in parent/teacher conferences and other school meetings.
- Parents provide input which they feel is considered during the evaluation and eligibility process as reported during the parent focus group.
- Parents, during the parent focus group, reported that IEPs were scheduled at a mutually agreeable time.
- Parents, during the parent focus group, reported good communication with the current special education director.
- Parents stated that general education teachers are aware of students' learning needs.
- During the parent focus group, parents reported that the principal works well with them and listens to their concerns.
- The school encourages parent involvement through emails, phone calls, and visits, as reported by parents and school staff.
- Consent for evaluation/reevaluation is included in student files.
- Files contained notice of meeting for eligibility determination, IEPs, and placement.
- Parents are provided written prior notice of evaluation/reevaluation, eligibility determination, and IEP implementation.
- Parental input was used in determining eligibility as documented by signatures on forms and as reported by parents during the parent focus group.
- Parents are provided with a copy of eligibility determination forms, evaluation summary reports, and IEPs.
- Consent for initial placement is included in reviewed files.
- IEPs contain a statement of when periodic reports of progress will be provided to parents.
- Consent for initial placement is included in all students' special education IEP files, including replacement forms as needed.
- Parental consent was obtained prior to inviting an outside agency to attend student's IEPs.

Free Appropriate Public Education in the Least Restrictive Environment

- Students with disabilities are educated with their non-disabled peers in the general education classroom.
- Students with disabilities participate in all school functions, including field trips, after-school clubs, and career exploration days.
- All IEPs are current and contain measurable goals which address student needs.
- Current IEPs are included in all reviewed student files.
- Initial IEPs are developed within 30 days of determination of eligibility.
- IEPs are reviewed and revised periodically, not less than annually.
- Full IEP team participation is documented by signatures on IEP forms.
- Present Level of Academic Achievement and Functional Performance (PLAAFP) statements include baseline or current data and how the student's disability affects involvement and progress in the general curriculum.
- IEPs contain a statement of measurable academic and functional goals.
- IEP goals address the areas of educational need identified in the PLAAFP statements.
- IEPs contain a description of how the student's progress toward meeting the goals will be measured.
- IEPs contain a statement of specific special education and related services.
- IEPs include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on State and district-wide assessments.
- Placement decisions are made by the IEP team which includes the student's parents.
- Placement is reviewed periodically, not less than annually.

Transitions

- Transition plans contain post-secondary training or education goals, employment goals, and independent living skills goals when appropriate.
- IEP documents that measurable post-secondary goals are 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 in all required areas.
- Agency representatives were invited to IEP meetings when needed.
- Transition plans contain a course of study designed to improve the student's academic and functional achievement of post secondary goals.
- Beginning not later than one year before the 18th birthday, the student and parents were informed that the rights under IDEA Part B will transfer to him/her when he/she reaches 18.

Disproportionality

- Parent's primary home language is documented in 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.*