

Ogden Preparatory Academy K-8

UPIPS Monitoring Report on Services for Students with Disabilities

January 3, 2007

Ms. Kathleen Thornburg, Principal

Ms. Nanette Brooks, Director of Special Education

LEA Demographic Information

Ogden Preparatory Academy (OPA) is located in the center of an urban setting in northern Utah. The school has an enrollment of about 530 students, with approximately 60 served in special education. The students attend 2 schools and are served by a staff of 25 professional teachers.

LEA Mission Statement

Ogden Preparatory Academy's mission statement is "Through bilingual education, to create an environment where our students will gain a passion for lifelong learning, respect for themselves and others, confidence in their own abilities, and competence to thrive as productive and responsible citizens in the global community."

LEA Focus

Ogden Preparatory Academy (OPA) is a K-8 charter school with an emphasis on learning the Spanish language. OPA requires every student to take a Spanish course from kindergarten through eighth grade.

Dates and Sites Visited

- December 4, 2006 Ogden Preparatory Academy
- December 5, 2006 Ogden Preparatory Academy

Validation Team Members

The validation team had the following members:

- Ms. Glenna Gallo, USOE Special Education Monitoring Team Leader
- Ms. Connie Nink, UPDC Technical Assistant to Charter Schools
- Ms. Linda Smith, Parent Consultant, Utah Parent Center
- Ms. Maryann Williams, Contract Reviewer
- Mr. Dale Sheld, Contract Reviewer

Team On-Site Activities

In conducting the on-site visit, the validation team carried out the following activities:

- Conducted an Orientation meeting before the visit by phone with the Special Education Director and an Exit Meeting at the end of the visit with the LEA UPIPS Steering Committee.
- Reviewed 6 student special education files which included student IEPs, evaluation summary reports, determinations of eligibility, and any other pertinent data included in the files such as discipline/behavior, academic progress, etc.
- Interviewed 5 parents during a parent focus group.
- Interviewed 11 secondary students through student focus groups.

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- Interviewed school personnel, including: 1 school administrator, 1 special education director, 2 special education teachers, and 2 general education teachers.
- Observed special education services being provided to students with disabilities in 2 general education classrooms.

UPIPS Background Information

Ogden Preparatory Academy entered into Round 2 of the Utah Special Education Program Improvement Planning System (UPIPS) during the 2005-2006 school year, in accordance with federal and state requirements. The purpose of UPIPS is to support both school districts and charter schools in establishing a continuous improvement process to enhance program effectiveness for student success, and to link program improvement activities with personnel development planning.

During Year 1 of UPIPS Round 2, the school was invited to an annual UPIPS training and provided with a binder of materials, both of which provided a detailed explanation of the UPIPS 5 year process and requirements for each year. They submitted off-site data to the state and conducted a self-assessment. The Steering Committee conducted data collection and submitted a Self Assessment Report containing a Program Improvement Plan (PIP), a Corrective Action Plan (CAP), and an Executive Summary Report.

In Year 2, the Utah State Office of Education reviewed the self-assessment and conducted an on-site monitoring visit to validate the school's findings. Several methods of data collection were utilized during the on-site visit including reviewing the LEA's self-assessment and 618 data, reviewing student records, interviewing school staff, parents, and students, reviewing LEA procedures and policies, and conducting classroom observations in both general education and special education settings. The results of that visit are presented in this report. **Within 90 days of receipt of this report, revised Corrective Action Plans must be submitted for all systemic non-compliance issues and revised Program Improvement Plans must be submitted with updated LEA activities. All compliance problems in every file, as well as all systemic errors, must be corrected within one year.**

During Years 3, 4, and 5 of UPIPS, the school will report annually to USOE on progress related to its Program Improvement Plan, the completion of its Corrective Action Plans, and its continuous self-assessment activities.

On the final day of the visit, the validation team presented a brief summary of preliminary findings to the Director of Special Education and the Steering Committee during an exit meeting. This meeting was also an opportunity to discuss revisions needed to the existing CAP and PIP.

This report lists the **strengths** of the special education programs and personnel, **areas of non-compliance** with IDEA requirements, and **recommendations for program improvement**, based on off-site, self-assessment, and validation visit information in the five major areas of program review:

- General Supervision
- Parent Involvement
- Free Appropriate Public Education in the Least Restrictive Environment
- Transitions
- Disproportionality.

UPIPS Program Review Areas

<p style="text-align: center;">General Supervision</p> <ul style="list-style-type: none"> • Child Find • Forms • Surrogate Parents • Evaluation/Eligibility/IEE • Qualified Staff/Paraeducator Job Description • Policies and Procedures • Fiscal Audit • Evaluation Materials • Confidentiality • Complaint and Due Process • Referral Process • Personnel Development 	<p style="text-align: center;">Parental Involvement</p> <ul style="list-style-type: none"> • Copies to Parents • Written Prior Notice • Notice of Meeting • Progress Reports • Procedural Safeguard Notice • Parental Consent <p style="text-align: center;"><u>Best Practices (Recommendations)</u></p> <ul style="list-style-type: none"> • Parent Training • Involvement in Stakeholder Activities • Communication in Variety of Languages
<p style="text-align: center;">FAPE in the LRE</p> <ul style="list-style-type: none"> • IEPs <ul style="list-style-type: none"> ○ PLAAFPs ○ Goals ○ Related Services ○ Special Factors ○ State-Wide Assessment ○ ESY ○ BIP ○ Health Care Plan ○ Accommodations ○ Service Delivery • Timelines (IEP, Placement, and Evaluation/Reevaluation) • Access to the General Curriculum • Team Membership • LRE/Placement • Request for IEP meetings • Discipline • Graduation/Drop Out Rates 	<p style="text-align: center;">Transitions</p> <ul style="list-style-type: none"> • 3 to 3 <ul style="list-style-type: none"> ○ Transition Planning with EI ○ IEP in Place by 3rd Birthday • School to Post School <ul style="list-style-type: none"> ○ Transition, 16+ ○ Age of Majority
<p>Disproportionality</p> <ul style="list-style-type: none"> • Prevalence and Categories of Disabilities • Race and Ethnicity 	
<p>Additional Utah Requirements</p> <ul style="list-style-type: none"> • At Risk Documentation • LRBI Committee • Caseload Limits 	

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ANALYSIS OF OFF-SITE DATA

AREA of ANALYSIS		FINDINGS	
Forms		Meets requirements	
Child Find		Meets requirements	
Evaluation Materials, Tests, and Assessment Tools		Meets requirements	
History of Failed Classroom Interventions		Meets requirements	
Independent Educational Evaluations		Meets requirements	
Job Roles and Responsibilities of Paraeducators		Meets requirements	
Surrogate Parents		Meets requirements	
Designated Psychological Examiners		Meets requirements	
Complaints and Due Process Hearings		None at the time of this report	
LEA Application		Approved October 27, 2005	
LEA Policy and Procedures Manual		Approved June 26, 2006	
Fiscal Audit Reports		Approved November 30, 2005	
Federal Data Reports		Received June 30, 2006	
LRBI State Report		Received June 30, 2006	
		Regular Education Students	Students with Disabilities
Graduation Rates	(2005-2006)	NA	NA
Drop Out Rate	(2005-2006)	NA	NA
FAPE/LRE	(December, 2005) K-12	Students with disabilities spending less than 40% of the school day with non-disabled peers: School 0% State 14.7%	
U-PASS Performance Assessment on CRTs in May 2006. (Students at 3 or 4 level of proficiency.)	Language Arts 1-12	82.3%	40.7%
	Math 1-12	75.0%	41.2%
Suspension/Expulsion	(2005-2006)	0 suspensions/expulsions of more than 10 days reported during 2005-2006 school year	
Qualified Personnel	(2006-2007)	All licensed/endorsed for assignment	
Caseloads	(2006-2007)	Within caseload requirements	
Analysis of Self Assessment			
<p>The Steering Committee had representation from a school administrator, special education director, special education teacher, a parent, and a general education teacher. The report contained data on student record reviews and interviews.</p> <p>► LEA submitted a Program Improvement Plan and Corrective Action Plan. ► An Executive Summary Report was submitted.</p>			
Self-Assessment Report Quality		1 2 3 4 ►►5	

► Area of Strength.

*Requires Corrective Action Plan.

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I. GENERAL SUPERVISION

Ogden Preparatory Academy is responsible for providing a providing a free appropriate public education for all students with disabilities, who are enrolled in the school district. The Utah State Office of Education ensures that both federal IDEA and state requirements and standards are met.

LEA support and involvement are critical to the successful implementation of the provisions of IDEA. To carry out their responsibilities, LEAs also monitor the implementation of state and federal statutes and regulations. Effective general supervision promotes positive student outcomes by providing appropriate educational services to students with disabilities, ensuring the effective and timely correction of identified deficiencies, and helping personnel to gain the knowledge, skills, and abilities necessary to perform their assigned responsibilities.

AREAS OF STRENGTH				
Self Assessment (2005-2006)				
<ul style="list-style-type: none"> • USOE sent a data collection team to facilitate file reviews. The process allowed special education teachers to learn a great deal in the monitoring process and the content of the files. √ Validated by team • A process for regular file monitoring will be established in order to keep a handle on the condition of Ogden Preparatory Academy (OPA) files. √ Validated by team • The Ogden Preparatory Academy became aware of in-service needs. √ Validated by team • Teachers are enhancing their skills and effectiveness in the classroom by seeking higher degrees and more certification. Some are seeking reading endorsements and master's degrees. √ Validated by team • OPA is providing professional development on DIBELS, since each teacher will be responsible for assessing their student's achievement biweekly and reporting on it during grade level meetings. √ Validated by team 				
Validation Team Findings (2006-2007)				
<ul style="list-style-type: none"> • Files contained evidence of corrections identified as needed by USOE in Spring 2006. • School staff ratio enables the provision of additional support to students with disabilities. • Strong administrator knowledge and support of special education services. • School administrator encourages the attendance of both general education teachers and special education teachers at state trainings. • Paraeducators are certified and well trained; they are utilized effectively in both special education and general education settings. • Special education files are well organized. • School climate was positive; student work was visible and teachers were observed interacting positively with students in all settings. Parents feel that teachers treat students with "dignity and respect" and care about them. • Classroom observations demonstrated the provision of accommodations such as additional assistance, reading tests aloud, peer buddies, and extended time, as per IEPs. 				
Self Assessment (2005-2006)				
<i>Area</i>	<i>Items</i>	<i>Utah Special Education Rules</i>		
Pre-referral Interventions**	Pre-referral interventions and results were not documented.			
Timelines	60-day timeline from receipt of parent consent to completion of evaluation exceeded. Reevaluation timelines exceeded.			
Evaluation/Eligibility**	Evaluations did not address all areas of concern. Reevaluations did not include Review of Existing Data form. Evaluations/reevaluations did not address			

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	<p>disclaimer statements regarding lack of instruction in reading or math or limited English proficiency.</p> <p>Variety of assessment tools not documented.</p> <p>Categorical eligibility criteria not met.</p> <p>Multiple measures not documented during evaluations and reevaluations.</p> <p>SLD: achievement not documented in one or more of the 8 learning areas.</p> <p>SLD: Observation of student's performance in classroom setting not documented.</p> <p>SLD: Learning deficit confirmed by at least 2 measures of achievement not documented.</p> <p>SLD: Team report of evaluation/eligibility not complete.</p> <p>SLD: Team report documents relevant behavior of student during observation.</p>	
Team Membership	Team members not present at all required eligibility meetings.	
Validation Team Findings (2006-2007)		
<i>Area</i>	<i>Items</i>	<i>Utah Special Education Rules</i>
Pre-referral Interventions	Pre-referral interventions and results were not implemented before referral in 50% of applicable reviewed files.	II.B.2
	Pre-referral interventions and results were not documented as failing, with supporting data in 100% of applicable reviewed files.	II.B.2
Evaluation/Eligibility	Evaluation procedures not followed in 83% of applicable reviewed files, specifically in the requirements for students later determined eligible as ID or SLD.	II.G
**Validation team validated LEA findings in this area.		
RECOMMENDATIONS FOR PROGRAM IMPROVEMENT		
Self Assessment (2005-2006)		
<ul style="list-style-type: none"> • Provide training on new IDEA 2004 requirements. • Provide additional training for paraprofessionals. The LEA has developed a Paraprofessional Handbook, which is given to every paraprofessional. The special education teacher provides the training, which is often not sufficient for the paraprofessional to feel adequate with their assignments. • Provide training for general education teachers to become proficient in intervention tools to help in the referral process. • Create an annual monitoring system that creates data to be used in determining the need of the LEA. • Annually update Special Education Procedures Handbook. • Correct files that were missing forms. • Ensure that only up-to-date special education forms are used. 	<p>√ Validated by team</p> <p>√ Validated by team</p> <p>√ Validated by team</p> <p>√ Validated by team</p> <p>√ Validated by team</p> <p>√ Validated by team</p> <p>√ Validated by team</p>	
Validation Team Findings (2006-2007)		

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- Provide training for special education teachers on evaluation and reevaluation process, including the use of Review of Existing Data.
- Ensure evaluation team includes the participation of the general education teacher and LEA representative in each decision-making meeting.
- Provide additional training to Student Support Team “CAT” in the areas of resources and interventions that can be used with struggling students prior to referral to special education. Continue to systematize referral process to ensure consistent documentation of intervention results in general education classroom.
- Ensure that current Access Authorization is posted on filing cabinets which contain student special education records and a current Record of Access is included in each file.
- Provide training for all school staff on reviewing and using U-PASS data to make curriculum and instructional decisions.

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II. PARENTAL INVOLVEMENT

One purpose of the IDEA 2004 is to expand and promote opportunities for parents and school personnel to work in new partnerships at the state and local levels. Parents have an opportunity and right to participate in meetings with respect to the identification, evaluation, educational placement, and the provision of a free appropriate public education to their student with disabilities.

Parent involvement has long been recognized as an important indicator of an LEA's success. Parental involvement has positive effects on students' attitudes toward the school district and benefits school personnel as well.

AREAS OF STRENGTH		
Self Assessment (2005-2006)		
<ul style="list-style-type: none"> • Parents were generally pleased with the special education program for their student. • Parents notified Ogden Preparatory Academy of the positive attitudes of the teachers and felt that the teachers give extra help and attention as needed. • Survey results indicated that parental involvement is a priority for the school staff, parents, and students and that parents should receive notice before any actions is taken. • One parent took an active role in the UPIPS Steering Committee. 	<p>√ Validated by team</p> <p>√ Validated by team</p> <p>√ Validated by team</p> <p>√ Validated by team</p>	
Validation Team Findings (2006-2007)		
<ul style="list-style-type: none"> • Parents are regularly attending IEP meetings. This is documented by parent report and signatures on IEP forms. • Parents and school staff report that parent concerns are considered. • Parents feel that school special education staff help students understand their learning needs. • Parents believe their input into IEP content is valued and used. • Parents report their students are making progress at Ogden Preparatory Academy. • Parents stated that they receive and understand their Procedural Safeguards. 		
AREAS OF SYSTEMIC NONCOMPLIANCE		
Self Assessment (2005-2006)		
<i>Area</i>	<i>Items</i>	<i>Utah Special Education Rules</i>
Copies to Parents**	<p>Copies to parents of Evaluation Consent forms not documented.</p> <p>Copies to parents of Eligibility Determination not documented.</p> <p>Copies to parents of Evaluation Summary Report not documented.</p> <p>Copies to parents of Review of Existing Data not documented.</p> <p>Notice of Meeting for initial evaluation not documented.</p>	
Parental Input	Parental Input not documented on initial and reevaluations.	
Notice of Meeting	<p>Notice of Meeting for eligibility not documented.</p> <p>Notice of meeting for initial placement/LRE not documented.</p>	

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Prior Written Notice	<p>Prior Written Notice statements not documented for reevaluations.</p> <p>Prior Written Notice for initial and continuing eligibility not documented.</p> <p>Prior Written Notice of IEP implementation not documented.</p> <p>Prior Written Notice of initial or change of LRE/placement not documented.</p>	
Validation Team Findings (2006-2007)		
<i>Area</i>	<i>Items</i>	<i>Utah Special Education Rules</i>
Copies to Parents	Copies to parents of Review of Existing Data not documented in 100% of applicable reviewed files.	II.E.5
	Copies to parents of Evaluation Summary Report not documented in 75% of applicable reviewed files.	II.F.1(C)
	Copies to parents of Eligibility Determination not documented in 75% of applicable reviewed files.	II.F.1(C)
	Copies to parents of IEPs not documented in 60% of applicable reviewed files.	III.F.6
**Validation team validated LEA findings in this area.		
RECOMMENDATIONS FOR PROGRAM IMPROVEMENT		
Self Assessment (2005-2006)		
<ul style="list-style-type: none"> Ensure that progress reports are provided to parents on a more frequent basis. 		√ Validated by team
Validation Team Findings (2006-2007)		
<ul style="list-style-type: none"> Ensure parents are provided with Prior Written Notice upon Change of Placement. Provide additional opportunities for parents to provide input regarding their student's education other than at IEP meetings. 		

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**III. FREE APPROPRIATE PUBLIC EDUCATION IN
THE LEAST RESTRICTIVE ENVIRONMENT**

The provision of a free appropriate public education in the least restrictive environment is the foundation of IDEA. Students with disabilities receive educational services at no cost to their parents, and services provided meet the student's unique learning needs. These services are provided to the maximum extent appropriate, with students without disabilities and, unless their IEP requires some other arrangement, in the school they would attend if not disabled. Any removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily.

The IDEA '97 Committee Report emphasized that almost twice as many students with disabilities drop out as compared with their non-disabled peers. A further concern was the continued inappropriate identification and placement of students from minority backgrounds and students with limited English proficiency in special education.

IDEA's intention is to increase the opportunity for students with disabilities to experience and benefit from the general education curriculum. The majority of students identified as eligible for special education and related services are capable of participating in the general education curriculum to varying degrees with some accommodations and modifications. This provision ensures that a student's special education and related services are in addition to and related to the general education curriculum, not separate from it.

AREAS OF STRENGTH		
Self Assessment (2005-2006)		
<ul style="list-style-type: none"> IEPs are developed with the team focusing on students with disabilities having access to the general curriculum and the goals being developed relating to the state core curriculum. 		√ Validated by team
<ul style="list-style-type: none"> Appropriate placement and daily schedules for the students are directed toward individual student achievement and progress toward the annual goals on the IEP. 		√ Validated by team
<ul style="list-style-type: none"> Students with disabilities have the opportunity to participate in all school activities. 		√ Validated by team
Validation Team Findings (2006-2007)		
<ul style="list-style-type: none"> IEPs are current and generally contained measurable goals. U-PASS data results are considered and documented during IEP decision-making meetings. Ogden Preparatory Academy has a strong focus on providing special education services in the general classroom environment, but also provides a continuum of special education services as determined by the student needs. Individualized support is provided for all students within the general education class setting. Students report special education at OPA supports them and helps them receive better grades. They also described classroom accommodations they receive such as computer programs and books on tape. 		
AREAS OF SYSTEMIC NONCOMPLIANCE		
Self Assessment (2005-2006)		
<i>Area</i>	<i>Items</i>	<i>Utah Special Education Rules</i>
Timelines	IEPs not reviewed/revised within 1 year timeline. Placement not reviewed annually.	
Team Membership	Team members not present at all required IEP meetings.	
IEP Content**	IEPs did not address participation in statewide assessments.	
Validation Team Findings (2006-2007)		
<i>Area</i>	<i>Items</i>	<i>Utah Special Education Rules</i>
IEP Content	IEPs did not address participation in statewide assessments in 80% of applicable reviewed files.	III.I.5
**Validation team validated LEA findings in this area.		
RECOMMENDATIONS FOR PROGRAM IMPROVEMENT		
Self Assessment (2005-2006)		
<ul style="list-style-type: none"> Ensure that PLAAFP statements include baseline or current data. 		√ Validated by team
<ul style="list-style-type: none"> Ensure that placement forms are appropriately filled out. 		√ Validated by team

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Validation Team Findings (2006-2007)

- Provide training for general education teachers and special education teachers on classroom behavior management.
- Ensure that IEP goals address all areas of student needs, not just academic needs.
- Increase communication between special education teachers and general education teachers.
- Consider the need for staff training on areas of disability when meeting to discuss IEP review/revision.

IV. TRANSITIONS

Transition is a multifaceted process that covers two major transition points for students with disabilities and their families. For early childhood transition, Congress recognized the importance of coordination between the local education agency and the early intervention system. Transition planning for children who may be eligible for special education preschool services must include scheduling a planning meeting with the early intervention agency, the educational agency, and the family at least 90 days prior to the child's third birthday.

The National Longitudinal Transition Study identified factors associated with post-school success in obtaining employment and earning higher wages for youth with disabilities. These factors include completing high school, spending more time in regular education, and taking vocational education courses. Post-school success is improved when youth have a transition plan in high school that specifies an outcome, such as employment, as the goal. Transition requirements of IDEA require the involvement of students in transition planning, consideration of students' preferences and interests, and the reflection, in the IEP, of a coordinated set of activities within an outcome-oriented process that promotes movement from school to post-school activities. Involvement of all appropriate agencies insures that each student's needs can be appropriately identified and met.

Ogden Preparatory Academy is a K-8 school and does not have students of transition age at this time.

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V. Disproportionality

In an effort designed to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment, it is the responsibility of the State Education Agency to collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the local education agencies (LEAs) in the state with respect to:

- The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment;
- The placement in particular educational settings of such children; and
- The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

AREAS OF STRENGTH		
Self Assessment		
<ul style="list-style-type: none"> • None. 		
Validation Team Findings		
<ul style="list-style-type: none"> • Ogden Preparatory Academy had 0 suspensions of greater than 10 days during the 2005-2006 school year. 		
AREAS OF SYSTEMIC NONCOMPLIANCE		
Self Assessment		
<i>Area</i>	<i>Items</i>	<i>Utah Special Education Rules</i>
	None.	
Validation Team Findings		
<i>Area</i>	<i>Items</i>	<i>Utah Special Education Rules</i>
	None.	
**Validation team validated LEA findings in this area.		
RECOMMENDATIONS FOR PROGRAM IMPROVEMENT		
Self Assessment		
<ul style="list-style-type: none"> • None. 		
Validation Team Findings		
<ul style="list-style-type: none"> • Provide training for school administrators on IDEA 2004 disciplinary and Utah Least Restrictive Behavior Interventions (LRBI) requirements. 		