

Independent School Special Education Review Report

REPORT

August 30,
2017

Foundations

Submitted by
Special Education Review Team



Approval Recommendation

One year special education approval in the disability categories of; autism spectrum disorder (ASD), developmental delay (DD), intellectual disability (ID), multiple disabilities (MD), speech or language impairment (SLI), other health impairment (OHI), and traumatic brain injury (TBI).

In addition, the AOE recommends that Foundations implement the following prior to its next review:

- A. Update its service pages to demonstrate Board Certified Behavior Analyst (BCBA) services are included.
- B. Provide an updated application process to ensure that Foundations does not accept students who qualify under an alternate disability category other than those approved.

Rationale

Based on the rules for Special Education Approval for Independent Schools, Foundations did not adequately meet expectations because they have been serving students outside the approved disability categories for their school. The Agency finds that corrective actions made in the short term can ameliorate the problems and allow Foundations to continue serving students it is currently approved to serve. The Agency will review in one year.

School Description

Foundations is seeking re-approval in the areas of; autism spectrum disorder (ASD), developmental delay (DD), intellectual disability (ID), multiple disabilities (MD), speech or language impairment (SLI), other health impairment (OHI), and traumatic brain injury (TBI). The students receive strong evidence-based services from appropriately trained direct staff under the supervision of a special educator and BCBA.

Review Description

Foundations, located in Windsor, Vermont, was visited by Agency of Education staff on 4/13/2017. During the visit, the Agency employee interviewed staff, toured facilities, observed staff/student interactions and reviewed student files and IEPs. Comprehensive file reviews were conducted for three of nine Vermont students. The students reviewed qualified under the disability categories of emotional disturbance, intellectual disability, and autism spectrum disorder. Serving a student with an emotional disturbance places Foundations out of compliance as they are not approved to serve that disability category.

Review Findings

2228.2 - Foundations demonstrated the policies, procedures and staff training to support students in the disability categories of: autism spectrum disorder (ASD), developmental delay (DD), intellectual disability (ID), multiple disabilities (MD), speech or language impairment (SLI), other health impairment (OHI), and traumatic brain injury (TBI).

2228.3 - Foundations demonstrated that they have written policies and/or procedures in the areas of: (1) admissions, (2) least restrictive environment, (3) discipline, (4) graduation, (5) faculty qualifications, and (6) faculty-student ratios.

2228.3.1 - Foundations demonstrated evidence of minimum maintenance of (1) educational records, and coordination with LEA and parents through data and file review, (2) participation in evaluation and IEP procedures through IEP review, (3) implementation of IEPs through progress reporting.

Note on Evidence

Based on a review of four IEPs, school documentation of schedules, staffing, and contract services, the following services were found to be undeliverable.

The AOE recommends that the following be corrected through the IEP process:

- A. One student schedule did not match the service page, with BCBA services missing from the IEP service page.

2228.3.2 - Foundations meets expectations regarding licensed staff. The special educator on staff was licensed by the Vermont Agency of Education.

2228.4 - Foundations demonstrated policies, procedures, and written agreements that outline tuition and establish division of legal responsibilities with regards to students on IEPs.

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