

Independent School Special Education Review Report

REPORT

September
12, 2017

INSPIRE for Autism, Inc.

Submitted by
Special Education Review Team



Approval Recommendation

Three year special education re-approval in the disability category of; autism spectrum disorder (ASD). Initial approval in the disability categories of developmental delay (DD), intellectual disability (ID), and speech or language impairment (SLI).

Rationale

Based on the rules for Special Education Approval for Independent Schools, The INSPIRE School has met the minimum requirements for independent school approval.

School Description

INSPIRE is seeking re-approval in the area of; autism spectrum disorder (ASD). They are seeking initial approval in the areas of developmental delay (DD), intellectual disability (ID), and speech or language impairment (SLI).

Review Description

INSPIRE, located in Brattleboro, Vermont, was visited by Agency of Education staff on 10/27/2016. 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 (3) Vermont students. The students reviewed qualified under the disability category of autism.

Review Findings

2228.2 - INSPIRE demonstrated the policies, procedures, staff training, and resources to support students in the disability categories of; autism spectrum disorder (ASD), developmental delay (DD), intellectual disability (ID), and speech or language impairment (SLI).

2228.3 - INSPIRE 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 - INSPIRE 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 file review and progress reporting.

Note on Evidence

Based on a review of three (3) IEPs, school documentation of schedules, staffing and contract services, the following services were found to be inconsistent. However, based on follow up information submitted to the AOE on 12/1/2016, these inconsistencies have been addressed by INSPIRE through changes in their documentation system.

A. Special Education services to be provided by a special educator exceeded the number of minutes a student was enrolled in any given day or week.

2228.3.2 - INSPIRE meets expectations regarding licensed staff. The special educators (Agency of Education) providing special education, the occupational therapist (Office of Professional

Regulation – OPR) and speech and language therapist (OPR) providing related services are licensed at the appropriate state agency.

2228.4 - INSPIRE demonstrated policies, procedures, and written agreements outlining tuition and the establishment of the division of legal responsibilities with regards to students on IEPs.

Questions: Contact Chris Kane @ chris.kane@vermont.gov