

Independent School Special Education Review Report

REPORT

August 30,
2017

The LiHigh School

Submitted by
Special Education Review Team



Approval Recommendation

Three year special education re-approval in the disability categories of; autism spectrum disorder (ASD), emotional disturbance (ED), intellectual disability (ID), multiple disabilities (MD), specific learning disability (SLD), speech or language impairment (SLI), traumatic brain injury (TBI) and other health impairment (OHI). Initial approval in the disability category of developmental delay (DD).

Rationale

Based on the rules for Special Education Approval for Independent Schools, LiHigh School has met the minimum requirements for approval.

School Description

LiHigh is seeking re-approval in the areas of; autism spectrum disorder (ASD), emotional disturbance (ED), intellectual disability (ID), multiple disabilities (MD), specific learning disability (SLD), speech or language impairment (SLI), traumatic brain injury (TBI) and other health impairment (OHI). Lihigh is also seeking initial approval in developmental delay (DD).

Review Description

LiHigh, located in Poultney, Vermont, was visited by Agency of Education staff on 5/30/2017. During this visit, the Agency employee interviewed staff, toured facilities, observed staff/student interactions and reviewed student files and IEPs. Comprehensive file reviews were conducted for 3 of the 21 Vermont students enrolled. These students qualified under the disability categories of emotional disturbance and other health impaired.

Review Findings

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

2228.3 - LiHigh 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 - LiHigh 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 IEPs, school documentation of schedules, staffing, and contract services, the following services were found to be inconsistent. Based on information provided to the AOE on 6/5/2017, these inconsistencies have been addressed by LiHigh through changes in the documentation system.

- A. Special education services were not able to be confirmed as available forms of documentation were missing one or more of the following:
1. Name of student
 2. Name, title, and licensure status of provider
 3. Duration of service, including date and time
 4. Type of service provided
 5. Signature or initials of individual providing the service

2228.3.2 - LiHigh meets expectations regarding licensed staff. The special educator providing special education services is provisionally licensed by the Agency of Education.

2228.4 - LiHigh 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 at chris.kane@vermont.gov