B.3.2 Contracted Services

BASIS Peoria K-6 employs a cross-categorically certified Special Education Coordinator and contracts with appropriately licensed and/or certified school psychologists, social workers, occupational therapists, physical therapists, and speech and language pathologists for the purpose of providing related services and evaluating students with special education needs.

Based on the needs of students with disabilities at BASIS Peoria K-6, BASIS will identify the appropriate related services and will identify the appropriate providers with whom to contract for this support. For example, speech and language specialists, occupational therapy, and/or school psychologists are all specialists that will be brought in to the school as needs dictate. BASIS DC has made a part-time school social worker a part of their staffing compliment; BASIS Peoria K-6 will closely monitor student needs as school registration continues and in the early weeks of the school year to determine if a similar position will be needed. Individuals hired for these positions will maintain all legally required certifications and/or licenses for their profession.

Across all Arizona school districts in which BASIS operates, the highest percentage of students in special education can be found in the Osborn Elementary School District, where 16.8 percent of students have Individual Education Plans (IEPs).[1] Working conservatively and assuming that 17 percent of students at BASIS Peoria K-6 will be eligible for special education and require similar services, we anticipate serving the needs of approximately 122 students per year. These figures determine our baseline budget projections for contracted special education services, as described below.

BASIS Schools, Inc. (BSI) has contracted with a nationwide vendor for special education support, speech language diagnostics and therapy, student IEP counseling, psycho-educational assessment, and occupational diagnostics and therapy. This vendor, per the terms of its contract with BSI signed in August 2013, charges $70 per hour for special education support, $68 per hour for speech language therapy, $70 per hour for IEP counseling, $80 per hour for ongoing psycho-educational assessment, $680 for initial psycho-educational evaluation, and $75 per hour for occupational therapy. The amount of $53,200 for Special Education Services in the Operational Budget is therefore sufficient for 20 hours per week of support from our vendor. The amounts allocated for Special Education Evaluations are sufficient for psycho-educational evaluations of 38 students each year (all expected special education students in kindergarten and 1st grade), plus five additional students in the first year of operation to account for students never having been in the BASIS system before.

All of these services are offered in addition to the ongoing services provided by BASIS's full-time special education coordinator and the student's teachers. These projections are based on BASIS's present level of experience with serving the needs of a diverse student body with differing levels of special education service requirements. The budgeted amounts shown accurately align with this experience and the anticipated Target Population.

All professionals hired to assist with Special Education services will be expected to possess:

1. A bachelor's or master's degree in special education, or a degree in education with significant coursework in special education

[1] Common Core of Data, National Center for Education Statistics. http://nces.ed.gov/ccd/districtsearch/

2. Special Education Certification from the Arizona Department of Education
3. At least five years' experience working in K-12 special education. It is preferred that all five years be in Arizona so as to provide the professional with significant experience with Arizona law

The following are the professional requirements for a number of frequently used contracted Special Education Services:

Psychological Evaluation or Psycho-Educational Evaluation:
Must meet one of the following groups of criteria:

(a) Master's degree from an accredited university and appropriate specialist level degree (e.g. Sixth Year Professional Diploma) in School Psychology from an accredited university; and
(b) Minimum five (5) years full-time supervised professional experience beyond an internship or practicum experience in a public school setting.

Or:

(a) Doctor of Philosophy (Ph.D.), Doctor of Education (Ed.D.), or Doctor of Psychology (Psy.D.) in School Psychology, Counseling Psychology, or Clinical Psychology from an accredited university; and
(b) Minimum three (3) years of at least part-time experience beyond an internship or practicum experience in a public school setting.

Neuropsychological Evaluation:
A professional who uses the title Neuropsychologist must have adequate specialty level training as this is not a legally regulated title or practice area. The School requires that the following criteria be met:

(a) Doctor of Philosophy (Ph.D.), Doctor of Education (Ed.D.) or Doctor of Psychology (Psy.D.) in School Psychology, Counseling Psychology, or Clinical Psychology from an accredited university; and
(b) Post-doctoral fellowship in Neuropsychology for two (2) years at an approved facility; and
(c) Three (3) years of professional experience in neuropsychology after attaining licensure, working with children and adolescents.
(d) Optional: Board certification from the American Board of Professional Psychologists (ABPP), American Board of Clinical Neuropsychologists (ABCN), or the American Board of Pediatric Neuropsychologists (ABPN).

Psychiatric Evaluation:

(a) Medical degree (M.D.) from an accredited university; and
(b) Clinical training in child and adolescent psychiatry; and
(c) Board certified by the American Board of Psychiatry and Neurology in the specialty area of Child and Adolescent Psychiatry.

Medical Evaluation:

(a) Medical degree (M.D.) from an accredited university; and
(b) Clinical training in field of specialty required for evaluation or pediatrics, as applicable; and
(c) Board certified by the appropriate agency in pediatrics or the appropriate field of specialty in which the evaluation is sought.

Occupational Therapy Evaluation:

(a) Minimum Bachelor's degree from an accredited university and has graduated from an educational program accredited by the American Occupational Therapy Association; and
(b) Clinical experience in evaluating and treating children and/or adolescents in the area of disability under evaluation.

Physical Therapy Evaluation:

(a) Graduate of a school of physical therapy approved by the Board of Examiners for Physical Therapists; and
(b) Clinical experience in evaluating and treating children and/or adolescents in the area of disability under evaluation.

Speech and Language Evaluation:

(a) Minimum of bachelor's degree and appropriate specialist training in speech and language pathology from a program accredited by the American Speech-Language Hearing Association; and
(b) Clinical experience in evaluating and treating children and/or adolescents in the area of disability under evaluation.

Audiological Evaluation:

(a) Minimum of bachelor's degree and appropriate specialist training in speech and language pathology from a program accredited by the American Speech-Language Hearing Association; and
(b) Clinical experience in evaluating and treating children and/or adolescents in the area of disability under evaluation.

Functional Behavioral Assessment:
Must meet one of the following:

(a) Minimum requirements above for Psychological or Psycho-Educational Evaluation; or
(b) Hold current certification in good standing as Board Certified Behavior Analyst (BCBA), including attaining a minimum of a master's degree in Applied Behavior Analysis (ABA) from an accredited university.