

TA Tuesday: Resources to Support Building Leaders, February 7th, 2023

Purpose

Hello Special Education Directors,

Every Tuesday, the AOE will be sending a technical assistance email to LEAs as a reminder and to provide any updates on available resources or professional development for a particular topic related to upcoming special education rule changes. Today's TA topic is resources to support building leaders.

The AOE has identified sets of resources and themes that are relevant to building leaders and recommend that, as a starting point, building leaders review the resources shared below to acquaint themselves with how their individual roles might be impacted by the changes taking effect.

Please share these resources with district staff as appropriate.

Resources to Support Building Leaders and the Special Education Process

Building leaders are fundamental members of the special education process and should understand a school's legal obligation to students eligible for special education services. These resources provide building leaders with information about the initial evaluation process, eligibility determination, and the District Management Group Report that provided a road map for Vermont's Act 173 response.

[Child Find, LRE, and Special Education Initial Evaluation Process](#): Principals are the link to ensuring the timeliness of Child Find and providing the Least Restrictive Environment (LRE) for students with disabilities. Building leaders are responsible for the education of their students and must ensure that staff understand evaluation processes and how to provide support within the multi-tiered system of supports. This section of the Special Education Evaluation Implementation guide describes the evaluation process and the rule changes set to take place in July 2023.

[Eligibility Determination](#): This document guides building leaders through the three questions that must be answered to determine eligibility. Building leaders must ensure that there is a system of interventions and data collection that guarantees students to access the supports they need, while providing evaluation teams with the data necessary to make determinations.

Contact Information:

If you have questions about this document or would like additional information, please contact:
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[Expanding and Changing Best Practice for Students Who Struggle - DMG Report](#): This report, issued by the District Management Group (DMG), provides a road map for Vermont to be more cost effective and to better serve students who struggle. Building leaders are at the frontlines of this effort and the components within the DMG report are foundational methods that will better support all students. The goal of Act 173 goes well beyond issuing this report, published in 2017, and intends to be a catalyst for a sustained effort to raise achievement, expand services, and manage costs.

[Implementation of Coordinated Curriculum](#): This document is designed to provide additional technical assistance and guidance around curriculum coordination. It is essential that building leaders engaged in this work understand how curriculum, instruction, and assessment reinforce, support, and inform each other, as a part of supporting the goals of Act 173.

[Specific Learning Disability: Guidelines for Determining Eligibility](#): This guide outlines the rule changes, effective July 2023, as they apply to specific learning disabilities. It provides practical resources for building leaders as we move away from a discrepancy model to scientific, research-based intervention/instruction models. It is essential that building leaders engage with their school's curriculum and understand the connection between research-based interventions, universal learning, data collection and progress monitoring, and special education eligibility.

Resources to Support Building Leaders and the Special Education Rule Changes

Special Education rule changes and will fully be in effect July 1, 2023. These resources provide Act 173 in its entirety and outline the special education rule changes and the areas of impact.

[Act 173 - § 2901. SUCCESS FOR ALL STUDENTS IN THE GENERAL](#): Act 173 has the potential to create better success for all students in the general education classroom. It is necessary that building leaders be familiar with act 173 and provide direct support for staff as they navigate these changes.

[Guidance to Rule 2392\(g\) Change: Functional Skills/Functional Performance](#): Students can be eligible for special education in the basic skill area of functional skills. This document seeks to provide guidance on the importance of functional performance, assessments for functional skills, and IEP goal writing for functional performance goals. Building leaders need to ensure that functional skills are incorporated into their building's curriculum and that interventions to support functional skills are embedded within the multi-tiered system of supports.

[Educational Support Team: Practice Profile](#): The Educational Support Team (EST) practice profile provides descriptions of possible EST practices. The practice profile is intended as a tool to help district and school level EST staff to self-assess their EST and to pinpoint possible areas for improvement. This tool should promote open discussion and collaboration that helps improve the quality and consistency of EST practices.

[Special Education Rule Change - What is no Longer Present and the Impact](#) – Watch this video, starting at minute seven, to hear about what is no longer present in the rules and the expected impact. This information will help building leaders to better understand the shifts occurring related to the rule changes and the impacts for their staff.

Happy Tuesday,
Special Education Program Team