

School-Aged Special Education Evaluation Implementation Guide Webinar

October 2022

This recording has been done by Kristen Briggs, Managing Director of Program at The Ability Challenge.

Note about the Guide

The details of this Guide are dependent on the rule changes that, due to legislative action, take place over the course of several years. While some rules go into effect on July 1, 2022, the remaining, which include rules related to Adverse Effect, Specific Learning Disability, and the addition of Functional Skills as a basic skill area, will go into effect on July 1, 2023.

The processes and procedures contained within this Guide include all changes going into effect as of July 2023. This Guide is being released prior to that date in order to give school districts, teams, and professionals an opportunity to prepare for that implementation date.

Purpose of the Guide

- Provide practitioners and administrators with a common resource to support the development and/or refinement of Evaluation Processes for special education services and supports
- Offer strategies, tools, and other resources to assist in both planning for and implementing a comprehensive Evaluation Process
- Streamline and support implementation needs in districts and schools - NOT create new rules or mandates

Purpose of this Webinar

- Provide an overview of the Guide's development and design
- Discuss components of the Evaluation Process
- Flag where the rule changes impact practice

Partner Input

- Members of higher education institutions
- Parent and family organizations
- Special Education teachers
- Special Education administrators
- Related Service Providers

Intended Audience and Use

Practitioners:

- Use the content and tools as resources in their day-to-day practice

Administrators:

- Ensure school and/or district-wide systems are in place to implement these practices across settings

All partners in the Evaluation Process should review the Guide to better understand the role they each play in ensuring practices are implemented effectively.

Guide Development and Design

- Purpose, audience and anatomy of the Guide
- Big picture for Special Education (e.g., FAPE, LRE, Child Find)
- System of Support
- Evaluation Process (Initial and Reevaluation)



- Appendix with glossary and links to AOE and other resources

A Note about Providing a System of Supports

- Every student should be receiving instruction designed to meet their needs and help them be successful in the classroom
- All students should also have access to additional support to help address needs that arise (behavioral, social emotional learning, and academic)
- A System of Supports is not a direct pathway to Special Education

A Closer Look - Evaluation Process



INITIAL REFERRAL



**ASSESSMENT
PROCESS**



**ELIGIBILITY
DETERMINATION**



**PLANNING FOR
SERVICES**

Initial Referral



INITIAL REFERRAL

There are two steps of Initial Referral:

1. Request for Evaluation
2. Determining Next Steps

LEA has 15 calendar days from receipt of request to determine next steps:

- Request that the parent consent to initiate the evaluation;
- Convene an Evaluation and Planning Team (EPT) meeting; or
- Provide written reasons for denial of this request.

After receiving consent, the LEA has 60 calendar days to complete the remaining steps of the Evaluation Process.

Assessment Process



ASSESSMENT PROCESS

There are two steps of Assessment Process:

1. Assessment Planning
2. Conducting and Reviewing Assessments

Data collected during the Assessment Process serve three main purposes:

- Disability Determination
- Eligibility Determination
- Instructional Planning

Assessment Planning

Evaluation Planning Team (EPT) makes a collective decision about the following three components:

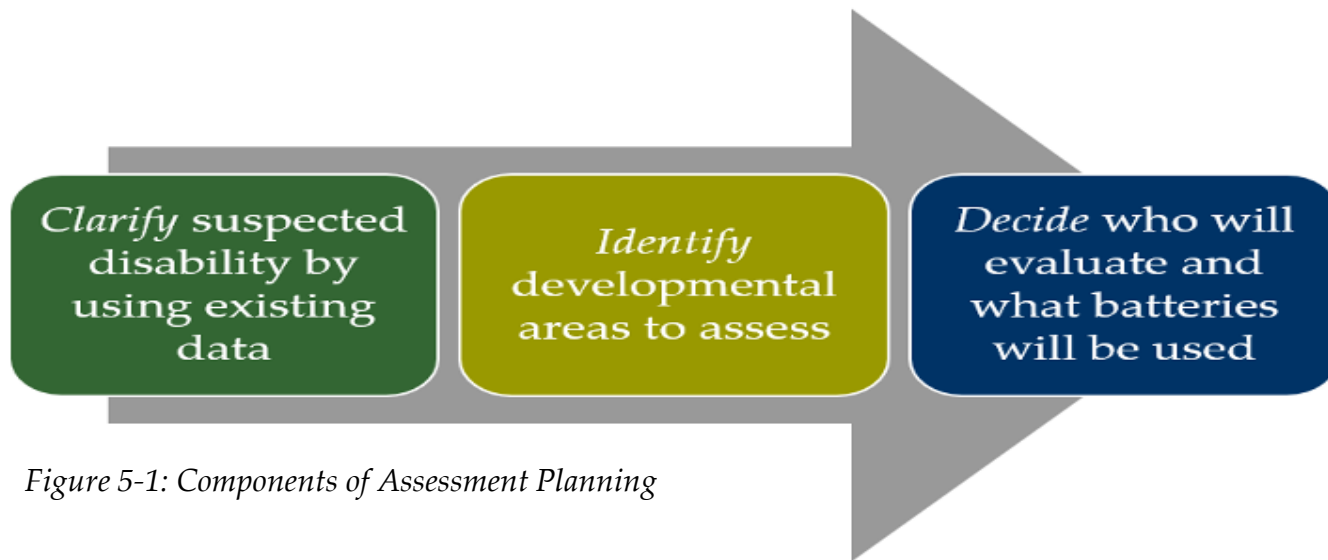


Figure 5-1: Components of Assessment Planning

Highlighting the Rule Changes: Assessment Planning

Rule Change
Reference



Updated criteria for determining if a student has a **Specific Learning Disability**:

- Impacts assessments planned (e.g., RTI, PSW) and individuals involved

Addition of **Functional Skills** as a Basic Skill Area (except SLD and Deaf-Blindness):

- A student may have a disability that has an Adverse Effect on Functional Skills and the EPT should consider any assessments they want to conduct to gather data in this area

Eligibility Determination



ELIGIBILITY
DETERMINATION

There are three Eligibility Criteria the EPT needs to answer in order to determine if the student requires Special Education services:

1. Does the student have a disability as defined by IDEA and Vermont state regulations?
2. Does that disability impact the student's ability to make progress in the classroom?
3. Does the student require specially designed instruction in order to be successful in the classroom?

Let's look at those criteria in more detail...

Eligibility Criteria for All Disability Categories (Except SLD and Deaf-Blindness)

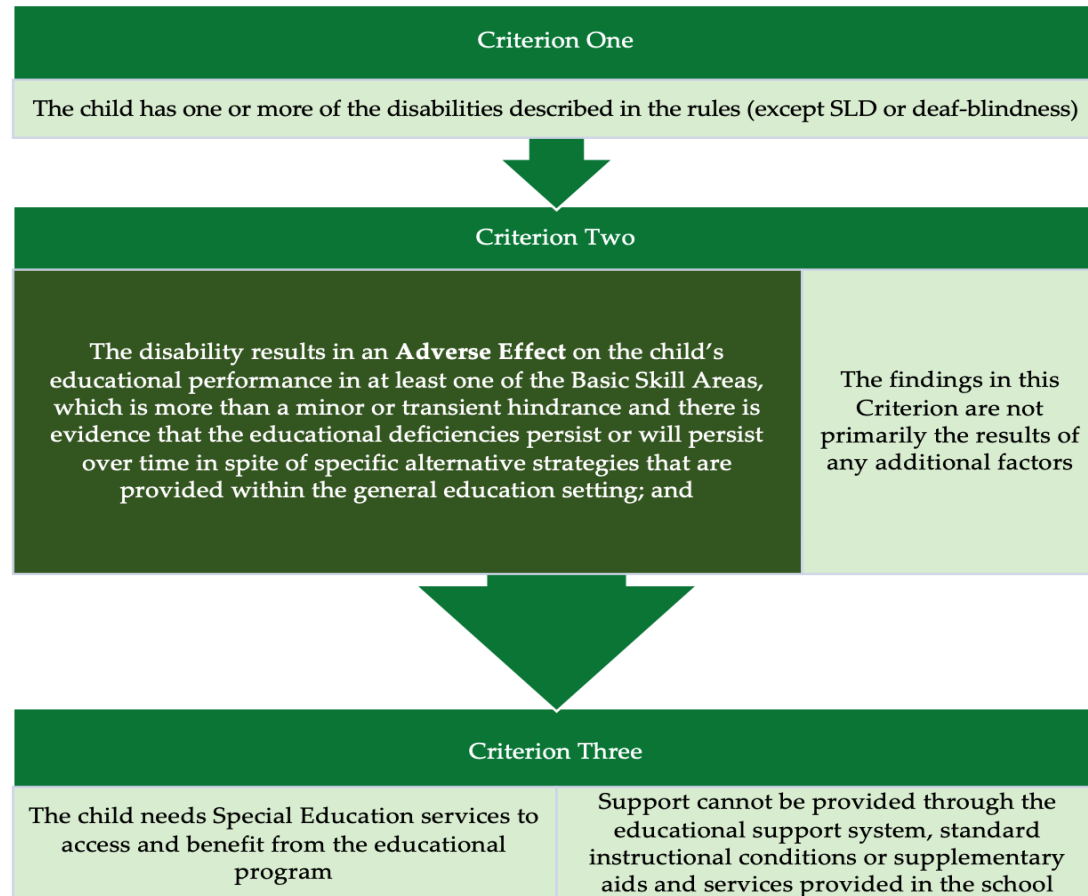


Figure 6-1: Eligibility Criteria for All Disability Categories Except SLD and Deaf-Blindness

Eligibility Criteria for Specific Learning Disability

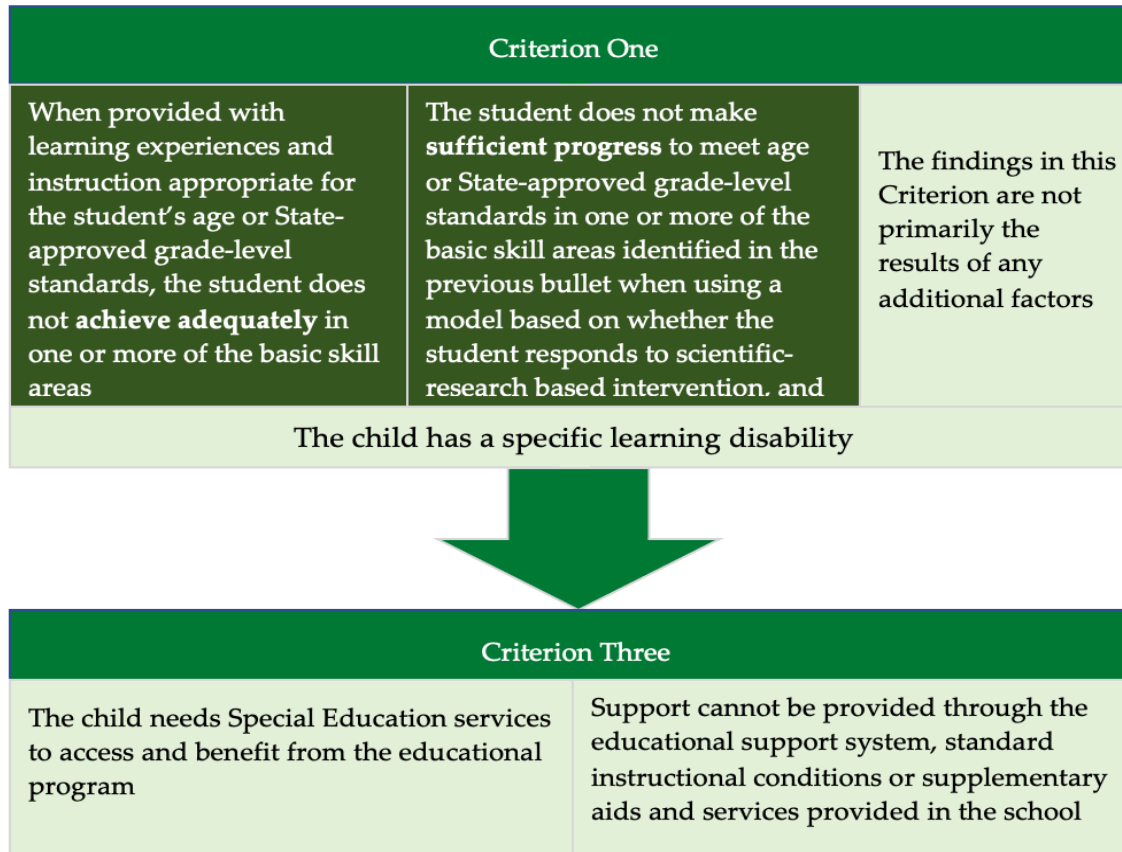


Figure 6-2: Eligibility Criteria for Specific Learning Disability

Eligibility Criteria for Deaf-Blindness

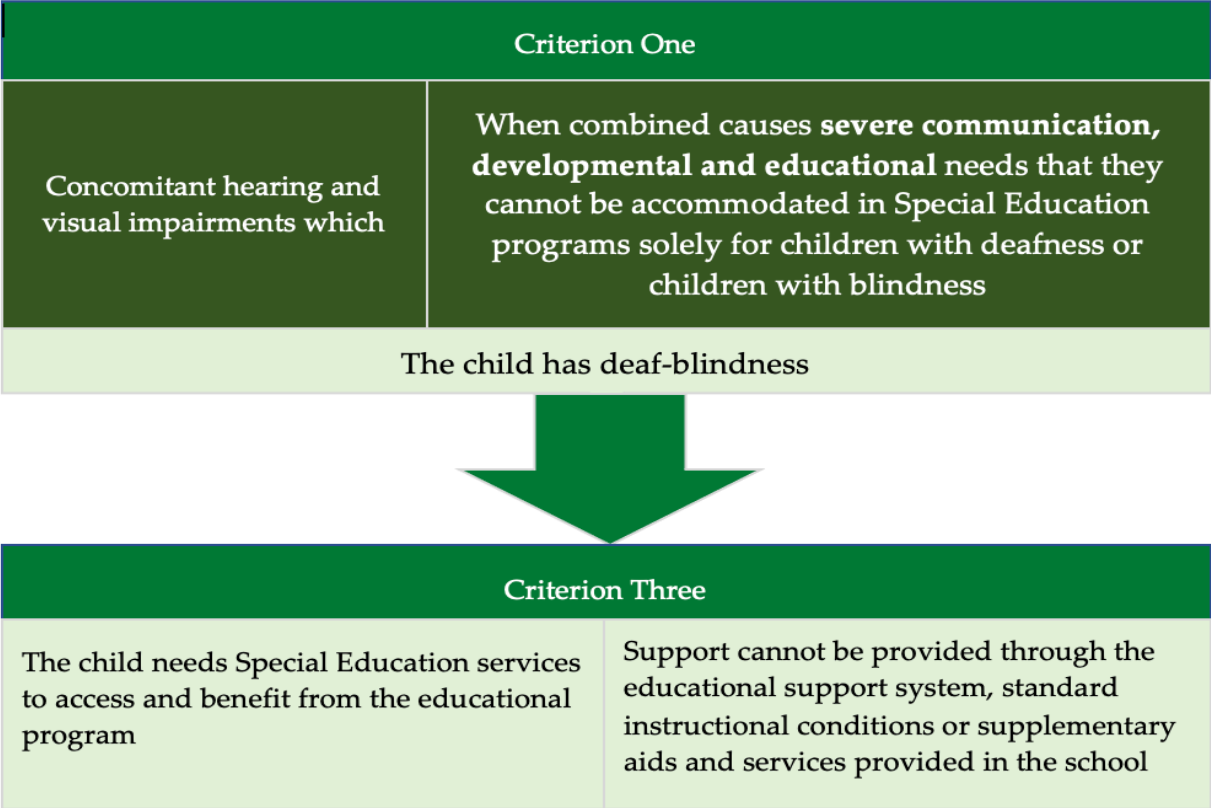


Figure 6-3: Eligibility Criteria for Deaf-Blindness

Highlighting the Rule Changes: Eligibility Determination

Rule Change Reference



Updated criteria for determining if a student has a **Specific Learning Disability:**

- Impacts the EPT's discussion of Criterion One

Definition of **Special Education:**

- May come into play with Criterion Three and the consideration of services

Highlighting the Rule Changes: Eligibility Determination (cont'd.)

Rule Change Reference



Addition of **Functional Skills** as a Basic Skill Area:

- A student may have an Adverse Effect in Functional Skills for all disability categories except SLD and Deaf-Blindness
- While Functional Skills is not a Basic Skill area in determining SLD or Deaf-Blindness, the data may be relevant in other areas of the Evaluation Process (e.g., Planning for Services)

Planning for Services



PLANNING FOR SERVICES

Planning for Services connects the Evaluation Process with the IEP Process.

| IEP Component | Connections to Evaluation Process |
|---|---|
| Present Levels of Performance | Assessment results, scores, and narrative with interpretation may be included as part of this section. |
| Annual Goals | Using the current performance data and areas identified for improvement in the Assessment Process, IEP teams review the Evaluation Plan and Report to craft goals for the student. |
| Specially Designed Instruction and Supplementary Supports | To create a plan aligned to present levels and goals, consider the following: <ul style="list-style-type: none"> • The basic skill shown to have an Adverse Effect on performance • Impact on performance in other areas of development • Impact of disability on functional skills specifically |

Table 7-1: Connections between Evaluation and IEP Processes

A Closer Look - Reevaluation Process



**ASSESSMENT
PROCESS**



**ELIGIBILITY
DETERMINATION**



**PLANNING FOR
SERVICES**

Closing

What's Coming?

- Diagnostic Tool (to help determine readiness aligned with the Guide and support action planning for stronger systems)
- Diagnostic Tool Webinar

Thank you so much for joining us!