

Vermont K-12 Special Education Evaluation Implementation Guide Diagnostic Tool Webinar

Vermont Agency of Education

Purpose

The Diagnostic Tool was designed as a companion resource for the K-12 Special Education Evaluation Implementation Guide.

This Tool should be used as a resource to assist LEA decision makers in building and/or improving their existing Special Education Evaluation processes.

How to Use This Tool

The Diagnostic Tool can be used to:

- Support continuous improvement of Evaluation systems and processes.
- Check progress at key points throughout the year (e.g. beginning of the year planning, middle of the year check-in and end of the year reflections/planning for the next year).
- Generate discussion to better understand the current state of your systems and/or develop a starting point to plan improvements.

Three Components

- Summary Assessment
- Implementation Review Worksheet
- Planning Tool

Summary Assessment

Key milestones of a comprehensive Evaluation Process

Milestone	Yes	Not Yet	Additional Guidance
Big Picture: All leaders are aware of the federal and state regulations for Special Education, including their obligations regarding the provision of a free and appropriate public education (FAPE) and the Vermont Special Education Rules and Regulations.			K-12 Special Education Evaluation Implementation Guide: Understanding the Big Picture
Providing a System of Support: The LEA ensures that all students are receiving quality, differentiated classroom instruction and, when necessary, interventions to help them progress as part of a clearly defined, organized, and data-driven System of Support.			K-12 Special Education Evaluation Implementation Guide: Providing a System of Support for all Students
Initial Referral: The LEA has a clear process for ensuring that all students with disabilities who may need Special Education services receive an Initial Referral, including publicly available information about making a Request for Evaluation and training for staff about appropriate next steps such as convening the Evaluation Planning Team (EPT) and obtaining Parental Consent.			K-12 Special Education Evaluation Implementation Guide: The Initial Referral
Assessment Process: The LEA has a clear process for ensuring all EPT members have the knowledge and skills to plan for and conduct a thorough Assessment Process for all students engaged in the Evaluation Process.			K-12 Special Education Evaluation Implementation Guide: The Assessment Process
Eligibility Determination: The LEA has developed the processes for, trained all relevant staff members about, and created tools to assist a purposeful discussion and determination as to whether a school-aged student is eligible for Special Education services.			K-12 Special Education Evaluation Implementation Guide: Eligibility Determination
Planning for Services: The LEA has systems to align the Evaluation Process with the process for developing a student's Individualized Education Program, including ensuring that critical information from the Assessment Process and Eligibility Determination is transitioned to the IEP Team.			K-12 Special Education Evaluation Implementation Guide: Planning for Services

Completing the Summary Assessment

- If your LEA has achieved a given milestone, place a checkmark in the 'Yes' column.
- For areas where your LEA has not quite achieved that milestone, place a checkmark in the 'Not Yet' column.
- The resources linked in the 'Additional Guidance' column can support your team with strengthening any milestones marked 'Not Yet.'
- You may also use the resources to better understand what each milestone requires.

Implementation Review Worksheet

The Worksheet guides teams through a closer look at specific elements of the key components of an Evaluation Process.

Big Picture

Milestone Description: All leaders are aware of the federal and state regulations for Special Education, including their obligations regarding the provision of a free and appropriate public education (FAPE) and the Vermont Special Education Rules and Regulations.

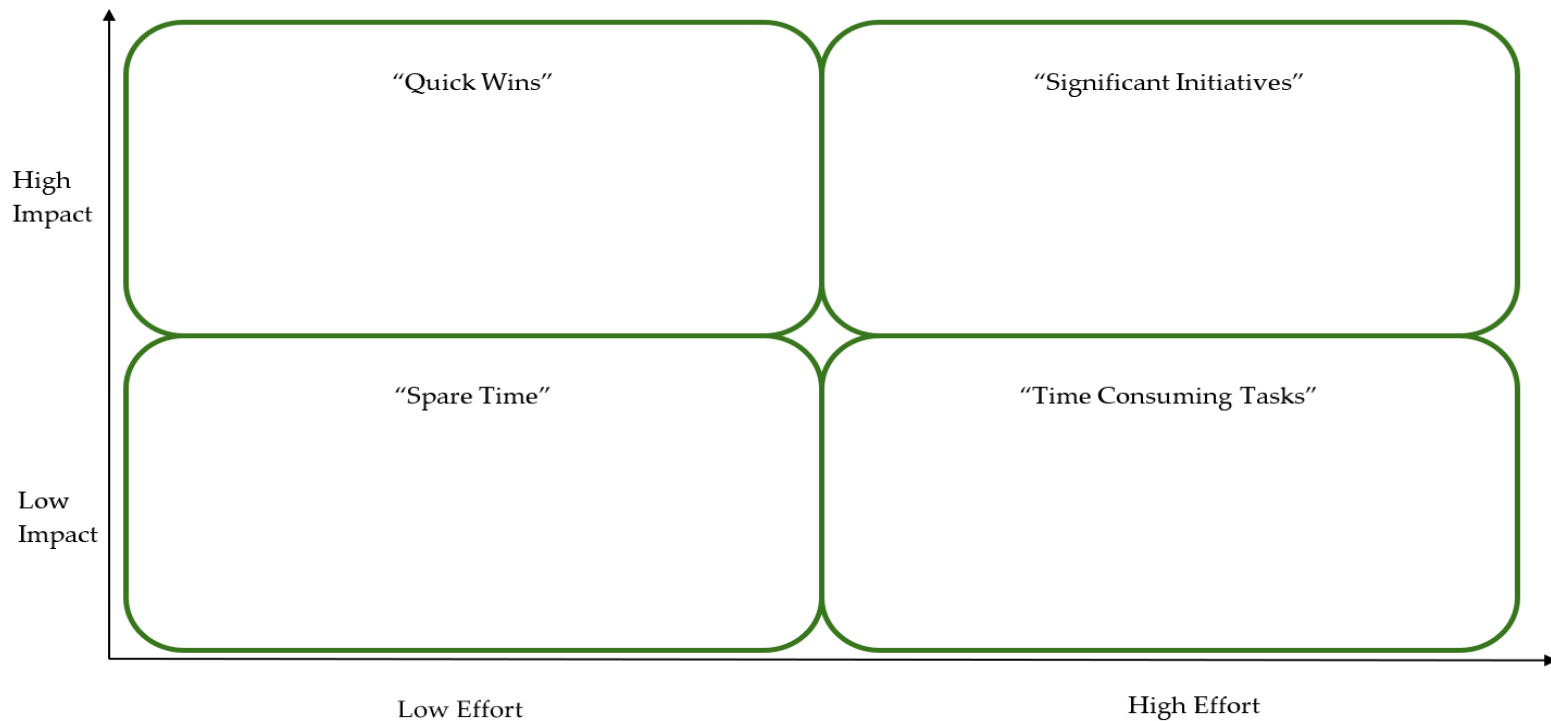
Factor	Indicator of Success	Response	Rationale and Evidence
Least Restrictive Environment	We have the processes to ensure that, to the maximum extent appropriate to meet a student's needs, children with disabilities are educated with their general education peers in the school and classroom the student would attend if the student did not have a disability. (Ex. for Agree: An LEA with a documented LRE review process that is shared widely, and staff members are trained in the process.)		(Sample Evidence: Child Count LRE data compared to state average, number of students in out of district placements etc., results of Ed Benefit review process, LRE review process.)
Child Find	We have a process for Child Find that addresses students entering the LEA, as well as those who are already enrolled and students who are not yet of school age. (Ex. for Agree: An LEA with a documented Child Find process that is shared widely, and staff members are trained in the process.)		(Sample Evidence: Child Find questions included in student registration forms, internal benchmarks for monitoring student progress on universal screeners.)
Parents	We have a process for engaging a student's parents in their child's learning process to help strengthen the effectiveness and quality of the support a student receives. (Ex. for Agree: An LEA a documented process for parent engagement that is shared widely, and staff members are trained in the process.)		(Sample Evidence: regular progress reports and report cards, notifications when students are receiving interventions, regular parent-teacher conferences.)

Completing the Implementation Review Worksheet

- Teams should read through each Implementation Indicator of Success to identify whether it accurately describes your LEA's current context.
- For every Indicator, your team is also asked to list the evidence that supports the rating you selected.
- As your team completes each Indicator, it may be helpful to identify areas of strength, areas for improvement, and areas where more information might be needed.

Planning Tool

The Planning Tool helps teams prioritize next steps for improvement.



Completing the Planning Tool

- Can be used with the Implementation Review Worksheet or your own notes.
- Identify whether actions are high or low impact and high or low effort. Plot them on the matrix.
- Use the discussion questions to help identify high-leverage priority areas.

Thank you!

Thank you for joining us today!

We hope this tool is a helpful resource for your teams as you review your existing systems and develop plans to strengthen your supports.

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