
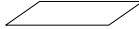


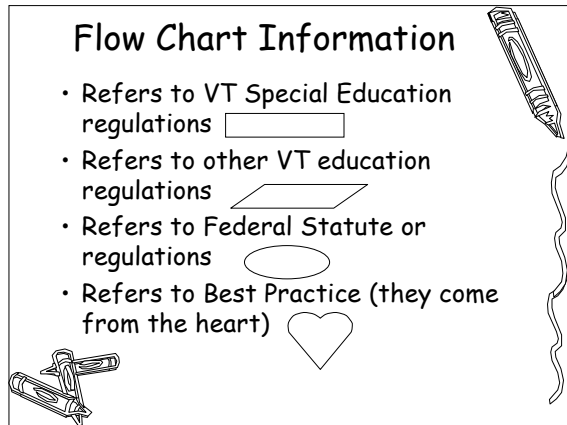


Welcome to the NEW Special Education Evaluation Process



Flow Chart Information

- Refers to VT Special Education regulations 
- Refers to other VT education regulations 
- Refers to Federal Statute or regulations 
- Refers to Best Practice (they come from the heart) 






Referral for Special Education

➤ Referral can be made by:

- Parent of a child
- School District
- Department of Education
- Other State Agency

Definition of Local Education Agency (LEA) Representative

According to Federal regulations, an LEA representative must be:

-  Qualified to provide or supervise the provision of specially designed instruction
-  Knowledgeable about the general education curriculum
-  Knowledgeable about the availability of LEA resources

As long as the person meets these requirements and has the authority to commit agency resources and be able to ensure that services described in the IEP will be provided, he or she can act as LEA representative.

LEA Representative role in continuing meetings

➤ IEP meetings should only be continued if there are requests that are unexpected and/or require that team members have additional information

➤ It should never be a practice to continue meetings because the designated LEA representative does not have the authority to commit resources

Definition of Parent

➤ A parent now might be:

VT Regulation 2360.3(19)

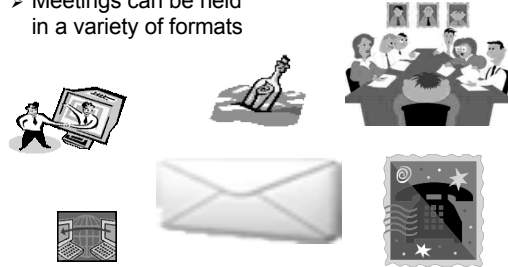
- Parent
- Guardian
- Appointed surrogate parent
- Grandparent, step-parent or other relative with whom the child lives
- Adult student

Changes to Form 1 (Notice of Meeting), Form 2 (Evaluation Plan & Report) & Form 5 (Individualized Education Program)

- Separate sections to identify:
 - Designated team members
 - Others invited to attend with knowledge of the student

Convene Evaluation Planning Team (EPT) Meeting

- Meetings can be held in a variety of formats



Changes to Evaluation Plan & Report

- There are now three dates to document:
- Planning Meeting
- Received Consent (if needed)
- Eligibility decision
- Note that form now contains six measures of Adverse Effect:
 - Individually-administered nationally-normed achievement test
 - Group-administered, nationally-normed achievement test
 - Grades
 - Curriculum based measures
 - Criterion referenced or group-administered criterion referenced assessments
 - Student work samples, language samples, portfolios and other individual measures

Disability Categories (VT Regulation 2362.1)

- Developmental Delay
- Learning Impairment
- Specific Learning Disability (SLD)
- Visual Impairment
- Deafness/Hard of Hearing
- Speech or Language Impairment
- Orthopedic Impairment
- Other Health Impairment
- Emotional Disturbance
- Autism Spectrum Disorder
- Traumatic Brain Injury
- Deaf-Blindness
- Multiple Disabilities

Specific Learning Disability VT Regulation 2362.1(b)

- | | |
|---|--|
| <ul style="list-style-type: none"> • Basic Skills <ul style="list-style-type: none"> • Oral expression • Listening comprehension • Written expression • Basic reading • Reading fluency • Reading comprehension • Mathematics calculation • Mathematics reasoning | <ul style="list-style-type: none"> ➤ Identification <ul style="list-style-type: none"> • LEA decides whether to use: <ul style="list-style-type: none"> • Discrepancy model • Responsiveness to Intervention model (RtI) |
|---|--|

Autism Spectrum Disorder VT Regulation 2362.1(i)

- Category includes:
 - Autism
 - Pervasive Development Disorder – Not Otherwise Specified
 - Rett's Disorder
 - Asperger's Disorder
 - Childhood Disintegrative Disorder

60-day timeline for the Initial Evaluation

- If only a review of existing data
 - No consent is required
 - 60 days from date Form 3 is sent
- If administering tests and other methods
 - Consent needed (Form 3a)
 - 60 days from date Form 3a is received back in district
 - Make sure the date is recorded!

Exceptions to the 60 Day limit

- ☞ Parent does not make child available for evaluation
- ☞ If student transfers in the middle of Evaluation, use Form 9

No Notice of Delay is required

- Be sure to document all contact with parent

Notice of Evaluation Delay (Form 4)

Exceptional circumstance MUST be documented

- Must be student centered
- Staffing issues are NOT exceptional.... You must anticipate evaluation needs beforehand

Eligibility Meeting

Report MUST have initials of all Team members in agreement

- If a team member disagrees with decision, s/he MUST submit in writing his/her dissenting opinion
- Goal is always for consensus
 - If not, the designated LEA representative makes the final decision

Re-evaluation

- School and parent can mutually agree not to conduct triennial evaluation
 - Form 8

Deadline for Re-evaluation

- 60 day limit not applicable
- MUST be completed before triennial review date
- If student transfers in midst of re-evaluation:
 - Form 9 (Best Practice)

Eligibility Decision ~ Final Page

- If not eligible:
 - Send completed Form 2 to parent
 - With disability:
 - MUST refer to building administrator to convene 504 Team
 - Without disability:
 - Refer to school's Educational Support Team
- If eligible:
 - Send completed Form 2 to parent
 - Convene Individualized Education Program team meeting within 30 days of decision

Frequently Found Flukes ~ Disability Determination (Section 1)

- All suspected disability categories must be identified
- List only the assessment areas to be evaluated and identify (by title not name) the person responsible
 - SpEd Doc defaults to all available areas, delete the ones you will not use
- Questions must be sufficient to document disability according to state regulations and should relate to the suspected disabilities listed
- SLD determination **requires** a written observation of the child and the learning environment by someone other than the current teacher

Frequently Found Flukes ~ Adverse Effect (Section 2)

- The basic skill needs to be addressed with at least three measures
- Explicitly ask how the measures demonstrate -1.0 Standard deviation or lowest 15th percentile
- For SLD Students: Basic skill must at least relate to weakness identified under disability determination
- Developmental Delay is the **ONLY** disability category that does not require documentation of adverse effect

Frequently Found Flukes~ Final Page

- Be sure to list the disability category(ies) if the student is found eligible
 - The category **MUST** correspond to Vermont Department of Education Special Education Regulations
 - Write out full titles the first time referenced with acronym or abbreviation in parentheses
 - When using SLD, write the category title; including basic skill area of weakness is optional

Brought to you by

- Your Friendly Monitoring Team:
 - Judy Colby, Administrative Assistant
 - Judy.Colby@state.vt.us
 - (802) 828-5126
 - Alicia Hanrahan, Team Leader
 - Alicia.Hanrahan@state.vt.us
 - (802) 828-3142
 - Ernie Wheeler, Special Education Consultant
 - Ernie.Wheeler@state.vt.us
 - (802) 828-0564
 - Sharon Renault, Special Education Consultant
 - Sharon.Renault@state.vt.us
 - (802) 828-0567
 - Troy McAllister, Special Education Consultant
 - Troy.McAllister@state.vt.us
 - (802) 828-0757