

VSPBE

October 23, 2019

Overview of Act 173 Action Steps

What is Act 173?

- A change in how Special Education is funded
- A result of 2 Studies
 - DMG Group's: [Expanding and Strengthening Best-Practice Supports for Students Who Struggle](#)
 - UVM's: [Study of Vermont State Funding for Special Education](#)
- Act 173 encourages SU/SDs to expand high-quality, best practice driven support for students

Who does what?

STATE BOARD OF EDUCATION:

- Rulemaking

AGENCY OF EDUCATION:

- Technical Assistance to SU/SDs on service delivery
- Technical Assistance / Guidance to SU/SDs on cost effectiveness and flexibility

SU/SDs:

- Ensure effectiveness, availability and equity of services to students who require additional support

The success of Act 173 depends on...

The ability of SU/SDs to implement a strong, effective, and equitable program of services for students who need additional support.

The Agency of Education is committed to providing leadership, support and oversight to help SU/SDs meet the goals and realize the benefits of Act 173.

AOE Purpose Statement

The Agency of Education implements state and federal laws, policies, and regulations to ensure all Vermont learners have equitable access to high-quality learning opportunities. The Agency accomplishes this mission through the leadership, support and oversight of Vermont's public education system.

Local Responsibility

State Law holds that school boards are responsible for ensuring that quality, equity and efficiency are achieved for their students

- *16 V.S.A. §261a*

SU/SDs have an important role to play in enacting Education Quality Standards (EQS) rules and practices across their systems.

AOE technical assistance on Act 173 will be well balanced, aligned with statute and regulation, and grounded in the EQS

Theory of Action

SU/SD boards ensure that:

- Schools implement the district's written and delivered curriculum
- SU/SDs develop and implement appropriate needs-based professional learning
- Schools administer compressive local assessments
- Each school maintains an Educational Support Team (EST) focused on collaborative problem solving

IF

Theory of Action

THEN

Vermont's SU/SDs will enhance the effectiveness, availability and equity of services provided to all students who require additional support.

Action Steps and the EQS

Supplemental Technical Assistance Timeframe

- Educational Support Teams (EST)
- Local Comprehensive Assessment Systems (LCAS)
- Coordination of Curriculum
- Needs-based Professional Learning

Education Support Team

Action Steps:

- Stakeholder feedback (**Leadership**)
- EST Guidelines for SU/SD Consideration (**Support**)
- EST Keep Records and Report on MTSS Survey (**Oversight**)
- AOE identifying metrics for evaluating state response to Act 173 (**Oversight**)
- AOE Developing a formal assurance mechanism under accountability / Ed quality review system (**Oversight**)

Education Support Team

Action Steps:

- Stakeholder feedback on EST Guidelines (**Leadership**):
 - School-level data collection
 - Developing layered interventions
 - Feedback on professional learning needs
 - Feedback on EST process and the role of families
- AOE will publish completed EST Guidelines for SU/SD Consideration (**Support**)

Local Comprehensive Assessment Systems

Action Steps:

- AOE to convene educators assess LCAS system and make recommendations **(Support)**
 - Consensus on components of high quality LCAS
 - Develop models
 - Use Quality Criteria for LCAS to identify strengths and challenges
 - Develop action plan to address challenges
- Regional professional learning sessions **(Support)**
- Work with SU/SDs to develop strategies for implementing strong LCAS **(Support)**

Local Comprehensive Assessment Systems (Cont.)

Action Steps:

- Updates and revisions to 2 current documents

(Leadership):

- Quality Criteria for Local Comprehensive Assessment Systems
- Strengthening and Streamlining Local Comprehensive Assessment Systems

Coordination of Curriculum

Action Steps:

- AOE & Field: Develop shared understanding of goals
(Leadership)
- With stakeholders, identify components of coordinated curriculum:
 - Connected to and aligned with Common Core
 - Promotes role and function of Proficiency Based Graduation Requirements (PBGRs)
- Build district-coordinated curricula prototypes from exemplar PBGRs

Needs-Based Professional Learning System

- Support identification of the systemic needs around implementing needs-based PL (**Leadership**)
- Unify existing resources with newly-developed resources (**Support**)
- Continued guidance and resources (**Support**)
 - Consolidated Federal Programs
 - Multi-Tiered System of Supports (MTSS)
 - Education Quality Assurance

Rulemaking

Sources of Law

- Federal Law and Regulations
- State Statute
- State Agency Rules
- Agency Guidance/Procedures

Tentative Rulemaking Timeline

Month	State Board of Education (SBE) Action
October	Act 173: Joint meeting with the Act 173 Advisory committee to receive its proposed revisions to AOE draft rules.
November	Act 173: Discuss/ Vote on alternate language put forward by the advisory committee.
December	Act 173: Discuss/ Vote on alternate language put forward by the advisory committee. Complete a SBE draft.
January	Take public testimony on SBE draft.

Contracting for Services

- Contracting for Special Education and related services
- Scope of work
- Payment terms and invoicing
- Excess Cost

Funding

Special Education Funding

Activities	FY2020
Funding Model	AOE will reimburse 60% of all special education expenditures
Service Plans	Full-service plans for all special education reimbursement
Monitoring	The AOE will select SUs for expenditure monitoring
Threshold for extraordinary costs	State reimburses at statewide rate for the first \$60K and 95% thereafter
Special Education Rules	Under development for Formal Rulemaking
State Appropriation	Based on the FY 2020 service plans that were submitted to the Agency in the fall of 2018