

Healthy Special Education Systems Rubric and Indicators

15 day Assessment Plan	<p style="text-align: center;">Indicators of SPED Systems</p> <p style="text-align: center;">* Rating of “Blue” indicates Healthy Systems are in place</p>			
	<p style="text-align: center;"><u>Red-Ineffective</u></p> <ul style="list-style-type: none"> • No Identified team member responsible for logging the assessment plans and notifying participants and assigning assessors in Welligent • No separate calendar created for new assessments with appropriate completion timelines • No consultation with the MCD team regarding issues surrounding assessment plans • No identified person responsible to follow-up with teachers and parents regarding completing and submitting signed assessments • No review of Welligent Report 200 	<p style="text-align: center;"><u>Yellow-Developing</u></p> <ul style="list-style-type: none"> • Inconsistent identification of team member(s) responsible for logging the assessment plans and notifying participants • Non-current calendar of new assessments with appropriate completion timelines • Inconsistent consultation with MCD team regarding issues surrounding assessment plans • Inconsistent/no person responsible to follow-up with teachers and parents regarding completing and submitting signed assessments • Inconsistent review of Welligent Report 200 	<p style="text-align: center;"><u>Green-Effective</u></p> <ul style="list-style-type: none"> • Identified team member is responsible for logging the assessment plans and notifying participants • Calendar created of new assessments with appropriate completion timelines • Very low number of overdue assessments (2 or less) • Consults with MCD team if when issues arise surrounding assessment plans • A person responsible to follow-up with teachers and parents regarding completing and submitting the signed assessment form is identified • Review of Welligent Report 200 on a weekly basis 	<p style="text-align: center;"><u>Blue-Highly Effective</u></p> <ul style="list-style-type: none"> • All assessment plans are logged into Welligent and appropriate staff members are notified in Welligent • There are zero overdue assessments • Well identified team member(s) is responsible for logging the assessment plans and notifying participants in Welligent • A calendar tracking timelines of new assessments is created and consistently reviewed for accuracy • A person responsible to follow-up with teachers and parents regarding completing and submitting the signed assessment form is identified • Review of Welligent Report 200 on a weekly basis

Healthy Special Education Systems Rubric and Indicators

Overdue IEPs	<p align="center"><u>Indicators of SPED Systems</u></p> <p align="center">* Rating of "Blue" indicates Healthy Systems are in place</p>			
	<p align="center"><u>Red-Ineffective</u></p> <ul style="list-style-type: none"> • No Identified person responsible for calendaring IEP's and reviewing timelines for scheduling • No consultation with the MCD team to determine the supports necessary to ensure timely completion of IEP's • No identified person to monitor the completion of IEP's, IEP meeting schedules, attaining parent/guardian signature(s) • No identified person to ensure sub-coverage is available and ready 	<p align="center"><u>Yellow-Developing</u></p> <ul style="list-style-type: none"> • Inconsistent/Ineffective person responsible for calendaring IEP's and reviewing timelines for scheduling • Infrequent consultation with the MCD team to determine the supports necessary to ensure timely completion of IEP's • Inconsistent/Ineffective person identified to monitor the completion of IEP's, IEP meeting schedules, attaining parent/guardian signature(s) • Inconsistent/ineffective person responsible for ensuring sub-coverage is available and ready 	<p align="center"><u>Green-Effective</u></p> <ul style="list-style-type: none"> • Identified person(s) responsible for calendaring IEP's and reviewing timelines for scheduling • Some consultation with the MCD team to determine the supports necessary to ensure timely completion of IEP's • Identified person(s) to monitor the completion of IEP's, IEP meeting schedules, attaining parent/guardian signature(s) • Identified person to ensure sub-coverage is available and ready 	<p align="center"><u>Blue-Highly Effective</u></p> <ul style="list-style-type: none"> • Identified person responsible for calendaring IEP's and reviewing timelines for scheduling on a daily basis • Weekly consultation with the MCD team to determine the supports necessary to ensure timely completion of IEP's • Identified person(s) to monitor the completion of IEP's, IEP meeting schedules, attaining parent/guardian signature(s) weekly using the Welligent 200/201 report • Identified person to create a shared schedule to ensure sub-coverage is available and ready

Healthy Special Education Systems Rubric and Indicators

RSP Tracking	Indicators of SPED Systems * Rating of "4" indicates Healthy Systems are in place			
	<u>1-Ineffective</u>	<u>2-Developing</u>	<u>3-Effective</u>	<u>4-Highly Effective</u>
	<ul style="list-style-type: none"> • No teachers service track in Welligent at 85% or above as determined by the Welligent SER 310 or 311 report • School/class schedule impairs the ability of teachers to have appropriate time to service track in Welligent (auxiliary periods, coaching, other teaching assignments, other assignments unrelated to an RSP teacher) • No identified school wide system that teachers use to service track and input data into Welligent (use of conference period, before/after school) • No structured and monitored schedule for the paraprofessional to support service delivery • No identified practice created by 	<ul style="list-style-type: none"> • Few teachers service track in Welligent at 85% or above as determined by the Welligent SER 310 or 311 report • School/class schedule impairs the ability of teachers to have appropriate time to service track in Welligent (auxiliary periods, coaching, other teaching assignments, other assignments unrelated to an RSP teacher) • Inconsistent or individual system(s) that teachers use to service track and input data into Welligent (use of conference period, before/after school) • Poorly structured and monitored schedule for the paraprofessional to support service delivery • Inconsistent practice created by administration to monitor service tracking. 	<ul style="list-style-type: none"> • Most teachers service track in Welligent at 85% or above as determined by the Welligent SER 310 or 311 report • School/class schedule supports the ability of teachers to have appropriate time to service track in Welligent (Few auxiliary periods, coaching, other teaching assignments, other assignments unrelated to an RSP teacher • Identified school wide system that teachers use to service track and input data into Welligent (use of conference period, before/after school) • Structured and monitored schedule for the paraprofessional to support service delivery • Identified practice created by administration to monitor service tracking. 	<ul style="list-style-type: none"> • All teachers service track in Welligent at 85% or above as determined by the Welligent SER 310 or 311 report • School/class schedule supports the ability of teachers and paraprofessionals to have appropriate time and flexibility to service track and input data in Welligent (NO auxiliary periods, coaching, other teaching assignments, other assignments unrelated to an RSP teacher) • Identified and documented school wide system that teachers use to service track and input data into Welligent (use of conference period, before/after school) • Shared, structured and monitored schedule for paraprofessional to support service delivery/tracking • Weekly monitoring of the Welligent SER 311 report by administration and Welligent SER 310 report by teachers to monitor service tracking in Welligent

Healthy Special Education Systems Rubric and Indicators

	administration to monitor service tracking.			
LRE %	<u>Indicators of SPED Systems</u> * Rating of "4" indicates Healthy Systems are in place			
	<p><u>1-Ineffective</u></p> <ul style="list-style-type: none"> No identified times for integration (electives, passporting, mixing) on the master schedule Teachers do not understand how to input the appropriate minutes based on the students schedule on Welligent Adaptations to foster integration have not been identified on the master schedule The 220 report is not run periodically to review the percentage of students outside of special education 	<p><u>2-Developing</u></p> <ul style="list-style-type: none"> The school has examined the master schedule to identify times for integration (electives, passporting, mixing) The school has ensured that teachers understand how to write in the appropriate minutes based on the student schedules The school has determined if the master schedule requires some adaptations for integration The school runs the 220 report periodically to review the percentage of students outside of special education and hold department meetings to discuss student progress towards the LRE goal 	<p><u>3-Effective</u></p> <ul style="list-style-type: none"> The school has examined the master schedule and identified times for integration (electives, passporting, mixing) Some teachers co-teach and collaborate with weekly scheduled planning time The school has ensured that teachers understand how to input the appropriate minutes based on the student schedules The school has determined the adaptations required on the master schedule that will support the integration of a group of SDC students The school runs the 220 report monthly to review the percentage of students outside of 	<p><u>4-Highly Effective</u></p> <ul style="list-style-type: none"> The school participates in full integration or for the maximum integration time for all students All teachers co-teach and collaborate with weekly scheduled planning time All teachers understand how to input the appropriate minutes into FAPE based on the student schedules The school implements any master schedule adaptations required to ensure the successful integration of SWD The school runs the 220 report monthly to review the percentage of students outside of special education, update any IEPs where student minutes have changed, and hold meetings to discuss student progress towards the LRE goal

Healthy Special Education Systems Rubric and Indicators

			special education, update any IEPs where student minutes have changed, and hold meetings to discuss student progress towards the LRE goal	
--	--	--	---	--

DRAFT