

Special Education Nuggets

February 2022



In this issue:

- [Items from the State Director of Special Education](#)
- [OSEP Resources](#)
- [Nugget Notations](#)
- [Professional Development Opportunities](#)
- Extended Special Education Team Updates:
 - [Interagency/Home Study](#)
 - [Independent Schools](#)
 - [Early Childhood](#)
 - [Data News](#)
 - [Special Education Finance](#)



Items from the State Director of Special Education:

1. **Vermont's State Performance Plan/Annual Performance Report has been submitted to the Office of Special Education!**
2. The Secretary of Education released a memo on the final targets for the SPP/APR FFY20-25 package, which can be found at [Memo: State Performance Plan/ Annual Performance Report Indicator Targets](#). Targets for both compliance and results indicators can be found at [APR Indicator List and Descriptions Webpage](#).
3. This week, Vermont received national recognition from the [National Center for Education Statistics](#) (NCES) and the Common Core of Data Team for being the first state in the nation to successfully complete the initial phase of the new Common Core Data modernization pilot pre-submission data quality process (notice attached).
 - The CCD pilot is the first stage of a multi-year project of the U.S Department of Education to modernize the centralized data collection and analysis program – the [EDFacts Initiative](#). Specifically, "EDFacts centralizes required performance data supplied by state education agencies (SEAs) with other data assets, such as financial grant information, within the Department to enable better analysis and use in policy development, planning and management."
 - The [National Center for Education Statistics](#) Common Core of Data provides the backbone of a comprehensive, annual, national statistical database containing an official list of public schools and districts as well as state-, district-, and school-level data files. These data are widely used by the U.S. Dept. of Ed to monitor the performance of SEAs and LEAS, by researchers, and by the public.

- Special kudos go to Lila Denton of DMAD's Federal Reporting Group as well as DMAD's Data Quality Group for pushing Vermont to the top of the class on this rigorous new method for maintaining federal compliance in core required reporting processes!
 - [Wendy I. Geller](#), Ph.D., Agency of Education - Division Director, Data Management & Analysis Division
4. Agency Special Education Team- job posting on School Spring: Full Posting link ([LINK CLOSED FEB 1](#))
 5. [Special Education Recent Guidance, News and Events | Agency of Education \(vermont.gov\)](#) has a new look- share your thoughts with [Sabine Perry](#).
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OSEP Resources

State Director, Jacqui Kelleher, has been sharing out [OSEP resources](#) as part of her quarterly State of the State webinars. The list below reflects the OSEP Resource information that has been sent during the 2021 Calendar Year.

[TA&D Project Logic Model and Conceptual Framework](#)

Updated: Thursday, December 2, 2021

OSEP has developed a project conceptual framework to articulate the underlying components that we envision for all TA&D projects.

[Large Scale Assessment](#)

Updated: Monday, September 27, 2021

The Online Accommodations Bibliography allows users to search a compilation of empirical research studies on the effects of various testing accommodations for students with disabilities.

Nugget Notations

Dear Dr. Kelleher,

My daughter is a Junior at [REDACTED] High School. Currently she is receiving Special Education services. My daughter has worked with [REDACTED] since her Freshman year. [REDACTED] has consistently demonstrated a deep commitment to supporting her students' emotional wellbeing and educational successes. [REDACTED] encouragement has helped [REDACTED] to face and move through (one step at a time, one assignment at a time) the many challenges of being a teenager with special needs during the COVID-19 pandemic. [REDACTED] has supported [REDACTED] to create new habits, new strategies, and a new mindset to confront her emotional, intellectual, and social challenges. As a parent, I so appreciate [REDACTED] calm presence, dedication to all of her students, and her rigorous professional standards. There were many times during the early months of the pandemic that [REDACTED] was feeling isolated and overwhelmed. [REDACTED] made every effort to consistently connect with [REDACTED] and motivate [REDACTED] to continue completing her work. [REDACTED] weekly meetings with [REDACTED] provided [REDACTED] a solid emotional and educational safety net.

As a mental health provider in the community, I understand the amount of emotional and physical energy that all of our amazing educators are offering to our communities. Our family is deeply grateful for all of your hard and diligent work during these very challenging times. A BIG BRAVO!!!!

Directors,

When you have a chance, please send your Nugget Notations to the AOE.SpecialEd@vermont.gov so that we may share the work, out of the box thinking, recognition of individuals or groups within your districts.

Simple format submission

SU/SD:

Individual or Group:

Details on Recognition (1-3 sentences):

Professional Development Opportunities

Special Education Rule Changes Webpage:

[Special Education Rule Changes](#) pre-recorded webinars are made available in advance of Live Office Hour sessions. Live Office Hours are optional, Live Office Hours is an open space for informal technical assistance and will not be recorded.

February 2022 Webinar:

[Rule Change: Determining SLD \(Specific Learning Disability\) Without Discrepancy Model](#)

Pre-recorded Webinar: Available on February 7, 2022

RESCHEDULED - Live Office Hours: February 14, 2022, from 9:00am-11:30am

Parent Information Sessions on Rule Changes:

February 28, 2022, from 9:30-11:00 a.m. and 6:00pm-7:30 pm

General Supervision and Monitoring Webinar:

Information can be found on the [General Supervision and Monitoring webpage](#). There will be a Q&A session on the Special Education Monitoring submissions due by March 15, 2022.

A brief overview of what is due by March 15. Questions on the submission of Indicator 11, Indicator 13, and Summaries of Performance will be answered and discussed. This event is open to all Special Education Directors and district staff involved in Special Education monitoring submissions. Attendance is strongly encouraged, especially for new staff.

[February 15, 2022, from 9:00am-10:00am](#). This event will not be recorded.

Extended Special Education Team - Updates



Interagency/Home Study:

Hello everyone,

There have been a few items brought to our attention since the last CSP was updated three years ago. In an effort to address those items, please find a revised Coordinated Services Plan (CSP) and revised Facilitator's Guide on the AOE Interagency [Webpage](#)

These small additions made will make a big impact on our system re: data collection, ensuring we have the appropriate information for residential referrals and gathering the right information early on.

The additions are as follows:

- Pg. 4: **CSP Checklist:** Documentation of Authority for Medical and Educational Decision-Making -- for children/youth not in DCF custody, the packet must include documentation of who has authority for medical and educational decision-making. This can be provided through both parents signing the CSP, or documentation of sole decision-making authority from court approved custody orders, divorce agreements, or adoption orders.

- Pg. 7: **Which of these describe the child/youth as identified by family** (*Check all that apply*):
 - Abenaki

 - Alaska Native

 - American Indian

 - Asian

 - Black/African American

 - Middle Eastern or North African

 - Native Hawaiian/Other Pacific Islander

- Hispanic, Latino, or Spanish
- White
- Other
- Unreported/Chose not to answer

- Pg. 7: **Name(s) of individuals who have custody of this child/youth:**
 - As well, see documentation list which requires a custody order be provided outlining who has decision-making authority (physical custody and/or medical decision-making).

- Pg. 8: **Has this child/youth been found eligible for developmental disability services?** Eligible; receiving services Eligible; services pending Evaluation in process Assessed; found ineligible Need to refer

If yes, year of eligibility: _____ Designated Agency that made the determination:

- Pg. 18: **Person(s) who has authority for medical and educational decision-making:**
 - If the child/youth has commercial insurance, indicate that you have checked with the insurance to see if they offer the benefit of covering residential treatment.
 - Yes, they do No, they do not

Please forward this broadly to colleagues, schools, families, and anyone else who may be interested.

Thank you! [Cheryle Wilcox](#) and [Diane Bugbee](#), SIT Co-Chairs

VERMONT PROGRAM FOR QUALITY IN HEALTH CARE CREATION OF ACTIVITY KITS FOR CHILDREN WAITING IN EMERGENCY DEPARTMENTS

The staff at VPQHC are putting together activity kits for children who are in crisis and waiting in Emergency Departments. As part of these kits (see photos below of the tremendous amount of thought and work going into these activity kits) they will be including the brochure that was developed for families (and updated in December 2022) by [The State Interagency Team](#). The brochure contains useful information to help families navigate a potentially difficult situation. A special thanks to many families and advocates who provided invaluable expertise and feedback in the creation of this resource. You can find the brochure here: [You Are In the Emergency Department with Your Child In Crisis, Now What?](#)

The Kits are being put together for three age groups with activities and information appropriate to that age group: 3-5 years, 6-12 years and 13-18 years. The kits include things such as coloring

books, puppets, stress toys, written materials for older youth, puzzles markers and stress relief activities.

[Children's System of Care Report](#), as required by Act 264 legislation has just been published. This report brings together data and information from multiple departments at the Agency of Human Services (AHS) and the Agency of Education (AOE). This report can also be found on the Integrating Family Services [website](#).

Independent Schools

Nothing at this time.

Early Childhood

ECSE Webinars and Community of Practice

The Early Education Team is providing free virtual webinars and communities of practice on early childhood special education topics throughout the 2021-2022 School Year. Webinars will be recorded and posted for asynchronous viewing. Community of Practice calls on the topic will not be recorded but a Q and A document will be shared following each CoP topic. Resources on previous and current topics can be found on the [ECSE Padlet](#).

| Webinar Name | Date | Time | Telephone Link |
|---|-------------------|---------|---|
| Creating Inclusive Environments (Webinar) | February 11, 2022 | 1pm-3pm | +1 802-828-7667,,451960563# |
| Creating Inclusive Environments (Community of Practice) | February 18, 2022 | 1pm-2pm | +1 802-828-7667,,652501350# |

Data News

Child Count Data Quality Review

Thank you to all SU/SDs for your December 2021 Child Count Data submissions. Data quality review is underway; please keep an eye out for questions from the IDEA Data Administration Director, Cassidy Canzani, about your Child Count data. Verification Reports will be sent for your review next month, after the data quality and revision process is completed. Verification Reports will include counts and summaries of the data your SU/SD submitted for review and signatures. -[Cassidy Canzani](#)

Special Education Finance

FY2021 IDEA-B Maintenance of Effort (MOE) Compliance Test

FY21 IDEA-B Maintenance of Effort (MOE) compliance calculation will be performed February 2022.

FY2022 (2021-2022) Technical Guide and Staff Documentation/State Time Studies

The Special Education Finance Team is available to respond to any Technical Guide Staff Documentation and Packet for the 2021-2022 school year. Links to these resources are here; [Technical Guide for Staff Documentation](#) and [Staff Documentation Packet](#)

If you have any questions, please reach out to [Jennifer Perry](#)