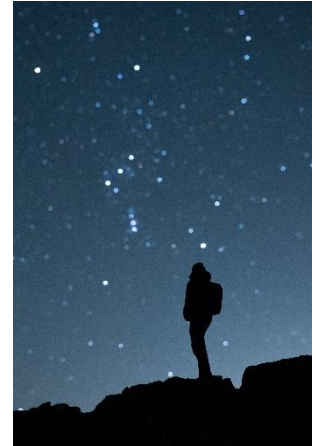


Special Education Nuggets

February 2023

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Items from the Interim State Director of Special Education:

February 13, 2023, Director Check In

Is being rescheduled to the February 20th- calendar invite has been adjusted

Topics of Discussion and link will be sent out Friday before

Microsoft Teams meeting

Join on your computer or mobile app

[Click here to join the meeting](#)

Meeting ID: 251 206 119 910

Passcode: ahWZp2

[Download Teams](#) | [Join on the web](#)

Or call in (audio only)

[+1 802-552-8456,,129478140#](#) United States, Montpelier

Phone Conference ID: 129 478 140#

[Find a local number](#) | [Reset PIN](#)

[Learn More](#) | [Meeting options](#)

State Performance Plan/Annual Performance Report As of 1/31 the Agency of Education has submitted the FFY 2021 State Performance Plan/Annual Performance Report to the Office of Special Education Programs. This is a huge annual undertaking that requires the preparation, review, and analysis of the data gathered from all of our LEAs throughout the year.

OSEP RESOURCES

RESOURCES:

- [Secretary Cardona Announces the U.S. Department of Education’s “Raise the Bar: Lead the World” Initiative](#)
- [December 6, 2022 -- Letter about how Federal funds can support science, technology, engineering, and mathematics \(STEM\) education](#)
- The U.S. Department of Education’s Office for Civil Rights (OCR) announced a resolution agreement with Fairfax County Public Schools in Virginia requiring it to take steps necessary to ensure that students with disabilities receive educational services, including compensatory services, resulting from the COVID-19 pandemic.

[U.S. Department of Education’s Office for Civil Rights Announces Resolution of Investigation into Fairfax County Public Schools in Virginia, Related to the Needs of Students with Disabilities During the COVID-19 Pandemic | U.S. Department of Education](#)

- The links provided below are to the FFY 2020 Indicator Analysis for Part B and Part C. In collaboration with OSEP Funded TA Centers, OSEP annually publishes an analysis consisting of an explanation of the reported federal fiscal year indicator measures, data sources for reporting, any variations in State approaches to the reported federal fiscal year’s data collection or measurement, review of six-year trends (reported federal fiscal year and 5 years prior data) in means and ranges, patterns and trends from prior year’s data in comparison to the reported federal fiscal year’s data (including progress and slippage), other relevant indicator data comparisons, and a brief conclusions/summary of the indicator report. The Indicator Analysis chapters are available via the following links.
 - [2022 Part B FFY 2020 SPP/APR Indicator Analysis](#)
 - [2022 Part C FFY 2020 SPP/APR Indicator Analysis](#)

Please note OSEP has published the Indicator Analysis on the [IDEA site](#).

Professional Development Opportunities

SPECIAL EDUCATION RULE CHANGES

Be on the lookout for Technical Assistance Notices every Tuesday reviewing available resources related to special education rule changes.

General Monitoring and Supervision

[Special Education Program Monitoring](#)

For School Districts/Unions presently in [Cyclic Monitoring](#), submissions are due no later than February 15, 2023. Please be sure to review all the information provided last Fall, where you will find details regarding Cyclic Monitoring submissions.

For School Districts/Unions presently in [Targeted Monitoring](#) (Levels 2 and 3), February 1, 2023 is the due date for the first submission of Continuous improvement (CI) activities. Please see the [Targeted Monitoring Protocol](#) for more information.

Opportunities for Support:

- Any questions may be sent to the [Special Education Program Monitoring Team](#)
- We host a weekly [Open Office Hours Q&A](#) session (Fridays from 9-10am), all are invited, and please feel free to drop in at any point during the session
- If you would like to meet with the Monitoring Team please feel free to [schedule a meeting](#) at your convenience

Extended Special Education Team - Updates:

Interagency/Home Study:

National Human Trafficking – Prevention Month

[January is National Human Trafficking Prevention Month](#). When we #Partner2Prevent, we can stop human trafficking before it happens and provide access to critical services for survivors.

This week, we are spotlighting school-based professionals and their critical role in preventing and responding to human trafficking among students. Educators and other staff are uniquely positioned to identify the barriers that students from underserved communities may be experiencing and to recognize situations or changes in behavior among their students that may indicate human trafficking or increased risk for human trafficking. Because they interact with students many hours a day and for many years, school-based professionals can help identify and report suspected trafficking and connect affected students to critical services.

Check out our list of [tailored resources](#) that, [coupled with other foundational resources](#), will prepare school-based professionals to detect and reduce their students' risk for experiencing human trafficking.

[Resources for School-Based Professionals](#)

New Resource: Toolkit for Building a Human Trafficking School Safety Protocol

School districts play an important role in preventing human trafficking and intervening when a student may be experiencing trafficking. Many tools can help schools identify and respond to human trafficking, like staff training, student prevention education, and a human trafficking school safety protocol (HTSSP).

The purpose of an HTSSP is to:

- Identify students that may be experiencing trafficking or may have an increased risk for trafficking.
- Ensure educators and other staff comply with mandatory reporting laws.
- Ensure the safety of students, educators, and other staff when reporting human trafficking and other forms of violence.
- Help students connect to service providers and/or programs intended to reduce further exposure to violence and victimization.

The guidance in this toolkit will help schools and school districts plan, develop, and implement an HTSSP, ensuring consistent support is offered to all students impacted by trafficking. [View Toolkit](#)

Independent Schools

Nothing at this time.

Early Childhood

Nothing at this time.

Data News

Child Count Data Quality Review

Thank you to all SU/SDs for your December 2022 Child Count Data submissions. Data quality review is underway; please keep an eye out for questions from the Federal and Special Education Data 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.

If you have questions about your SU/SD's Child Count data quality, please contact the [AOE Child Count team](#).

Special Education Finance

For those involved in IDEA Part B, Maintenance of Effort (MOE)

- FY2023 MOE Eligibility due February 15, 2023. Data to input into the LEA MOE calculator include total FY2023 Child Count and your FY2023 Projected Special Education Budget.

Contact: [Jen Perry](#)

Assessment

Vacant, Assessment Coordinator for Special Populations interviews have taken place and we plan to fill this position in February.

New Alternate Assessment Implementation for SY23

The AOE has finalized procurement of a vendor to develop and implement statewide summative alternate assessments of English Language Arts (ELA), Math and Science. Beginning in the 2022-23 school year, the state will employ new statewide alternate assessments of ELA, Math, and Science, developed and implemented with Cognia. Please note that this memo

pertains to the alternate assessments, although Cognia has recently been contracted to develop and implement our general assessment as well.

The [New Alternate Assessment Implementation for SY23 Memo](#) is intended to inform supervisory unions (SU/SDs) and independent schools of the upcoming transition and describe next steps towards the 2023 administration of the alternate assessment.

Please see the memo for contact information for follow up questions. Thank you!