

Special Education Nuggets

October 2022

In this issue:

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



Items from the State Director of Special Education:

Welcome Email

Hello and Welcome back to School Year 2022-2023! We sent a Welcome back email on August 26, 2022, from our AOE.SpecialEd@vermont.gov email. We are grateful to have you as our educational partners and we look forward to serving you with our full attention and successful assistance to making your School Year Great!

Director Check In- Starting October 3, 2022, from 3:00pm-4:00pm Bi-weekly Mondays

State of the State with Dr. Jacqui Kelleher- October 27th, February 16, and June 8th.

Can't find the invite on your calendar – contact [Sabine](#)

Announcing K-12 Special Education Evaluation Implementation Guide

The Agency of Education (AOE) wants to announce that the [Special Education Evaluation Implementation Guide](#) is now posted on the Special Education Rule Changes page of our website under August Resources. All administrators and educators are encouraged to check it out. Contact: AOE.SpecialEd@vermont.gov

The picture of the baby in this article is Kiara “Kiki” Spinney at 4.5 months on her second camping trip!

New Agency Member:

Hello everyone! My name is Cassie Santo, and I am new to the Special Education team, working in the role of the Inclusive Practices Coordinator. I have worked in the field of special education for almost fifteen years with a wide scope of experience. My background includes work as a registered behavior technician, job coach, respite provider, paraprofessional, and for the past seven years I have worked as a special educator in secondary education. I moved to Vermont by way of Colorado four years ago, and currently reside in Middlebury with my partner and our two daughters – Lucille and Jane. In my current role, I am working with Indicator 11 and all special education timelines, among other projects. Excited to connect with you all and to support your work!

New Webpage for Rule 4500

[RESTRAINT AND SECLUSION](#) The use of Restraint and Seclusion in schools is governed by Vermont State Board of Education Rule 4500. Contact: [Kate Anderson](#) .

OSEP RESOURCES

RESOURCES:

- **MEMORANDUM: OSEP 22-01 – Personnel Qualifications under Part B of the Individuals with Disabilities Education Act (IDEA). (Oct. 4, 2022) IDEA WEBSITE: [PDF and HTML](#)**

PDF Link: [Memorandum: OSEP 22-01 -- Personnel Qualifications under Part B of the Individuals with Disabilities Education Act \(IDEA\). Oct. 4, 2022](#)

- [Memo to states regarding requirements for waiver of 1.0 percent cap on alternate assessments for 2022-2023](#) published on 09/21/2022
From: Yu, Diana Sent: Tuesday, September 20, 2022, 2:39 PM Subject: Memo to states regarding requirements for waiver of 1.0 percent cap on alternate assessments for 2022-2023.
- [Equity Special Collection](#) published on 08/11/2022
I want to share our most recent resource; <https://dasycenter.org/resources/topics/equity-special-collection/> Using Data to Advance Racial Equity – Special Collection As part of DaSy’s commitment to advancing racial equity, we have assembled this special collection.
- [Final Determination Letter - Part B](#) published on 08/09/2022
From: Corr, Gregg; Sent: Friday, June 24, 2022, 9:01 PM Subject: Final Determination Letter Greetings, we are writing to advise you of the U. S. Department of Education's (Department) 2022 determination for your State under sections 616 of the Individuals with Disabilities Education Act (IDEA).
- [Final Determination Letter - Part C](#) published on 08/09/2022
From: Corr, Gregg Sent: Thursday, June 23, 2022, 7:46 AM Subject: Final Determination Letter Greetings, we are writing to advise you of the U. S. Department of Education's (Department) 2022 determination for your State under sections 616 of the Individuals with Disabilities Education Act (IDEA).
- [Assignment: Investigate a Technical Assistance \(TA\) Center or Project](#) published on 06/23/2022
Purpose OSEP’s TA Network includes dozens of projects across the United States focused on different aspects of special education and early intervention. Check out the OSEP Placemat to learn more. To help you and your fellow interns discover more about some of these centers and projects.

Nugget Notations

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):

Nothing at this time,

We are encouraged to think that we will have some great notations to add our next months Nuggets!



Jacqui's grandson Kai Eldridge 7.5 months old!

Professional Development Opportunities

[SPECIAL EDUCATION RULE CHANGES](#)

2022-2023 Sessions Coming Soon to our website and communication to you.

Indicator 13 and Transition Webinars- Contact John Spinney

Training: Indicator 13 Self-Assessment Tool on 10/11/2022, from 3 - 4pm

This session delves into a capacity building tool developed from systemic best practices for indicator 13. The self-assessment will allow districts to review their system and give possible next steps for action planning to improve their Indicator 13 compliance.

Office Hours: Transition Goals on 11/15/2022, from 3 - 4pm

This session will cover common compliance issues related to postsecondary goals and annual IEP transition goals. This session will also review existing resources.

As part of this session please review the following webinar prior to attendance:

[Transition Goals Training \(Annual and Postsecondary\)](#): This training covers postsecondary goals, annual IEP transition goals, and transition services. Each of these three different aspects of an IEP transition plan are defined and examples are given for each so the participant can make distinctions between these three items.

Office Hours: The 8 Elements of Indicator 13 on 1/10/2023, from 3 - 4pm

This session will be a review for most but please bring your questions. We will cover all elements of Indicator 13. As part of this session please review the following webinar prior to attendance:

[Comprehensive Overview of Indicator 13 Covering All 8 Elements of the Transition Plan in the IEP](#): This is a comprehensive and condensed overview of all elements of Indicator 13 (Transition Plan in the IEP). This training includes I13 compliant examples and best practices for all aspects of the transition plan in the IEP.

[Special Education Program Monitoring](#)

Office Hours by Appointment

We are also making it easier for members of the field to schedule Individual meetings to meet with Special Education Program Monitoring for support around various monitoring activities through private meetings between the LEA and Monitoring. By utilizing [this link](#), office hours by appointment can be easily scheduled to meet with the Monitoring team.

Extended Special Education Team - Updates:

Interagency/Home Study:

Independent School Waiver Request:

For LEAs considering requesting an independent school waiver from the Secretary of Education for the 2022-2023 school year. This [form](#) needs to be completed.

Please remember that LEA placed students in independent schools MUST be approved for ALL disability categories in which the student has been identified (this includes students with Multiple Disabilities (MD). The independent school must be approved for MD and the individual disability categories that make up the MD. The [updated list of independent schools and the approved disabilities](#).

Residential Review

For LEAs (ONLY LEA PLACED) who want to place a student in a residential facility for the 2022-2023 school year, please fill out the [Consideration for Residential Review](#)

For students who are **already** placed in a residential facility, please remember to fill out fill out the Residential Review [Verification Form](#):

Abigail Rockwell Children's Center (ARCC) at the Brattleboro Retreat Update

ARCC continues to be a Group Home. Currently, we are working on securing an educational program for the students. AOE is working with DCF, DMH and others to provide individualized general education programming to students who are currently. LEAs will be required to push in special education and related services as appropriate (this may be virtual or in-person learning). Once we have determined the programming, we'll work out the kinks with the payment structure.

Home Study:

This last year, the Home Study Team saw an increase of 1500 students above pre-Covid numbers. This year, we are requiring that families must be COMPLETELY enrolled in a Home Study program BEFORE they withdraw from public/independent schools. We have made exceptions for the past 2 year and will not be extending that exception for the 2022-2023 school year.

Please ask school staff to review the weekly lists (provided to superintendents, special education administrators and data managers every Friday) and compare to previous year/previous week enrollments (both home school and public-school enrollments) to ensure that students are not slipping through the cracks. In the last couple of weeks, we have discovered that several students were not enrolled in Home Study or Public/Independent

Schools this last school year which is very concerning. At the very least, a phone call/visit from the school should have been initiated to determine where the student was receiving their education. If this happens and families are non-responsive, then DCF should be notified if the school cannot verify a student's educational placement. During the school year, we work closely with DCF to confirm if students are enrolled with Home Study. If schools suspect that students are being missed, please contact aoe.homestudy@vermont.gov to verify if a student has their paperwork submitted.

If there is staff at Central Office who needs a copy of the weekly Home Study List (i.e., a new superintendent, special education administrator, data manager or other administrative staff), contact aoe.homestudy@vermont.gov. Please note that we expect principals to receive a list from the Superintendent's office as we do not divide the list out by school building.

Any questions regarding the Interagency/Home Study, call/email Alicia Hanrahan at 802-828-1574 or at alicia.hanrahan@vermont.gov

Independent Schools

[INDEPENDENT SCHOOLS](#) - Vermont Statute provides two choices for Independent Schools: Approved and Recognized

Questions?

For independent school initial approvals, program renewals and State Board of Education information please email [Patricia Pallas Gray](mailto:Patricia.Pallas.Gray@vermont.gov) or call (802) 828-3991.

For independent school tuition rate setting and education quality please email [J. Deborah Ormsbee](mailto:J.Ormsbee@vermont.gov) or call (802) 828-1226.

Early Childhood

[EARLY CHILDHOOD SPECIAL EDUCATION SERVICES](#) - The Agency of Education has overarching responsibility for compliance with the federal Individuals with Disabilities Education Act (IDEA) and the corresponding Vermont state regulations regarding the provision of a Free and Appropriate Public Education (FAPE) for students with disabilities. To accomplish this task, the Agency of Education employs a team of highly skilled professionals charged with assuring that all Vermont public and independent schools and early childhood education programs educate students with disabilities consistent with the content and intent of the law.

Early Childhood Special Education Services (ECSES) supports children ages 3 up to 6 years. ECSES is administered through local school districts to ensure access and participation in early childhood programs for each and every child who is determined eligible for services. ECSES enables young children with disabilities to be full participants in everyday routines and activities across a variety of settings (in their homes with their families, in child care, preschool or school programs, and in the community) throughout the early childhood years.

Data News

Child Count Dates for School Year 2023

Welcome back to a new school year! We wish everyone a great year!

Here are some dates to keep in mind for Child Count this coming year:

- December 1, 2022, Child Count Data Collection: to open late November with a due date of December 15, 2022
- June 30, 2023, Exiting Child Count: to open late June with a due date of July 17, 2023

As always, AOE is here to help support your data reporting; reach out at any time to the Special Education Data Team at AOE.ChildCountInfo@vermont.gov

Special Education Finance

FUNDING - The special education finance program administers the state's special education funding laws. The current state funding formula for K-12 services is a reimbursement system. Contact: [Jennifer Perry](#)

Assessment

ALTERNATE ASSESSMENTS All publicly funded students with significant disabilities (SWSD) enrolled in grades 3 through 9 are required to participate in a statewide assessment for reading and math. All publicly funded students in grades 5, 8, and 11 are assessed in science. Students who cannot participate in the general assessment with accommodations may be eligible to take an alternate assessment. Contact [Ernie Wheeler](#)