

## **TA Tuesday: Resources to Support General Educators, February 21st, 2023**

### **Purpose**

Hello Special Education Directors,

Every Tuesday, the AOE will be sending a technical assistance email to LEAs as a reminder and to provide any updates on available resources or professional development for a particular topic related to upcoming special education rule changes. Today's TA topic is resources to support general educators.

The AOE has identified sets of resources and themes that are relevant to general educators. In addition, a webinar was created that provides an overview of the special education rule changes and the impact the changes have on the work of general educators. It is recommended that, as a starting point, general educators review the resources and the upcoming webinar below to acquaint themselves with how their individual roles might be impacted by the changes taking effect.

Please share these resources with district staff as appropriate.

### **Upcoming Webinar: Special Education Rule Changes – Overview and Impact on General Educators**

A thirty-minute pre-recorded webinar will be posted to the [special education rule changes](#) webpage soon and when it is posted, it will be shared in the weekly field memo and through the special education director's listserv. This webinar provides an overview of the special education rule changes and the anticipated areas of impact. It covers tiered systems of support, and the general educator's role in adverse effect, identifying children with specific learning disabilities, specially designed instruction, and implementing IEPs.

### **Resources to Support District Leaders and the Special Education Process**

General educators are integral to the special education process. Established systems of support should be in place that directly involve general educators in ensuring appropriate interventions and supports are provided for all students. The resources in this section will support general educators in understanding and identifying areas of support, the initial evaluation processes, characteristics and signs of suspected disabilities, and eligibility determination.

### **Contact Information:**

If you have questions about this document or would like additional information, please contact:  
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[Child Find, LRE, and Special Education Initial Evaluation Process](#): All educators are integral to Child Find and to ensuring that a free appropriate public education is accessible for all students. General Educators must implement research-based interventions and delivering universally designed instruction to best meet the needs of all learners in their classrooms. This section of the Special Education Evaluation Implementation Guide will walk educators through the evaluation process, their role in the data collection, and the principals behind the rule changes set to take place in July 2023.

[Determining When to Make a Referral](#): Educators and administrators should use judgement and review a wide array of available data when deciding to refer a student for an evaluation. General Educators must provide data regarding academic and functional skills, continuously monitor student progress to inform instruction and intervention, and access other professionals and supports as needed.

[Disability Characteristics Checklist](#) and [Signs of Suspected Disability](#): Both charts in the Special Education Evaluation Implementation guide can support school staff to identify whether a student has a disability under one of the categories outlined by IDEA. It is crucial for general educators to understand the characteristics and signs of a suspected disability, and to implement classroom supports to enhance progress and access in the general education setting.

[Eligibility Determination](#): Effective July 2023, eligibility for special education services is based on three criteria which are described in this document. It is essential that General Educators understand this process and be active participants in determining a student's eligibility for special education.

[Specific Learning Disability: Multidisciplinary Evaluation Team Members and Responsibilities](#): This document outlines the roles each individual plays in the evaluation planning team process and the eligibility determination. General Educators must implement universal instruction, continuously monitor student progress to inform instruction and intervention, and refer students to the EST when there are concerns.

## **Resources to General Educators and the Special Education Rule Changes**

[Guidance to Rule Change: Functional Skills](#): Students can be eligible for special education in the basic skill area of functional skills. It is crucial that General Educators understand functional skills as a potential area of need and implement interventions that support functional skill development for all students.

[Special Education Services](#) – Read rule 2360.2.12 to understand the changes to special education services as they compare to previous rules. This is especially applicable for general educators co-teaching with a special educator.

[Using Data to Identify Students who Need Support](#): Data is essential to best identify students who need additional support and to gauge the effectiveness of the supports provided. It is necessary that General Educators collect data and refine supports as they determine if students are accessing and making progress. This section of the Special Education Evaluation

Implementation guide lists assessment types that can inform instruction for groups of students or individuals.

Happy Tuesday,

Special Education Program Team