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## Special Education Nuggets

### January 2022



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### Items from the State Director of Special Education:

Dear Colleague:

There is still time to apply for the 2022-2023 cohort of the U.S. Department of Education's School Ambassador Fellowship, but the application portal closes soon. We will continue accepting application submissions until **11:59PM Friday, January 14, 2022!**

The School Ambassador Fellowship is designed to improve educational outcomes for students by leveraging the expertise of school-based practitioners in the creation, dissemination, and evaluation of national education policy. Ideal candidates for this program are educators from public, charter, independent, magnet, parochial schools, etc. who have made significant contributions to student learning and culture, can effectively communicate to a variety of internal and external education stakeholders, and can promote excellence in education through their collaboration and leadership capabilities.

For more information and to apply, please visit the [School Ambassador Fellowship Website](#). Prospective applicants should email us at [SAF@ED.gov](mailto:SAF@ED.gov) with general questions about the program or eligibility to apply.

We are excited to engage great educators from your networks as we partner together to improve educational outcomes for all of our nation's children. Thanks for your support!

**Statewide Resource Available!** [Vermont Family Network – Puppet in Education programing for grades K-8](#)

### Announcement - Update within the Special Education Team

Linda Moreno from AOE Assessment Team will be joining the Special Education Team starting January 18th. Alex Langevin will be leaving the Special Education Team for an opportunity with [TAESE](#). Alex's last day at AOE is January 21, 2022.

**Welcome aboard Linda! Alex, we wish you the best in your new endeavor!**

### Contact Information:

If you have questions about this document or would like additional information, please contact:

Special Education Team, Student Support Services at [AOE.SpecialEd@vermont.gov](mailto:AOE.SpecialEd@vermont.gov)

## [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.

### [Supporting Child and Student Social, Emotional, Behavioral and Mental Health](#)

**Updated: Thursday, October 21, 2021** - The U.S. Department of Education released a new resource to provide information and resources to enhance the promotion of mental health and the social emotional well-being among children and students.

### [Proven ideas from research for parents: A Child Becomes a Reader: K-3](#)

**Updated: Monday, September 27, 2021** - This booklet contains A short summary of what scientific research says about how children learn to read and write, Things you can do with your child at three different grade levels--kindergarten, first grade, and second and third grades, A list of helpful terms, Ideas for books to read and organizations to contact.

### [Alternate Assessments for Students with Disabilities: FAQs](#)

**Updated: Tuesday, September 14, 2021** - NCEO answers frequently asked questions on alternate assessments for students with disabilities.

### [Guía Informativa Familiar sobre la Tecnología Asistencial](#)

**Updated: Tuesday, September 14, 2021** - This is the Spanish version of the guide above, La Guía Familiar sobre Tecnología Asistencial.

### [Family Information Guide to Assistive Technology \(English\)](#)

**Updated: Tuesday, September 14, 2021** - This guide includes the following sections: The Possibilities of Assistive Technology (AT); Assistive Technology in Schools; Funding AT; Quick Questions and Tips; Glossary of AT Terms and Definitions.

### [PEAK Parent Center Accommodations and Modifications Fact Sheet](#)

**Updated: Tuesday, September 14, 2021** - This 3-page fact sheet provides an overview and many examples of academic accommodations and modifications for children with disabilities.

### [Special Topic Area: Accommodations for Students with Disabilities](#)

**Updated: Tuesday, September 14, 2021** - Accommodations are changes in testing materials or procedures that enable students to participate in assessments in a way that allows abilities to be assessed rather than disabilities.

### [Functional Behavioral Assessment and Positive Interventions: What Parents Need to Know \(Spanish\)](#)

**Updated: Tuesday, September 14, 2021** - This is the Spanish version of the article that explains what are functional behavioral assessment and positive interventions for children with behavioral problems.

### [Functional Behavioral Assessment and Positive Interventions: What Parents Need to Know](#)

**Updated: Tuesday, September 14, 2021** - This document explains what are functional behavioral assessment and positive interventions for children with behavioral problems. Information about the requirements of IDEA 97 is provided as well as an overview of current thinking on behavior.

### [Adolescent Literacy](#)

**Updated: Tuesday, September 14, 2021** - This resource explores approaches to improving the literacy skills of adolescents so that they can succeed in content-area classes and enjoy reading.

### [Target the Problem!](#)

**Updated: Tuesday, September 14, 2021** - This Web resource from Reading Rockets is designed to help parents and classroom teachers understand the specific problems a child may be having with reading.

### [How Progress Monitoring Assists Decision Making in a Response-to-Instruction Framework](#)

**Updated: Tuesday, September 14, 2021** - Progress monitoring requires frequent data collection (i.e., weekly) with technically adequate measures, interpretation of the data at regular intervals, and changes to instruction based on the interpretation of child progress.

### [Determining Adequate Yearly Progress from Kindergarten through Grade 6 with Curriculum-Based Measurement](#)

**Updated: Tuesday, September 14, 2021** - This paper provides a framework for applying one model of student progress monitoring, Curriculum-Based Measurement (CBM), to fulfill the Adequate Yearly Progress (AYP) accountability requirement No Child Left Behind (NCLB) legislation and how such an approach may be linked to special education accountability.

### [Monitoring Student Progress in Individualized Educational Programs Using Curriculum-Based Measurement](#)

**Updated: Tuesday, September 14, 2021** - This paper describes curriculum-based measurement in reading and mathematics and provides sample goal statements for each area. In addition, the process by which teachers can examine data and make meaningful decisions about the overall effectiveness of their instruction is described.

### [What is Curriculum-Based Measurement and What Does It Mean to My Child? \(English\)](#)

**Updated: Tuesday, September 14, 2021** - This online brief gives an overview of curriculum-based measurement (CBM), a method teachers use to find out how students are progressing in basic academic areas such as math, reading, writing, and spelling.

### [What is Curriculum-Based Measurement and What Does It Mean to My Child? \(Spanish\)](#)

**Updated: Tuesday, September 14, 2021** - This online brief gives an overview of curriculum-based measurement (CBM), a method teachers use to find out how students are progressing in basic academic areas such as math, reading, writing, and spelling.

### [Common Questions for Progress Monitoring \(Spanish\)](#)

**Updated: Tuesday, September 14, 2021** - This is the Spanish version of Web site on progress monitoring described above. It answers the following common questions: ¿Qué es el monitoreo de progreso?

### [Student Progress Monitoring: What This Means for Your Child \(Spanish\)](#)

**Updated: Tuesday, September 14, 2021** - Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class.

### [Common Questions for Progress Monitoring](#)

**Updated: Tuesday, September 14, 2021** - This Web site on progress monitoring answers the following common questions: What is progress monitoring? How does progress monitoring work? What are its benefits and challenges?

### [Student Progress Monitoring: What This Means for Your Child](#)

**Updated: Tuesday, September 14, 2021** - Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class.

### [Participation of Students with Disabilities: FAQs](#)

**Updated: Tuesday, September 14, 2021** - NCEO answers seven frequently asked questions on the participation of children with disabilities in large-scale assessments.

## [Alternate Assessments for Students with Disabilities: Introduction](#)

Updated: Tuesday, September 14, 2021 - Alternate assessments are tools used to evaluate the performance of students who are unable to participate in general state assessments even with accommodations.

## [Participation of Students with Disabilities: Introduction](#)

Updated: Tuesday, September 14, 2021 - Participation in large-scale assessments is now recognized by many educators and parents as a critical element of equal opportunity and access to education.

### **Nugget Notations**



HAPPY NEW YEAR

When you have a chance please send your Nugget Notations to the [AOE.SpecialEd@vermont.gov](mailto: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):

**Please share these**

### **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.

## [January 2022](#)

### **Rule Change: Adverse Effect**

Pre-recorded Webinar: Available on January 5, 2022

- [Slidedeck](#)

**Resources:**

- [Regulation Changes for July 2022 – Adverse Effect Memorandum](#)
- [Three-Gate Eligibility Determination – A Vermont Agency of Education Guidance Document](#)
- [Eligibility Deliberation Form](#)

**Live Office Hours: January 10, 2022 from 9:00 a.m.-11:30 a.m.**

**Virtual via Microsoft Teams:**

[Join on your computer or mobile app](#)

Call in Number: 1-802-552-8456

Conference ID: 551 073 887#

## **February 2022**

**Rule Change: Determining SLD (Specific Learning Disability) Without Discrepancy Model**

**Pre-recorded Webinar: Available on February 7, 2022**

**Live Office Hours: February 14, 2022 from 9-11:30 a.m.**

**Parent Information Sessions on Rule Changes:**

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



**View [Vermont PBIS](#) and [PD calendar](#):**

[Tracy Harris](#)

**[VERMONT BEST PROJECT/VTPBIS RESOURCE TO SUPPORT EDUCATORS 2021-22](#)**

The WCAX PBIS Spot

- [Preventing classroom conflicts: Positive behavioral interventions and supports](#)
- [Preventing classroom conflicts: Helping students who need additional behavioral support](#)

### **General Supervision and Monitoring**

If you are neither in Cyclic or Selective Monitoring, please disregard this message.

This is a reminder that the following documentation is due by **January 18**:

**If your district is in Cyclic Monitoring:**

- Annual Dates Review (IEPs)
- Annual Dates Review (Triennials)
- Adverse Effect Documentation
- Para Policies

If your district is in **Selective Monitoring**, depending on your **Monitoring Report**, any or none of the following:

- Annual Dates Review (IEPs)
- Annual Dates Review (Triennials)

For **Selective Monitoring**: The list of findings and actions should correspond to the folders in SharePoint. If you observe any discrepancy, please let us know.

This [webinar](#) and its [transcript](#) should aid in the submission process.

The Monitoring Team is available to assist you in meeting statutory requirements in an accurate and timely fashion. As you know, both timeliness and accuracy are necessary to avoid the penalties associated with findings of non-compliance – at the state level, escalated monitoring and potential consequences, at the federal level, possible loss of funding. We are therefore committed to making sure that the submission process is as smooth and convenient as possible.

If you have any questions, please [contact the Special Education Monitoring Group](#).

### **Extended Special Education Team - Updates:**



**Interagency/Home Study: Nothing at this time**

**Independent Schools: Nothing at this time**

**Early Childhood:**

**Early Childhood and Early Childhood Special Education**

**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](#).

These webinars are appropriate for Early Childhood (ages 3 through 5) Special Educators, Administrators, Special Education Directors and Coordinators, Related Service Providers, and public PreK general Educators new to their position in the last 2 years. This month's topic is **Writing Functional IEP Goals**.

<b>Webinar Name</b>	<b>Date</b>	<b>Time</b>	<b>Telephone Link</b>
<a href="#">Writing Functional IEP Goals</a> (Webinar)	January 14, 2022	1pm-3pm	<a href="tel:+18028287667854103771">+1 802-828-7667,,854103771#</a>
<a href="#">Writing Functional IEP Goals</a> (Community of Practice)	January 21, 2022	10am-11am	<a href="tel:+18028287667587189067">+1 802-828-7667,,587189067#</a>

**Data News: Nothing at this time**

**Special Education Finance:**

FY21 IDEA-B Maintenance of Effort (MOE) Compliance calculation will be performed late January 2022, if you have any questions, please email [Jennifer Perry](#).