

Special Education Program Monitoring System Guide

**Vermont Agency of Education Special Education Program
Monitoring Activities**

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Attention: Contacting Monitoring for Technical Support

Any questions pertaining to monitoring activity not covered in this manual (such as an insufficient number of students with transition plans or simultaneous obligations under cyclic and targeted monitoring) should be addressed to AOE.SpecialEdMonitoringGroup@vermont.gov, so our team may provide accurate and timely support. Please use the reply-all function to include the Monitoring general mailbox in any communications with Monitoring.

Should you have any questions pertaining to the details of the review of submissions (for example, components of a transition plan or the cause of non-compliance of an initial evaluation), please contact the Technical Assistance and Professional Development team through the link provided in the review sheet or [their website](#).

Monitoring Authority

The Agency of Education (AOE), as the State Education Agency (SEA), is responsible for the overall provision of a Free Appropriate Public Education (FAPE) to students with disabilities in the State of Vermont and does this through the implementation of the Individuals with Disabilities Education Act (IDEA). At the center of this law is the state's obligation to ensure the delivery of FAPE to all students residing within the state, ages 3 through 21, as prescribed by [34 CFR §300.101](#). In so doing, the AOE is responsible for general supervision and monitoring to ensure that the requirements of IDEA are carried out so that each educational program for children with disabilities meets the educational standards of the SEA, in accordance with [34 CFR §300.149\(a\)](#), [§§300.600](#) through [300.602](#), [§§300.606](#) through [300.608](#), and [20 USCS §1416](#). In Vermont, supervisory unions and supervisory districts are LEAs, and are required to provide appropriate special education and related services, while the SEA is required to establish, monitor, and enforce regulations governing special education programs in the Vermont public schools and all institutions wholly or partly supported by the state [[16 VSA §§2941](#) and [2943](#)]. All parties responsible for special education and related services must abide by state and local policies or procedures, as well as federal regulations for the IDEA.

The Office of Special Education Programs (OSEP)'s accountability framework, Results Driven Accountability (RDA), brings into focus the educational results and functional outcomes for children with disabilities and evaluates those results against the compliance requirements of the IDEA. Protecting the rights of children with disabilities and their families is a key responsibility of SEAs and Local Educational Agencies (LEAs) for Part B, and Lead Agencies and early intervention service programs for Part C [birth to age 3], but it is not sufficient if children are not attaining the knowledge and skills necessary to accomplish the ideals of the IDEA: equality of opportunity, full participation, independent living, and economic self-sufficiency.¹

States also have a responsibility under federal law [[34 CFR §300.600](#)] to have a system for monitoring special education activities at the LEA level. States are accountable for enforcing requirements and ensuring continuous improvement designed for educational benefit and

¹ [2018 Determination Letters on State Implementation of IDEA](#)

increased functional outcomes for students with disabilities. It is important for both States and LEAs to have policies and procedures in place to ensure that IDEA is implemented in accordance with the federal regulations. This is what Vermont's integrated monitoring activities are designed to ensure.

Equitable Educational Opportunities

Vermont has a demonstrated commitment to quality and equity in education and a legacy of public engagement. As such, the state is committed to improving learning outcomes for all students. The AOE envisions that each learner completes their public education with the knowledge and skills necessary for success in college, continuing education, careers, and citizenship. The mission of the AOE, aligned with State Board of Education regulations, is to provide leadership, support, and oversight to ensure that the Vermont public education system enables all Vermont learners to be successful. To that end, Vermont's special education policies and procedures support federal, state, and local implementation of the Individuals with Disabilities Education Act. The AOE is required to ensure that students with disabilities receive FAPE in the least restrictive environment (LRE).

Executive Branch vs. Legislative Branch: Clarification

The Vermont Agency of Education serves the public as part of the executive branch of the State of Vermont. The executive branch is responsible for enforcing the laws of the land, while the legislative branch makes all laws and regulations. This is notable should any disagreement or feedback arise regarding applicable laws, rules, and regulations.

Eight Components of a General Supervision System

Each state must have a [General Supervision System](#) (GSS) to monitor the implementation of IDEA. The GSS documents the state's enforcement of IDEA and continuous improvement in its implementation. All components of Vermont's GSS have been developed according to the high standards set forth by OSEP to assess and ensure the effectiveness of efforts to educate children and students with disabilities [34 CFR §300.1(d)].

The General Supervision System is comprised of:

1. State Performance Plan
2. Policies, Procedures, and Effective Implementation
3. Integrated Monitoring Activities
4. Fiscal Management
5. Data on Processes and Results
6. Improvement Correction, Incentives, and Sanctions
7. Effective Dispute Resolution
8. Targeted Technical Assistance and Professional Development

This manual provides an outline for Vermont's approach to integrated monitoring activities within the GSS using a differentiated strategy for reviews, protocols, and support. Overall, the GSS includes planned and ongoing analyses and reviews of all monitoring data from a set of integrated monitoring activities.

Improvement, Correction, Incentives and Sanctions

According to [OSEP Memo 09-02](#), an SEA ensures that LEAs correct each case of non-compliance, unless the child is no longer within the jurisdiction of the LEA (in cases such as this, please contact the [AOE Special Education Monitoring Team](#) for guidance). If non-compliance is observed, regardless of the level, the SEA notifies the LEA, in writing, of both the non-compliance and of the requirement to correct it as soon as possible, in no case later than one year from the initial finding(s).

As needed, the AOE may impose additional corrective actions, sanctions, or enforcement actions on an LEA that did not correct non-compliance within one year from identification. Enforcement actions include but are not limited to mandatory technical assistance, increased reporting, and requiring the use of funds for specific actions.

In case of egregious and/or ongoing long-standing non-compliance (defined as non-compliance that remains uncorrected for greater than one year), the AOE is empowered by its statutory authority to

- Delay or withholding payments, in part or in full;
- Making payments on a reimbursement basis only;
- Placing additional reporting requirements on the award;
- Disallowing costs and/or offsetting or requesting repayment if funds had been advanced;
- Conducting or arranging for an independent audit;
- Cancelling the award;
- Classifying the grantee as “high-risk”;
- Withholding future awards.

Differentiated Monitoring Activities

The AOE holds that coordinated efforts across the education system are necessary to achieve a positive effect on the school and life trajectory of students with disabilities. Although the specific monitoring practices may differ in format based on age-appropriate criteria, the goal for Vermont’s differentiated monitoring process for all students with disabilities (age 3-21) is to determine areas of an LEA’s special education program which require strengthening, adjustment, and/or correction in fiscal and program management, and to ensure that students in each LEA receive FAPE in the least restrictive environment (LRE).

Based upon their LEA Special Education Determination (LSED) status and performance, as reported via monitoring activities, LEAs can expect a variety of technical assistance as well as escalating monitoring activities.

Early Childhood Special Education (ECSE) Monitoring and Technical Assistance

The VT Agency of Education Early Education Team’s Universal Prekindergarten Education (UPK) Accountability and Continuous Improvement System (ACIS) works in conjunction with the broader Part B (3-22) Special Education Monitoring System. ACIS is a tiered framework that includes a combination of desk monitoring, targeted, on-site and intensive monitoring. ACIS offers a balanced approach of monitoring, technical assistance, training, and opportunities for

professional development. Early Childhood Special Education (ECSE) monitoring activities are part of the ACIS framework that includes SPP/APR indicators: Early Childhood Educational Environments (Indicator 6), Early Childhood Outcomes (Indicator 7), as well as Part C to B Transition (Indicator 12). The intent of ACIS is to support and increase SU/SD compliance with federal and state special education law, as well as the implementation of evidence-based practices to support positive outcomes for young children with disabilities. Please visit the [ECSE website](#) for more information.

LEA Special Education Determinations (LSED)

LEAs are notified of their LSED status for a given school year no later than the end of July the following year (e.g., the LSED report for SY2020-2021 is sent to LEAs at the end of July 2022). This report is based on the percentage² of the points accrued for all indicators and activities (#1-14, #17 for SSIP, assurances, timely and accurate reporting, long-standing monitoring non-compliance, risk rating, and IDEA fiscal audit resolution over the points the LEA had the opportunity to accumulate, combined with the number of years the district has been in the same status. For example, if a LEA meets the criteria for a Needs Intervention status for the second year in a row, it will be designated as Needs Intervention-Year 2.

Depending on the determination status and the number of consecutive years in the same status, the LEA may be required to engage in mandatory continuous improvement, professional development, and [technical assistance](#). Continuous improvement activities typically involve

- a Corrective Action Plan (CAP), informed, in the very least, by
 - a Plan-Do-Study-Act cycle,
 - Root Cause Analysis, and a
 - Five Whys exercise.
- Additionally, determination status and the number of consecutive years receiving that status may result in
 - designating the LEA as a high-risk grantee,
 - directing the use of LEA funds to the area(s) where the LEA needs assistance,
 - withholding further payments to the LEA, or
 - referring the matter to the AOE's legal team for appropriate enforcement.

Details are subject to change. The most accurate, up-to-date information on differentiated technical assistance, monitoring activities, and required enforcement actions may be found within the LEA's LSED report.

² The ratios are classified as follows:
80%-100% = Meets Requirements;
60%-79% = Needs Assistance;
40%-59% = Needs Intervention;
Under 40% = Needs Substantial Intervention.

LSED compared with Cyclic, Selective, and Targeted Monitoring

For details regarding the differences between LSED activity and monitoring activities associated with Cyclic, Selective, and Targeted Monitoring, please see [Appendix B](#).

Cyclic, Selective, and Targeted Monitoring

The table below describes the three monitoring statuses to which any LEA may be assigned, with a brief description of their relationship to each other. For extensive details regarding these three statuses, please see the [Cyclic Monitoring Protocol](#), the [Selective Monitoring Protocol](#), and the [Targeted Monitoring Protocol](#).

Monitoring Status	Description
Cyclic Monitoring	Cyclic Monitoring includes reviewing LEA data for state and federal compliance requirements once during a three-year cycle. ³ All Vermont LEAs encounter Cyclic Monitoring once every three years, regardless of performance, as part of the routine cycle through each of the three cohorts. Cyclic Monitoring may conclude with a closure of the process, if the district is fully compliant, or with the issuance of findings of non-compliance.
Selective Monitoring	Selective Monitoring is the first escalated monitoring status that occurs when submissions made during Cyclic Monitoring result in findings of non-compliance. For example, a district who, through the Cyclic Monitoring report, is notified of non-compliance for Indicator 11 will be in Selective Monitoring for the same indicator.
Targeted Monitoring	Targeted Monitoring ⁴ is the escalated monitoring status that occurs when submissions made during Selective Monitoring do not correct findings of non-compliance or other sources reveal non-compliance requiring increased monitoring activity (e.g., dispute resolution request(s), administrative complaint(s), communication disclosing non-compliance, and/or critical and/or special investigative audits and findings related to special education). LEAs may also be placed in Targeted Monitoring to address issues pertaining to data integrity, accuracy, and the ethical requirements associated with data submission to a State Educational Agency.

³ During Cyclic Monitoring, LEAs are required to submit timely, accurate, and complete documentation regarding Initial Evaluations (Indicator 11), transition plans (Indicator 13), Summaries of Performance, Annual Dates Review, Triennial Dates Review, and policies.

⁴ Depending on the individual case, Targeted Monitoring could range from a submission of additional documentation to an on-site visit.

Cyclic Monitoring

Cyclic Monitoring includes reviewing LEA data for state and federal compliance. All Vermont LEAs participate in Cyclic Monitoring once every three years, regardless of current performance or monitoring status (i.e., in Targeted Monitoring due to continued non-compliance).

Vermont’s LEAs are organized into three cohorts, described on the [General Supervision and Monitoring System](#) website.

Timeline	SY2023-2024	SY2024-2025	SY2025-2026 ⁵
Cyclic monitoring activities begin for LEAs in the respective cohort (i.e., districts may start downloading review sheets and uploading submissions):	9/15/2023	9/15/2024	9/15/2025
Cyclic Monitoring submissions are due:	2/15/2024	2/15/2025	2/15/2026

For the protection of PII, LEA submissions and AOE reviews are conducted within a secure online file transfer system. Instructions are provided during routine communication from the AOE at the opening of monitoring activities, while approaching submission deadlines, and upon notification of Monitoring Reports.

Please refer to the [Cyclic Monitoring Protocol](#), available on the [General Supervision and Monitoring System](#) website, for comprehensive details regarding Cyclic Monitoring status, submissions, and related requirements.

Selective Monitoring

When findings of non-compliance are identified during Cyclic Monitoring, a LEA is then assigned to Selective Monitoring for technical assistance and correction of non-compliance. This escalated level of monitoring provides support for LEAs to address individual cases of non-compliance as well as systemic issues associated with it.⁶

Please refer to the [Selective Monitoring Protocol](#), available on the [General Supervision and Monitoring System](#) website, for comprehensive details regarding Selective Monitoring status, submissions, and related requirements.

⁵ The dates described for SY2025-2026 may be projected into SY2026-2027 and onward. The dates will be approximately the same, with the exception of weekends, holidays, etc. Communications with more precise details will be provided to LEAs who are entering a given monitoring status.

⁶ Per [OSEP Memo 09-02](#), any findings of non-compliance must be corrected on an individual basis (prong 1) and a systemic basis (prong 2).

Targeted Monitoring

When findings of non-compliance are identified during Cyclic Monitoring and are not corrected by the end of Selective Monitoring, the LEA is then assigned to Targeted Monitoring, the highest degree of escalated monitoring activity within the Vermont Agency of Education (AOE) [General Supervision and Monitoring System](#). Although unresolved findings are the most common cause of Targeted Monitoring, the following may also result in the same status:

- Dispute resolution requests,
- Parent and family call logs,
- Administrative complaint by an individual and/or a group,
- Email correspondence disclosing non-compliance,
- Critical and/or special investigative audits and findings related to special education.

Targeted Monitoring continues until all individual and systemic findings of non-compliance are corrected. It may also include, but is not limited to:

- Site visit(s),
- Desk audit(s),
- Redirection of funds,
- Surveys of district staff,
- Surveys of parents/guardians within the district, and interviews.

Please refer to the [Targeted Monitoring Protocol](#), available on the [General Supervision and Monitoring System](#) website, for comprehensive details regarding Targeted Monitoring status, submissions, and related requirements.

Targeted Monitoring: On-Site Visits

As a result of LEA Special Education Determination (LSED) status, monitoring activities, or data obtained through any of the components of Vermont's [general supervision system](#), the Special Education Program Monitoring Team may determine that an on-site visit is necessary. Such visits are conducted to obtain additional data not acquired through other monitoring activities and involve, at a minimum:

- Preparatory work to analyze data from file reviews and other sources,
- The on-site (remote and/or in person) visit to obtain additional data through surveys, classroom observations, and family/staff/administration interviews or focus groups,
- Analysis of data from the visit,
- Development of the final report,
- Post-visit meeting with LEA administration to present data and findings.

On-site visits are conducted by teams that may be comprised of AOE employees from multiple divisions, as well as special education administrators from other LEAs. The information collected adheres to the AOE's data privacy policies for protecting personally identifiable information (PII) and, although not always anonymous (interviewees must be identifiable, in order to make it possible to follow up for clarification) it is held confidential as much as

possible⁷ (respondents to surveys and interviews during the site visit will not be individually identified in any public reporting).

The AOE provides the criteria for interviews and classroom observations and the LEA coordinates their scheduling with selected and volunteer parents and staff (administrators, general education teachers, special educators, paraprofessionals, guidance counselors, and discipline staff)No data collection is intended to be evaluative of the employee, but of the implementation of educational activities necessary for students with disabilities to receive FAPE, such as general and special education practices, educational climate and setting, and quality of individualized instruction for students with an IEP.

All data are analyzed by the Special Education Program Monitoring Team, in collaboration with any relevant AOE division, to produce a final report which identifies common themes and trends, findings of non-compliance, and all required improvement activities or sanctions. Findings of non-compliance are to be corrected as soon as possible, no later than one year from the date of written notification listed on the front cover of the report. The results are also included in the LEA’s local special education determination, as LEAs are subject to lose three points from the total score should they demonstrate long-standing non-compliance. On-site monitoring reports are released to the special education administrator and the superintendent and are then publicly posted on the [General Supervision and Monitoring System](#) website.

Progression from Cyclic, to Selective, to Targeted Monitoring

When findings of non-compliance are identified during Cyclic Monitoring, a LEA is assigned to the escalated status of Selective Monitoring. When findings remain unverified as corrected after Selective Monitoring, a LEA is then assigned to Targeted Monitoring. A LEA remains in Targeted Monitoring until all findings of non-compliance are verified as corrected. Should findings of non-compliance remain unverified for a long enough period of time, the LEA may find itself returning to Cyclic Monitoring while simultaneously in Targeted Monitoring.

The following date ranges illustrate the progression of monitoring statuses, should non-compliance remain unverified as corrected:

School Year	Cyclic Monitoring	Selective Monitoring	Targeted Monitoring
SY2022-2023	Begins September 1, 2022	September 1, 2023 through November 30, 2023	January 1, 2024 until all findings of non-compliance are verified as corrected

⁷ Surveys, however, are always anonymous.

School Year	Cyclic Monitoring	Selective Monitoring	Targeted Monitoring
SY2023-2024	Begins September 1, 2023	September 1, 2024 through November 30, 2024	January 1, 2025 until all findings of non-compliance are verified as corrected
SY2024-2025	Begins September 1, 2024	September 1, 2025 through November 30, 2025	January 1, 2026 until all findings of non-compliance are verified as corrected

Findings of non-compliance identified during Cyclic Monitoring remain unresolved until both individual (Prong 1) and systemic (Prong 2) compliance have been verified (please see [OSEP Memo 09-02](#) for details regarding Prong 1 and Prong 2).

Submission Guidelines

LEAs submitting documentation will perform the following prior to the submission deadline:

- Ensure the requirements described in the applicable monitoring protocol are met in full by the documents to be uploaded.
- Review submissions for data accuracy and completeness prior to submission.
- Ensure that the files are available in the correct folder in the secure file transfer system.

Please note that the AOE cannot verify on behalf of an LEA if all required files are submitted or if the content of submitted files fulfil the requirements described by the Monitoring Report, as this would constitute a review of the LEA submission and be subject to an issuance of results of review, with consequent Targeted Monitoring escalation, if non-compliance were identified.

Below are requirements and strategies aimed at having the LEA achieve these essential goals by the prescribed deadlines.

Accurate, Complete, and Timely Submissions

All submissions to Monitoring are to be made accurately, completely, and in a timely manner.

- Accuracy is defined as absence of typos or errors.
- Completeness necessitates that all required documentation be provided, with no gaps or missing information.
- A timely submission is one made no later than the due date.

The Director of Special Education and Superintendent verify the completeness, accuracy, and timeliness of all submissions by signing the attestation form. The attestation form may also serve the role of a checklist for the LEA to use, to confirm that all required submissions have

been made. Please note, failure to complete an attestation form does not exempt a LEA from accountability when incomplete, inaccurate, or past-due data are submitted.

Inaccurate, incomplete, or late submissions will be reflected in the correspondent LEA Special Education Determination.

- We strongly advise LEAs to begin the process of organizing and assembling data submissions as soon as possible, to ensure access to the secure online file sharing system and to allow sufficient time to answer any questions that may arise.
 - Please know that while the Monitoring Team strives to lend support in a timely manner, no guarantee can be offered that that all assistance will be provided according to the needs of each LEA, especially as a submission deadline approaches and the requests for support significantly increase.
 - We encourage LEAs to verify that all staff members involved in the submission of monitoring documents have access to the secure electronic file sharing system no later than four weeks prior to a submission deadline. This will allow sufficient time to address any technological obstacles, request a password reset if needed, and/or create or modify any LEA accounts.
- Submitting the required documentation does not constitute the correction of potential non-compliance. All submissions are subject to review to determine if findings of non-compliance are verified as corrected.
- Any changes to the previous contents of a data collection spreadsheet must also be noted as such and explained within that spreadsheet. Failure to do so will result in (a) changes being considered non-compliant and (b) the LEA may be subjected to Targeted Monitoring due to concerns regarding data accuracy and integrity.
- Depending on the activity under monitoring, LEAs must download, complete, and upload collection sheets provided by the AOE for each item (e.g., Indicator 11), or unique files (for example, in the case of post-secondary transition plans) exclusively via the secure electronic file sharing system provided by the State of Vermont and AOE, to protect confidential, Personally Identifiable Information (PII).
 - PII such as a student's name, date of birth, or perm number, should never be submitted via email due to the security limitations of this method.
 - Submissions are not accepted through any other method (e.g., email, links, google docs, etc.).
 - Links to documents and information submitted in any other format will be considered non-compliant until a submission reflecting fidelity with the submission guidelines is completed. Corrected submissions remain subject to the specified deadlines.
 - All data must be visible, with no redaction, including but not limited to student names and PERM numbers.
 - Submissions containing redacted information will be considered incomplete, which may lead to a finding of non-compliance.

- Incomplete submissions will be considered in calculating the timely and accurate score in the corresponding LSED.
 - All content must be legible. Typing all parts of the documents is strongly recommended. This is essential not only to facilitate the review, but to ensure that students, their families, and anyone else with a need to access the information can easily read it. Submissions containing unreadable content (e.g., faint scans, illegible handwriting) will be considered incomplete, and may lead to a finding of non-compliance.
- Exceptions to submission deadlines are not available under any circumstances.
 - Submissions made after the deadline will be considered past-due.
 - Past-due submissions may result in a finding of non-compliance for the associated indicator(s) or element(s).
 - Past-due submissions will be considered in calculating the timely and accurate score in the corresponding LEA Special Education Determination (LSED).
 - Technical difficulties associated with an individual LEA account (i.e., not a global outage of the file-sharing service) do not constitute an excuse for tardiness.
 - We advise LEAs to upload collection sheet(s) only once the files have been determined to be complete, accurate, and ready for submission.
 - LEA users are not able to delete files; any uploads made in error will remain in their respective folder(s), which may cause confusion and additional complication during the review process. If any files were uploaded in error, please add to their title "DELETE".
 - The sharing system does not automatically save changes to the files. We recommend downloading the collection sheet/s to a drive of your choice, completing the sheet, and uploading it in the sharing system only once done.
 - Filenames as originally shared by the AOE must be preserved. Additional text may be added to each existing filename. For example, a file named "Indicator 11 Data Collection Sheet.xlsx" may be renamed "Indicator 11 Data Collection Sheet 11.22.22.xlsx." The portion in bold must remain as provided by the AOE.
 - Revising, editing, or otherwise modifying a finalized submission or doing so after the submission deadline will be considered as a possible violation of data integrity and may result in coaching and/or sanctions by the AOE.
- The AOE does not endorse, prefer, or lend support, including technical assistance, for any private software company's product. We cannot answer any questions pertaining to IEP and/or Special Education software.

Mergers

Should any LEA merge with another LEA, it is the responsibility of the Director of Special Education in the sustained LEA to ensure that:

- Any and all monitoring requirements are met by their stated deadline;
- Files and information are transferred in an accurate and timely manner.

Technical Assistance

Monitoring Activity Technical Assistance

The Special Education Program Monitoring Team supports LEAs in their interpretation of Monitoring Reports, LSEDs, and related materials through consistent availability via e-mail and video conferences, both individual and collective. It is expected that LEAs thoroughly review and follow all applicable laws and regulations (e.g., IDEA, SBE, Vermont Statutes, etc.), as well as the communication, reports, and materials provided by the Monitoring Team.

Any questions pertaining to monitoring activities should be addressed to AOE.SpecialEdMonitoringGroup@vermont.gov and not to individual team members, so our team may provide accurate and timely support. Please use the reply-all function to include the Monitoring general mailbox in any communications with Monitoring.

Any questions pertaining to findings of non-compliance and their remediations should be directed to the Technical Assistance Team.

Technical Assistance

TA is provided by the Special Education Program Team in three levels of engagement:

Universal: Available to all LEAs, includes webinars, technical assistance calls/virtual meetings, FAQs, and other guidance documents produced by the SEA. Engagement based on the LEA's choice, to improve student outcomes.

Targeted: Offered individually to LEAs based on a specific issue, the results of a discrete assessment, or a general supervision/monitoring activity. May require short- or long-term engagement between the LEA and SEA to improve student outcomes. Please note that targeted TA is not to be confused with Targeted Monitoring. Targeted TA is accessible to any district, regardless of monitoring status.

Intensive: Offered individually to LEAs based on the results of a discrete assessment or general supervision/monitoring activity. May require sustained and in-depth engagement between LEA and SEA to improve student outcomes.

Technical assistance program and monitoring staff frequently collaborate to help LEAs achieve compliance and ensure continuous improvement.

Outside of the scope of monitoring activities, topic-specific TA is provided to LEAs before, after, and during Cyclic, Selective, and Targeted Monitoring to assist LEAs in improving results, compliance, and student outcomes:

Prior to issuance of the Monitoring Report:

LEAs requesting TA proactively may submit a [PD/TA form](#) on the Agency of Education website, allowing them to access [technical assistance opportunities and resources](#).

Following issuance of findings of non-compliance:

LEAs in Selective or Targeted Monitoring are required to follow the action items specified within their most recent Monitoring Report, which includes but is not limited to TA.

Appendix A: Glossary

AOE: Agency of Education

Child Count: The Child Count data collection reflects the status of children with disabilities eligible for services under the IDEA on December 1 of each year. The data are collected at the supervisory union level, according to state and federal statutes and regulations. The collection includes demographic data, as well as information regarding placement (educational environment), educational location (facility), and other data related to providing a student with FAPE.

Child Find: A process that requires LEAs to locate, identify, and evaluate all children ages 3 to 21 residing in Vermont who may need special education and related services - regardless of the severity of their disability or of their steady advancement from grade to grade. This includes students who attend private schools, are enrolled in home study programs, are highly mobile (including migrant or homeless students and wards of the State).

Corrective Action Plan: A plan which addresses findings of non-compliance reported in the district's Local Special Education Determination. Failure to meet the requirements could result in additional monitoring requirements or financial sanctions as outlined in state/federal statutes related to monitoring, technical assistance, and enforcement.

ECSE (Early Childhood Special Education): Supports children ages 3 up to 6 years. ECSE 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.

FAPE (Free Appropriate Public Education): special education and related services that are: provided at public expense and without charge to the parent or student; meet the standard of the State, including the requirements of Part B of the IDEA; include preschool, elementary or secondary school education; and are provided through an IEP.

IDEA (Individuals with Disabilities Education Act): A federal law ensuring services to children with disabilities ages birth to 21. Infants and toddlers with disabilities (birth to age 3) and their families receive services under IDEA Part C. Children and youth (ages 3 - 21) receive special education and related services under IDEA Part B.

IEP (Individual Education Program): A written statement for each student with a disability that is developed, reviewed, and revised annually. This document must include a description of special education services and all related, supplementary aids, and accommodations needed to access and derive benefit from the educational program.

LEA (Local Education Agency): The local school district/supervisory union who is responsible for coordinating special education services for students in their jurisdiction.

Perm Number (Permanent Record Number): Perm numbers are assigned to every child who enters the education system in the State of Vermont, any time between kindergarten and 12th grade, no matter how briefly. The perm number stays with the student for as long as they remain in the Vermont educational system.

SEA: State Education Agency.

SOP (Summary of Performance): Document issued to high school students receiving special education services upon graduation with a diploma or reaching the age of 22. This document

describes the student's academic achievement and functional performance along with recommendations to assist the student in meeting post-secondary goals.

Transition Plan: Coordination of activities for a student with a disability, designed within a results-oriented process, focused on improving academic and functional achievement, and facilitate the student's movement from school to postschool activities. Services are based on individual student needs addressing instruction, related services, community experiences, employment, post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Appendix B: Comparison of Common Monitoring Activities

The following document provides an overview of the differences between Cyclic Monitoring, Selective Monitoring, and Local Special Education Determinations (LSED).

Table 2 – Comparison

Descriptive Element	Cyclic Monitoring	Selective Monitoring: <i>Correction of findings of non-compliance found in Cyclic Monitoring</i>	Targeted Monitoring <i>Correction of non-compliance not resolved during Selective Monitoring</i>	Local Special Education Determinations
When is the report sent to the LEA?	June 15, reflecting findings based on data submitted no later than Feb 15 of the same calendar/school year.	The LEA will receive an email notification informing them of the results of the review of submitted material, including a “closed out” status, with no more monitoring responsibilities, if and when all findings of non-compliance are resolved.	The LEA will receive an email notification informing them of the results of the review of submitted material, including a “closed out” status, with no more monitoring responsibilities, if and when all findings of non-compliance are resolved.	No later than July 31, based on lagged data (e.g., 2023 LSED is based on SY21-22 data).

Descriptive Element	Cyclic Monitoring	Selective Monitoring: <i>Correction of findings of non-compliance found in Cyclic Monitoring</i>	Targeted Monitoring <i>Correction of non-compliance not resolved during Selective Monitoring</i>	Local Special Education Determinations
How often are LEAs required to submit data:	Once every three years, based on the LEA's cohort status , not on performance.	Only if findings of non-compliance are listed in the Special Education Program Monitoring Report, issued in June of each year.	Only if the LEA was informed of continued non-compliance after the review of submissions for Selective Monitoring.	Yearly. To produce the LSED report, Monitoring receives data from the Data Management and Analysis Division, Business Office, and other sources. These data are combined with the results of monitoring activities to arrive at the final LSED.
Action(s) required by the LEA:	LEAs are required to submit all of the data specified by Special Education Program Monitoring in this manual, in the Cyclic Monitoring Protocol , and in any other communication (e.g., e-mail or sharing platform) no later than the specified due date.	Correction of non-compliance and completion of action items specified in the most recent Monitoring Report.	Correction of non-compliance and completion of action items specified in the most recent communication summarizing the result of Selective Monitoring submissions.	Dependent upon determination status specified within the LSED report, the LEA may be required to develop a Correction Action Plan (CAP) and engage in related activities. Details are described in a letter, typically provided no later than the end of September, following the July LSED report.

Descriptive Element	Cyclic Monitoring	Selective Monitoring: <i>Correction of findings of non-compliance found in Cyclic Monitoring</i>	Targeted Monitoring <i>Correction of non-compliance not resolved during Selective Monitoring</i>	Local Special Education Determinations
Data required for submission:	Annual date reviews Triennial evaluations Indicator 11 (initial evaluations) Indicator 13 (post-secondary transition plans) Policies (special education, special education evaluation, and discipline) Summaries of performance Attestation form	Any of the following that was found non-compliant, as per the Monitoring Report: Annual date reviews Triennial evaluations Indicator 11 (initial evaluations) Indicator 13 (post-secondary transition plans) Policies (special education, special education evaluation, and discipline) Summaries of performance Attestation form	Any of the following that displayed continued non-compliance, as per the results of Selective Monitoring submissions: Annual date reviews Triennial evaluations Indicator 11 (initial evaluations) Indicator 13 (post-secondary transition plans) Policies (special education, special education evaluation, and discipline) Summaries of performance Attestation form	Indicator 1 (graduation rate) Indicator 2 (dropout rate) Indicator 3 (statewide assessments) Indicator 4 (suspension / expulsion) Indicator 5 (educational environments) Indicator 6 (preschool environments) Indicator 7 (preschool) Indicator 8 (parent involvement) Indicator 9 (disproportionate representation in special education) Indicator 10 (disproportionate

Descriptive Element	Cyclic Monitoring	Selective Monitoring: <i>Correction of findings of non-compliance found in Cyclic Monitoring</i>	Targeted Monitoring <i>Correction of non-compliance not resolved during Selective Monitoring</i>	Local Special Education Determinations
Data required for submission (continued):				<p>representation in specific disability categories)</p> <p>Indicator 11 (initial evaluations)</p> <p>Indicator 12 (part C to B transition)</p> <p>Indicator 13 (post-secondary transition plans)</p> <p>Indicator 14 (post-school outcomes)</p> <p><i>Indicators 15 and 16 are deliberately omitted, as they pertain to the State Performance Plan and not LEA's.</i></p> <p>Indicator 17 (State Systemic Improvement Plan-SSIP) - additional points awarded, if applicable</p>