

Student Support Team

Newsletter

VOLUME 1, ISSUE 9

AUGUST 2007

DID YOU KNOW?

All states are required to report in the Annual Performance Report on the timeliness and accuracy of all data that is submitted to the Office of Special Education Programs (OSEP)? This requirement includes state-wide data as well as Supervisory Union/District level data.

Source: Vermont Part B Annual Performance Report, Indicator 20, pp. 54 - 55; Vermont Part B State Performance Plan, pp. 120 - 125. Available on-line: http://education.vermont.gov/new/html/pgm_sped/data_reports_pubs.html

INSIDE THIS ISSUE:

Early Childhood and Family Mental Health	2
SST—Save the Date	3
Interagency Update	4
What's up with the New Directions in Student Support Initiative?	5-7
A Merge!	8
Destruction of Records	9
Communication Corner	10

LEGISLATURE TACKLES EDUCATION SPENDING, INCLUDING HIGH SPENDING IN SPECIAL EDUCATION

The 2007 Vermont Legislature took several steps in an effort to curb the growth of education spending, including special education formula spending. Act 82 addresses many aspects of the cost of education, including a re-write of the existing language in state statute addressing high spending in special education (16 VSA §2974).

Prior to the changes in the new legislation, the existing law required the state to review high spending district financial reports but required no follow up actions. Under the new legislation, the department is required to make a more encompassing report to the State Board of Education. It also requires individual districts to draft a "remediation plan" designed to reduce spending below the high-spending threshold. That threshold is 120 percent of the statewide average and was unchanged by the new legislation. Districts have two years to implement the plan before facing the financial penalties in the new legislation. These penalties include the possibility of having 10 percent of state funding withheld.

Over the last 10 years, one-third of the supervisory unions have at one time been above the threshold. Nine districts have been consistently identified as "high spending." Some, but not all, high spending can be attributed to high-cost individual students. The department has identified 12 "cost drivers" that play a role in overall spending. These cost drivers range from practices in the general education program that have ramifications for special education spending to provision of services beyond the requirements of state and federal legislation.

Although districts have the current school year to draft remediation plans, since some of the provisions of the plan may require reductions in unionized staff, districts would be well advised to have the plan in place prior to the issuance of teacher contracts in April or May next year.

The department has assigned Doug Dows the responsibility of coordinating the assistance provided to districts to draft the remediation plans. Dows has proposed a simple format for the plans that includes analyzing existing data on the 12 cost drivers, identifying those that have the most impact on district spending and developing strategies for changing decision making. Dows, formerly the Assistant Director of the Family and Educational Support Team, views the problem of high spending to be one of organizational "culture" that took years to develop. Given the short time span in the new legislation for making spending changes (three years), the remediation plans are going to have to take a "systems" approach to organizational change.

Dows can be reached at 1-802-828-5109 or doug.dows@state.vt.us

~Doug Dows



Vermont's Early Childhood and Family Mental Health (ECFMH) Competencies.



We are happy to provide you with this newsletter article about **Vermont's Early Childhood and Family Mental Health (ECFMH) Competencies**. The Competencies were developed over a period of about four years with support from the IDEA Partnership, an investment by the Office of Special Education Programs (OSEP) at the National Association of State Directors of Special Education (NASDSE). The National Association of State Mental Health Program Directors (NASMHPD), an IDEA Partnership member organization, also collaborated to support this work. Please be sure to include this information about the sponsors of the Competencies if you use any portion of this article in your newsletter.

Early childhood and mental health providers increasingly recognize that it is important to address the social and emotional needs of young children (birth to age eight) and their families in their home, preschool, and community settings. The **Vermont Early Childhood and Family Mental Health (ECFMH) Competencies** document was created to help providers address these needs, knowing that:

- children and families benefit from holistic and integrated services, and
- service providers benefit from combining their knowledge and skills in both early childhood development, and early childhood and family mental health.

The ECFMH competencies promote shared knowledge and skills amongst providers who support healthy social and emotional development and mental health for young children and families. The competencies do this by establishing a common framework (including six domains and four levels of expertise) for the education and training of personnel from many different disciplines, such as:

- childcare,
- education,
- early childhood special education (3 up to 6 years of age),
- early intervention (birth to age 3),
- medicine and health,
- mental health,
- social services (including foster parents, parent educators, family advocates), and
- related fields.

Understanding the competencies will:

- help service providers recognize and address barriers to children's healthy social and emotional development as early as possible, and
- assure that personnel providing services to young children and their families are effective and qualified.

The ECFMH competencies can be used to:

- guide the development of staff and adult students.
- enhance higher education curricula.
- create professional development opportunities.
- embed the necessary skills and knowledge throughout the service delivery system.
- focus on the integration of child development, and early childhood and family mental health.

We are working on several fronts to assure implementation of these competencies. Our plan includes the utilization of the competencies in the coursework required by current personnel preparation and licensing systems. These competencies can be used in the creation of job descriptions and for the assessment of job applicants or employees (by self and/or others such as supervisors). We are also actively pursuing opportunities for the competencies to become part of personnel development and on-going training programs.

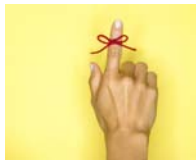
It is our sincere hope that by embedding these competencies within various and multiple personnel preparation programs and ongoing in-service opportunities, children and families will have their needs for early childhood and family mental health recognized and addressed wherever they go by thoroughly trained and informed caregivers. We believe that if these competencies are used throughout the service delivery system, children and their families will not have to reach a point of near-crisis to receive the social and emotional support and services they need to effectively cope in our communities.

We would be happy to consult with you about application of the competencies. If you wish to distribute or download other copies, you can find the document at <http://northernlightscdc.org> or <http://www.sharedwork.org>. In addition, we have available a brochure about the competencies and a Power-point slideshow for presenting to groups of people who would benefit from exploring the competencies together.

For more information, and assistance in the application of the competencies, contact Nancy Sugarman, Executive Director of Vermont's Northern Lights Career Development Center, as follows: phone: 802-241-4661; email: nancy.sugarman@ccv.edu.

~Kate Rogers

Student Support Team— Save the Date



September

Effective Behavior Supports for Individuals with Autism Spectrum Disorders (ASD)

Audience: Principals, Educators, Case Managers, Paraprofessionals, Related Service Providers, Individuals with ASD, Special Education Directors

There will be three separate trainings held in four locations. Participants will be expected to attend all three days. The cost is \$210.00 per person for three days. Registration form is on <http://education.vermont.gov/> under calendar of events. Click on the conference title and register.

Effective Behavior Supports for Individuals with Autism Spectrum Disorders

Location I – Mount Snow, Wilmington
September 11, 2007

Location II – Black Bear Tavern & Grille, Saint Johnsbury
September 13, 2007

Location III – Killington Grand
September 18, 2007

Location IV – Doubletree Hotel-South Burlington
September 27, 2007

October

Effective Behavior Supports for Individuals with Autism Spectrum Disorders

Location I – Mount Snow, Wilmington
October 23, 2007

**Location II–
Black Bear Tavern & Grille
Saint Johnsbury**
October 25, 2007

Location III-Killington Grand
October 30, 2007

2007 Child Count Collection Training

10/2 – Eastside Inn & Restaurant, Newport
10/3 – Holiday Inn, Rutland
10/4 – Vermont State Employees Credit Union, Montpelier

All sessions are scheduled from 9:00-12:00 To register, call Mike Bailey at 828-3132 or email mike.bailey@state.vt.us.

Vermont Positive Behavioral Interventions and Supports (PBIS) School Leadership Forum

October 16, 2007, 9:00-3:30

Keynote: George Sugai,
University of Connecticut

Location: Capital Plaza Hotel, Montpelier

Registration - contact
sabine.baldwin@state.vt.us

November

Effective Behavior Supports for Individuals with Autism Spectrum Disorders

Location IV – Doubletree Hotel-South Burlington

November 1, 2007

December

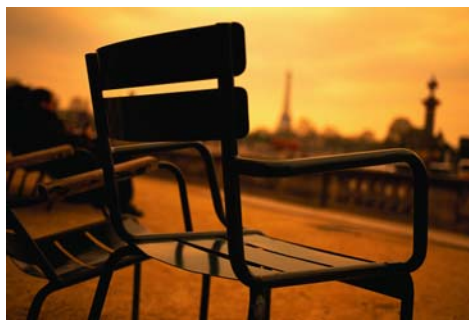
Effective Behavior Supports for Individuals with Autism Spectrum Disorders

Location I – Mount Snow, Wilmington
December 4, 2007

**Location II– Black Bear Tavern & Grille
Saint Johnsbury**
December 6, 2007

Location III-Killington Grand
December 13, 2007

Location IV – Doubletree Hotel-South Burlington
December 13, 2007



Scientifically Based Education Resources

NICHCY's Research Site <http://research.nichcy.org/>

The Access Center (K-8)
<http://www.k8accesscenter.org>

Research in Special Education: Scientific Methods and Evidence-Based Practices
ideapractices.org/ps/Final_Manuscript-Scientific_Research_in_Special_Education_R3.pdf

National Center on Positive Behavioral Interventions and Supports website—
<http://www.pbis.org>

What Works Clearinghouse
<http://www.whatworks.ed.gov>

The Florida Center for Reading Research
<http://www.fcrr.org>

National Dissemination Center for Children with Disabilities Research Center website at
<http://research.nichcy.org>

STUMP THE STUDENT SUPPORT TEAM

One specific question about confidentiality.....when a provider (P.T., for example) submits an invoice for services rendered, she includes the student names. When the invoice (with names) becomes part of the auditable financial record, should the names be blocked out?

This is in answer to your question about confidentiality and invoices. School districts need to request invoices including the names of students served so that the school districts can verify which services were performed and assign the charges to the appropriate funding sources. If the invoices are for special education services, a copy of the original invoice needs to be made and kept in a secure location, as it contains student names, and be retained for audit purposes. Once the original invoice is reviewed and coded, the names need to be blocked out. The original invoice without names is the information that goes to the school board and is kept with other invoices as part of the general payment records.

How did Stump the Student Support Team come to be? See page 10.



Student Support Interagency Group

Vermont Educational Surrogate Parent Program (VESPP) News/updates:

VESPP will be mailing our annual information and resources packet to special education administrators regarding the educational surrogate parent requirement and VESPP in early September. VESPP staff recruit, train, appoint and provide technical assistance to volunteers who fill the parent role in the special education planning process as educational surrogate parents. This packet includes the information you and your staff need to assist you in planning for these students and to make a referral for surrogate parent assignment. Appointment of a surrogate parent is required when the student is being evaluated for special education eligibility or are IEP eligible and:

- in state (VT DCF) custody, (age 0-18)
- the student's parents cannot be located or are not known
- the student is age 18-21 and has a public guardian assigned by a VT court
- the student is an unaccompanied homeless youth as defined by the McKinney Vento Homeless Assistance Act.

Please remind your staff to check with VESPP before scheduling an EPT or IEP meeting to confirm the surrogate parent assignment and their contact information. VESPP staff do not send or reply to e-mail messages regarding individual students due to confidentiality concerns. Please call us if a surrogate is not participating in the IEP process or there are other concerns. When you receive copies of surrogate parent appointment and conclusion please file in the student's special education record at the school. We appreciate your letting us know if the information on a student does not appear to be accurate. Please call if there is anything you think we might be able to help you with in regards to these students. We look forward to working everyone during the upcoming school year!

Please note: VESPP can assign a surrogate parent for students in the custody of VT DCF only; students in the custody of another state placed in Vermont must have a surrogate parent assigned by that state. If you need a surrogate parent appointed for a student who is not in Vermont custody please call the VESPP director, Diane Janukajtis, at 828-5108 for some assistance in this process.

~Diane Janukajtis

YOUTH AGING OUT OF STATE CUSTODY – VERMONT HOUSE BILL H. 449

Many of you may have read about this bill which was signed into law by Governor Douglas in early June and includes funding for AHS from the legislature. VT House bill H. 449 extends the age limit of youth in foster care from age 18 to age 21. The bill extends services to young people who turned 18 while in state custody or were in state custody for at least five years between the ages of 10 and 18 years and who choose to continue to receive services. Services will also be provided for persons under age 22 who leave state custody after age 16 and at or before age 18 provided they voluntarily request additional support services. The bill mandates that the yet to be established rules regarding provision of these services provide appropriate services to ensure a

successful transition to adulthood including:

- foster care
- housing assistance
- transportation
- case management services
- assistance with obtaining health insurance and employment.

Youth are required to be working or attending an educational or vocational program; if working, the youth will need to contribute to the cost of services. There may be an exception of this rule based on a youth's disability or other good reason.

Vermont has been the only New England state to drop youth from foster care at age 18; many of these students have not graduated from high school and lack job and independent living skills, contributing to a higher rate of unemployment, homelessness and incarceration. Many of these students, with a stable living environment and some support, may now choose (whether in state custody or no longer in state custody) to remain in high school and work towards completion of a high school diploma. Students in state custody who turn 18 and are IEP eligible are not eligible for educational surrogate parent assignment unless they have a public guardian appointed by a VT court. This is not a change from the current VT special education rule #2369, educational surrogate parents. Please contact Diane Janukajtis, VESPP director, at 828-5108 if you have questions.

"State-placed" status can continue for youth over 18 if the criteria set out in the law are met. For the full text of the law refer to Title 16 § 11(28) (B)

All of the following criteria need to be met to consider the student "state-placed" after 18 years old:

- student placed by a state agency, licensed child placing agency, or designated community mental health agency
- residence is paid for in whole or in part by the placing agency
- living in a town outside of parent (s) residence.

It would be important to have conversations early on in any of your fall interagency team meetings regarding youth 16 and over with the youth and the placing agency case managers regarding the plan after they turn 18. Your district can use the information you gather to plan your next years budget based on a prediction of who will remain "state-placed" and who will become residents. For help with "state-placed" status call Donna Trucksess at 828-5931.

~Diane Janukajtis

"REMINDER: At the start of each school year, the department must receive placement verification forms for all youth who are residentially placed by their LEA."

~John Spinney



What's up with the New Directions in Student Support Initiative?

In the second issue of the Student Support Team Newsletter, we included an article entitled *The New Directions in Student Support Initiative*. In this month's article, we will let you know what has taken place to date.

On April 30, 2007 Howard Adelman and Linda Taylor, co-directors of the Center for Mental Health in School at UCLA, presented a Leadership Summit on the New Directions in Student Support Initiative. While their work related to student support systems has been done through Center for Mental Health in Schools, their work is broader than integration of mental health in schools. They have gathered a usable research base around the essential components of a comprehensive system of learning supports. If you would like more specific information visit their web site at <http://smhp.psych.ucla.edu/>. The presenters spent the morning introducing the framework they have developed that represents the essential elements in a comprehensive and cohesive system of learning supports. After listening to the presenters, participants were asked to reflect on the implications for Vermont's Educational Support systems and to define what they would like to see incorporated.

At the Leadership Summit, participants were also introduced to the school steering groups and state agency and organization representatives that would be working with the Department of Education in revising Vermont's policies related to student support and piloting implementation. Schools gathered a steering group in response to the invitation to participate that accompanied last year's Educational Support System Survey. We are very pleased to say that every state agency and organization approached, saw the vital importance of this work and readily agreed to contribute their expertise. The chart below lists the names of these statewide planners.

Name	Title
Vermont Department of Education	
Shevonne Travers	Assistant Director of Student Support Team & Safe & Healthy Schools
Gail Taylor	Director Standards & Assessment
Shelley Cohen	Education Consultant
Charles Johnson	Education Consultant
Rae Ann Knopf	Assistant Director Student Support Team
Bev Heise	Educational Support System Consultant
Carol Randall	Educational Support System Consultant
Josh Souliere	Educational Support System Consultant
Heather Schneider	Educational Support System Consultant
Agencies and Organizations	
Debbie Mintz	Director Student First Project
Monica Hutt	Senior Field Services Manager, VT Agency of Human Services (AHS)
Joyce Anderson	Board of Directors, VT Student Assistance Programs (SAP)
Kathy Holsopple	Executive Director, VT Federation of Families for Children's Mental Health (VFFCMH)
Charlie Biss	Children's Services Director, VT Department of Health, Mental Health Division
Garry Schaedel	Early & Periodic Screening, Diagnosis & Treatment (EPSDT) Program Director, VT Department of Health
Amy Roth	Children's Services Specialist, VT Department of Health, Mental Health Division
Mike McAdoo	Director, Office of Alcohol & Drug Abuse Prevention, VT Department of Health
Dana Robson	Children's Services Specialist, VT Department of Health, Mental Health Division
Kathleen Paterson	Assistant Director, Department for Children and Families (DCF), Family Services Division

What's up with the New Directions in Student Support Initiative?

Name	Title
Addison Central SU Steering Group	
Vicki Wells	Student Services Director, Addison Central SU
Inga Dutig	Principal, Middlebury Middle School
Georgette Childs	Principal, Bridport Elementary School
Wendy Whaley-Sauder	Guidance Counselor /Special Educator, Bingham Memorial, Ripton Elementary & Weybridge Elementary Schools
Susan English	Special Educator, Weybridge Elementary School
Denise Goodnow	Principal, Bingham Memorial School
Louise Vojtisek	School Psychologist, Addison Central SU
Orange East SU Steering Group	
Brian Carroll	Assistant Superintendent & Special Education Administrator, Orange East SU
Holly Heverly	Assistant Principal, Oxbow HS
Lomond Tougas	Guidance Counselor, Oxbow HS
Liz Mott	Special Education Coordinator, Oxbow HS
Braintree Elementary School Steering Group	
Nancy Frenette	Principal, Braintree Elementary School
Joe Bonasera	Guidance Counselor, Braintree Elementary School
Bob Slater	Special Education Teacher, Braintree Elementary School
Holly Blackie	Title I Teacher, Braintree Elementary School
Otter Valley HS Steering Group	
Dana Cole Levesque	Principal, Otter Valley HS
Lori Robear	Guidance Counselor, Otter Valley HS
Melissa Liberio	504/EST Coordinator, Otter Valley HS
Jim Avery	Assistant Principal, Otter Valley HS

School steering groups and agency and organization representatives gathered as a statewide planning committee for two full day sessions at the BEST Institute in June. Vicki Hornus from the North East Regional Resource Center (NERRC) served as facilitator. Participants reviewed statewide data compiled by the Department of Education (DOE) and the Agency of Human Services (AHS), recommendations generated by the participants at the Leadership Summit, current student support policy, and information generated from interviews of over 500 educators and service providers by the Students First Project. The Students First Project, supported by a grant from the United States Department of Education, has gathered information about what is needed to effectively integrate mental health in schools in Chittenden County. Based on the review of the previously mentioned documents, recommendations were made about policy adjustments to reflect best practices and the essential elements in a comprehensive and cohesive system of learning supports. Another purpose for bringing school steering groups and agency and organization representatives together was to begin development of deeper levels of understanding among the groups and to promote greater relationship building.

School steering groups remained for days three and four of the BEST Institute. Members of each school's steering group reviewed and analyzed school data compiled by the DOE and AHS, identifying additional local data that would be important to consider. School steering groups began mapping current school and community resources. Additionally, they began a planning process to engage local stakeholders and to build local readiness to implement a comprehensive educational support system.

A draft timeline for the project is described on page 7. In addition to what we have already referenced in this article, the timeline details the work during this school year, at next year's BEST Institute, during the 2008-2009 school year and beyond. School steering groups and agency and organization representatives will gather for two to three more meetings this school year to come to consensus regarding the essential elements in a comprehensive and cohesive system of learning supports and formulate a working draft of a of state-wide policy framework.

What's up with the New Directions in Student Support Initiative?

During the 2007-2008 school year, school steering groups will continue to recruit and engage stakeholders and to build local readiness, while analyzing the effectiveness of current supports and determine gaps and overlaps in school and community resources. Prior to the 2008 BEST Institute, school leaders will create or re-design existing teams into School Resource Management Teams that will manage school and school-linked community resources.

At the 2008 BEST Institute, the school steering groups/School Resource Management Teams and agency and organization representatives will gather to develop a strategic plan for implementation of a comprehensive educational support system at the participating school sites and to recommend creation of materials needed to support implementation. School steering groups/School Resource Management Teams will again stay for days 3 and 4 of the BEST Summer Institute to develop individualized implementation plans.

The working draft of the statewide policy framework will be implemented at the participating schools in the school year 2008-2009 and be analyzed to determine necessary local adjustments as well as any existing legislation and state or local policy changes necessary.

Finally, at the 2009 BEST Institute the school steering groups/School Resource Management Teams and agency and organization representatives will gather a final time to consider final adjustments to the draft statewide policy, support materials, or legislation based on what has been learned during implementation at participating schools. Final adjustments will be made and plans for statewide implementation will be developed. School steering groups/School Resource Management Teams will develop improvement plans with attention to sustaining and evolving their Comprehensive Educational Support System.

Throughout this project, Educational Support System (ESS) Consultants will support school steering groups on site to develop plans, engage stakeholders and implement new systems. ESS Consultants will also provide project support at both state and local levels. NERRC will continue to facilitate during project meetings and Howard Adelman and Linda Taylor will continue to act as project consultants. The entire project timeline will be posted by September on the Department of Education web site on the Educational Support System page http://education.vermont.gov/new/html/pgm_ess.html. We will update you with the specific address in the next Student Support Newsletter.

What's in a Name?

Names are important. Names influence what we think something is about and the parameters involved. The name New Directions in School Support wasn't specific enough for this project so we decided not to use it. Then we tried Comprehensive Student Support System. Well, that was okay...but it didn't relate to our current Educational Support System. We changed to Comprehensive Educational Support System (CESS). Then, as a result of the work the first two days at the BEST Institute, a participant emailed saying, "By the last day I just wondered if using the word 'supports' doesn't keep us at the 'add-on' place – [it] doesn't start the conversation at what children should experience everyday in the classroom learning and in their complete school experience... I started to think that what we are talking about is developing a school's assets...best teaching, caring adults, more choices for students within the regular program; positive school climate; communication with parents; etc.". With that thought in mind, we have realized that there may be a need for another name change. Stay tuned!

~Bev Heise



Local Annual Performance Reports Available on the DOE Website

You may go directly to the Local Annual Performance Reports at:

http://education.vermont.gov/new/html/pgm_sped/data_reports_pubs/local_annual_performance_06.html

Simply click on your Supervisory Union or Supervisory District to view your report.

Remember that SU-level Child Count data is also available for review at:

http://education.vermont.gov/new/html/pgm_sped/data_reports_pubs/child_count_05.html

~David Phillips

Assistive Technology Update

The student support team is contracting with ALLTech to run a 4 part series of workshops during the 07-08 school year. These workshops will be delivered in 5 locations throughout the state. They will consist of 4 different one day events. These workshops will run from September to May and will be free of charge to school personnel. Topics covered will include but not limited to:

- Accessible Digital Text
- Technology for Literacy
- Specific software for reading and writing (Kurzweil 3000, Read & Write Gold, Aspire)
- Technology for Mathematics
- Alternative input and output technologies

We look forward to your input and participation in these sessions. This is ALLTech's second year providing professional development around assistive technology to Vermont educators. The feedback from past participants has been stellar. Don't miss this chance to get help in figuring out the Assistive Technology puzzle.

Workshops 3 and 4 will be determined by you! Please take a minute to take ALLTech's online survey at <http://www.alltech-tsi.org/survey/html>

Visit the ALLTech website for up-to-date information on locations, workshop topics and registrations at <http://www.alltech-tsi.org/vermont>

If you have any further question please contact Michael Ferguson at michael.ferguson@state.vt.us .

~Michael Ferguson



Vermont Parent Information Center & Parent to Parent— MERGE!



The Boards of Directors of Vermont Parent Information Center and Parent to Parent of Vermont are happy to announce a merger between the two organizations has been approved.

We are excited by this opportunity to provide a continuum of support to families that is family-centered, comprehensive, and easy to access. By merging, Parent to Parent and the Vermont Parent Information Center combine their talents and expertise in partnering with families and professionals to achieve better outcomes for children and adults with special needs.

For more information, please contact Connie Curtin, VPIC Executive Director at 876-5315 or Julie Arel, P2P Executive Director at 876-5290.

The mission of the Vermont Parent Information Center is to empower parents, families, and children with disabilities to become effective advocates to improve the child's education and quality of life.

~Connie Curtin and Julie Arel



Tip of the Month

Make sure incoming 504 plans are received, implemented

In the rush to begin the school year, administrators can't review all Section 504 plans or get them to the correct staff to implement. But schools and districts can put steps in place to make this process run smoother in order to make staff and parents comfortable with the process.

Many schools use a "verification address form" for new students. The form requires information about a student's former school and home address. It also asks: "Does your child have a 504 plan?" If that box is checked, school leaders know to expect an incoming 504 plan.

To help the transfer of 504 plans within a district at the end of a school year, some schools itemize a pile of 504 plans and require a signed receipt from the receiving school. Administrators at the sending school then have documented proof they sent the plans by a certain date.

Other districts have "File Transfer Days," when administrators take all the outgoing plans and personally deliver them to the receiving schools. Often, the administrators sit down with staff at the receiving school to discuss each file.

Once the files are at the school, leaders at the receiving schools have the responsibility to make sure they carry out, or review and evaluate the plans.

"There must be a process in place to send plans to new schools and to get files to teachers as soon as possible," said attorney **Dave Richards**, with **Richards, Lindsay & Martin** in Austin, Texas. If time is running out before the first day of school, administrators should prioritize the 504 plans and get the cases of students with the most severe needs to the teachers who will work with those students, said Richards, who calls this strategy "triage" for new 504 plans.

July 6, 2007

Copyright 2007© LRP Publications

~*Nancy MacDonald*



“You must be the change that you wish to see in the world” - Mahatma Gandhi

RESOURCES

www.getATstuff.com is an online “classifieds” where you can find new and used Assistive Technology (AT) devices for sale or donation. Residents of Vermont & all of New England can post an AT or purchase an AT.

Center for Implementing Technology in Education
<http://www.CITEd.org>

Guide to Resources for Promoting Least Restrictive Environment (LRE) Practices

http://www.tacommunities.org/ev_en.php?ID=1027_201&ID2=DO_COMMUNITY

See the Online Events page on **SchoolsMovingUp** for future training events at <http://www.schoolsmovingup.net/onlineevents>

Vermont Department of Education

<http://education.vermont.gov/>

The regional school calendar summary for 2007-08 has been posted on the Department's Web site --

http://education.vermont.gov/new/html/directories/school_calendars_08.html

If you need information about human services, log onto www.screendoor.vermont.gov or call 211



The 5th Annual Vermont Collaboration Conference on Children, Youth & Families
“CollaborAction – Growing the Partnerships”

Friday, October 12, 2007
Killington Grand Hotel, Killington, Vermont

FEATURING:

- 30 Exciting WORKSHOPS** to offer you knowledge, skills & strategies that can have an impact on the collaborative work that we do to support children, youth & families;
- Keynote by Paula Duncan, MD** - Youth Director of the VT Child Health Improvement Program and Professor of Pediatrics at the UVM College of Medicine;
- MUSIC & ARTWORK** throughout the day;
- Presentation of the 2007 John D. Burchard “Spirit of Collaboration” Award;**
- BOOKSELLER & RESOURCE TABLES;**

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

—>Conference brochure & registration materials will be available
soon at website: <http://www.uvm.edu/~cdci/conferences.html>

check for periodic conference updates at <http://humanservices.vermont.gov/barre>

Register by Sept. 28 - Only \$75 before Sept 1 & \$85 after Sept 1 (inc. lunch & materials)

Questions? Contact Diane Robie at drobie@shoreham.net or 802-948-2435 or

Don Mandelkorn at don.mandelkorn@ahs.state.vt.us or 802-479-7594

Communication Corner

STUDENT SUPPORT TEAM

FYI



ALICIA HANRAHAN'S

DAUGHTERS

READY FOR KINDERGARTEN?



Upcoming Deadlines

BEST/ACT 230 Grant Applications

7/1/07-9/15/07

Note: If you receive the newsletter and do not have Acrobat Reader, you can download the most recent version from www.adobe.com.

How did Stump the Student Support Team come to be?

The Student Support Team receives a variety of calls and sometime it takes many different member's input to give an answer to the specific question. We invite you to **Stump the Student Support Team**. Send your question to sabine.baldwin@state.vt.us