

December 10, 2021
KSDE SETS
Special Education
Administrators' Webinar
Agenda



Agenda Item	Presenter
Director Updates	Bert Moore
SPEDPro Data Reporting Reminders: Projected December 1 Data	Mason Vosburgh
Teacher Licensure Reminders	Shane Carter
Categorical Aid	Evelyn Alden
TASN – Instruction within Inclusive Learning Environments (Infinitec, Co-Teaching, UDL/ Assistive Technology)	Shonda Anderson , Beth Zillinger
Families Together	Lesli Girard , Leia Holley
Significant Disproportionality	Brian Dempsey
IDEA LEA MOE and Expired IDEA Funds Reminders	Christy Weiler
Kansas Grants Reporting System (KGRS) Fiscal Update: Private School Participation	Christy Weiler
Indicator 5: Educational Environments (children 6–21)	Kelly Steele
Indicator 6: Preschool Environments	Julie Rand
Indicators 9 and 10: Disproportionate Representation	Jessica Hess
Emergency Safety Intervention Data Collection	Shanna Bigler
DLM Updates	Cary Rogers
ESSER Quarterly Reporting	Trevor Huffman
ESSER II-SPED and ARP-IDEA	Dean Zajic
Consolidation IDEA AND ESEA Funding at the Building Level	Dean Zajic
KIAS Calendar Reminders	Crystal Davis
KASEA Updates	Doug Anderson





SETS STATE DIRECTOR UPDATES

December 10, 2021

HOT TOPICS

- KESA (Kansas Education Systems Accreditation) and Special Education Engagement
- Learning Loss – ESSER III requires that 20% of a district's allocation be encumbered to address learning loss
- Transition to a successful and self-fulfilling adult life
- Chronic Absenteeism – the COVID connection
- Question: How is COVID impacting your agencies ability to ensure that EACH student is receiving a Free Appropriate Public Education in the Least Restrictive Environment?
- Parent Engagement – more than a question on the IEP



A WINTER BREAK WISH FOR YOU

- May you find the time to take a break from the stress of your day to day, never ending to do lists, to find some peace and quiet time for you and yours.
- Pack up all your work related stressors and leave them at the door when you leave the office. They will be waiting for you when you return so try not to think about them when you are away from work.
- You workaholics need to give yourself some grace and stay away from the computer and your texts for at least 24 hours. Tell your work family to call you if they have an emergency that needs your immediate attention. Let them know you will be “out of service” from _____ until _____. You can do it!



Keep The Main Thing The Main Thing



12/14/2021

Kansas State Department of Education | www.ksde.org | #KansansCan

Kansas leads the world in the success of each student.



Contact Information



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The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.





Licensure Reminders

- KSDE license lookup. The status date is the last time the file had activity.
“In process” applications need to be watched.
Teacher licensure has the option of deleting an application after 90 days of inactivity.
Teacher licensure consultants:
<https://www.ksde.org/Default.aspx?tabid=820>
- KSDE licensed staff can renew up to 6 months prior to expiration. So most KSDE licensed staff who expire before the end of the school year should be able to have a renewal in to KSDE now.
- Most Non-KSDE licensed staff who are licensed in Kansas can renew 45 days prior to expiration.



Reimbursement deadlines

- February 1st – Final Waiver deadline for year (please submit waivers as soon as possible)
- March 1st – Third payment deadline to update data. Pays on **ELIGIBLE** FTE

Deadlines are in Appendix A of the Reimbursement Guide, in the KIAS calendar, and separately here:

<https://www.ksde.org/Portals/0/SES/funding/CatAid/CatAid-Deadlines.pdf>



Ask for help!

Error: No Eligible FTE due to missing qualifications

Discrepancy: Partial Eligible FTE due to qualification dates

[Errors, Discrepancies, and Substitutes \(ksde.org\)](https://ksde.org)

When there are things you don't understand about why someone is an error (after reading the actual error and checking licensure), or why someone is a discrepancy (after checking their licensure), CONTACT ME! I am available by email, zoom, and phone.

Don't think of questions as "bothering" me, think of it as "justifying my employment"!



Authenticated Applications
Problems logging in or
creating account:

helpdesk@ksde.org
(785) 296-7935

CAPS questions/issues:

caps@ksde.org



Categorical Aid page

<https://www.ksde.org/Default.aspx?tabid=538>

Catastrophic/Non-Public Equivalency
Mason Vosburgh

mvosburgh@ksde.org
(785) 296-4945

Transportation/Medicaid Replacement
Sara Barnes sbarnes@ksde.org
(785) 296-4972

Special Teacher Reimbursement
Evelyn Alden ealden@ksde.org
(785) 296-3868

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High Quality Instruction within Inclusive Learning Environments



Assistive and Instructional Technology

KIC supports a local cadre of Kansas professionals who work with Kansas Infinitec Staff to provide assistance to Kansas districts on the consideration and use of instructional and assistive technologies (AT).

Beth Zillinger
bzillinger@ucpnet.org

Universal Technology Supports/ Universal Design for Learning

The goal of the project is to increase access to general education for all learners through the integration of technology in inclusive classrooms.

Cindy Malone
cmalone@ucpnet.org

Co-Teaching & Coaching

A professional learning system that provides training and coaching to support co-teaching in the general education setting.

Shonda Anderson
sanderson@ucpnet.org

Supporting Kansas Educators: *Where to Start*



KS Infnitec Practitioners'
Summit: Feb. 25



UDL Now Book Study!



Co-Teaching Initial Training

2021 Highlights Kansas Co-Teaching

- 5 New Trainer Candidates
- Focused Trainings for Early Childhood Inclusion
- Differentiated Instruction Blended Online Learning Course
- Coaches' Community of Practice
- Student Impact Data

Article:
Do Co-Teaching
Approaches Make
A Difference?

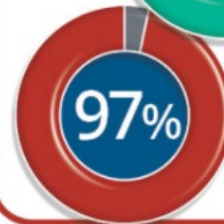
Of the co-teachers who participated in coaching:



agreed *co-teaching* has **both** *educational benefits* for students and *professional benefits*



agreed the *coaching process* has had a **positive impact** on their professional practice



agreed *co-teaching* is an **effective method of delivering services** to students with disabilities

Access for All Highlights

11 School Districts

Online Professional Learning

Multi-disciplinary School Teams

Supporting Learning Variability

Universal Design for Learning



Assistive and Instructional Technology

Technical Assistance

Professional Learning

Coaching

Equipment Resources

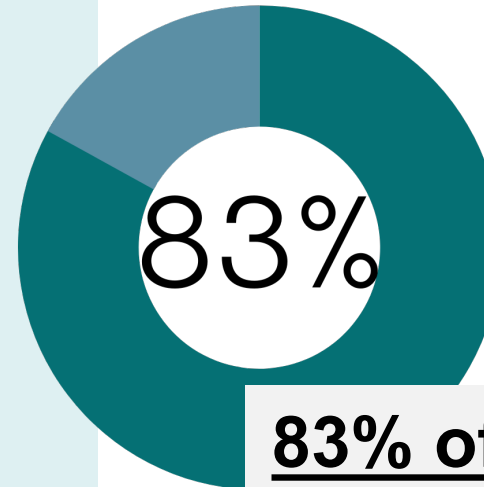
IN 2020-2021

Infinitec Staff & KIC Cadre Provided

239

Professional
Development
Sessions

ACROSS KANSAS



83% of students with Digital Text Accessed Grade Level Materials Increased Independence Advocated for AT Tools

Families Together, Inc.



Lesli Girard
Co-Executive Director

Lesli@famielstogetherinc.org

785-233-4777

Families Together, Inc.

exists to
encourage, educate,
and ***empower*** families
to be effective advocates
for their sons and daughters
with exceptionalities.

Families Together, Inc.

Parent Training and Information (PTI) & Family-to-Family Health Information Center (F2F HIC) for Kansas families that include a child with a disability, exceptionality, and/or special health care needs



Families Together, Inc.

Topeka

(785) 233-4777

(800) 264-6343

Wichita

(316) 945-7747

(888) 815-6364

Garden City

(620) 276-6364

(888) 820-6364

contactus@familiestogetherinc.org

www.familiestogetherinc.org

Families Together, Inc.

U.S. Department of Education

Office of Special Education Programs Grant

Parent Training & Information Center

- Individualized Parent Assistance (English and Spanish)
- IFSP/IEP/BIP Review
- IEP Mentoring
- Information and Referral to Community Resources
- Parent Training
- Newsletters and Monday Memos

Families Together, Inc.

Kansas State Department of Education Partnership Contract

- Education Advocate Program
- Multi-tier System of Supports (MTSS) training for parents
- Technical Assistance System Network (TASN) Provider
- Regional and statewide conference funding
- Individualized assistance to parents and educators about family engagement
- State Personnel Development Grant (SPDG) School Mental Health Initiative

Families Together, Inc.

Kansas Department for Aging and Disabilities (KDADS)

- Regional transition conferences for families (Shift)



Kansas Council on Developmental Disabilities

- Family Employment Awareness Training (FEAT)
- IEP Mentor Project

Families Together, Inc.

Parent-to-Parent



Matches parents who have experience raising a child with special needs with parents who need someone to listen, encourage and support them.

Families Together, Inc.

Together We Can Learn Conference

Highlights

- Nationally known speakers
- Breakout sessions on current topics and best practices
- Parents and professionals learning together



Families Together, Inc.

Parent Leadership Conference

- Free overnight family events
- Parents network and learn
- Kids & companions enjoy activities



Team Empowerment Conferences

Parents & professionals network and attend workshops

Families Together, Inc.

Training: Parent Rights

- Special Education Law: Parents' Rights & Responsibilities
- Families are Important! Part C Infant-Toddler Services
- Step Ahead at Age 3 Transition from Part C to Part B
- IEP Development
- Section 504
- Emergency Safety Interventions
- Discipline
- Education Advocate

Families Together, Inc.



It is our hope, through support and information, to enable families and communities to maximize the abilities of children/youth with disabilities, exceptionalities, and special health care needs.

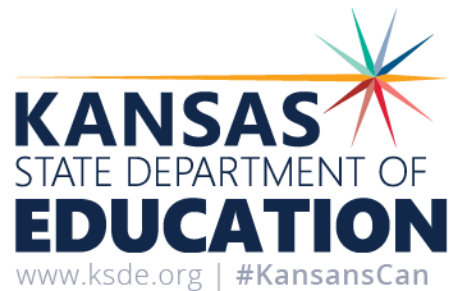
Belonging has always been a fundamental driver of humankind. ~Brian Chesky





Significant Disproportionality

Overview and Updates



Kansas leads the world in the success of each student.

Significant Disproportionality

States must annually collect and examine data to determine whether significant disproportionality based on race or ethnicity is occurring in each local education agency (LEA) with respect to:

- The identification of children as children with disabilities, including the identification of children as children with a particular disability;
- The placement of children with disabilities in particular educational settings; and
- The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

See 34 C.F.R. § 300.646





Did You Know?

IDEA does not, however, define “significant disproportionality.” The regulations do not explicitly define the term either. Instead, they require States to use a standard methodology for analysis of disproportionality, which includes States setting a threshold above which disproportionality in the identification, placement, or discipline of children with disabilities within an LEA is significant.

How is this calculated??

- Risk Ratio

The risk ratio answers the question “What is the risk of children from target racial/ethnic group found within a subcategory as compared to the risk of children from the Comparison racial/ethnic group found within a subcategory within the LEA or USD?”

- Alternate Risk Ratio (For LEAs that don't meet the minimum sizes)

The alternate risk ratio answers the question “What is the risk of children from a target racial/ethnic group found within a subcategory as compared to the risk of children from all the comparison racial/ethnic group found within a subcategory within the state?”

KS Significant Disproportionality Criteria

Minimum Cell Size: 10

Minimum N Size: 30

Standard for Reasonable Progress*:

≥ 0.5 progress per year in lowering the risk ratio in each of the most recent 2 consecutive years.

*A district that exceeds the risk threshold for 3 prior years, but that has shown reasonable progress for lowering the risk ratio in each of the most recent 2 consecutive prior years, will be evaluated by KSDE and may not be identified with significant disproportionality.

Category Risk Ratio Threshold Identification

- All Disabilities ≥3.0
- Autism ≥3.0
- Emotional Disturbance ≥3.0
- Intellectual Disability ≥3.0
- Other Health Impairment ≥3.0
- Specific Learning Disability ≥3.0
- Speech/Language ≥4.5

Discipline

- In-School Susp. ≤ 10 ≥3.0
- In-School Susp. >10 ≥3.0
- Out-of-School Susp. ≤ 10 ≥3.0
- Out-of-School Susp. >10 ≥3.0
- Total Removals ≥3.0

Environment

- Regular Env < 40% ≥3.0
- Separate Settings ≥3.0



Where is the data?

Significant Disproportionality analysis* is available on Kansas APR Reports website:

<http://ddesurvey.com/kansasAPR/login.aspx>

NOTE: Early data warnings -- Even if not identified, check out the site so that you can look for & address yellow & red cells.

**Data is available at the district level to support analysis and intervention even though significant disproportionality is determined at the LEA level in Kansas.*



What happens if an LEA is identified as having Significant Disproportionality?

- **Restrict.** If an LEA has been identified as having significant disproportionality, the LEA is restricted from reducing its Maintenance of Effort (MOE) level by using the 50% reduction rule, and it must:

- **Reserve.** Reserve 15% of its IDEA Part B Section 611 and 619 allocations for comprehensive coordinated early intervening services (CCEIS) to address factors contributing to the significant disproportionality;

- **Review.** Review and, if appropriate, revise its policies, practices, and procedures used in identification or placement in particular education settings, and/or disciplinary removals, to ensure that the policies, practices, and procedures comply with the requirements of the IDEA; and

- **Report.** Publicly report on the revision of those policies, practices, and procedures consistent with the requirements of the Family Educational Rights and Privacy Act, its implementing regulations in 34 C.F.R. part 99, and Section 618(b)(1) of IDEA.



Equity in IDEA: Significant Disproportionality, Indicator 4, Indicator 9, & Indicator 10

- Question A-2: Is “significant disproportionality” different from “disproportionate representation”?
- Answer A-2: Yes. IDEA section 616(a)(3)(C) requires States to identify LEAs with “disproportionate representation” of racial and ethnic groups in special education and related services that is the result of inappropriate identification. The significant disproportionality regulations do not apply to or address the obligation to identify disproportionate representation due to inappropriate identification under IDEA section 616(a)(3)(C), though nothing prohibits a State from using risk ratios or up to 3 years of data for analyzing disproportionate representation.
- Question A-3: Is “significant disproportionality” different from “significant discrepancy”?
- Answer A-3: Yes. IDEA section 612(a)(22) requires States to identify LEAs with “significant discrepancy,” which are disparities by race and ethnicity or by disability status in the rate of long-term suspensions and expulsions of children with disabilities. States must examine whether there are significant discrepancies among LEAs in the State or compare the rates of long-term suspensions and expulsions of children with disabilities to those rates for non-disabled children within the LEAs. The significant disproportionality regulations do not apply to or address the obligation to identify significant discrepancies under IDEA section 612(a)(22).

<https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17-2.pdf>



Significant Disproportionality Updates



- Significant Disproportionality **status** notifications anticipated to be issued in January.
- Significant Disproportionality **KIAS Application** anticipated to rollout in January.

Resources

- [Equity in IDEA - Webinar Series](#)
- [Early Childhood Technical Assistance Center \(ECTA\)](#)
- [Positive Behavioral Interventions and Supports \(PBIS\) Center](#)
- <https://osepideasthatwork.org/federal-resourcesstakeholders/disproportionality-and-equity>





Questions?



Brian Dempsey, Assistant Director, Special Education and Title Services

Kansas leads the world in the success of each student.



Private School Participation Data Collection



Special Education Directors Webinar
December 10, 2021

Kansas leads the world in the success of each student.

PRIVATE SCHOOL PARTICIPATION

The purpose of the Private School Participation data collection is to determine the proportionate share of IDEA Part B funds for the next subsequent fiscal year. Each LEA must annually conduct child find to locate all children with disabilities attending private schools and provide equitable services to those parentally-enrolled children who attend the private schools located in the jurisdiction of the LEA without regard to where the children reside.

Procedures: The private school participation data collection is housed in the Kansas Grants Reporting System (KGRS)

<https://apps.ksde.org/authentication/login.aspx>

Reporting Window: January 3-February 4, 2022



PRIVATE SCHOOL PARTICIPATION

DEFINITION: Kansas defines a private school as, "an organization which regularly offers education at the elementary or secondary level, which is exempt from federal income taxation under section 501 of the federal internal revenue code of 1954, as amended, which conforms to the civil rights act of 1964, and attendance at which satisfies any compulsory school attendance laws of this state" (KSA 72-5392(c)). The definition of private schools includes parochial schools.



PRIVATE SCHOOL PARTICIPATION

- Timely and meaningful consultation
 - LEA shall consult with private school representatives and representatives of parents of the parentally enrolled private school children with disabilities.
 - Purpose of the consultation is to design and develop special education and related services.
 - The LEA shall obtain a written affirmation signed by the representatives of participating private schools.
 - If representatives do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation of the consultation process to KSDE.



PRIVATE SCHOOL PARTICIPATION

What data is collected?

- This count includes all children determined to have a disability that are parentally placed in private schools regardless of whether or not they are receiving special education or related services or whether this child lives within the jurisdiction of the LEA.
- Children age 5 or under who are enrolled in a private preschool program would not be part of the child count to determine the proportionate share of federal funds. This means that only five year-olds who are enrolled in a private school kindergarten would be part of the private school child count.
- Enrollment count does not include gifted.
- This count, at the discretion of the local board, must be conducted on the last Friday of October or on December 1 of each year.



PRIVATE SCHOOL PARTICIPATION

RESOURCES:

- Private School Proportionate Share FAQ document
 - <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/Special-Education-Fiscal-Resources>
- Kansas Special Education Process Handbook
 - <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/Legal-Special-Education-Law/Kansas-Special-Education-Process-Handbook>



Contact Information



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Indicator 5: Educational Environments (Children 6-21)

Indicator 5: School Age Least Restrictive Environment (LRE)

- **Indicator 5:** Percent of children with an individualized education program (IEP) aged 6 through 21 served: (5-year-old students in Kindergarten are included)
- 5A. Inside the regular class 80% or more of the day;
- 5B. Inside the regular class less than 40% of the day; and
- 5C. In separate schools, residential facilities, or homebound/hospital placements.
- 20 U.S.C. 1416(a)(3)(A).



Indicator 5: School Age LRE

- Regulatory Requirement:
- To the maximum extent appropriate, children with disabilities must be educated with children who are not disabled.
- Each IEP must include an explanation of extent, if any, to which a child will not participate with nondisabled children.
- Each local education agency (LEA) must make a continuum of alternative placements available.

20 U.S.C. § 1412(a)(5)(A); 34 C.F.R. § 300.114(a). 20 U.S.C. § 1414(d)(1)(A)(i)(V); 34 C.F.R. § 300.320(a)(5). 20 U.S.C. § 1412(a)(5); 34 C.F.R. § 300.115.



Where's the data?

- Indicator 5 data's available on Kansas APR Reports website, <http://ddesurvey.com/kansasAPR/login.aspx>
- After logging in, click on the Trends tab then select Indicator 5 from the Trend Report drop down.
- Look for & address yellow & red cells
- KSDE's Data Central is another place to find Indicator 5 data. https://datacentral.ksde.org/sped_rpts.aspx



How to increase inclusion.

- Please remind IEP teams to be mindful of the Least Dangerous Assumption.
- Theory of Presuming Competence: Least Dangerous Assumption
“...in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults. Furthermore, we should assume that poor performance is due to instructional inadequacy rather than to student deficits.”
– Anne Donnellan, 1984 as quoted by Cheryl Jorgensen, 2005
- <https://www.youtube.com/watch?v=1rlwA7C-vc8>



How to increase inclusion.

- Encourage Instruction within Inclusive Learning Environments.
<https://www.ksdetasn.org/ile>
- <https://www.ksdetasn.org/resources/3203>
- <https://youtu.be/k5AGFszDaYU>
- State Trainers
- Shonda Anderson sanderson@ucpnet.org
- Lead State Trainer and Coaching Coordinator
- Phone: 515-360-4896



How to increase inclusion.

- Kansas Multi-Tier System of Supports & Alignment (MTSS)
- Linda R Wilkerson, MSEd Co-Director (816) 804-5909
linda@kansasmtss.org
- Or
- Todd Wiedemann, MSEd Co-Director (316) 680-6573
todd@kansasmtss.org
- <https://www.ksdetasn.org/mtss/kansas-mtss-and-alignment-project-staff>



KSDETASN.ORG

Making connections to improve outcomes.

REQUEST ASSISTANCE

We provide technical assistance to support school districts' systematic implementation of evidence-based practices. How can we help you?

- Evidence based resources.
- Data explanation.
- Root cause analysis guidance.
- Technical assistance resources.
- Technical Assistance Team (TAT) members





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Indicators 9 & 10: Disproportionate Representation



What's the Difference?

- Indicator 9
 - KSDE must report the percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
- Indicator 10
 - KSDE must report the percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.



Indicator Changes for FFY 2020

Definition of Disproportionate Representation: A district is identified as having disproportionate representation if that district meets the following two-year criteria for racial and ethnic groups in special education and related services.

Year 1

Overrepresentation –The district must have:

At least 30 students of a racial and ethnic group in the district; At least 10 students of a racial and ethnic group in special education and related services; At least 10 students in the comparison group in special education and related services; and A **final risk ratio** ≥ 3.00 except for speech & language (≥ 4.50).

Year 2

Overrepresentation -The district must have:

At least 30 students of a racial and ethnic group in the district; At least **10** students of a racial and ethnic group in special education and related services At least **10** students in the comparison group in special education and related services; and A **final risk ratio** ≥ 3.00 except for speech & language (≥ 4.50).



Final Risk Ratios

Risk Ratio Calculation Steps:

1. Target Group Risk = $\frac{\text{Cell Size: \# in Target Race or Ethnicity within Subcategory}}{\text{N Size: \# in Target Groups}}$
2. Other Group Risk = $\frac{\text{Cell Size: \# in all Other Race or Ethnicities Group within Subcategory}}{\text{N Size: \# in all Other Race or Ethnicities Group}}$
3. Risk Ratio = $\frac{\text{Target Group Risk}}{\text{Other Group Risk}}$

Alternate Risk Ratio Calculation Steps:

1. District Risk = $\frac{\text{Cell Size: \# in Target Race or Ethnicity within Subcategory}}{\text{N Size: \# in Target Groups}}$
2. State Risk = $\frac{\text{Cell Size: \# in all Other Race or Ethnicities Group within Subcategory}}{\text{N Size: \# in all Other Race or Ethnicities Group}}$
3. Alternate Risk Ratio = $\frac{\text{District Risk}}{\text{State Risk}}$

Final Risk Ratio: The Final Risk Ratio is either the Risk Ratio or the Alternate Risk Ratio



Where's the Data?

- Indicator 9 & 10 data is available on Kansas APR Reports website: <https://www.ksapr.org/KansasAPR/Login.aspx>
- If your district exceeds the threshold for Disproportionate Representation we encourage the use of a root cause analysis to create an action plan for improving outcomes and lowering data below the threshold in the future.
- State level data on these indicators as well as others can be found in the SPP/APR reports here: <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/KIAS/SPP-and-APR>





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jahess@ksde.org

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Emergency Safety Interventions



Definitions

Emergency Safety Intervention (ESI)

The use of seclusion or physical restraint

- **Physical Restraint**

- Bodily force used to substantially limit a student's movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance or instruction shall not be deemed to be physical restraint

- **Seclusion**

- The placement of a student in a location where all of the following conditions are met:
 - The student is placed in an enclosed area by school personnel
 - The student is purposefully isolated from adults and peers
 - The student is prevented from leaving or the student reasonably believes that such student will be prevented from leaving the enclosed area



When May an Emergency Safety Intervention Be Used?

- An emergency safety intervention may only be used when the student presents a reasonable and **immediate** danger of physical harm to self or others with the present **ability** to effect such physical harm
- Less restrictive alternatives, such as positive behavior interventions support, must be deemed inappropriate or ineffective under the circumstances prior to the emergency safety intervention being used
- The use of an emergency safety intervention must stop immediately when the danger of physical harm ends
- Violent action that is destructive of property and presents a reasonable and immediate danger of physical harm to such student or others with the present ability to effect such physical harm may necessitate the use of an emergency safety intervention
- An emergency safety intervention must not be used for discipline, punishment, or the convenience of a school employee



Training Resources

- KSDE TASN

- *Keyword Search: ESI*
 - ESI Alternatives
 - ESI Data Collection & Use Tools
 - ESI Notification Tools
 - Requirements Webinars
 - De-Escalation Techniques
 - Functional Behavior Assessment Information
 - ESI Reduction Action Plans

- ESI Professional Development Series

- Differentiated training video for various staff roles
- 15 minute training videos
- Satisfy annual training requirements
- Appropriate for individuals or groups
- Presenter notes available
- Avoids repetition of previous trainings
- Checks for understanding through quizzes



Thank you!

As of Wednesday, December 8th:

- 686 schools have already submitted data!
- 32 schools are in the process of submission
- 762 schools remaining to report



Reminder

Schools with no incidents still need to log into the ESI data entry in KIAS and check the box indicating “no incidents” and then submit.



Emergency Safety Intervention Reporting Periods of the **2021-2022** School Year

Reporting Period	Incident Date Range Begins	Submission Window Opens	Submission Window Closes
1	06/01/2021- 11/30/2021	12/03/2021 <i>(Submit ESI incidents that occurred on or between 6/1/2021 and 11/30/2021)</i>	12/20/2021
2	12/01/2021- 5/31/2022	05/13/2022 <i>(Submit ESI incidents that occurred on or between 12/01/2021 and 5/31/2022)</i>	06/10/2022



Single user for multiple buildings

When registering for KIAS- register for
“DISTRICT ADMIN” access level.

This is the ONLY access level that will allow data entry for multiple buildings.



Emergency Safety Intervention Data Collection

- The Emergency Safety Intervention Data Collection is located in the **Kansas Integrated Accountability System (KIAS)** application.
 - [Registering for KIAS](#)
 - [ESI-KIAS User Manual](#)
- [Reporting Guidance-KSDE](#)
 - Applicability
 - Attendance and Responsible School Buildings
 - Documentation and Submission of Incidents





Shanna Bigler

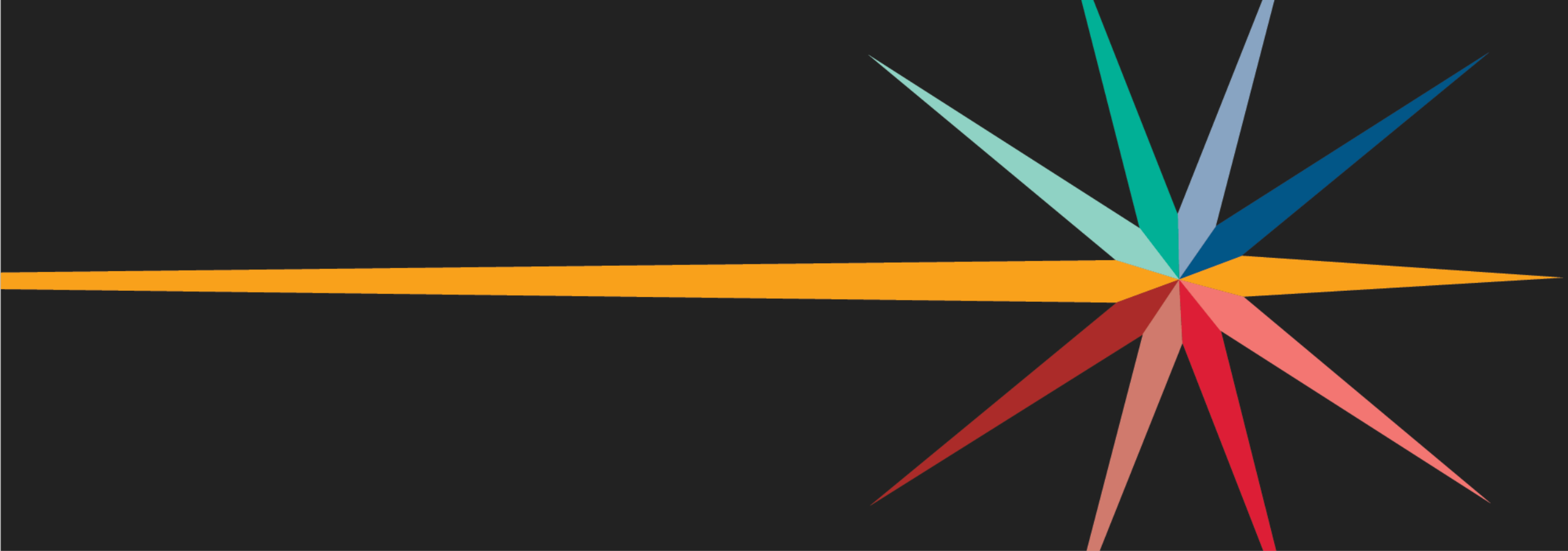
Mental Health Education Program Consultant

785-296-4941

sbigler@ksde.org

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Alternate Assessment (DLM) Justifications



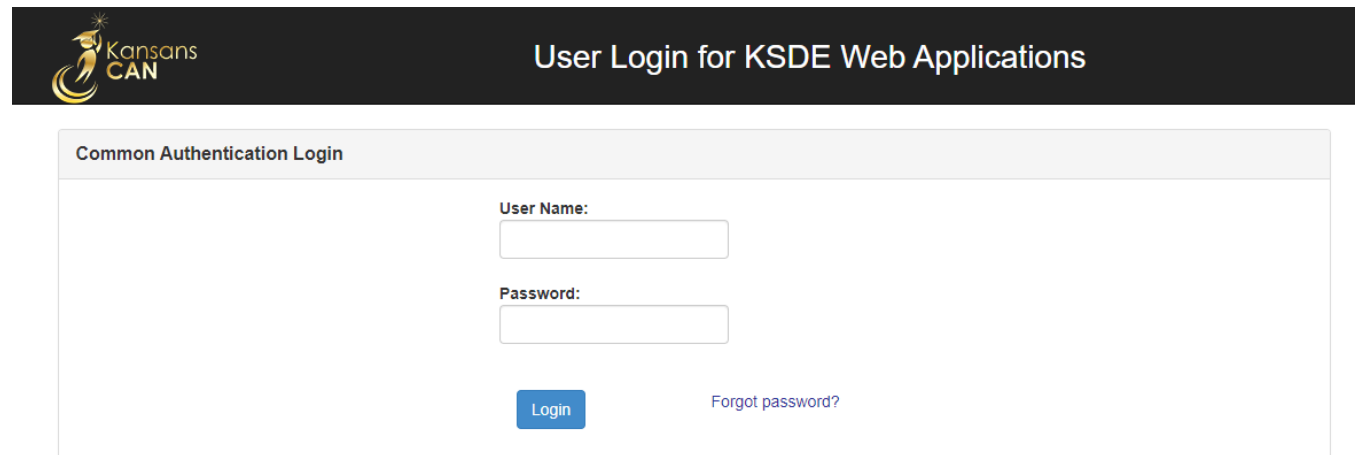
Correction:


Justification window open December 8-31, 2021

Kansas leads the world in the success of each student.

Kansas integrated accountability system (KIAS)

- Alternate Assessment Justifications are completed in the KIAS Authenticated Applications



 **User Login for KSDE Web Applications**

Common Authentication Login

User Name:

Password:

[Login](#) [Forgot password?](#)



Data collection

1. Subjects and DLM Percent

Subjects and DLM Percent			
Subject	DLM	Total	DLM Percent
ELA	329	25012	1.32%
SCIENCE	141	10034	1.41%
MATH	359	24955	1.44%



Data collection

- What does our district data show?
- Disability categories taking the DLM
- Risk ratio data to determine disproportionality by subgroup (A risk ratio greater than 3.0 needs to be addressed.)
- Percentage of students performing at target or advanced on the DLM for the school year (students performing a 3 or 4 according to AMOSS data)



Data collection (continued)

- Please provide a narrative that includes the data types and processes that the IEP teams are utilizing to qualify students for the Alternate Assessment (DLM).
- What are the district's next steps to ensure that annually the appropriate test is administered to each student?
- Based on the data for our district, our LEA needs additional training. (Yes/No)



Potential areas for additional training

- Effectively using the DLM participation guidelines when identifying a student as having a most significant cognitive disability.
- Least Dangerous Assumption
- Appropriate use of Accommodations for the general assessment
- Other (please specify)



District DLM assurances

2019 - 2020 District DLM Assurances

If your district anticipates testing over 1% of its assessed students in a subject using the DLM for the 2019-2020 school year, please submit assurances for each of the following five items:

- 1. Individualized Education Program (IEP) teams have correctly identified students with the Most Significant Cognitive Disability. <http://www.ksde.org/Default.aspx?tabid=887>
- 2. The district has measured the achievement of, at least 95% of all students, including students with disabilities in tested grades.
- 3. Students who will be participating in an alternate assessment receive instruction aligned to the alternate academic achievement standards, the Essential Elements. https://dynamiclearningmaps.org/erp_ie
https://dynamiclearningmaps.org/sci_resources
- 4. Parents are informed of their child's participation in an alternate assessment and implications of participating.
- 5. Addresses any disproportionality in the percentage of students in any subgroup taking the alternate assessment.

I understand that the assurances submitted will be posted by KSDE in accordance with federal regulations. (34 CFR 200.6(c)(3)(iv))

By Submitting this form, the district verifies that all students participating in the DLM meet the KSDE participation criteria (<http://www.ksde.org/Default.aspx?tabid=887>) or will request technical assistance to meet the criteria (<https://www.ksdetasn.org/>).

Superintendent Name

Date

Special Education Director Name

Date



DLM fall test window



Closes December 17th

Data Extract – DLM Instructionally Embedded Monitoring

State	District	School ID	School Name	Grade	Student Last Name	Student First Name	Student State ID	Window	ELA Educator Last Name	Blueprint Requirement ELA % Met	Total Number of ELA Testlets Taken	ELA Blueprint Requirement 1	ELA Blueprint Requirement 2	ELA Blueprint Requirement 3	ELA Blueprint Requirement 4	Math Educator Last Name	Blueprint Requirement Math % Met	Total Number of Math Testlets Taken	Math Blueprint Requirement 1	Math Blueprint Requirement 2	Math Blueprint Requirement 3	Math Blueprint Requirement 4	Science Educator Last Name	Science Testlets Completed
Kansas				6				Fall Window		50	4	Met	Not Met	Not Met	Met		25	3	Not Met	Not Met	Not Met	Met	NA	NA
Kansas				8				Fall Window		100	7	Met	Met	Met	Met		100	7	Met	Met	Met	Met		0
Kansas				8				Fall Window		100	7	Met	Met	Met	Met		100	7	Met	Met	Met	Met		0

I will be out of the office 12/15-12/18 if you need assistance contact

DLM Service Desk
[1-855-277-9751](tel:1-855-277-9751)
DLM-support@ku.edu
 Monday – Friday
 7:00am - 5:00pm CT

Julie Ewing
 Assessment Coordinator
jewing@ksde.org
 (785) 296-4349



Text-to-Speech

Nonvisual (ELA passages)



TTS Checklist

- DTCs must send the TTS Checklist to TTSNonvisual@ksde.org for approval by January 31, 2022.
- Send all checklists in ONE pdf
- NEW- signature may be typed into the checklist. A written signature is not needed.



TTS Text-to-Speech Checklist
(Nonvisual)

FOR KSDE USE ONLY.



10-digit SSID/KIDS ID: _____

Grade: _____

District name: _____

1. The student is:

- Blind
- Visually impaired
- A non-reader

2. The student has a current:

- IEP
- 504 plan

Date of IEP/504: _____

3. Is Text-to-Speech or a screen reader the student's primary mode of accessing text?

- Yes
- No

4. Please mark all that apply to the reading accommodations listed on the student's IEP/504.

What?

- Text-to-Speech
- Human reader

When?

- State assessments
- District assessments
- Classroom assessments
- Classroom assignments
- To access printed material in ALL subjects (textbooks, books, assignments, tests)

Active member of:

- Bookshare
- Learning Ally
- Other: _____

Students who are blind or have a significant visual impairment can stop here.

5. Does the student's IEP or 504 plan document severe deficits in decoding skills and provide services or supports to address the reading deficits?

- Yes
- No

6. What is the student's Lexile level without Text-to-Speech (TTS) or audio accommodations?

Lexile Level: _____

Tool used: _____

Date administered: _____

7. What is the student's Lexile level with TTS or audio accommodations?

Lexile Level: _____

Tool used: _____

Date administered: _____

8. What is the student's level of accuracy on an oral reading fluency assessment:

_____ %

Date administered: _____

9. Protocol for Accommodations in Reading (PAR) or (uPAR).

Date administered: _____

Rank strongest mode (1) to weakest mode (3) - if there is no difference between two results rank them the same:

Silent/oral reading: _____

Adult reader: _____

Text reader: _____

Test Coordinator or building administrator

- I have reviewed and verified this student's checklist including the IEP/504 plan indicating the student is receiving TTS or audio supports on a regular basis for instruction and assessment.

Signature: _____

Position: _____

Please submit all checklists for the building together in **ONE** pdf to TTSnonvisual@ksde.org by January 31st.



For more information, contact:

Cary Rogers
Education Program Consultant
Special Education and Title Services
(785) 296-0916
crrogers@ksde.org

Kansas State Department of Education | 900 S.W. Jackson Street, Suite 102 | Topeka, Kansas 66612-1212

www.ksde.org

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September 2, 2021

TTS Checklist Due to
KSDE by Jan. 31

TTSnonvisual@ksde.org





Cary Rogers
Education Program Consultant
Special Education and Title Services Team
(785) 296-0916
crogers@ksde.org

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KANSAS ASSOCIATION OF SPECIAL EDUCATION ADMINISTRATORS

2021-22

KASEA OFFICERS:

- President- **Doug Anderson** danderson@keystonelearning.org
- **President Elect – TBD**
- Secretary – **Cris Seidel** cris.seidel@usd495.com
- Treasurer -**Angie Estell** aestell@usd261.com
- Past-President – **Heath Peine** hpeine@kasea.org

WELCOME THE NEW KASEA EXECUTIVE DIRECTOR!

ANN MATTHEWS

Experiences include:

- Teacher SPED/Behavior Disorders
- Doctorate in District Leadership – KSU
- SPED Director Auburn-Washburn
- Executive Director of Teaching/Leadership
- KASEA Leadership roles

“KASEA has established itself as a source for meaningful professional development for directors through the conference and regional supports. It will be my priority to provide coordination and support for those activities...”

WINTER CONFERENCE 2022: FELLOWSHIP, FRIENDS, & FOUNDATIONS

Where?: Bishop Professional Developmental Center - 3601 SW 31st st., Topeka, KS

Hotel: Springhill Suites 2745 SW Fairlawn Rd., Topeka, KS

Keynote Speakers:

- **Monte Selby** - building morale in the buildings/classrooms
- **John Cannon** - trauma informed practices



SAVE THE DATE

KASEA
Kansas Association of
Special Education Administrators

WINTER CONFERENCE 2022
FELLOWSHIP, FRIENDS, AND
FOUNDATIONS

FEBRUARY 22-23, 2022
HYBRID—VIRTUAL AND IN PERSON OPTIONS

REGISTRATION AND LODGING
INFORMATION AVAILABLE SOON

THANKS TO THE WINTER CONFERENCE COMMITTEE!

- Rebekah Helget
- April Hilyard
- Angie Karraker
- Kathy Kersenbrock-Ostmeyer
- Lena Kisner
- Heath Peine
- Cris Seidel
- Anjanette Tolman
- Doug Tressler
- Vicki Vossler
- Jason Wright

KASEA MEMBERS UNITED!

MISSION:

- **Special Education Leaders united** in advocacy and committed to the success of all children.

VISION:

- To be the voice of special education, **to actively provide mentoring and support for leaders**, and to advance the profession through policy and practice.