

**October 14, 2022
KSDE SETS Special
Education Administrators'
Webinar
Agenda**

Agenda Item	Presenter
Welcome	<u>Crystal Davis</u>
Director Updates	<u>Bert Moore</u>
<u>100 Day Checklist</u>	<u>Doug Tressler</u>
<u>Educational Benefit Review LEA Facilitator Training- Hays</u>	<u>Doug Tressler</u>
<u>Personnel Categorical Aid</u>	<u>Evelyn Alden</u>
<u>Indicator 8: Parent Involvement</u>	<u>Josie McClendon</u>
Maintaining IEP Compliance while Navigating Staffing Shortages	<u>Crista Grimwood</u>
<u>Significant Disproportionality</u>	<u>Kelly Steele</u>
<u>IDEA and Gifted File Review- Compliance Status Letters, Next Steps for Districts Non-compliant</u>	<u>Cary Rogers</u>
<u>KASEA Updates</u>	<u>Doug Anderson</u>





SETS STATE DIRECTOR UPDATES



October 14, 2022

Kansas leads the world in the success of each student.

HOT TOPICS

- Language Assessment Program
- Teacher/Specialist/Para Shortage
- Overwhelmed First Year Teachers/Specialists/Directors
- Monitoring
- Inclusion FIRST
- Prevalence of Students with Disabilities
- KSDE and TA Provider Support
- Adding Links to Notice Forms for the State Schools



November 10 Special Committee on Education – Special Education Topics

- Special education funding and how funding is distributed;
- Current statutory requirements for special education;
- The current excess cost calculation methodology;
- Costs for regular and special education as reported by districts;
- Requirements for students to qualify for special education;
- Special education funding methodology in other states; and
- Resources provided to special education students after graduation.



PD OPPORTUNITIES

- KSDE Conference – October 19-21 in Wichita at the Hyatt
- Special Education Administrators Quarterly #2 – October 26 in Hutchinson at the Stringer Fine Arts Building (Hutchinson Community College Campus)
- Tri-State Law Conference – November 3 & 4 in Omaha
- Midwest Education Leadership Conference – June 19-21 in Breckenridge, Colorado (information will be sent at a later date when the agenda is set)



Keep The Main Thing The Main Thing



10/19/2022

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

Kansas leads the world in the success of each student.





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Personnel Categorical Aid (KGRS)

- Working pretty well (very few issues so far, and they are being fixed)
- Checking reports: Maximizes reimbursement AND finds payment issues in new program!
 - Let me know if you find issues or have questions!
- Access is to Kansas Grants Reporting System (KGRS), then a district administrator gives access to PCA within KGRS. (I have instructions in an email for admins)



Reimbursement Deadlines

- December 1st –Final day to enter/update before the second payment.

The second payment pays on ALL FTE that is claimed.

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>



Other Reminders

- Waiver deadline this semester is November 1.
 - Be sure the area and grades match what the person is doing and what is claimed (which should be the same thing).
- KSDE license applications.
 - “In process” applications need to be watched closely. The status date is the last time the file had activity. 90 days and the application can be deleted. KSDE licensed staff can apply for renewal 6 months prior to expiration.
- Non-KSDE license renewals are important as well. Most can apply at least 45 days prior to expiration.



Authenticated Applications
Problems logging in or
creating/removing accounts:

helpdesk@ksde.org
(785) 296-7935



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

Catastrophic/Non-Public Equivalency
Mason Vosburgh
mvosburgh@ksde.org
(785) 296-4945

Categorical Aid
questions/issues:
cataid@ksde.org

Transportation/Medicaid Replacement
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Special Teacher Reimbursement
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Indicator 8 (Parent Involvement Survey) Reminders



- Once you send the letter to parents, please email me the number of parents that received the survey and the method in which you sent it (email, mail, attached to IEP).
- Please do NOT give the survey to parents of student's whose ONLY exceptionality is gifted. Since this is federally reported data, we cannot report on gifted-only.



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Significant Disproportionality

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.

- According to 34 C.F.R. § 300.646 of the regulations implementing the IDEA
- (<https://www.ed.gov/news/press-releases/fact-sheet-equity-idea>)



Disproportionality Categories

- All Disabilities
- Autism
- Emotional Disturbance
- Intellectual Disability
- Other Health Impairments
- Specific Learning Disability
- Speech or Language Impairment

Identification



- Out of School Suspension ≤ 10 Days
- Out of School Suspension > 10 Days
- In School Suspension ≤ 10 Days
- In School Suspension > 10 Days
- Total Removals

Discipline



- Regular Class $< 40\%$ of time
- Separate Facilities

Environment



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?”

Risk Ratio: Within an LEA or USD, the 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 LEA or USD?”

Risk Ratio Calculation Steps:

1. *Target Group Risk*
$$= \frac{\text{Cell Size: \# in Target Race/Ethnicity Group within Subcategory}}{\text{N Size: \# in Target Groups}}$$

2. *Other Group Risk*
$$= \frac{\text{Cell Size: \# in all Other Race/Ethnicities Group within Subcategory}}{\text{N Size: \# in all Other Race/Ethnicities Group}}$$

3. *Risk Ratio* =
$$\frac{\text{Target Group Risk}}{\text{Other Group Risk}}$$

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.*

Identification	Risk Ratio Threshold
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	Risk Ratio Threshold
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	Risk Ratio Threshold
Regular Env $< 40\%$	≥ 3.0
Separate Settings	≥ 3.0



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

- 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 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 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
 - 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.



SIGNIFICANT DISPROPORTIONALITY



Where is the data?

- Significant Disproportionality analysis is available on Kansas APR Reports website, <http://ddesurvey.com/kansasAPR/login.aspx>
- Look for & address yellow & red cells.

SIGNIFICANT DISPROPORTIONALITY



Previous Data Sources

- September 20 Count
- Final December 1st Report
- Final End of Year Report
- Final Office of Special Education Programs (OSEP) Table 5 Discipline Incident Report
- Final OSEP Table 5 Discipline Summary Report

Present Data Sources

- EDFacts File FS002 - School age population (5-year-old KG & all grades ages 6-21), Identification & Environment) came from the SPEDPro Dec. 1 Final Report sourced from the District, Coop or Interlocal IEP system. Student demographics (age, gender, race / ethnicity) are populated from KIDS Collection records.
- EDFacts File FS089 – Preschool population (ages 3, 4, & 5-year-old PR), Identification & Environment) came from the SPEDPro Dec. 1 Final Report sourced from the District, Coop or Interlocal IEP system.-Student demographics (age, gender, race / ethnicity) are populated from KIDS Collection records
- EDFacts File FS052 (Race/Ethnicity) came from the KIDS ENRL Records which came from the district or school building.
- EDFacts File FS006 (Suspensions & Expulsions) came from the SPEDPro End of Year & Final Discipline Reports which came from the Kansas Integrated Accountability System (KIAS) entered by staff from the district or school building. Student demographics (age, gender, race / ethnicity) are populated from KIDS Collection records
- EDFacts File FS143 (Removals) came from the SPEDPro End of Year & Final Discipline Reports which came from the Kansas Integrated Accountability System (KIAS) entered by staff from the district or school building. Student demographics (age, gender, race / ethnicity) are populated from KIDS Collection records



Process

- Once identified as an LEA that is significantly disproportionate, then the LEA will work with a lead from KSDE as well as technical assistance team (TAT) members.
- The identified LEA will form a *DIVERSE* stakeholder group to review &, if appropriate, revise LEA policies, practices & procedures (PPPs). Publicly report on revised PPPs, if needed.
- The identified LEA will also use a *DIVERSE* stakeholder group to gather data to analyze and find root causes for the identification.
- Write a summary that includes the identification, data, root causes & next steps that includes how the Comprehensive Coordinated Early Intervening Services (CCEIS) money will be spent.



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.



Resources from the Federal Department of Education

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



Examples of Root Cause Analysis Processes & Tools

- [Addressing Success Gaps Toolkit](#) (IDEA Data Center)
- [Utilizing Integrated Resources to Implement the School and District Improvement Cycle and Supports: Guidance for Schools, Districts, and State Education Agencies](#) (Council of Chief State School Officers)
- [Tools & Publications](#) (The Center on School Turnaround)
- [Root Cause Analysis Using 5 Whys](#) (National Implementation Research Network)
- [5-Step Root Cause Analysis](#) (MindTools)
- [Compilation of Resources](#) (Model Schools Conference)



Frequently Asked Questions & Answers

- [Significant Disprportionality FAQ \(PDF\)](#)



Please contact us with any questions.



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Christy Weiler (Funding) 785-296-1712
cweiler@ksde.org

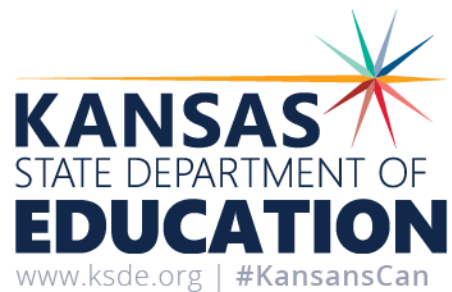
Kelly Steele (Identification & Placement) 785-296-2050
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IDEA & Gifted File Review



Kansas leads the world in the success of each student.

Compliance Verification 10/10-10/24

- Districts that self-reported non-compliance
 - Can upload any documentation they have found to show compliance
 - Q2: upload demographics (race, ethnicity, language of student), report of tests administered, and signature/roles page showing who attended eligibility/re-evaluation meeting when evaluation results were discussed.
 - Q2: Demographics (race, ethnicity, language of the student), report of tests administered and relevant information from the assessment technical manual
- Random districts – check KSDE comment on KIAS, there may be additional information suggested to upload for potential compliance



Next steps

- Compliance Letters – November 1
 - Non-compliant districts
 - **DCAP** for each question that had non-compliance (Nov 2-Nov 30)
 - **ICA** for each student that had non-compliance. Students with more than one question with non-compliance will need an ICA for each question. (Nov 2-March 31). Students who have graduated or are no longer in the district do not need an ICA
 - **Updated data** – Districts answer yes/no for each non-compliant question for selected files with IEPs completed between March 1, 2023 and May 1, 2023





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SETS WEBINAR OCTOBER 14, 2022

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KASEA UPDATES

- Save the date! KASEA winter conference will be February 21st (full day) and February 22nd (AM only) at the Bishop Professional Development Center in Topeka. David Bateman is the Keynote speaker.
- The 2023 KASEA Winter Conference survey will close on Monday, October 24th [KASEA Winter Conference Interest Survey](#)
- Preconference Membership meeting on February 20th.
- Don't forget to renew your membership at the USA-Kansas website. If you have any membership questions, you can email Deana Waltrip at deana_waltrip@usd465.com.

A UNIVERSAL IEP SYSTEM?

In a survey in February of 2021 we had 75 responses:

- **79%** supported the creation of a request for proposals by KSDE
- **81%** indicated that they would join a statewide system if it contained the components created by KASEA membership.

Since then:

- The KASEA IEP committee met in April of 2021 to discuss pros/cons based on input from the KASEA regions.
- KSDE met with SEA counterparts who are currently hosting a statewide system.

WHAT DID WE LEARN?

- 1. Kansas is one of 6 states that don't have a statewide IEP system.**
- 2. Did not mandate it but provided financial incentive for participation.**
- 3. Stakeholder input and an advisory committee is important.**

PROS:

- Improved compliance with changing regulations
- Cost advantage to districts
- Easy access to student data for state reports
- Most had the capacity to individualize forms
- Participants were happy once implemented
- Fewer systems = less time training staff
- Assisted in providing multilingual options

CONS:

- 3 to 5 years to create and implement
- Bidding process could result in untimely transitions.
- Much more complicated to try to include multiple vendors
- Change is hard....

LEGISLATIVE UPDATE:

Ask your legislators and encourage your parents and board members to ask their legislators,

“Will you vote to fund special education at the statutory limit of 92% of excess cost?”

Thank you for Joining us today!!!

Next webinar is scheduled November 18th, 2022

