Kansas Special Education Administrators' Webinar
August 14, 2020

One mark of a great educator is the ability to lead students out to new places where even the educator has never been.
~Thomas Groome

August 14, 2020

Agenda Item	Presenter
Welcome and Purpose of Webinars	Susan Sipe
Navigating the Unknown in this New School Year	Bert Moore
Special Education Administrators' Guide and Resources	Susan Sipe
SPEDPro Data Reporting Reminders: Begin Year Set Up and Initial Submission	Mason Vosburgh
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Navigating the Unknown in this New School Year

Bert Moore bmoore@ksde.org

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Poll #3

What are you the most concerned about (personally) for the 20-21 school year?

Put your answers in the Chat

Special Education Administrators' Guide and Resources

Susan Sipe ssipe@ksde.org

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SPEDPro Data Reporting Reminders

Mason Vosburgh mvosburgh@ksde.org

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State Interagency Coordination Council and Kansas Kindergarten Readiness Snapshot (ASQ)

Jordan Christian jchristian@ksde.org

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Kansas Kindergarten Readiness Snapshot (ASQ)

First Thing To Remember….

- **All accredited schools are required to administer both the ASQ -3 and the ASQ:SE-2 to kindergarten students between July 1 and September 21, 2020.** All data must be submitted in ASQ Online by October 9, 2020. KSDE has not changed these deadlines because we expect that districts will be engaging with families while planning. We are interested in your feedback on this issue. Please share feedback about these deadlines with Amanda Petersen (apetersen@ksde.org).

- Live Q&As- Wednesday, August 19 11:00 CDT, Monday, August 31 11:00 CDT, Wednesday, September 16 3:00 CDT https://agesandstages.com/ks/live-qa-sessions/

First Thing To Remember….

- Regular email updates - Our partners at Brookes Publishing will be sending five Kindergarten Readiness Snapshot News & Updates to Kansas ASQ Online users. You can click here to subscribe to future updates. Newsletters are also posted at https://agesandstages.com/ks/ at the bottom of the page, under “Newsletter Archive”.

- Introductory letter from Dr. Randy Watson for districts to use if they’d like, in English and Spanish, at https://agesandstages.com/ks/

- As we expand ASQ in Kansas we are working to provide all early childhood care and education providers, both school -based and community -based, access to the ASQ to screen all Kansas children birth through kindergarten entry. We’ll be working with partner state agencies to plan and implement this expansion in the coming months.

State Interagency Coordinating Council (SICC)

State Interagency Coordinating Council (SICC) Update

- The SICC is responsible for advising and assisting the Kansas governor and legislature on matters that impact Kansas families with children, ages birth to five who have, or are at risk for, developmental delays. Our bylaws require representation from state agencies, the Kansas Board of Regents, public members (a person who may have a vested interest in early childhood services, but is not necessarily a direct provider of services), provider members, and parents.

- Connections to Local ICCs

State Interagency Coordinating Council (SICC) Update

- Next Meeting is August 21 via Zoom, from 1-4pm
- Presentations will include:
  - Approval of the FY21 Strategic Plan
  - Presentation from Lakeshore Learning
  - Various Agency/Member updates

- **Please email Jordan Christian (jchristian@ksde.org) for the Zoom link, and the agenda is posted on our website:** https://www.kansasicc.org/

Stay Connected

Join the Early Learning listserv (Email bstrohm@ksde.org)

Email the Early Learning Team at earlylearning@ksde.org

TASN-Technical Assistance Team (TAT)

Elena Lincoln elincoln@keystonelearning.org

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KSDE TASN

Technical Assistance Team (TAT)

What does TAT do?

TAT provides targeted technical assistance, primarily as directed by KSDE, in relation to KIAS identified noncompliance and/or corrective actions, levels of determination, issues on compliance indicators of KIAS, or other areas of concern.

What is targeted technical assistance?

Targeted technical assistance is:

- sharing information and expertise, instruction, skills training, transmission of working knowledge, and consulting services
- to a specific LEA or targeted group of LEAs,
- based on needs related to common topic area(s).

It includes one-time more intensive events, like an onsite training on prior written notice to episodic supports that extend over a period, like facilitating corrective action planning regarding timely and accurate data compliance. The TA timing can range from a short period of time to a more extended period depending upon the nature of the request.

What are some examples of common topic areas covered by the technical assistance team?

significant disproportionality

timely and accurate data

emergency safety interventions

formal complaints

IDEA file review

alternative placements

data practices and procedures

IDEA Compliance during the COVID-19 Pandemic

Can an LEA request assistance from TAT or is it only available when directed by KSDE?

LEAs can request assistance and the request will be considered in light of the availability of TAT, the specific TA requested, other TA supports available. An example of an LEA request in the past has been for a TAT on-site file review in preparation for a district's KIAS cohort file review year or in response to LEA-identified concerns.

If an LEA would like to request TAT assistance, go to KSDE TASN www.ksdetasn.org and click on the big blue button to submit your request.

Who serves on the Technical Assistance Team?

Hello, my name is…

Linda Aldridge
Betty Amos
Bob Coleman
Neil Guthrie
Deb McVey
Vicki Smith
Mary Beth Smith
Zo Ann Torrey
Mark Wilson
Gay Younkin

Questions? Need more information?

CONTACT:

ELENA LINCOLN

KSDE TASN GSTAD PROJECT

ELINCOLN@KEYSTONELEARNING.ORG

620-412-1634

OR, REQUEST ASSISTANCE AT WWW.KSDETASN.ORG BY CLICKING ON THE BIG BLUE BUTTON.

Categorical Aid

Evelyn Alden ealden@ksde.org

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Indicator 11: Child Find

Stacie Martin smartin@ksde.org

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Updates State Performance Plan (SPP) Indicator 11

Stacie Martin, Education Program Consultant

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State Performance Plan: Indicator 11

"Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe."

Kansas has established a **60 school day** timeline (K.A.R 91-40-8(f).

- Compliance Indicator -100% Target
- Progress and Slippage reported in Annual Performance Report
- FFY 2018 Annual Performance Report–FFY2018- 99.78%

General Information

Evaluation timeline- 60 **school** days

Data Collection Timeline- reporting initial evaluations (eligible and non eligible) that were completed in school year of 2019 -20.

Collection window opened July 1, 2020 and will close September 15, 2020.

Data Collection is through the KIAS Web application

Resources

Resources

- KSDE Guidance :Compliance with the Individuals with Disabilities Education Act and the Kansas Special Education for Exceptional Children Act during the COVID-19 Pandemic
  - Q. A-15 What should a school do if it cannot meet the 60 school -day timeline for initial special education evaluations due to school closure or student illness/absence because of COVID -19?

- Indicator 11 FAQ and Quick Start Guide:
  - https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/KIAS/SPP-and-APR#ind11

2020 Virtual TASN Leadership recording on Indicator 11: Initial Evaluation: www.ksdetasn.org

What should a school do if it cannot meet the 60 school-day timeline for initial special education evaluations due to school closure of student illness/absence because of COVID-19?*

- K.A.R. 91-40-8(f) requires a school to complete an initial evaluation within 60 school days of the date the school receives written parental consent for evaluation of the child. There are three exceptions to this timeline: a. the school can obtain written parental consent to an extension of time (K.A.R. 91-40-8)(f)); or b. the parent repeatedly fails or refuses to produce the child for the evaluation (K.A.R. 91-40-8(g)(1)); or c. the child enrolls in a different school before the evaluation is completed and the parent and new school agree to a specific date by which the evaluation will be completed (K.A.R. 91-40-8(g)(2)).
- **Note that this timeline is 60 school days. School day is defined as "any day, including a partial day, that all children, including children with and without disabilities, are in attendance at school for instructional purposes" (K.A.R. 91-40-1(eee)). Thus, if a school is closed due to COVID-19 and not providing any services to the general student population, those days of closure are not counted in the 60-school-day timeline. However, once a school is implementing its Continuous Learning Plan, KSDE considers those days to meet the K.A.R. 91-40-1(eee) definition of school day; thus, those days do count in the 60-school-day timeline.**
- If the school believes that it will not be able to meet the 60-school-day timeline for an individual student, the school should ask the parent for written consent to an extension of time (K.A.R. 91-40-8(f)). This request for consent to extend the time to complete an evaluation must be obtained on an individualized basis. It must not become a standard practice nor may standard language be inserted into every prior written notice provided to the parent when first asking for consent to evaluate. The consent must include a specific extension of time that can be calculated and is clear to all parties.

*SOURCE: KSDE Guidance: Compliance with the Individuals with Disabilities Education Act and the Kansas Special Education for Exceptional Children Act during the COVID-19 Pandemic Q. A-15 What should a school do if it cannot meet the 60 school-day timeline for initial special education evaluations due to school closure or student illness/absence because of COVID-19?

SPP Indicator 11: Initial Evaluation Hints

- The 60 school day timeline begins when the district receives the **written** consent form signed by the parent.
- When submitting information for data verification upload the most current school calendar that reflects any changes that may have occurred from the beginning of the year.
- Medical absences during the initial evaluation doesn't automatically constitute a failure to produce the child use of the federal exception.
- If a federal or state exception is used , the district must upload documentation of any information that was used in using an exception of not meeting the 60 school day timeline. The documentation is reviewed by KSDE team to verify the exception did meet the requirement.

SPP Indicator 11: Initial Evaluation Hints : Using the State Exception, If the parent agrees in writing to extend the timeline (K.A.R. 91-40-8(f);

Should only be used on an individualized basis when necessary.

The consent must include a specific extension of time and is clear to all parties.

Written parent consent must be obtained **before** the 60 school day timeline, not after.

Frequently Asked Item-Leader Services Help desk

User Access

Users Guide : Registering and Making Account Changes in KIAS

https://www.ksde.org/Portals/0/ECSETS/KIAS/Auth_App_Regist_Acct_KIAS.pdfto

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Indicator 12: Early Childhood Transition

Julie Rand jrand@ksde.org

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Indicator 12: Part C to Part B Transition

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Indicator 12: Timelines

August 21, 2020: Initial Data Collection Window Opens

September 23, 2020: Initial Data Collection Window Closes

KIAS is located on the KSDE Authenticated Applications:
https://apps.ksde.org/authentication/login.aspx

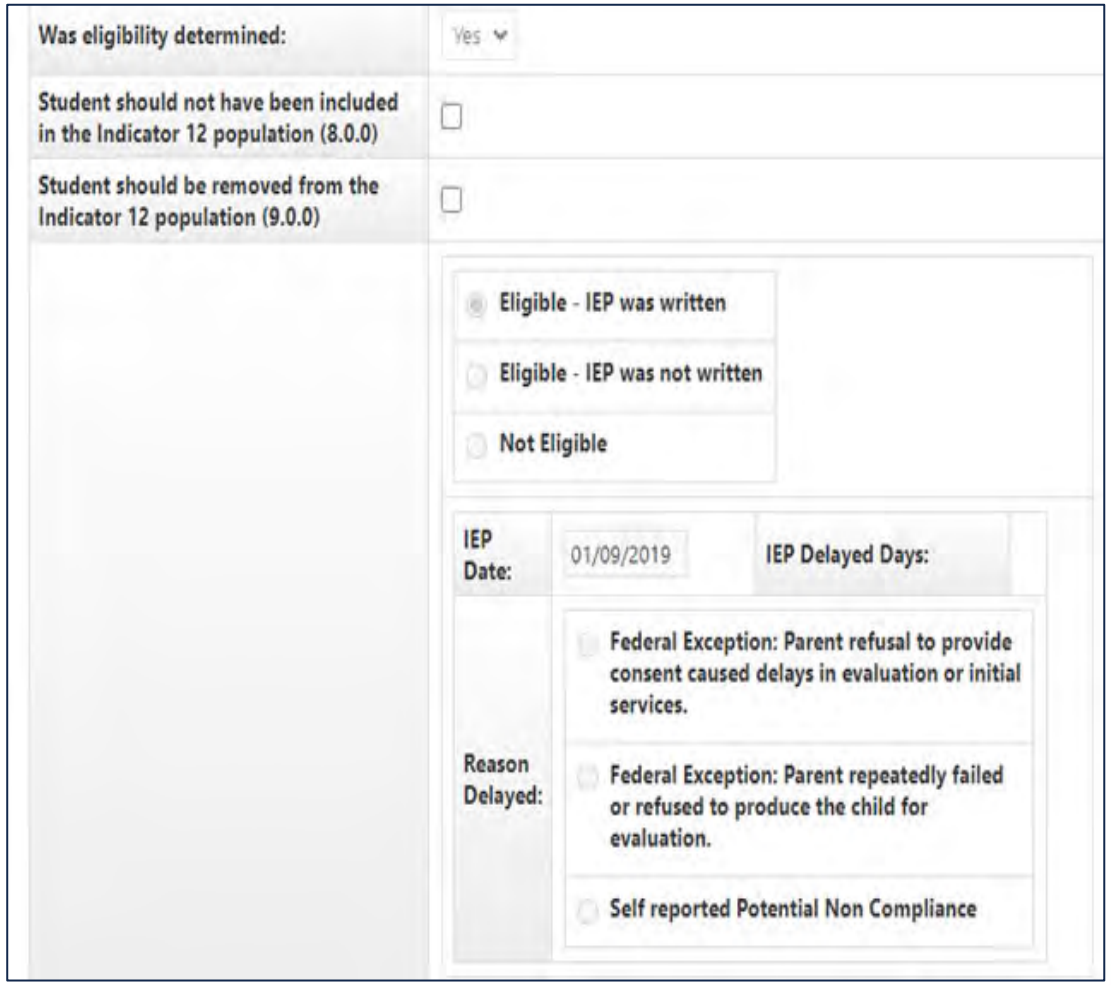
Entering data into KIAS…

This is correct with the understanding:

- District has the proper PWN
- District has conducted the evaluation and conducted an evaluation determination meeting to determine eligibility.

After the IEP date is entered, the system determines if the IEP is after the 3rd birthday.

- If IEP date is on or before the 3rd birthday, the data entry is over and this referral is potentially compliant.
- If IEP date is after the 3rd birthday, the user must supply a reason it was delayed. Federal Exceptions are potentially compliant. If the user selects Self reported non compliance, the referral is potentially non compliant.

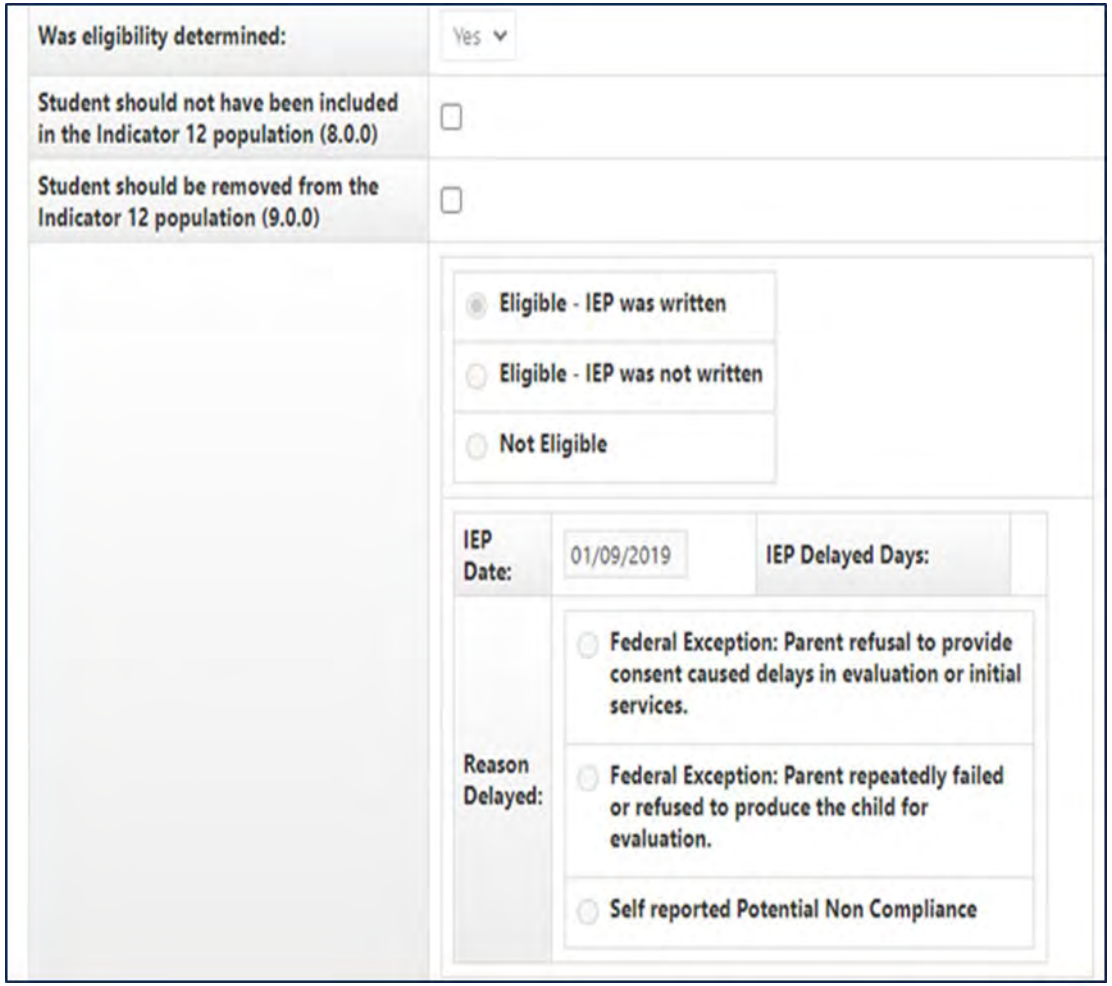


Entering data into KIAS…

Scenario: District has proper PWN, evaluation was conducted, district conducted an evaluation determination meeting and the result of the eligibility determination was that the child was Not Eligible.

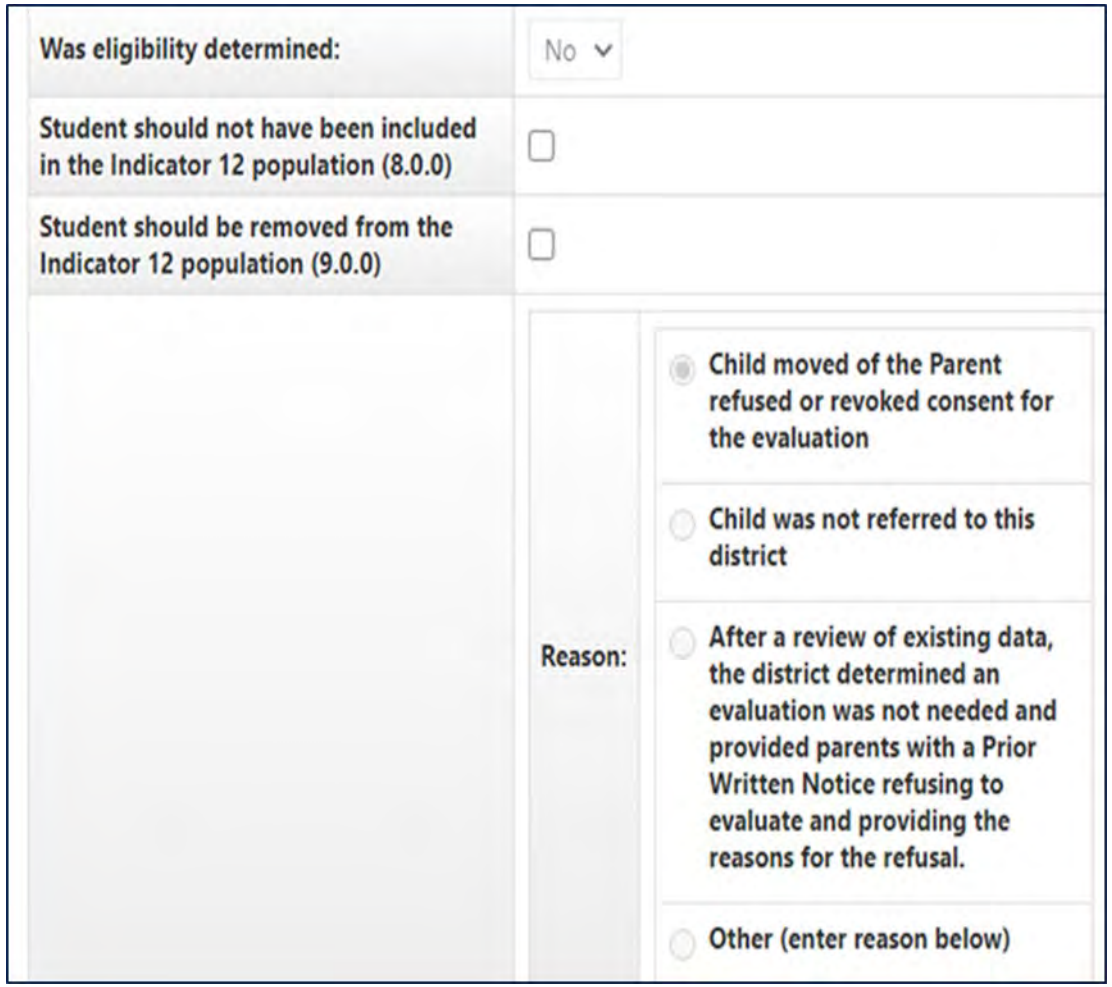
This Example is INCORRECT IF:

- District answers **No** to "was eligibility determined" however the reason selected was "Other" and district enters: Child did not qualify.
- The user should have select **YES** Eligibility was determined and that the child was not eligible.



Meeting Compliance Status

- **A district should select Eligibility Determined NO when:**
- One of the Federal exceptions apply prior to the eligibility determination meeting (first two reasons on the list). The district may also have determined an evaluation was not needed.
- We can not foresee all circumstances, therefore we have an “Other” for the district to use and we (KSDE) review those other reasons. Other can not be used when the “child did not qualify“.



Meeting Compliance Status

- Expectation: All children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthday.
  - "Family cancels at the last minute and you can't reschedule because it's too close to child's birthday" **is not** a Federal exception.
  - Using the 60 school day evaluation timeline to go beyond the 3rd birthday is **not** allowed.

- There are only two allowable exceptions for this indicator: (1) The parent's repeated refusal to make the child available for an evaluation; or (2) the child moved out of the district before completion of the child's evaluation to determine initial eligibility for Part B.

Plan Ahead…

- Summer Birthdays
  - Follow guidelines outlined in the MOA developed between KDHE and KSDE (Part C and Part B).https://www.ksde.org/Portals/0/SES/KIAS/indicators/Ind12-MOA-CtoB.pdf
- Pick Up Referrals from Part C in the C to B Electronic Referral system (CBER).
  - School districts are required to pick up the Part C referral and either accept or reject the referral. Only reason for rejection is that the child was directed to the wrong school district. This is how the state gathers information about potential non -compliance so important to keep it updated and visit it on a regular basis.
- Expectation that IEP still in place by 3rd birthday (no Federal exceptions have been given for COVID-19; Part C has vital and important information to share to help get IEP in place)

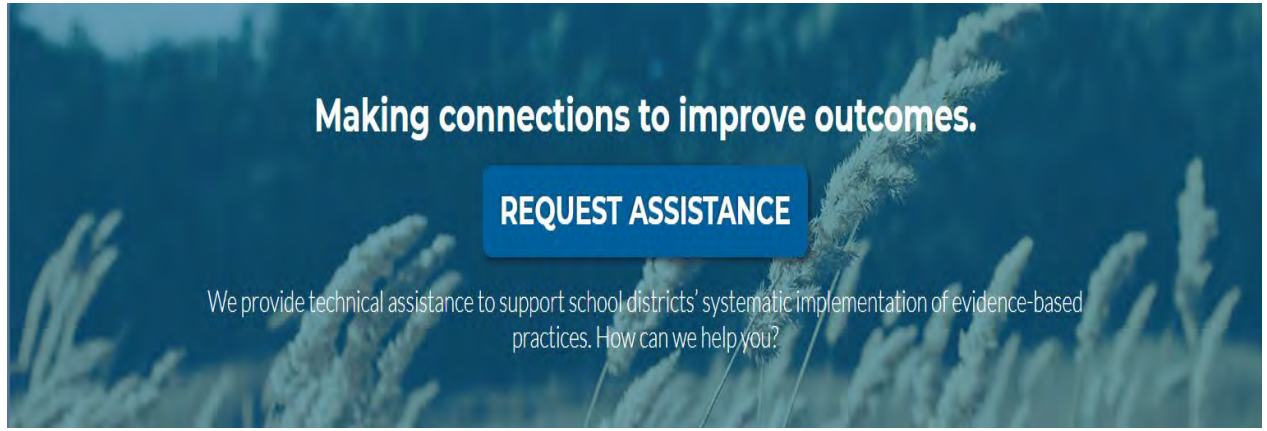
Indicator 12: Part C to Part B Transition Resources

- Quick Start Guide Indicator 12 Module in KIAS
  - https://www.ksde.org/Portals/0/ECSETS/KIAS/KIAS_QSG_Ind12.pdf
- Leader Services Help Desk – KIAS web application
  - 1-877-456-8777
- Part C to Part B LEA/SEA Electronic Referral (CBER) Log in
  - https://www.ksits.net/Login.aspx?ReturnUrl=%2fdefault.aspx
- Part C to Part B LEA/SEA Electronic Referral (CBER) Part B User Guide:
  - https://www.ksde.org/Portals/0/SES/KIAS/indicators/Ind12-CtoBElectRefUserGuide.pdf

TASN Providers Support Transition from Part C to B

- Problem solving of timely evaluations
- Implementation of IEP by the 3rd birthday
- Use the big blue button on TASN site

https://www.ksdetasn.org/



- Contact Julie Rand directly at jrand@ksde.org

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Education Program Consultant
619 Coordinator
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Dynamic Learning Maps (DLM) Updates

Cary Rogers crogers@ksde.org Melissa Valenza mvalenza@ksde.org

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DLM updates

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Updated DLM materials

- DLM Participation Guidelines
- Kansas Alternate Assessment Flow Chart
- Rubric for Determining Student Eligibility on the Alternate Assessment (DLM)
- Kansas Blueprint/Record Sheet
- Essential Elements by Linkage Level Data
- DLM fact sheet
- DLM test administrator checklist
- http://www.ksde.org/Default.aspx?tabid=887
- https://dynamiclearningmaps.org/kansas (under Supplemental Resources

DLM fall test window

- Fall test window opens September 14th.
- Teachers must complete the required training prior to having access to students on Educator Portal.- Training opened on August 5th
- IEP teams need to review participation guidelines for students and ensure they are still eligible for the DLM (review red flags that were sent to directors this spring)
- If a student is no longer eligible for the DLM please get IEPs updated and the student removed from the DLM this fall.
- Do not begin creating instructional plans and administering testlets if a student does not qualify.
- The entire blueprint must be met during both the fall and the spring test window.

Fall Window: Sept. 14 - Dec. 18

Essential Elements for ELA and Mathematics

- are selected in the Instruction and Assessment Planner
- are required to be assessed
- have blueprint requirements
- contribute to a student's final, end-of-year Individual Student Score Report

Essential Elements for Science

- are selected in the Instruction and Assessment Planner
- are not *required* to be assessed
- do not have blueprint requirements
- do not contribute to the student's final, end-of-year Individual Student Score Report

Spring Window: Feb. 1 – May 7, 2021

Essential Elements for ELA and Mathematics

- are selected in the Instruction and Assessment Planner
- are required to be assessed
- involve the same blueprint requirements as were used for the fall window
- contribute to a student's final, end -of-year Individual Student Score Report

Essential Elements for Science

- are <u>not</u> selected in the Instruction and Assessment Planner
- are required to be assessed
- are <u>all</u> assessed for a student's grade band; therefore no need for blueprint options
- contribute to a student's final, end -of-year Individual Student Score Report

DLM webinars

Join Zoom Meeting
https://us02web.zoom.us/j/84035857112?pwd=bU9XaGYzMFM3UkoxeGYraTBkc2sxUT09
Meeting ID: 840 3585 7112
Passcode: Hvq6R8
One tap mobile: +13462487799,,84035857112#,,,,,,0#,,181519# US (Houston)

ALL WEBINARS BEGIN 3:00 P.M.

**Content is subject to change at any time due to current

- **August 27, 2020** What do I need to do to get ready for the fall test window?
- **September 17, 2020** How do I write instructional plans?
- **October 15, 2020** DLM resources – How do I prepare my students for the DLM?
- **December 3, 2020** DLM fall test window wrap-up – What needs to be finished by Dec 18?
- **February 4, 2021** DLM spring window
- **April 15, 2021** DLM wrap-up – What needs to be finished by April 30

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

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.

IDEA and Gifted Requirements File Review

Melissa Valenza mvalenza@ksde.org

August 14, 2020

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Welcome and Purpose of Webinars	Susan Sipe
Navigating the Unknown in this New School Year	Bert Moore
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SPEDPro Data Reporting Reminders: Begin Year Set Up and Initial Submission	Mason Vosburgh
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IDEA/Gifted File Review 2020

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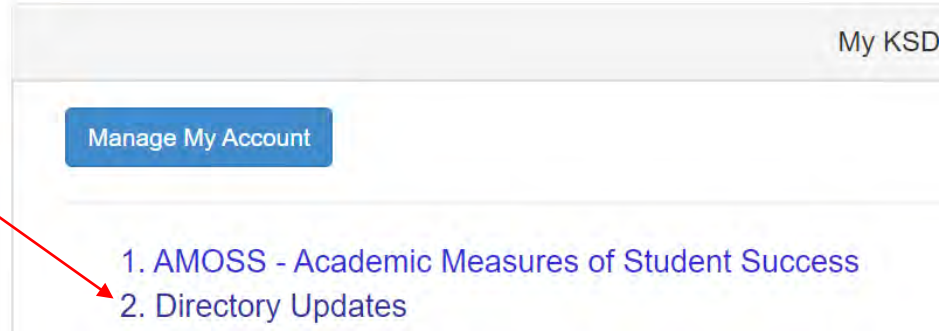
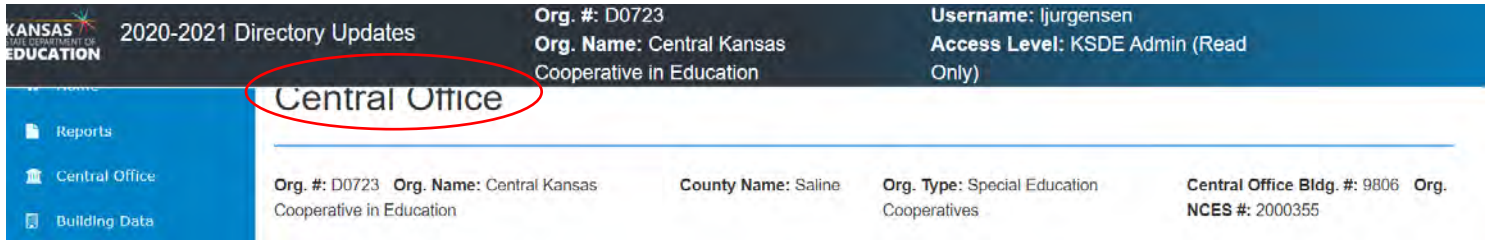
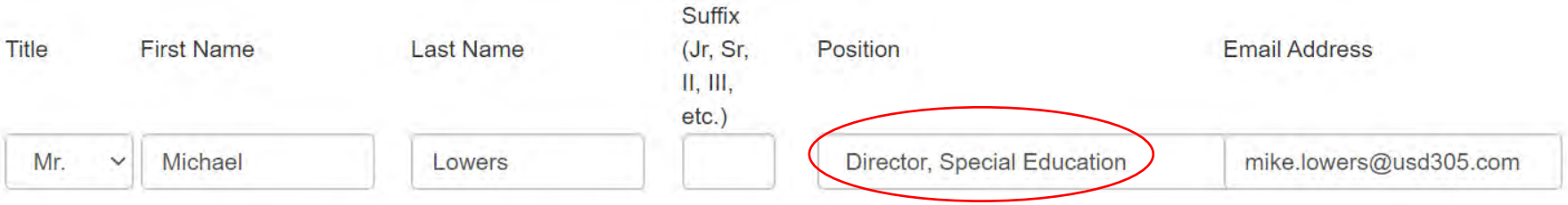
Directory Updates

- KIAS pulls in contact information from KSDE's Directory Updates web application.
- If the Directory Updates web application is not updated appropriately, you will not receive KIAS notifications!
- Only special education directors receive KIAS notifications about IDEA/Gifted File Review.



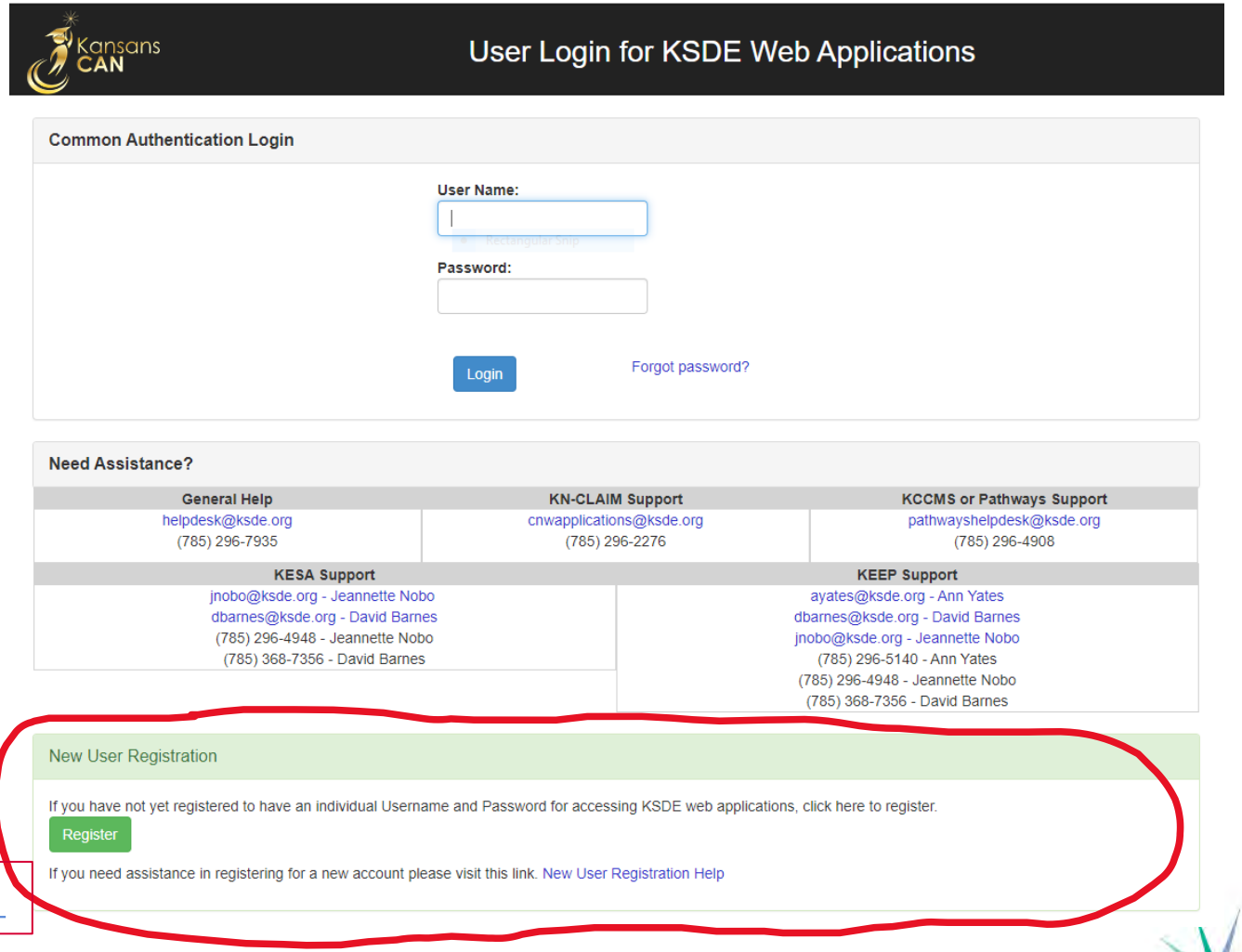




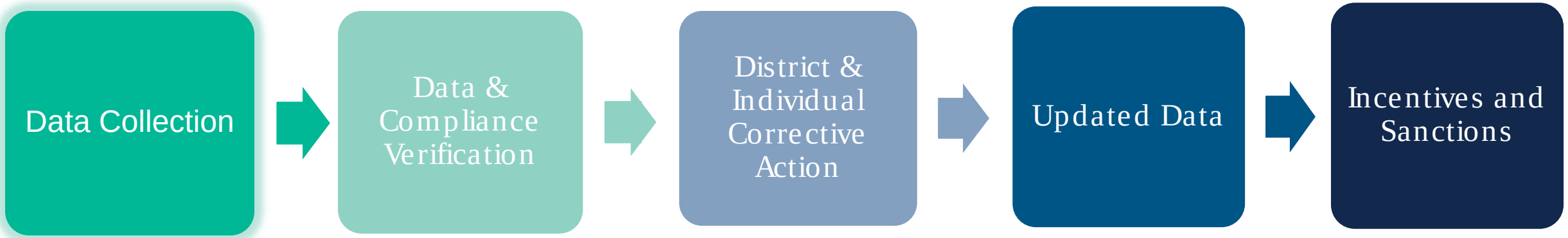
KIAS: The KSDE Authenticated Application

- New users must register for a new Authenticated Application account.
- Users will be notified when access is approved.
- Depending on the new user's account type, after approval, they may need to be promoted (see Quick Start Guide).
- Never share login information with anyone.

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



KIAS: The IDEA/Gifted File Review Monitoring Process



Completed by all LEAs in the current Cohort (1, 2, or 3)

Completed by only LEAs reporting noncompliance and random sample of LEAs reporting 100% compliance in Data Collection phase

Completed by only LEAs who have noncompliance in Data & Compliance Verification phase

Who Should Conduct the Review?

- Personnel who are familiar with the IEP process and how the files are organized
- Personnel who could be included
  - Gifted facilitators or special education teachers
  - Special education/gifted coordinators
  - School psychologists
  - Administrators
  - Related services providers
  - Principals

Changes implemented in 2019

- KSDE merged the IDEA Requirements File Review and the Gifted File Review
  - The merge is an effort to streamline the file review process for both KSDE staff and LEA staff. Combining the two file reviews creates one set of questions, one set of emails and reminders, and one staff contact person for file review.
  - All of the 22 self assessment questions must be answered for both IDEA files and gifted files. The questions that do not apply to gifted will have a N/A answer option.
    - Question 1 (Part C transition)
    - Question 12 (harmful effects of placement)
    - Question 19 (alternate assessment)

Changes implemented in 2019

- **KSDE eliminated the option in KIAS for LEA staff to remove a student/KIDS ID from the self assessment stage of file review**. LEAs wishing to remove a student from the file review must email filereview@ksde.organd state the justification for the requested student removal. The KSDE lead consultants will determine whether or not the student can be removed.
  - Unless the LEA can explain unique circumstances,**KSDE consultants will<u>not</u> approve requests to remove student files for the following reasons: student moved, student transferred, student graduated, student no longer attends, student exited special education.**
  - It is not appropriate to remove a student from the sample because he/she moved out of district or state. LEAs can still answer the file review questions for those students because the file review is based on the previous year's documentation. The student's file is still relevant to the LEA's overall practices and a District Corrective Action Plan is still warranted to correct any identified noncompliance. Per OSEP guidance, **LEAs will not be required to complete an Individual Corrective Action Plan to correct individual noncompliance for a student who is no longer within the jurisdiction of the LEA** (see OSEP Memo 0902 Reporting on Correction of Noncompliance, Oct. 17, 2008).

To Redact or Not to Redact? FERPA & IDEA Exceptions

- When uploading student records into the KIAS web application for Data Verification, it is not necessary to redact personally identifiable information.
- FERPA regulations state: “An educational agency or institution may disclose personally identifiable information from an education record of a student without consent if the disclosure is to authorized representatives of state and local education authorities…. Authorized representatives of the officials or agencies may have access to education records in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs.” See 34 C.F.R. 99.31(a)(3)(iv); 99.35(a)(1)
- IDEA regulations state: “Parental consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of this part.” See 34 C.F.R. 300.622(b)(1)

Top 5 IEP Noncompliance Issues in SY18-19

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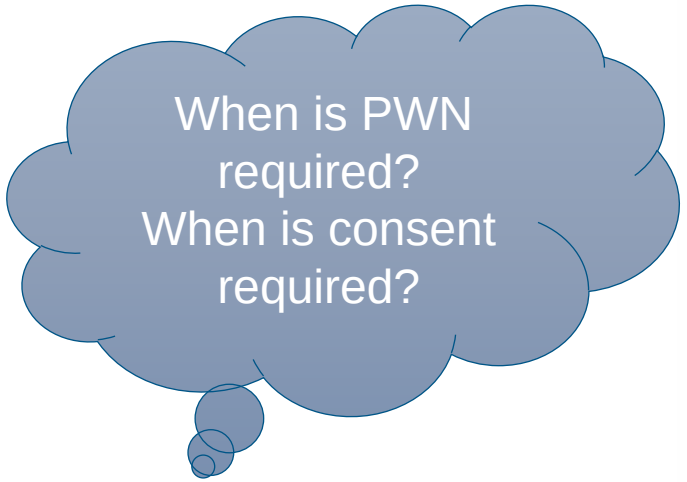
Question 3: Were prior written notices and requests for consent provided to the parents/legal education decision-maker in all required instances and in a written language understandable to the general public and in the native language of the parent or other mode of communication used by the parent?

PWN must be given to the parents of a child with an exceptionality a reasonable time *before* the school proposes or refuses a parent's proposal to initiate or change any of the following:

- Identification (eligibility or exceptionality category)
- Evaluation (initial or reevaluation)
- Educational placement (special education and related services; LRE)
- Provision of FAPE (any change to the IEP)

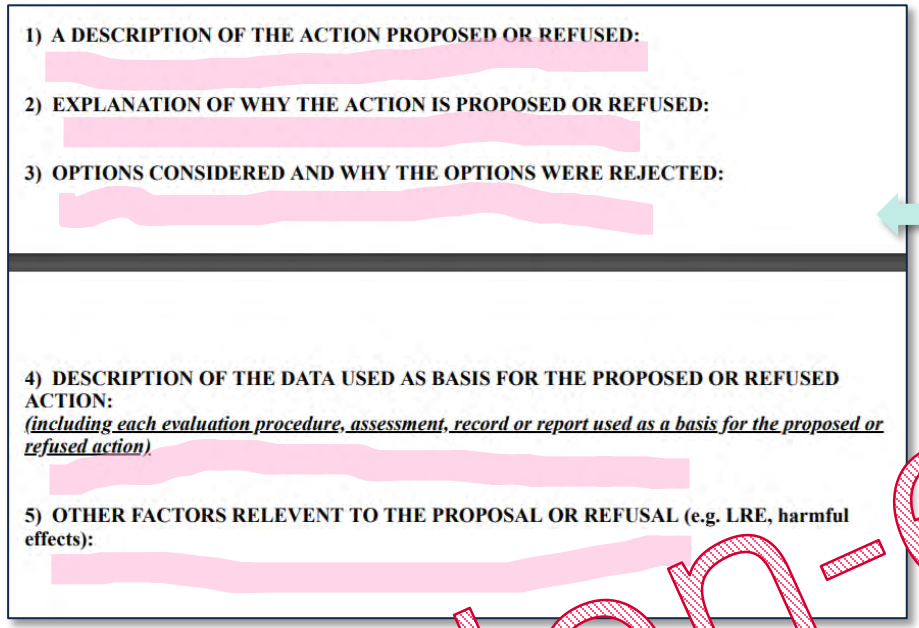


Parent consent must be obtained before a school can do any of the following:

- Evaluation (initial or reevaluation)
- Initial implementation of special education and related services
- Substantial change in placement
- Material change in services
- Use of Medicaid or private insurance funds
- Excusal of IEP Team member from IEP meeting
- Invitation of outside agency to IEP meeting

See Kansas Special Education Process Handbook Chapter 1. Section E.

Question 3: Were prior written notices and requests for consent provided to the parents/legal education decision-maker in all required instances and in a written language understandable to the general public and in the native language of the parent or other mode of communication used by the parent?



1) A DESCRIPTION OF THE ACTION PROPOSED OR REFUSED:

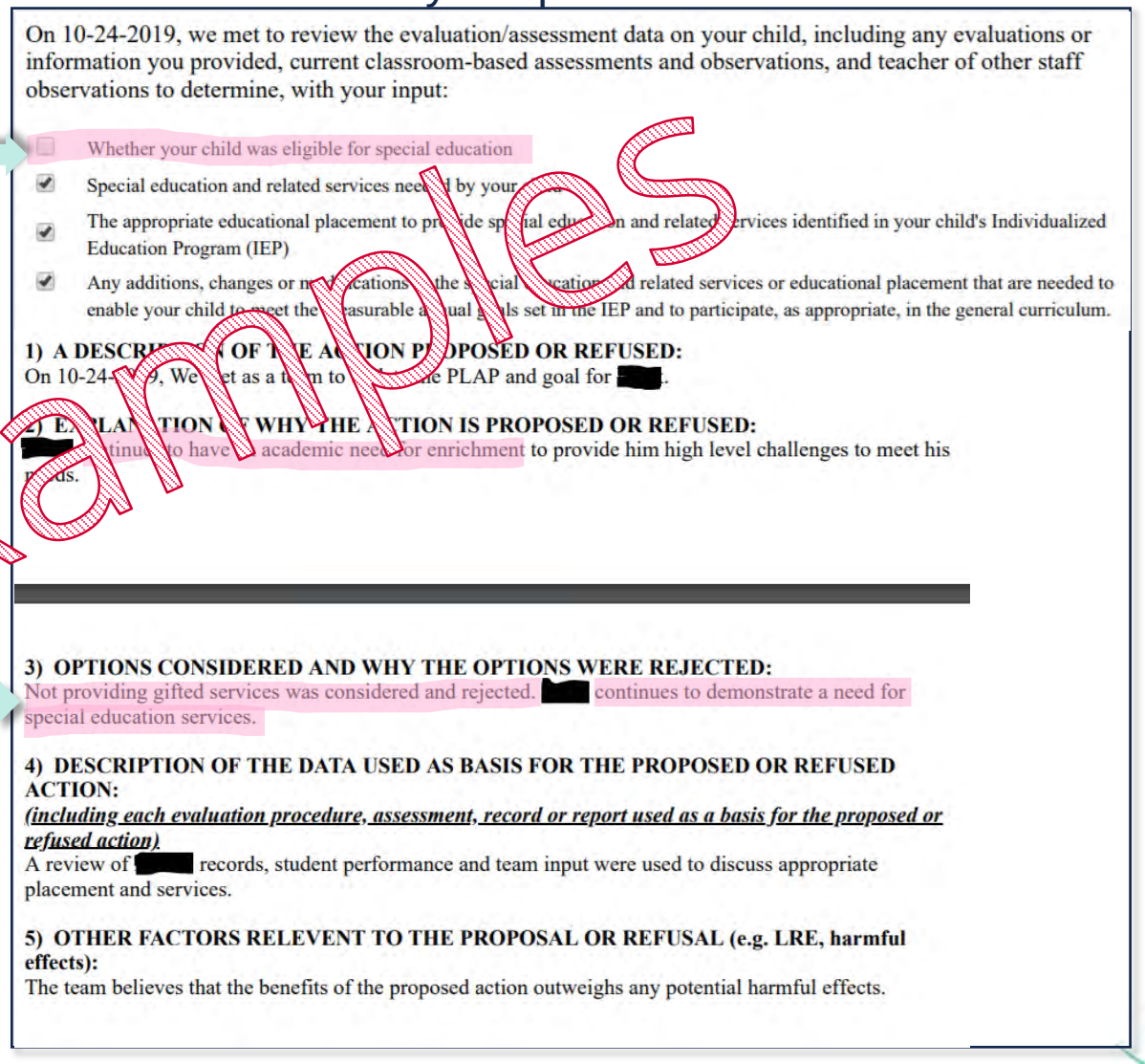
2) EXPLANATION OF WHY THE ACTION IS PROPOSED OR REFUSED:

3) OPTIONS CONSIDERED AND WHY THE OPTIONS WERE REJECTED:

4) DESCRIPTION OF THE DATA USED AS BASIS FOR THE PROPOSED OR REFUSED ACTION:
(including each evaluation procedure, assessment, record or report used as a basis for the proposed or refused action)

5) OTHER FACTORS RELEVENT TO THE PROPOSAL OR REFUSAL (e.g. LRE, harmful effects):

Where are the descriptions and explanations?



On 10-24-2019, we met to review the evaluation/assessment data on your child, including any evaluations or information you provided, current classroom-based assessments and observations, and teacher of other staff observations to determine, with your input:

- ☐ Whether your child was eligible for special education
- ☑ Special education and related services needed by your child
- ☑ The appropriate educational placement to provide special education and related services identified in your child's Individualized Education Program (IEP)
- ☑ Any additions, changes or modifications to the special education and related services or educational placement that are needed to enable your child to meet the measurable annual goals set in the IEP and to participate, as appropriate, in the general curriculum.

1) A DESCRIPTION OF THE ACTION PROPOSED OR REFUSED:
On 10-24-19, We met as a team to review the PLAP and goal for [redacted].

2) EXPLANATION OF WHY THE ACTION IS PROPOSED OR REFUSED:
[redacted] continues to have an academic need for enrichment to provide him high level challenges to meet his needs.

3) OPTIONS CONSIDERED AND WHY THE OPTIONS WERE REJECTED:
Not providing gifted services was considered and rejected. [redacted] continues to demonstrate a need for special education services.

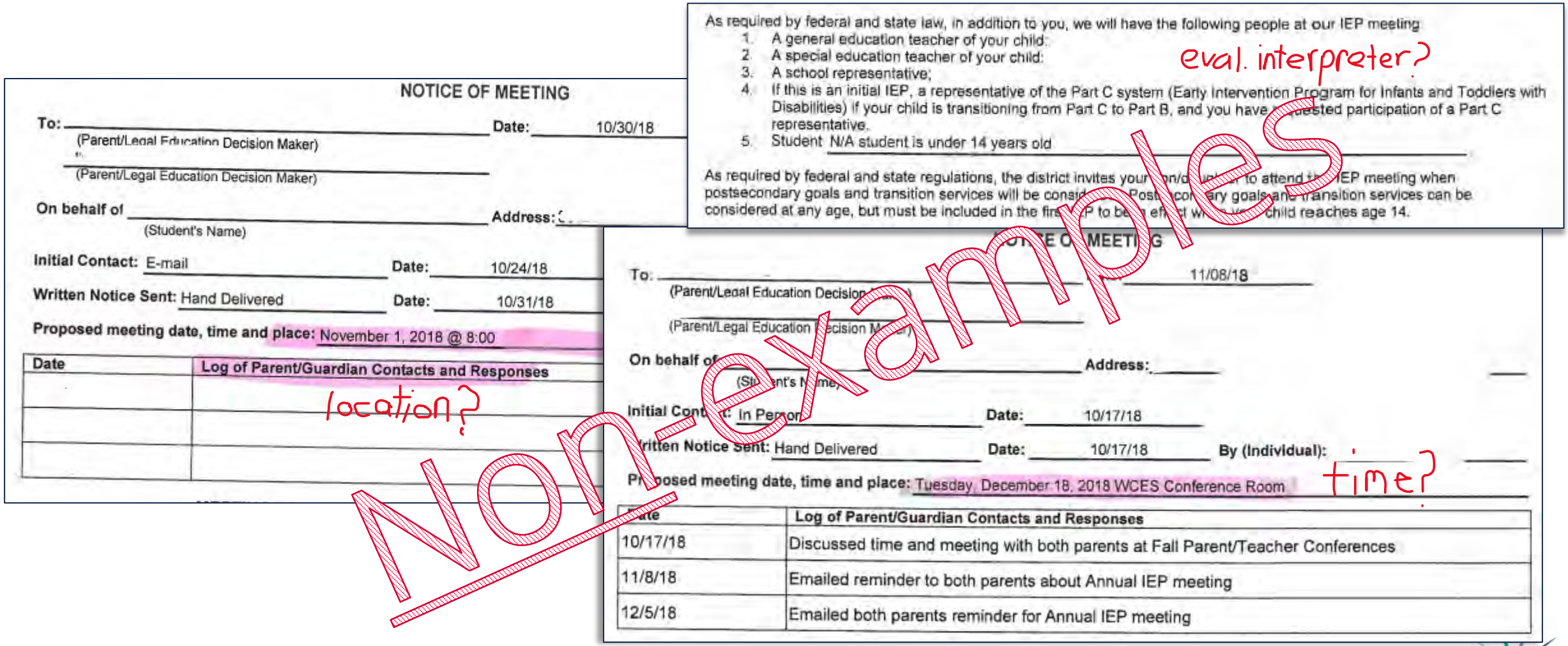
4) DESCRIPTION OF THE DATA USED AS BASIS FOR THE PROPOSED OR REFUSED ACTION:
(including each evaluation procedure, assessment, record or report used as a basis for the proposed or refused action)
A review of [redacted] records, student performance and team input were used to discuss appropriate placement and services.

5) OTHER FACTORS RELEVENT TO THE PROPOSAL OR REFUSAL (e.g. LRE, harmful effects):
The team believes that the benefits of the proposed action outweighs any potential harmful effects.

Non-examples

Why mention need for SPED services when this was**not** an eligibility meeting? Items 2 through 5 must explain and describe the reasons for and the data behind the action proposed or refused in item 1.

Question 5: Did the IEP meeting notice indicate the purpose, time, and location of the IEP team meeting and the titles or positions of the people who will attend on behalf of the agency, including, if appropriate, any other agency invited to send a representative to discuss needed transition services?



NOTICE OF MEETING

To: _____ Date: 10/30/18
(Parent/Legal Education Decision Maker)
(Parent/Legal Education Decision Maker)

On behalf of _____ Address:
(Student's Name)

Initial Contact: E-mail Date: 10/24/18

Written Notice Sent: Hand Delivered Date: 10/31/18

Proposed meeting date, time and place: November 1, 2018 @ 8:00

Date	Log of Parent/Guardian Contacts and Responses

location?

As required by federal and state law, in addition to you, we will have the following people at our IEP meeting:
1. A general education teacher of your child;
2. A special education teacher of your child;
3. A school representative;
4. If this is an initial IEP, a representative of the Part C system (Early Intervention Program for Infants and Toddlers with Disabilities) if your child is transitioning from Part C to Part B, and you have requested participation of a Part C representative.
5. Student N/A student is under 14 years old

As required by federal and state regulations, the district invites your son/daughter to attend the IEP meeting when postsecondary goals and transition services will be considered. Postsecondary goals and transition services can be considered at any age, but must be included in the first IEP to be in effect when the child reaches age 14.

eval. interpreter?

NOTICE OF MEETING

To: _____ 11/08/18
(Parent/Legal Education Decision Maker)
(Parent/Legal Education Decision Maker)

On behalf of _____ Address: _____
(Student's Name)

Initial Contact: In Person Date: 10/17/18

Written Notice Sent: Hand Delivered Date: 10/17/18 By (Individual): _____

Proposed meeting date, time and place: Tuesday, December 18, 2018 WCES Conference Room

time?

Date	Log of Parent/Guardian Contacts and Responses
10/17/18	Discussed time and meeting with both parents at Fall Parent/Teacher Conferences
11/8/18	Emailed reminder to both parents about Annual IEP meeting
12/5/18	Emailed both parents reminder for Annual IEP meeting

Non-examples

Top 5 IEP Noncompliance Issues in SY18-19

- **Question 6**: Was the notice of the IEP meeting given to both of the child's parents (or legal educational decision-maker and student, if the student is 18 years of age or older), in writing, at least 10 calendar days before the IEP meeting – unless properly waived in writing?

- **Question 20**: Does the IEP include the projected date for the beginning of special education and related services, supplementary aids and services (including accommodations), program modifications and supports for school personnel? EACH!!

Question 21: Does the IEP include<u>anticipated frequency, location and duration</u> of special education and related services, supplementary aids and services (including accommodations), program modifications and supports for school personnel? EACH!!

Non-examples

*Assistive Technology Services will be integrated into his regular class schedule.

*Transition services as part of a transition program the remaining minutes of each day for the duration of the IEP.

Examples

Accommodations and Modifications

If yes, please describe. Include the beginning date, frequency, location, and duration of the accommodations and modifications.

Beginning on 11/2/2018 when given an assessment (frequency) in a general education or special education classroom (location), [redacted] will be provided a separate, quiet, individual setting for the length of each individualized testing session (duration).

Beginning 11/2/2018 across all educational settings, when the student is given an assignment, quiz, test or activity he will be given the directions in a variety of ways (verbal, written, etc.) for the duration of the assignment, quiz, test or activity or until the assignment, quiz, test or activity has been completed in its entirety.

Beginning 11/2/2018, across all settings, when [redacted] has lost control of his anger, he will be redirected to one of the designated areas to recover. This support will be provided for the duration of the behavioral dis-regulation until recovery within the Opportunity Now educational environment on a daily basis.

Beginning 11/2/2018, use of a math calculator will be permitted to solve problems whenever an assignment or test is given. The calculator will be used for the entire assignment or test except for sections that measure strictly basic calculation skills of addition, subtraction, multiplication, and division. This accommodation will be used across all educational settings.

Resources

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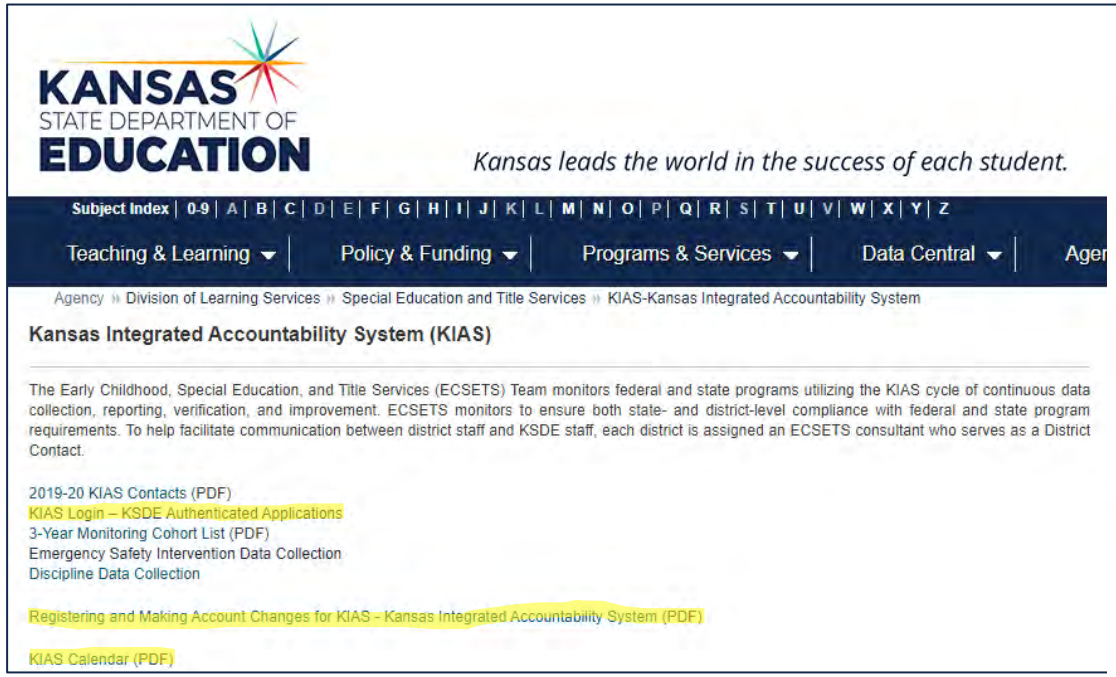
KSDE KIAS Webpage

http://www.ksde.org/Default.aspx?tabid=510



Special Education

Resources

IDEA Indicators, Documents, and Resources
Kansas Special Education Process Handbook
Investigative Questions: Factors Contributing to Noncompliance (PDF)
State Performance Plan (SPP) & Annual Performance Report (APR)
Present Levels of Academic Achievement & Functional Performance (PLAAFPs) (PDF)
Examples of Frequency, Location, and Duration for Accommodations & Modifications (PDF)
Assuring the Documentation of Frequency, Location, and Duration of Accommodations on the IEP (PDF)
Documenting Frequency, Location, and Duration of Accommodations and Modifications on the IEP during the 2020-21 schoo
FAQ on Students with Disabilities and Virtual Schools and Programs (PDF)

Significant Disproportionality (SigDis)

Significant Disproportionality FAQ (PDF)
Significant Disproportionality Policy, Practice, and Procedure Self-Assessment – Discipline (Word)
Significant Disproportionality Policy, Practice, and Procedure Self-Assessment – Identification (Word)
Significant Disproportionality Policy, Practice, and Procedure Self-Assessment – Placement (Word)

KSDE Contacts/Questions:
Placement and Identification – Kelly Steele 785-296-2050 ksteele@ksde.org
Discipline – Rachel Beech 785-296-8965 rbeech@ksde.org
Fiscal Requirements – Christy Weiler 785-296-1712 cweiler@ksde.org

File Review-IDEA Requirements, Gifted, and Fiscal

IDEA Requirements and Gifted Self-Assessment (PDF)
Fiscal File Review Self-Assessment (PDF)
IDEA and Gifted Requirements File Review 2020-21 (Cohort3) (PDF)

KIAS Quick Start Guide-IDEA Requirements and Gifted File Reviews (PDF)
File Review workshop-IDEA and Gifted File Reviews (PDF)
KIAS Quick Start Guide-Federal Fiscal File Review (PDF)

KSDE Contacts/Questions:
IDEA/Gifted File Review – Melissa Valenza, 785-296-6035, mvalenza@ksde.org
IDEA/Gifted File Review – Tiffany Hester, (785) 296-7262, thester@ksde.org
Fiscal File Review – Christy Weiler 785-296-1712 cweiler@ksde.org

Technical Assistance

Technical Assistance Team (TAT)

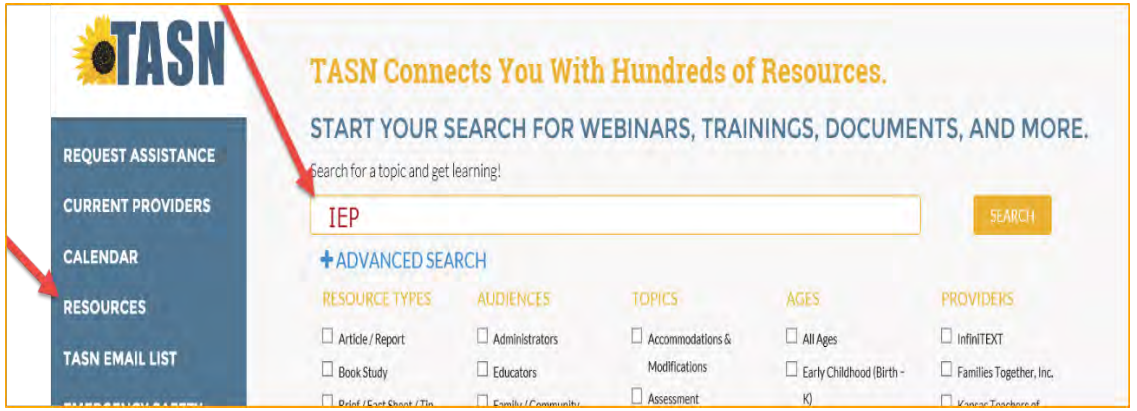
- Resource for LEAs in areas such as early childhood, secondary transition, fiscal, file reviews, correction of noncompliance process, significant disproportionality
- Team members are former Kansas special education administrators.
- Request assistance by contacting Elena Lincoln at elincoln@keystonelearning.org or through TASN at www.ksdetasn.org

Technical Assistance System Network (TASN) www.ksdetasn.org

- Click the big blue button!

REQUEST ASSISTANCE

- IEP Training Modules (keyword search IEP)



Deadlines & Timeframe for Self-Assessment Stage

- Deadline for all items is 11:59 p.m. Central Time.
- If a deadline falls on a state holiday or weekend, the deadline moves to the next business day.
- Dates:
  - June 5– KIDS IDs pulled and available in KIAS
  - July 1– Initial Data Collection window opens
  - September 15 – Initial Data Collection window closes

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mvalenza@ksde.org

Tiffany Hester
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Special Education & Title Services
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thester@ksde.org

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IDEA and Gifted Requirements File Review & IDEA VI-B Part II Application for Funds

Christy Weiler cweiler@ksde.org

August 14, 2020

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TASN- Kansas Instructional Resource Center for the Visually Impaired

Toni Harrell tharrell@kssdb.org

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KIAS Calendar Reminders

Susan Sipe ssipe@pittstate.edu

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Director Updates

Bert Moore bmoore@ksde.org

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KASEA Awards

Jaime Callaghan callajai@usd437.net

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State Interagency Coordinating Council and the Kansas Kindergarten Readiness Snapshot (ASQ)	Jordan Christian
TASN – Technical Assistance Team	Elena Lincoln
Categorical Aid	Evelyn Alden
Indicator 11: Child Find	Stacie Martin
Indicator 12: Early Childhood Transition	Julie Rand
Dynamic Learning Maps (DLM) Updates	Cary Rogers/ Melissa Valenza
IDEA and Gifted Requirements File Review	Melissa Valenza
IDEA VI-B Part II Application for Funds	Christy Weiler
Federal Fiscal File Review	Christy Weiler
TASN – Kansas Instructional Resource Center for the Visually Impaired	Toni Harrell
KIAS Calendar Reminders	Susan Sipe
Director Updates	Bert Moore
KASEA Awards	Jaime Callaghan
Kansas Association of Special Education Administrators (KASEA) Updates	Heath Peine

Kansas Association of Special Education Administrators (KASEA)

Heath Peine hpeine@kasea.org

August 14, 2020

Agenda Item	Presenter
Welcome and Purpose of Webinars	Susan Sipe
Navigating the Unknown in this New School Year	Bert Moore
Special Education Administrators' Guide and Resources	Susan Sipe
SPEDPro Data Reporting Reminders: Begin Year Set Up and Initial Submission	Mason Vosburgh
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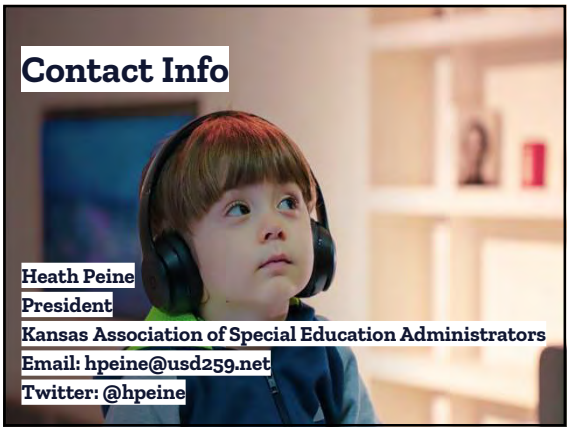
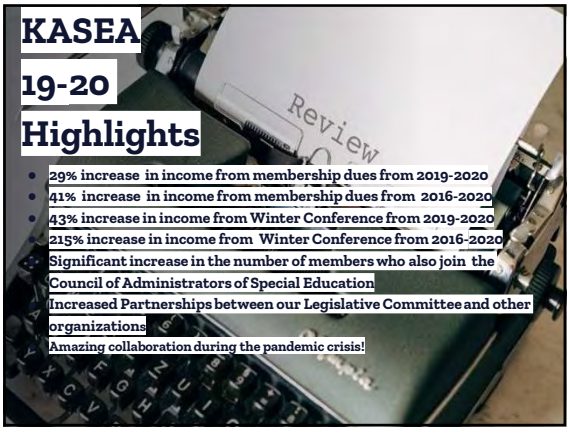
KASEA Update

1


Contact Info
Heath Peine
President
Kansas Association of Special Education Administrators
Email: hpeine@usd259.net
Twitter: @hpeine

2


KASEA
19-20
Highlights
29% increase in income from membership dues from 2019-2020
41% increase in income from membership dues from 2016-2020
43% increase in income from Winter Conference from 2019-2020
215% increase in income from Winter Conference from 2016-2020
Significant increase in the number of members who also join the Council of Administrators of Special Education
Increased Partnerships between our Legislative Committee and other organizations
Amazing collaboration during the pandemic crisis!

3

KASEA Membership Meeting

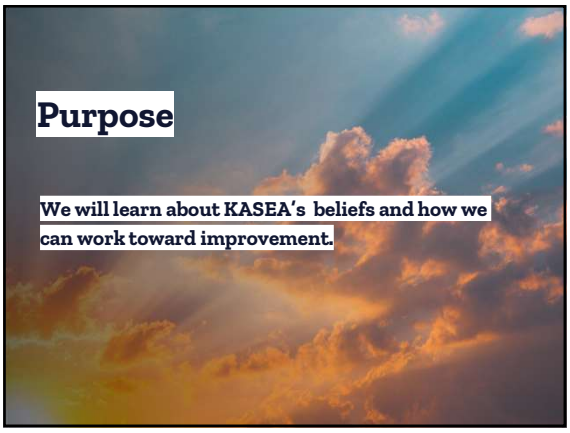
4

KASEA Membership Resources

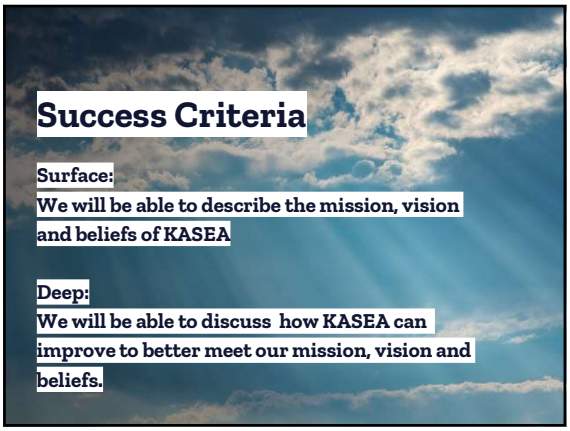
5

Strategic Planning

6


Purpose
We will learn about KASEA's beliefs and how we can work toward improvement.

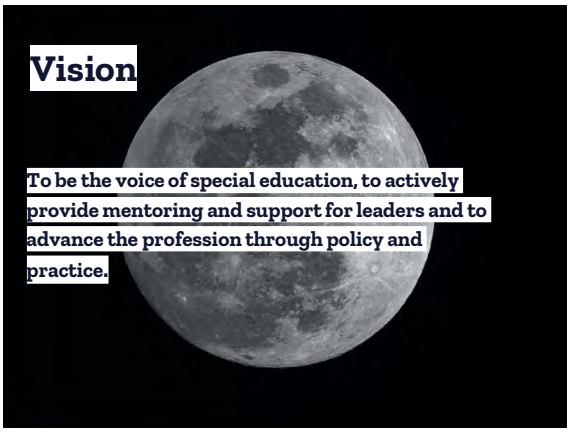
7


Success Criteria
Surface:
We will be able to describe the mission, vision and beliefs of KASEA
Deep:
We will be able to discuss how KASEA can improve to better meet our mission, vision and beliefs.

8

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

9


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.

10

Survey
A survey will follow this web meeting to allow you to provide additional feedback

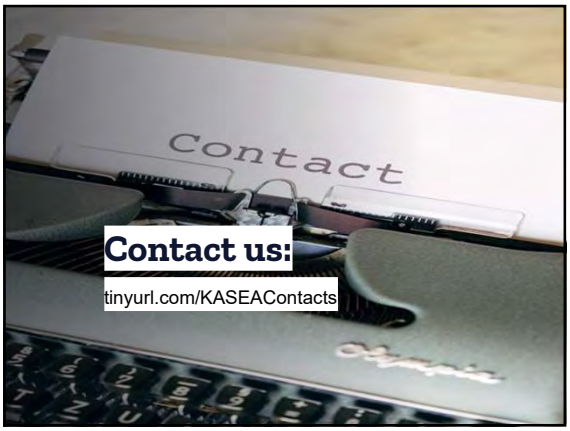
11

Executive Board Meetings
September 24th
November 11th
January 28th
April 22nd

12

Membership
Meetings
August 11th 4:00-6:00
TBD in association with WC
TBD in association with USA

13


Contact
Contact us:
tinyurl.com/KASEAContacts

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