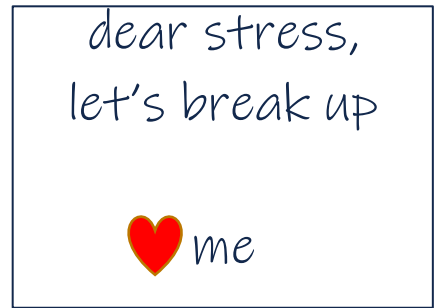


January 8 KSDE Special Education Administrators' Webinar



Agenda

Director Updates	<u>Bert Moore</u>
TASN – Teachers of Students Who Are Blind or Visually Impaired and Certified Orientation and Mobility Specialists Preparation and Mentorship	<u>Kylie Kilmer</u>
TASN – Autism and Tertiary Behavior Supports (ATBS)	<u>Lee Stickle</u>
Categorical Aid/Waiver Deadline Reminders	<u>Evelyn Alden</u>
Indicator 1: Graduation and Indicator 2: Drop Out	<u>Brian Dempsey</u>
Text to Speech Checklists	<u>Cary Rogers</u>
Kansas Grants Reporting System (KGRS) Fiscal Update: Private School Participation	<u>Christy Weiler</u>
KIAS Calendar Reminders	<u>Susan Sipe</u>
KASEA Updates	<u>Heath Peine</u>





DIRECTOR'S UPDATE

January 8, 2021

Kansas leads the world in the success of each student.

Deaf-Blind Fund

- The Deaf-Blind fund will open on January 1 for students with severe or significant disabilities (these students do NOT have to be on the DB list).
- There are 2-4 students in the pending file at this time.
- 84 student applications were awarded prior to January 1.
- Only 16% of the funds have been reimbursed as of 1-7-21.
- Contact Joan Houghton, EdD at jhoughton@ksde.org or call 913-620-4235 if you have questions.



HOT TOPICS

- Cooperatives-Interlocals concerned about sufficient funds to meet special education excess costs.
- Measuring learning loss for ALL students but specifically students with disabilities.
- Managing federal paperwork requirements while ensuring that a free appropriate public education is provided in the least restrictive environment during a pandemic.
- Recruitment/Retention of “highly qualified” staff.
- Considerations for the students, families and staff experiencing mental health fatigue.



Keep The Main Thing The Main Thing



Contact Information for Director of SETS



Bert Moore
SETS Director
(785) 296-4949
bmoore@ksde.org

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TASN- Teachers of Students who are Blind or Visually Impaired and Certified Orientation and Mobility Specialists Preparation and Mentorship

Contact Information for TSVI/COMS

Kylie Kilmer

kkilmer@kssdb.org

(913) 645-5607

Webpage: <https://www.ksdetasn.org/tsvi>



TASN ATBS Trainings

2020 - 2021

It's All About You! Using Behavior Analytic and Instructional Strategies to Improve Student Outcomes : 6 online meetings, Online modules
Start date: July 21, , **End date:** October 27
Start date: November 3, **End date:** February 2

Bootcamp: Intensive Training on ABA and Verbal Behavior Programming for Classroom Teams
September 28-30 @ Online
January 12-14 @ Online

Verbal Behavior Milestones Assessment & Placement Program (VB-MAPP)
(Prerequisite: Boot Camp)
October 29 @ Online
March 29 @ Online

Establishing Basic Skill Sets for Students with Autism (Prerequisite: Boot Camp)
Nov. 18-20 @ Online
January 26 - 28 @ Online

Advanced Verbal Behavior
(Prerequisite: Boot Camp)
February 10-11 @ Online

Coaching 101
September 16 Online
April 14 @ Great Bend

Advanced Coaching Applications
April 15 @ Online

Individualizing Instruction in Social Competencies
October 14, 15 and December 2 Online
February 8, 9 and April 8 @ Online

Supporting Self-Care for Educators to Improve Student Outcomes
October 7 - 8 @ Online
March 2-3 @ Online

Autism Interdisciplinary Team (AIT)
Session 1: September 24, October 20 and December 3 Online
Session 2: September 25, October 21 and December 4 Online

Autism Interdisciplinary Team (AIT) Advanced Practices Summit
April 16 @ online

Better Together
July 20, 21 and April 27 (online)

Transition to Adult Services and Accessing Community Supports
Session 1: October 23 & Dec. 10 Online
Session 2: Mar. 10 & 11 (Day 1), Apr. 1 (Day 2) Online

REsTRAIN Yourself: 6 Key Components for Reducing ESI
Start Date: Nov. 19th (9AM - 12PM) @ Online
End Date: Nov. 20th (9AM - 12PM) @ Online

Supporting Complex Communication Needs Across Environments - (Invite Only)
Nov. 16, 17 and Feb 26 Online

Month-by-Month Approach to Transition
January 20, 21 @ online

Richard Simpson Autism Conference (Co- Sponsoring w/MSLBD) Cancelled
October 8, 9 @ KC

Summer Institute 2021
June 7-11 @ TBA

Training Descriptions

Advanced Coaching Applications

You've been trained in a model for professional coaching. Now what? Work with other educators to apply coaching strategies during observations, when supporting professional development, and using virtual platforms.

Advanced Verbal Behavior

Participants will learn the critical importance of ensuring learners have a broad tact repertoire and the role it plays in acquiring verbal skills including intraverbals and answering yes/no questions, as well as, the application of joint control. Protocols covered will include tacts of actions, parts and features of objects, prepositions, multiple component tacts and intraverbal webbing. Information will also be shared regarding data collection and error correction procedures.

Autism Interdisciplinary Team

Autism Interdisciplinary Team (AIT) training is a three-day team training. It trains replacement members of active teams and attempts to bring in new teams and inactive teams. It helps teams plan on how to implement/support the following activities within their district/cooperative: Consultation/coaching, screening for ASD, training on ASD-related content, supporting IEP teams in the educational identification of Autism process and program planning, planning for team sustainability and professional development of team members.

Better Together

This training is for Kansas classroom educators with five years or less of teaching special education who support students with autism. Participants can have waiver, provisional, or professional licensure. Better Together is a two-year commitment for passionate educators interested in utilizing high-leverage special education practices that impact student growth. This training will include in-person training days, online coaching, monthly chats, and weekly self-care check-ins. If you register for this training you will register for five days of in-person trainings over the two-year period (July 22 & 23, 2019, April 27, 2020, July 21, 2020, and April 27, 2021).

Boot Camp: Intensive Training on ABA and Verbal Behavior Programming for Classroom Teams

Participants will receive hands on instruction and practice on key instructional protocols that are designed to address the core deficits of autism including the development of verbal skills, flexible responding and appropriate social interactions. Participants will be tested out on specific protocols, which will include errorless teaching, error correction procedures, and data collection. Boot camp training will also include information on specific systems necessary for effective school-based programming, including how to schedule instruction, organization of materials, ongoing training of staff and data-based decision making.

Coaching 101

Administrators and instructional coaches will learn to use coaching to support educators as they implement best educational practices.

Establishing Basic Skill Sets for Students with Autism Training

In order to address the needs of students with autism and other complex needs who present with limited or absent tact (labeling) and mand (requesting) repertoires, this training will cover conceptual skills and protocols necessary to establish basic skill sets for such students. Methods to teach the value of the earliest social interactions will be reviewed. Content will include specific teaching strategies relevant to an initial mand repertoire, initial imitation skills, basic listener responding skills, and early tact responses. A significant focus will be on the process of establishing early instructional control through shaping and pairing instruction with improving conditions for the student. Additionally, assessment and instructional practices related to the use of an object sort process for providing intensive teaching (discrete trial instruction) will be directly taught.

It's All About You! Using Behavior Analytic and Instructional Strategies to Improve Student Outcomes

Participants will learn evidence-based instructional strategies needed to work students with behavioral challenges, students with ASD and other students with complex needs. **Intervention always includes instruction!** Strategies will include teaching methods to use before, during and after behaviors occur. This training is designed to provide participants with tools to intervene before instructional errors or behaviors can occur, resulting in measurable student progress. This Train the Trainer model will provide participants with training tools to go back to their districts and train direct care staff, teachers, other service providers, etc.

Month-by-Month Approach to Transition

Transition teams will collaborate to demonstrate understanding and implementation of the components of high quality transition program & services that support postsecondary outcome guided by Morningstar & Clavenna-Deane (2018) *Your Complete Guide to Transition Planning & Services* during a monthly hour-long study session using a virtual platform and an in-person opportunity to share outcomes, strategies and successes

REsTRAIN Yourself: 6 Key Components for Reducing ESI

Participants will learn the six research-based components to guide and retrain a team on an approach to reducing Emergency Safety Interventions (ESI) within a school or district that is sustainable over time. The six components include leadership oversight, use of data to inform practice, performance development, use of prevention supports, student and family engagement, and debriefing techniques. This training is designed to provide teams with tools to develop an action plan to reduce ESI, develop goals for reducing ESI, monitor and increase treatment integrity, develop an oversight plan, develop a staff recognition plan, and structure debriefing techniques.

Individualizing Instruction in Social Competencies

Teaching, practicing, modeling, and encouraging essential personal life habits that are universally understood as making people good human beings and citizens is a Kansans Can outcome. Learn to support social competencies for **all** students by using a process that includes assessment, planning, and implementing evidence-based strategies at school, at home, and in the community.

Summer Institute for Structured Teaching

Five- day training on the elements of Structured Teaching. Structured Teaching is a visually based approach to creating highly structured environments that support individuals with autism in a variety of educational, community, and home/living settings (Mesibov, Shea, & Schopler, 2005).

Supporting Complex Communication Needs Across Environments

This 3 day training will focus on professionals collaborating to assess and implement low and/or high-tech communication systems based on their students' individual needs. Participants will learn to identify students in need of communication supports. They will assess features for students' individual communication needs and develop an implementation plan for functional and conversational communication.

Supporting Self-Care for Educators to Improve Student Outcomes

Building or District level leaders will use a systems perspective to examine the reasons their own self-care, as well as the social-emotional support of their staff, is important. Participants will discuss the impact mentally healthy staff and administration can have on school culture, teacher retention, and better outcomes for students. Participants will develop an action plan to apply strategies within their district which will encourage a sense of community, caring, connectedness, and meaningful communication.

Transition to Adult Services and Accessing Community Supports

Participants will develop an understanding of transition services by learning how to identify, explore and access community and district supports. Participants will also be provided an opportunity to create an implementation plan that links student education, family engagement and community supports for successful post-secondary outcomes.

Verbal Behavior Milestones Assessment & Placement Program (VB-MAPP)

Participants will learn about the VB-MAPP assessment, learn how to assess, administer the assessment and identify skills to target.



Categorical Aid Reminders

- FINAL Deadline for waivers for teachers is 2/1. Be sure the area and grades match what is claimed in CAPS (and what the person is actually doing.)
- 3rd payment deadline is 3/1 (or first business day after) to update AND APPROVE payment data. Payments now pay only on ELIGIBLE FTE.
- After the 3rd payment, next deadlines are:
 - April 1st is the deadline for the 4th payment.
 - May 1st is the deadline for the 5th (final) payment.

Contact Information



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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Graduation, Dropout and Chronic Absenteeism



Kansas leads the world in the success of each student.

Graduation Calculation

The four-year cohort graduation rate formula for 2020:

2020 graduates (# of cohort members earning a regular HS diploma by September 30, 2020)

of first-time 9th graders in fall 2016 plus transfers in minus students who transfer out, emigrate, or die during 2019-2020, 2018-2019, 2017-2018, and 2016-2017

- Students who transfer out must enroll in another school or in an educational program that culminates in the award of a regular high school diploma in order to be removed from the cohort.



Transition for Students with Disabilities: Exit Code 22

Student with disabilities who met the district graduation requirements for a regular diploma, but is remaining in school to receive transitional services deemed necessary by the IEP team.

Once the student is no longer receiving transitional services, another EXIT record should be submitted: Exit Code 8, Graduated with regular diploma.

Exit Codes are reported in the Kansas Individual Data on Students (KIDS) system.



Dropout Calculation

The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year.

Dropout rate includes: 1. discontinued schooling; 2. moved within the US, not known to be continuing; 3. Unknown; 4. transfer to an adult education facility (i.e. for GED Completion); and 5. transfer to a juvenile or adult correctional facility where educational services are not provided.

Any unresolved exits in grades 7-12 will also be counted in the dropout calculation.



Chronic Absenteeism

Being chronically absent means a student is missing 10 percent or more of school, for both *excused and unexcused* reasons. This puts the student at a higher risk of not graduating high school and possibly becoming a high school dropout.

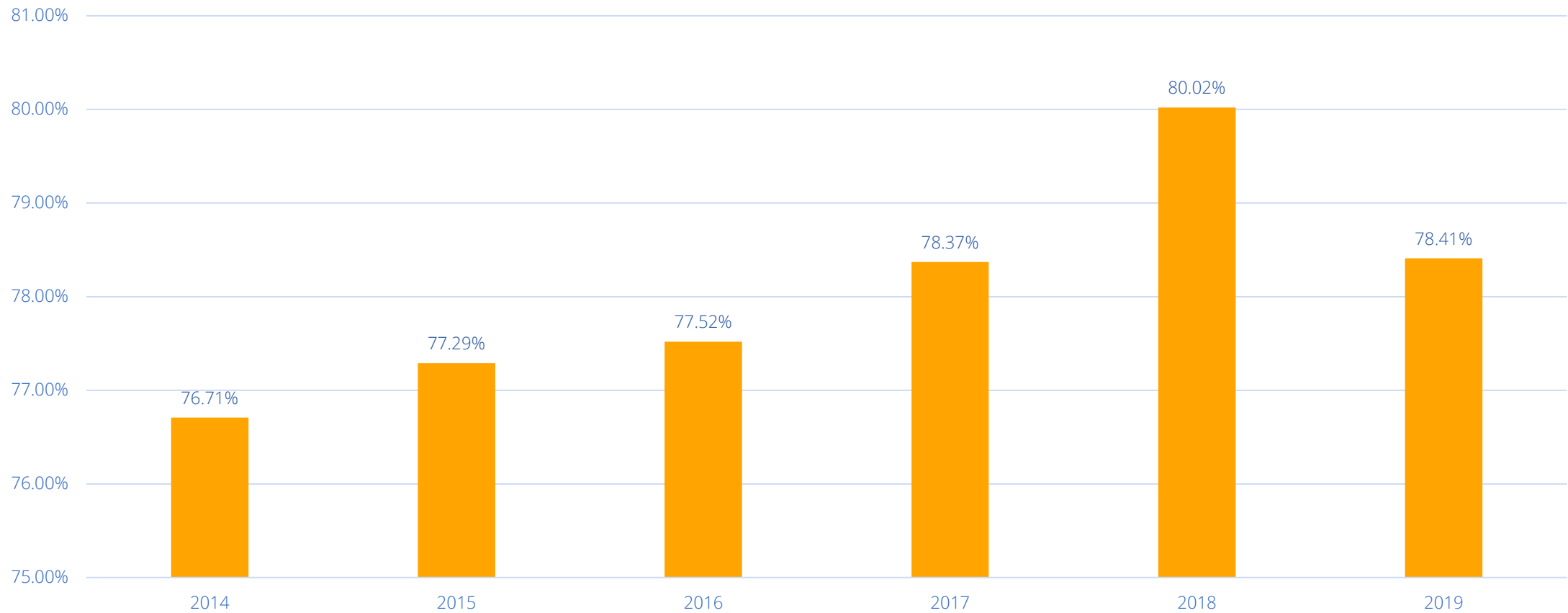




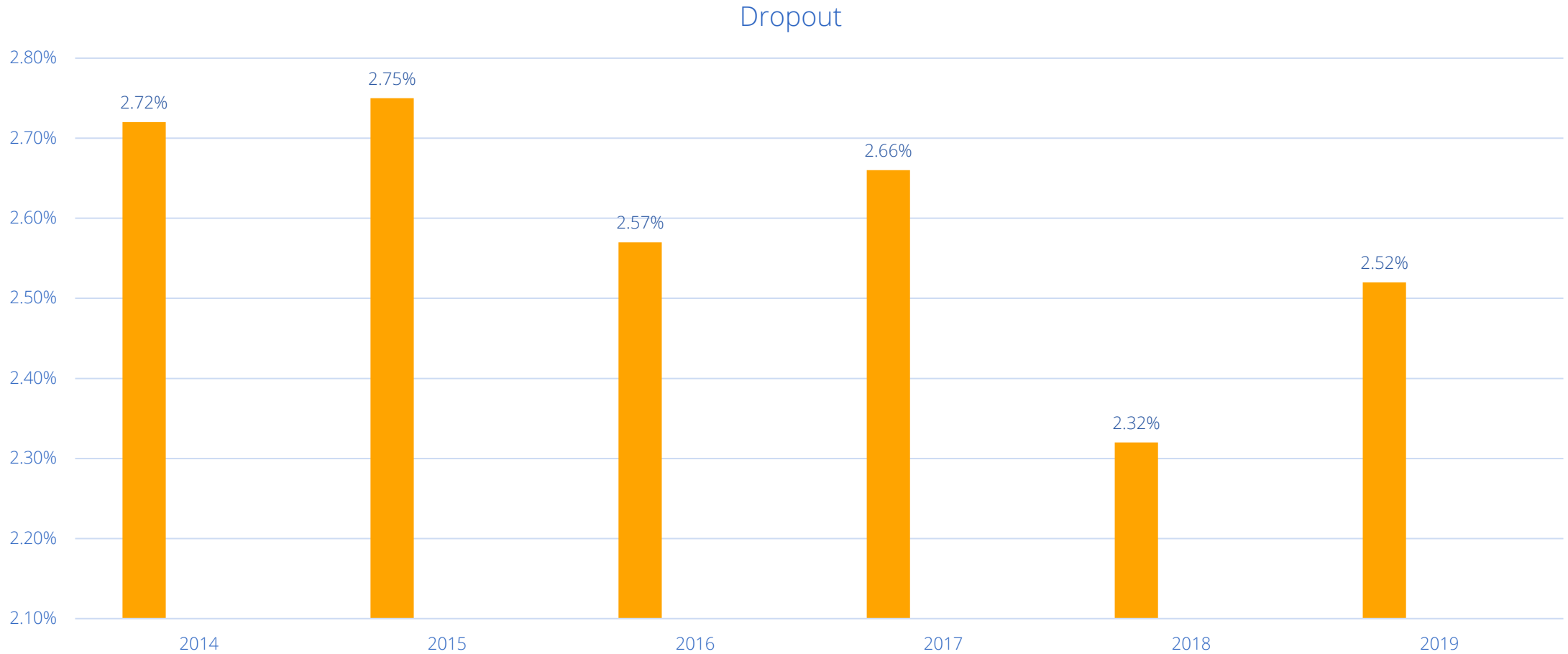
Data

Graduation

Graduation



Dropout



Resources

<https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Graduation-and-Schools-of-Choice/Graduation-and-Dropouts>



Contact Information for Graduation, Dropout and Chronic Absenteeism



David Fernkopf
Assistant Director
Curricular Standards
(785) 296-8447
dfernkopf@ksde.org

Brian Dempsey
Attorney
SETS
(785) 296-6518
bdempsey@ksde.org

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Text to Speech for ELA passages

For the Kansas Assessment Program

Text to Speech for ELA passages (nonvisual setting)

- The deadline to submit text to speech checklists for ELA passages is January 31st.
- <https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Assessments/Text-to-Speech%20Checklist%20for%20ELA%20Passages%20122820.pdf?ver=2020-12-28-120552-453>
- should be emailed to crogers@ksde.org
- Contact Cary Rogers crogers@ksde.org 785-296-0916 with any questions.



Text to Speech Checklist

KANSAS STATE DEPARTMENT OF EDUCATION

CHECKLIST

Text-to-Speech Checklist

FOR ELA PASSAGES ACCREDITATION



- Please complete this information and turn into your test coordinator or building administrator.
- Test coordinators/administrators should email all completed checklist for the building to crogers@ksde.org once they have been verified.

This information is needed for consideration for the Text-to-Speech (nonvisual) accommodations that includes the English Language Arts (ELA) passages on the Kansas State Assessment. **Text-to-Speech (text and graphics) that doesn't include the ELA passages doesn't require KSDE approval.**

Grade: _____ State Student ID number: _____

District name: _____ USD #: _____

1. Please mark the appropriate box reflecting the plan the student has in place.

- IEP which includes text-to-speech or read-aloud accommodation.
- 504 plan which includes text-to-speech or read-aloud accommodation for instruction and assessment.
- Student improvement plan which includes text-to-speech or read-aloud accommodation for instruction and assessment.

2. Please mark the appropriate box(es) for when the plan indicates the student will receive text-to-speech or read-aloud supports.

- Classroom assignments above the student's reading level.
- District assessments.
- State assessment.

3. Is this student blind or does the student have a significant visual impairment?*

- Yes
- No

a. If the student is blind or has a significant visual impairment, is the student learning to read braille?*

- Yes
- No

* Students who are blind or have a significant visual impairment questions 4-7 can be skipped.

4. Student has a reading-based disability which affects:

- Fluency
- Decoding
- Comprehension



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DEC. 28, 2020

KANSAS STATE DEPARTMENT OF EDUCATION

CHECKLIST

Text-to-Speech FOR ELA PASSAGES ACCREDITATION



Grade: _____ State Student ID number: _____

District name: _____ USD #: _____

5. Please mark interventions the student is currently receiving to assist with the reading-based disability.

- Specially designed instruction in the special education classroom
- Tier 3 intervention
- Audio books
- Digital access to textbooks, assignments, etc. (text to speech)
- Human reader (peer or adult)
- Other. Please describe: _____

6. What is the student's Lexile level without TTS or audio accommodations?

Lexile level: _____ Tool used: _____ Date: _____

7. What is the student's fluency (wpm) on a grade level passage?

wpm: _____ Date: _____

Test coordinator or building administrator:

- I verify I have reviewed this student's checklist including the plan indicating the student is receiving text-to-speech or audio supports on a regular basis for instruction and assessment.

Signature: _____

Position: _____

Please submit all checklist documents for the building together in one pdf to crogers@ksde.org by January 31.

For office use only:

- Approved
 - Disapproved
- Cary Rogers, Education Program Consultant _____ Date _____

For more information, contact:

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



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

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Key points

- Students must have a plan with TTS or read aloud supports for instruction and assessment (classroom, district, state).
- Students must be visually impaired or blind or have a reading based disability that affects fluency, decoding, and/or comprehension.
- Students must be receiving interventions to address the reading based disability
- Provide students current Lexile level without accommodation or instructional reading level if no Lexile is available and wpm correct on grade level passage (provide grade level if it is based on a lower grade level passage).
- Administrator or test coordinator needs to verify, sign, and email all forms in one pdf.
 - Verify that the student has a plan in place, that SSID is used, and no student names are used on form or as file name.



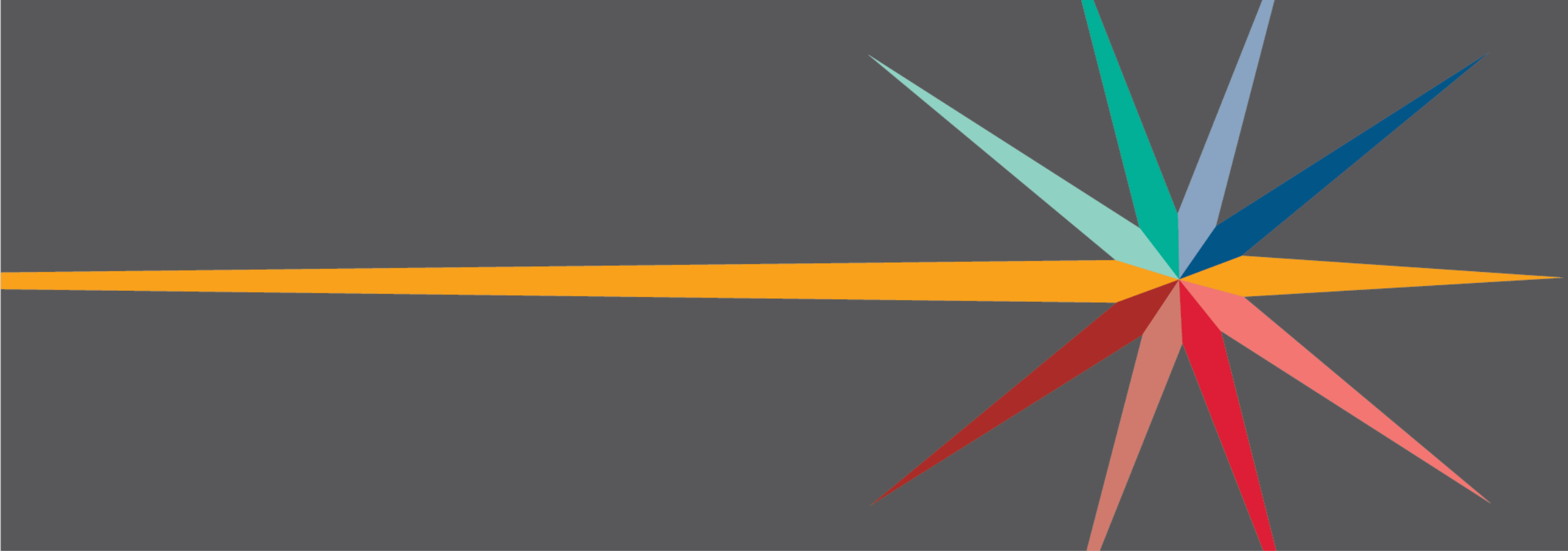
Contact Information for the Dynamic Learning Maps



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

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Private School Participation Data Collection



Special Education Directors Webinar
January 8, 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 4-February 5, 2021



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 for Private School Participation



Christy Weiler
Coordinator
Special Education and Title Services
(785) 296-1712
cweiler@ksde.org

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KIAS CALENDAR

January 15

- ESEA Self Assessment Review Data Collection Window Opens (Cohort 3)

January 15

- Local Consolidated Plan 2019-20 LCP Final Expenditure Report Final


February 5

- IDEA Fiscal VI-B Private School Participation Data Collection Window Closes



KASEA Update





Contact

Heath Peine
President

Kansas Association of Special Education Administrators

Email: hpeine@usd259.net

Twitter: [@hpeine](https://twitter.com/hpeine)

Executive Board Contacts tinyurl.com/KASEAContacts

Become a
Member!!!!



How to Join KASEA: tinyurl.com/JoinKASEA





Join Your International Organization

Join CASE here: casecec.org/membership

 @hpeine

BE THE EXCEPTION

Exceptional



Register Here

tinyurl.com/KASEARegister

Kansas Association of Special Education Administrators
presents

Kansas Exceptional Leaders Winter Conference

February 23-24th, 2021

Bishop Professional Development Center
3601 SW 31st St, Topeka, KS 66614

SAVE THE DATE



@hpeine

KASEA Meeting

A woman in a white t-shirt is standing and pointing at a whiteboard covered in colorful sticky notes (pink, yellow, orange). She is in a meeting room with other people seated around a table with laptops. The scene is brightly lit, likely from a window on the left.

February 23rd, 4:00-5:00 after the conference

THANK YOU

