

February 19 KSDE Special Education Administrators' Webinar

Agenda	
Director Updates	<u>Bert Moore</u>
SPEdPro Data Reporting Reminders: December 1 Finalization	<u>Mason Vosburgh</u>
Early Childhood Updates	<u>Jordan Christian</u>
TASN- School Mental Health Initiative (SMHI)	<u>Chris Perry</u>
Kansans Can Competency Framework	<u>Pattie Noonan</u>
K.S.A. § 75-5397e Language Assessment Program Update	<u>Angie Walker</u>
Indicator 5: Educational Environments (children 6-21)	<u>Kelly Steele</u>
Significant Disproportionality	<u>Laura Jurgensen</u>
Indicator 17: State Systemic Improvement Plan	<u>Kerry Haag</u>
DLM Updates	<u>Cary Rogers</u>
Categorical Aid	<u>Evelyn Alden</u>
KIAS Calendar Reminders	<u>Susan Sipe</u>
KASEA Updates	<u>Heath Peine</u>





DIRECTOR'S UPDATE

February 19, 2021

Kansas leads the world in the success of each student.

ELEMENTARY AND SECONDARY SCHOOLS EMERGENCY RELIEF FUND

- ESSER II – Approximately \$24,000,000 to be divided up over the next 2 years with draw down available July 1, 2021 for 1/2 of the agency's appropriation and 1/2 available on or after July 1, 2022. Must be spent by September 30, 2023.
- ESSER III – Funding will be included specific to address learning loss for students with disabilities. We do not have the details yet but it could be a substantial amount of funding. Must be spent by September 30, 2024.
- Unintended Consequences – Maintenance of Effort
- Intended Consequences – Providing opportunities for students with disabilities to have opportunities to address any learning loss as a result of remote learning, hybrid learning, or on-site learning during the time of COVID.



HOW TO ALLOCATE THE ESSER FUNDS TO ENSURE A POSITIVE IMPACT FOR STUDENTS

- Work with your staff to determine what individual students need in order to meet their IEP goals/objectives including extended learning opportunities; access to needed assistive technology; access to technology; access to supplemental materials; access to accommodations or modifications; parent training specific to using assistive technology or programs used by the agency through technology or packets; and whatever else your staff thinks is needed.
- Work with your staff to determine what your staff need in the way of professional development. Also, what supplemental pay may be needed to extend contracts beyond the typical school day or school year contracts to support extended learning opportunities for students with disabilities NOT eligible for ESY services.



DOCUMENT, DOCUMENT, DOCUMENT

- If staff receive stipends or extended contracts including contracts to provide tutoring, make sure you include language related to COVID as the reason the contract is needed.
- If you purchase equipment that is more than \$5,000/item you must follow the federal equipment inventory process
- Keep SEPARATE expenditure reports for ESSER I, ESSER II, and ESSER III by fiscal year. ESSER I is available through September 30, 2022; ESSER II is available through September 30, 2023; and the yet to be announced ESSER III will be available through September 30, 2024.



IDEA District Public and Expanded Reports, District Level of Determination, and Timely and Accurate Data District Score Sheets

1. Available during the next week. An email announcing the availability of the draft versions of the reports via the [Kansas APR Reports website](#) is scheduled for Wednesday, February 26. The email will contain instructions for logging into the system. Please contact Tim Berens at tberens@keystonelearning.org or 913.538.7250 if you do not receive the instructions email on February 26, 2021.
2. Comments are welcome. The comment period is scheduled to open on February 26 and will close on March 15. Please email your comments to [Tim Berens](#). If you have questions about the content of the reports, please feel free to contact Tim Berens.
3. Reports will be deemed final no later than April 1, 2021. Directors will be notified once reports are finalized. Updated LOD banners will be available on the Expanded Report (in the [Kansas APR Reports website](#)) at that time.
4. Superintendent Emails: Target Date for sending emails on this topic to superintendents is the week of April 13, 2021.



Keep The Main Thing The Main Thing



10/26/2020

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KSDE SETS Director Contact Information



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Early Childhood Updates



Kansas Kindergarten Readiness Snapshot

- **Districts may apply to begin administering the 2021 Kindergarten Readiness Snapshot beginning March 1, 2021**
- **For the 2021-22 school year, districts may submit this application to begin administering the ASQ to incoming kindergarteners (for the purposes of the Kindergarten Readiness Snapshot) beginning March 1, 2021.**
 - For districts that do not apply, the Kindergarten Readiness Snapshot window will open July 1. All schools must administer the ASQ to incoming kindergarten students by Sept. 20 and all data (including pending Family Access screenings) must be entered into ASQ Online by Oct. 11, 2021.



Kansas Kindergarten Readiness Snapshot Resources

- A new statewide contract will allow **all** Kansas community-based and school-based early childhood care and education providers to provide the ASQ:3 and ASQ:SE-2 to **all** Kansas children birth through kindergarten entry. (Community programs and tiny-k/Part C for example).
 - Part C programs may be reaching out to districts if they haven't done so already.

Visit <https://agesandstages.com/ks/> to find:

- Quick Reference Guides, Online Training Modules, How-To Videos, Frequently Asked Questions, and Newsletter Archives
- Contact Amanda Petersen (apetersen@ksde.org) and Jordan Christian (jchristian@ksde.org) with questions



Early Childhood Special Education

- Please continue to refer to the **School Year 2020-2021 Compliance with the Individuals with Disabilities Education Act and the Kansas Special Education for Exceptional Children Act for Reopening Schools during the COVID-19 Pandemic** to address frequently asked questions around providing special education and related services to students with exceptionalities during COVID-19.



Early Childhood Special Education

- Indicator 12 Reminder-
 - Keep accessing the **Part C to Part B Electronic Referral system (CBER)** to accept any children who reside in your district and remember to check on those children who have approaching spring birthdays. IEP's must be written before the child's third birthday regardless of when school staff are on vacation or closures due to spring break.
- Contact Julie Rand (**jrand@ksde.org**) with early childhood special education questions.



Kansas State Interagency Coordinating Council (SICC)

- The next SICC meeting takes place on Friday, Feb. 19, from 1:00 p.m. – 4:00 p.m. The topics for the meeting will include:
 - Early Childhood Least Restrictive Environment Updates
 - Discussion on the Child Care Development Fund (CCDF)
 - State Agency Updates
- The following meeting will be March 19th, from 1-4pm.
- For more information and to view meeting agendas, visit <https://www.kansasicc.org/>



Other Updates

- **Kansas Deaf-Blind Fund applications are available on the KSDE Sensory Losses webpage** under the Deaf-Blind Fund Quick Start Guides. Funding can support assistive technology (including adaptive equipment, software, etc.), consultation, and/or evaluation for children ages birth through 21 who have severe cognitive and significant disabilities.
 - Children do not need to be included in the Kansas Deaf-Blind Census to apply.
 - Applications can be requested up to \$3,000 and are due April 1, 2021.
 - Contact Joan Houghton, EdD,, jhoughton@ksde.org or 913-620-4235, with questions.



Other Updates..

- **Mark your calendars! Week of the Young Child is April 10-16, 2021.** Check **the National Association for the Education of Young Children website** for updates.
- **Registration is open for the Kansas Division for Early Childhood (KDEC) annual conference, “Thriving through Surviving” in a virtual format on Thursday, Feb. 25, 2021.** Please check the **KDEC website** for more information as it becomes available.



Stay Connected

- **Join the Early Learning listserv** (Email bstrohm@ksde.org)
- **Visit the KSDE Early Childhood webpage**
<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Early-Childhood>



KSDE Early Childhood Contact Information



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eLearning Modules

Interactive, online, and self-paced eLearning modules on a variety of topics. Found at <https://moodle.kansastasn.org>

- Trauma-Responsive School Community eLearning Modules and Facilitation Guide
- Neuroscience in Education eLearning Series | Dr. Lori Desautels
- Recognizing Child Sexual Abuse and Mandated Reporting

Resources

Find the resources below and more by visiting the TASN SMHI webpage at <https://ksdetasn.org/smhi>.

- **Mindfulness & School-Based Yoga eLearning Video Series** | Little Flower Yoga (<https://www.ksdetasn.org/smhi/mindfulness-school-based-yoga-tools>)
- **School Mental Health: A Resource for Kansas School Communities** (<https://www.ksdetasn.org/smhi/school-mental-health-a-resource-for-kansas-school-communities>)
- **Trauma, Toxic Stress, and Caregiver Well-Being: Practices for Fostering Resilience in Children/Youth and Caregivers** | TASN SMHI, Families Together, & Kansas Parent Information Resource Center (KPIRC)
 - **Facilitation Guide** (<https://www.ksdetasn.org/resources/2689>)
 - **Slide Deck** (<https://www.ksdetasn.org/resources/2690>)
- **The Heart of Learning and Teaching: Compassion, Resilience, and Academic Success** | State of Washington, Office of Superintendent of Public Instruction (<https://www.k12.wa.us/sites/default/files/public/compassionateschools/pubdocs/theheartoflearningandteaching.pdf>)
 - **The Heart of Learning and Teaching Book Study** | TASN SMHI (<https://www.ksdetasn.org/resources/1503>)
- **Peace Corners: Sensory Strategies for Self-Regulation** (<https://www.ksdetasn.org/resources/1068>)



Handouts

Resources created in partnership between TASN SMHI, Families Together, & KPIRC. Spanish versions available at <https://www.ksdetasn.org/smhi/creating-family-school-partnerships-additional-resources>

- Kansas Youth Suicide Awareness (<https://www.ksdetasn.org/resources/2495>)
- Stress and Early Brain Growth (<https://www.ksdetasn.org/resources/2167>)
- Understanding ACEs & Resiliency (<https://www.ksdetasn.org/resources/2157>)
- How Can You Help? Stress and Childhood (<https://www.ksdetasn.org/resources/2117>)
- Understanding Positive Childhood Experiences (PCEs)
 - Children (<https://www.ksdetasn.org/resources/2895>)
 - Adolescents (<https://www.ksdetasn.org/resources/2894>)



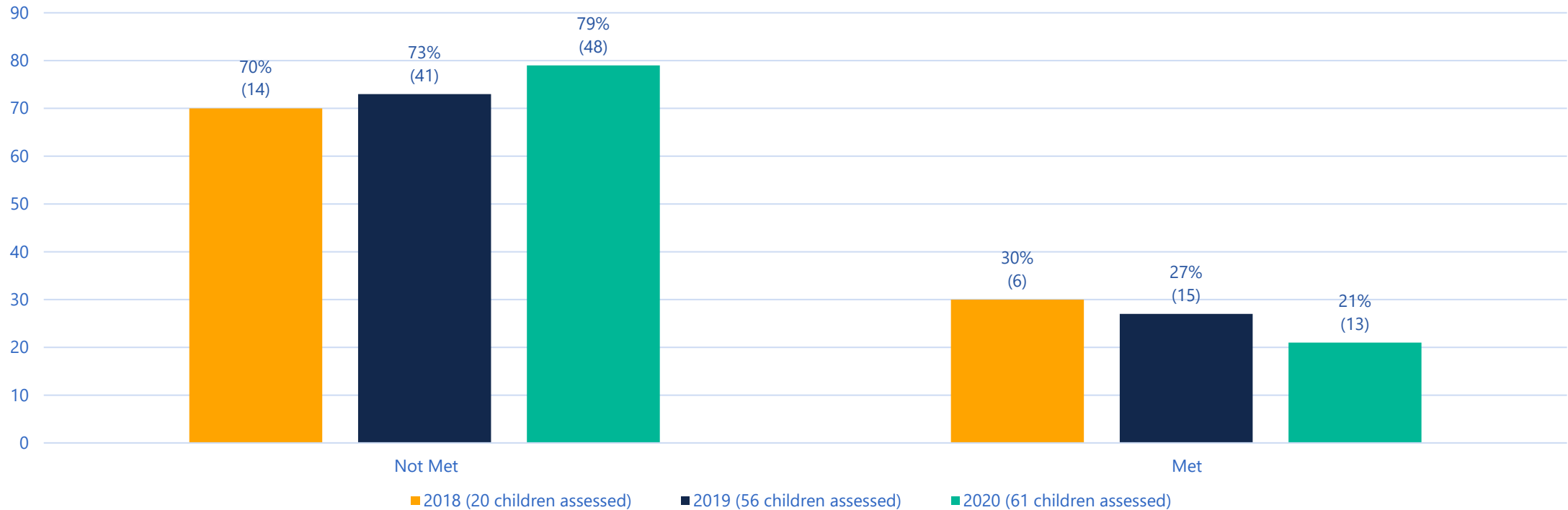
<http://facebook.com/TASNSMHI>



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K.S.A. § 75-5397e Language Assessment Program Update

DHH Children Who Did Not Meet Milestones in One or More Language



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)



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; (State target is 68%-the higher the better)
- 5B. Inside the regular class less than 40% of the day; (State target is 7.3%-the lower the better) and
- 5C. In separate schools, residential facilities, or homebound/hospital placements. (State target is 2.43%-the lower the better)
- 20 U.S.C. 1416(a)(3)(A).
- *The State targets may change. *



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 Cont'd

- **Encourage Co-Teaching.** (<https://www.ksdetasn.org/co-teaching>)
- ([https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/2851/2019-20 Co-Teaching Evaluation Brief.pdf](https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/2851/2019-20%20Co-Teaching%20Evaluation%20Brief.pdf))
- (<https://youtu.be/k5AGFszDaYU>)
- **State Co-Teaching Trainers**
- **Shonda Anderson** sanderson@ucpnet.org
- Lead State Trainer and Coaching Coordinator
- Ininitec
- Phone: 515-360-4896



How to increase inclusion cont'd..

- **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



Indicator 5 Contact Information



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Team
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Significant Disproportionality



Special Education and Title Services Webinar
February 19, 2020

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Welcome and Overview



Data Categories and Sources

- Categories

- Placement
- Identification
- Discipline

- Sources

- 2019-20 School Year Data for All Categories
 - September 20 Count
 - Final December 1st Report
 - Final End of Year Report
 - Final OSEP Table 5 Discipline Incident Report
 - Final OSEP Table 5 Discipline Summary Report



Risk Ratio Thresholds

Identification Risk Ratio Thresholds

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 Impairment	≥4.5

Discipline Risk Ratio Thresholds

In-School Suspension ≤ 10	≥3.0
In-School Suspension >10	≥3.0
Out-of-School Suspension ≤ 10	≥3.0
Out-of-School Suspension >10	≥3.0
All Discipline Removals	≥3.0

Placement Risk Ratio Thresholds

Regular Env < 40%	≥3.0
Separate Settings	≥3.0

- For districts in a cooperative or interlocal, all district data is added together and risk ratios are calculated at the cooperative or interlocal level.
- LEA must meet or exceed a given risk ratio for three consecutive years to be identified with significant disproportionality.



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.



Where Do I View My LEA's Data Analysis?



Kansas APR Reports

- Email sent on the directors' listserv from Pat Bone on February 9 with the Subject DIRECTORS: 2019-20 Significant Disproportionality Data Now Available.
- <http://ddesurvey.com/kansasAPR/login.aspx>
- Username and Password provided to each special education director. Your username is your email. If you have forgotten your password, click Forgot Password.



Kansas APR Reports.

- Click Sig Dis tab

Kansas APR Reports



[View Targets](#) [View APR Reports Guide](#)

Welcome Laura Jurgensen
KSDE

[Logout](#) [Reset Password](#)

Statewide

District

Cluster

Trends

Sig Dis

KSDE

Questions? Need Technical Assistance?
Please contact Tim Berens at tberens@keystonelearning.org



Kansas APR Reports..

- Ensure the Start Year is set to 2017-18

Kansas APR Reports

[View Targets](#) [View APR Reports Guide](#)

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Statewide **District** **Cluster** **Trends** **Sig Dis** **KSDE**

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LEA:
Start Year: Span:
Color Filter:

Data From:
Category:
Subcategory:

[View Sig Dis Guide](#)



Kansas APR Reports...

- Pay particular attention to risk ratios highlighted in yellow and especially to those highlighted in red.

In-School Suspensions of more than 10 days	2017-18							
In-School Suspensions of more than 10 days	2018-19							
In-School Suspensions of more than 10 days	2019-20							
All Disciplinary Removals	2017-18		3.00	0.46	0.95			0.66
All Disciplinary Removals	2018-19	0.32	2.39	0.49	1.12			0.80
All Disciplinary Removals	2019-20		2.88	0.42	1.18			0.72
Identification by Race	2017-18	0.43	1.38	0.83	1.06	1.05		1.08
Identification by Race	2018-19	0.43	1.35	0.85	1.05	1.17		1.08
Identification by Race	2019-20	0.46	1.36	0.82	1.08	0.97	0.61	1.12
Identification by Race by Disability: Autism	2017-18		1.00	0.75				1.54
Identification by Race by Disability: Autism	2018-19	1.11	0.97	0.69				1.65
Identification by Race by Disability: Autism	2019-20	1.16	0.96	0.69				1.68
Identification by Race by Disability: Emotional Disturbance	2017-18		2.23	0.16				2.53
Identification by Race by Disability: Emotional Disturbance	2018-19		2.37	0.12				2.85
Identification by Race by Disability: Emotional Disturbance	2019-20		2.36	0.19				2.31



Overview of Support



KSDE Lead and Technical Assistance Team Members

- You may ask for help from a KSDE Lead or the Technical Assistance Team
- KSDE Lead
 - Ensure the LEA is informed about requirements
 - Answers questions about requirements and data
 - Connect the LEA to needed technical assistance
 - Reviewing proposed revisions to policies, practices, and procedures
- Technical Assistance Team Members
 - Questions or support related to the Policies, Practices, and Procedures Review and Revision
 - Reviewing proposed revisions to policies, practices, and procedures
 - Identifying and/or facilitating a root cause analysis



Opportunity to Meet with Other LEAs

- The IDEA Data Center has offered to co-facilitate, with the Technical Assistance Team, a community of practice of LEAs working on this topic.
- We would need a certain number of LEAs to volunteer for us to offer this opportunity.



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)



Mandatory 15% Set-aside

If identified



Comprehensive Coordinated Early Intervening Services (CCEIS)

- 15% Set-aside applies to 611 & 619 funds
- Funds may not supplant existing services
- Funds may NOT be received in Code 30 or 78 of the budget
- Must target non-identified students, but can benefit students with disabilities
- LEA must identify students that benefit from CCEIS and report students that are subsequently identified as students with disabilities



Resources



KIAS Page of KSDE website

- <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/KIAS-Kansas-Integrated-Accountability-System>
-

Significant Disproportionality (Sig Dis)

[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 \(Word\)](#)

Policy, Practice, and Procedure Self-Assessments for Consecutive Notifications

[Significant Disproportionality Policy, Practice, and Procedure Consecutive Self-Assessment – Discipline \(Word\)](#)

[Significant Disproportionality Policy, Practice, and Procedure Consecutive Self-Assessment – Identification \(Word\)](#)

[Significant Disproportionality Policy, Practice, and Procedure Consecutive 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



Questions?



Significant Disproportionality Contact Information



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Please contact Laura to request technical assistance and/or to volunteer to participate in a community of practice.

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Kansas IDEA State Performance Plan

Indicator 17: State Systemic Improvement Plan (SSIP)

- A state level indicator reported in the SPP/APR.
- Kansas State Identified Measurable Result (SIMR):
The percentage of students with disabilities who score at grade level benchmark on the General Outcome Measure (GOM), reading assessment for grades K-5 in targeted buildings will increase to 29.50% by FFY 2019.
- Kansas has met the target for FFY 2019.



State Identified Measurable Results (SIMR)

State-level Target Data

FFY	2015	2016	2017	2018	2019
Target	30.00%	27.52%*	28.53%	29.50%	29.50%
Reported Data	26.37%	27.52%	31.31%	30.25%	

**Targets were reset for FFY2016*

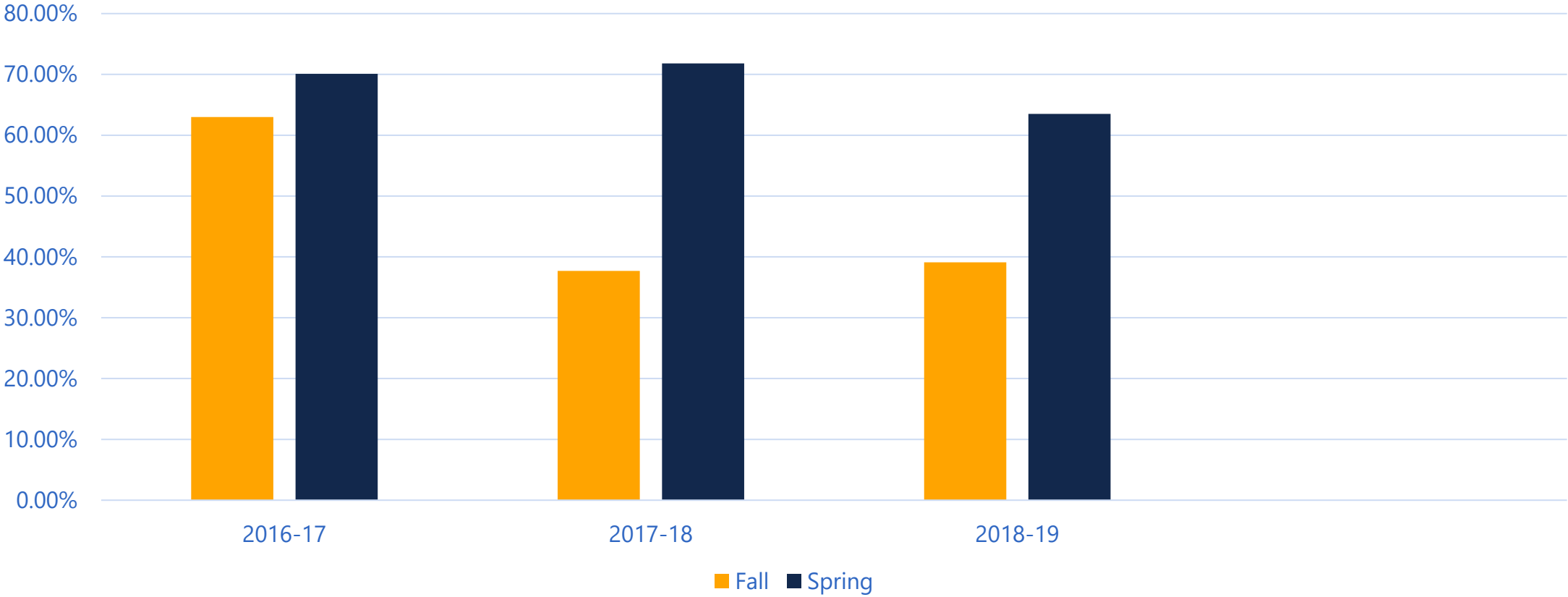
Full Indicator 17: State Systemic Improvement Plan (SSIP) Fact Sheet is located at:

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/KIAS/SPP-and-APR>



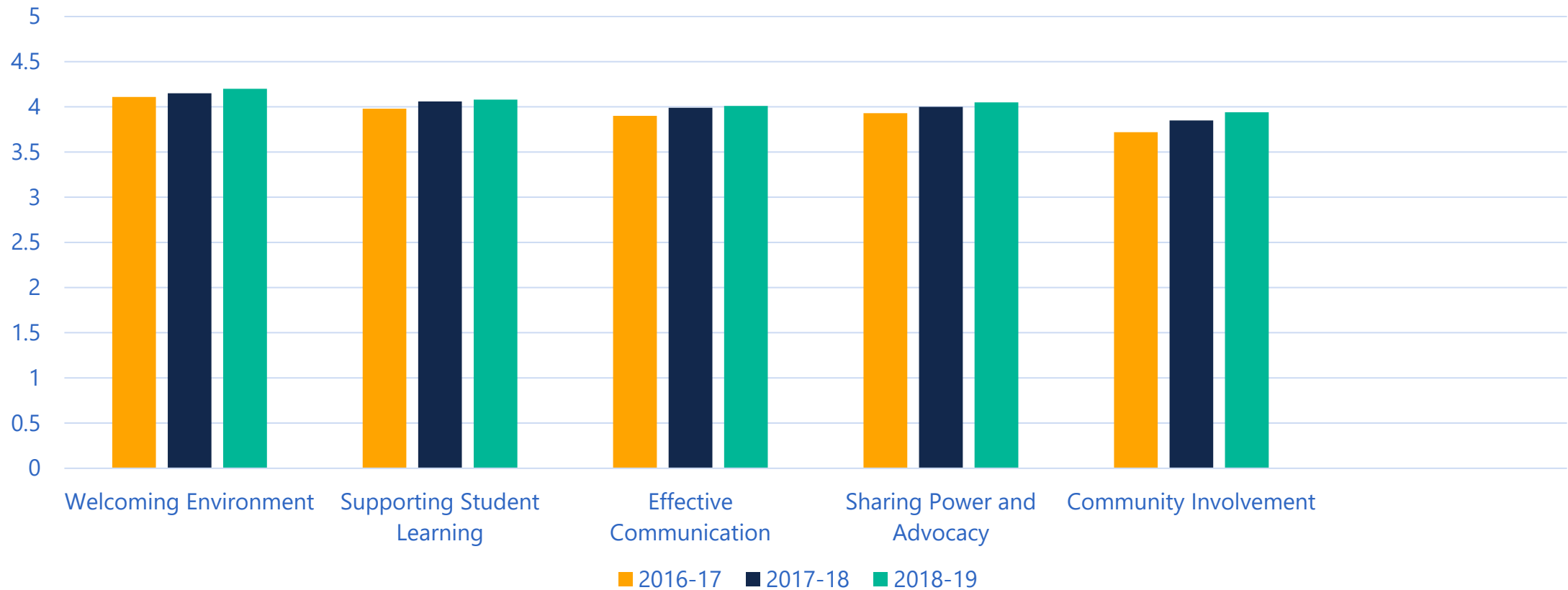
IDEA SPP SIMR Cohort: Kansas MTSS & Alignment *Targeted Building Growth*

Percentage of Students With Disabilities K-5 Reading Accurately



IDEA SPP SIMR Cohort: KS MTSS & Alignment *Family Engagement Survey Results*

Average Ratings by Category (1 = Strong Disagree, 5 = Strongly Agree)



Key Learnings from the Kansas SSIP

- Students with disabilities can close the gap.
- High quality core instruction is critical.
- High quality intensive instruction & intervention is necessary.
- Data-based decision making is the driving force.



Dynamic Learning Maps- Spring Window

- February 1-May 7
 - Grades 3-8, 10- ELA, math
 - Grades 5, 8, 11 – science
- ELA and math – teachers select the EE and linkage level in the instruction and assessment planner – must meet blueprint requirements.
- Science testlets are assigned by the system and will be sent 1 testlet at a time with up to 30 min. wait for next testlet – 9 total
- Submitting writing samples



Dynamic Learning Maps Contact Information



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Categorical Aid Reminders

- 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.
 - June 1st is the deadline for Para Inservice entry
- ALL KSDE LICENSED PERSONNEL who expire prior to the end of the school year can have applications for renewal in right now.
- Contact me ASAP if an error or discrepancy isn't understood
<https://www.ksde.org/Portals/0/SES/funding/CatAid/CAPS-ErrorChecking.pdf>
is a summary document of what and how to check errors and discrepancies.

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

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.

KIAS Calendar

February

- 28 618 MIS Data December 1 Child Count "Snapshot" Finalized
- 28 Local Consolidated Plan (LCP) 2021-22 LCP Consortium Assignments Due

March

- 1 Categorical Aid Last day to update and approve 3rd Special Teacher payment
- 15 KSDE Public/Expanded Report District IDEA State Performance Plan-Public and Expanded Reports Released
- 15 Categorical Aid 3rd Special Teacher payment issued - 67% of the eligible Regular Special Teacher FTE. 100% of eligible ESY Special Teacher FTE. Minus the October and December payments
- 15 Categorical Aid Special Teacher Vacancy Report Due
- 22 ESEA Self Assessment Review Data Collection Window Closes (Cohort 3)



KIAS Calendar..Cont'd

April

- 1 Catastrophic Aid & Non-Public Data Collection Window Opens
- 1 KS Deaf-Blind Fund (DBF) 2021-22 Application Window Opens
- 1 Categorical Aid Last day to update and approve 4th Special Teacher payment
- 1 Indicator 13 (Secondary Transition) Data Collection Window Opens



KSDE SETS Webinar - KASEA Update

Contact Information

- [Kansas Association of Special Education Administrators](#) Twitter: [@KASEAComms](#)
- Heath Peine, KASEA President - Email: hpeine@usd259.net Twitter: [@hpeine](#)
- [Executive Board Contacts](#)

Membership

Support your state and national organizations by joining KASEA and CASE. Follow the links below for more information.

- [KASEA](#)
- [CASE](#)

Conferences

- [Kansas Exceptional Leaders Winter Conference](#)
- [CASE Winter Workshop](#)

Resources from the Presentation

- [KSDE Navigating Next](#)
- [Visible Learning Database](#):
- [Visible Learning Database information](#)
- [Visible Learning Resources](#) (G.O.L.D. Papers and more)
- Great Teaching by Design: [Book](#), [Webinar](#)
- Deliverology [Book](#); [Website with information](#)
- [National Center on Intensive Intervention](#)