

October 8th, 2021

KSDE SETS Special Education Administrators' Webinar Agenda

Agenda Item	Presenter
Director Updates	Bert Moore
TASN – Technical Assistance Team	Doug Tressler
IDEA/ Gifted File Review Team	Doug Tressler & Cary Rogers
Dynamic Learning Maps and Accommodations (Text to Speech)	Cary Rogers
Teacher Licensure Reminders	Shane Carter
Education Advocate Reminders	Darla Nelson-Metzger
Discipline Data Trends	Shanna Bigler
Federal Fiscal File Review Reminders	Christy Weiler
IDEA Local Education Agency (LEA) Maintenance of Effort (MOE) and Excess Cost	Christy Weiler
Categorical Aid	Evelyn Alden
ESSER Quarterly Reporting	Lori Creason
KIAS Calendar Reminders	Crystal Davis
KASEA Awards	Jaime Callaghan
KASEA Updates	Jaime Callaghan





SETS STATE DIRECTOR UPDATES

October 8, 2021

Kansas leads the world in the success of each student.

HOT TOPICS

- How are you doing this year?
- Transition Coordinating Council - Newsletter
- SPP-APR 2020-2025
- SETS Open Positions
- Quarterly Updates [SPED, October 26 - Zoom 9-3 p.m.; Title Programs/LCP, October 27 - Zoom 9-12 p.m.]
- Tri-state Law Conference November 4 & 5



Keep The Main Thing The Main Thing





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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...

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

Questions? Need more information?

CONTACT:

DOUG TRESSLER

KSDE TASN GSTAD PROJECT

DTRESSLER@KEYSTONELEARNING.ORG

620-717-3788

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



IDEA and Gifted File Review



Compliance Verification Oct. 11-25

Kansas leads the world in the success of each student.

Q1

Parent rights/procedural safeguards



METHOD: First determine the native language or other mode of communication used by the parents (or legal education decision-maker) and student (if 18 years or older). Next check the student's file to determine whether a copy of parent rights/procedural safeguards was provided to **both of the student's parents** (or legal education decision-maker) and the student (if 18 or older) in all required instances **and in their native language or other mode of communication.** To do this, determine all instances when the provision of parent rights/procedural safeguards was required. Parent rights/procedural safeguards must be provided one time each school year AND in EACH of the following instances:

- Upon initial referral or parent request for evaluation;
- Upon receipt of the first state complaint in a school year;
- Upon receipt of the first due process complaint in a school year;
- On the date the decision is made to subject a student with a disability (not applicable to gifted) to a disciplinary change of placement because of a violation of a code of student conduct;
- Upon request by a parent.

YES

Select YES if documentation shows ALL of the following:

- A copy of parent rights/procedural safeguards was provided to both of the student's parents (or legal education decision-maker) and student (if 18 or older) in ALL required instances.

AND

- The parent rights/procedural safeguards provided were written in the native language or other mode of communication used by the parents/adult student.

NO

Select NO if documentation DOES NOT show ALL of the following:

- A copy of parent rights/procedural safeguards was provided to both of the student's parents (or legal education decision-maker) and student (if 18 or older) in ALL required instances.

AND

- The parent rights/procedural safeguards provided were written in the native language or other mode of communication used by the parents/adult student.

SPECIAL NOTE: If a copy of the parent rights/procedural safeguards was not sent to both of the student's parents, then the student's file should contain documentation indicating why (e.g., one parent's rights have been terminated or despite documented reasonable efforts to locate a parent, school staff are unable to, etc.).

Kansas Special Education Process Handbook, Chapter 1, Sections B., C., H., Questions and Answers – Q.3. United States, Office of Special Education and Rehabilitative Services. 71 Federal Register 46,568 (Aug. 14, 2006).



Acceptable Documentation

- Documentation that the Parents (educational decision makers) live in the same household and at least one was provided Parent Rights OR
- Evidence that the Parent Rights were presented to both parents (educational decision makers)

Additionally required:

- Evidence that the Parent Rights were given in the native language of the parents (educational decision makers) AND
- Evidence that the Parent Rights were delivered on all required occasions AND
- If student 18 years old, evidence that the student also received rights in native language

Note: if rights not sent to both parents, file contains documentation indicating why



Q2

Assessments and other evaluation materials selected and administered so as not to be discriminatory on a racial or cultural bias



2. Were the assessments and other evaluation materials used to assess the student (for an initial evaluation or reevaluation) selected and administered so as not to be discriminatory on a racial or cultural basis? 34 C.F.R. 300.304(c)(1)(i); K.A.R. 91-40-9(a)(1)(A)

METHOD: Review the education record to determine whether there is evidence that **the group of people responsible for conducting** the student's most recent evaluation/reevaluation selected and administered assessments and other evaluation materials so as not to be discriminatory on a racial or cultural basis. **There must be documentation to show that elimination of racial and cultural discrimination was considered when selecting and administering evaluation materials.** This information could be found in assessment technical manuals, a prior written notice form, an evaluation/eligibility report, teacher/provider notes, or other documentation in the education record. Staff who conduct assessments could cite relevant information from the assessment technical manual, or refer to that information in professional notes, or provide some other type of documentation about how those findings were taken into consideration.

YES

Select YES if documentation shows that the assessments and other evaluation materials used to assess the student, for the initial evaluation or most recent reevaluation, were selected and administered so as not to be discriminatory on a racial or cultural basis

NO

Select NO if documentation DOES NOT show that the assessments and other evaluation materials used to assess the student, for the initial evaluation or most recent reevaluation, were selected and administered so as not to be discriminatory on a racial or cultural basis.



Learning Year for Q2

- Upload demographics, report of tests administered, and signature/roles for who attended eligibility/reeval meeting when evaluation results discussed
OR
- Upload demographics, relevant information from the assessment technical manual, and signature/roles for who attended eligibility/reeval meeting when evaluation results discussed

Note: In the future, documentation indicating how elimination of cultural and racial discrimination will be/was considered for a particular student when selecting and administering evaluation materials should be included as part of the evaluation process. This documentation could be found in PWN for evaluation consent, MDT report, case notes for planning the evaluation, PWN for placement, or other places in the educational records.

For students with racial, cultural, language, or socioeconomic differences, evaluation teams need to consider needs in relation to the student's similar peers, so that it is clear what are needs due to the presence of the exceptionality and what are needs due to the student's difference in racial or cultural circumstances....(IDEA & Gifted Requirements File Review: Frequently Asked Questions, May 2021)



Question prompt

- Districts should consider adding a question prompt to their evaluation report.
- How were the assessments and other evaluation materials used to assess the student (for an initial evaluation or reevaluation) selected and administered so as not to be discriminatory on a racial or cultural basis?

....XXXX was assessed in her native language, which is XXX. The following standardized assessment XXXXX was selected as part of this evaluation, and was determined to be nondiscriminatory on a racial and cultural basis for this student based on professional understanding of the assessment and bias mitigation as noted in the XXXX technical manual ...Multiple measures were used to mitigate the impact of bias in this evaluation and will be further described in this report. Any limitations that may exist and result in bias due to racial, cultural or economic factors were reviewed and considered as part of this evaluation, and determined to not be significant factor in current eligibility determination.



Q10

Exclusionary data



10. Did the group responsible for determining the student's (initial or continued) eligibility ensure that NONE of the following were the determinant factor? 34 C.F.R. 300.306(b)(1)(i)-(iii); K.A.R. 91-40-10(c)

- Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the ESEA as such section was in effect on the day before the date of enactment of the Every Student Succeeds Act (December 9, 2015)); or

- o "The term 'essential components of reading instruction' means explicit and systematic instruction in-- (A) Phonemic awareness; (B) Phonics; (C) Vocabulary development; (D) Reading fluency, including oral reading skills; and (E) Reading comprehension strategies" Federal Register, Vol. 71, August 14, 2006, p.46646.

- Lack of appropriate instruction in math; or
- Limited English proficiency

METHOD: Review the evaluation/eligibility report to determine whether the team and the parent examined ALL of these exclusionary factors before determining the student is or continues to be a student with an exceptionality.

YES

Select YES if documentation shows that NONE of the following were a determinant factor when determining the student's initial or continued eligibility:

- Lack of appropriate instruction in reading including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, oral reading skills, and reading comprehension strategies.

OR

- Lack of appropriate instruction in math.

OR

- Limited English proficiency.

NO

Select NO if documentation DOES NOT show that NONE of the following were a determinant factor when determining the student's initial or continued eligibility:

- Lack of appropriate instruction in reading including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, oral reading skills, and reading comprehension strategies.

OR

- Lack of appropriate instruction in math.

OR

- Limited English proficiency.



Q16

Progress monitoring using method and frequency described in IEP



16. Was the student's progress toward meeting each annual IEP goal measured and reported using the **method and frequency** described in the IEP? 34 C.F.R. 300.320(a)(3); K.S.A. 72-3429(c)(3)

METHOD: First, review the IEP to determine if the IEP includes a **description of *how* the student's progress toward meeting each of the annual goals will be measured**. This information could be contained within each goal or in a separate section of the IEP. Next, review the IEP to **determine if the IEP includes a description of *when* periodic reports on the progress the student is making toward meeting each of the annual goals will be provided**. Finally, ***compare* these descriptions in the IEP to progress reports in the education record to determine if there is documentation to show a) the student's progress toward meeting each annual IEP goal was measured as described in the IEP, and b) periodic reports on the progress were provided to the parents (or legal education decision-maker) at the times/intervals required by the IEP.**

YES

Select YES if documentation shows ALL of the following:

- The IEP includes a description of how the student's progress toward meeting EACH annual IEP goal will be measured.

AND

- The IEP includes a description of when periodic reports on the progress the student is making toward meeting each of the annual goals will be provided.

AND

- The student's progress toward meeting EACH annual IEP goal was both measured using the method described in the IEP, AND reported to the parent (or education decision-maker) according to the frequency/intervals described in the IEP.

NO

Select NO if documentation DOES NOT show ALL of the following:

- The IEP includes a description of how the student's progress toward meeting EACH annual IEP goal will be measured.

AND

- The IEP includes a description of when periodic reports on the progress the student is making toward meeting each of the annual goals will be provided.

AND

- The student's progress toward meeting EACH annual IEP goal was both measured using the method described in the IEP, AND reported to the parent (or education decision-maker) according to the frequency/intervals described in the IEP.



Common findings

- Documentation lacked description of when periodic reports on progress would be provided to parent/legal education decision maker – please upload this portion of IEP
- Progress report only showed most recent status – please upload all progress reports for the IEP under review
- Progress reporting did not occur for every goal – will require DCAP and ICA
- Progress reporting did not match how the goal indicated it would be measured – will require DCAP and ICA



Now What?

Data verification, Corrective actions



Next steps

- Districts will receive a Notice of Potential Non-compliance **10/8/21**
- Data Verification Last chance for districts to submit data to verify compliance **10/11/21-10/25/21**
- Compliance Letters sent out to all Districts with verified compliant files. **11/1/21**
- District Corrective Action Plans (DCAP) submitted to KSDE **11/2/21-11/30/21**
- Individual Corrective Action Plans (ICA) **11/2/2021-4/1/22**
- KSDE DCAP approval **12/7/21**
- KSDE ICA review **4/1/22-4/8/22**
- Updated data window to verify accomplishment of ICA **5/1/22-5/16/22**
- KSDE review accomplishment of ICA **5/17/22-5/23/22**



Contact Information



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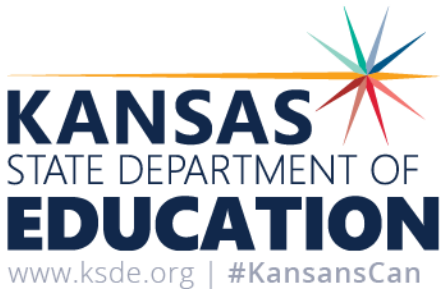
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Accommodations



Kansas leads the world in the success of each student.

Accommodations vs Modifications



Accommodation

- Changes in procedures or materials that ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. They do not reduce expectations for learning.

Modification

- Changes in practices or materials that lower or reduce state-required learning expectations. Modifications may change the underlying construct of the assessment.
 - Requiring student to learn less material
 - Reducing or revising assignments and assessments
 - Using an accessibility support that invalidates the intended construct
 - Giving student hints or clues to the correct response

Five-Step Decision-Making Process

- **Step 1: EXPECT** students to Achieve Grade-level Standards.
- **Step 2: LEARN** about accessibility supports for instruction and assessment.
- **Step 3: SELECT** accessibility supports for instruction and assessment.
- **Step 4: ADMINISTER** accessibility supports during instruction and assessment.
- **Step 5: EVALUATE** use of accessibility supports in instruction and assessment

[Kansas Accessibility Manual \(pdf\)](#)



Four Questions Educators Should Ask:

1. What are the student's specific instructional and assessment needs?
2. How does the student access to curriculum, instruction, and assessment support the goal of developing student independence?
3. Is there a universal feature the student should **not** have?
4. Does the student need any designated features or accommodations?



Three-Tiered Approach to Accessibility

[Tools and Accommodations for the Kansas Assessment Program](#)

[PNP Planning Tool](#)

	TIER 1: Universal Features For all students	TIER 2: Designated Features For some students	TIER 3: Accommodations IEP 504 Plan ILP
Embedded	Calculator Basic or TI-108 Grades 6-8, 10 Periodic Table Calculator TI-Graphing Grade 10 Calculator TI-Scientific Grades 6-8 Search Eraser Striker Guideline Tags Highlighter Text-to-Speech (TTS) TTS directions TTS science Help Pointer Mark for review Whole screen magnification Notes Sketch pad	Magnification (2x, 3x, 4x, 5x) Masking (answer masking, custom masking) Overlay color Contrast color Invert color choice Audio background	Keyword translation display (Spanish) Signing – ASL Spoken audio – TTS Text only Text and Graphics TTS for ELA passages (nonvisual) must be approved by KSDE
Non-Embedded	Separate, quiet or individual setting		Sign interpretation Braille (UEB) Single switches Two-switch system Test administrator enters responses for student

Accommodations should be used consistently throughout the year in order for accommodations to be used during state assessments.



Accessible Instructional Materials (AIM)

- IDEA 2004 mandated AIM (braille, large print, audio, digital text).
- IDEA 2004 wanted to make sure that students who have disabilities have access to, are involved in, and progress in the general education curriculum.
- IDEA 2004 created the tool/vehicle for IEP teams - mandated technical standard in printing (NIMAS) source files
- Print disability is a term used to identify students who qualify for accommodations under 504 or IDEA. A student with a print disability is one who is unable to gain information from printed materials at an anticipated level for their grade, and needs alternative access or an accessible format to gain information from and use those materials
- Endrew F – FAPE standard should be reviewed and considered by IEP teams regarding the progress standard for students with print disabilities.
- Key considerations are the student’s functional ability to use and learn from standard print materials.



KAP – Ordering Braille Booklets

- Request Braille booklets through PNP (language and Braille tab) on Educator Portal
- PNP needs to be correct by October 12th, 2021 for winter and spring interim assessments
- PNP needs to be correct by Tuesday, November 30, 2021 for the spring summative assessment.



Text-to-Speech (TTS)



Universal Feature

- Directions
- Science

Accommodation

- Text and Graphics
- Nonvisual – must be approved by KSDE
 - Submit checklist to TTSnonvisual@ksde.org by end of day January 31st

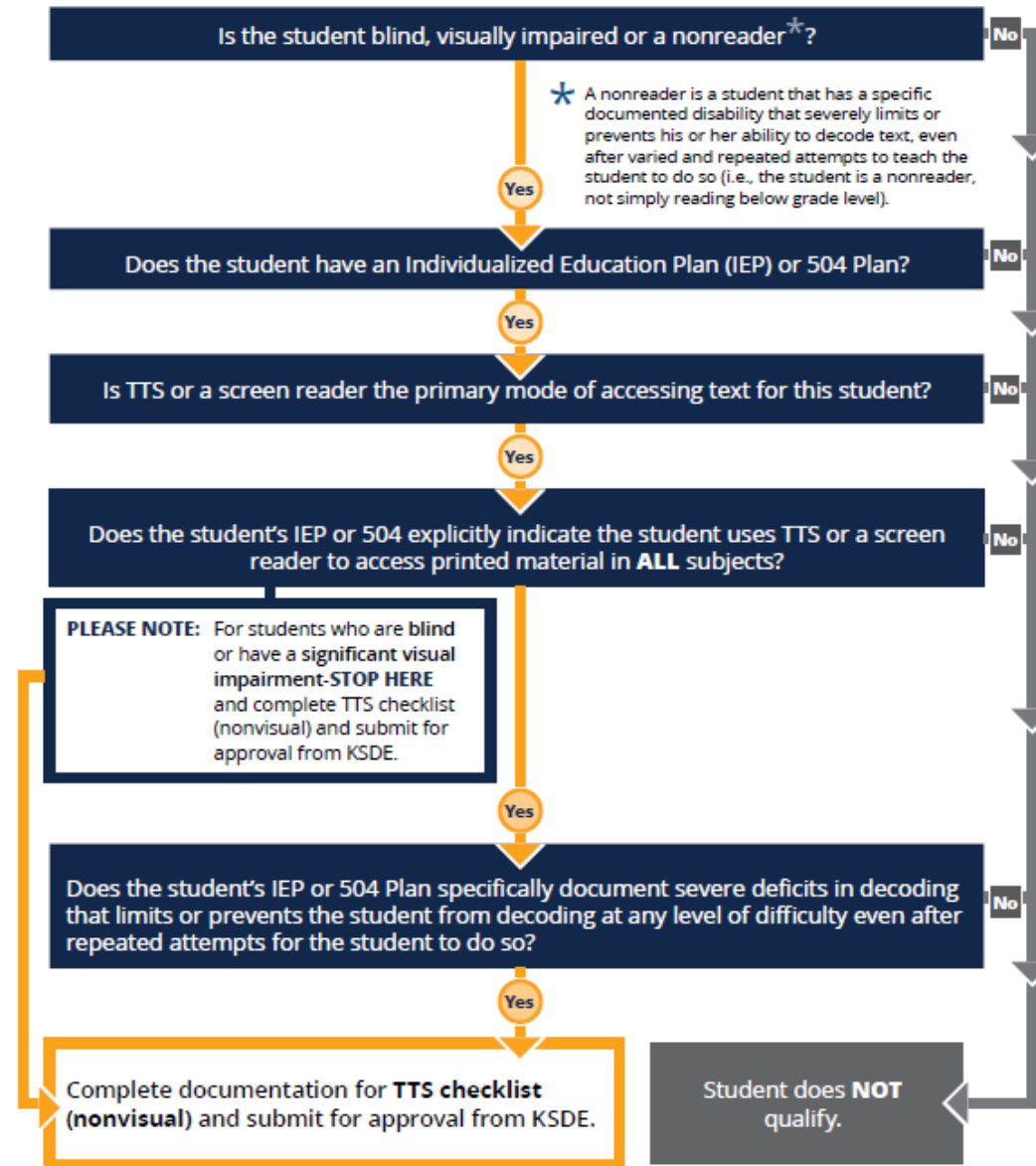
Text-to-Speech Options

	Available to All Students?	Is PNP Required?
Text-to-Speech Audio (TTS) Directions	Yes	No
Text-to-Speech Audio (TTS) Science	Yes	No
Text-to-Speech Audio (TTS) Test Items	No	Yes
Text-to-Speech Audio (TTS) (nonvisual) ELA Passages	No	Yes, and KSDE approval required



TTS Read-Aloud Accommodation for ELA Passages (Nonvisual) Flow Chart

TTS ACCOMMODATION FOR ELA PASSAGES (NONVISUAL) FLOW CHART



TTS Checklist (Nonvisual)

Submit to TTSnonvisual@ksde.org by end of day January 31st.

Intended for students who need Accessible Instructional Materials (AIM) to access grade level content. (large print, braille, audio, TTS)

TTS Text-to-Speech Checklist (Nonvisual) FOR KSDE USE ONLY.

10-digit SSID/KIDS ID: _____ Grade: _____

District name: _____

1. The student is:
 Blind
 Visually impaired
 A non-reader

2. The student has a current:
 IEP
 504 plan
Date of IEP/504: _____

3. Is Text-to-Speech or a screen reader the student's primary mode of accessing text?
 Yes
 No

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

What?
 Text-to-Speech
 Human reader

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

Active member of:
 Bookshare
 Learning Ally
 Other: _____

5. Does the student's IEP or 504 plan document severe deficits in decoding skills and provide services or supports to address the reading deficits?
 Yes
 No

6. What is the student's Lexile level without Text-to-Speech (TTS) or audio accommodations?
Lexile Level: _____
Tool used: _____
Date administered: _____

7. What is the student's Lexile level with TTS or audio accommodations?
Lexile Level: _____
Tool used: _____
Date administered: _____

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

9. Protocol for Accommodations in Reading (PAR) or (uPAR).
Date administered: _____

Rank strongest mode (1) to weakest mode (3) - If there is no difference between two results rank them the same:
Silent/oral reading: _____
Adult reader: _____
Text reader: _____

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

Signature: _____
Position: _____

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

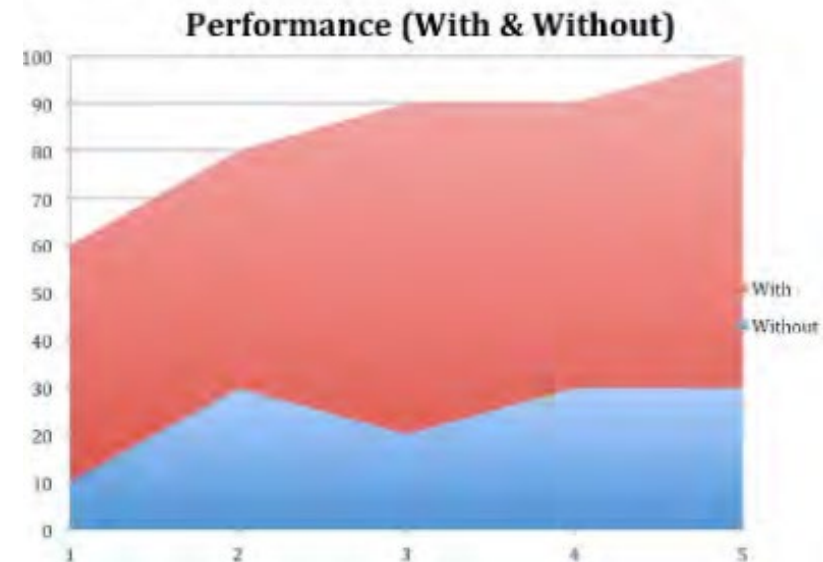
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September 2, 2021



PAR and uPAR

- Protocol for Accommodations in Reading
 - Through screening, solid data can identify students who benefit from reading accommodations.
 - PAR quantifies the benefit of a text reader
 - PAR used as a screener makes equity possible. If we want equitable access, we need to start with a data-driven screener.



Dynamic Learning Maps



Fall Test Window: September 13 – December 17

Purpose of Instructionally Embedded DLM Assessment

- The DLM assessment is intended to give students opportunities to show what they have learned and can do.
- It is recommended that teachers select the linkage level recommended by the system. Linkage level should not be changed to check baseline or to avoid challenging the student.
- The most important aspect to understand about instructionally embedded assessments is that they are designed to be given on a rolling basis throughout the school year following instruction, rather than collectively, one-after-the-other.



DLM extracts

- Training status extract - indicates which users have completed the Required Test Administrator Training (users associated with more than one school in a district will have more than one row).
- Student Roster and First Contact Survey Status – data extract (provides student name, grade, rosters, and first contact survey status/date of completion)
- DLM Instructionally Embedded Monitoring Extract – designed to help monitor the completion of the blueprint requirements in ELA and mathematics.

If you do not have Educator Portal access to monitor the students taking the DLM for your districts , please email me and I can get you that access.



DLM Instructionally Embedded Monitoring Extract

E	F	K	L	M	N	O	P
Grade	Student Last Name	Blueprint Requirement ELA % Met	Total Number of ELA Testlets Taken	ELA Blueprint Requirement 1	ELA Blueprint Requirement 2	ELA Blueprint Requirement 3	ELA Blueprint Requirement 4
3	Donalds	25	3	Met	Not Met	Not Met	Not Met
5	Ellsworth	75	6	Not Met	Met	Met	Met
6	Brett	100	7	Met	Met	Met	Met
7	Smith	0	3	Not Met	Not Met	Not Met	Not Met
11	Dennis	33	2	Met	Not Met	Not Met	NA
11	Harrison	66	4	Met	Met	Not Met	NA



Contact Information



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Education Advocate Program

Darla Nelson-Metzger, Program Director

Families Together, Inc.

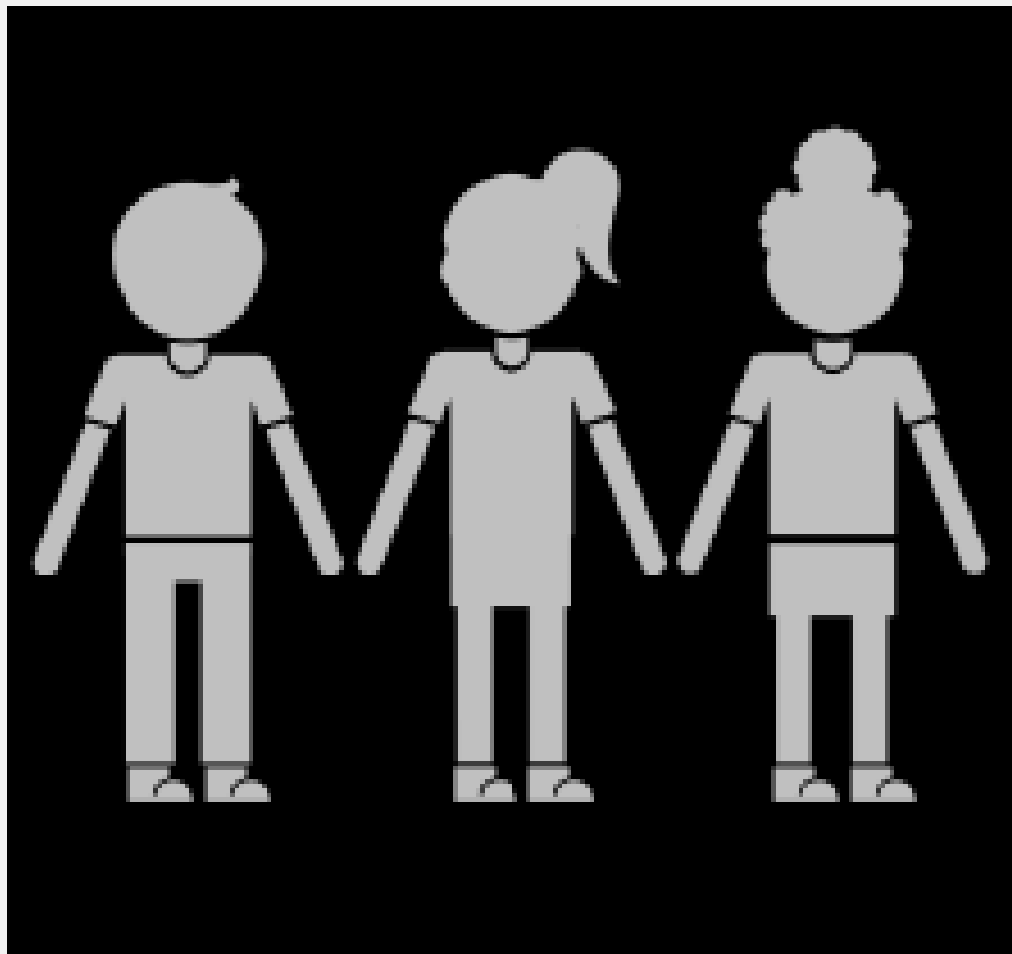




Quick Review

- age 2.3 to 21
- custody of DCF or DOC
- be receiving special education services or in need of an evaluation to determine eligibility
- have unknown or unavailable parents/guardians
- or be experiencing homelessness and unaccompanied, age 2.3 to 21 and special education status





Icon courtesy of Marie Van der Broeck, the Noun Project

Student Snapshot

- 46.5% in adoptive placements
- 65% male
- 62% white, 24% black, 12% multiracial
- IEP for ED, LD, or DD
- 28% students aged 15-17 years
- Top three USDs: 259, 233, 501

Foster Care Terms vs. Special Education Parent

- Foster parent- must be trained and appointed as the Education Advocate in Kansas
- Adoptive parent-must be trained and appointed as the Education Advocate until the adoption legalizes and the child is released from care
- Kinship = relative, such as a grandparent or stepparent with whom the child lives; not eligible for an Education Advocate
- Non-related kinship- a family friend or person who has a relationship with the child; eligible for an Education Advocate



Protocol For Appointment

1

Foster or adoptive
parent when trained

2

CASA or an identified
person who has a
relationship with the
child

3

Community volunteer
in the same county in
which the child resides



Notification Protocol

- Appointment and cancellation letters now on Families Together letterhead and signed by us
- Sent to Education Advocate, child's CWA case manager, building principal or early childhood contact, and special education director
- Please forward letters to IEP case managers, school psychologists, school social workers, etc.
- Password protected



Common Issues

- IEP case managers, school psychologists, social workers, etc. not being notified of appointed education advocates.
- Allowing foster parents or case managers to sign as parent.
- Using former education advocates (from IEPs or EEISPFs).
- Verifying or referring child for Education Advocate appointment in a timely manner.
- Homeless and unaccompanied and gifted NOT being referred.
- Education Advocate to sign release.

Children are appointed education advocates to request or sign consent for evaluation.



Court Orders

K.S.A. § 72-3404(o) defines the term “Education Advocate” to mean “a person appointed by the **state board** in accordance with the provisions of K.S.A. 2017 Supp. 38-2218.” (emphasis added) So, by definition, when a judge issues a court order appointing an education advocate for an exceptional child, that appointment is insufficient to confer the status of “Education Advocate,” as that term is defined in statute and therefore, the individual appointed by the court would not have the authority conferred by K.A.R. § 91-40-24 to make educational decisions for an exceptional child. Under K.S.A. § 72-3407 the State Board, in consultation with the Special Education Advisory Council, has the **sole statutory authority** to establish criteria for the appointment of an education advocate for an exceptional child.



Good News!

Advocates Report:

- 95% felt like an equal team member
- 93% believe the IEP meets the student's needs
- 91% believe the IEP is being implemented with fidelity
- 78% received 10-day notice of meeting
- 60% received progress notes



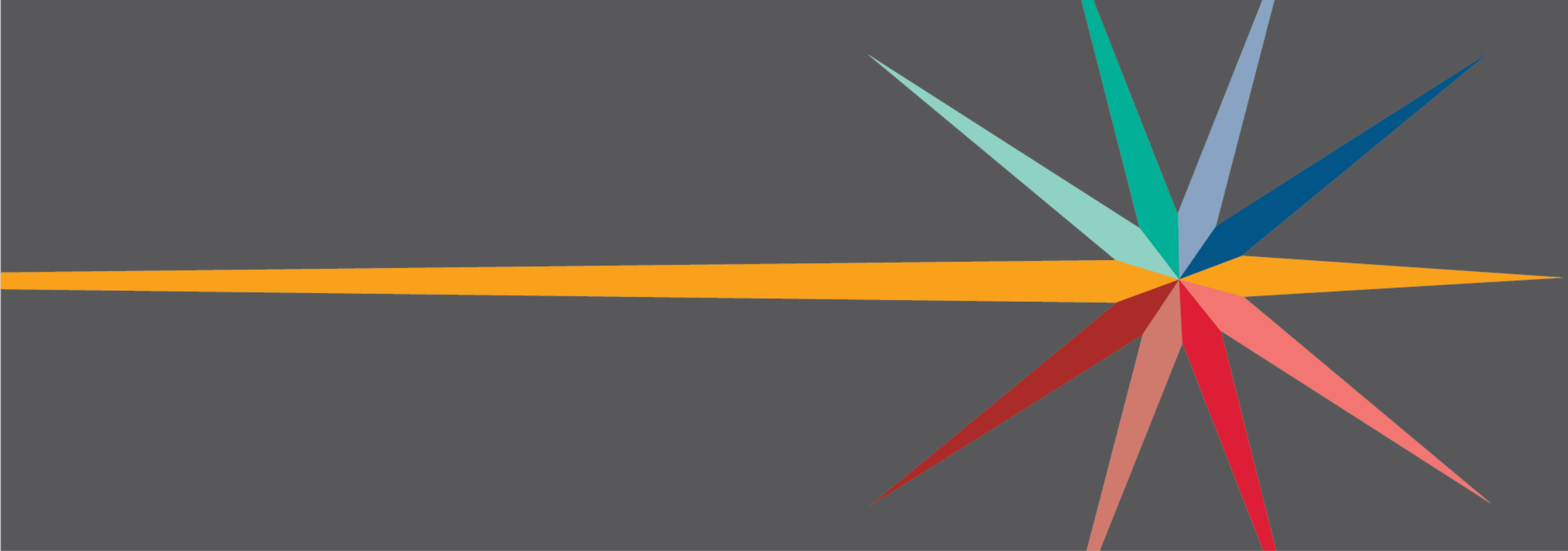
Picture courtesy of Creative Commons

Questions
Or
Concerns

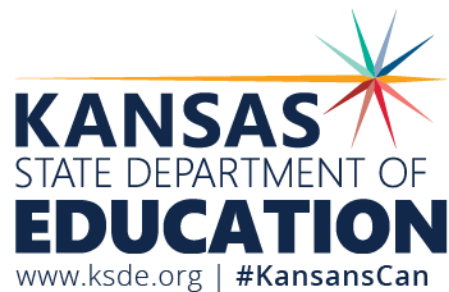
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- Lisa Howell,
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- For letters and password-Becky Reid,
becky@famielstogetherinc.org

785-233-4777





Discipline Data Trends- Part 1



Longitudinal Data Review for Special Education

Kansas leads the world in the success of each student.



“Numbers have an important story to tell. They rely on you to give them a clear and convincing voice.”

- Stephen Few

Definitions

- Suspension
 - In-School: Practices implemented by school staff, or student guardians, that involve removing or excluding the child from the classroom.
 - Out-of-School: Practices implemented by school staff, or student guardians that involve temporarily removing the child from the school.
- Expulsion
 - Permanent removal or dismissal from the program/school.
 - Soft-Expulsion: Practices that leave the family with little choice but to withdraw their child from the program (including any enrolled child below the compulsory attendance age for school).

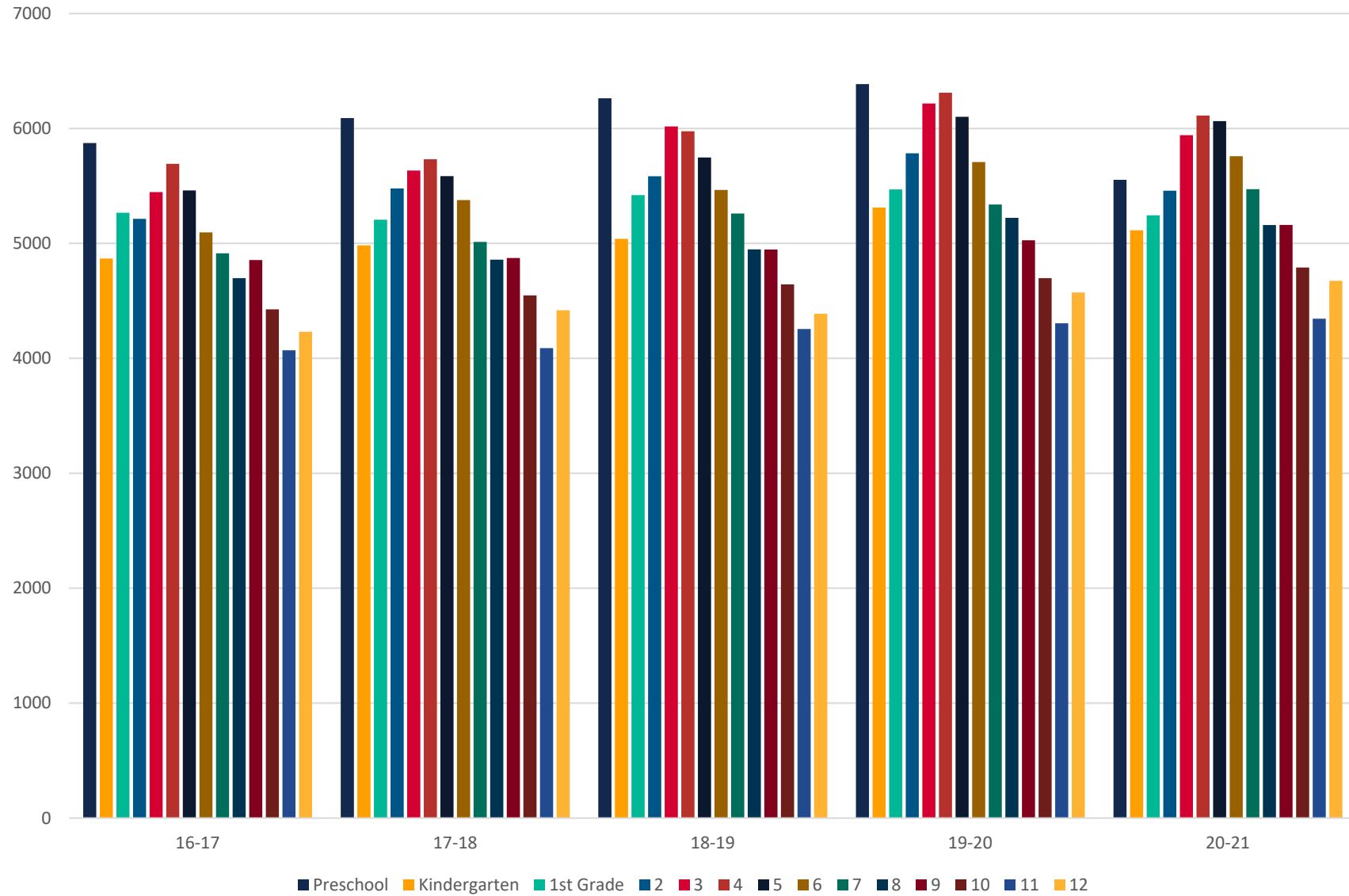
Schachner, A., Belodoff, K., Chen, W-B., Kutaka, T., Fikes, A., Ensign, K., Chow, K., Nguyen, J., & Hardy, J. (2016). Preventing Suspensions and Expulsions in Early Childhood Settings: An Administrator's Guide to Supporting All Children's Success. SRI International: Menlo Park, CA. Accessed from <http://preventexpulsion.org>



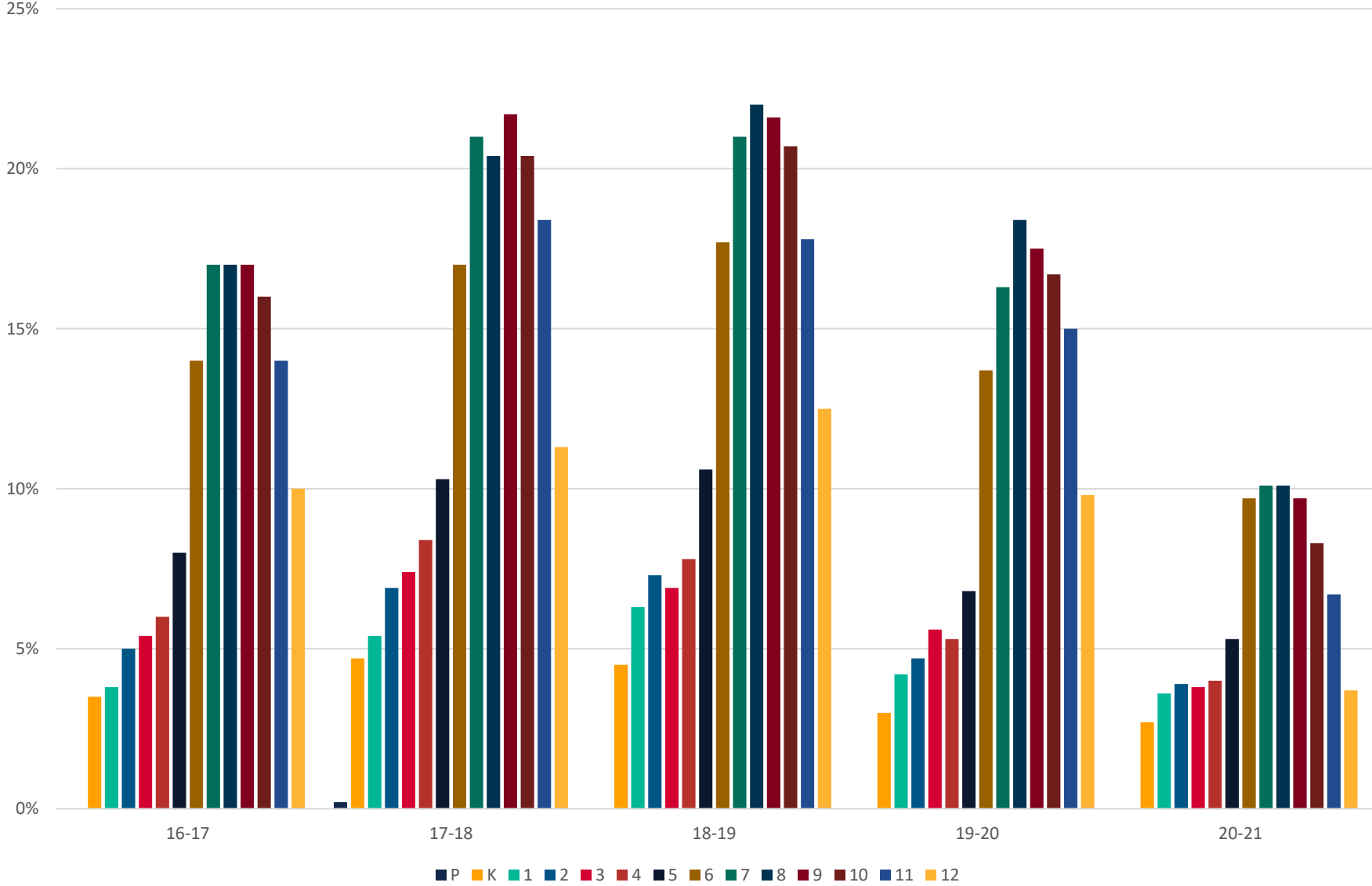


Suspension & Expulsion in Special Education- The Data

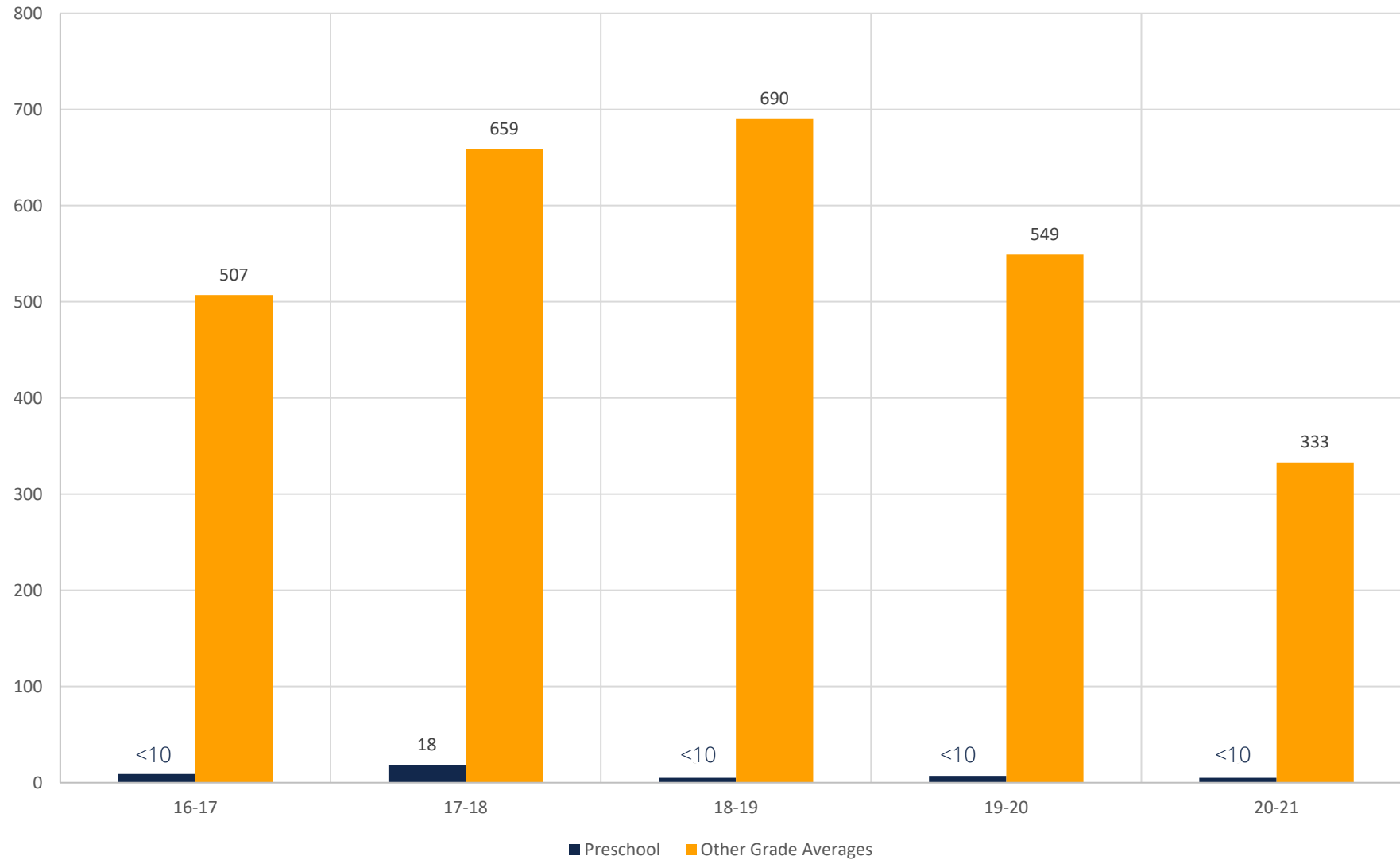
Enrollment of Special Education Students by Grade Level



Percentage of Special Education Students with Discipline Incidents by Grade Level

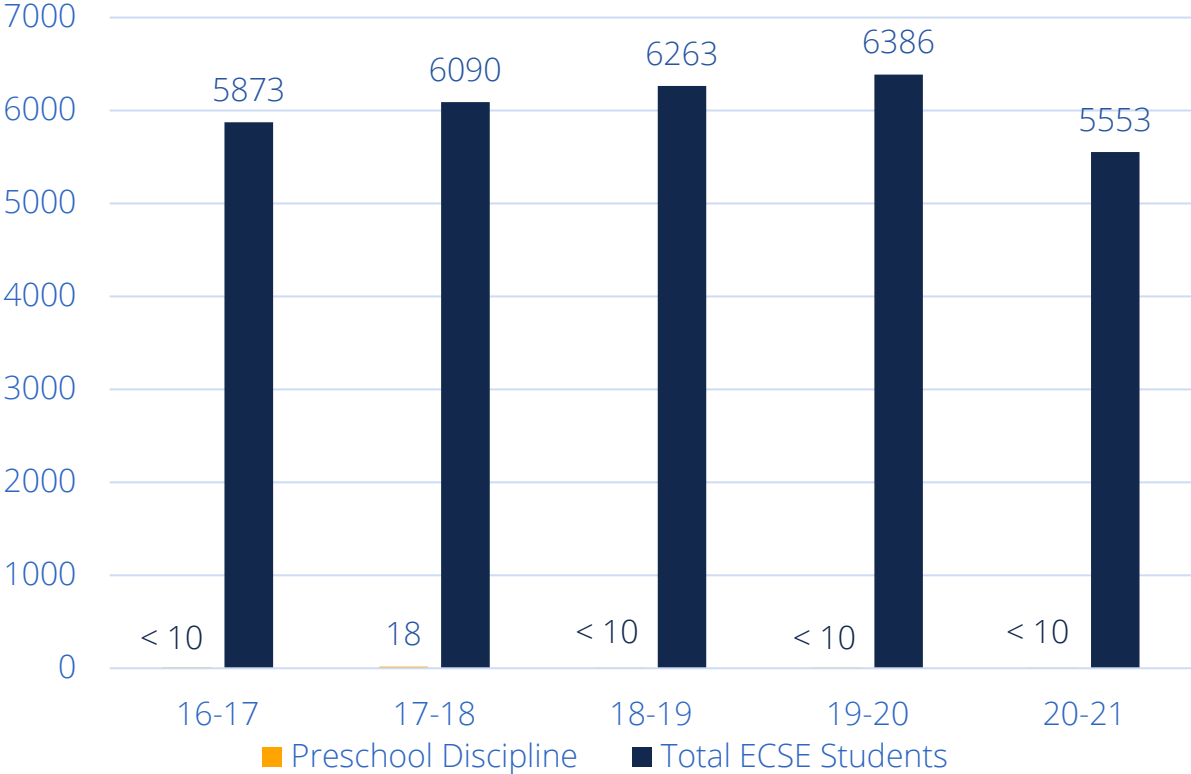


Number of preschool students with discipline incidents compared to the average number of students in all other grades with discipline incidents.

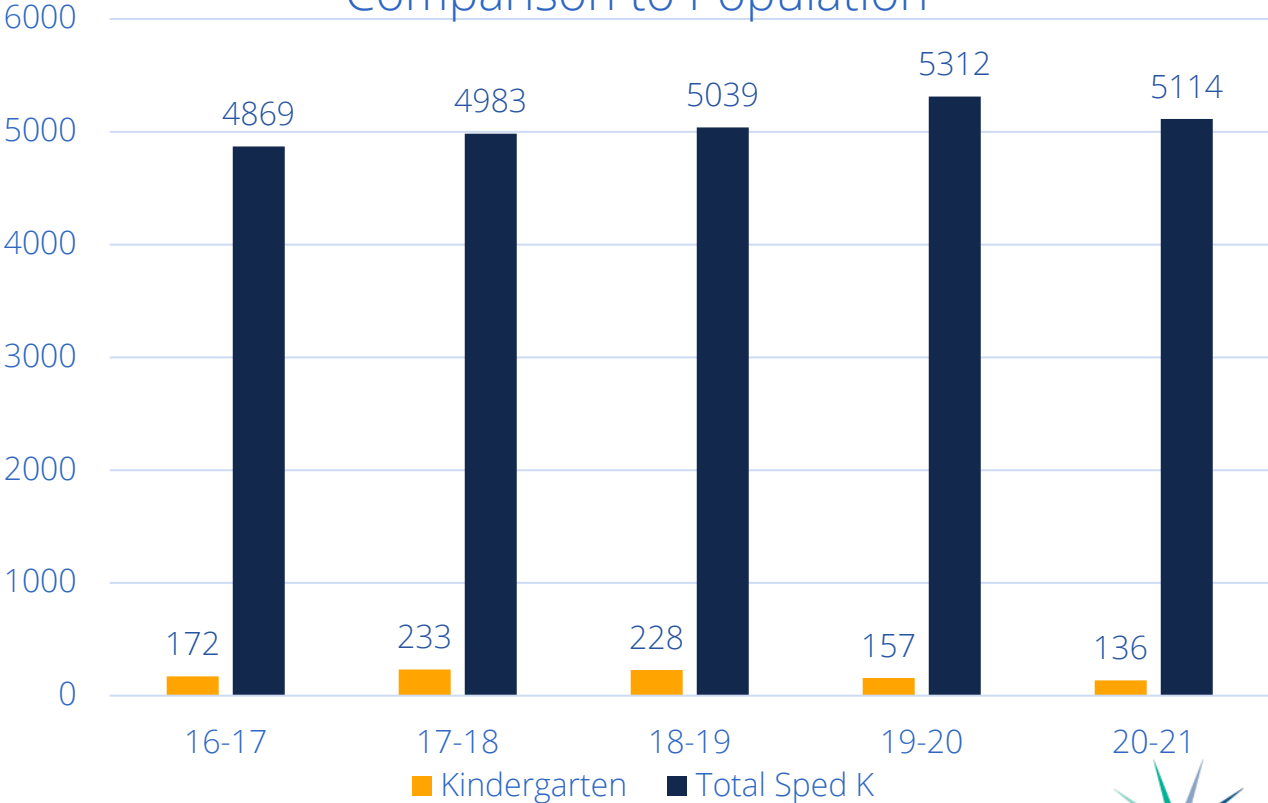


ECSE vs. Kindergarten Discipline

ECSE Discipline Comparison to Population



Special Education Kindergarten Discipline Comparison to Population





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





KSDE SETS Special Education Webinar Fiscal Updates



Christy Weiler, Coordinator
October 8, 2021

Kansas leads the world in the success of each student.

Federal Fiscal File Review



FEDERAL FISCAL FILE REVIEW

Data Verification:

Submission window

Open: Monday, October 11, 2021

Close: Friday, November 12, 2021

- KIAS will randomly select 20% of districts who reported 100% compliance to complete required data verification.
- Districts that self reported potential non-compliance will be included in data verification.
 - 30 districts reported potential non-compliance.

If you have questions:

- Email: fiscalfilereview@ksde.org



Maintenance of Effort & Excess Costs



Maintenance of Effort & Excess Costs

Submission window:

~~Open: Monday, October 4, 2021~~

~~Close: Friday, December 3, 2021~~



- The report moved last year. Both the Maintenance of Effort and Excess Costs reports are accessed through the Kansas Grants Reporting System (KGRS). <https://apps.ksde.org/authentication/login.aspx>.
- Directors of special education interlocals and cooperatives, please set a deadline for your member districts to have their portion of the MOE and Excess Costs completed prior to the close date. This will allow you enough time for you to complete the full report and submit to KSDE on time.
- Resources:
 - Powerpoint: <https://www.ksde.org/Portals/0/SES/funding/MOE-ExcessCostMOEinstructions.pdf>
 - User Guide: https://www.ksde.org/Portals/0/SES/funding/MoE-KGRS-LEAu_Guide.pdf





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Categorical Aid Reminders

- Deadline for waivers for staff working this semester is **November 1**. Be sure the area and grades match what is claimed in CAPS (and what the person is actually doing.)
- 2nd payment deadline is December 1 (or first business day after) to update payment data.
- Stay on top of KSDE license applications. “In process” applications need to be watched closely. The status date is the last time the file had activity. 90 days and the application can be deleted. I can give more information sometimes (teacher licensure always can).



Checking the Payment Report

- Errors are professionals the system can't find qualifications for at all.
- Discrepancies are professionals the system can find qualifications for only PART of the year.
- The important thing now is for someone to CHECK every error and know how it will be fixed. I've done guides to error checking, and I can help explain any error that's not understood.
- This is the time to plan substitute use to maximize reimbursement and limit the impact on students.
- February (before the 3rd payment) is too late to maximize reimbursement!

Email information reminder



Good emails have a subject of D0XXX issue and include enough information for me to understand the issue without logging into the program.

Subject: D0123 Help understanding an EC error

I don't understand why Leia Organa (ID 1234567890) is an error for "Endorsement not correct for area". She's claimed for area EC, and she has Early Childhood on her license.

I can reply to this quickly because it's got the name/ID/error and even what the confusion is about the endorsement.

Subject: Help!!

I don't understand why my teacher is an error! Please explain!

*I have to 1) possibly identify the district in CAPS (email signatures don't always have district #) 2) pull a payment report 3) look for the error(s) and **then** I'm at the place the email above let me start!*



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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