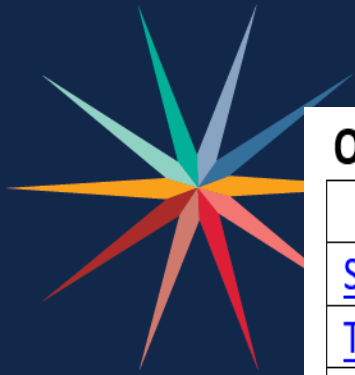
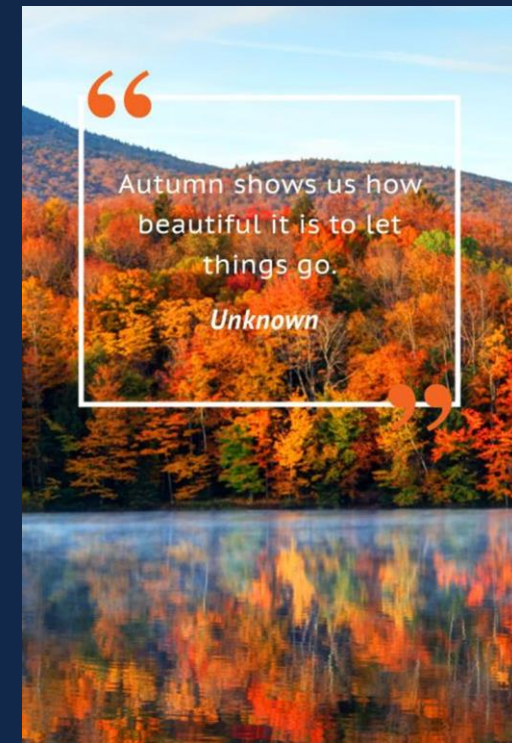


KSDE SETS Special Education Administrators' Webinar October 30, 2020



October 30, 2020

Agenda Item	Presenter
SPEDPro Data Reporting Reminders : Directory Updates	Mason Vosburgh
TASN – Kansas MTSS and Alignment	Stephanie Stindt
Alternative Placement Monitoring	Stacie Martin , Rachel Beech
TASN – e-Mentoring for Student Success (eMSS)	Julie Jameson
TASN – Kansas Education Employment Board (KEEB)	Nikki Heiman
TASN – Kansas Parent Information Resource Center (KPIRC)	Jane Groff
Categorical Aid/Waiver Deadline Reminders	Evelyn Alden
Indicators 9 and 10: Disproportionate Representation	Melissa Valenza
Accommodations (Text to Speech)	Cary Rogers
IDEA Local Education Agency (LEA) Maintenance of Effort (MOE) and Excess Cost Reminders	Christy Weiler
KIAS Calendar Reminders	Susan Sipe
Director Updates	Bert Moore
KASEA Updates	Heath Peine





KSDE SETS Special Education Administrators' Webinar TASN-Kansas MTSS and Alignment October 30, 2020

Kansas MTSS and Alignment Updates

Special Education Administrators' Webinar
October 30th, 2020

The contents of this resource were developed under an agreement from the Federal Department of Education to the Kansas State Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and endorsement by the Kansas State Department of Education or the Federal Government should not be assumed. Kansas MTSS is funded through Part B funds administered by the Kansas State Department of Education's Early Childhood, Special Education and Title Services. Keystone Learning Services does not discriminate on the basis of race, color, national origin, sex, disability, or age in this program and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Keystone Learning Services Executive Director, 500 E. Sunflower Blvd, Ozawie, KS 66070, 785-876-2214.

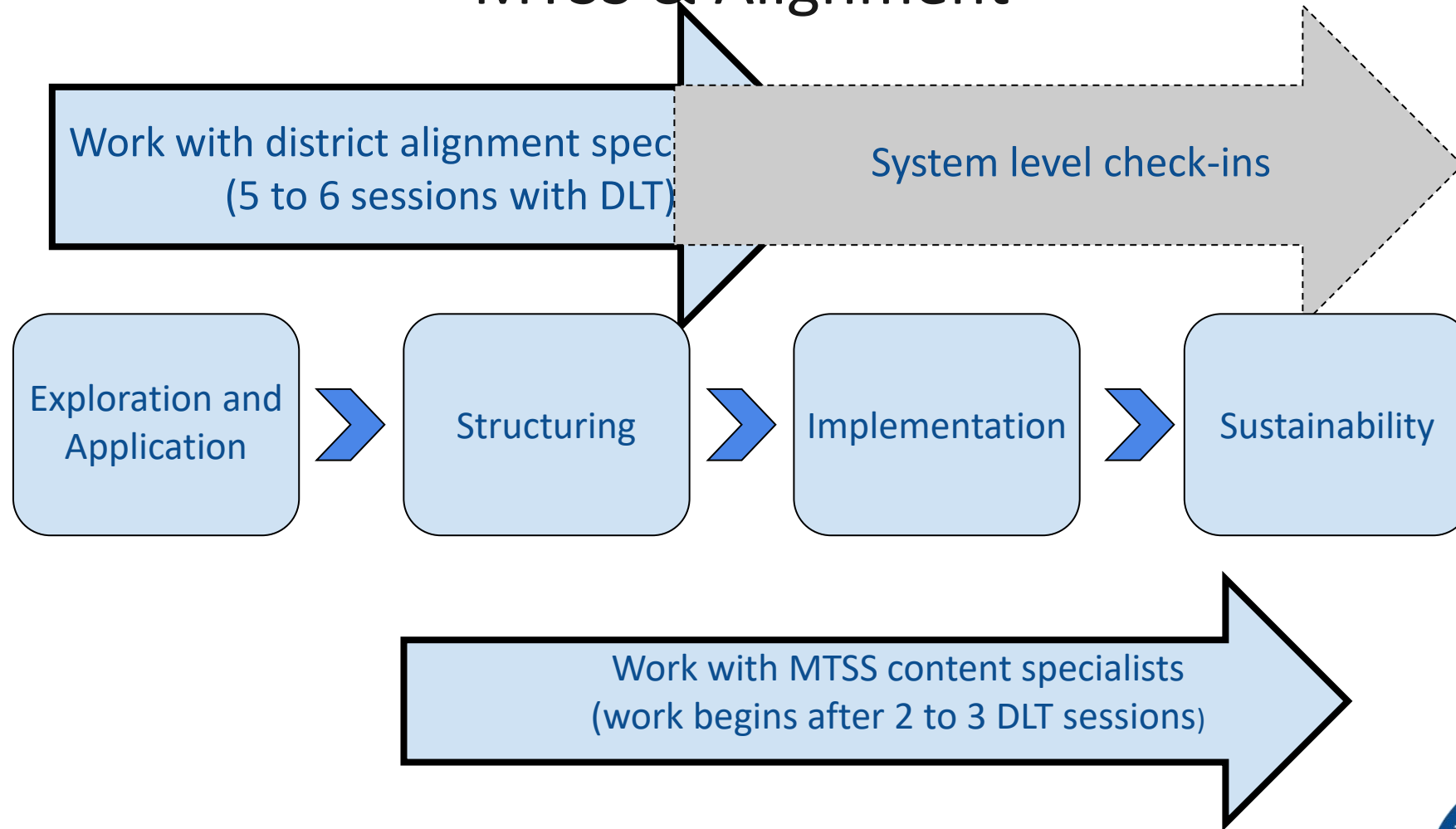


Implementation

The implementation of creating the Kansas MTSS is neither a quick fix nor the adoption of new rhetoric. It is a ***thoughtful*** and ***intentional*** redesign of educational practices and support provided by general education and entitlement programs such as Title I, ESOL, and special education to ensure the needs of all students are being met in the most ***effective*** and ***efficient*** way possible.



Stages of Implementation and Supports Provided by Kansas MTSS & Alignment



District Training

- Decision Making (how we select and implement new initiatives, programs, etc.)
- Using data to make informed decisions about district needs and content areas of focus
- Improving efficiency, eliminating duplication
- Instructional Leadership and expectations for leaders
- Alignment of goals (KESA, Strategic Plans, MTSS, etc.)
- Implementation
- Organization of the district
- Communication with internal and external stakeholders



www.ksdetasn.org/mtss



- REQUEST ASSISTANCE
- TASN PROJECTS
- CALENDAR OF EVENTS
- RESOURCES
- SPED ADMIN GUIDE
- NEWSLETTERS & LISTSERVS

Kansas Multi-Tier System of Supports and Alignment

- **Kansas MTSS and Alignment Home**
 - Overview
 - Kansas MTSS and Alignment Application
 - Kansas MTSS and Alignment & KESA Crosswalks
 - Structuring Guides
 - Implementation Guides

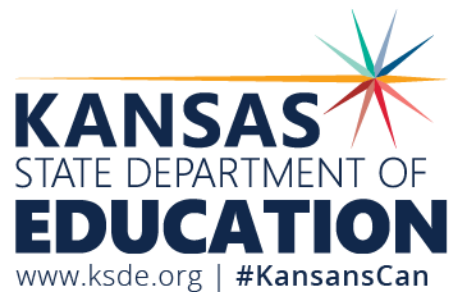




KSDE SETS Special Education Administrators' Webinar Alternative Placement Monitoring October 30, 2020



Alternative Monitoring SY 2020 -21



Special Education Directors Webinar October 2020

Kansas leads the world in the success of each student.

Purpose

- This is an integrated monitoring process for Title 1 Part D and Special Education programs.
- Programs who receive Title I Part D funds and/or IDEA funds are monitored to ensure programs are complying with federal grant requirements.
- Districts are responsible under federal and state special education law and Title 1 Part D for the education of students in alternative placements.



Monitoring Details

- Cohort 3, School year 2020-21
- Notification letters were sent to Facility directors, Special Education directors, Superintendents in September 2020
- All entities will be notified when the monitoring date has been set for a specific facility.
- Monitoring will take place virtually vs onsite due to COVID-19.



Monitoring Process

- Introduction/Welcome
- Interviews: Facility Administrator, Education Director, Teachers
- File Reviews
- Classroom Observation
- Written Summary of Visit



What is Special Education Director's role?

- Participate in the Welcome/Introduction meeting
- Coordinate with the facility education administrator
 - Student IEP file review
 - Provide 2 student IEPs that are residing in the facility at the time of the visit
 - Provide a district staff member that can assist in the file review
- Identification of teacher(s) to participate in interviews
- Provide Policies, Practices and Procedures



Looking ahead

Starting Cohort One SY 2021-22

Alternative Monitoring will be expanded on how education services are being provided for students with disabilities that are residing in local jails.



Contact Information



Rachel Beech
Education Program Consultant
SETS Team
rbeech@ksde.org

Stacie Martin
Education Program Consultant
SETS Team
smartin@ksde.org

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





KSDE SETS Special Education Administrators' Webinar
TASN-e-Mentoring for Student Success (eMSS)
October 30, 2020

Early Career Mentoring for Retention



Outcomes

- Introduction of staff and program
- Overview of program and participation requirements
- Results
- Question and Answer

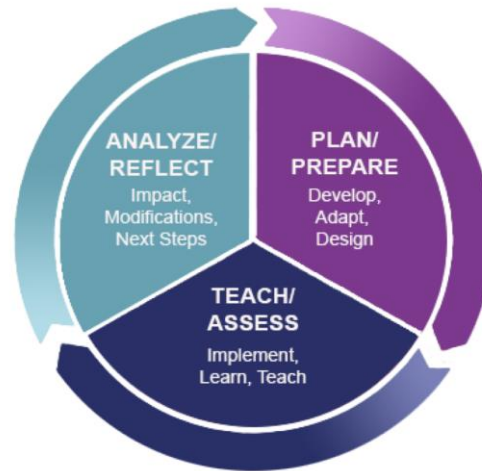
eMentoring

- e-Mentoring for Student Success (eMSS) is:
- an innovative, statewide **content** and **exceptionality specific**, **asynchronous, online** mentoring program that **accelerates** the growth and **increases** the **retention** of new teachers.
- An online mentoring program that has been supporting new special education teachers statewide in Kansas since **2012**.
- **Approved** by KSDE Teacher Licensure & Accreditation as a provider of mentoring.

Program Components



Our Place



Explorations



Video Observations

Program Expectations

- Participate in **facilitated discussion forums weekly**
- Participate in **3 video observation cycles** with your mentor (including pre-observation conversation, shared video of practice, and a post observation conversation)
- Participate in a **goal setting** process with your mentor
- Complete **1 exploration**
 - Managing Student Behavior
 - Developing IEPs
 - Working with Paraprofessionals
 - Accommodations & Modifications

Results & Impact

- To date, 509 early career special educators in 139 districts or related organizations in Kansas have been impacted by Kansas Early Career Special Educator Mentoring.
- 80% of mentees continue teaching 5 years after participating in mentoring.
- When mentees were asked how would you rate yourself on the following statement: I plan instruction based on the learning and development levels of all students. At the beginning of the year 62% rated themselves as proficient and/or highly effective. At the end of year 95% rated themselves as proficient and/or highly effective.
- 94% percent of mentees agree with the statement that participating in an Exploration impacted their student's learning.

Questions

- Are there professional development needs could we help meet? In what areas?
- Questions for us?



KSDE SETS Special Education Administrators' Webinar
TASN-Kansas Parent Information Resource Center (KPIRC)
October 30, 2020



KSDE: Technical Assistance Systems Network (TASN)



**Kansas
Parent
Information
Resource
Center**

Trauma, Toxic Stress, and Caregiver Well-Being:

Practices for Fostering Resilience in Children/Youth and Caregivers



School Mental Health Initiative (SMHI)

<https://www.ksdetasn.org/smhi>

Learning Objectives

- Articulate how Adverse Childhood Experiences (ACEs) can impact child/youth development.
- Articulate how Adverse Childhood Experiences (ACEs) can impact child/youth development.
- Identify effective practices to enhance caregiver well-being.

Adverse Childhood Experiences (ACEs)

Free resource available to Kansas educators and families

Available at:

<https://ksdetasn.org/resources/2157>

Understanding ACEs Adverse Childhood Experiences

What are ACEs?
ACEs are serious childhood traumas that result in toxic stress that can harm a child's brain. The more ACEs a child experiences, the more likely he is to struggle with learning, playing in a healthy way with other children, making friends, and can result in long-term health problems.

Adverse Childhood Experiences can include:

A Survival Mode Response to toxic stress increases a child's heart rate, blood pressure, breathing and muscle tension. Their thinking brain is knocked off-line. Self-protection is their priority.
In other words:
*"I can't hear you!
I can't respond to you!
I am just trying to be safe!"*

How do ACEs affect learning and health?
When a child repeatedly experiences fear and trauma this changes the brain and can affect learning and overall health. This makes it difficult to

- process and remember information;
- trust others;
- make friends;
- focus on school work;
- keep behaviors in check; and,
- may lead to long-term health problems.

Families Together, Inc.
(800) 264-6343
www.familiestogetherinc.org

TASN
SCHOOL MENTAL HEALTH INITIATIVE
www.ksdetasn.org/smhi

Kansas Parent Information Resource Center
(866) 711-6711
www.kpirc.org

The TASN School Mental Health Initiative (SMHI) is funded through a grant from the U.S. Department of Education (#H323A17006) and is administered by the Kansas Department of Education. The contents do not necessarily represent the policy of the U.S. Department of Education and endorsement by the Office of Special Education Programs should not be assumed. The SMHI does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries regarding non-discrimination policies should be sent to: Deputy Director, Keystone Learning Services, 500 E. Sunflower Blvd., Ozawie, KS 66070; 785-876-2214.

Stress and Childhood

Free resource to Kansas educators and families

Available at:

<https://ksdetasn.org/resources/2117>

How can you help? Stress and Childhood

It's not a secret that we live in a stressful world. Stress is often thought of as an adult issue but children are exposed to stress every day through school, home or social interactions. There are three types of stress that can make a difference in the impact on a child's brain and body: positive, tolerable and toxic stress. Potential effects of stress can last a lifetime for children, so it is important that families understand the difference between these types of stress.

Normal everyday stress
Positive Stress
Losing a game
A surprise party
Going to the doctor

More complicated and challenging
Tolerable Stress
Divorce
Natural Disaster
Death of a loved one

Severe, long-lasting and/or uncontrollable
Toxic Stress
Physical, sexual or mental abuse
Exposure to Violence
Neglect

What are the signs your child is experiencing Toxic Stress?

Long-term stress response can disrupt a child's development both physically and mentally.

- Sleep Issues
- Frequent headaches or tummy aches
- Regressing to bed wetting or baby talk
- Crying more than usual
- Developing new fears
- Poor coping skills
- Behavior and learning difficulties
- Mood swings
- Overeating and other compulsive behaviors
- Fear and anxiety triggered by places or people that remind them of the past

Families Together, Inc.
(800) 264-6343
www.families-togetherinc.org

TASN
Kansas Department of Education
www.ksdetasn.org/smhi

Kansas Parent Information Resource Center
(866) 711-6711
www.kpirc.org

The TASN School Mental Health Initiative (SMHI) is funded through a grant from the U.S. Department of Education (#H323A17006) and is administered by the Kansas Department of Education. The contents do not necessarily represent the policy of the U.S. Department of Education and endorsement by the Office of Special Education Programs should not be assumed. The SMHI does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries regarding non-discrimination policies should be sent to: Deputy Director, Keystone Learning Services, 500 E. Sunflower Blvd., Ozawie, KS 66070; 785-876-2214.

Understanding PCEs

Positive Childhood Experiences

What are PCEs?

Positive Childhood Experiences (PCEs) are the kinds of activities and experiences that enrich a child's life. According to a recent study *positive childhood experiences counter the damaging effects of adverse experiences*. PCEs are what make childhood a time of growth, change, exploration, and happiness. According to the study from Johns Hopkins University, there are seven PCEs that could have lifelong effects on mental and relationship health.

In the home children...

talk with family members about their feelings

feel safe and protected by an adult in their home

feel that their families stood by them during difficult times

In the community children...

feel supported by friends

have at least two non-parent adults who take genuine interest in them

feel a sense of belonging in high school

enjoy participating in community traditions

Image credit: pngwave.com and nounproject.com

Positive Childhood Experiences (PCEs)

Access this resource at this link:

<https://www.ksdetasn.org/resources/2895>

Some children live in homes where they don't feel emotionally and physically safe. The good news is that friends and communities can be sources of PCEs as well. "If your child has experienced trauma and you're worried about the long-term impact it could have on them, these findings show that the positive experiences in childhood lead to better adult physical and mental health, no matter what they have faced," said Ali Crandall, assistant professor of public health at Brigham Young University.



Families Together, Inc.
(800) 264-6343
www.familiestogetherinc.org



TASN
www.ksdetasn.org/smhi

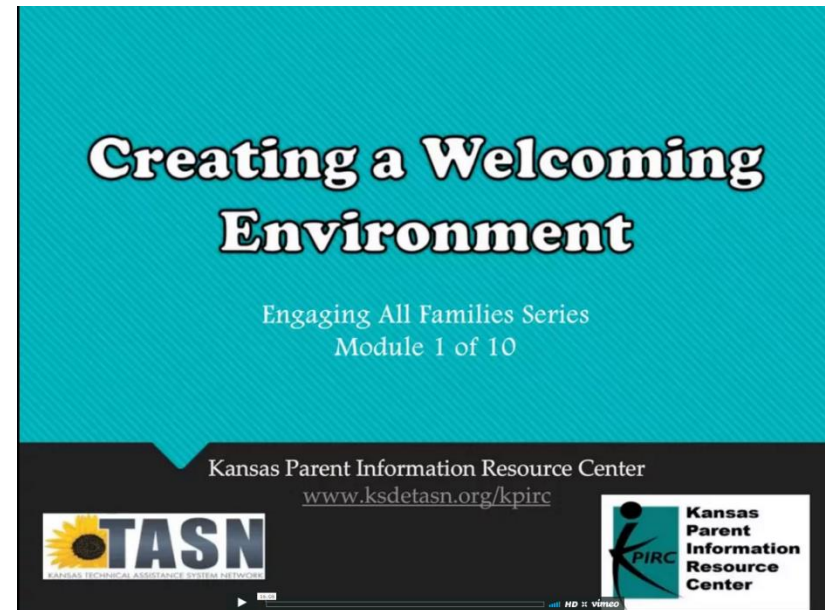
Kansas Parent Information
Resource Center
(866) 711-6711
www.kpirc.org



KPIRC: Engaging All Families Modules

Engaging All Families Video Series

- 1 Creating a Welcoming Environment
- 2 Recognizing Diversity
- 3 Ongoing Communication
- 4 Open Houses & Conferences
- 5 Sharing Family Resources
- 6 Encouraging Involvement
- 7 Acknowledging Concerns
- 8 Addressing FAQs
- 9 Obtaining Feedback
- 10 Additional Resources



Thank you!

- Jane Groff, Ph.D.
- Executive Director
- Kansas Parent Information Resource Center (KPIRC)
- jgroff@kpirc.org
- www.ksdetasn.org/kpirc





KSDE SETS Special Education Administrators' Webinar
Categorical Aid/ Waiver Deadline Reminders
October 30, 2020

Categorical Aid Reminders

- Deadline for waivers for staff working this semester is 11/1. Be sure the area and grades match what is claimed in CAPS (and what the person is actually doing.)
- 2nd payment deadline is 12/1 (or first business day after) to update AND APPROVE payment data.
- After the 2nd payment, next deadlines are:
 - Waivers for teachers eligible/working 2nd semester is February 1. This is the FINAL waiver deadline of the year.
 - March 1st is the deadline for the 3rd payment.



Substitutes

During the 10/13 board meeting, the state board removed the restrictions on the number of days substitutes could work for this year due to the difficulty in finding sufficient teachers for classroom needs this year.

To both recognize this allowance, and still recognize that these substitutes do not meet the statutory requirement of "qualified to provide" the educational IEP services, Bert has given permission for all substitutes* to be allowed up to .67 FTE reimbursement for this school year.

*The board action did not remove the requirement for substitutes to be licensed. A substitute must hold a license from KSDE that allows them to be a substitute.



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.





KSDE SETS Special Education Administrators' Webinar Indicators 9 and 10: Disproportionate Representation October 30, 2020

Indicators 9 & 10

Melissa Valenza
Education Program Consultant

Data Collected and Purpose

- Indicators 9 and 10 measure disproportionate representation and disproportionate representation in specific disability categories.
- Data is collected from the September 20th general enrollment count, and the December 1st child count.
- This data is used to ensure no identified racial or ethnic group is over represented in special education, or for any specific disability.
- Included in this count are public school students, ages 6 – 21, and their primary disability. This excludes students with gifted only exceptionalities.
- Not included in this count students within the district boundaries who are placed there by Juvenile Justice, Department of Corrections, Department of Children and Families, or by parents.



Data Calculations and Guidelines for Compliance

- To calculate the district weighted risk ratio, numeric data sets are collected for two consecutive years.
Important note: This is a different measurement than is used for significant disproportionality. The same data source is used for the identification measurements of significant disproportionality, but the data is looked at in a different way.
- The data analysis for Indicators 9 and 10 is available both in the Special Education Reports on KSDE's Data Central (public reports) and the Kansas APR Reports (Log in and password required. Contact Tim Berens to request one.). Both of these sources are a high level of information. If you would like a spreadsheet with more detailed data please contact me.



Data Calculations and Guidelines for Compliance Cont'd

- YEAR ONE utilizes 30-10-10 calculation:
 - At least 30 students of a racial and ethnic group in the district.
 - At least 10 students of a racial and ethnic group in special education and related services/a specific disability category.
 - At least 10 students in the comparison group.
 - A weighted risk ratio is >3.00 .
- YEAR TWO utilizes a 30-30-30 calculation:
 - At least 30 students of a racial and ethnic group in the district.
 - At least 30 students of a racial and ethnic group in special education and related services/a specific disability category.
 - At least 30 students in the comparison group.
 - A weighted risk ratio is >3.00 .



District Non-Compliance

- Non-compliance can result if district policies, practices or procedures have a discriminatory effect.
- YEAR ONE: Districts not meeting the expected weighted risk ratio in year one will receive written notification from the Kansas State Department of Education (KSDE). This alerts districts to potential non-compliance, and provides districts an opportunity to review local policies, practices and procedures.
- YEAR TWO: District not meeting the expected weighted risk ratio for two consecutive years will receive written notification from KSDE. Districts will be required to complete Kansas Self-Assessment Tool which verifies district practices related to Child Find, screening and general education intervention practices.



District Non-Compliance

- KSDE will review the district's self-assessment. If there is concern about potential non-compliance, KSDE will notify the district and allow the opportunity for additional information to be provided.
- KSDE will schedule a meeting with the district following the review of any additional information that has been provided.
- A final determination on compliance will be determined by KSDE.



Indicator 9 & 10 Resources

- [Indicators 9 and 10 information on KSDE website](#)
- [Special Education Reports on KSDE's Data Central \(public reports\)](#)
- [Kansas APR Reports](#) (Log in and password required. Contact [Tim Berens](#) to request one.)



Contact Information



Melissa Valenza
Education Program Consultant
Special Education & Title Services
(785) 296-6035
mvalenza@ksde.org

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





KSDE SETS Special Education Administrators' Webinar Accommodations (Text to Speech) October 30, 2020

KAP Accommodations



KAP – Ordering Braille Booklets

1. Teachers need to work with their test coordinators to make sure the student's PNP is set to Braille (language and Braille tab)
2. PNP on Educator Portal needs to be correct by Monday, November 30, 2020 so that the booklets can be ordered.



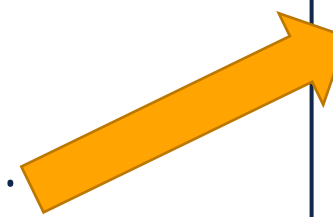
Universal Features

- Universal features are accommodations that are either embedded or provided digitally through the KAP (e.g., highlighter), or nonembedded and provided nondigitally at the local level (e.g., separate, quiet or individual setting). Universal features are available to all students as they access the KAP.
- Refer to [Tools and Accommodations for the Kansas Assessment Program](#) [Tools available to all students as needed by subject].



Personal Needs Profile (PNP)

- Tools and Accommodations for the KS Assessment Program
- Some tools are provided on all tests in the Kite Student Portal.
 - Highlighter
 - Guideline



TOOLS AND ACCOMMODATIONS FOR THE KANSAS ASSESSMENT PROGRAM (KAP)

The Kansas Assessment Program (KAP) Summative Assessment will have many tools available to help students navigate the online system. Some of the tools will be available to all students, while others will only be available to students who have the need identified in their Individual Education Plans, Section 504 Plans, ELL Plan or statement of student needs. Many of these tools are available currently in the technology practice tests and interim assessment, but all will be available for the summative assessments. All tools and accommodations work on laptops and desktops (Windows or Mac), tablets (Chromebooks or iPads).

Tools available to ALL students as needed by subject		
Icon	Tool	Description
	Calculator – Basic or TI-108**	Depending on test settings, the basic calculator icon will display either the basic calculator or the TI-108 Emulator. (Grades 6-8, 10)
	Calculator - TI Graphing**	Allows students to plot graphs, solve equations, and display several lines of calculations on the screen. (Grade 10)
	Calculator - TI Scientific**	Allows students to perform calculations in science, engineering, and mathematics. (Grades 6-8)
	Eraser	Removes highlighting and striker marks from the screen.
	Guide Line	When selected, follows the student's pointer and lightly highlights the text of a reading passage line by line. This tool differs for iPads, where the line remains stationary as the student scrolls through the passages.
	Highlighter	Allows students to select text on the screen and highlight the selected text with a pink background.
	Mark for Review	When selected by test takers, changes the item number indicator at the top of the screen to blue with an accompanying flag graphic.
	Notes	Presents a yellow rectangle on the screen where students can type notes about the test content.
	Periodic Table	Presents a standard periodic table. Students can select on an individual element to view atomic number, atomic mass, and full element name. (default view is abbreviations).
	Pointer	Allows students to select items in the test.
	Search	Allows student to enter search terms. Matching words are then highlighted in orange.
	Striker	Allows students to place a line through an answer choice that is not desired.
	Tags	Allows students to use various tags within a reading passage. Tags remain in the passage until the student selects clear all. The tags available are: Main idea, Supporting Details, Key Word, Evidence, Reread This, and Help
	Text to speech audio (TTS)* – directions	Students can choose to have a synthetic voice read directions aloud on all assessments.
	Text to speech audio (TTS)* – science	Students can choose to have a synthetic voice read directions and items aloud on the science assessment.
	Whole Screen Magnification	Allows students to magnify the screen up to four levels.

*Requires speakers or headsets.
**May not be available in mathematics sections measuring numbers and operations.

Updated: August 2019



Designated Features

- **Designated features** are those features that are available for use by any student for whom the need has been indicated by an educator (or team of educators including the parents/guardians and the student if appropriate) who is familiar with the student's characteristics and needs. Embedded designated features (e.g., color contrast) are provided digitally through the KAP, while non-embedded designated features (e.g., magnification device) are provided locally. Trained educators or teams using a consistent process must assign designated features to a student on the PNP on Educator Portal.
- Refer to [Tools and Accommodations for the Kansas Assessment Program](#) [Accommodations (available only when selected in the PNP) for students who have an IEP, 504, ILP or statement of student need]



Accommodations

- **Accommodations** are changes in procedures or materials that ensure equitable access to assessment content and generate valid assessment results for students who need them. Embedded accommodations (e.g., text-to-speech) are provided digitally through the KAP, while nonembedded designated features (e.g., sign interpretation) are provided locally. Accommodations are generally available for students for whom there is a documented need on an IEP, 504 or ILP accommodation plan.



Types of Accommodations

1. Timing/scheduling
2. Setting
3. Presentation
4. Response

Refer to [Tools and Accommodations for the Kansas Assessment Program](#) [Accommodations (available only when selected in the PNP) for students who have an IEP, 504, ILP or statement of student need]

Refer to [How to Select, Administer and Evaluate Accommodation for Instruction and Assessment of All students](#) for more in-depth information on accommodations for instruction and assessments. This document is located at <https://ksdetasn.org/resources/2283>



PNP Planning Tool for the KAP

KANSAS STATE DEPARTMENT OF EDUCATION PNP Planning Tool for the Kansas Assessment Program (KAP)

Tools available to all students as needed by subject

- Calculator- Basic or TI-108 (Grades 6-8, 10)
- Periodic table
- Calculator- TI Graphing (Grade 10)
- Pointer
- Calculator – TI Scientific (Grades 6-8)
- Search
- Eraser
- Striker
- Guideline
- Tags
- Highlighter
- Text-to-speech audio – directions
- Mark for review
- Whole screen magnification
- Separate, quiet or individual setting
- Notes

Accommodations (available only when selected in PNP) for students who have an IEP, 504, ELL plan or statement of student need

Display Enhancements

- Magnifications (2x, 3x, 4x, 5x)
- Masking (answer masking, custom masking)
- Overlay color
- Contrast color
- Invert color choice

Audio & Environment Support

- Auditory background
- Single switches
- Spoken audio – synthetic text to speech (TTS)
 Text only Text & Graphics (default)

- TTS for ELA passages and test items (Nonvisual setting) *

*TTS for ELA passages must be approved by KSDE

- This accommodation is ONLY for students with an IEP, 504 or student intervention plan.
- This accommodation is appropriate for students who receive daily instruction and assessments orally and through computerized text to speech.
- This accommodation should only be used by students who:
 - Have a reading-based disability (at least two grade levels below) that affects the student's decoding, fluency or comprehension skills.
 - Can't access print text due to blindness or low vision and don't have adequate Braille skills.Submit TTS checklist for ELA passages to crogers@ksde.org by January 31.



Kansas leads the world in the success of each student.

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

The Kansas State Board 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 any group officially affiliated with the Big Six schools of America 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, Union State Office Building, 900 S.W. Jackson, Suite 303, Topeka, KS 66612, (785) 296-3305.

September 2020

[PNP Planning Tool link](#)



Text-to-Speech Accommodations

Print Disabilities



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) Passages and Test Items	No	Yes, and KSDE approval required



Text-to-speech on the KAP state assessment

Available for all students (UDL)

- Directions (ELA, math, science)
- All of the science assessment

Available for students with IEP, 504, ILP, or student improvement plan (must be selected on the students PNP)

- Text only (questions and stems for ELA and math)
- Text and graphics (all of the math assessment, questions and stems for ELA)
- Nonvisual (for individuals with a **print disability** – must be approved by KSDE)



TTS for ELA passages (nonvisual)

- *TTS for ELA passages must be approved by KSDE*
- This accommodation is ONLY for students with an IEP, 504 or student intervention plan.
- This accommodation is appropriate for students who receive daily instruction and assessments orally and through computerized text to speech.
- This accommodation should only be used by students who:
 - Have a reading-based disability (at least two grade levels below) that affects the student's decoding, fluency or comprehension skills.
 - Can't access print text due to blindness or low vision and don't have adequate Braille skills.



Print Disabilities and the consideration for accommodations

A student with a print disability is unable to gain information from conventional printed materials at grade level, and needs alternate access to the information.

- Students with blindness or visual impairments
- Students with specific learning disabilities (dyslexia)
- Students with physical disabilities

Accessible Educational Materials and Assistive Technology

- Required for all students with disabilities under IDEA
- Helps eliminate the most frequent barriers that students with print disability encounter when accessing the general education curriculum and enable them to gain access to and progress in the general education curriculum

located at <http://www.ksde.org/Default.aspx?tabid=553> and <https://ksdetasn.org/search/resources>



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 students 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 5-7 can be skipped.

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

- Fluency
- Decoding
- Comprehension



Kansas leads the world in the success of each student.

August 21, 2020

Speech Checklist

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?

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 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

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.

TTS Checklist Due to KSDE by Jan. 31
crogers@ksde.org





DLM updates

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.



Remote learners

- DLM instructionally embedded testlets can not be administered remotely without the teacher present due to test security, validity, accessibility supports, and materials and familiar objects needed to complete the testlets.
- Students still need to be enrolled and rostered to the teacher
- Teachers need to complete the First Contact Survey and assign 1 ELA and 1 math testlet.
- Test coordinator can then enter SC-19 to reflect the student could not test due to COVID-19
- Practice and release testlets can be administered remotely through Zoom or MS Teams if the teacher feels it would be appropriate for the student.



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).
- 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.



English Language Arts

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



Mathematics

E	F	Q	R	S	T	U	V	W
Grade	Student Last Name	Math Educator Last Name	Blueprint Requirement Math % Met	Total Number of Math Testlets Taken	Math Blueprint Requirement 1	Math Blueprint Requirement 2	Math Blueprint Requirement 3	Math Blueprint Requirement 4
3	Donalds	Westcott	25	2	Met	Not Met	Not Met	Not Met
5	Ellsworth	Isaac	75	6	Met	Met	Met	Not Met
6	Brett	Warrick	50	4	Met	Met	Not Met	Not Met
7	Smith	Richards	100	7	Met	Met	Met	Met
11	Dennis	Richards	0	5	Not Met	NA	NA	NA
11	Harrison	Richards	100	7	Met	NA	NA	NA



Science

E	F	X	Y
Grade	Student Last Name	Science Educator Last Name	Science Testlets Completed
4	Donalds	NA	NA
5	Ellsworth	Fredricks	6
6	Brett	NA	NA
7	Smith	NA	NA
11	Dennis	Richards	5
11	Harrison	Richards	7



Contact Information for DLM



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

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





KSDE SETS Special Education Administrators' Webinar
KIAS Calendar Reminders
October 30, 2020

KIAS Calendar

2020-2021 Kansas Integrated Accountability System (KIAS) Special Education and Title Services Calendar

(If a date falls on a holiday or weekend, the item moves to the next business day)

November 2020	S	M	T	W	T	F	S	Date	Collection	Event	CLOSE DATE
	1	2	3	4	5	6	7				
	8	9	10	11	12	13	14				
	15	16	17	18	19	20	21				
	22	23	24	25	26	27	28				

December 2020	S	M	T	W	T	F	S	Date	Collection	Event	CLOSE DATE
				1	2	3	4	5	1	618 MIS Data	Child Count "Snap Shot"
	6	7	8	9	10	11	12	1	Categorical Aid	Last day to update and approve 2nd Special Teacher Payment	
	13	14	15	16	17	18	19	2	Emergency Safety Intervention (ESI)	Data Collection Window Opens (Report incidents that occurred on or between 6/1/2019 and 11/30/2019)	12/18
	20	21	22	23	24	25	26	4	IDEA Fiscal	VI-B LEA Maintenance of Effort (MOE) and Excess Cost Reporting Window Closes	
	27	28	29	30	31			15	Categorical Aid	2nd Special Teacher payment issued - 50% of the claimed Regular Special Teacher FTE. 100% of the claimed ESY Special Teacher FTE. Minus the October payment	
								18	Emergency Safety Intervention (ESI)	Data Collection Window Closes (Report incidents that occurred on or between 6/1/2019 and 11/30/2019)	
								31	IDEA Fiscal	VI-B Expired Grant Funds Must Be Liquidated (Funds Must be Have Been Obligated by Sept. 30)	





KSDE SETS Special Education Administrators' Webinar
Director Updates
October 30, 2020

Director Updates



October 30, 2020

Kansas leads the world in the success of each student.

LEGISLATIVE WATCH

- Accountability
- Bullying
- ESI (Statute sunset on July 1, 2020)
- School Funding
- Dyslexia
- Other Issues Around COVID



Contact Information for SETS Director



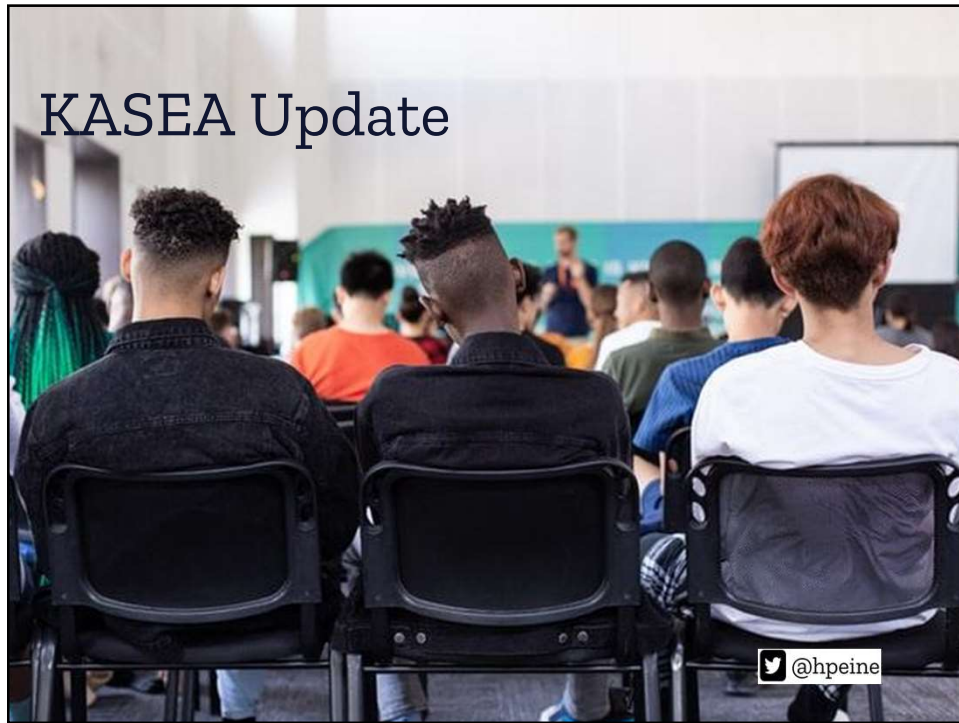
Bert Moore
Director
SETS
(785) 296-4949
bmoore@ksde.org

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

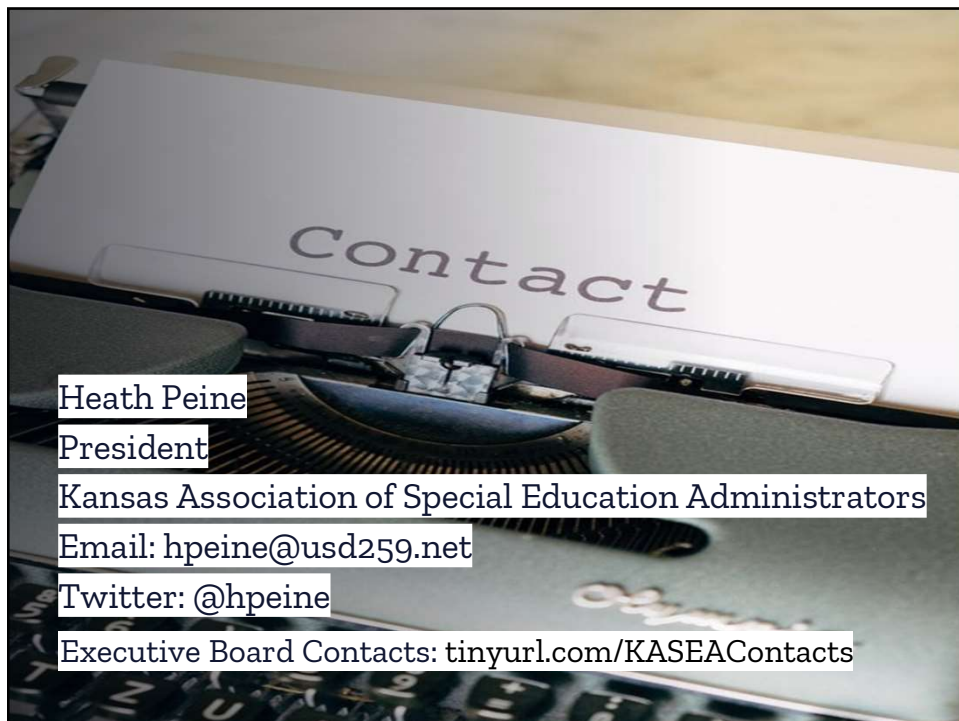




KSDE SETS Special Education Administrators' Webinar
KASEA Update
October 30, 2020



1



2



Become a
Member!!

How to Join KASEA: tinyurl.com/JoinKASEA

 @hpeine

3



Join Your
International
Organization

Join CASE here: casecec.org/membership

 @hpeine

4



BE THE EXCEPTIONAL

Exceptional

Kansas Association of Special Education Administrators
presents

Kansas Exceptional Leaders Winter Conference

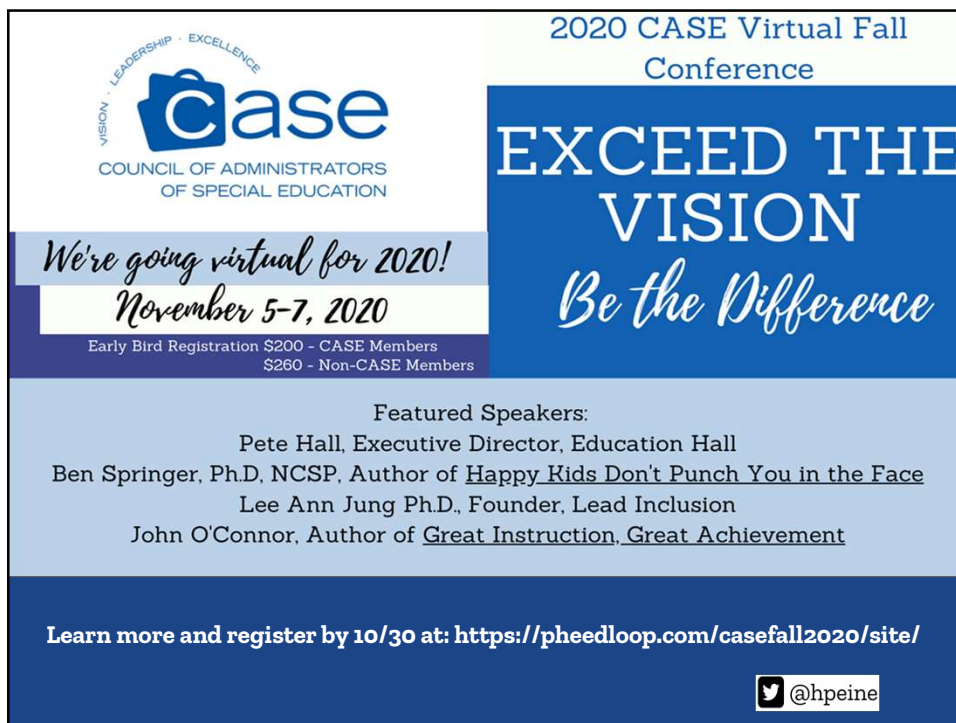
February 23-24th, 2021
Bishop Professional Development Center
3601 SW 31st St, Topeka, KS 66614

SAVE THE DATE




@hpeine

5



VISION · LEADERSHIP · EXCELLENCE



COUNCIL OF ADMINISTRATORS
OF SPECIAL EDUCATION

2020 CASE Virtual Fall Conference

EXCEED THE VISION

Be the Difference

We're going virtual for 2020!
November 5-7, 2020

Early Bird Registration \$200 - CASE Members
\$260 - Non-CASE Members

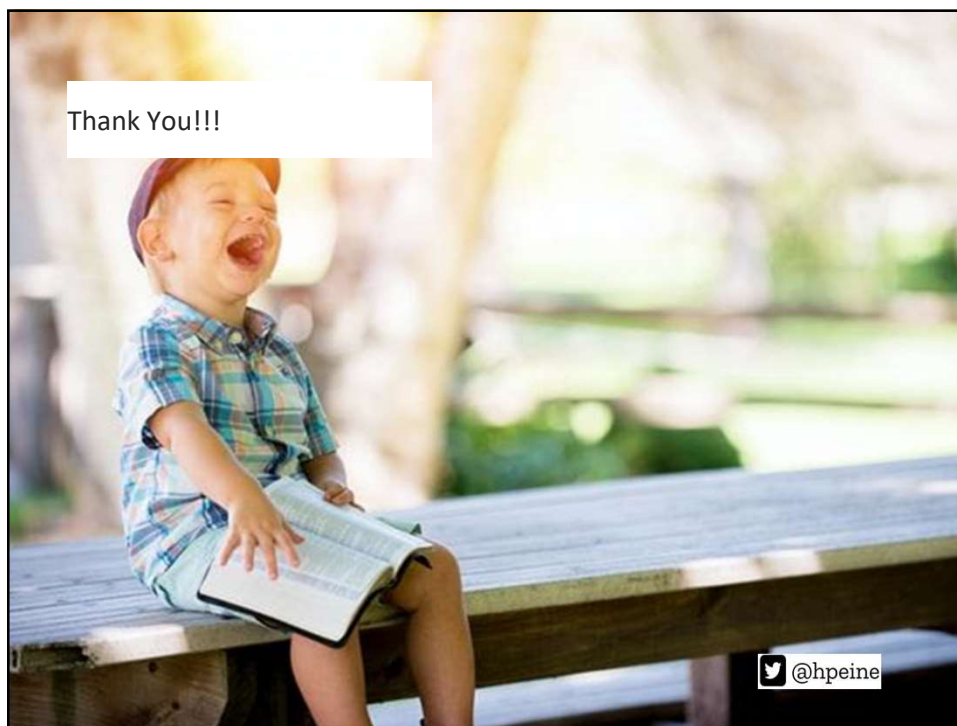
Featured Speakers:

Pete Hall, Executive Director, Education Hall
Ben Springer, Ph.D, NCSP, Author of Happy Kids Don't Punch You in the Face
Lee Ann Jung Ph.D, Founder, Lead Inclusion
John O'Connor, Author of Great Instruction, Great Achievement

Learn more and register by 10/30 at: <https://pheedloop.com/casefall2020/site/>

@hpeine

6



7