

Technical Assistance for Redesign Schools



student.

Kansas leads the world in the success of each



KANSAS STATE BOARD OF EDUCATION

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212

(785) 296-3203

www.ksde.org

CHAIRMAN
DISTRICT 8

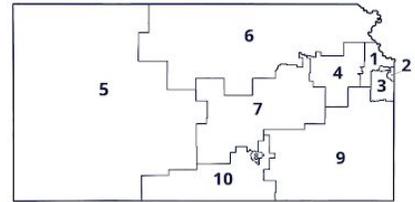


Kathy Busch
kbusch@ksde.org

VICE CHAIR
DISTRICT 1



Janet Waugh
jwaugh@ksde.org



BOARD MEMBERS

DISTRICT 2



Steve Roberts
sroberts@ksde.org

DISTRICT 3



Michelle Dombrosky
mdombrosky@ksde.org

DISTRICT 4



Ann E. Mah
amah@ksde.org

DISTRICT 5



Jean Clifford
jclifford@ksde.org

LEGISLATIVE LIAISON
DISTRICT 6



Dr. Deena Horst
dhorst@ksde.org

DISTRICT 7



Ben Jones
bjones@ksde.org

LEGISLATIVE LIAISON
DISTRICT 9



Jim Porter
jporter@ksde.org

DISTRICT 10



Jim McNiece
jmcniece@ksde.org



KANSAS STATE DEPARTMENT OF EDUCATION

COMMISSIONER OF
EDUCATION



Dr. Randy Watson

DEPUTY COMMISSIONER
Division of Fiscal and Administrative Services



Dale M. Dennis

DEPUTY COMMISSIONER
Division of Learning Services



Dr. Brad Neuenswander

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 Boy Scouts 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, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

JAN. 2020

Table of contents

Departments

- [Career Standards and Assessment Services](#)
 - *Assessments*
 - *CTE Pathways and IPS*
 - *Data Analysis*
- [Child Nutrition and Wellness](#)
- [Communications and Recognition Programs](#)
- [Early Childhood](#)
- [Fiscal and Administrative Services Division](#)
- [Special Education & Title Service and Technical Assistance Systems Network](#)
- [Teacher Licensure and Accreditation & Youth Mentoring](#)



Division of Learning Services
Kansas State Department of Education
900 S.W. Jackson Street, Suite 652
Topeka, Kansas 66612-1212
redesign@ksde.org
www.ksde.org

KANSANS CAN

CAREER STANDARDS AND ASSESSMENT SERVICES (CSAS)

Beth Fultz, Assistant Director of Assessments, Accountability, and Postsecondary Success

- bfultz@ksde.org
- (785) 296-2325

David Fernkopf, Assistant Director of Standards

- dfernkopf@ksde.org
- (785) 296-8447

Stacy Smith, Assistant Director of Career and Technical Education and Individual Plans of Study

- slsmith@ksde.org
- (785) 296-4351

Kelly Spurgeon, Senior Research Analyst

- kspurgeon@ksde.org
- (785) 296-4924

Kyle Lord, Senior Research Analyst

- klord@ksde.org
- (785) 296-3259

CSAS- Assessments

Beth Fultz (bfultz@ksde.org) (785-296-2325)

Expertise- Assessments

- Assistant Director responsibilities include: standards-based assessments, ESSA assessment accountability and postsecondary success data and reporting.

Common Questions & Answers-

- **Do Redesign Schools still have to take the State Assessments?**
 - *Yes. Every school is required to administer the state assessment.*

CSAS- CTE and IPS

Stacy Smith (sjsmith@ksde.org) (785-296-4351)

Expertise-

- Individual Plans of Study
- Career and Technical Education
- Work-Based Learning

Common Questions & Answers-

- **What is the minimum number of minutes for a CTE course?**
 - o *Calculations of course time is relevant when schools apply for a state approved pathway. When determining how much instruction time is needed for a particular course, the competencies within courses should be carefully considered when establishing the course's scope and sequence for skill development to ensure that development of skills at the technical and application level are sufficient to ensure proper training and safety.*

Weighted funding for CTE courses approved by the CTE team under the Pathways process is based upon the September 20 count date and calculated for a yearlong attendance. Regardless of the type of schedule (same schedule every day, block schedule, modified block, etc...), for each approved-for-funding-CTE class, the district must calculate average daily minutes of instruction. On the KSDE Fiscal Auditing webpage, two calculators are available for districts to use to help calculate average daily CTE contact minutes. The Bell Schedule Calculator can be used to help determine the average daily minutes for each course CTE courses, regardless of the type of schedule. The CTE Contact Minutes Calculator can be used to summarize total CTE contact time for all students.

Courses which are not part of a CTE State Approved Pathway, are not scrutinized on contact time to cover set competencies.

CSAS- Research and Evaluation

Kelly Spurgeon (kspurgeon@ksde.org) (785-296-4924)

Kyle Lord (klord@ksde.org) (785-296-3259)

Expertise-

- Postsecondary Effectiveness
- National Student Clearinghouse
- Report Card
- AMOSS Reports
- ESSA/Accountability
 - KSDE Authenticated Applications
 - KIDS Data

Common Questions & Answers-

- **Where can I find the National Student Clearinghouse (NSC) data and reports?**
 - *The NSC data and reports are located on the KSDE Authenticated Applications site. From the list of KSDE Web Applications select **AMOSS**. Once at the AMOSS page select from the menu under **National Student Clearinghouse**. There you will find the NSC Complete Student Report, NSC Basic Report, Postsecondary Progress, and the Postsecondary Student Report.*
- **If I have questions about the various NSC reports who can I contact?**
 - *Please contact either Kelly Spurgeon at 785-296-4924 kspurgeon@ksde.org or contact Kyle Lord at 785-296-2359 klord@ksde.org*
- **Is there a postsecondary effectiveness report that allows me to look at districts that are similar to mine?**
 - *Yes. From the KSDE home page (www.ksde.org) select **Building Report Card** from the menu on the right hand side. From this page you can navigate to your specific district. Next select **Board Goals** from the tabs at the top of the page. From the drop down menu select **Postsecondary District Comparison Tool**. Next you will select the **District** and select the **Criteria; Enrollment and/or Risk Factors**. From this select you will see comparable districts listed. From the list you can then seek out their respective postsecondary effectiveness rates.*
- **Are students who have graduated from high school and enlisted in the Armed Forces included in the postsecondary success and effectiveness rate calculation?**
 - *No. KSDE does not have access to military enlistment data therefore KSDE is not able to include in the success and effectiveness rate calculation.*

KANSANS CAN

CHILD NUTRITION AND WELLNESS (CNW)

Cheryl Johnson, Director of Child Nutrition and Wellness

- csjohnson@ksde.org
- (785) 296-2276

Jill Ladd, Assistant Director of Child Nutrition & Wellness

- jladd@ksde.org
- (785) 296-2276

Julie Henry, Assistant Director of Child Nutrition & Wellness

- jhenry@ksde.org
- (785) 296-2276

Expertise-

- **Administration of the federal Child Nutrition Programs- National School Lunch Program, School Breakfast Program, Special Milk Program, Fresh Fruit & Vegetable Program, Afterschool Snack Program, Child & Adult Care Food Program including At-Risk Afterschool Meals and the Summer Food Service Program.**
 - *Kansas has the opportunity to increase access to healthy food for all Kansas students through Innovative School Breakfast delivery methods, Pre-K meals and snacks, and afterschool snacks and suppers.*
- **Increasing Farm to School.**
 - *Farm to plate provides all kids access to nutritious, high quality, local food so they are ready to learn and grow. Farm to school activities enhance classroom education through hands-on learning related to food, health, agriculture and nutrition.*
- **Supporting Efforts to Create Healthier School Environments through implementation of the Kansas School Wellness Policy Model Guidelines. Resources available at:**
https://www.kn-eat.org/SNP/SNP_Menu/SNP_Guidance_Wellness_Policies.htm
- **Implementing Smart Snacks in Schools. Smart Snacks Q & As available at:**
https://www.kn-eat.org/SNP/SNP_Menu/SNP_Guidance_Smart_Snacks.htm

KANSANS CAN

COMMUNICATIONS AND RECOGNITION PROGRAM (CRP)

Denise Kahler, Director of CRP

- dkahler@ksde.org
- (785) 296-4876

Ann Bush, Communication Specialist

- abush@ksde.org
- (785) 296-7921

Amanda Manville, Director of CRP

- amanville@ksde.org
- (785) 296-5223

Communications and Recognition Programs

Denise Kahler (dkahler@ksde.org) (785-296-4876)

Ann Bush (abush@ksde.org) (785-296-7921)

Amanda Manville (amanville@ksde.org) (785-296-5223)

Expertise-

- Strategic Communication Planning
- Social Media Strategies
- Media Outreach
- Parent/Community Engagement

Common Questions & Answers-

- **How do we communicate about our redesign plans?**
 - *Best practice is to develop a strategic communication plan. This plan identifies goals, target audiences, key messages, deadlines and other communication strategies. When we get busy, communication tends to be one of the first areas overlooked. Having an established plan ensures communication efforts remain organized and targeted, and provides accountability for those assigned to complete specific tasks.*

KSDE is happy to provide districts with a communication plan template to get the ball rolling.

- **We've sent out weekly newsletter updates to parents, so why are we getting pushback about our redesign implementation?**
 - *While regular communication with parents is certainly critical, it's only half of the equation. Why? Because for parents – just like the rest of us - it doesn't matter until it matters. That's why parent engagement can't be overlooked. Engaging parents in the initial redesign planning and research discussions as well as throughout the implementation process is essential to gaining their trust and support. Parents have tremendous influence over other parents and community members. Keeping them engaged in the decision making process ensures that influence remains positive.*

Take the time to create a parent engagement plan. It will be one of the best investments of time you ever make.

- **We've reached out to the media about positive news coverage, but we haven't heard from anyone. What are we doing wrong?**
 - *The media outlet you're contacting may be really busy at the time of contact. Don't be afraid to reach out more than once. Send a follow-up email or call. But don't go overboard either. Two follow-up emails or phone calls are plenty. Make sure you're sending the message to the right person. Is it a reporter or an assignment editor? Often at smaller outlets, it can be the same person. However, editors have more power to assign stories. So, if you can't get a reporter to respond, try an editor, manager or someone who can assign stories. Try a new pitching angle. What makes your story stand out? Are there great opportunities for photographs, videos or some other type of visual? Let the media outlet know this in advance.*

- **We want to share our progress on social media as we make plans and pilot ideas. Should we create a new Facebook page or Twitter account specifically about redesign?**
 - *Creating a new page seems like a good idea to share progress instantly, however it is best to reach out through your district's (or school's) account, if there is one. Form a line of communication with the person that operates the existing account and regularly check in with that person to share what the redesign team is doing. Creating a new page comes with the challenge of attracting followers, where an existing account already has a follower base. A new page might also split the follower base of an existing account or pull attention away from that page. If your district does not have an account on either Twitter or Facebook, redesign might be a reason to speak with the administration about starting one. Another option to run by administration would be a Facebook parent group where teachers and parents can converse.*

KANSAS CAN

EARLY CHILDHOOD

Amanda Petersen, Director of Early Childhood

- apetersen@ksd.org
- (785) 296-7929

Early Childhood

Amanda Petersen (apetersen@ksde.org) (785-296-7929)

Expertise-

- **Support for the [State Interagency Coordinating Council \(SICC\)](#) and Local ICCs.** This council is responsible for advising and assisting the Kansas governor and legislature on matters that impact Kansas families with children ages birth to five who have, or are at risk for, developmental delays.
- **Kansas Parents as Teachers (KPAT):** The evidence-based affiliate model provides parents with the skills and knowledge they need to help make informed decisions regarding their child's education. KSDE serves as the State Office to support local programs in implementing the KPAT model.
- **Preschool Programming:** The Preschool-Aged At-Risk (State Pre-K 4 Year Old At-Risk) program and the Kansas Preschool Pilot fund local preschool programs. Both require licensed teachers deliver evidence-based curriculum to prepare children for kindergarten entry. Section 619 of Part B of IDEA defines the federal preschool program which guarantees a free appropriate public education (FAPE) to children with disabilities ages three through five.
- **Kansas Kindergarten Readiness Snapshot Tool:** To advance kindergarten readiness in Kansas, all Kansas kindergarten classrooms are utilizing a new tool to better understand students' development. The Ages & Stages Questionnaires Third Edition (ASQ-3) and the Ages & Stages Questionnaires Social Emotional Second Edition (ASQ: SE-2) provide a snapshot of children's developmental milestones.
- **Support Efforts to Strengthen the Kansas Early Childhood System:** Kansas has a new strategic plan charting our state's future direction for early childhood. In 2019, we toured the state and heard from an impressive cross-section of over 6,100. Now we are taking what we learned and turning it into action. You can visit <https://kschildrenscabinet.org/all-in-for-kansas-kids/strategic-plan/> to learn more, and you can scroll to the bottom of the page to sign up for weekly email updates so that you can join the work.

Common Questions & Answers-

- **What funding sources are available for early childhood education programs?**
 - *Potential funding sources to support preschool programming could include, but are not limited to:*
 - *At-Risk Education Funding may be used to serve qualified preschool students*
 - *School District General Fund*
 - *Preschool-Aged At-Risk Fund*
 - *Preschool-Aged student with disability base state aid*
 - *Early Childhood Block Grant (Kansas Children's Cabinet and Trust Fund)*
 - *Kansas Special Education Categorical Aid*
 - *Head Start (federal Administration for Children and Families)*
 - *Child Care Development Block Grant (Child Care Subsidy) (Kansas Department for Children and Families)*
 - *Child and Adult Care Food Program*
 - *Kansas Preschool Pilot*
 - *McKinney-Vento*
 - *ESEA Title I*

- *ESEA Title II to support early educators' professional development and to provide programs and activities to increase the knowledge and ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school.*
 - *IDEA Part B*
 - *Parent fees/tuition*
 - *Kansas Parents as Teachers*
 - *Local Grants/Funding (private funders)*
- **Preschool-Aged At-Risk programs and Kansas Preschool Pilot grantees are required to deliver 465 hours of instruction. Can time where the Para or Assistant Teacher count towards instructional time?**
 - *Instructional time is time delivered by a Kansas licensed teacher. If paras or assistant teachers do not hold a Kansas teaching license, this time does not count toward the 465 hours of instruction.*
- 🔗 **Read more of Early Childhood's FAQs [here](#).**
 - 🔗 **You can also visit their webpage by clicking [here](#).**
 - 🔗 **Preview our Kansas CAN: Engage all Families Guiding Principles Document [here](#).**
 - 🔗 **Preview our Kansas Family-Friendly Partnership School Walk-Through Document [here](#).**

KANSANS CAN

FISCAL AND ADMINISTRATIVE SERVICES DIVISION

SCHOOL FINANCE AND FISCAL AUDITING

Craig Neuenswander, Director of School Finance

- cneuenswander@ksde.org
- (785) 296-3872

Laurel Murdie, Director of Fiscal Auditing

- lmurdie@ksde.org
- (785) 296-4976

Fiscal and Administrative Services Division

Craig Neuenswander (cneuenswander@ksde.org) (785-296-3872)

Laurel Murdie (lmurdie@ksde.org) (785-296-4976)

Expertise-

- Counting Kids
- Auditing
- School Finance

Common Questions & Answers-

- **We have a flex/mod schedule. How do we count Career Technical Education (CTE) and Bilingual/English as a Second Language (ESL) time for funding?**
 - *The statutory requirements related to counting student attendance in weighted funding programs like CTE and Bilingual have not changed and are not schedule dependent.*

Regardless of the type of schedule, the key is to determine average minutes per day.

So, with a flexible or mod schedule (just like with block scheduling), average daily minutes will have to be calculated. To do this, count minutes for a one week period (or two weeks if a student's entire schedule takes two weeks) and then calculate the average number of minutes per day:

Total minutes / 5 days = minutes per day. Enter this time into your local student information system in the data fields that correspond with KIDS Data Field D45 for CTE (*see below) or Data Field D44 for Bilingual.*

Here is an example (regardless of whether CTE or Bilingual):

60 minutes on Monday

40 minutes on Tuesday

60 minutes on Wednesday

0 minutes on Thursday

120 minutes on Friday

280 total minutes / 5 days = 56 minutes per day. Enter 56 min for this student.

**Don't include seminar time when entering CTE time in KIDS Data Field D45. Seminar time for CTE is entered into the Principals Building Report (PBR).*

- **Our redesign schedule allows individual students to attend classes for differing amounts of time each day. Same question: how do we count Career Technical Education (CTE) and Bilingual/English as a Second Language (ESL) time for funding?**
 - *Even with individualized schedules, there is typically an expectation that a student will be in a class for a given amount of time each week/two week period. That amount of time becomes the basis for calculating the average number of minutes per day.*
 - *With individualized schedules, documenting each student’s attendance or contact time will need to happen in order to calculate average daily minutes; but this only needs to happen during Count Day/the Count week(s).*
 - *Regardless, the expectation is that average daily minutes calculated actually represents the student’s attendance or contact time received throughout the year.*

The Calculators available on KSDE Fiscal Auditing’s website, can be used to help calculate average daily minutes for CTE and Bilingual: <https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing> once on the website, scroll down to “Calculators”

- **We have differing start/end times for students – How do we count time toward the 186 day/1116 hour School Term requirement?**
 - *The beginning time is when students and teachers are engaged in education activities. Typically a tardy bell signifies the beginning time of school and the end time is when students are dismissed. With bell-less schedules and varying start/end times, School Term time is likely less about exactly when the school day starts or ends, and is more about how long the school day for a student is. For example, if all students are required to attend 6 hours per day and teachers are instructing during that time, then 6 hours per day would count toward the 1116 hour requirement.*
 - *The requirements related to what does or doesn’t count toward School Term requirements have not changed and are not schedule dependent:*
 - *A mid-morning and or/mid-afternoon recess not exceeding 15 minutes counts.*
 - *Passing periods, after the end of each class and between the beginning of school and end of school, count.*
 - *Lunch periods and one passing period before or after do not count.*
 - *Breaks do not count; a break is a passing period in excess of 10 minutes.*
 - *Parent-Teacher conferences count.*
 - *Professional Development – one-half of the time counts.*
 - *Activity periods in which students are not required to attend do not count.*

For more information about School Term requirements, see the School Term Audit Guide on KSDE Fiscal Auditing’s website: <https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing> once on the website, scroll down to “Audit Guides”

- **What do I need to consider for budget purposes?** *As you are navigating redesign or contemplating it, here are some additional budget-related items that you may want to keep in mind:*
 - *Staff training: Redesign takes time to plan and implement. Do you need to budget for additional substitutes for teacher release time? Additional days or longer days for staff development?*
 - *Instruction: Will you add days or lengthen days which will impact salaries for teachers and support staff? How will the cost of any new or modified instructional materials change? Will you need to add or reassign staff?*
 - *Non-instruction: How will any changes impact bus schedules or routes? How will those schedules change compared with other schools in the district?*

Please feel free to address other questions to KSDE School Finance or Fiscal Auditing. *All questions cannot be answered through a frequently asked question summary, so we encourage you to contact us with questions. Often, districts and buildings have unique issues that require additional discussion and follow-up questions so that we understand and can help.*

****Contact Craig Neuenswander or Laurel Murdie by email or by phone using the contact information shown above.**

KANSAS CAN

SPECIAL EDUCATION AND TITLE SERVICES (SETS) & TECHNICAL ASSISTANCE SYSTEMS NETWORK (TASN)

Bert Moore, Director of Special Education and Title Services

- bmoore@ksde.org

Laura Jurgensen, Assistant Director of Special Education and Title Services

- ljurgensen@ksde.org

Dean Zajic, State and Federal Programs Coordinator

- dzajic@ksde.org

Crystal Davis, Technical Assistance Systems Network Coordinator

- cldavis@pittstate.edu

SETS & TASN

Bert Moore (bmoore@ksde.org)

Laura Jurgensen (ljurgensen@ksde.org)

Dean Zajic (dzajic@ksde.org)

Crystal Davis (cldavis@pittstate.edu)

Expertise-

Laura, Dean, and Crystal represent a team with vast areas of expertise that they can connect you with to answer your questions on special education legal requirements, including required IEP content and least restrictive environment requirements; serving diverse learners, including students who are migrant, neglected, delinquent, at-risk, English Learners, students with disabilities, students who are gifted, and homeless; appropriately blending and braiding special education, Title, and state funds to better serve students. Additionally, the Technical Assistance System Network covers the previously listed areas, but also provides high quality professional development and resources for your district to lead high quality professional development, information on integrating instructional technology into the classroom for all learners, family engagement tools, cadres of trainers on classroom management and literacy, recruiting teachers and retaining early career special educators, school mental health, and many other things.

Common Questions & Answers-

- **Can I use special education/Title/at-risk funds to pay for something we plan to do in redesign?**
 - *It depends! The best person to talk this through with, in your district, is your special education and/or title programs director. This person is knowledgeable in the requirements of title programs. This person should be at the table for all redesign conversations because of their level of expertise. If there are any further questions, please connect with Dean Zajic and he will get you to the most appropriate member of our team given your needs.*
- **When making the changes our school is during redesign what do we need to do with students' Individual Education Programs (IEPs)? Do we need to amend all of them?**
 - *It depends! Each school district is responsible for ensuring that all children with exceptionalities receive the special education, related services, and supplementary aids and services that are specified in their individualized education program (IEP), so if the changes in the school will impact any specified services, there is a need to consider how best to approach those changes with regard to IEPs. The best person to talk this through with, in your district, is your special education director. This person is knowledgeable in the requirements of special education law and an expert in personalized learning. This person should be at the table for all redesign conversations because of their level of expertise. If there are any further questions, please connect with Laura Jurgensen and she will get you to the most appropriate member of our team given your needs.*

- **Should all IEPs be amended to place all students in the general education environment or to structure all special education and related services as “pullout” services?**
 - *Amending all IEPs to place all students in the general education environment or to structure all special education and related services as “pullout” services is likely counter to the requirement that these determinations be individual, based on the child’s needs. The best way to handle this is to ensure that the district’s special education director is at the table for all redesign conversations. The district’s special education director is responsible for ensuring special education legal requirements are followed and is an expert in personalized learning. This person should be able to navigate the balance between meeting special education legal requirements and redesigning a school system.*
 - *Each child’s IEP Team ensures that the child’s IEP meets that individual child’s needs. Special education law requires that each child with an exceptionality (children with disabilities and children who are gifted) receive a free appropriate public education and for children with disabilities this must be in the least restrictive environment. The IEP Team for a given child makes the decision about the child’s educational placement. For children with disabilities, the special education and related services must be provided in the environment that is least restrictive, with the general education classroom as the initial consideration. The IEP Team’s decision must be based on the child’s needs, goals to be achieved, and the least restrictive environment for services to be provided. Least restrictive environment does not require that every child with a disability be placed in the general education classroom regardless of the child’s individual abilities and needs. The law recognizes that full time general education classroom placement may not be appropriate for every child with a disability. School districts are to make available a range of placement options, known as a continuum of alternative placements, to meet the unique educational needs of children with disabilities. This requirement for a continuum reinforces the importance of the individualized inquiry, not a “one size fits all” approach, in determining what placement is the least restrictive environment for each child with a disability.*
- **During the prototyping process do IEPs need to be amended?**
 - *A child’s IEP must be followed at all times. Whether a child’s IEP needs to be amended during the prototyping process to ensure that the child receives a free appropriate public education, makes progress toward their IEP goals, and receives appropriate modifications, accommodations, and supports for school personnel during the prototyping process is an IEP Team decision. The best way to handle this is to ensure that the district’s special education director is at the table for all redesign conversations. The district’s special education director is responsible for ensuring special education legal requirements are followed and is an expert in personalized learning. This person should be able to navigate the balance between meeting special education legal requirements and redesigning a school system.*

- **We have a few students that currently have student intervention team (SIT) plans seeing a special education teacher for some instruction during the prototyping. Do we need special paperwork for this? Could this cause problems?**
 - *Yes, this could cause problems. The potential concern here is the appearance that a child is receiving special education services when the child is not. Parent consent is required for the provision of special education services. Communication with families is critical to ensuring families understand what is happening with their child during prototyping and, in this case, ensuring that there is no appearance that a child is being provided with special education services if the proper steps have not been followed.*
 - *Yes, documentation is required when special education and related service personnel provides direct services for the purpose of Child Find. Direct services for the purpose of Child Find includes screenings in accordance with local board policies and procedures and general education interventions as a means of identifying, locating, and evaluating all children with exceptionalities. If special education and related service personnel provide direct services for the purpose of Child Find, there must be documentation on an individual student intervention plan for auditing purposes. A record or log listing the name of the special education provider, along with the actual minutes and dates services are provided must be available to the auditors upon request. In this situation, special education or other related service personnel may be reimbursed for providing intensive direct instruction for up to but not more than 180 cumulative hours, per school year, per position. Assigning Child Find responsibilities to special education and related services personnel should be closely monitored to ensure compliance with special education law so that IEPs are followed and a free appropriate public education (FAPE) continues to be provided to students with exceptionalities.*
 - *Special education teachers participating in prototyping could have categorical aid implications, as special education funding is typically not able to be utilized to provide general education services, beyond those discussed above under Child Find. This is something most appropriate for the special education director for the district to explore. The special education director can contact Evelyn Alden with categorical aid questions at ealden@ksde.org or (785) 296-3868.*

KANSANS CAN

TEACHER LICENSURE & ACCREDITATION (TLA)

Jeannette Nobo, Assistant Director- Accreditation (KESA)

- accreditation@ksde.org
- jnobo@ksde.org

David Barnes, KESA Coordinator

- dbarnes@ksde.org

Lynn Bechtel, Professional Learning

- lbechtel@ksde.org

Ann Yates, Teacher Evaluation

- ayates@ksde.org

Susan Helbert, Assistant Director- Licensure

- shelbert@ksde.org

Jessica Noble, Kansas Volunteer Commission

- jnoble@ksde.org

TLA

Accreditation (accreditation@ksde.org)

Jeannette Nobo (jnobo@ksde.org)

David Barnes (dbarnes@ksde.org)

Lynn Bechtel (lbechtel@ksde.org)

Ann Yates (ayates@ksde.org)

Susan Helbert (shelbert@ksde.org)

Jessica Noble (jnoble@ksde.org)

Expertise-

KESA, Professional development alignment with district, building, and individual professional development plans, Teacher Evaluation, teacher licensure, Kansas Course Codes

Common Questions & Answers-

- **We are in year two of KESA and setting our goals. If we start redesign, will we have to start over?**
 - No, you don't start over; you combine all of your school improvement efforts. Redesign and KESA aren't separate, but rather they work side-by-side. Support from KSDE may look different, but the processes shouldn't be viewed as different.
- **As a redesign school are we still to implement a multi-tier system of supports?**
 - Yes. A multi-tier system of supports is a foundational component of the Kansas Education Systems Accreditation (KESA). Additionally, Kansas State Board regulations require each school district to implement general education intervention (GEI). The purpose of GEI is to intervene early for any child who is presenting academic or behavioral concerns. This early intervention leads to a better understanding of the supports all children need in order to be successful in the general education curriculum and school setting. This State Board regulations allows school districts to use a process that assesses a child's response to scientific, evidence-based intervention to determine whether the child is making sufficient progress to meet age or State-approved grade-level standards. KSDE encourages schools to use a school-wide, multi-tier system of supports for all children including both academic and behavioral concerns.
 - KSDE supports the [Kansas MTSS and Alignment Project](#) as part of the [KSDE Technical Assistance System Network](#). Kansas MTSS and Alignment is a coherent continuum of evidence based, system-wide practices to support a rapid response to academic, behavioral, and social emotional learning needs. Frequent data-based monitoring informs instructional decision making to empower each Kansas student to achieve high standards. The focus of the Kansas MTSS and Alignment is system-level change across the classroom, school, district and state. Kansas MTSS and Alignment provides a system of prevention, early identification and intervention, and supports to ensure every student learns from the instruction. Kansas MTSS and Alignment establishes a system that intentionally focuses on leadership, professional development, and an empowering culture. Kansas MTSS and Alignment offers both a training system, to those districts who apply and are accepted, and a wide range of supports through its website. Please use the Kansas MTSS and Alignment link above to access briefs, webinars and other resources for personal and staff professional learning. The application can also be accessed at this link. <https://www.ksdetasn.org/mtss>

- **What resources are available to support us in creating a school-integrated youth mentoring program?**
 - *Mentor Kansas is a statewide mentoring partnerships that connects existing youth mentoring programs with one another and serves as a resource for new programs. It offers Tiers of Support and a Gold Star program at no cost to the program.*
 - *Contact Mentor Kansas*

[Mentor Kansas](#) website

mentor@ksde.org email

785-368.6211 phone

- **How do we successfully implement school-integrated youth mentoring program? Implementing mentoring programs in schools requires intentional and careful planning to ensure safety and effectiveness. Recommendations for an effective program includes:**
 - *Request your copy of the [Elements of Effective Practice for Mentoring](#) from Mentor Kansas at mentor@ksde.org. The Elements provide quality and evidence-based standards that include the latest research and practice wisdom to help mentoring programs ensure safety, effectiveness and sustainability. Structuring your mentoring program to adhere to the Elements will increase your ability to ensure that young people served by your program experience positive outcomes as a result of being mentored.*
 - *Connect with Mentor Kansas for Elements of Effective Practice training at mentor@ksde.org (optional)*
 - *Develop a program mission statement of overall vision: Mentoring programs need a guiding [mission statement](#) that clearly describes why the program exists and the changes it hopes to create at the individual and community level. For embedded programs goals and objectives must align with the overall mission.*
 - *Program [theory of change](#) and/or formal [logic model](#): Should explain how the mentoring services, and the activities that mentors and mentees engage in, will result in the desired outcomes.*
 - *Resource development plan and [budget](#): For embedded programs these should identify funds directly supporting the mentoring staff and activities. It is critical that funds see current matches through the completion of their commitment and support mentoring relationships.*
 - *Marketing and communication plan: This plan should clarify who is responsible for marketing and communication activities, as well as how the efficacy of the strategies will be tracked.*
 - *[Evaluation plan](#): Specifies what the program will measure to determine that the program is being implemented with fidelity and achieving its stated goals. It should describe activities, staff roles, data to be collected, and types of information reported to various stakeholders. For embedded mentoring programs, the plan should offer strategy for determining the mentoring services' contribution to the overall program outcomes, so that the "value added" of mentoring can be captured.*
 - *[Policy and procedural manual](#): Ensure consistent delivery especially for staff turnover or program growth. Demonstrates how your program implements best practices and risk management. Must be shared and communicated to mentors in training or other avenues.*

