KANSAS STATE DEPARTMENT OF EDUCATION

TECHNICAL ASSISTANCE FOR REDESIGN SCHOOLS

Question-and-Answer Guide for Schools with Webinar Recordings

Kansans CAN

Kansas leads the world in the success of each student.

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.

Successful Kansas High School Graduate

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive reparation,
- 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 for Measuring Progress

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

Kansas Leadership

KANSAS STATE BOARD OF EDUCATION
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Brad Neuenswander

INTRODUCTION

This document is for schools that are considering joining the Kansans Can School Redesign Project or schools that are beginning the redesign process. It contains contact information for Kansas State Department of Education (KSDE) staff members who may be able to answer questions schools have while contemplating redesign or starting redesign. It also contains webinar times for April 2019 when KSDE experts will be available to answer questions. There is a question-and-answer to assist schools, too.

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KSDE DEPARTMENT WEBINARS

April 2019

DEPARTMENT	DATE	TIME	LINK
Career, Standards and Assessment Services:			
Assessments	Thursday, April 11	3-4 p.m.	ZOOM LINK
Career and Technical Education Pathways and Individual Plans of Study	Wednesday, April 10	8-9 a.m.	ZOOM LINK
Data Analysis	Friday, April 12	10-11 a.m.	ZOOM LINK
Communications and Recognition Programs	Tuesday, April 9	9-10 a.m.	ZOOM LINK
Early Childhood	Tuesday, April 9	2-3 p.m.	ZOOM LINK
Fiscal and Administrative Services Division	Tuesday, April 9	10-11 a.m.	ZOOM LINK
Special Education and Title Services and Technical Assistance System Network (TASN)	Monday, April 8	1-2 p.m.	ZOOM LINK
Teacher Licensure and Accreditation	Wednesday, April 10	2-3 p.m.	ZOOM LINK

Career, Standards and Assessment Services

EXPERTISE:	NAME, TITLE AND CONTACT INFORMATION:	ZOOM DATE AND TIME:	LINK:
Assessments	Beth Fultz, Assistant director Assessments, Accountability and Postsecondary Success *bfultz@ksde.org* (785)-296-2325	Thursday, April 11. 3-4 p.m.	**ZOOM LINK**
Assistant director responsibilities include: • Standards-based assessments • ESSA assessment accountability • Postsecondary success data and reporting			

Common questions and answers:

Do Redesign Schools still have to take the State Assessments?

● Yes. Every school is required to administer the state assessment.

EXPERTISE:	NAME, TITLE AND CONTACT INFORMATION:	ZOOM DATE AND TIME:	LINK:
• Individual Plan of Study (IPS) • Career and Technical Education (CTE) • Work-based learning	Stacy Smith, Assistant director Career and Technical Education/ Individual Plan of Study (IPS) *slsmith@ksde.org*	Wednesday, April 10. 8-9 a.m.	**ZOOM LINK**

Common questions and answers:

What is the minimum number of minutes for a CTE course?

● Calculations of course time is relevant when schools apply for a state-approved pathway. Competencies within courses should be carefully considered when establishing a course 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 is based upon the fall count date and calculated for a yearlong attendance. When districts utilize modified schedules, they will be asked to calculate contact minutes directly related to CTE instruction and the weighting is adjusted toward that declared contact time. There is a CTE Contact minutes Calculator on the Fiscal Auditing webpage. CTE courses, which are not part of a CTE state-approved pathway, are not scrutinized on contact time to cover set competencies.

Career, Standards and Assessment Services/ Research Evaluation

EXPERTISE:	NAME, TITLE AND CONTACT INFORMATION:	ZOOM DATE AND TIME:	LINK:
• Data Analysis • Postsecondary effectiveness • National Student Clearinghouse • Report Card • AMOSS Reports • ESSA/accountability • KSDE Authenticated Applications • KIDS data	Kelly Spurgeon, analyst *kspurgeon@ksde.org* (785) 296-4924 Kyle Lord, senior research analyst *klord@ksde.org* (785) 296-3259	Friday, April 12. 10-11 a.m.	ZOOM LINK

Common questions and 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 (NSC). 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 selection, 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 military 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 the in the success and effectiveness rate calculation.

Communications and Recognition Programs

EXPERTISE:	NAME, TITLE AND CONTACT INFORMATION:	ZOOM DATE AND TIME:	LINK:
• Strategic communication planning	Denise Kahler, Director *dkahler@ksde.org* (785) 296-4876	Tuesday, April 9. 9-10 a.m.	[ZOOM LINK](#)
• Social media strategies	Ann Bush, Communications specialist *abush@ksde.org* (785) 296-7921		
• Media outreach	Amanda Manville, Communications specialist *amanville@ksde.org* (785) 296-5223		
• Parent/community engagement			

Common questions and 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.

Fiscal and Administrative Services Division

(This Division has several teams, including School Finance and Fiscal Auditing.)

EXPERTISE:	NAME, TITLE AND CONTACT INFORMATION:	ZOOM DATE AND TIME:	LINK:
• Counting Kids • Auditing • School finance	Craig Neuenswander, Director School Finance *cneuenswander@ksde.org* (785) 296-3872 Laurel Murdie, Director Fiscal Auditing *lmurdie@ksde.org* (785) 296-4976	Tuesday, April 9. 10 a.m.	ZOOM LINK

Common questions and 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 KIDS Data Field D42 for CTE* or Data Field D41 for Bilingual.

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

MINUTES	DAY
60	Monday
40	Tuesday
60	Wednesday
0	Thursday
120	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 D42. 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 CTE and Bilingual/ 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 bellless 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 1,116 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 midmorning and or/midafternoon 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?

- **Noninstruction:** 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 on page 7.

Early Childhood

EXPERTISE:	NAME, TITLE AND CONTACT INFORMATION:	ZOOM DATE AND TIME:	LINK:
• Support for the State Interagency Coordinating Council (SICC) and local ICCs	Amanda Petersen, director Early Childhood *apetersen@ksde.org* (785) 296-7929	Tuesday, April 9. 2-3 p.m.	ZOOM LINK
• Kansas Parents as Teachers (KPAT)			
• Preschool programming			
• Kansas kindergarten readiness snapshot tool			
• Support efforts to strengthen the Kansas early childhood system			

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 5 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 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 age 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 and Stages Questionnaires, Third Edition (ASQ-3) and the Ages and 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**: In 2019, Kansas has the opportunity and new federal grant funding to engage in a collaborative effort to shape our state's future direction for early childhood. KSDE serves as the lead agency for a one-year planning grant authorized by the federal Every Student Succeeds Act (ESSA) to support the development of a comprehensive needs assessment and strategic plan for early childhood in Kansas. Funding will also support activities to maximize parental choice and knowledge of early care and education options, the sharing of best practices among early childhood providers, and improvement of the overall quality of early childhood services.

Common questions and answers:

Is there any funding available for early childhood education programs that can be used for general education students who do not meet at-risk qualifiers?

- Yes. The Kansas Preschool Pilot program requires 50 percent of the children meet one of the at-risk qualifiers, so this could be an avenue to fund general education students who do not meet at-risk qualifiers. Other potential funding sources include:

  - Early Childhood Block Grant
  - Categorical aid/special education funding
  - Head Start
  - Child care development block grant (child care subsidy)
  - Child and Adult Care Food Program (CACFP)
  - McKinney-Vento
  - Title I
  - Title II
  - Parent fees/tuition
  - Local grants/funding
  - School district general fund

Regarding the State Pre-K 4-Year-Old At-Risk and the Kansas Preschool Pilot: Is there a benefit to one versus the other? Can we use both at the same time?

- There are several differences between State Pre-K 4-Year-Old At-Risk and the Kansas Preschool Pilot. Requirements are intentionally similar to allow programs to utilize both funding sources to support early learning programming, and districts are allowed (and encouraged) to apply for both grants. We recommend that districts begin by estimating the number of students who could be served by the State Pre-K 4-Year-Old At-Risk program, and then considering how the Kansas Preschool Pilot could improve the quality of preschool programming or increase the number of children served. Page 16 of the Kansas Preschool Pilot application includes a list of possible uses of funds. Note that the Kansas Preschool Pilot can currently be used to serve both 3 year olds and 4 year olds, while the State Pre-K 4-Year-Old At-Risk program must serve all 4 year olds statewide before serving 3 year olds. (To date, no 3 year olds are currently being served through the State Pre-K 4-Year-Old At-Risk program.) The Kansas Preschool Pilot poverty at-risk criteria also includes students who qualify for free or reduced lunch, while the State Pre-K 4-Year-Old At-Risk poverty criteria only includes students who qualify for free lunch.

How many hours of instruction are students required to receive if a program receives both State Pre-K 4-Year-Old At-Risk and Kansas Preschool Pilot funding?

- If a program receives State Pre-K 4-Year-Old At-Risk and Kansas Preschool Pilot funding to support separate groups of students, each student must receive at least 465 hours of instruction from a licensed teacher. A program may utilize Kansas Preschool Pilot funds to increase the length of the preschool day for students who fill State Pre-K 4 Year Old At-Risk slots. Those students must receive more instructional hours than they would have if the program would have only received State Pre-K 4 Year Old At-Risk funding, and must receive at least 465 hours of instruction. However, those students are not required to receive 930 hours of instruction (465 hours for the State Pre-K 4-Year-Old At-Risk requirement plus 465 hours for the Kansas Preschool Pilot requirement).

Can time where the para or assistant teacher count toward 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. *https://www.ksde.org/Portals/0/Early Childhood/KS-EC-FAQ.pdf*

You can also visit their webpage by clicking here. *https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Early-Childhood*

Special Education and Title Services/ Technical Assistance System Network

EXPERTISE:	NAME, TITLE AND CONTACT INFORMATION:	ZOOM DATE AND TIME:	LINK:

• Special education legal requirements
 	
• Required IEP content and least restrictive environment requirements
 	
• Serving diverse learners:
  • Migrant
  • Neglected
  • Delinquent
  • At-risk
  • English Learners
  • Students with disabilities
  • Gifted
  • Homeless
 	
• TASN
  • High quality professional development
  • Integrating instructional technology
  • Family engagement tools
  • Trainers on classroom management and literacy
  • Recruiting teachers and retaining early career special educators
 	
• School mental health
	Laura Jurgensen, Assistant director
	ljurgensen@ksde.org
	
	Dean Zajic, State and federal programs coordinator
	dzajic@ksde.org
	
	Crystal Davis, Technical Assistance System Network (TASN) coordinator
	cldavis@pittstate.edu
		Monday, April 8.
		1 p.m.
			[ZOOM LINK](#)

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 braining special education, Title, and state funds to better serve students. Additionally, TASN 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 and 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 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 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 during redesign, what do we need to do with students' Individual Education Programs (IEPs)? Do we need to amend all of them?

● It depends! 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 further questions, please connect with Laura Jurgensen, and she will get you to the most appropriate member of our team given your needs.

As a redesign school are we still to implement a multitiered system of supports?

● Yes. A multitiered system of supports is a foundational component of the Kansas Education Systems Accreditation (KESA). Additionally, Kansas State Board of Education 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 children need in order to be successful in the general education curriculum and school setting. The State Board regulations allow 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 schoolwide, multitiered model of support 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, systemwide 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 book studies for personal and staff professional learning.

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?

● The best way to handle this is for each child's IEP Team to ensure 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. 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.

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 as 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?

● 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. There is documentation required when a special education and related service personnel provide 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. 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.

Teacher Licensure and Accreditation

EXPERTISE:	NAME, TITLE AND CONTACT INFORMATION:	ZOOM DATE AND TIME:	LINK:
• Support for the State Interagency Coordinating Council (SICC) and local ICCs	Jeannette Nobo, Assistant director *accreditation@ksde.org* *jnobo@ksde.org*	2-3 p.m. Wednesday, April 10.	
• Kansas Parents as Teachers (KPAT)	Bill Bagshaw, KESA coordinator *bbagshaw@ksde.org*		
• Preschool programming	David Barnes, KESA consultant *dbarnes@ksde.org*		
• Kansas kindergarten readiness snapshot tool	Lynn Bechtel, Professional learning *lbechtel@ksde.org*		
• Support efforts to strengthen the Kansas early childhood system	Ann Yates, Teacher evaluation *ayates@ksde.org*		
	Susan Helbert, Licensure *shelbert@ksde.org*		

Expertise:

KESA, professional development alignment with district, building, and individual professional development plans, teacher evaluation, teacher licensure and Kansas Course Codes.

Common questions and answers:

We are in year two of redesign 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. .

Kansans
CAN

*Kansas leads the world in
the success of each student.*