

GIFTED & IDEA REQUIREMENTS FILE REVIEW WORKSHOP



AGENDA

- 8:30-9:00 a.m. Registration
- 9:00-9:15 a.m. Welcome and Review of the day
- 9:15-9:45 a.m. KIAS Overview Process Overview and Directory Applications and Updates
- 9:45-11:30 a.m. IDEA Requirements/Gifted Self-Assessment Requirements
- 11:30- 12:30 Lunch
- 12:30- 2:45p.m. IDEA Requirements/Gifted Self-Assessment Requirements continued
- 2:45-3:00 p.m. Wrap up

Breaks may be taken as often and as needed throughout the day



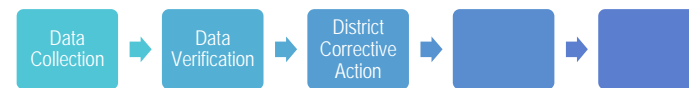
KANSAS INTEGRATED ACCOUNTABILITY SYSTEM (KIAS)

The focus of the Special Education and Title Services (SETS) team is to improve results for all students utilizing the KIAS integrated monitoring process for:

- Federal Title Programs
- Federal and State Special Education Requirements
- Specific State Requirements (e.g., emergency safety intervention)



KIAS: THE PROCESS



KIAS: A KSDE AUTHENTICATED APPLICATION

- **New users must register a new** Authenticated Application account.
- Users will be notified when access is approved.
- Depending on the new user's account type, after approval, they may need to be promoted (see Quick Start Guide).
- Never share login information with anyone.



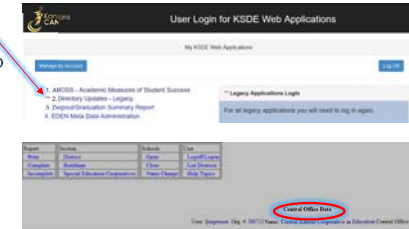
<https://apps.ksde.org/authentication/login.aspx>



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DIRECTORY UPDATES

- KIAS pulls in contact information from KSDE's Directory Updates web application.
- If the Directory Updates web application is not updated appropriately, you will not receive KIAS notifications!
- Only special education directors receive KIAS notifications.



Administrators
Check the delete box next to any position that has been eliminated.
If there is a vacancy in the position at this time please enter the **vacant** in the **vacancy** field.

Del	Title	First Name	Last Name	Jr/Sr	Position Description
<input type="checkbox"/>	Director				Director, Special Education

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RECOMMENDATIONS: WHO CONDUCTS THE REVIEW

- Personnel who are familiar with the IEP process and how the files are organized.
- Personnel who could be included:
 - Gifted facilitators or Special Education Teachers
 - Special education/Gifted coordinators
 - School psychologists
 - Administrators
 - Related service providers
 - Principals

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CRITERIA FOR FILE SELECTION

KIAS will randomly select a list of current student KIDS ID numbers from the previous school year (2018–19).

The following will factor into the file selection process for Gifted Requirements:

- Two of each grade level (elementary, middle, and high school)

The following will factor into the file selection process for IDEA Requirements:

- Various Placements (including day, residential, virtual students)
- Various Disabilities (gifted students are not included)
- Various Grade Levels (early childhood, elementary, middle and high school)

The number of files to be reviewed is based on a LEA's total enrollment.

- Small – 10 IDEA and 6 Gifted files (up to 5,000 students)
- Medium – 15 IDEA and 6 Gifted files (5,001 to 24,999 students)
- Large – 20 IDEA and 6 Gifted files (25,000 students and up)

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CHANGES FOR 2019-20

- KSDE is merging the IDEA Requirements File Review and the Gifted File Review!
- The merging of these two reviews is an effort to streamline the file review process for both KSDE staff and also for LEA staff. Combining the two will create one set of questions, one set of emails and reminders, and one staff contact person for file review.
- The combined file review will include the same number of files, just combined: 6 files of students who are gifted (2 elementary, 2 middle, and 2 HS) and 10-20 files for students with disabilities, depending on size of district.



Combined File Review: Additional Questions for Students Who Are Gifted

Question 2: Was a copy/list of parent rights/procedural safeguards provided to the parents/legal education decision-maker in written language understandable to the general public and in the native language of the parent or other mode of communication used by the parent? (34 C.F.R. § 300.503(c)) (K.S.A. 72-3430(e))

Question 7: If the child is, or may be, participating in the regular education environment, did not less than one regular education teacher of the child attend the IEP meeting? (34 C.F.R. § 300.321(a)(2),(e)) (K.A.R. 91-40-17)

Question 8: Did not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child, attend the IEP meeting? (34 C.F.R. § 300.321(a)(3),(e)) (K.A.R. 91-40-17)

Question 9: Did a representative of the public agency (LEA representative) or designee attend the IEP meeting? (34 C.F.R. § 300.321(a)(4),(d),(e)) (K.A.R. 91-40-17)



Combined File Review: Additional Questions for Students Who Are Gifted

Question 11: Was the child's educational placement determined at least annually? (34 C.F.R. § 300.116(b)(1),(2)) (K.A.R. 91-40-21(c)(2))

Question 13: Does the IEP contain an explanation of the extent, if any, to which the child will not participate with children without exceptionalities in the general education class and in extracurricular and nonacademic activities? (34 C.F.R. § 300.320(a)(5)) (K.S.A. 72-3429(c)(5))



Combined File Review: Additional Questions for Students Who Are Gifted

Question 16: Does the IEP describe how the child's disability or giftedness affects the child's involvement and progress in the general education curriculum as part of the PLAAFPs? For preschool children, as appropriate, does the IEP describe how the disability affects the child's participation in appropriate activities as part of the PLAAFPs? (34 C.F.R. § 300.320(a)(1)(i)) (K.S.A. 72-3429(c)(1)(A),(B))

Question 20: Does the IEP include the projected date for the beginning of special education and related services, supplementary aids and services (including accommodations), program modifications and supports for school personnel? (34 C.F.R. § 300.320(a)(7)) (K.S.A. 72-3429(c)(7))

Question 21: Does the IEP include anticipated frequency, location and duration of special education and related services, supplementary aids and services (including accommodations), program modifications and supports for school personnel? (34 C.F.R. § 300.320(a)(7)) (K.S.A. 72-3429(c)(7))

Question 22: If the IEP was amended during the current school year, either through the written amendment process or during an IEP team meeting, was prior written notice and request for consent, if consent was needed, provided to the parent informing them of the proposed action to amend the IEP? (34 C.F.R. §§ 300.503(a); 300.300(d)(2)) (K.S.A. 72-3430(b)(2), (6))



DEADLINES & TIMEFRAME

Deadline for all items is 11:59 p.m.

If a deadline falls on a state holiday or weekend, the deadline moves to the next business day.

IDEA Requirements and Gifted File Review:

- June 5 – KIDS IDs pulled and available for LEAs
- August 1 – Initial Data collection window opens
- September 15 – Initial Data collection window closes



WHAT ARE THE MOST FREQUENT IEP ISSUES FOR KANSAS?

- ✓ Was functional performance described in the PLAAFPs (including IEPs of students identified as gifted)?
- ✓ Does the IEP include the projected date for the beginning of each service?
- ✓ Does the IEP include the frequency, location, and duration for each service?
- ✓ Was the notice of the IEP meeting given 10 calendar days before IEP meeting?



Self-Assessment Questions



1. If the child is transitioning from the Infant-Toddler Part C program, did a Part B agency participate in the transition planning conference? (34 C.F.R. § 300.124(c))

METHOD: Review the transition planning meeting documents to see if a Part B agency participated. Documentation may include a signature page/sign-in copies.

Select YES if there is documentation that indicates a Part B agency participated in the transition planning conference.

Select NO if there is no documentation that indicates a Part B agency participated in a transition planning conference.

Select N/A if there was not a child transitioning from Infant-Toddler Part C program or if the Part C agency did not invite the Part B agency to participate in a transition planning conference.

KSDE Special Education Process Handbook, Chapter 4, Section D.

SPECIAL NOTE: This regulation does not require agency members to attend these conferences in person, so documentation of participation may include evidence of participation through alternative methods, such as telephone conference calls.



2. Was a copy/list of parent rights/procedural safeguards provided to the parents/legal education decision-maker in written language understandable to the general public and in the native language of the parent or other mode of communication used by the parent? (34 C.F.R. § 300.503(c)) (K.S.A. 72-3430(e))

METHOD: Check district documents to determine whether a copy of parent rights/procedural safeguards was provided to the parents/legal education decision-maker in written language understandable to the general public and in the native language of the parent or other mode of communication used by the parent.

Select YES if the district has documentation to show a copy of parent rights/procedural safeguards was provided to the parent in written language understandable to the general public and in the native language of the parent or other mode of communication used by the parent.

Select NO if the district does not have documentation to show a copy of parent rights/procedural safeguards was provided to the parent in written language understandable to the general public and in the native language of the parent or other mode of communication used by the parent.

KSDE Special Education Process Handbook, Chapter 1, Sections C and H.

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3. Were prior written notices and requests for consent provided to the parents/legal education decision-maker in all required instances and in a written language understandable to the general public and in the native language of the parent or other mode of communication used by the parent? (34 C.F.R. §§ 300.503(a),(c)) (K.S.A. 72-3430(b)(2),(3),(6); 72-3432)

METHOD: Check district documents to determine whether all required prior written notices and requests for consent were provided in written language understandable to the general public and in the native language of the parent or other mode of communication used by the parent. To do this, first determine all instances where a prior written notice was required to be provided. A prior written notice must be provided to parents within a reasonable amount of time before the date the school proposes to initiate or change the: • Identification • Evaluation • Educational placement of their child • Provision of special education and related services Free Appropriate Public Education (FAPE) to their child. Prior written notice is also provided when the school refuses a parent's request to initiate or change the identification, evaluation, or educational placement of the child, or to make a change to the provision of special education and related services to the child. (K.S.A. 72-3430(b)(2); 34 C.F.R. 300.503(a))

Second, please see Chapter 1, Section E, of the "Kansas Special Education Services Process Handbook," to determine all instances where a request for consent is required to be provided to the parent/legal education decision-maker. <http://www.ksde.org/Default.aspx?tabid=598>. Finally, determine whether these required prior written notices and requests for consent were provided to the parents/legal education decision-maker in written language understandable to the general public and in the native language of the parent or other mode of communication used by the parent.

Select YES if the district has documentation to show all of the following: prior written notices and requests for consent were provided to the parents/legal education decision-maker in all required instances, were written in a language understandable to the general public, and in the native language of the parent or other mode of communication used by the parent.

Select NO if the district does not have documentation to show all of the following: prior written notices and requests for consent were provided to the parents/legal education decision-maker in all required instances, were written in a language understandable to the general public, and in the native language of the parent or other mode of communication used by the parent.

KSDE Special Education Process Handbook, Chapter 1, Sections D, and E.

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4. Did the IEP team consider parent concerns for enhancing the education of their child in developing, reviewing and revising the IEP? (34 C.F.R. §§ 300.320(a); 300.324(a)(1)(ii)) (K.S.A. 72-3404(r); 72-3429(d)(1))

METHOD: This information could be found in the Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements or another IEP section or other documentation in the child's file indicating the IEP team requested and considered the concerns the parent had for enhancing the education of their child in developing, reviewing and revising the IEP.

Select YES if the IEP or the education record contains documentation the IEP team considered the concerns of the parents for enhancing the education of their child in developing, reviewing and revising the IEP.

Select NO if the IEP or the education record does not contain documentation the IEP team considered the concerns of the parents for enhancing the education of their child in developing, reviewing and revising the IEP.

KSDE Special Education Process Handbook, Chapter 4, Section E.1.b. and Section F.

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5. Did the IEP meeting notice indicate the purpose, time, and location of the IEP team meeting and the titles or positions of the people who will attend on behalf of the agency, including, if appropriate, any other agency invited to send a representative to discuss needed transition services? (34 C.F.R. § 300.322(b)(1)(i)) (K.A.R. 91-40-17(b)(1))

METHOD: Find the copy of the 10-calendar-day notice form sent to the parents, legal educational decision-maker or child (if applicable) and check to assure that the above listed components are present, including, if appropriate, other agency representatives invited to discuss transition services.

Select YES if the notice form includes all of the required components.

Select NO if the form does not include all of the required components.

KSDE Special Education Process Handbook, Chapter 4, Section B.1.

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6. Was the notice of the IEP meeting given to both of the child's parents (or legal educational decision-maker and student, if the student is 18 years of age or older), in writing, at least 10 calendar days before the IEP meeting - unless properly waived in writing? (34 C.F.R. § 300.322(a)(1)) (K.A.R. § 91-40-17(a)(2))

METHOD: Locate all copies of the IEP meeting notice in the file. Verify that the notice was sent to both of the child's parents (or legal educational decision-maker and student if 18 years of age or older). Compare the date each notice was sent to the date the meeting was held as recorded on the IEP form.

Select YES if the notice was sent to both of the child's parents (or legal educational decision-maker) and date of the notice is at least 10 days in advance of the IEP meeting OR if the date of the notice is less than 10 days and there is a parent's signature waiving the 10-day notice requirement.

Select NO if the notice was not sent to both of the child's parents or the date of the notice is less than 10 days in advance of the IEP meeting and there is no parent signature waiving the 10-day notice requirement.

KSDE Special Education Process Handbook, Chapter 4, Section B.

SPECIAL NOTE: If the notice was not sent to both of the child's parents, then the file should contain documentation indicating why (e.g., one parent's rights have been terminated or despite documented reasonable efforts to locate a parent, school staff are unable to, etc.). Only 24 hours written notice is required if the IEP team is meeting to determine services during a long-term suspension or to conduct a manifestation determination.

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7. If the child is, or may be, participating in the regular education environment, did not less than one regular education teacher of the child attend the IEP meeting? (34 C.F.R. § 300.321(a)(2),(e)) (K.A.R. 91-40-17)

METHOD: Review the IEP and/or IEP team meeting notes for documentation of the people present at the IEP team meeting and their roles.

Select YES if evidence shows that not less than one regular education teacher of the child was present during the entire meeting.
Or, if there was a time during the meeting when at least one regular education teacher was not present, select YES if the regular education teacher's area of the curriculum was not being modified or discussed in the meeting and there is evidence that the LEA and parent agreed to the excusal in writing.
Or, select YES if the regular education teacher's area of the curriculum was being modified or discussed and there is evidence that the LEA and the parent consented to the excusal in writing and the regular education teacher submitted written input to the parent and the IEP team prior to the IEP meeting.

Select NO if evidence does not show that the regular education teacher IEP team member role was represented throughout the entire meeting, if applicable, and one of the following:
- There was no evidence of an agreement in writing to excuse between the LEA and the parent (if the regular education teacher's area of the curriculum was not being modified or discussed), or
- There was no evidence that the LEA and the parent consented in writing to the excusal and/or no evidence that the regular education teacher submitted written input to the parent and the IEP team prior to the IEP meeting.

Select N/A if the student is not and will not be participating in the regular education environment at any time during the term of the IEP.

KSDE Special Education Process Handbook, Chapter 4, Section A.1.d.

SPECIAL NOTE: This could be documented through signatures on the IEP, a list of participants in the IEP team meeting notes, a copy of a written agreement, consent to excuse, or other evidence of who was in attendance. It is recommended that the member's IEP team role(s) is/are noted when signing in or documenting participants. For preschoolers, this may be the kindergarten teacher, 4-year-old at-risk teacher, head start teacher or other preschool teacher of children without disabilities.

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8. Did not less than one special education teacher of the child attend, or where appropriate, not less than one special education provider of the child, attend the IEP meeting? (34 C.F.R. § 300.321(a)(3),(e)) (K.A.R. 91-40-17)

METHOD: Review the IEP and/or IEP team meeting notes for documentation of the people present at the IEP team meeting and their roles.

Select YES if evidence shows that not less than one special education teacher or provider of the child was present during the entire meeting.
Or, if there was a time during the meeting when at least one special education teacher or provider was not present, select YES if the special education teacher or provider's area of the curriculum was not being modified or discussed in the meeting and there is evidence that the LEA and parent agreed to the excusal in writing. Or, select YES if the special education teacher or provider's area of the curriculum was being modified or discussed and there is evidence that the LEA and the parent consented to the excusal in writing and evidence that the special education teacher or provider submitted written input to the parent and the IEP team prior to the IEP meeting.

Select NO if evidence does not show that the special education teacher/provider IEP team member role was represented throughout the entire meeting and one of the following:
• There was no evidence of an agreement in writing to excuse between the LEA and the parent (if the special education teacher or provider member's area of the curriculum was not being modified or discussed).
• There was no evidence that the LEA and the parent consented in writing to the excusal and/or no evidence that the special education teacher or provider submitted written input to the parent and the IEP team prior to the IEP meeting.

KSDE Special Education Process Handbook, Chapter 4, Section A.1.c.

SPECIAL NOTE: This could be signatures on the IEP, a list of participants in the IEP team meeting notes, a copy of the written agreement or consent to excuse, or other evidence of who was in attendance. It is recommended that the member's IEP team role(s) is/are noted when signing in or documenting participants.

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9. Did a representative of the public agency (LEA representative) or designee attend the IEP meeting? (34 C.F.R. § 300.321(a)(4),(d),(e)) (K.A.R. 91-40-17)

METHOD: Review the IEP and/or IEP team meeting notes for documentation of the people present at the meeting and their roles.

Select YES if evidence shows that a LEA representative or designee member was present during the entire meeting.
Or, if there was a time during the meeting when a LEA representative or designee was not present, select YES if the LEA representative or designee's area of the curriculum was not being modified or discussed in the meeting and there is evidence that the LEA and parent agreed to the excusal in writing.
Or, select YES if the LEA representative or designee's area of the curriculum was being modified or discussed and there is evidence that the LEA and the parent consented to the excusal in writing and evidence that the LEA representative or designee submitted written input to the parent and the IEP team prior to the IEP meeting.

Select NO if evidence does not show that the LEA representative or designee IEP team member role was represented throughout the entire meeting and one of the following:
• There was no evidence of an agreement in writing to excuse between the LEA and the parent (if the LEA representative or designee's area of the curriculum was not being modified or discussed) or
• There was no evidence that the LEA and the parent consented in writing to the excusal and/or no evidence that the LEA representative or designee submitted written input to the parent and the IEP team prior to the IEP meeting.

KSDE Special Education Process Handbook, Chapter 4, Section A.1.e.

SPECIAL NOTE: This could be signatures on the IEP, a list of participants in the IEP team meeting notes, a copy of the written agreement or consent to excuse, or other evidence of who was in attendance. It is recommended that the member's IEP team role(s) is/are noted when signing in or documenting participants.

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10. Did an individual who can interpret the instructional implications of evaluation results attend the IEP meeting? (34 C.F.R. § 300.321(a)(5),(e)) (K.A.R. 91-40-17)

METHOD: Review the IEP and/or IEP team meeting notes for documentation of the people present at the IEP team meeting and their roles. This member may also serve one of the following additional IEP team member roles: regular education teacher, special education teacher or provider, or LEA representative, as long as that person is capable of this interpretation.

Select YES if evidence shows that an individual who can interpret evaluation results was present during the entire meeting. Or, if there was a time during the meeting when a person who can interpret evaluation results was not present, select YES if the individual's area of the curriculum was not being modified or discussed in the meeting and there is evidence that the LEA and parent agreed to the excusal in writing. Or, select YES if the individual's area of the curriculum was being modified or discussed and there is evidence that the LEA and the parent consented to the excusal in writing and evidence that the individual submitted written input to the parent and the IEP team prior to the IEP meeting.

Select NO if evidence does not show that the individual who can interpret evaluation results IEP team member role was represented throughout the entire meeting and one of the following:

- There was no evidence of an agreement in writing to excuse between the LEA and the parent (if the individual's area of the curriculum was not being modified or discussed) or
- There was no evidence that the LEA and the parent consented in writing to the excusal and/or no evidence that the individual submitted written input to the parent and the IEP team prior to the IEP meeting.

KSDE Special Education Process Handbook, Chapter 4, Section A.1.f.

SPECIAL NOTE: This could be signatures on the IEP, a list of participants in the IEP team meeting notes, a copy of the written agreement or consent to excuse, or other evidence of who was in attendance. It is recommended that the member's IEP team role(s) is/are noted when signing in or documenting participants.

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11. Was the child's educational placement determined at least annually? (34 C.F.R. § 300.116(b)(1),(2)) K.A.R. 91-40-21(c))

METHOD: Review the education record for documentation that the child's educational placement was determined at least annually based on the child's IEP. Compare dates of placement decisions documented in the child's IEP or Prior Written Notice documents. Review meeting records for evidence that the child's placement was discussed and determined.

Select YES if the education record contained documentation that the child's educational placement was determined at least annually.

Select NO if the education record did not contain documentation that the child's educational placement was determined at least annually.

KSDE Special Education Process Handbook, Chapter 6, Section B.

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12. In selecting the LRE, did the persons making the placement decision consider any potential harmful effects of the placement on the child (educational and/or social consequences) or on the quality of services that he or she needs? (34 C.F.R. § 300.116(d)) (K.A.R. 91-40-21(g))

METHOD: Review the education record for documentation that potential harmful effects of the child's proposed placement were considered or on the quality of services that the child needs. Sources for this information may include the IEP, team meeting notes or notice and consent for placement.

Select YES if there is documentation in the child's education record that the persons making the placement decision considered any potential harmful effects or the quality of services that the student needs.

Select NO if there is no documentation in the child's education record that the persons making the placement decision considered any potential harmful effects or the quality of services that the student needs.

Select N/A if this is a file for a gifted-only child.

KSDE Special Education Process Handbook, Chapter 6, Section B.2.

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13. Does the IEP contain an explanation of the extent, if any, to which the child will not participate with children without exceptionalities in the general education class and in extracurricular and nonacademic activities? (34 C.F.R. § 300.320(a)(5)) (K.S.A. 72-3429(c)(5))

METHOD: Review the IEP for documentation that an explanation was provided of the extent, if any, to which a child will not participate with children without exceptionalities in the general education class and in extracurricular and nonacademic activities.

Select YES if there is documentation in the IEP that provides an explanation of the extent, if any, to which the child will not participate with children without exceptionalities in the general education class and in extracurricular and nonacademic activities.

Select NO if there is no documentation in the IEP that provides an explanation of the extent, if any, to which the child will not participate with children without exceptionalities in the general education class and in extracurricular and nonacademic activities.

KSDE Special Education Process Handbook, Chapter 4, Section E.2.i.

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14. Does the IEP include a description of the child's present level of academic achievement as part of the Present Levels of Academic Achievement and Functional Performance (PLAAFPs)? (34 C.F.R. § 300.320(a)(1)) (K.S.A. 72-3429(c)(1))

Method: Review the PLAAFPs section of the IEP.

Select **YES** if the PLAAFP includes a description of the student's current level of academic achievement.

Select **NO** if the PLAAFP does not include a description of the student's current level of academic achievement.

KSDE Special Education Process Handbook, Chapter 4, Section E.2.a.

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15. Does the IEP include a description of the child's present level of functional performance as part of the PLAAFPs? (34 C.F.R. § 300.320(a)(1)) (K.S.A. 72-3429(c)(1))

Method: Review the PLAAFPs section of the IEP.

Select **YES** if the PLAAFP includes a description of the student's current level of functional performance. Or, if there are no current concerns, the PLAAFP includes a statement that functional performance was considered.

Select **NO** if the PLAAFP does not include a description of the student's current level of functional performance or a statement that functional performance was considered and there are no concerns at this time.

KSDE Special Education Process Handbook, Chapter 4, Section E.2.a.

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16. Does the IEP describe how the child's disability or giftedness affects the child's involvement and progress in the general education curriculum as part of the PLAAFPs? For preschool children, as appropriate, does the IEP describe how the disability affects the child's participation in appropriate activities as part of the PLAAFPs? (34 C.F.R. § 300.320(a)(1)(i)) (K.S.A. 72-3429(c)(1)(A),(B))

METHOD: Review the PLAAFP section of the IEP for a specific description of how the child's disability or giftedness affects the child's involvement and progress in the general curriculum. For preschool children, does the PLAAFP section of the IEP include how the disability affects the child's participation in appropriate activities?

Select **YES** if the PLAAFP includes a specific description of how the child's disability or giftedness affects the child's involvement and progress in the general curriculum. For preschool children, select yes if the PLAAFP includes how the disability affects the child's participation in appropriate activities.

Select **NO** if the PLAAFP does not include a specific description of how the child's disability or giftedness affects the child's involvement and progress in the general curriculum. For preschool children, select no if the PLAAFP doesn't include how the disability affects the child's participation in appropriate activities.

KSDE Special Education Process Handbook, Chapter 4, Section E.2.a.

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17. Does the IEP describe how progress toward meeting the annual goals will be measured? (34 CFR § 300.320(a)(3)(i)) (K.S.A. 72-3429(c)(3))

METHOD: Review the most recent IEP to determine, if as part of the annual goal(s) or elsewhere in the IEP, how progress toward the goal(s) will be measured.

Select **YES** if the IEP documents how progress toward measurable annual goals will be measured.

Select **NO** if the IEP does not document how progress toward measurable annual goals will be measured.

KSDE Special Education Process Handbook, Chapter 4, Section E.2.d.

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18. Does the IEP describe when periodic reports on the child's progress toward meeting the annual goals will be provided to the parent? (34 § CFR 300.320(a)(3)(ii)) (K.S.A. 72-3429(c)(3))

METHOD: Review the most recent IEP to determine when periodic reports on the child's progress toward meeting the annual goals will be provided to the parent.

Select **YES** if the IEP indicates when periodic reports on the child's progress toward meeting the annual goals will be provided to the parent.

Select **NO** if the IEP does not indicate when periodic reports on the child's progress toward meeting the annual goals will be provided to the parent.

KSDE Special Education Process Handbook, Chapter 4, Section E.2.d.

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**19. If the IEP team has determined that the child with a disability will participate in an alternate assessment instead of participating in a particular state or district assessment, does the IEP specify both of the following:
- Why the child cannot participate in the general state or district assessment?
- Why the particular alternate assessment selected is appropriate for the child? (34 C.F.R. § 300.320(a)(6)(ii))**

METHOD: Refer to the assessment schedule and IEP.

Select **YES** if the IEP indicates why the child cannot participate in the state or district assessment and includes a statement of why the particular alternate assessment selected is appropriate for the child.


Note: In addition, select **YES** if the following conditions apply:

- No state or district assessment is available during the term of the IEP of the student.
- Due to the grade of the student, a state assessment is not offered.
- The student is an early childhood student.

Select **NO** if the IEP does not indicate why the child cannot participate in the state or district assessment and does not include a statement of why the particular alternate assessment selected is appropriate for the child.

Select **N/A** if the student is participating in the state and district assessments or if the student is a gifted-only child.

KSDE Special Education Process Handbook, Chapter 4, Section E.2.e. Also see DLM Participation Guidelines and the Kansas Alternate Assessment Flow Chart.

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20. Does the IEP include the projected date for the beginning of special education and related services, supplementary aids and services (including accommodations), program modifications and supports for school personnel? (34 C.F.R. § 300.320(a)(7)) (K.S.A. 72-3429(c)(7))

METHOD: Review the IEP to determine whether it contains a beginning date for each of the special education and related services, the supplementary aids and services (including accommodations), program modifications and supports for school personnel that will be provided.

Select **YES** if the IEP does contain a projected beginning date for each of the special education and related services, the supplementary aids and services (including accommodations), program modifications and supports for school personnel that will be provided.

Select **NO** if the IEP does not contain a projected beginning date for each of the special education and related services, the supplementary aids and services (including accommodations), program modifications and supports for school personnel that will be provided.

KSDE Special Education Process Handbook, Chapter 4, Section E.2.h.

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21. Does the IEP include anticipated frequency, location and duration of special education and related services, supplementary aids and services (including accommodations), program modifications and supports for school personnel? (34 C.F.R. § 300.320(a)(7)) (K.S.A. 72-3429(c)(7))

METHOD: Review the IEP to determine whether it contains the anticipated frequency, location and duration for each of the special education and related services, supplementary aids and services (including accommodations), program modifications and supports for school personnel.

Select **YES** if the IEP contains the anticipated frequency, location and duration for each of the special education and related services, supplementary aids and services (including accommodations), program modifications and supports for school personnel.

Select **NO** if the IEP does not contain the anticipated frequency, location and duration for each of the special education and related services, supplementary aids and services (including accommodations), program modifications and supports for school personnel.

KSDE Special Education Process Handbook, Chapter 4, Section E.2.h.

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22. If the IEP was amended during the current school year, either through the written amendment process or during an IEP team meeting, was prior written notice and request for consent, if consent was needed, provided to the parent informing them of the proposed action to amend the IEP? (34 C.F.R. § 300.503(a); 300.300(d)(2)) (K.S.A. 72-3430(b)(2),(6))

METHOD: If the IEP was amended, review the file for documentation of a prior written notice and request for consent, if consent was needed, regarding the amendments.

Select **YES** if the IEP was amended and prior written notice and request for consent, if consent was needed, was provided to the parent regarding the amendments.

Select **NO** if the IEP was amended, but prior written notice or request for consent, if consent was needed, was not provided to the parent regarding the amendments.

Select **N/A** if the IEP was not amended during the current school year.

KSDE Special Education Process Handbook, Chapter 1 Sections D. and E., Chapter 4, Section F.

SPECIAL NOTE: If the amendment was through the written amendment process, the written document to amend the IEP does not constitute prior written notice of the proposed changes to the IEP. Even when using the written IEP amendment process, the school must provide prior written notice of any changes in the IEP. If the changes in the IEP constitute a substantial change in placement or a material change in services, the school must request parent consent to implement the change.

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RESOURCES

Facebook: @kansansdoe
Twitter: @ksdehq
Hashtag: #KansansCan

RESOURCE: KSDE WEBSITE
<http://www.ksde.org/Default.aspx?tabid=510>

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QUICK START GUIDES

Quick Start Guide

for LEA Administrators

Granting Access and Assigning Security Levels for KIAS Modules

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RESOURCE: TECHNICAL ASSISTANCE TEAM (TAT)

- Resource for LEAs in areas such as Early Childhood, Secondary Transition, Fiscal, File Reviews, Correction of Noncompliance process, Significant Disproportionality
- KSDE coordinates technical assistance requests
- Team members experienced in the area of Early Childhood, Special Education, and Title Services.
- Request assistance by contacting Stacie Martin at smartin@ksde.org or through TASN at www.ksdetasn.org

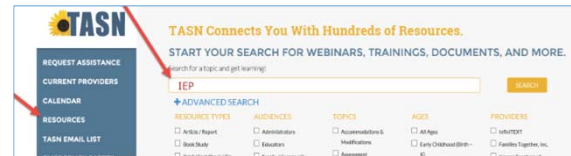


RESOURCE: TECHNICAL ASSISTANCE SYSTEM NETWORK (TASN) WWW.KSDE.TASN.ORG

1. Request for Assistance – the Big Blue Button

REQUEST ASSISTANCE

1. IEP Training Modules (keyword search IEP)



REQUEST SUPPORT FROM THE TECHNICAL ASSISTANCE TEAM (TAT):
Contact Stacie Martin smartin@ksde.org or TASN

KSDE CONTACT FOR IDEA AND GIFTED FILE REVIEW QUESTIONS

Melissa Valenza	785-296-6035	mvalenza@ksde.org
Tiffany Hester	785-296-7262	thester@ksde.org

