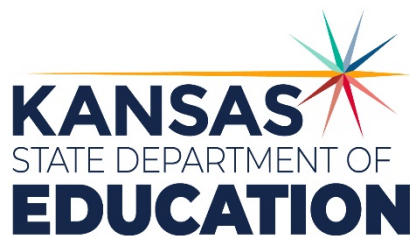



Facilitator's Guide for IDEA & Gifted File Review



Kansas leads the world in the success of each student.

<p>For more information, contact:</p> <p>Special Education & Title Services (800)-203-9462 (785)-291-3097 filereview@ksde.org</p>	 <p>The logo for Kansas CAN features a stylized figure of a person jumping or running, with a graduation cap above their head. Below the figure, the text "Kansas CAN" is written in a bold, sans-serif font.</p>	<p>Kansas State Department of Education 900 S.W. Jackson Street, Suite 102 Topeka, Kansas 66612-1212 www.ksde.org</p>
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FACILITATOR'S GUIDE FOR IDEA & GIFTED FILE REVIEW WORKSHOP

INTRODUCTION

This guide is designed to support a local facilitator in conducting an IDEA and Gifted File Review Workshop to prepare staff for participating in an upcoming monitoring. This guide is intended to be used in tandem with [KSDE's recording of the IDEA and Gifted File Review Workshop](#), which has been edited to accommodate groups viewing it outside of the live presentation.

Additional resources to have on-hand when conducting a file review workshop include the "IDEA and Gifted Requirements Self-Assessment (PDF)," which lists all of the 24 self-assessment questions and describes the method for determining compliance or non-compliance for each, and the "FAQ for IDEA and Gifted Requirements File Review (PDF)," which addresses the most frequently asked questions about the file review. Both of these resources, and more, are located on the KSDE Kansas Integrated Accountability System (KIAS) webpage in the [IDEA and Gifted Requirements File Review section](#).

Slide(s)	Presenter(s) Observer(s) Notetaker(s)	Time (Duration) (End Time)	Notes
Pre-Workshop			<ul style="list-style-type: none"> • Review this Facilitator’s Guide and consider previewing the recording to decide where you will pause and personalize to your context. Examples may include, but are not limited to: <ul style="list-style-type: none"> • Slide 2: Agenda (how you structure the flow of the Workshop, including whether to hold the Workshop all at once, break up into a few meetings, or ask participants to asynchronously view the recording, and then meet to discuss and work on review student education records) • Slide 3: Education Benefit Review Opportunity (whether to stop and discuss with your group whether to volunteer to participate) • Slide 4: Norms (editing for your group) • After Slide 7, consider pausing to review elements of your education records system, how your system connects to KIAS, and any reminders particular

			<p>to your system relevant to your group.</p> <ul style="list-style-type: none"> • Slide 9: Discuss whether anyone additional should be included in the group conducting the IEP review. • Slide 10: Discuss your internal timelines to ensure you meet these deadlines. • Self-assessment questions: Use the METHOD to guide staff as to where they should find relevant documentation. • After Slide 72: Discuss internal resources to assist with this process. • Determine which staff will participate in the File Review Workshop and in reviewing student education records. Include staff familiar with the IEP process and how your student education records are organized. This could include: <ul style="list-style-type: none"> • Gifted facilitators or special education teachers • Special education/gifted coordinators • School psychologists • Administrators • Related service providers • Principals
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			<ul style="list-style-type: none"> Establish the File Review Workshop Presenters and consider assigning an Observer role and a Notetaker role. The Observer typically runs necessary technology and watches the group to see if there are questions. The Notetaker captures questions, meaningful discussion points, and next steps. The Time column of this document reflects an example of how you could choose to allocate your group's time throughout the File Review Workshop. Edit to meet your needs.
1: Title Slide	Presenters: Observer: Notetaker:	1 9:01 a.m.	Welcome everyone.
2: Agenda	Presenters: Observer: Notetaker:	5 9:06 a.m.	<ul style="list-style-type: none"> Introductions Go over the structure of the File Review Workshop. One method of structuring would be for the presenter to review questions in groups, including the legal basis on which the question is based, and answer general questions about the requirement. You could ask the group to save questions about how to apply your situation to a requirement for when they are working through student records.

			<p>After a group of questions is reviewed, you could then ask the group to work through your own student education records. The presenter could answer questions. After a period of work, you could bring the group back together to discuss another series of questions, then back into working through applying the questions to student education records.</p>
<p>3: Education Benefit Review Opportunity</p>	<p>Presenters: Observer: Notetaker:</p>	<p>2 9:08 a.m.</p>	<p>Emphasize that this is a technical assistance opportunity. This is not a monitoring. Provide the timeline for the participation. Discuss as a group whether to volunteer to participate.</p>
<p>4: Norms</p>	<p>Presenters: Observer: Notetaker:</p>	<p>3 9:11 a.m.</p>	<p>Review the norms on the slide. Ask if there are additional norms the group would like to follow.</p>
<p>5: KIAS</p>	<p>Presenters: Observer: Notetaker:</p>	<p>1 9:12 a.m.</p>	<p>The underlined text is a link to the KSDE Web Applications page.</p>
<p>6: KIAS: The KSDE Web Application</p>	<p>Presenters: Observer: Notetaker:</p>	<p>1 9:13 a.m.</p>	<p>The underlined text are links to the Quick Start Guide and the KSDE Web Applications page, respectively.</p>
<p>7: Directory Updates</p>	<p>Presenters: Observer: Notetaker:</p>	<p>2 9:15 a.m.</p>	<p>For the photo on the right, describe that the special education director will work with the person in your district that has access to the Directory Updates web application.</p>

			<p>If someone has access to KIAS it will appear in your list of applications when you login to the KSDE Web Applications page.</p> <p>For directors of a cooperative or interlocal, ensure this is completed at the cooperative or interlocal level and then it will be applied to all districts in the cooperative or interlocal. On the bottom photo, indicate that the only Position Description pulled is Director, Special Education. The director will (has) ensure this is entered for the person (or people) that will receive relevant KIAS notifications, regardless of what that person's title actually is. If a district has more than one special education director, they may enter more than one person with this role and KIAS will pull all of them when sending relevant notifications.</p>
8: KIAS: The IDEA and Gifted Requirements File Review Monitoring Process	Presenters: Observer: Notetaker:	2 9:17 a.m.	
9: Who Should Conduct the Review?	Presenters: Observer: Notetaker:	1 9:18 a.m.	Emphasize that File Review is intended to be completed by a group of knowledgeable people, not by one person.
10: Deadlines & Timeframe for Self-Assessment Stage	Presenters: Observer: Notetaker:	1 9:19 a.m.	

11: Reminder: Change Implemented in 2019	Presenters: Observer: Notetaker:	2 9:21 a.m.	
12: Changes Implemented in 2021	Presenters: Observer: Notetaker:	2 9:23 a.m.	
13: To Redact or Not to Redact?: FERPA & IDEA exceptions	Presenters: Observer: Notetaker:	1 9:24 a.m.	
14: Self-Assessment Questions	Presenters: Observer: Notetaker:	1 9:25 a.m.	
15–18: Parent Rights	Presenters: Observer: Notetaker:	10 9:35 a.m.	Emphasize the sources, including the 2006 OSEP comment to the federal regulations. Take general questions on this question and related requirements.
Questions/Working Session	Presenters: Observer: Notetaker:	10 9:45 a.m.	Take lingering questions on the requirement or process. <u>Notetaker should record questions.</u> It is now time to work through student education records and apply them to the self-assessment questions. Ask the Presenter(s) for assistance, if needed.
19–36: Evaluation and Eligibility	Presenters: Observer: Notetaker:	25 10:10 a.m.	
Questions/Working session (Self-Assessment Questions 2–10)	Presenters: Observer: Notetaker:	20 10:30 a.m.	Take lingering questions on the requirements or process. <u>Notetaker should record questions.</u> It is now time to work through student education records and

			apply them to the self-assessment questions. Ask the Presenter(s) for assistance, if needed.
37. Break #1		15 10:45	Depending on what time we go to break, try to return by 10:45 a.m. (edit to fit your schedule) to keep on track.
38–57: IEP Development, Revision, & Review	Presenters: Observer: Notetaker:	30 11:15 a.m.	
Questions/Working session	Presenters: Observer: Notetaker:	10 11:25 a.m.	Take lingering questions on the requirements or process. <u>Notetaker should record questions.</u> It is now time to work through student education records and apply them to the self-assessment questions. Ask the Presenter(s) for assistance, if needed.
58: Break #2		10 11:35 a.m.	Depending on what time we go to break, try to return no later than 11:35 a.m. (edit to fit your schedule) to keep on track.
59–64: Placement	Presenters: Observer: Notetaker:	5 11:40 a.m.	
Questions/Working session	Presenters: Observer: Notetaker:	5 11:45 a.m.	Take lingering questions on the requirements or process. <u>Notetaker should record questions.</u> It is now time to work through student education records and apply them to the self-assessment questions. Ask the Presenter(s) for assistance, if needed.

<p>65–71: Resources</p>	<p>Presenters: Observer: Notetaker:</p>	<p>10 11:55 a.m.</p>	
<p>62: Contact Information</p>	<p>Presenters: Observer: Notetaker:</p>	<p>5 12:00 a.m.</p>	<p>Thank the group for their time. Decide what, if any, lingering questions the group will submit to filereview@ksde.org. Decide on next steps and timeline to prepare for or complete IDEA and Gifted Requirements File Review. Take any last questions.</p>