# August Update

## KSDE Early Childhood Program Updates

Tuesday, August 11, 2020
*Sent by listserv to Early Learning 0-8 and posted at*
*www.ksde.org/default.aspx?tabid=514*

### Join early childhood administrators and KSDE staff on Friday, August 14 at 11:00 a.m.

We want to give Kansas early childhood administrators the opportunity to connect with one another and problem-solve together as we prepare for the start of the 2020-2021 school year. We're sharing our KSDE program updates in a written format this month so that our August webinar can be more interactive. Participants will be able to ask any questions about the information in this email and then discuss the year ahead with their peers. Some questions to consider:

- How is your program virtually interacting with families and providing social events?

- How is your program planning to keep students and staff healthy while providing developmentally appropriate activities in the classroom environment?

- What might remote learning for 3- and 4-year-old students look like in your district?

Please register in advance for this meeting using this link:
https://ksde.zoom.us/meeting/register/tJErdeGvrj4sHNNJNFhMNidzlHFUppKwNIIL. After registering, you will receive a confirmation email containing information about joining the meeting.

### Tomorrow's All in for Kansas Kids webinar will focus on safe operation for early childhood programs during the pandemic

**On Wednesday, August 12, at Noon** the *All in for Kansas Kids* webinar will feature experts from the Kansas Department of Health and Environment (KDHE) and Kansas early childhood care and education providers who have been operating throughout the pandemic. KDHE will provide an overview of public health guidance (KDHE and Centers for Disease Control and Prevention) and then the panel will share practical advice and creative ideas for putting this guidance into practice. Register at https://kschildrenscabinet.org/all-in-for-kansas-kids/get-involved/attend-a-webinar/

### Kansas Kindergarten Readiness Snapshot

The Kansas Kindergarten Readiness Snapshot for the 2020–2021 school year is underway. To advance kindergarten readiness, Kansas elementary schools partner with parents and caregivers to implement the Ages & Stages Questionnaires, Third Edition (ASQ-3) and Ages & Stages Questionnaires: Social-Emotional, Second Edition (ASQ:SE-2). **All accredited schools are required**

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**to administer the ASQ-3 and ASQ:SE-2 to incoming kindergarten students by September 21, 2020.** You can click here to subscribe to regular updates. An introductory letter from Dr. Randy Watson to Kansas parents and caregivers is available in English and in Spanish at https://agesandstages.com/ks/ under "Initiative Resources".

Brookes Publishing (the company that publishes the ASQ) is offering live web-based Q&A sessions with the ASQ Online implementation team and representatives from KSDE. Visit https://agesandstages.com/ks/live-qa-sessions/ to submit questions and register for one or more sessions that best fit your schedule:

- Thursday, August 13, 1:00 p.m.
- Wednesday, August 19, 11:00 a.m.
- Monday, August 31, 11:00 a.m.
- Wednesday, September 16, 3:00 p.m.

### Preschool Updates

**Executive Order 20-59 Frequently Asked Questions**, including whether the Executive Order applies to 3- and 4-year-old pre-k students, is available at https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/School-Finance/Whats-New.

**KSDE Early Childhood Grants FAQs SY2020-2021** (Updated July 27), is available at https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Early-Childhood/Preschool-Programming. It includes:

> **Preschool-Aged At-Risk programs and Kansas Preschool Pilot grantees are required to implement the program/grant for a minimum of 465 instructional hours during the school year in all classrooms. Will this change due to COVID-19?**
>
> PreK will be following the same guidelines for funding remote learning as other grades, and you can review those guidelines and FAQs at https://www.ksde.org/Teaching-Learning/Resources/Navigating-Change-Kansas-Guide-to-Learning-and-School-Safety-Operations.  Programs should think of meeting the requirement to implement the Preschool-Aged At-Risk program/Kansas Preschool Pilot grant for 465 instructional hours in the same way that you think about grades K-12 meeting the 1,116 hour requirement.
>
> Especially in early childhood, giving careful consideration to how you're engaging and partnering with families is critical! Do keep in mind that time for parent-teacher conferences – including dedicated time for teachers to visit with families at home – counts as instructional time, as does one half (1/2) of the time devoted to staff development (in-service). Please refer to the School Term Audit Guide and 1116 Hour Building Log Calculator posted at https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing
>
> KSDE will continue to provide guidance as we work together to address challenges related to the pandemic. Our weekly Zoom meetings with superintendents will be a key place to share agency guidance, so please make sure you're you are working with your district leadership and that they're engaged in those meetings.

**For auditing purposes, 0.5 FTE for a preschool student translates to 2.5 hours logged of remote learning for the day, on average.** That does NOT all need to be on a screen, either with a teacher video or a Zoom. In fact, we know that wouldn't be developmentally appropriate! We'd recommend you refer to the *Navigating Change* PreK-2 age banded information for sample lesson plans. Programs can count remote students as students for the purposes of Preschool-Aged At-Risk and Kansas Preschool Pilot, so long as they are in compliance with grant assurances.

**Cindy Hadicke shared the following resources for Reading Readiness ideas in our preschool classrooms. These ideas would be great for both in the classroom as well as remotely.**
- Early Childhood Teacher
  - https://www.earlychildhoodteacher.org/blog/5-quick-easy-and-fun-phonemic-awareness-activities/
- Reading Rockets
  - https://www.readingrockets.org/teaching/reading101-course/modules/phonological-and-phonemic-awareness/phonological-and-phonemic-1
- Oklahoma Phonological Awareness
  - http://oklahomaphonologicalawareness.weebly.com/classroom-activities.html
- Reading Resource
  - https://www.readingresource.net/phonemicawarenessactivities.html
- Top Picture Books for Phonological Awareness
  - https://www.goodreads.com/shelf/show/phonological-awareness
- Online Phonological Awareness Activities
  - https://www.ateachableteacher.com/online-phonemic-awareness-games/

Contact Natalie McClane (nmcclane@ksde.org) with preschool questions.

## Early Childhood Special Education

We are following up on a few **Indicator 6 - Early Childhood Least Restrictive Environment** questions from the TASN Summer Leadership Conference:

**Question 1:** What is the obligation for a district to provide remote learning options to peer models? We've been told we should serve students on Individualized Education Plans (IEPs), but there seems to be some consideration to not provide remote options for peer models, whether by parent choice or emergency closure, because it is not a public preschool or grant funded program. Early Childhood Special Education (ECSE) services would continue in a remote environment, but not peer models.  I'm interested in potential ramifications.

**Response:** From a legal standpoint, this could have Least Restrictive Environment (LRE) implications. If a child's IEP indicates the child's LRE includes access to peer models, then the district needs to provide remote learning to peer models to meet the LRE needs of the child with the IEP. For example, if a child has an IEP and is working on speech concerns, but needs typically-developing peers to practice communicating with, this should be stated in the child's IEP and to meet that requirement of a child's IEP, the district needs to make an effort to have typically-developing peers in the remote environment. The district would not necessarily need to make an effort to have non-disabled peers in the remote environment if there was some other method of interaction. For example, the child with a disability could be in the remote environment and still participate with typically-developing peers who are in

the onsite environment by having the child with a disability do live video conferencing with the peers who are onsite.

For funding, the Special Education and Title Services (SETS) team will follow KSDE guidelines on counting a student for remote learning. These requirements are addressed in the Funding Remote Learning section of the Navigating Change guidance or future guidance from KSDE's School Finance or Fiscal Auditing teams.

Please be cautious in deciding not to serve peer models as this will likely have an impact on the district's Indicator 6 (Preschool Environments data). If a district is contemplating not serving peer models, first consult Question and Answer B-2 and B-3 of the FAQ to think about how setting codes might change within their given situation and then seek guidance from Mason Vosburgh as to whether this will impact the district's LRE calculations.

**Question 2:** Can a remote general education student count towards the percentage of a classroom having general education peers in regards to Indicator 6 EC LRE?

**Response:** First consult Question and Answer B-2 and B-3 of the FAQ to think about how setting codes might change within their given situation and then seek guidance from Mason Vosburgh as to whether this will impact the district's LRE calculations.

**Indicator 7: Early Childhood Outcomes:** July 31st was the deadline to enter ECO data into the OWS system. However, if there are additions or changes that need to be made this is the time. August 1st through September 15th, data verification window is open. Changes **cannot** be made after September 15th for the previous school year.

**Indicator 12: Transition from C to B:** Data Collection Window is Open from August 21, 2020 to September 23rd, 2020. The data that is entered for Indicator 12 is within a module on the KSDE authenticated web application page called Kansas Integrated Accountability System also known as (KIAS). Data is uploaded and entered by district staff.

**School Year 2020-21 Compliance with the Individuals with Disabilities Education Act and the Kansas Special Education for Exceptional Children Act for Reopening Schools during the COVID-19 Pandemic:** https://www.ksde.org/Portals/0/ECSETS/Announcements/COVID-SpEd-FAQ.pdf

Contact Julie Rand (jrand@ksde.org) for other questions regarding Early Childhood Special Education and Indicators 6, 7 & 12.

## Kansas Parents as Teachers

- Thank you for submitting your APR on time! We were the first state in the country to be complete. Our timeline led the way for helping other states streamline their processes and helped Shelley as she supports multiple states. Good job Kansas!

- Early Childhood ASGT 2020-2021 online training August 21st at 9:00 – 10:30 a.m. This training will provide step-by-step instruction on receiving a KIDS ID number from the KIDS Collection

System, which will be required during 2021-2022. Registration available here: https://learning.ksde.org/.
- o This session will be available using the self-paced option, too, if you are unable to attend on August 21st.
- o Additional trainings are currently being developed to assist with submitting the following reports: ENRL, MILT, and EOYA

- Save the Dates for the Home Visiting Virtual Forum: September 28th – October 1 at 2:00 – 4:00 p.m. each day. Registration will be open soon. This training is intended for PAT Coordinators and home visitors of any home visiting models. This replaces the PAT Coordinators' Meeting.

- Parents as Teachers National Center: There are three virtual Foundational I and Model Implementation (FMI) trainings during September that are now available on OLIVER. These training fill up quickly so please register new staff as soon as possible.

Contact Nis Wilbur (nwilbur@ksde.org) for other Kansas Parents as Teachers questions.


## Kansas State Interagency Coordinating Council (SICC)

In June, the SICC held their annual strategic planning meeting. Since it was virtual, the attendees were split up into breakout sessions, with each group being tasked with creating items for the council to work on this year. Thank you to everyone that was able to join and provide valuable input, we hope that you're able to attend next year as well.

The next SICC meeting will take place on August 21st from 1-4pm, via Zoom. We will be discussing our strategic plan for the year, Lakeshore Learning will be presenting on some of their new community collaboration projects in other states, and we will be approving the Annual Report and LICC Handbook. For more information and to view the agenda, please visit our website at https://www.kansasicc.org/, or email Jordan at jchristian@ksde.org


## Other KSDE Updates, Upcoming Professional Learning and News You Can Use

**KSDE TASN Summer Leadership Conference:** It was wonderful to see so many early childhood administrators at the virtual 2020 KSDE TASN Summer Leadership Conference! Prerecorded sessions and materials are available at https://ksdetasn.org/tasn/2020-summer-leadership-conference. These include sessions on early childhood funding in Kansas, early childhood special education indicators, and community partnership to foster smooth transition to kindergarten.

**The Kansas Children's Service League** has several free trainings scheduled this fall, including Child Abuse and Neglect Recognition and Reporting, Adverse Childhood Experiences, and Resilience. For a current schedule and descriptions, and to register, please click here or visit bit.ly/KCSLtrainings. These trainings are all KDHE approved for child care licensing hours, and all participants will receive certificates of attendance. Please email Rachelle Soden at rsoden@kcsl.org with any questions, or to schedule a training for your specific group/date/time.

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**New Times, New Tools, New Teaching Conference - Recorded Sessions & Resources:** We're excited to share with you the recorded sessions from last month's New Times, New Tools, New Teaching Conference as well as associated resources!  As you plan for the upcoming school year, being able to record quality video lessons for your students and others is an important skill to develop or continue to grow.  This just-in-time conference was intended to provide educators the techniques and the knowledge to do just that. A list of resources is attached, and you can access the recorded sessions at the following links:

- Session 1: https://mediastream.ksde.org/Media/DLIS/Session1VideoProductionTechniques.mp4

- Session 2: https://mediastream.ksde.org/Media/DLIS/Session2LegalandPracticalMatters.mp4

- Session 3: https://mediastream.ksde.org/Media/DLIS/Session3CreatingDynamicVideos.mp4

Thank you for the incredible work you do to serve young Kansas children and their families. We appreciate you, and hope to see you tomorrow at noon or Friday at 11:00 a.m. Don't hesitate to be in touch when we can be helpful!

**Amanda, Nis, Natalie, Jordan, Julie and Beccy**

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