Kansas Special Education Administrators’ Monthly Web Meeting

Agenda
May 3, 2019

Link to recording: http://ksde-tasn.adobeconnect.com/ps5x2bmdvb7d/

1. End of Year 618 Data Reminders ........................................ Mason Vosburgh
2. Audit Updates ........................................................................ Laurel Murdie
3. eMentoring for Student Success .............................................. Julie Jameson & Lena Kisner
4. Deaf-Blind Project & Deaf Blind Fund .................................... Marites Altuna & Joan Houghton
5. Targeted Improvement Plan & LEA Leadership Stipend .......... Kerry Haag
6. Discipline Data Collection ..................................................... Rachel Beech
7. LEA Allocations & IDEA VI-B Part I Application Reminders .... Christy Weiler
8. Time and Effort Reminders ..................................................... Evelyn Alden
9. KIAS Master Calendar Reminders .......................................... Stacie Martin
10. Law Talk ................................................................................ Elena Lincoln and Jana Rosborough
11. Director Updates .................................................................... Colleen Riley

- Impact Institutes
- Director Changes
- Upcoming Professional Learning

Q&A:

Targeted Improvement Plan & LEA Leadership Stipend:

Question: Is there a reason TIP fund amounts have not increased with inflation?
KSDE Answer: Because funds have not increased for them.

Question: How does the leadership stipend work?
KSDE Answer: When you complete your targeted improvement plan application there will be line item that you will fill out if you're interested in doing that. On that line item you explain what those funds will be used for.

Question: How much is given in the stipend?
KSDE Answer: The amount varies depending on the size of the district. Small districts $1000, Medium districts $3000, and Large Districts $5000

All materials for this meeting can be accessed at the link below:
http://www.ksde.org/Default.aspx?tabid=506#Director
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Law Talk

Question: What is the definition of school sponsored?

Response: “School sponsored” or “sponsored by the public agency” is not defined in regulation and so the plain language here would need to be applied on a case-by-case basis by the LEA. That terminology is actually embedded in one of the examples from regulation. The requirement is “to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities.” And, although those are not defined, it does provide some examples, including but not limited to: “counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.” 34 CFR §300.107 (emphasis added)

The examples are not an exhaustive list and may not cover all situations of nonacademic and extracurricular services and activities that may occur in your district. Having a working definition or rule is good practice, and Deb’s particular working definition seems appropriate. We would caution that it, or any definition one may come up with, may not fully address or fit all situations that may arise in an LEA, and that again, all situations should be evaluated on a case-by-case basis.

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e-Mentoring for Student Success (eMSS)

- e-Mentoring for Student Success (eMSS) is an innovative, statewide content and exceptionality specific, asynchronous, online mentoring program that accelerates growth and increases the retention of new teachers.

- This online mentoring program has been supporting new Kansas Special Education teachers across the state since 2012. Because it is an approved KSDE mentoring program, successfully completing eMSS can move a teacher’s licensure from initial to professional.
Successful Completion within E-Mentoring for Student Success:

- Participate in **facilitated discussion forums weekly**
- Participate in **3 video observation cycles** with your mentor (including pre-observation conversation, shared video of practice, and a post observation conversation)
- Participate in a **goal setting** process with your mentor
- Complete **1 exploration**
  - Managing Student Behavior
  - Developing IEPs
  - Working with Paraprofessionals
  - Accommodations and Modifications
“e-Mentoring has made me grow as an educator in countless ways. As the only teacher of the Dead/Hard of Hearing in the district, being paired with a mentor in the same field provided so much guidance and helped me tremendously in my first two years.

- We could talk about assessments, IEPs and paperwork, instructional methods, curriculum, and everything else that comes with Special Education.
- My mentor provided a fresh set of eyes during observations and a new perspective, from outside of district, to problem solve.
- My mentor coached me through many low moments and celebrated many moments with me as well.

E-Mentoring provided a colleague who truly understood the ins and outs of my position.” ~ Sydney
Kansas Deaf-Blind Project
& Kansas Deaf-Blind Fund

www.kansasdeafblind.org

Kansas Deaf-Blind Project
Brief Overview of the Kansas Deaf-Blind (KSDB) Project

- State Network - National Center on Deaf-Blindness
- Field Services – Kansas State School for the Blind
- Federal Grant – Office of Special Education, U.S. Department of Education
- Offers free technical assistance to families and educators serving students with combined hearing and vision loss, birth to 21 years old in KS

https://www.youtube.com/watch?v=UR0rTX71pxo&feature=youtu.be
Services We Offer

- Family engagement activities
- Parent Support Groups
- Limited scholarship
- Transition support and resources
- Lending library

- Professional development
- Site visits/classroom consultation
- Distance mentorship support (Team collaboration site)
- Limited scholarship for certified paraprofessionals (KSDE)
- Lending library
- Coaching & Assessments
- Eligible for the KS Deaf-Blind Fund (KSDE)

- RESOURCES & PARTNERSHIP WITH AGENCIES WITHIN THE STATE AND THE NATION
To receive KSDB Project services

✓ Student must be registered on the KSDB Project Registry and on the KSDB census.

✓ School must complete the KS Deaf-Blind census annually.
✓ Erin Kelly sends out the census forms in January every year and it is due in April.

✓ KSDB Project certification is accepted year-round and application can be found on our website: kansasdeafblind.org under Forms.

☐ Application for Deaf-Blind Certification
  • Three-year certification
  • One year provisional

☐ Supporting documents: Eye report, hearing report, IEP, FVA (optional)
To request for services

✓ Go to https://kssb.net/

☐ Complete service request
☐ Indicate requesting service from the KS Deaf-Blind Project

✓ The KS Deaf-Blind Project will contact the school representative who completed the request

☐ Determine the type of technical assistance (TA) and available KSDB Project resources
☐ Gather information, determine the needs of the team/learner
☐ Identify outcomes with the team
☐ Provide more information about the TA Process and develop an Action plan with the team
Contact Information

Marites Altuna
maltuna@kssdb.org

Website: kansasdeafblind.org
Follow our Facebook Page:
Kansas Deaf-Blind Project
THE KANSAS DEAF-BLIND FUND:
2019-2020 SCHOOL YEAR

- **NEW:** Electronic Application: Have to be authorized as a District User to access the application. Admin can choose who can be a district user.

- Birth to 21 years of age
- Up to $3,000 per student
- Categories: Assistive Technology, Consultation, and Evaluation

Documents located: [http://www.ksde.org/Agency/Division-Learning-Services/Early-Childhood-Special-Education-Title-Services/Special-Education/Sensory-Losses](http://www.ksde.org/Agency/Division-Learning-Services/Early-Childhood-Special-Education-Title-Services/Special-Education/Sensory-Losses)
THE KANSAS DEAF-BLIND FUND: 2019-2020 SCHOOL YEAR

- Priority Candidates-Random Selection-First in Pending File
- The District Administrator will need to register him/herself as the in the Kansas Grant Management System (KGMS)Authenticated Application.
- The Administrator will need to assign you as a District User in order to begin the process. (This is optional.)
- Application MUST BE approved by KSDE prior to spending funds
- Open window: April 1; Closing Window: June 30 Open window for students who do not have DB, but have Severe Intellectual Disabilities January 1.
- Will take applications throughout the fiscal year.
THE KANSAS DEAF-BLIND FUND: 2019-2020 SCHOOL YEAR

- Application MUST BE approved by KSDE prior to spending funds.

- The fund can be amended and must be approved prior to getting the item: *Don’t buy the item or services first* and expect to be reimbursed.

- Reimbursement: Need invoices and receipts; NO PURCHASE ORDERS ACCEPTED.
THE KANSAS DEAF-BLIND FUND: 2019 SCHOOL YEAR

Contact Information:

Amy D. Martin, Sr. Administrative Assistant, admartin@ksde.org phone: 785-296-5068

Joan Houghton, EdD, Education Program Consultant, jhoughton@ksde.org phone: 296-2515
Discipline Data Collection

KSDE Contact/Questions:
Rachel Beech, 785-296-8965, rbeech@ksde.org
Definitions

- **Expulsion:** An action taken by the LEA removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer. In no case may an expulsion exceed 186 school days. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than 365 days.

- **In-School Suspensions:** Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.

- **Out-of-School Suspensions:** Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP.
Discipline Data Collection Required Elements

- All accredited buildings are required to report on the following components:
  - Bullying
  - Felonies, misdemeanors, and referrals to law enforcement
  - Firearms
  - All disciplinary removals for students with a disability (IDEA)
  - Services during expulsion
- Only incidents that apply to one or more of these categories are required to be reported.
- All incidents that occurred between July 1\textsuperscript{st} and June 30\textsuperscript{th} of the current school year must be reported.
Discipline Data Collection

- The 2018-2019 Discipline Data Collection is currently open and available to save data in KIAS. Districts may begin entering discipline data, but cannot submit data until the submission window opens.
- The submission window will run from May 15th to June 28th, 2019.
Discipline Data Collection

- The Discipline Data Collection is located in the Kansas Integrated Accountability System (KIAS) application.
- Reporting instructions are located on the KSDE website, https://www.ksde.org/Discipline-Data-Collection
Rachel Beech, Education Program Consultant
Kansas State Department of Education
900 SW Jackson St.
Suite 620
785-296-8965
rbeech@ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3204
Today’s Topics:

- End of the Year Hot Topics
  - Field Trips
  - Extended School Year (ESY)

References:
34 C.F.R. § 300.117
KSDE Special Education Process Handbook, Ch. 5, C.2
Section 504 of the Rehabilitation Act; 34 C.F.R. § 104.37
34 C.F.R. § 300.106; K.A.R. 91-40-1(x) & K.A.R. 91-40-3
KSDE Special Education Process Handbook, Ch. 5.F.1

Jana Rosborough
jrosbor@wested.org

Elena Lincoln
elincoln@keystonelearning.org
Field Trips fall into the general bucket of nonacademic and extracurricular services and activities.

What does that mean for students with disabilities?

The school must ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate and to the needs of the child.

K.A.R. 91-40-3(b)(1); 34 C.F.R. 300.117
Let’s Unpack with an IDEA Lens

1. If it is a field trip where the entire class is attending, i.e. the first grade class is going to a park, then the IEP team needs to provide an equal opportunity for the student to participate in that school-sponsored activity.

2. If it is an off or on campus activity on the weekend, i.e. after graduation party, that is school sponsored, then the IEP team needs to provide an equal opportunity of the student to participate in that school-sponsored activity.

K.A.R. 91-40-3(b)(1); 34 C.F.R. 300.117
Section 504 is in Play

- Section 504 requirements insure that education systems do not discriminate on the basis of a qualified disability and provide the full range of accommodations and services necessary for students with disabilities to participate in and benefit from public education programs and activities.

- Equal access includes serving students with disabilities in settings (academic and nonacademic) with students without disabilities.

- Equal access to the school program includes equal access to field trips.

34 C.F.R. § 104.37
Let’s Unpack with a Section 504 Lens

NOTE: KSDE does not give guidance on Section 504. What is provided below is only to give a full picture of applicable law. For Section 504 questions, please contact the United States Department of Education Office for Civil Rights, 8930 Ward Parkway, Suite 2037, Kansas City, Missouri 64114-3302. Telephone 816-268-0550.

1. The presumption must always be that the student with a disability will be participating in the field trip.

2. If the school believes the student should be excluded from the field trip, it must make that determination on an individual basis. The school district has the burden of demonstrating that the student should not participate.

3. If a student with a disability requires an accommodation or related aids and services to participate in the field trip, those services must be provided.

Extended School Year (ESY) Services

- Extended School Year (ESY) services are required when a child’s IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child.

- Each agency shall ensure that extended school year services are available as necessary to provide FAPE to a child with a disability.

Note: ESY is not summer school. ESY services are different from services to provide an equal opportunity for a student to participate in and benefit from a general education summer school.

What does that mean for students with disabilities?

The IEP team must consider the educational needs of each student and how they might be addressed through ESY services and be documented in the student’s IEP.

34 C.F.R. § 300.106; K.A.R. 91-40-3
KSDE Special Education Process Handbook, Ch. 5.F.1
Let’s Unpack Some Considerations

Has the IEP team considered:

1. Scope of the special education instructional services including the duration and content of the program;
2. Which current goals and objectives will be addressed to maintain present skills and behaviors;
3. Implementer(s) of the ESY service;
4. What related services will be made available; and
5. If contracting with other schools or private agencies is needed.

KSDE Special Education Process Handbook, Ch. 5.F.1.c
“A district shall not have a policy that no ESY services will be provided, that they are only available to a certain group or age of children, or that services are only provided for a set amount of time or a specified number of days.”

K.A.R. 91-40-3(e)(3); KSDE Special Education Process Handbook, Ch. 5.F.1

IN PRACTICE:
• What are the challenges, as you see them, in getting IEP teams to make individualized service design and delivery decisions for children needing ESY?
• How do you ensure those individualized ESY services are available as necessary?
• What have you done to overcome any persistent summer school or other standard schedule issues in your LEA?
Thank you! We’ll see you this summer!
UPCOMING CONFERENCES

2019 KSDE Impact Institutes
June 27-28 - Topeka
July 17-18 - Pratt
Information & Registration

2019 KSDE Summer Leadership Conference
July 30-August 1, 2019 [Wichita]
Information & Registration

2019 Kansas MTSS & Alignment Symposium
September 10-12, 2019 [Wichita]
Information & Registration

2019 KSDE Annual Conference
October 28-30, 2019 [Wichita]
Information & Registration

IN-PERSON EVENTS

Co-Teaching Planning for Sustainability
May 3 [Multiple Locations] - Information & Registration
During this event, your district co-teaching team will:

- Examine current practices across five variables for facilitating change;
- Explore methods for on-going evaluation of co-teaching implementation and
- Develop a plan for long-term sustainable practice.

Who should attend? Districts involved with the TASN Co-teaching training during the 2018-2019 school year; District level teams include district administrators, building principals and co-teaching coaches. Co-teachers are also welcome to attend as they play an important role in the planning process; however co-teachers attendance is optional. Please bring your computer and your 2019-2019 schedule if possible.

LETRS Module 1: The Challenge of Learning to Read
The Challenge of Learning to Read. This module explores the nature of skilled reading; the progression of reading development; the reasons why many children do not become good readers; and the components of effective reading instruction.

Teaching Self-Regulation: Kansas Competency Framework

This one-day training with follow-up is designed for teachers who aspire to incorporate intrapersonal competency development (i.e., self-regulation) within daily instruction, either in core content or other applicable areas. Through this experience, educators will be provided the knowledge, resources, and experience necessary to learn and apply self-regulation development practices to teaching in any content area.

LETRS Foundations

A 3 day introduction to Language and Literacy that stresses the importance of oral language and the Big Five in reading instruction.

LETRS Module 4: The Mighty Word

Building Vocabulary and Oral Language. This module emphasizes the importance of word meanings for reading comprehension and research-based approaches to vocabulary instruction.

LETRS Module 5: Getting Up to Speed

This module explains the close relationship between oral reading fluency and reading comprehension. It helps build fluency sequentially in the component reading skills at the classroom, small group, and individual levels.

LETRS Module 6: Digging for Meaning

This module discusses the many conditions, skills, processes, and abilities that influence reading comprehension. Teacher learn how to foster the metacognitive and strategic skills that good readers employ.

Initial Co-Teaching: Co-Teaching with Paraeducators

The Initial Co-teaching Training is the first part of a professional learning and coaching system. This event is intended for teachers, administrators, and instructional support personnel.

Co-Teaching Coaches' Training

This event is open to individuals who are available to provide coaching and on-going support to co-teachers in their district. Participants attending this event should have already completed the Initial Co-teaching Training.

ONLINE EVENTS

Co-Teaching Coaches Connect Webinar
May 9 - Information & Registration
June 6 - Information & Registration

Kansas Competency Framework Online Course
July 22 - Assertiveness Course - Information & Registration
July 22 - Conflict Management Course - Information & Registration
July 22 - Self-Efficacy Course - Information & Registration
July 22 - Self-Regulation Course - Information & Registration

Resource Spotlight
Stress and Early Brain Growth

View the Resource

The Stress and Early Brain Growth resource provides critical information on the types of trauma young people may face, the toll it can take on a child's mental, physical, social, and emotional health and ways to bring about resilience and healing. This resource is written in simple to understand language and provides specific steps that adults can take to lessen trauma's impact. Further, it provides a list of state and national resources that have additional information on this important topic.

Funding to Support Master's Degree
Immediate funding is available to support up to five teachers to begin Master's programs beginning August 2019. Training programs would prepare participants to serve in a position as a Teacher of Students with Visual Impairments (TSVI) or a Certified Orientation and Mobility Specialist (COMS), both positions that are highly sought after throughout the state of Kansas. Applicants from all areas of the state are encouraged to apply. For more information on programs of study and minimum requirements, please contact Kylie Kilmer at kkilmer@kssdb.org and visit https://www.ksdetasn.org/tsvi/kansas-tsvi-coms.

KSDE Seeks Input from Parents
How do parents or guardians define success for their child? Take this perception survey or share with anyone who's oldest child is 18 or younger. Help our state prepare the next generation of Kansans.

Take the Perception Survey