Kansas Special Education Administrators’ Monthly Web Meeting

Agenda

November 15, 2019

Link to recording: http://ksde-tasn.adobeconnect.com/pebaj7igafmr/

1. SPEDPro Data Reporting Reminder........................................Mason Vosburgh
2. KSDE TASN Co-Teaching.......................................................... Shonda Anderson
3. Alternate Assessment (DLM) Justification .................................Cary Rogers
4. KSDE TASN- Teachers of the Visually Impaired and Certified
   Orientation and Mobility Specialists (TVSI/COMS)....................Kylie Kilmer
5. Coordinated Early Intervening Services (CEIS)...........................Dean Zajic
6. IDEA LEA MOE and Expired IDEA Funds Reminders..................Christy Weiler
7. KIAS Master Calendar Reminders............................................. Susan Sipe
8. Law Talk..............................................................................Elena Lincoln and Jana Rosborough
9. Director Updates.....................................................................Bert Moore
10. KASEA..................................................................................Heath Peine

All materials for this meeting can be accessed at the link below:
http://www.ksde.org/Default.aspx?tabid=506#Director
Shonda Anderson, Training and Coaching Coordinator
sanderson@ucpnet.org
Our Project’s Goals

- Build statewide capacity for training and coaching
- Establish co-teaching teams
- Develop district capacity
- Improve practice through evaluation system
TRAINING CONTENT

• Administrative Webinar
• Initial Co-Teaching
• Coaches’ Training
• In-district Coaching
• Co-Teaching with Paraeducators
• Planning for Sustainability

TRAINING PARTICIPANTS

• Building and district administrators
• General Educators
• Special Educators
• Title 1 Providers
• ESL Support personnel
• Paraprofessionals

We evaluate trainings for content fidelity & HQPD.
District Support

- Access to training system
- Observation and coaching
- Online coaching tool
- Monthly Coaches’ Connect
- Resources and materials
- Training Stipend
- Supplemental Trainings
- Yearly District Report
WHY CO-TEACH?

Personal Rationales
Professional Rationales
Legal Rationales
Evidence-based Rationales
“Co-teaching has revolutionized our teaching practices and we have learned so much from each other. We feel our students are getting the best of both worlds and have many opportunities to have their specific educational needs met by having two teachers in the classroom who have planned the lessons together. We are able to bounce ideas off one another and share our observations about children’s behavior and learning on a daily basis. It’s great to have the opportunity to be on a co-teaching team.”

Kansas Co-Teaching Team
Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students.
Collective Efficacy?

93% believe co-teaching to have benefits for both teachers and students.

2019 Kansas Statewide Co-teaching Survey Results
# Kansas Redesign Principles

<table>
<thead>
<tr>
<th>Student Success Skills</th>
<th>Family, Business &amp; Community Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is an integrated approach to develop student social-emotional growth.</td>
<td>Partnerships are based on mutually beneficial relationships and collaboration.</td>
</tr>
<tr>
<td>Personalized Learning</td>
<td>Real World Application</td>
</tr>
<tr>
<td>Teachers support students to have equity and choice over their time, place, pace, path and evidence of learning.</td>
<td>Project-based learning, internships and civic engagement makes learning relevant.</td>
</tr>
<tr>
<td>Student Success Skills</td>
<td>Family, Business &amp; Community Partnerships</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Decreased Teacher:Student Ratio &amp; Immediate Feedback</td>
<td>Co-Teaching with Community Partners</td>
</tr>
<tr>
<td>Personalized Learning</td>
<td>Real World Application</td>
</tr>
<tr>
<td>Differentiation &amp; Specially Designed Instruction</td>
<td>Collaboration in the Workplace</td>
</tr>
</tbody>
</table>
KANSAS VISION FOR EDUCATION
Kansas leads the world in the success of each student.

Successful High School Graduate

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- 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.
Evidence-Based Rationales


1200+ Observation and Coaching Sessions
FOUR APPROACHES

Supportive Parallel Complementary Team
Co-Teaching Approaches Used

- Supportive: 81.8%
- Parallel: 40.9%
- Complementary: 53.6%
- Team: 35.0%
- None: 0.7%
- P/C/T Approaches: 84.3%
Checking for Understanding Observed (Percentage of Classrooms)

- Supportive Co-teaching only: 54%
- 1 Recommended Approach: 69%
- 2 Recommended Approaches: 82%
- 3 Recommended Approaches: 85%
Providing Prompts and Cues
(Percentage of Classrooms)

- Supportive Co-teaching only: 55%
- 1 Recommended Approach: 78%
- 2 Recommended Approaches: 81%
- 3 Recommended Approaches: 89%
Providing Feedback
(Percentage of Classrooms)

- Supportive Co-teaching only: 38%
- 1 Recommended Approach: 45%
- 2 Recommended Approaches: 56%
- 3 Recommended Approaches: 74%
# CO-TEACHING PRACTICES AND PERCEPTIONS

Percentage of 271 Co-Teachers Answering “Frequently” or “Always”

<table>
<thead>
<tr>
<th>COACHING</th>
<th>NO COACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>We identify student strengths and needs.</td>
<td>93.5%</td>
</tr>
<tr>
<td>We model collaboration and teamwork for our students.</td>
<td>87.6%</td>
</tr>
<tr>
<td>We’re better able to differentiate instruction to address students’ strengths, learning styles, needs, and preferences.</td>
<td>88.2%</td>
</tr>
<tr>
<td>We make improvements in our lessons by reflecting together on our instruction.</td>
<td>85.5%</td>
</tr>
<tr>
<td>We can show that students are learning when we co-teach.</td>
<td>86.3%</td>
</tr>
<tr>
<td>We’ve seen an increase in student academic achievement as a result of co-teaching.</td>
<td>80.4%</td>
</tr>
</tbody>
</table>
Kansas Co-teaching Training and Coaching Cadre

What We Do

Kansas Co-Teaching Training and Coaching Cadre establishes trainers and coaches across the state to help schools establish effective and sustainable co-teaching practices. The co-teaching model used was developed by Dr. Richard A. Villa and Dr. Jacqueline S. Thoolen. These trainers provide training and ongoing in-district coaching to educators supporting them to become proficient in the use of co-teaching practices.
The Kansas Co-Teaching project is a partnership between the Kansas State Department of Education (KSDE) and Infinitec at United Cerebral Palsy Seguin of Greater Chicago. This research-based model of co-teaching was created by three national experts, Drs. Richard Villa, Jacquelin Thousand, and Ann Nevin, and expands evidence-based instructional practices that support teachers to personalize students’ learning. Kansas has adopted and refined this model and built sustainable capacity for professional learning through a cadre of 11 state and regional trainers who have completed a rigorous certification process.

**HIGH-QUALITY TRAINING**

Participants enhanced their skills through professional development provided by the Co-Teaching project. Six hundred twelve participants attended 31 trainings provided by the project. The 274 participants who responded to items on a post-training evaluation survey provided an average rating of 4.27 out of 5 across all seven items, including an average rating of 4.29 for the item, “Overall, the training was of high quality.” Nine of these trainings were observed by a member of the TASN Evaluation team. All nine trainings met the criteria for high-quality professional development, with 98% of indicators observed.

**EFFECTIVE COACHES NETWORK**

A trained network of coaches is an integral part of Kansas Co-Teaching. These coaches help ensure that teachers trained through the project use effective, evidence-based instructional approaches. During the 2018-19 school year, 39 trained coaches made 223 co-taught classroom observations in 49 buildings within 24 Kansas school districts.

Although coaching observations typically only last 20 minutes, at least one of the four co-teaching approaches (Supportive, Parallel, Complementary, or Team) was seen during 98% of these observations. At least one of the three most effective approaches (Parallel, Complementary, or Team) occurred during 76% of these observations.

**IMPROVED INSTRUCTION, INCLUSION, AND ACHIEVEMENT**

Co-teachers saw growth in student achievement, the inclusion of students with disabilities, and the implementation of evidence-based practices within the classroom. During the 2018-19 school year, 94% of project-trained co-teachers agreed or strongly agreed that co-teaching is an effective method for delivering services to students with disabilities, 93% agreed or strongly agreed that co-teaching has both educational benefits for students and professional benefits for teachers, and 87% agreed or strongly agreed that co-teaching is increasing their students’ access to the general education curriculum.

Furthermore, co-teachers tended to respond more positively to survey items regarding their beliefs and practices if they had received coaching through the project.

**CO-TEACHING PRACTICES AND PERCEPTIONS**

Percentage of 271 Co-Teachers Answering “Frequently” or “Always”

<table>
<thead>
<tr>
<th>Practice</th>
<th>Coaching</th>
<th>No Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>We identify student strengths and needs.</td>
<td>93.5%</td>
<td>83.6%</td>
</tr>
<tr>
<td>We model collaboration and teamwork for our students.</td>
<td>87.6%</td>
<td>81.9%</td>
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<td>We’re better able to differentiate instruction to address students’ needs, learning styles, needs, and preferences.</td>
<td>88.2%</td>
<td>81.1%</td>
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<td>We make improvements in our lessons by reflecting together on our instruction.</td>
<td>85.5%</td>
<td>67.7%</td>
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<td>We can show that students are learning when we co-teach.</td>
<td>86.3%</td>
<td>80.2%</td>
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<td>We’ve seen an increase in student academic achievement as a result of co-teaching.</td>
<td>80.4%</td>
<td>74.6%</td>
</tr>
</tbody>
</table>

Compared to classrooms where no co-teaching or only the Supportive approach was observed, co-teaching lessons involving one or more of the most effective approaches showed a:

- 52% increase in smooth transition times.
- 30% increase in 90% or more of students engaged in the lesson.
- 22% increase in explaining success criteria.
- 20% increase in checking for understanding of directions.
- 19% increase in students demonstrating learning outcomes in multiple ways.
- 17% increase in intrapersonal approaches to instruction.
- 17% increase in providing specific feedback.
- 17% increase in students learning through application of the content.
- 16% increase in the use of differentiated materials.
Alternate Assessment (DLM) Justifications

Correction:
Justification window open January 6-24, 2020

Kansas leads the world in the success of each student.
Kansas integrated accountability system (KIAS)

- Alternate Assessment Justifications are completed in the KIAS Authenticated Applications
Data collection

1. Subjects and DLM Percent

<table>
<thead>
<tr>
<th>Subject</th>
<th>DLM</th>
<th>Total</th>
<th>DLM Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>329</td>
<td>25012</td>
<td>1.32%</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>141</td>
<td>10034</td>
<td>1.41%</td>
</tr>
<tr>
<td>MATH</td>
<td>359</td>
<td>24955</td>
<td>1.44%</td>
</tr>
</tbody>
</table>
What does our district data show?

- Disability categories taking the DLM
- Risk ratio data to determine disproportionality by subgroup (A risk ratio greater than 3.0 needs to be addressed.)
- Percentage of students performing at target or advanced on the DLM for the school year (students performing a 3 or 4 according to AMOSS data)
Data collection (continued)

• Please provide a narrative that includes the data types and processes that the IEP teams are utilizing to qualify students for the Alternate Assessment (DLM).

• What are the district’s next steps to ensure that annually the appropriate test is administered to each student?

• Based on the data for our district, our LEA needs additional training. (Yes/No)
Potential areas for additional training

• Effectively using the DLM participation guidelines when identifying a student as having a most significant cognitive disability.
• Least Dangerous Assumption
• Appropriate use of Accommodations for the general assessment
• Other (please specify)
# District DLM assurances

## 2019 - 2020 District DLM Assurances

If your district anticipates testing over 1% of its assessed students in a subject using the DLM for the 2019-2020 school year, please submit assurances for each of the following five items:

2. The district has measured the achievement of, at least 95% of all students, including students with disabilities in tested grades.
3. Students who will be participating in an alternate assessment receive instruction aligned to the alternate academic achievement standards, the Essential Elements. [https://dynamiclearningmaps.org/scl_resources](https://dynamiclearningmaps.org/scl_resources)
4. Parents are informed of their child’s participation in an alternate assessment and Implications of participating.
5. Addresses any disproportionality in the percentage of students in any subgroup taking the alternate assessment.

I understand that the assurances submitted will be posted by KSDE in accordance with federal regulations. (34 CFR 200.6(c)(3)(iv))

By Submitting this form, the district verifies that all students participating in the DLM meet the KSDE participation criteria ([http://www.ksde.org/Default.aspx?tabid=887](http://www.ksde.org/Default.aspx?tabid=887)) or will request technical assistance to meet the criteria ([https://www ksde tasn org/](https://www.ksde.org/)).

<table>
<thead>
<tr>
<th>Superintendent Name</th>
<th>Date</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Special Education Director Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cary Rogers
Education Program Consultant
Special Education and Title Services Team
(785) 296-0916
crogers@ksde.org
Kansas State School for the Blind
Department of Field Services

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KanLovKids Coord., Braille Challenge, COMS NE
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Wyandotte Co./Johnson Co.
KIRC Trainings, VI Symposium
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Email: dmoody@kssdb.org

Julie Ituarte TSVI/COMS
Field Services Specialist
Southeast KS
Phone: 913-945-0769
Email: jituarte@kssdb.org

Kansans CAN
July 2019
Comprehensive Coordinated Early Intervention Services (CCEIS)

Dean Zajic
State and Federal Programs Coordinator

Kansas leads the world in the success of each student.
<table>
<thead>
<tr>
<th>Element</th>
<th>Coordinated Early Intervening Services</th>
<th>Comprehensive Coordinated Early Intervening Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbreviation</td>
<td>CEIS</td>
<td>CCEIS</td>
</tr>
<tr>
<td>Regulation</td>
<td>34 CFR §300.226</td>
<td>34 CFR §300.646</td>
</tr>
<tr>
<td>Type</td>
<td>Voluntary – LEAs can choose to use a portion of their IDEA Part B funds for services to a defined group of at-risk students.</td>
<td>Mandatory – LEAs identified as having significant disproportionality in identification, placement, and/or disciplinary removals must use IDEA Part B funds for CCEIS.</td>
</tr>
<tr>
<td>Grade level/ ages served</td>
<td>Kindergarten through grade 12</td>
<td>Age 3 through grade 12</td>
</tr>
</tbody>
</table>

Source: https://ideadata.org/resources/resource/1580/a-comparison-of-mandatory-comprehensive-coordinated-early-intervening
<table>
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<th>Element</th>
<th>Coordinated Early Intervening Services</th>
<th>Comprehensive Coordinated Early Intervening Services</th>
</tr>
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<tbody>
<tr>
<td>Groups served</td>
<td>Only children who are not currently identified as needing special education or related services.</td>
<td>Children who are not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment. Children currently identified as needing special education or related services (funds can be used primarily, but not exclusively, for this group).</td>
</tr>
<tr>
<td>Funds</td>
<td>Up to 15 percent of IDEA Part B funds (611 and 619)</td>
<td>Exactly 15 percent of IDEA Part B funds (611 and 619)</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>Permitted activities</td>
<td>Professional development for teachers and other school staff to enable such personnel to deliver</td>
<td>Professional development and educational and behavioral evaluations, services, and supports.</td>
</tr>
<tr>
<td></td>
<td>scientifically based academic and behavioral interventions, including scientifically based literacy</td>
<td>The activities must address factors and policy, practice, or procedure contributing to significant disproportionality.</td>
</tr>
<tr>
<td></td>
<td>instruction and, where appropriate, instruction on the use of adaptive and instructional software.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational and behavioral evaluations, services, and supports, including scientifically based literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>instruction.</td>
<td></td>
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<th>Comprehensive Coordinated Early Intervening Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting</td>
<td>An LEA is required to report to the state and the state is required to report to the U.S. Department of Education the following: the number of children served under this section who received early intervening services; and the number of children served under this section who received early intervening services and subsequently received special education and related services under Part B of IDEA during the preceding 2-year period.</td>
<td>An LEA is required to publicly report on the revision of policies, practices, and procedures. An LEA is required to report to the state and the state is required to report to the U.S. Department of Education the following: the number of children served under this section who received early intervening services; and the number of children served under this section who received early intervening services and subsequently received special education and related services under Part B of IDEA during the preceding 2-year period.</td>
</tr>
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</table>

Source: https://ideadata.org/resources/resource/1580/a-comparison-of-mandatory-comprehensive-coordinated-early-intervening
Keep in mind

- CEIS and CCEIS is are both earmarks from the IDEA award.
  - There is not a separate Grant Award Notice (GAN)
  - The period of availability and carryover is the same as the full award

- CEIS and CCEIS may NEVER be used for special education services
  - These funds should not be reflected in Code 30 or Code 78 of the budget

- Staff licensed for special education may be paid with CEIS or CCEIS funds to provide non-special education services.
  - This work would not qualify for state categorical aid
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) 296-3201.
<table>
<thead>
<tr>
<th>Date</th>
<th>Collection</th>
<th>Event</th>
<th>Close Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec 1</td>
<td>618 MIS Data</td>
<td>Child Count &quot;Snap Shot&quot;</td>
<td>2/28</td>
</tr>
<tr>
<td>Dec 8</td>
<td>Categorical Aid</td>
<td>Payment 2 Submission Due Date Including Approval</td>
<td>12/20</td>
</tr>
<tr>
<td>Dec 15</td>
<td>Alternate Assessment Justifications</td>
<td>Data Collection Window Opens</td>
<td>12/20</td>
</tr>
<tr>
<td>Dec 22</td>
<td>Emergency Safety Intervention (ESI)</td>
<td>Data Collection Window Opens</td>
<td>12/18</td>
</tr>
<tr>
<td>Dec 29</td>
<td>IDEA Fiscal</td>
<td>VI-B LEA Maintenance of Effort (MOE) and Excess Cost Reporting Window Closes</td>
<td>12/18</td>
</tr>
<tr>
<td>Dec 18</td>
<td>Emergency Safety Intervention (ESI)</td>
<td>Data Collection Window Closes</td>
<td>12/18</td>
</tr>
<tr>
<td>Dec 20</td>
<td>Alternate Assessment Justifications</td>
<td>Data Collection Window Closes</td>
<td>12/18</td>
</tr>
<tr>
<td>Dec 31</td>
<td>IDEA Fiscal</td>
<td>VI-B Expired Grant Funds Must Be Liquidated (Funds Must be Have Been Obligated by Sept. 30)</td>
<td>12/31</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Jan 1</td>
<td>IDEA Fiscal</td>
<td>VI-B Private School Participation Data Collection Window Opens</td>
<td>1/31</td>
</tr>
<tr>
<td>Jan 5</td>
<td>KS Deaf-Blind Fund (DBF)</td>
<td>2019-20 Funding Window Opens for Students with Severe Multiple Disabilities (pending monies available)</td>
<td>5/1</td>
</tr>
</tbody>
</table>
Today’s Topics:

• Upcoming Opportunities
• Tri-State Debrief

Jana Rosborough
jrosbor@wested.org

Elena Lincoln
elincn@keystonelearning.org
Law Talk Extended Webinars

Save the Dates

December

• December 13, 2019 11am-1pm: Law Talks Extended Webinar [https://ksdetasn.org/events/aS5jRA](https://ksdetasn.org/events/aS5jRA)
• December 13, 2019 2pm-4pm: Law Talks Extended Webinar (Repeat) [https://ksdetasn.org/events/H-s4Nw](https://ksdetasn.org/events/H-s4Nw)

February

• February 7, 2020 11am-1pm: Law Talks Extended Webinar [https://ksdetasn.org/events/wyN7ZA](https://ksdetasn.org/events/wyN7ZA)
• February 7, 2020 2pm-4pm: Law Talks Extended Webinar (Repeat) [https://ksdetasn.org/events/_rO_zw](https://ksdetasn.org/events/_rO_zw)

May

• May 1, 2020 11am-1pm: Law Talks Extended Webinar [https://ksdetasn.org/events/bNOK5Q](https://ksdetasn.org/events/bNOK5Q)
• May 1, 2020 2pm-4pm: Law Talks Extended Webinar (Repeat) [https://ksdetasn.org/events/GjHOxA](https://ksdetasn.org/events/GjHOxA)

If you have questions, please contact Brad Schwartz at [brad.schwartz@usu.edu](mailto:brad.schwartz@usu.edu)
Things we’ve flagged for follow-up discussion:

• Mutually agreeable meeting date/time and meeting without a parent – what did David Hodgins say again?
  • We will be covering this one during Law Talk Extended, December 13!
• What were those LRE comments from Jim Walsh again?
• Can the school set a time limit for an annual IEP meeting?

What did you hear?
NEW AND EXPERIENCED SPECIAL EDUCATION AND LCP ADMINISTRATORS

SAVE THE DATES
2019-20
OCTOBER 22 (SPED) - 23 (LCP)
JANUARY 21 (SPED) - 22 (LCP)
APRIL 7 (SPED) - 8 (LCP)

Register here: ksdetasn.org
Click on calendar date/event

LOCATIONS
- October 22, January 21, 22; April 7, 8
  Hutchinson Career and Tech Education Academy
  800 15th Circle
  Hutchinson, KS 67501
- October 23
  Hutchinson Community College, Stringer Fine Arts Center
  Gallery Theater, 600 E. 11th, Hutchinson, KS 67501

Presenters: KSDE Special Education and Title Services Team

Special Education
- Hot Topics
- Networking
- Working Groups
- Helpful hints for upcoming reports/requirements
- KIAS Calendar Reminders
- Q & A's

Local Consolidated Plan
- Hot Topics
- Basic training
- Helpful hints for upcoming requirements
- Content-focused sessions (Title I, II, III, IV, V, EL, and homeless)
- Q & A's
- Working groups

For more information, please contact ssspe@keystonelearning.org
Fostering Success

February 24th-25th

As education leaders, we all strive to create an environment that leads toward the success of all students, teachers, and leaders in our organization. This year’s KASEA Winter Conference’s theme is “Fostering Success.” This conference will provide you with the knowledge and tools needed to empower both your staff and students to achieve the success we know they are capable of reaching!

Featured Topics: Behavior, Self & Collective Efficacy, & Implementation

Featured Speakers:

Tricia McKale Skyles is a consultant with Safe and Civil Schools and works with educators in all areas of behavior management and interventions at the classroom, building, and district levels. Tricia is a co-author of Coaching Classroom Management: A Toolkit for Administrators and Coaches with Randy Sprick, Jim Knight, and Wendy Reinke. Previously she has held positions as an instructional coaching consultant for Jim Knight, an instructional coach, and a middle school teacher. Tricia is a fantastic presenter who packs her sessions with humor, knowledge, and practical applications.

Kristin Anderson is the founder and CEO of the Brilliance Project. She is a nationally recognized leader in the area of professional learning and is known to be an extraordinary presenter who will not only activate your learning, but also touch your heart. Kristin has provided presentations and professional learning sessions across the nation and internationally, where she has had the opportunity to work with legends such as John Hattie and Jim Knight. Kristin has held positions as the Senior Director of Global Consulting and Evaluation, Director of Professional Learning, and classroom teacher.

Jenni Donohoo, PhD, has authored three best-selling books and has more than 20 years of experience in professional learning and leading change. In addition to her writing and consulting work, Jenni is on contract with the Council of Ontario Directors of Education. In this role, she works alongside system and school leaders to improve the quality of professional learning and collaboration in schools and districts. Jenni is an outstanding presenter who can help lead change by guiding educators toward practices and beliefs that improve collaboration and student impact.

KASEA WINTER CONFERENCE

www.KASEA.org
@KASEAComms
Conference Information

Location:
Capitol Plaza Hotel Topeka, 1717 SW Topeka Blvd, Topeka, KS 66612

Times:
- Breakfast/Registration 7:00-8:00
- Conference: February 24th, 8:00-4:00
- Conference: February 25th, 8:00-3:00

Meals: Breakfast and lunch provided both days

Registration link: https://tinyurl.com/WC2020Reg
Hotel reservation link: https://tinyurl.com/WC2020Hotel

Featured Speaker Schedule:
February 24th: Tricia McKale Skyles
February 25th: Kristin Anderson & Jenni Donohoo

Conference Sponsors:
Platinum: Randi Sprick's Safe & Civil Schools
Diamond: Presence Learning
Gold: Greenbush
Silver: eLuma, Lumen touch, SpedTrack