Kansas Special Education Administrators’ Monthly Web Meeting

Agenda
February 14, 2020

Link to recording: http://ksde-tasn.adobeconnect.com/prpchn1c5rnr/

1. Legislative Updates..............................................................Dale Dennis
2. SPEDPro Data Reporting Reminders........................................Mason Vosburgh
3. Early Childhood Updates....................................................Amanda Petersen
4. KSDE TASN-School Mental Health Initiative (SMHI)...Chris Perry
5. Dynamic Learning Maps (DLM)..............................................Cary Rogers
6. SPP Indicator 5: Educational Environments (children 6-21)...Kelly Steele
7. SPP Indicator 8: Parent Involvement.........................Melissa Valenza/Kelly Steele
8. SPP Indicator 11: Child Find................................................Stacie Martin
9. IDEA District Public and Expanded Reports........Tim Berens
   a. District Levels of Determination (LOD)
   b. Timely and Accurate Data District Rubric
10. Categorical Aid..............................................................Evelyn Alden
11. KIAS Master Calendar Reminders.................................Susan Sipe
12. Director Updates...........................................................Bert Moore
13. KASEA.................................................................Heath Peine

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

Legislative update:

Monday, February 17, 2020 at 3:30 pm there will be a hearing on KSDE budget, specifically around Special Education funding. The room which the hearing will occur is room 546. We always want your contribution and support at these hearings to show the importance of these budgets and funding.

Question: What is the number to call to get on the agenda to testify for the hearing occurring on February 17th, 2020 at 3:30pm

KSDE Answer: You can call Rep Williams: 785-296-3971 to get on the scheduled to testify at the hearing.

Question: How many individuals are scheduled to testify at this time at the hearing on February 17th, 2020

KSDE Answer: Currently there are about 4-5 folks scheduled, but that number will change as more folks call to get on the agenda to testify.

Question: Are there key legislative leaders we should contact to help promote the need of funding?

KSDE Answer: Anybody that is on the K-12 budget committee you can contact. Here is the list of the members to contact http://www.kslegislature.org/li/b2019_20/companies/ctte_h_k12_education_budget_1/

KSDE TASN-School Mental Health Initiative (SMHI) Useful Links:

School Mental Health Initiative Webpage: https://www.ksdetasn.org/smhi
SMHI Online Learning Modules and Webinars: https://ksdetasn.org/smhi/online-learning

DLM Update Useful Links:


KASEA Update Useful Links:

Link to register for 2020 KASEA Winter Conference (Registration closes 2-14-2020) https://usakansas.wildapricot.org/event-3567487

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

Amanda Petersen
apetersen@ksde.org
Plans to Strengthen Early Childhood in Kansas
6,000+ Kansans shared feedback in 2019 to inform the needs assessment
Needs Assessment

All In For Kansas Kids

Experiences of Children and Families

Syllabus and Findings
The Kansas Department of Education has identified the need for an assessment of the experiences of children and families in Kansas. The assessment was conducted to identify areas where further support is needed to ensure that all children in Kansas are able to succeed academically and emotionally.

Key Findings
- Families struggle to meet basic needs
- Children experience significant stress and trauma

Nearly 20% of Kansas children are living in poverty
- Children of color are more likely to experience poverty
- Children in rural areas are more likely to experience poverty

Across indicators, areas of great need for Kansas children and families experience significant and persistent disparities, challenges, and barriers to well-being. The following indicators describe the circumstances that impact Kansas children and families' ability to fully meet basic needs.

Table 1: Child Characteristics of Children in Kansas

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Data 2018</th>
<th>Data 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty Rate</td>
<td>21.1%</td>
<td>20.9%</td>
</tr>
<tr>
<td>Child Welfare Enrollment</td>
<td>39,000</td>
<td>39,500</td>
</tr>
<tr>
<td>Foster Care Placement</td>
<td>11,000</td>
<td>11,500</td>
</tr>
<tr>
<td>Food Insecurity</td>
<td>23.5%</td>
<td>23.7%</td>
</tr>
</tbody>
</table>

Across indicators, areas of great need for Kansas children and families experience significant and persistent disparities, challenges, and barriers to well-being.
Strategic plan next steps

• Feedback phase – now through February 24
  kschildrenscabinet.org/strategic-plan/

• Final design phase – February/March

• Completion date – April 2020
State Interagency Coordinating Council and Local ICCS

• Visit www.kansasicc.org for information about the Kansas ICC.

• Contact Jordan Christian (christian@ksde.org) for support.

• Part C Strategic Planning Underway
  • http://www.ksits.org/strategicplan.htm
Get Engaged and Stay Up to Date

Visit kschildrenscabinet.org/early-childhood/

• **Share feedback** to inform the state strategic plan at kschildrenscabinet.org/strategic-plan/

• **Webinars** (every other Wednesday at 12PM) share information, take questions, and get feedback.

• **Regular email updates** will keep you up to date and engaged.
Resources to Support Kindergarten Readiness
Kansas School Readiness Framework

Community:
Ready communities enable each child and family to live in a safe and stable environment that supports their healthy development and learning. Comprehensive, coordinated, and accessible services meet the multiple needs of children and families. Communities embrace the concept of providing varied, quality experiences that prepare children for success.

Family:
Ready families, in a variety of forms, serve as the primary foundation for their children. Ready families provide safe, stable, and nurturing environments that promote healthy development and learning.

Child:
Ready children are competent in developmental milestones that are individually and age appropriate. These milestones are in the areas of health and physical well-being, social and emotional competence, cognition and general knowledge, communication, and literacy.

Educational Environment:
Ready educational environments (home-based, center-based, and school-based settings) effectively provide evidence-based safe, high-quality learning experiences for every child. Serving children from birth, these experiences support healthy development and learning, and actively engage families in their children’s education.

Guiding Principles for School Readiness

1. From birth, children are ready to learn. Parents, families, and caregivers are children’s first teachers.
2. Learning is a lifelong activity and every environment is a learning environment.
3. Children’s success in school and in life is everyone’s responsibility. Communities, educational environments, families and children are ready to support success.
4. School readiness involves the whole child in the context of the family and the community. This includes the child’s health and development in the following areas: physical, social, emotional, cognitive and general knowledge, communication, and literacy.
5. Integrated services are available to children, appropriate to the age, abilities, language, and culture of each child.
6. Schools are ready to support the success of each child, recognizing their wide range of cultural and linguistic backgrounds, learning experiences, and differences in abilities.
7. A strong, direct connection exists between the quality of children’s health and experiences in the early years and their later success in school and in life. School readiness in Kansas depends on involvement from public policy, funding, and system supports.
Kindergarten Readiness and Kindergarten Enrollment

• The Kansas State Board of Education has identified Kindergarten Readiness as a key outcome for measuring progress toward our Kansans Can vision of leading the world in the success of each student: Each student will enter kindergarten at age five socially, emotionally, and academically prepared for success.

• K.S.A. 723118 sets the age of eligibility for kindergarten attendance: five years on or before August 31 of the school year.
Resources For Parents

• Kansas has developed the Kindergarten in Kansas guide for families, available in English and Spanish. Contact the Kansas Parent Information Resource Center (KPIRC) for free hard copies available for distribution.

• Note page 7: Entering kindergarten is a big milestone. Parents worry their child may “not be ready” but...All children are ready to enter kindergarten when they meet the age requirement: five on or before Aug. 31 of their kindergarten year.
Miller and Almon (2009), “call for educators, their professional organizations, and policymakers to develop as fully as possible the two central methods in the continuum of approaches to kindergarten education” (p. 12).
Miller and Almon (2009), “call for educators, their professional organizations, and policymakers to develop as fully as possible the two central methods in the continuum of approaches to kindergarten education” (p. 12).
Download at
Email nschweda@kpirc.org for copies
Resources For Teachers

• Are our teachers and schools kindergarten ready? The Kansas Full Day Kindergarten Guide includes guidance on age-appropriate expectations for kindergarten students.
  • The National Association for the Education of Young Children, linked here.
  • The book Purposeful Play

• Do our expectations align with the Kansas Early Learning Standards? (toolkit linked here)

• When Kansas selected the Ages and Stages Questionnaires (ASQ) as our state’s Kindergarten Readiness Snapshot, we intentionally selected a tool that incorporates age-appropriate developmental milestones. The Snapshot is absolutely not intended to prevent children from entering kindergarten. Here’s the fact sheet.
Resources For Teachers

Save the Date!

PLAY
Playful Learning Accommodating Young Children
CONFERENCE

June 6, 2020 • 8 am–4:15 pm • $25 each
Webb Hall • Emporia State University

How do we keep the PLAY in early learning? This conference will offer a collaborative opportunity for early childhood stakeholders to grow, learn and connect. **Featured Presenters:** Cari Ebert and Dr. Randy Watson, KSDE Commissioner.

- Early Literacy
- Early Numeracy
- Social Emotional Learning
- Six training hours available
- Door prizes
Resources For Administrators

• Joint statement on Kindergarten entry developed by the National Association of Early Childhood Specialists in State Departments of Education and endorsed by the National Association for the Education of Young Children in 2000, **STILL Unacceptable Trends in Kindergarten Entry and Placement**.

• In 2013 the National Association of Early Childhood Specialists in State Departments of Education adopted the policy statement **The Power of Kindergarten: 10 Policies Leading to Positive Child Outcomes**.
  
  • **Policy #10** is that all schools should not ‘red-shirt’ or recommend that parents hold out their age -eligible children, nor offer a sequenced two -year program with the intention that some children complete two years of kindergarten instruction.
Coming soon—more information about a Kindergarten Readiness Summit focused on smoothing transitions to kindergarten!

The Kansas Head Start Collaboration Office, the Kansas Head Start Association, and the Kansas State Department of Education are working together on this opportunity for communities to improve kindergarten readiness – June 4, 2020 in Topeka
Early Learning Grants
Early Learning Grants for the 2020-2021 School Year are now available

• Kansas Parents as Teachers, Preschool-Aged At-Risk programs, and Kansas Preschool Pilot grants

• Visit the Early Childhood page of the KSDE website: https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Early-Childhood
  • Grants are due on April 3rd
  • Awards will be announced in mid-May
  • Website includes the January early childhood webinar and frequently asked questions document.
What’s new with preschool programs?

• No slots required for Preschool -Aged At-Risk
• Additional clarity for Kansas Preschool Pilot funding
• New requirements for preschool programs:
  • Children experiencing homelessness included in at-risk criteria
  • Snack or meal required
    • Counts for instructional time in Pre-K!
  • Maximum class size of 20
    • Waiver
  • Daily attendance records for each student
• End of year reporting
Welcome, Julie Rand!

- Julie Rand is the new Education Program Consultant on the Early Childhood team.

- Before moving back to her home state of Kansas, she lived in Hawaii, New York and Virginia working in various EC roles: teacher, center director, Head Start/UPK Specialist and Professional Development Specialist for Teachstone, LLC.

- Julie graduated from Chaminade University with a Bachelor’s in Early Childhood Education and from Walden University with a Master’s in Early Childhood Education: Teaching Adults in the EC field.

- Julie is in love with being a ‘boymom’ to 3 active and ornery boys. She enjoys music and cooking/baking for her fiancé and boys.

- She is excited to be starting a new adventure with the KSDE and looks forward to working with all of you!

- Email: jrand@ksde.org
Questions?
Stay Connected

Join the Early Learning listserv (Email bstrohm@ksde.org)

Next Webinars: Today and April 10, 2020 at 11AM
• Please find a schedule of dates and topics on the KSDE Early Childhood website: https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Early-Childhood

Email the Early Learning Team at earlylearning@ksde.org
School Mental Health Professional Development and Coaching System

February 14, 2020

The TASN School Mental Health Initiative (SMHI) is funded through a grant from the U.S. Department of Education (#H323A17006) and is administered by the Kansas Department of Education. Content does not necessarily represent the policy of the U.S. Department of Education and endorsement by the Office of Special Education Programs should not be assumed. The SMHI does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries regarding non-discrimination policies should be sent to: Deputy Director, Keystone Learning Services, 500 E. Sunflower Blvd., Ozawkie, KS 66070; 785-876-2214.
IMPLEMENTATION PROCESS COMPONENTS
- District-Community Leadership Teaming and Planning
- District-Community Data-Based Decision Making
- District/Community-Wide Training, Coaching, and Implementation
- District-Community Policy and Protocol Communication

IMPLEMENTATION PLANNING COMPONENTS
- Trauma-Responsive School Communities
- Student Support Plans and Progress Monitoring
- Referral Protocol
- Student Transition and Reintegration Protocol
## Cross-System Goal Setting

<table>
<thead>
<tr>
<th>Specific</th>
<th>What does this DCLT want to accomplish within this component?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable</td>
<td>How will success be measured?</td>
</tr>
<tr>
<td>Attainable</td>
<td>Can goal be reached with information, time, resources available?</td>
</tr>
<tr>
<td>Relevant</td>
<td>How is the goal relevant to the DCLT and stakeholders?</td>
</tr>
<tr>
<td>Time</td>
<td>When does the DCLT expect this goal met?</td>
</tr>
</tbody>
</table>
State-Level Efforts to Address Mental Health in Schools

- Embedded in MTSS Framework
- Collective efficacy
- Ongoing executive level coordination
- Professional development & coaching
- Family engagement
- Preparedness through partnerships & protocols

Planning
Policy
Processes
Data Analysis

Memorandum of Understanding Personnel

KSDE TASN
SMHI School Mental Health Professional Development and Coaching System

KSDE’s Mental Health Intervention Team Program
School Mental Health Initiative Webpage

School Mental Health Initiative

- School Mental Health Initiative Home
- About the SMHI
- Conferences
- Family Engagement
- School Mental Health Implementation Workshop
- School Mental Health: A Resource for Kansas School Communities
- Online Learning
- Site Map

TASN
School Mental Health Initiative

UPCOMING WEBINAR SERIES

Join us for our upcoming webinars:

- Understanding Non-Suicidal Self-Injury in Community Youth Populations (Part One) with Dr. Janis Whitlock, Ph.D., MHP
  - Friday, February 21, 2020, at 12:00 PM CT
  - Register at https://ksdetasrn.org/events/329797Q
- Understanding Non-Suicidal Self-Injury in Community Youth Populations (Part Two) with Dr. Janis Whitlock, Ph.D., MHP
  - Friday, February 28, 2020, at 12:00 PM CT
  - Register at https://ksdetasrn.org/events/369v/DQ

See past webinars here.

FEATURED RESOURCES

- NEW! Kansas Youth Suicide Awareness | Families Together, KPRC, and SMHI Resource
- Stress and Early Brain Growth | Families Together, KPRC, and SMHI Resource
- Understanding ACEs & Resiliency | Families Together, KPRC, and SMHI Resource
- Kansas School Mental Health Framework

https://www.ksdetasrn.org/smhi
SMHI Online Learning Modules and Webinars

ONLINE LEARNING MODULES
Visit the TASN SMHI Moodle page to find available courses.

WEBINARS
- **2019-2020**
  - Ethical Recordkeeping in School Mental Health Part 1 | Presenter: Dr. Jim Raines, LCSW
  - Ethical Recordkeeping in School Mental Health Part 2 | Presenter: Dr. Jim Raines, LCSW
  - Leading for and With Wellbeing, Resilience, and Health in the Workplace | Presenter: Leora Wolf-Prusan, Ph.D.
  - Supporting Children, Staff, and School at Times of Crisis and Loss | Presenter: Dr. David Schonfeld, MD
- **2017**
  - 7 Essential Ingredients of Trauma Sensitive Schools | Presenter: Sara Daniel, MSW, LCSW
  - Guidance for Trauma Screening in Schools | Presenters: Eric Rossen, Ph.D., NASP and Katie Eklund, Ph.D.
  - Minding Your P’s and Q’s: Mindfulness in Education | Presenter: Kelly McCauley, LCSW

https://ksdetasn.org/smhi/online-learning
School Mental Health Initiative Moodle

https://www.moodle.kansastasn.org
Where to Find Us

Find our Resources:
http://ksdetasn.org/smhi

Follow us on Facebook:
http://facebook.com/TASNSMHI

Tweet with Us:
http://twitter.com/TASNSMHI

Feb. 24th, 2020 @ 10:20

Ready, Set, Go! Using Implementation Science to Improve Mental Health in Schools
School Mental Health Resources for Districts

The following resources may be helpful as you continue to strengthen your district’s school mental health practices.

**DISTRICT-COMMUNITY LEADERSHIP TEAM PROCESSES:**

District-Community Teaming and Planning  
District-Community Data-Based Decision Making  
District-Community-Wide Training, Coaching, and Implementation  
District-Community Stakeholder Communication

- Enhance MTSS framework [https://ksdetasn.org/mtss](https://ksdetasn.org/mtss) through implementation of an Interconnected Systems Framework:

- Organize a book study utilizing *The Heart of Learning and Teaching* study materials: [https://ksdetasn.org/resources/1503](https://ksdetasn.org/resources/1503)

- Conduct a district policy review for responsiveness to trauma and mental health needs: [https://www.theshapesystem.com/trauma/](https://www.theshapesystem.com/trauma/)

- Reach out to your community mental health organizations to schedule a meeting to collaboratively determine next steps.

**DISTRICT-COMMUNITY LEADERSHIP TEAM PLANNING COMPONENTS:**

**Trauma-Responsive School Communities**
- Complete the Trauma-Responsive e-Learning Modules*
- Identify district/building coaches to support this learning and work to develop policy/practices.
- Enhance family engagement efforts utilizing the Trauma-Responsive Caregiver Training materials*

**Student Support Plans and Progress Monitoring**
- Integrate Trauma-Responsive Functional Behavior Assessment to develop a Student Support Plan. [https://ksdetasn.org/resources/2491](https://ksdetasn.org/resources/2491)
- Train additional staff in data collection methods, and incorporate into your progress monitoring protocol: [https://www.ksdetasn.org/resources/1704](https://www.ksdetasn.org/resources/1704)

**Referral Protocol**

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Review the referral process for effectiveness and efficiency. Collaborate with CMHC to refine.

Student Transition and Reintegration Plan

Review the current process for effectiveness and efficiency. Collaborate with CMHC to refine. [https://ksdetasn.org/resources/1265](https://ksdetasn.org/resources/1265)

*Coming soon. As materials become available, they will be shared on the SMHI Website: [https://ksdetasn.org/smhi/school-mental-health-initiative](https://ksdetasn.org/smhi/school-mental-health-initiative)

Connect with us!

**SMHI Webpage:** [http://ksdetasn.org/smhi](http://ksdetasn.org/smhi)
(for resources, events, and more)

**Moodle:** [http://moodle.kansastasn.org](http://moodle.kansastasn.org)
(for online eLearning resources)

**Facebook:** [http://facebook.com/TASNSMHI](http://facebook.com/TASNSMHI)

**Twitter:** [http://twitter.com/TASNSMHI](http://twitter.com/TASNSMHI)

Webpage and Social Media graphics selected and designed by [Freepik](http://freepik.com)
Indicator 5: School Age LRE (6-21)

Kelly Steele
Education Program Consultant
Special Education and Title Services Team
ksteele@ksde.org

Kansas leads the world in the success of each student.
**Indicator 5: School Age LRE**

*Indicator 5:* Percent of children with an individualized education program (IEP) aged 6 through 21 served:

5A. Inside the regular class 80% or more of the day;

5B. Inside the regular class less than 40% of the day; and

5C. In separate schools, residential facilities, or homebound/hospital placements.

Indicator 5: School Age LRE

**Regulatory Requirement:** To the maximum extent appropriate, children with disabilities must be educated with children who are not disabled. 20 U.S.C. § 1412(a)(5)(A); 34 C.F.R. § 300.114(a). Each IEP must include an explanation of extent, if any, to which a child will not participate with nondisabled children. 20 U.S.C. § 1414(d)(1)(A)(i)(V); 34 C.F.R. § 300.320(a)(5). Each local education agency (LEA) must make a continuum of alternative placements available. 20 U.S.C. § 1412(a)(5); 34 C.F.R. § 300.115.
Indicator 5: School Age LRE

Kansas APR Reports http://ddesurvey.com/kansasAPR/login.aspx
Check it early & often. After logging in click on the Trends tab.
Then choose District Indicator 5 next to Trend Report.
Select your district.
How to increase inclusion.


(https://youtu.be/k5AGFszDaYU)

State Co-Teaching Trainers (free)

Shonda Anderson sanderson@ucpnet.org
Lead State Trainer and Coaching Coordinator
Infinitec
Phone: 515-360-4896
Please contact me with any questions.

Kelly J. Steele  
Education Program Consultant  
Special Education and Title Services Team  
(785) 296-2050  
KSteele@ksde.org  
www.ksde.org  

Kansas State Department of Education  
LANDON STATE OFFICE BUILDING, 900 SW JACKSON STREET, SUITE 620, TOPEKA, KS 66612
Federal IDEA parent survey

Kansas leads the world in the success of each student.
Purpose of the survey

- IDEA federal requirement to survey parents to determine the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
Last September, KSDE met with KIAS stakeholders from each KASEA region to collect feedback on methods that may increase the response rate of our parent involvement survey (Indicator 8).

The feedback that we received overwhelmingly indicated that allowing a much longer window for collection and changing the method that parents were notified would be great places to start.
Changes to parent survey

- Parent’s may be contacted via email, in person (at IEP Team meetings or other in-person opportunities), or mail.
- KSDE encourages you to pick one method to contact all families so that changes to methods can be measured for effectiveness.
- KSDE encourages IEP team members, case managers, LEA staff, etc. to assist with administering these surveys however each LEA sees fit.
Details about the 2019-2020 survey

- KSDE emailed parent identification letters, envelopes, student lists, and a hard copy of the parent survey on January 22, 2020.
- KSDE does not have parent addresses, therefore the parent notification letter is mailed/emailed by the special education director.
- The notification letter will direct parents to an online survey.
- 8,775 Kansas parents will be sent a survey notification letter.
- Parent letters are two-sided English and Spanish
- Parent letters are also available for download in Vietnamese and Lao
Timeline of events

January - KSDE emails parent notification letters to special education directors.

Feb 1 - Parent notification letters distributed by special education directors.

Late March / Early April - KSDE will send sample reminders to principals for posting in newsletters, emails, or text.

May 31st - Parent survey closes.
Contact

Thank you for your assistance with the Federal IDEA Parent Survey – your help is truly appreciated.

If you have questions or comments please contact Melissa Valenza at mvalenza@ksde.org or 785-296-6035
DLM

• Spring test window is open until May 15th
• ELA and Math – must meet the blueprint requirements (teachers should refer to the Kansas Essential Elements Blueprint/Selection Record)
• Science – year end – 1 testlet is sent at a time, total of 9 testlets
• DLM webinar – February 13 3:00-4:00pm
  • Spring window requirements
  • How to meet the blueprint requirements
  • http://ksde-tasn.adobeconnect.com/kansas_dlm_webinar/
• We are asking teacher to submit writing samples through Kite (information was sent out 2 weeks ago on the KAA listserv)
Alternate Assessment Justifications

• We still have a few districts that have not submitted their Alternate Assessment Justifications. (Due 1/31/2020)
• KSDE is in the process of reviewing these justifications.
• Justifications will be posted on the KSDE website once all have been reviewed and approved. (per ESSA requirements)
Cary Rogers
Education Program Consultant
Special Education and Title Services
(785) 296-0916
crogers@ksde.org
IDEA District Public and Expanded Reports, District Levels of Determination (LOD), and Timely and Accurate Data District Score Sheet

Presenter: Tim Berens
GSTAD Project Director
tberens@keystonelearning.org
https://ksdetasn.org/gstad
913.538.7250

1. The draft versions of the reports are available now with the exception of the Expanded Report which includes the LOD. An email announcing the availability of the draft versions of the reports via the KS APR Web Site is scheduled for Wednesday, February 19, 2020. The email will contain instructions for logging into the system. Please contact me if you have not received the email on February 19, 2020.

2. Comments are welcome. The comment period is scheduled to open on February 19, 2020, and close on March 15, 2020. Please email your comments to me. If you have questions about the content of the reports, please feel free to contact me.

3. Report Finalization is scheduled for no later than April 1, 2020. Directors will be notified of report finalization. Updated LOD banners will be available on the Expanded Report at that time.

4. Superintendent Emails- Target Date for sending emails to Superintendents is the week of April 13, 2020.


6. KS APR Web Site Reports for FFY 2018 reflect the data that was used to calculate the results of FFY 2018 APR that was submitted to OSEP in February 2020. The appendix of the guide contains a table containing the data source year for each indicator.

6.1. Reports Overview: (click on View Guide Link in header for report details)
   6.1.1. State Tab- state-level data
   6.1.2. District Tab- district level data for one district at a time
      6.1.2.1. Public Report- contains data that will be reported to the public on the KSDE web site. Target Date for posting on the KSDE web site: June 1, 2020.
      6.1.2.2. Expanded Report- more detailed look at Public Report. The Level of Determination (LOD) and the Rewards & Enforcements are in this report. The footer contains the rules for assigning the LOD.
      6.1.2.3. Target Met, Progress & Slippage, and Numerator Difference Reports- are available to assist you in drilling down a little further into the data.
      6.1.2.4. EC Report- Indicator 6, 7 and 12 data.
   6.1.3. Cluster Tab- district level data for all districts at one time.
6.1.4. View Guide link- pdf file that contains more details about the reports and how the Indicators are calculated.

6.1.5. View Targets link- Targets were established for FFY 2013 through FFY 2018.

6.1.6. Printing- use your browser or the Create PDF report button

6.2. Please note:

6.2.1. Correction of Noncompliance is measured for each compliance indicator and is a factor in the assignment of the LOD.

6.2.2. Timely and Accurate Data score sheet uses the same questions as last year. The score from the Timely and Accurate Data score sheet is a factor in the assignment of the LOD.

7. Districts are expected to submit timely and accurate data. Beginning with the FFY2016 school year, if districts do not submit federally required data elements, timely and accurate points will not be awarded to the district. This could impact a district's level of determination. This includes but is not limited to; KIDS Collection records, MIS / 618 data, KIAS discipline incidences and Indicator 11, 12, 13 data.”

8. MIS Workshops

Mason and I will be offering an administrator's pre-leadership MIS workshop as part of the July 2020 Leadership Conference. We look forward to seeing you there. Registration for the pre-leadership MIS workshop is done at the same time as registration for the Leadership Conference.

**PreLeadership Administrators Workshop:**

Mason and I will be offering an administrator's pre-leadership MIS workshop as part of the July 2020 Summer Leadership Conference. We look forward to seeing you there. Registration for the pre-leadership MIS workshop is done at the same time as registration for the Leadership Conference.

**MIS Data Clerk Workshops:**

If you are not able to attend the pre-leadership MIS workshop, the dates and locations for the FY 2021 MIS Workshops have been scheduled for following dates and locations:

Friday, July 31 at Wichita  
Tuesday, August 4 at Hays  
Wednesday, August 5 at Lawrence  
Thursday, August 6 at Manhattan
Categorical Aid Reminders:

• Third payment due date March 2, pays only eligible FTE. Have entry AND approvals done before close of day.

• CHECK ERRORS!!! Errors account for 5 million dollars in the regular year. Check and be sure you know how they will be solved. ASK ME if you don’t understand an error.

• CHECK DISCREPANCIES!! All KSDE licensed personnel can apply 6 months prior to expiration. NU/SW can apply 90 days prior. OT/PT/SL/RD can apply 45 days prior.

• Nag me if you’ve not gotten a response after a few days. Things get buried in my inbox and my memory is poor.

Evelyn Alden
Special Education and Title Services
(785) 296-3868
ealden@ksde.org
# 2019-2020 Kansas Integrated Accountability System (KIAS) Special Education and Title Services Calendar

(If a date falls on a holiday or weekend, the item moves to the next business day)

### February 2020

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<td>ESEA Self Assessment Review</td>
<td>Data Collection Window Closes (Cohort 2)</td>
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<td>Local Consolidated Plan (LCP)</td>
<td>2020-2021 LCP Consortium Assignments Due</td>
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<td>Categorical Aid</td>
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<td>KSDE Public/Expanded Report</td>
<td>District IDEA State Performance Plan-Public and Expanded Reports Released</td>
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<td>Catastrophic Aid &amp; Non-Public</td>
<td>Data Collection Window Opens</td>
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<td>KS Deaf-Blind Fund (DBF)</td>
<td>2020-21 Application Window Opens</td>
<td>5/30</td>
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TRANSITION - SEAC WORK GROUP – The State Board referred the Transition Task Force summary I referred to in an earlier webinar to the Special Education Advisory Council. SEAC was tasked with providing an update to the State Board at their meeting this week. SEAC received the bulleted report put together by KSDE at their January 15 meeting. SEAC formed a committee to review the KSDE document which took place on January 31st. You can find the working document, “Table of Transition Taskforce Recommendations to the Kansas State Board of Education” on a new webpage on the ksde.org website. Go to the “Subject Index” at the top of the page and under /S/ select Secondary Transition. You will find the SEAC document on this page. Keep in mind that this is a working document and will be updated continuously. The State Board will take action on this document at their March meeting.

DYSLEXIA – Cynthia Hadicke is working with a group at KSDE to develop a set of guidance documents on Dyslexia for the field. This includes components of the screening and the evidence-based practices that need to be utilized to assist students that fail the screening. I want for special education leaders to recognize that if a student fails the screening, then general education will be required to address any deficiencies.

If the student is referred to the student intervention team and ultimately is recommended to receive a comprehensive evaluation, OR if a parent requests a comprehensive evaluation and the agency decides to complete the evaluation concurrently with the student intervention team documenting interventions and strategies being used by general education teachers, then special education personnel are going to have to understand the dynamics of not only the “Dyslexia” screening tools, but also the curriculum, interventions and strategies that are being used by the district to address any reading deficiencies. Your agency will also need to determine which instrument or assessment(s) will your evaluation teams use to evaluate the student’s reading strengths, weaknesses and needs?

There will be several trainer of trainer opportunities publicized soon on the required components of the “Dyslexia” screening. I encourage special education leaders to be proactive as they team with general education personnel to address any reading deficiencies of students.

ED AS A CATEGORY OF ELIGIBILITY – Rebekah Helget, the SEAC chair shared the Special Education Advisory Council’s recommendation to change the category of eligibility we currently use for Emotional Disturbance, to Emotional Disability. Rebekah also testified to a legislative committee to share this recommendation. The State Board will take action on this recommendation at their March 2020 meeting.

CAPS – Evelyn has sent out a March personnel update reminder. Make sure that your data clerk notifies you when all updates have been made so that the administrator, the individual in your agency with CAPS approval, can go into the authenticated application to approve the CAPS upload for this payment. Agencies will receive notification of not meeting the timely and accurate data for the CAPS system if agencies submit personnel in the final payment report that have worked all or most of this school year and were not entered into the CAPS system prior to the final payment report. I am not referring to the one “off error” but rather
multiple entries added for the last payment of personnel that have been working ALL or the majority of this school year.

**MIDWEST EDUCATION LEADERSHIP CONFERENCE** – The brochure for the annual MELC Conference will be sent through the special education administrator listserv in early March. The theme this year is “Leadership: Inspiring a Culture of Change”. The Midwest Education Leadership Conference will take place in Breckenridge, Colorado on June 23-25.

**NEW DIRECTOR TRAINING (ANY SPECIAL EDUCATION ADMINISTRATOR IS WELCOME)** – The next Director Update/Training will be held on April 7 in Hutchinson. Please contact Susan Sipe or me if you have any topics you want for us to cover during that day. This will be our 4th quarterly update/training for the 2019-2020 school year. We will plan to continue the quarterly trainings next year.

**TRANSITION SUMMIT** – KSDE will sponsor a Transition Summit on July 27. Information on the Transition Summit will be sent out as soon as we have confirmed our agenda and secured our presenters.

**JULY LEADERSHIP CONFERENCE** – The Pre-Conference will be held on July 28. The Leadership Conference will be held on July 29 and July 30.
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:

KASEA WINTER CONFERENCE

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@KASEAComms