

Kansas Special Education Administrators' Webinar

May 8, 2020

"Education breeds confidence.
Confidence breeds hope.
Hope breeds peace."

Confucius

#ingredientsofoutliers

A photograph showing the backs of two people with long hair, both making peace signs with their hands. They are standing in front of the Golden Gate Bridge in San Francisco. The sky is overcast and the bridge's cables and towers are visible in the background.

Extended School Year

Laura Jurgensen ljurgensen@ksde.org

May 8, 2020

➔ Extended School Year	Laura Jurgensen
CARES ESSER funding	Dean Zajic
Audit Updates	Laurel Murdie
1% Waiver Extension Request Draft and Red Flags.....	Cary Rogers
End of Year SPEDPro Data Reporting Reminders	Mason Vosburgh
Discipline Data Collection.....	Rachel Beech
LEA Allocations.....	Christy Weiler
IDEA VI-B Part I Application Reminders	Christy Weiler
KIAS Master Calendar Reminders	Susan Sipe
Director Updates.....	Bert Moore
KASEA	Heath Peine





Extended School Year and Other Summer Programming



Kansas leads the world in the success of each student.

General Steps

1. First, consider requirements and guidance from state and local health officials when deciding whether to offer summer programming and/or ESY face to face.
2. Then, IEP Teams should make individualized decisions about what a child needs and where the child will be served, based on those needs.
3. IEP Teams must, as always, listen to parent input regarding child needs.
4. Err on the side of offering something versus nothing. Your students who need ESY are typically your students with the highest needs. It would be difficult to defend offering these students nothing.
 - For example, the IEP Team for a child decides that a certain child would benefit from receiving services in a school building during ESY, but the parent is uncomfortable bringing the child into a building, but would like to continue with virtual services. Providing virtual ESY services, in this situation, is likely much easier to defend than offering nothing.



Questions and Answers





If the district is offering summer education programming to all students, what must be offered to students with a disability and an IEP?



If the district is offering summer sports or other non-academic programming, what must be offered to students with a disability and an IEP?



Can we cancel ESY because we are concerned that the population served during ESY is a high risk population?



If the district is offering in-person summer education programming for all students, can we offer this same summer education programming virtually for students with a disability and an IEP because we are concerned that this population is high risk?



If the district is offering in-person summer education programming for all students, can we offer ESY virtually because we are concerned that this population is high risk?



Even if the governor and local health officials permit school buildings to be open during summer 2020, with certain restrictions, our district is not offering in-person summer programming for all students. Are we required to offer ESY in-person?



On Randy's superintendents' Zoom meetings my superintendent said that Randy stated that if a student with an IEP did not receive effective instruction during continuous learning, then that student must be considered to receive services during Extended School Year. This seems contrary to legal requirements on ESY and blurs the line between ESY and compensatory services. How do we help our superintendents understand what they think they heard?



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CARES ESSER Funding

Dean Zajic dzajic@ksde.org

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Audit Update

Laurel Murdie lmurdie@ksde.org

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1% Waiver Extension Request Draft and Red Flags

Cary Rogers crogers@ksde.org

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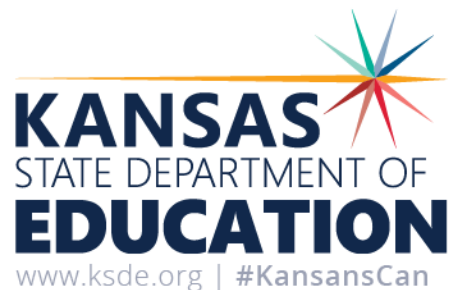
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DLM – 1% Threshold

Cary Rogers crogers@ksde.org



Draft 1% Threshold Waiver Extension Request

Kansas leads the world in the success of each student.

1% Threshold Waiver Extension

States must continue to meet each requirement associated with a first-year waiver

- Submit 90 days prior to opening of test window
- Provide state level data on participation
- Provide state level data showing 95% participation overall and for students with disabilities
- State assurance – verify that each LEA that the state anticipated would assess more than 1.0% of its assessed students on an AA-AAAS provided assurances



1% Threshold Waiver Extension

Demonstrate **substantial progress** toward achieving each component of the prior year's plan and timeline.

- Improving the implementation of participation guidelines (includes providing training, tools, and technical assistance to improve implementation of participation guidelines)
- Taking steps to support and provide appropriate oversight to districts anticipated to exceed 1.0% (data displays in KIAS, red flag data)
- Addressing any disproportionality in percentage of students taking the AA-AAAS (data provided in KIAS and addressed in justifications)



Substantial Progress

Students enrolled and rostered in DLM for 2019 -2020

- Reading decrease of 75 students
- Math decrease of 72 students
- Science decrease 17 students

Opportunity to Provide Input -State's ESSA Alternate Assessment 1% Threshold Waiver Extension Request- Friday, May 1, 2020

The Kansas State Department of Education seeks input on the state's draft 1% AAAAAS participation threshold waiver extension request pursuant to 34 C.F.R§200.6(c)(4). You may submit input on the draft request via e-mail-delivery by June 1 to SESPublicComments@ksde.org



DLM red flags



DLM red flag fact sheet

- Provides background and guideline questions for team when reviewing students with red flags
- A red flag does not mean the student is not appropriate on the DLM
- IEP teams should review students and ensure they are eligible for the DLM using the participation guidelines (these were updated last summer to include 4 criteria)
- In the fall update the first contact survey and ensure it accurately reflects the students disability and skill levels.



Reading level with comprehension

- 3rd grade – reading primer to first grade level or above
- 4th grade and 5th grade – reading at first to second grade level or above
- Secondary – reading at 2nd-3rd grade level or above







Practice and Released Testlets




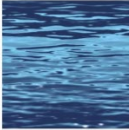
Released Testlet ELA.RI.3.8.S




Released Testlet ELA.RI.5.8.T



Cats are fun pets.


Cats run.


Water is everywhere.


You can see water in many places.

Practice testlets (use demo student account)



ELA.RL.9-10.4T (target level)

- Scout's First Day of School
- Scout was a little girl. She was six years old.
- Scout loved her Dad.
- Scout learned to read when she was little. Scout's Dad taught her to read.

Username: demo.sue28

Password: sand3

- Q: Scout could not wait to start school. What does the phrase could not wait mean?
 - Was bored
 - Was excited
 - Was sleepy



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End of Year SpedPro Data Reminders

Mason Vosburgh mvosburgh@ksde.org

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Discipline Data Collection

Rachel Beech rbeech@ksde.org

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Discipline Data Collection



KSDE Contact/Questions:

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Discipline 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 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, including but not limited to children who are receiving the services in their IEP, appropriately participate in the general curriculum, and participate with children without disabilities to the extent they would have in their regular placement. 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.



Required Elements

- **All accredited buildings are required to report on the following components for all students which they are responsible:**
 - **Bullying**
 - **Felonies, misdemeanors, and referrals to law enforcement**
 - **Firearms**
 - **All disciplinary removals for students with a disability (IDEA)**
 - **Violence Related Expulsions**
 - **Services During Expulsions**



Required Elements

- Only incidents that apply to one or more of these categories are required to be reported.
- All incidents that occurred between July 1st, 2019 and June 30th, 2020 must be reported.
- The submission window for the 2019 -2020 Discipline Data Collection is now open and will run until June 30th, 2020 at 11:59 p.m.



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](https://www.ksde.org/Discipline-Data-Collection)



Helpful Discipline Reports

The Kansas Integrated Accountability System (KIAS) has two valuable reports to allow for accuracy checks:

- **Discipline IDEA Validation Report:** This report shows users which students and incidents do not have a corresponding match for IEP service lines. If a student is identified in this report, users must update information in either KIAS or SpedPro to accurately reflect the status of students with disabilities to match special education services lines. If a student did not have an IEP on the date of the incident, they should not be reported in KIAS as a student with a disability on that incident date.



Helpful Discipline Reports

- **Discipline Incident Duplicate Report:** This report will display any duplicate incidents within the data collection for the selected school year. The entire discipline incident record must match for it to appear on the Discipline Incident Duplicate Report.





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LEA Allocation & IDEA VI-B Part 1 Application Reminders

Christy Weiler cweiler@ksde.org

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KIAS Master Calendar Reminders

Susan Sipe ssipe@keystonelearning.org

	S	M	T	W	T	F	S	DATE	Collection	Event	CLOSE DATE
	April 2020				1	2	3	4	1	Catastrophic Aid & Non-Public	Data Collection Window Opens
5		6	7	8	9	10	11	1	KS Deaf-Blind Fund (DBF)	2020-21 Application Window Opens	6/30
12		13	14	15	16	17	18	4	Categorical Aid	Payment 4 Submission Due Date including Approval	
19		20	21	22	23	24	25	13	Discipline Data	2019-20 Collection Window Opens (Incidents Date Range 7/01/2019 -6/20/2020)	6/30
26		27	28	29	30			15	KSDE Public/Expanded Report	District IDEA State Performance Plan Public and Expanded Reports Released Level of Determination Status	
								15	Indicator 13	Data Collection Window Opens	5/15
								15	Emergency Safety Intervention (ESI)	Data Collection Window Opens (Incidences occurred on or between 12/1/19 and 5/31/2020)	6/12
								30	Catastrophic Aid & Non-Public	Data Collection Window Closes	
							30	Target Improvement Plan (TIP)	Application Window Opens	6/30	

	S	M	T	W	T	F	S	DATE	Collection	Event	CLOSE DATE
	May 2020						1	2	1	IDEA Fiscal	VI-B Part I Application for Funds Submission Window Opens
3		4	5	6	7	8	9	1	Categorical Aid	Payment 5 Submission Due Date-Final submission including Approval	
10		11	12	13	14	15	16	1	KS Deaf-Blind Fund (DBF)	2019-20 Funding Window Closes for Students with Severe Multiple Disabilities (pending monies available)	
17		18	19	20	21	22	23				
24		25	26	27	28	29	30				
31											

	S	M	T	W	T	F	S	DATE	Collection	Event	CLOSE DATE
	June 2020	1	2	3	4	5	6	7	1	KS Deaf-Blind Fund (DBF)	2019-20 Reimbursement Window Closes-All DBF receipts and invoices due
8		9	10	11	12	13	14	1	Indicator 13	Data Collection Window Closes	
15		16	17	18	19	20	21	1	Categorical Aid	Para Inservice Data Collection Window Closes	
22		23	24	25	26	27	28	5	IDEA Fiscal	VI-B Part I Application for Funds Submission Window Closes	
29		30						7	Local Consolidated Plan (LCP)	2020-21 LCP Assurances	
								12	Emergency Safety Intervention (ESI)	Data Collection Window Closes (Incidences occurred on or between 12/1/19 and 5/31/2020)	
								30	Target Improvement Plan (TIP)	Application Window Closes	
								30	IDEA Fiscal	VI-B Federal Fiscal Year Ends	
							30	KS Deaf-Blind Fund (DBF)	2019-20 Application Window Closes		
							30	Discipline Data	2019-20 Collection Window Closes (Incidents Date Range 7/01/2019 -6/20/2020)		

Revised May 5, 2020



Director Updates

Bert Moore bmoore@ksde.org

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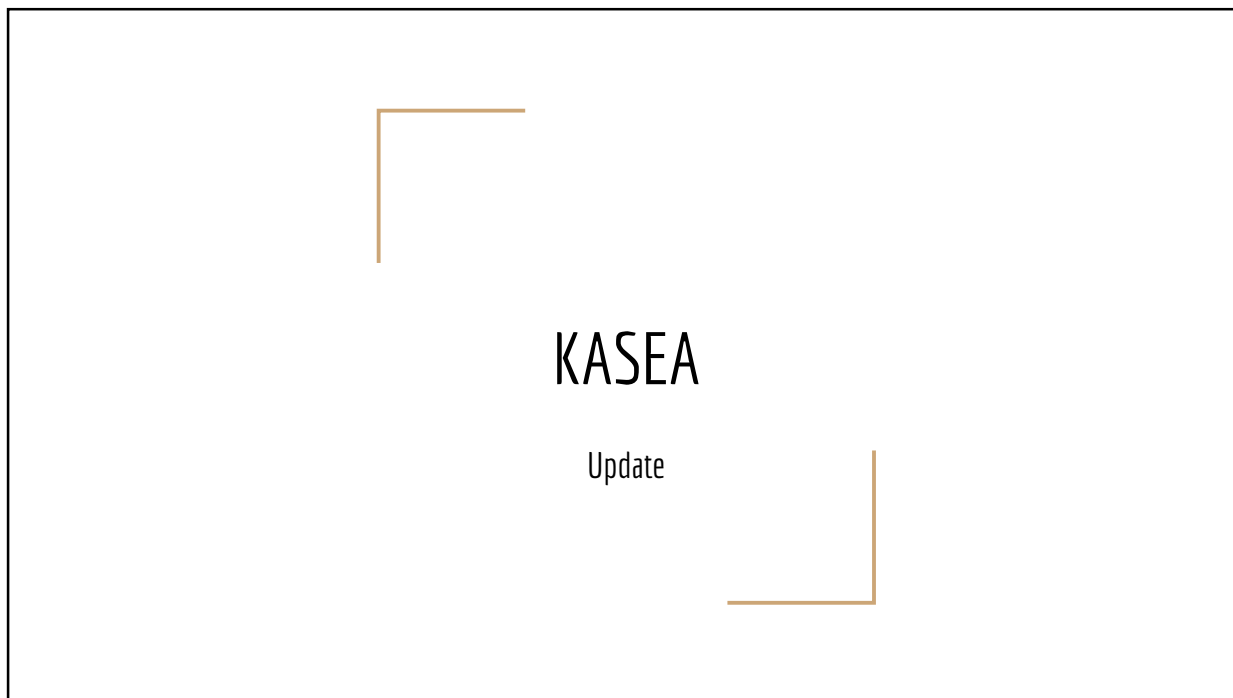
KASEA Update

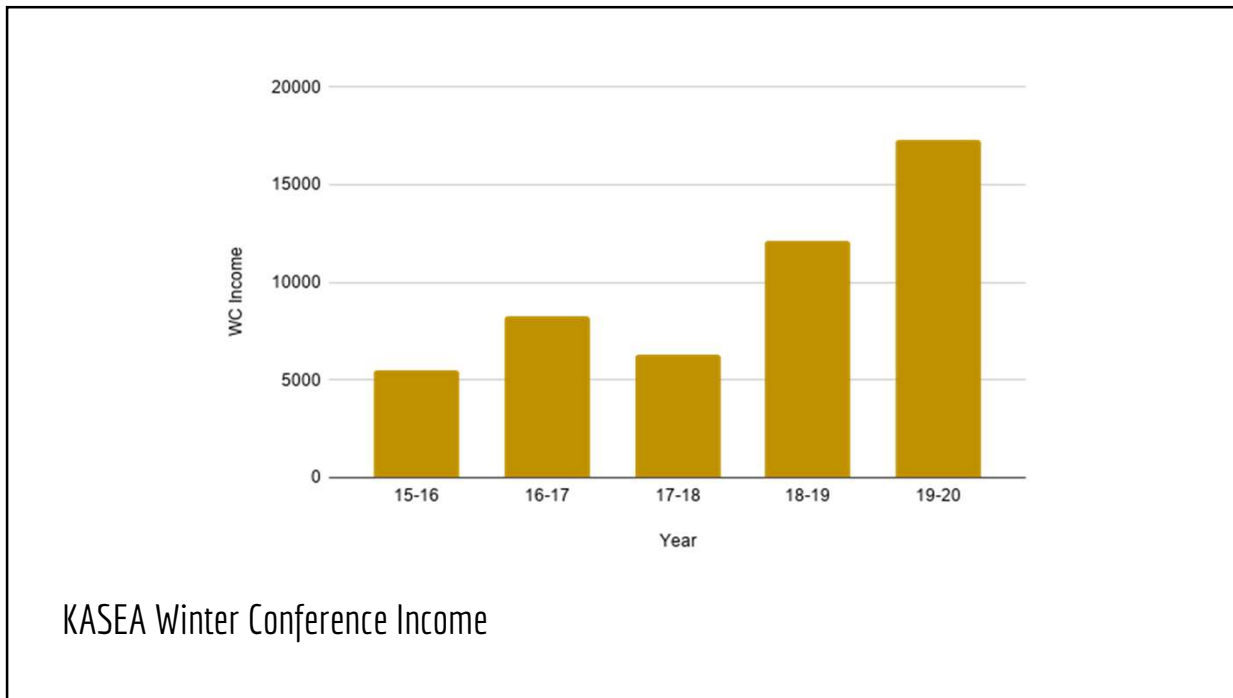
Heath Peine hpeine@usd259.net

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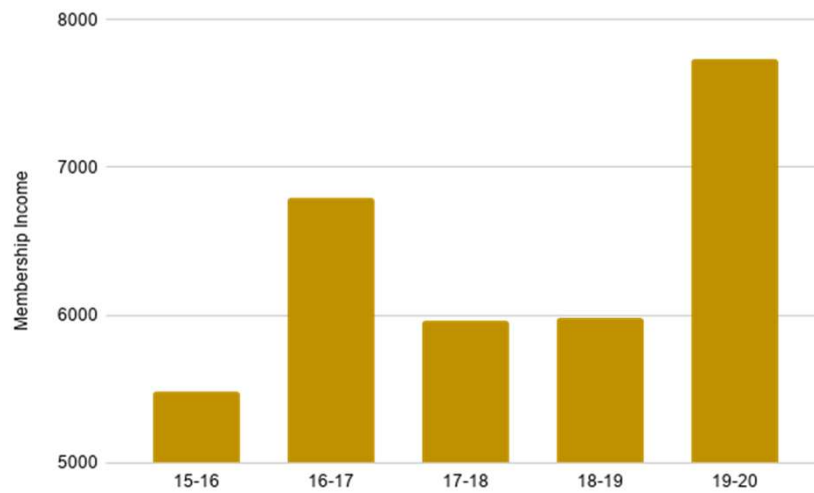


43%

Percent Increase in Winter Conference Profit from 2019-2020

215%

Percent Increase in Winter Conference Profit from 2016-2020



KASEA Membership Income

29%

Percent Increase in Membership Due Income from 2019-2020

41%

Percent Increase in Membership Due Income from 2016-2020

2020-2021

What is Next for KASEA?



Special Education Legislative Summit
- Online and FREE to CASE Members

Forward

Learn from the Past, Drive Toward the Future