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

Confucius
Extended School Year
Laura Jurgensen ljurgensen@ksde.org

May 8, 2020

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CARES ESSER funding ............................................................... Dean Zajic
Audit Updates ............................................................................ Laurel Murdie
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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

Kansas leads the world in the success of each student.
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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DLM – 1% Threshold

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
Piece 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

Kansas State Department of Education | www.ksde.org | #KansansCan
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End of Year SpedPro Data Reminders
Mason Vosburgh mvosburgh@ksde.org

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Rachel Beech rbeech@ksde.org

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Discipline Data Collection

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

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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
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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Special Education And Title Services Team
(785) 296-8965
rbeech@ksde.org
LEA Allocation & IDEA VI-B Part 1 Application Reminders
Christy Weiler cweiler@ksde.org

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<th>Collection</th>
<th>Event</th>
<th>Close Date</th>
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<tbody>
<tr>
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<td>Catastrophic Aid &amp; Non-Public</td>
<td>Data Collection Window Opens</td>
<td>6/30</td>
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<tr>
<td>2</td>
<td>KS Dead-Blind Fund (DBF)</td>
<td>2020-21 Application Window Opens</td>
<td>6/30</td>
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<td>Categorical Aid</td>
<td>Payment &amp; Submission Due Data Including Approval</td>
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<td>Discipline Data</td>
<td>2019-20 Collection Window Opens / Incidents Data Range 7/1/2019-6/20/2020</td>
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<td>KSDB Public/Expanded Report</td>
<td>District IDEA State Performance Plan Public and Expanded Reports Released Level of Determination Status</td>
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<td>Indicator 13</td>
<td>Data Collection Window Opens</td>
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<td>Emergency Safety Intervention (ESI)</td>
<td>Data Collection Window Opens Incidence occurred on or between 12/1/19 and 5/31/2020</td>
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<td>Data Collection Window Closes</td>
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<td>Target Improvement Plan (TIP)</td>
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<td>2</td>
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<td>Payment 5 Submission Due Date Final submission including Approval</td>
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<td>KS Dead-Blind Fund (DBF)</td>
<td>2019-20 Funding Window Closes for Students with Severe Multiple Disabilities (pending monies available)</td>
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KASEA
Update

Growth and Improvement
KASEA Winter Conference Income

Percent Increase in Winter Conference Profit from 2019-2020

43%
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
What is Next for KASEA?

Special Education Legislative Summit
- Online and FREE to CASE Members
Forward

Learn from the Past, Drive Toward the Future