# KSDE SETS Special Education Administrators’ Webinar
**October 30, 2020**

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KSDE SETS Special Education Administrators’ Webinar
TASN-Kansas MTSS and Alignment
October 30, 2020
Kansas MTSS and Alignment Updates

Special Education Administrators’ Webinar
October 30th, 2020
Implementation

The implementation of creating the Kansas MTSS is neither a quick fix nor the adoption of new rhetoric. It is a thoughtful and intentional redesign of educational practices and support provided by general education and entitlement programs such as Title I, ESOL, and special education to ensure the needs of all students are being met in the most effective and efficient way possible.
Stages of Implementation and Supports Provided by Kansas MTSS & Alignment

Work with district alignment specialists (5 to 6 sessions with DLT)

System level check-ins

Exploration and Application → Structuring → Implementation → Sustainability

Work with MTSS content specialists (work begins after 2 to 3 DLT sessions)

www.ksdetasn.org/mtss
District Training

- Decision Making (how we select and implement new initiatives, programs, etc.)
- Using data to make informed decisions about district needs and content areas of focus
- Improving efficiency, eliminating duplication
- Instructional Leadership and expectations for leaders
- Alignment of goals (KESA, Strategic Plans, MTSS, etc.)
- Implementation
- Organization of the district
- Communication with internal and external stakeholders
Alternative Monitoring SY 2020 -21

Special Education Directors Webinar October 2020

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

• This is an integrated monitoring process for Title 1 Part D and Special Education programs.

• Programs who receive Title I Part D funds and/or IDEA funds are monitored to ensure programs are complying with federal grant requirements.

• Districts are responsible under federal and state special education law and Title 1 Part D for the education of students in alternative placements.
Monitoring Details

• Cohort 3, School year 2020-21
• Notification letters were sent to Facility directors, Special Education directors, Superintendents in September 2020
• All entities will be notified when the monitoring date has been set for a specific facility.
• Monitoring will take place virtually vs onsite due to COVID-19.
Monitoring Process

• Introduction/Welcome
• Interviews: Facility Administrator, Education Director, Teachers
• File Reviews
• Classroom Observation
• Written Summary of Visit
What is Special Education Director’s role?

- Participate in the Welcome/Introduction meeting
- Coordinate with the facility education administrator
  - Student IEP file review
    - Provide 2 student IEPs that are residing in the facility at the time of the visit
    - Provide a district staff member that can assist in the file review
- Identification of teacher(s) to participate in interviews
- Provide Policies, Practices and Procedures
Looking ahead

Starting Cohort One SY 2021-22

Alternative Monitoring will be expanded on how education services are being provided for students with disabilities that are residing in local jails.
Contact Information

Rachel Beech  
Education Program Consultant  
SETS Team  
rbeech@ksde.org

Stacie Martin  
Education Program Consultant  
SETS Team  
smartin@ksde.org

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KSDE SETS Special Education Administrators’ Webinar
TASN-e-Mentoring for Student Success (eMSS)
October 30, 2020
Early Career Mentoring for Retention
Outcomes

• Introduction of staff and program
• Overview of program and participation requirements
• Results
• Question and Answer
eMentoring

• e-Mentoring for Student Success (eMSS) is:
• an innovative, statewide content and exceptionality specific, asynchronous, online mentoring program that accelerates the growth and increases the retention of new teachers.
• An online mentoring program that has been supporting new special education teachers statewide in Kansas since 2012.
• Approved by KSDE Teacher Licensure & Accreditation as a provider of mentoring.
Program Components

Our Place

Explorations

Video Observations
Program Expectations

• Participate in **facilitated discussion forums weekly**
• Participate in **3 video observation cycles** with your mentor (including pre-observation conversation, shared video of practice, and a post observation conversation)
• Participate in a **goal setting** process with your mentor
• Complete **1 exploration**
  • Managing Student Behavior
  • Developing IEPs
  • Working with Paraprofessionals
  • Accommodations & Modifications
Results & Impact

• To date, 509 early career special educators in 139 districts or related organizations in Kansas have been impacted by Kansas Early Career Special Educator Mentoring.

• 80% of mentees continue teaching 5 years after participating in mentoring.

• When mentees were asked how would you rate yourself on the following statement: I plan instruction based on the learning and development levels of all students. At the beginning of the year 62% rated themselves as proficient and/or highly effective. At the end of year 95% rated themselves as proficient and/or highly effective.

• 94% percent of mentees agree with the statement that participating in an Exploration impacted their student’s learning.
Questions

• Are there professional development needs could we help meet? In what areas?

• Questions for us?
Trauma, Toxic Stress, and Caregiver Well-Being: Practices for Fostering Resilience in Children/Youth and Caregivers

School Mental Health Initiative (SMHI)
https://www.ksdetasn.org/smhi
Learning Objectives

• Articulate how Adverse Childhood Experiences (ACEs) can impact child/youth development.
• Articulate how Adverse Childhood Experiences (ACEs) can impact child/youth development.
• Identify effective practices to enhance caregiver well-being.
Adverse Childhood Experiences (ACEs)

Free resource available to Kansas educators and families

Available at: https://ksdetasn.org/resources/2157
Stress and Childhood

Free resource to Kansas educators and families

Available at:

https://ksdetasn.org/resources/2117
Positive Childhood Experiences (PCEs)

Access this resource at this link:
https://www.ksdetasrn.org/resources/2895
KPIRC: Engaging All Families Modules

**Engaging All Families Video Series**

1. Creating a Welcoming Environment
2. Recognizing Diversity
3. Ongoing Communication
4. Open Houses & Conferences
5. Sharing Family Resources
6. Encouraging Involvement
7. Acknowledging Concerns
8. Addressing FAQs
9. Obtaining Feedback
10. Additional Resources
Thank you!

- Jane Groff, Ph.D.
- Executive Director
- Kansas Parent Information Resource Center (KPIRC)
- jgroff@kpirc.org
- www.ksdetasrn.org/kpirc
KSDE SETS Special Education Administrators’ Webinar
Categorical Aid/ Waiver Deadline Reminders
October 30, 2020
Categorical Aid Reminders

• Deadline for waivers for staff working this semester is 11/1. Be sure the area and grades match what is claimed in CAPS (and what the person is actually doing.)

• 2nd payment deadline is 12/1 (or first business day after) to update AND APPROVE payment data.

• After the 2nd payment, next deadlines are:
  • Waivers for teachers eligible/working 2nd semester is February 1. This is the FINAL waiver deadline of the year.
  • March 1st is the deadline for the 3rd payment.
Substitutes

During the 10/13 board meeting, the state board removed the restrictions on the number of days substitutes could work for this year due to the difficulty in finding sufficient teachers for classroom needs this year.

To both recognize this allowance, and still recognize that these substitutes do not meet the statutory requirement of "qualified to provide" the educational IEP services, Bert has given permission for all substitutes* to be allowed up to .67 FTE reimbursement for this school year.

*The board action did not remove the requirement for substitutes to be licensed. A substitute must hold a license from KSDE that allows them to be a substitute.
Contact Information

Authenticated Applications
Problems logging in or creating account:
helpdesk@ksde.org
(785) 296-7935

CAPS questions/issues:
caps@ksde.org

Categorical Aid page

Catastrophic/Non-Public Equivalency
Mason Vosburgh
mvosburgh@ksde.org
(785) 296-4945

Transportation/Medicaid Replacement
Sara Barnes
sbarnes@ksde.org
(785) 296-4972

Special Teacher Reimbursement
Evelyn Alden ealden@ksde.org
(785) 296-3868

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KSDE SETS Special Education Administrators’ Webinar
Indicators 9 and 10: Disproportionate Representation
October 30, 2020
Indicators 9 & 10

Melissa Valenza
Education Program Consultant

Kansas leads the world in the success of each student.
Data Collected and Purpose

• Indicators 9 and 10 measure disproportionate representation and disproportionate representation in specific disability categories.

• Data is collected from the September 20th general enrollment count, and the December 1st child count.

• This data is used to ensure no identified racial or ethnic group is over represented in special education, or for any specific disability.

• Included in this count are public school students, ages 6 – 21, and their primary disability. This excludes students with gifted only exceptionalities.

• Not included in this count students within the district boundaries who are placed there by Juvenile Justice, Department of Corrections, Department of Children and Families, or by parents.
Data Calculations and Guidelines for Compliance

• To calculate the district weighted risk ratio, numeric data sets are collected for two consecutive years. Important note: This is a different measurement than is used for significant disproportionality. The same data source is used for the identification measurements of significant disproportionality, but the data is looked at in a different way.

• The data analysis for Indicators 9 and 10 is available both in the Special Education Reports on KSDE’s Data Central (public reports) and the Kansas APR Reports (Log in and password required. Contact Tim Berens to request one.). Both of these sources are a high level of information. If you would like a spreadsheet with more detailed data please contact me.
Data Calculations and Guidelines for Compliance Cont’d

• YEAR ONE utilizes **30-10-10** calculation:
  • At least 30 students of a racial and ethnic group in the district.
  • At least 10 students of a racial and ethnic group in special education and related services/a specific disability category.
  • At least 10 students in the comparison group.
  • A weighted risk ratio is >3.00.

• YEAR TWO utilizes a **30-30-30** calculation:
  • At least 30 students of a racial and ethnic group in the district.
  • At least 30 students of a racial and ethnic group in special education and related services/a specific disability category.
  • At least 30 students in the comparison group.
  • A weighted risk ratio is >3.00.
District Non-Compliance

• Non-compliance can result if district policies, practices or procedures have a discriminatory effect.

• YEAR ONE: Districts not meeting the expected weighted risk ratio in year one will receive written notification from the Kansas State Department of Education (KSDE). This alerts districts to potential non-compliance, and provides districts an opportunity to review local policies, practices and procedures.

• YEAR TWO: District not meeting the expected weighted risk ratio for two consecutive years will receive written notification from KSDE. Districts will be required to complete Kansas Self-Assessment Tool which verifies district practices related to Child Find, screening and general education intervention practices.
District Non-Compliance

• KSDE will review the district’s self-assessment. If there is concern about potential non-compliance, KSDE will notify the district and allow the opportunity for additional information to be provided.

• KSDE will schedule a meeting with the district following the review of any additional information that has been provided.

• A final determination on compliance will be determined by KSDE.
Indicator 9 & 10 Resources

- Indicators 9 and 10 information on KSDE website
- Special Education Reports on KSDE’s Data Central (public reports)
- Kansas APR Reports (Log in and password required. Contact Tim Berens to request one.)
Contact Information

Melissa Valenza
Education Program Consultant
Special Education & Title Services
(785) 296-6035
mvalenza@ksde.org
KSDE SETS Special Education Administrators’ Webinar
Accommodations (Text to Speech)
October 30, 2020
KAP Accommodations
KAP – Ordering Braille Booklets

1. Teachers need to work with their test coordinators to make sure the student’s PNP is set to Braille (language and Braille tab)

2. PNP on Educator Portal needs to be correct by Monday, November 30, 2020 so that the booklets can be ordered.
Universal Features

• Universal features are accommodations that are either embedded or provided digitally through the KAP (e.g., highlighter), or nonembedded and provided nondigitally at the local level (e.g., separate, quiet or individual setting). Universal features are available to all students as they access the KAP.

• Refer to [Tools and Accommodations for the Kansas Assessment Program][Tools available to all students as needed by subject].
Personal Needs Profile (PNP)

- Tools and Accommodations for the KS Assessment Program
- Some tools are provided on all tests in the Kite Student Portal.
  - Highlighter
  - Guideline
Designated Features

- **Designated features** are those features that are available for use by any student for whom the need has been indicated by an educator (or team of educators including the parents/guardians and the student if appropriate) who is familiar with the student’s characteristics and needs. Embedded designated features (e.g., color contrast) are provided digitally through the KAP, while non-embedded designated features (e.g., magnification device) are provided locally. Trained educators or teams using a consistent process must assign designated features to a student on the PNP on Educator Portal.

- Refer to [Tools and Accommodations for the Kansas Assessment Program](#) [Accommodations (available only when selected in the PNP) for students who have an IEP, 504, ILP or statement of student need]
Accommodations

• **Accommodations** are changes in procedures or materials that ensure equitable access to assessment content and generate valid assessment results for students who need them. Embedded accommodations (e.g., text-to-speech) are provided digitally through the KAP, while nonembedded designated features (e.g., sign interpretation) are provided locally. Accommodations are generally available for students for whom there is a documented need on an IEP, 504 or ILP accommodation plan.
Types of Accommodations

1. Timing/scheduling
2. Setting
3. Presentation
4. Response

Refer to Tools and Accommodations for the Kansas Assessment Program [Accommodations (available only when selected in the PNP) for students who have an IEP, 504, ILP or statement of student need]

Refer to How to Select, Administer and Evaluate Accommodation for Instruction and Assessment of All students for more in-depth information on accommodations for instruction and assessments. This document is located at https://ksdetasn.org/resources/2283
PNP Planning Tool for the KAP

PNP Planning Tool link
Text-to-Speech Accommodations

Print Disabilities
### Text-to-Speech Options

<table>
<thead>
<tr>
<th>Text-to-Speech Audio (TTS)</th>
<th>Available to All Students?</th>
<th>Is PNP Required?</th>
</tr>
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<tbody>
<tr>
<td>Directions</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Science</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Test Items</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>(nonvisual) Passages and Test Items</td>
<td>No</td>
<td>Yes, and KSDE approval required</td>
</tr>
</tbody>
</table>
Text-to-speech on the KAP state assessment

Available for all students (UDL)
• Directions (ELA, math, science)
• All of the science assessment

Available for students with IEP, 504, ILP, or student improvement plan (must be selected on the students PNP)
• Text only (questions and stems for ELA and math)
• Text and graphics (all of the math assessment, questions and stems for ELA)
• Nonvisual (for individuals with a print disability – must be approved by KSDE)
TTS for ELA passages (nonvisual)

- TTS for ELA passages must be approved by KSDE
- This accommodation is ONLY for students with an IEP, 504 or student intervention plan.
- This accommodation is appropriate for students who receive daily instruction and assessments orally and through computerized text to speech.
- This accommodation should only be used by students who:
  - Have a reading-based disability (at least two grade levels below) that affects the student’s decoding, fluency or comprehension skills.
  - Can’t access print text due to blindness or low vision and don’t have adequate Braille skills.
Print Disabilities and the consideration for accommodations

A student with a print disability is unable to gain information from conventional printed materials at grade level, and needs alternate access to the information.

- Students with blindness or visual impairments
- Students with specific learning disabilities (dyslexia)
- Students with physical disabilities

Accessible Educational Materials and Assistive Technology

- Required for all students with disabilities under IDEA
- Helps eliminate the most frequent barriers that students with print disability encounter when accessing the general education curriculum and enable them to gain access to and progress in the general education curriculum

Text-to-Speech Checklist

FOR ELA PASSAGES ACCREDITATION

1. Please mark the appropriate box reflecting the plan the student has in place.
   - ☐ TP which includes text-to-speech or read-aloud accommodation.
   - ☐ plan which includes text-to-speech or read-aloud accommodation for Instruction and assessment.
   - Student's improvement plan which includes text-to-speech or read-aloud accommodation for Instruction and assessment.

2. Please mark the appropriate boxes for when the plan indicates the student will receive text-to-speech or read aloud supports.
   - Classroom assignments above the student's reading level.
   - District assessments.
   - State assessments.

3. In this student is blind or does the student have a significant visual impairment?
   - ☐ Yes
   - ☐ No
   - If the student is blind or has a significant visual impairment, is the student learning to read Braille?
     - ☐ Yes
     - ☐ No
   - Students who are blind or have a significant visual impairment questions 5-7 can be skipped.

4. Student has a reading based disability which affects:
   - ☐ Fluency
   - ☐ Vocabulary
   - ☐ Comprehension

5. Please mark interventions the student is currently receiving to assist with the reading based disability.
   - ☐ Literacy design instruction in the special education classroom
   - ☐ 3 intervention
   - ☐ Audio books
   - ☐ Digital access to textbooks, assignments, etc. using text-to-speech
   - ☐ Human reader (peer or adult)

6. What is the student's Grade level?
   - Grade level: ☐ 1st Grade
   - Grade level: ☐ 2nd Grade
   - Grade level: ☐ 3rd Grade

7. What is the student's fluency level on a grade level passage?
   - Fluency level: ☐ 1st Grade
   - Fluency level: ☐ 2nd Grade
   - Fluency level: ☐ 3rd Grade

Text-coordinator or building administrator:

☐ I have reviewed this student's checklist including the plan indicating the student is receiving text-to-speech or audio supports on a regular basis for instruction and assessment.

Signature: __________________________
Position: __________________________

Please submit all checklist documents for the building together in one pdf to crogers@ksde.org by January 31.

For more information, contact

Cary Rogers
Education Program Consultant
Special Education and Title Services
(785) 296-0941
rogersc@ksde.org

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TTS Checklist Due to KSDE by Jan. 31
crogers@ksde.org
Purpose of Instructionally Embedded DLM Assessment

• The DLM assessment is intended to give students opportunities to show what they have learned and can do.

• It is recommended that teachers select the linkage level recommended by the system. Linkage level should not be changed to check baseline or to avoid challenging the student.

• The most important aspect to understand about instructionally embedded assessments is that they are designed to be given on a rolling basis throughout the school year following instruction, rather than collectively, one-after-the-other.
Remote learners

• DLM instructionally embedded testlets cannot be administered remotely without the teacher present due to test security, validity, accessibility supports, and materials and familiar objects needed to complete the testlets.

• Students still need to be enrolled and rostered to the teacher

• Teachers need to complete the First Contact Survey and assign 1 ELA and 1 math testlet.

• Test coordinator can then enter SC-19 to reflect the student could not test due to COVID-19

• Practice and release testlets can be administered remotely through Zoom or MS Teams if the teacher feels it would be appropriate for the student.
DLM extracts

• Training status extract - indicates which users have completed the Required Test Administrator Training (users associated with more than one school in a district will have more than one row).

• DLM Instructionally Embedded Monitoring Extract – designed to help monitor the completion of the blueprint requirements in ELA and mathematics.

If you do not have Educator Portal access to monitor the students taking the DLM for your districts, please email me and I can get you that access.
# English Language Arts

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<tr>
<th>Grade</th>
<th>Student Last Name</th>
<th>Blueprint Requirement ELA % Met</th>
<th>Total Number of ELA Testlets Taken</th>
<th>ELA Blueprint Requirement 1</th>
<th>ELA Blueprint Requirement 2</th>
<th>ELA Blueprint Requirement 3</th>
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# Mathematics

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</tr>
<tr>
<td>6</td>
<td>Brett</td>
<td>NA</td>
<td>NA</td>
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<td></td>
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<tr>
<td>7</td>
<td>Smith</td>
<td>NA</td>
<td>NA</td>
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</tr>
<tr>
<td>11</td>
<td>Dennis</td>
<td>Richards</td>
<td>5</td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>Harrison</td>
<td>Richards</td>
<td>7</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Contact Information for DLM

Cary Rogers
Education Program Consultant
Special Education and Title Services Team
(785) 296-0916
crogers@ksde.org
KSDE SETS Special Education Administrators’ Webinar
KIAS Calendar Reminders
October 30, 2020
# KIAS Calendar

## 2020-2021 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)

<table>
<thead>
<tr>
<th>Date</th>
<th>Collection</th>
<th>Event</th>
<th>Close Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2020</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>618 MIS Data</td>
<td>Child Count “Snap Shot”</td>
<td>2/28</td>
<td></td>
</tr>
<tr>
<td>Categorical Aid</td>
<td>Last day to update and approve 2nd Special Teacher Payment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Safety Intervention (ESI)</td>
<td>Data Collection Window Opens (Report incidents that occurred on or between 6/1/2019 and 11/30/2019)</td>
<td>12/18</td>
<td></td>
</tr>
<tr>
<td>IDEA Fiscal</td>
<td>VI-B LEA Maintenance of Effort (MOE) and Excess Cost Reporting Window Closes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Categorical Aid</td>
<td>2nd Special Teacher payment issued - 50% of the claimed Regular Special Teacher FTE. 100% of the claimed ESY Special Teacher FTE. Minus the October payment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Safety Intervention (ESI)</td>
<td>Data Collection Window Closes (Report incidents that occurred on or between 6/1/2019 and 11/30/2019)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDEA Fiscal</td>
<td>VI-B Expired Grant Funds Must Be Liquidated (Funds Must be Have Been Obligated by Sept. 30)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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KSDE SETS Special Education Administrators’ Webinar
Director Updates
October 30, 2020
LEGISLATIVE WATCH

• Accountability
• Bullying
• ESI (Statute sunset on July 1, 2020)
• School Funding
• Dyslexia
• Other Issues Around COVID
Bert Moore
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KSDE SETS Special Education Administrators’ Webinar
KASEA Update
October 30, 2020
KASEA Update

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Twitter: @hpeine
Executive Board Contacts: tinyurl.com/KASEAContacts
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Thank You!!!