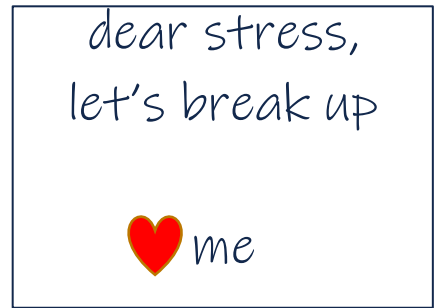


January 8 KSDE Special Education Administrators' Webinar



Agenda

Director Updates	<u>Bert Moore</u>
TASN – Teachers of Students Who Are Blind or Visually Impaired and Certified Orientation and Mobility Specialists Preparation and Mentorship	<u>Kylie Kilmer</u>
TASN – Autism and Tertiary Behavior Supports (ATBS)	<u>Lee Stickle</u>
Categorical Aid/Waiver Deadline Reminders	<u>Evelyn Alden</u>
Indicator 1: Graduation and Indicator 2: Drop Out	<u>Brian Dempsey</u>
Text to Speech Checklists	<u>Cary Rogers</u>
Kansas Grants Reporting System (KGRS) Fiscal Update: Private School Participation	<u>Christy Weiler</u>
KIAS Calendar Reminders	<u>Susan Sipe</u>
KASEA Updates	<u>Heath Peine</u>





DIRECTOR'S UPDATE

January 8, 2021

Kansas leads the world in the success of each student.

Deaf-Blind Fund

- The Deaf-Blind fund will open on January 1 for students with severe or significant disabilities (these students do NOT have to be on the DB list).
- There are 2-4 students in the pending file at this time.
- 84 student applications were awarded prior to January 1.
- Only 16% of the funds have been reimbursed as of 1-7-21.
- Contact Joan Houghton, EdD at jhoughton@ksde.org or call 913-620-4235 if you have questions.



HOT TOPICS

- Cooperatives-Interlocals concerned about sufficient funds to meet special education excess costs.
- Measuring learning loss for ALL students but specifically students with disabilities.
- Managing federal paperwork requirements while ensuring that a free appropriate public education is provided in the least restrictive environment during a pandemic.
- Recruitment/Retention of “highly qualified” staff.
- Considerations for the students, families and staff experiencing mental health fatigue.



Keep The Main Thing The Main Thing



Contact Information for Director of SETS



Bert Moore
SETS Director
(785) 296-4949
bmoore@ksde.org

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TASN- Teachers of Students who are Blind or Visually Impaired and Certified Orientation and Mobility Specialists Preparation and Mentorship

Contact Information for TSVI/COMS

Kylie Kilmer

kkilmer@kssdb.org

(913) 645-5607

Webpage: <https://www.ksdetasn.org/tsvi>





Categorical Aid Reminders

- FINAL Deadline for waivers for teachers is 2/1. Be sure the area and grades match what is claimed in CAPS (and what the person is actually doing.)
- 3rd payment deadline is 3/1 (or first business day after) to update AND APPROVE payment data. Payments now pay only on ELIGIBLE FTE.
- After the 3rd payment, next deadlines are:
 - April 1st is the deadline for the 4th payment.
 - May 1st is the deadline for the 5th (final) payment.

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

<https://www.ksde.org/Default.aspx?tabid=538>

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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Graduation, Dropout and Chronic Absenteeism



Kansas leads the world in the success of each student.

Graduation Calculation

The four-year cohort graduation rate formula for 2020:

2020 graduates (# of cohort members earning a regular HS diploma by September 30, 2020)

of first-time 9th graders in fall 2016 plus transfers in minus students who transfer out, emigrate, or die during 2019-2020, 2018-2019, 2017-2018, and 2016-2017

- Students who transfer out must enroll in another school or in an educational program that culminates in the award of a regular high school diploma in order to be removed from the cohort.



Transition for Students with Disabilities: Exit Code 22

Student with disabilities who met the district graduation requirements for a regular diploma, but is remaining in school to receive transitional services deemed necessary by the IEP team.

Once the student is no longer receiving transitional services, another EXIT record should be submitted: Exit Code 8, Graduated with regular diploma.

Exit Codes are reported in the Kansas Individual Data on Students (KIDS) system.



Dropout Calculation

The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year.

Dropout rate includes: 1. discontinued schooling; 2. moved within the US, not known to be continuing; 3. Unknown; 4. transfer to an adult education facility (i.e. for GED Completion); and 5. transfer to a juvenile or adult correctional facility where educational services are not provided.

Any unresolved exits in grades 7-12 will also be counted in the dropout calculation.



Chronic Absenteeism

Being chronically absent means a student is missing 10 percent or more of school, for both *excused and unexcused* reasons. This puts the student at a higher risk of not graduating high school and possibly becoming a high school dropout.

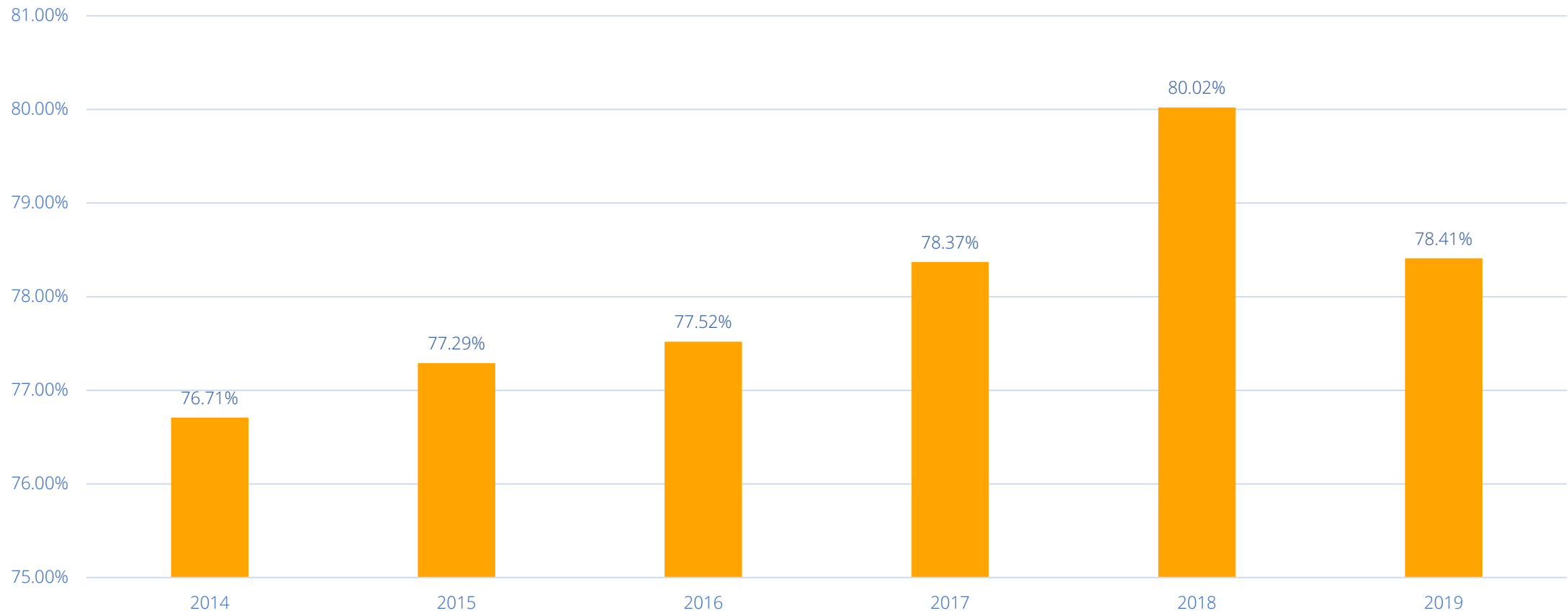




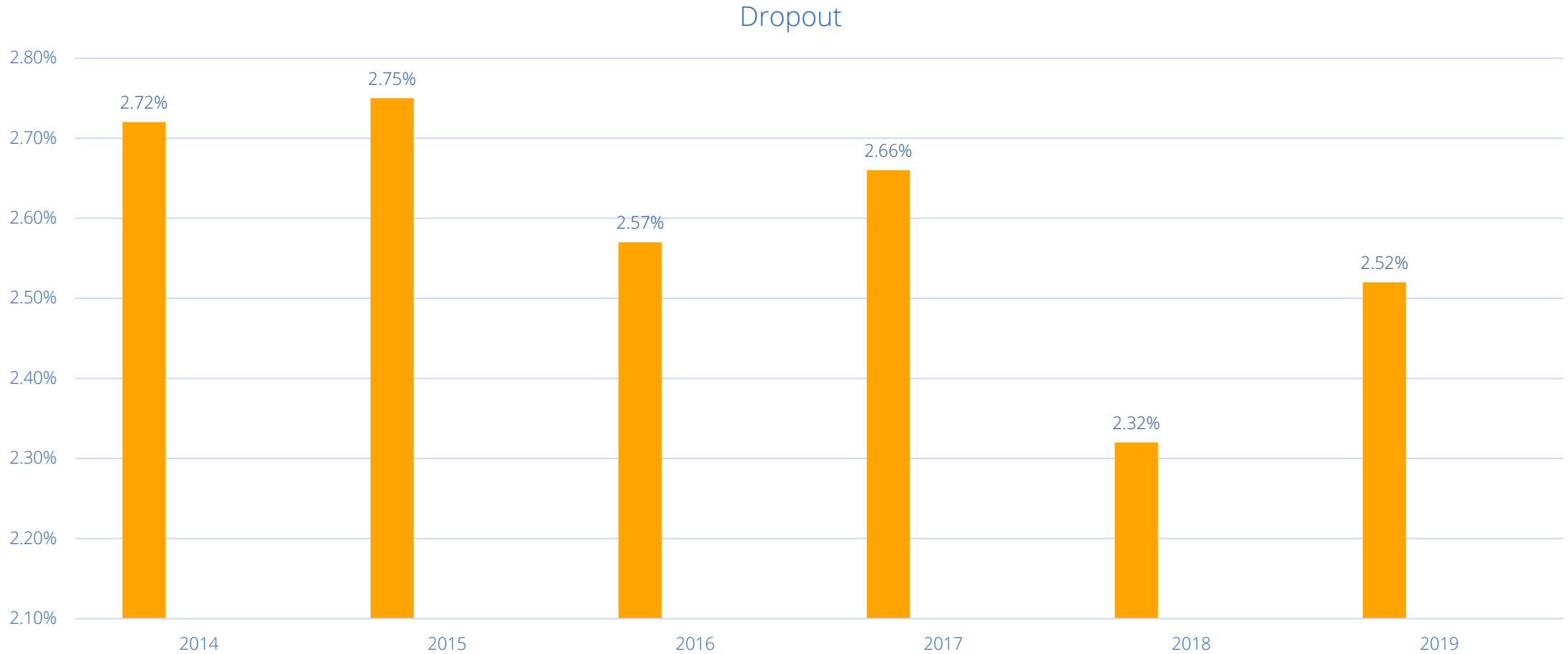
Data

Graduation

Graduation



Dropout



Resources

<https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Graduation-and-Schools-of-Choice/Graduation-and-Dropouts>



Contact Information for Graduation, Dropout and Chronic Absenteeism



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Curricular Standards
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Brian Dempsey
Attorney
SETS
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Text to Speech for ELA passages

For the Kansas Assessment Program

Text to Speech for ELA passages (nonvisual setting)

- The deadline to submit text to speech checklists for ELA passages is January 31st.
- <https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Assessments/Text-to-Speech%20Checklist%20for%20ELA%20Passages%20122820.pdf?ver=2020-12-28-120552-453>
- should be emailed to crogers@ksde.org
- Contact Cary Rogers crogers@ksde.org 785-296-0916 with any questions.



Text to Speech Checklist

KANSAS STATE DEPARTMENT OF EDUCATION

CHECKLIST

Text-to-Speech Checklist

FOR ELA PASSAGES ACCREDITATION



- Please complete this information and turn into your test coordinator or building administrator.
- Test coordinators/administrators should email all completed checklist for the building to crogers@ksde.org once they have been verified.

This information is needed for consideration for the Text-to-Speech (nonvisual) accommodations that includes the English Language Arts (ELA) passages on the Kansas State Assessment. **Text-to-Speech (text and graphics) that doesn't include the ELA passages doesn't require KSDE approval.**

Grade: _____ State Student ID number: _____

District name: _____ USD #: _____

1. Please mark the appropriate box reflecting the plan the student has in place.

- IEP which includes text-to-speech or read-aloud accommodation.
- 504 plan which includes text-to-speech or read-aloud accommodation for instruction and assessment.
- Student improvement plan which includes text-to-speech or read-aloud accommodation for instruction and assessment.

2. Please mark the appropriate box(es) 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 assessment.

3. Is this student blind or does the student have a significant visual impairment?*

- Yes
- No

a. 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 4-7 can be skipped.

4. Student has a reading-based disability which affects:

- Fluency
- Decoding
- Comprehension



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DEC. 28, 2020

KANSAS STATE DEPARTMENT OF EDUCATION

CHECKLIST

Text-to-Speech FOR ELA PASSAGES ACCREDITATION



Grade: _____ State Student ID number: _____

District name: _____ USD #: _____

5. Please mark interventions the student is currently receiving to assist with the reading-based disability.

- Specially designed instruction in the special education classroom
- Tier 3 intervention
- Audio books
- Digital access to textbooks, assignments, etc. (text to speech)
- Human reader (peer or adult)
- Other. Please describe: _____

6. What is the student's Lexile level without TTS or audio accommodations?

Lexile level: _____ Tool used: _____ Date: _____

7. What is the student's fluency (wpm) on a grade level passage?

wpm: _____ Date: _____

Test coordinator or building administrator:

- I verify 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 office use only:

- Approved
 - Disapproved
- Cary Rogers, Education Program Consultant _____ Date _____

For more information, contact:

Cary Rogers
Education Program Consultant
Special Education and Title Services
(785) 296-0916
crogers@ksde.org



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

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Key points

- Students must have a plan with TTS or read aloud supports for instruction and assessment (classroom, district, state).
- Students must be visually impaired or blind or have a reading based disability that affects fluency, decoding, and/or comprehension.
- Students must be receiving interventions to address the reading based disability
- Provide students current Lexile level without accommodation or instructional reading level if no Lexile is available and wpm correct on grade level passage (provide grade level if it is based on a lower grade level passage).
- Administrator or test coordinator needs to verify, sign, and email all forms in one pdf.
 - Verify that the student has a plan in place, that SSID is used, and no student names are used on form or as file name.



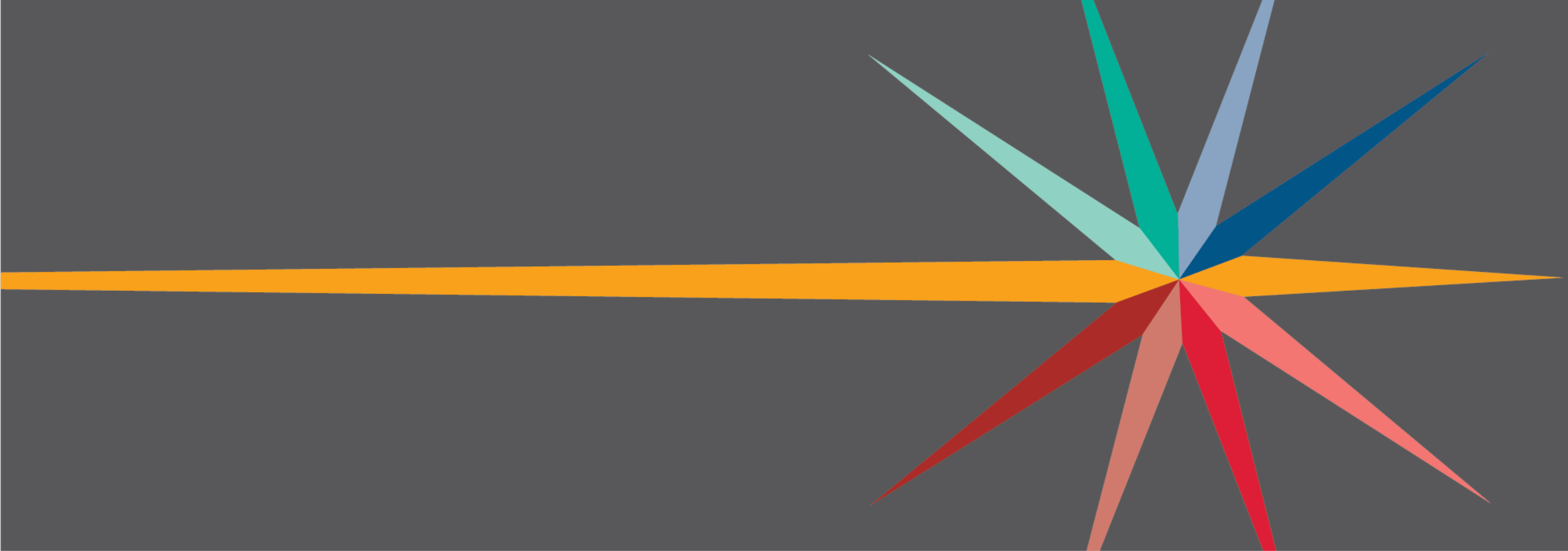
Contact Information for the Dynamic Learning Maps



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Education Program Consultant
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crogers@ksde.org

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Private School Participation Data Collection



Special Education Directors Webinar
January 8, 2021

Kansas leads the world in the success of each student.

PRIVATE SCHOOL PARTICIPATION

The purpose of the Private School Participation data collection is to determine the proportionate share of IDEA Part B funds for the next subsequent fiscal year. Each LEA must annually conduct child find to locate all children with disabilities attending private schools and provide equitable services to those parentally-enrolled children who attend the private schools located in the jurisdiction of the LEA without regard to where the children reside.

Procedures: The private school participation data collection is housed in the Kansas Grants Reporting System (KGRS)

<https://apps.ksde.org/authentication/login.aspx>

Reporting Window: January 4-February 5, 2021



PRIVATE SCHOOL PARTICIPATION

DEFINITION: Kansas defines a private school as, "an organization which regularly offers education at the elementary or secondary level, which is exempt from federal income taxation under section 501 of the federal internal revenue code of 1954, as amended, which conforms to the civil rights act of 1964, and attendance at which satisfies any compulsory school attendance laws of this state" (KSA 72-5392(c)). The definition of private schools includes parochial schools.



PRIVATE SCHOOL PARTICIPATION

Timely and Meaningful Consultation

- LEA shall consult with private school representatives and representatives of parents of the parentally enrolled private school children with disabilities.
 - Purpose of the consultation is to design and develop special education and related services.
- The LEA shall obtain a written affirmation signed by the representatives of participating private schools.
- If representatives do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation of the consultation process to KSDE.



PRIVATE SCHOOL PARTICIPATION

What Data is Collected?

- This count includes all children determined to have a disability that are parentally placed in private schools regardless of whether or not they are receiving special education or related services or whether this child lives within the jurisdiction of the LEA.
- Children age 5 or under who are enrolled in a private preschool program would not be part of the child count to determine the proportionate share of federal funds. This means that only five year-olds who are enrolled in a private school kindergarten would be part of the private school child count.
- Enrollment count does not include gifted.
- This count, at the discretion of the local board, must be conducted on the last Friday of October or on December 1 of each year.



PRIVATE SCHOOL PARTICIPATION

Resources:

- Private School Proportionate Share FAQ document
 - <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/Special-Education-Fiscal-Resources>
- Kansas Special Education Process Handbook
 - <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/Legal-Special-Education-Law/Kansas-Special-Education-Process-Handbook>



Contact Information for Private School Participation



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Special Education and Title Services
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cweiler@ksde.org

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KIAS CALENDAR

January 15

- ESEA Self Assessment Review Data Collection Window Opens (Cohort 3)

January 15

- Local Consolidated Plan 2019-20 LCP Final Expenditure Report Final

February 5

- IDEA Fiscal VI-B Private School Participation Data Collection Window Closes

