<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>Brad Schwartz</td>
</tr>
<tr>
<td>Director Updates</td>
<td>Bert Moore</td>
</tr>
<tr>
<td>100 Day Checklist</td>
<td>Doug Tressler</td>
</tr>
<tr>
<td>Teacher Licensure Reminders</td>
<td>Shane Carter</td>
</tr>
<tr>
<td>Indicator 14- Post School Outcomes</td>
<td>Andy Ewing</td>
</tr>
<tr>
<td>Categorical Aid</td>
<td>Evelyn Alden</td>
</tr>
<tr>
<td>IDEA Fiscal- VI-B Maintenance of Effort and Excess Cost and VI-B expired Grant Funds</td>
<td>Christy Weiler</td>
</tr>
<tr>
<td>IDEA Fiscal- VI-B Private School Participation</td>
<td>Christy Weiler</td>
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<tr>
<td>Dynamic Learning Maps/ Alternative Assessment Justification</td>
<td>Cary Rogers</td>
</tr>
<tr>
<td>KASEA Updates</td>
<td>Angie Karraker</td>
</tr>
</tbody>
</table>
DIRECTOR UPDATES

• Special education funding taskforce January 5
• Survey coming on extra pay, stipends, or other benefits provided to related service providers
• Complaints – examine your procedures, timelines, and evidence of student progress in lieu of the child’s circumstances
• Parent Request for Dyslexia Identification – treat as a request for a learning disability comprehensive evaluation – principals should not say, “We don’t identify Dyslexia”!
• Keep the Main Thing the Main Thing
Indicator 7: Early Childhood Outcomes

• Indicator 7 measures the percent of preschool children aged 3 through 5 with Individualized Education Programs (IEPs) who demonstrate improvement in:
  • positive social-emotional skills (including social relationships);
  • acquisition and use of knowledge and skills (including early language/communication and early literacy); and
  • use of appropriate behaviors to meet their needs.

• Register for in-person, full-day Kansas Early Childhood Outcome Rating Process Workshops at ksdetasn.org/events:
  • Feb. 2, 2024: Topeka
  • April 5, 2024: Hays
Contact Information

Bert Moore
SETS Director
(785) 296-4949
bmoore@ksde.org
100 DAY CHECKLIST UPDATE

- Private School Data collection window opens JAN 4
  - This is completed through the KGRS
  - It is a self-questionair
  - Documentation upload is optional

- MOE Nov 14-Jan 14
  - Member Districts must submit by DEC15
  - MOE Resources

- Excess Cost Nov14-Jan14

- Time and Effort semi-annual certification DEC
  - Bi-Annual Certification Instructions

- DLM Justification DEC1-22
  - 1% Threshold FAQ

- ESI Data Due in KIAS DEC20 for events between JUNE1 and DEC 20
  - ESI Resources
Licensure Update

December 8, 2023

Kansas leads the world in the success of each student.
Nontraditional Routes to the Classroom

• Limited Residency License (LRL).
  • For high incidence and low incidence.
  • Must hold bachelor's degree.
  • Must serve as a special education para for one-year at a minimum.
  • High Incidence program offered: Baker, FHSU, Friends, PSU, Washburn, and WSU.
  • Low Incidence program offered: FHSU (approved November 2023; cohort will start August 2024).

• Teacher Apprentice License (TAP).
  • Only at WSU.
  • Early childhood Unified, Birth to grade 3.
  • Elementary.

• Limited Elementary Residency License (LERP).
  • Elementary.
  • Must hold bachelor’s degree.
  • Benedictine, FHSU, KSU, and Newman.
Special Education Waivers and Provisional Licenses

• Contingent on enrollment in an approved program appropriate to the special education teaching assignment, the school district can apply for a waiver.

• An educator can receive up to three waivers for three school years.

• It is HIGHLY RECOMMENDED that an educator not spend three years on a waiver and instead apply for a provisional license once eligible.
Special Education Waivers and Provisional Licenses

• Provisional licenses are available up to four years.
• First provisional license requires completion of 50% of the approved program (exception high/low incidence).
• Renewing a provisional license requires completion of 50% of the remaining plan of study.
• Neither a waiver or a provisional license is available if all an educator has left is the PRAXIS content exam.
• A lot of educators make the mistake of staying on a waiver for three years, complete the coursework, and never apply for a provisional license—this can affect upgrade of an initial license.
Limited License Waivers

- Limited Licenses do not require waivers.
- Limited Licenses are pre-standard licenses that authorize the individual to serve in a position for which she/he is endorsed.
Accreditation Waivers

• KESA regulations 91-31-34 Governing Body Requirements
  • Specifies limitation to substitute licenses.
  • Issue 38 - 09-23-2021 | Department of Education | Permanent Administrative
    Regulations - 49460 (ks.gov)

• Limitation for licenses
  • Standard Substitute License
    • 90 days in same assignment
  • Emergency Substitute w/Bachelor’s Degree
    • 45 days in same assignment
  • Emergency Substitute w at least (60) college credit hours no Bachelor’s degree
    • 25 days in same assignment, no more than 75 in a semester.
  • Modified Emergency Substitute License (formerly known as TEAL).
    • 25 days in the same assignment, no more than 75 days in the same assignment.
    • License will specify it is valid for a specific district.
    • NOT ELIGIBLE FOR A WAIVER.
Approved Test Changes by the SBOE

1. Remove the Principles of Learning and Teaching pedagogy exam as a requirement for licensure.

2. Establish a process through the Licensure Review Committee to address educators who completed Kansas approved teacher preparation programs but have not passed the required content exam after two attempts to qualify for a standard Kansas teaching license.
   1. The instructions and form should be completed NLT December 1, 2023.
   2. Instructions and forms will be submitted via KSDE Weekly updates.
Out of State Licensure

• Statute 48-3406.
  • Valid out of state license.
  • Experience within the last year.
  • Complete application.
  • Complete background check.
  • Will receive an equivalent Kansas license.

• Teacher Mobility Compact.
  • Bachelor’s degree.
  • Valid unencumbered out of state license.
  • Application and fee.
  • Pass background check.
  • Will receive equivalent Kansas license.
Teacher Mobility Compact

Member States
• Alabama
• Colorado
• Florida
• Kentucky
• Kansas

Member States
• Nebraska
• Nevada
• Oklahoma
• Oregon
• Utah
Registered Teacher Apprenticeship
Timeline

• O/A January 15, 2024 - Instructions and Application submitted to districts.

• April 1, 2024 – Application deadline to participate in Fall 2024 cohort.

• O/A May 1, 2024 – Fall 2024 Cohort established.

• May – July 2024 – Apprentices enroll in courses.
Survey for districts

If your district is interested in participating, please scan the QR code and complete the survey or go directly to this link.

Qualtrics Survey | Qualtrics Experience Management
Questions
2023 Results

Indicator 14: Measures the percent of youth who are no longer in secondary school, had IEP’s in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Measure Scores for 2023

<table>
<thead>
<tr>
<th>Measure A:</th>
<th>Measure B:</th>
<th>Measure C:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023 Score: 22.71%</td>
<td>2023 Score: 56.20%</td>
<td>2023 Score: 67.75%</td>
</tr>
<tr>
<td>2023 Target: 45.00%</td>
<td>2023 Target: 69.60%</td>
<td>2023 Target: 81.09%</td>
</tr>
<tr>
<td>Target Not Met</td>
<td>Target Not Met</td>
<td>Target Not Met</td>
</tr>
</tbody>
</table>
2023 Indicator 14 Census Data

Number of Students in the 2023 Indicator 14 Census – 3908

Number of Respondents – 1048

Total Response Rate – 26.83%
Response Rate for Opt-in Districts – 51 districts 1,111 Students in Census

Number of Respondents – 611

Total Response Rate – 55.00%

Response Rate for all other districts – 206 districts, 2,795 Students in Census

Number of Respondents – 437

Total Response Rate – 15.63%
January 2024

1. Update new staff in Outcomes Post School Web Application by completing Senior Survey Access Spreadsheet and submit to Karen McClintock @ kmclintock@ksde.org

2. Connect new staff with training on how to complete the Student Exit Survey. Training will be provided during the January Transition Tuesday Webinar.
Indicator 14 Important Dates

February 2024

Indicator 14 Presentation at KASEA Winter Conference

April 2024

Opt-in Deadline

Complete Verification of 2023 Exiter Contact Info
Indicator 14 Contact

For any Indicator 14 questions

aewing@ksde.org

785-296-3860
Personnel Categorical Aid (KGRS)

• Remember to set aside time to go over reports.
  • Errors-the words tell where the issue is
  • Discrepancy-the person is licensed correctly, but not for the entire time

• If you don’t understand why someone is an error or discrepancy, contact Evelyn (email is best and don’t be afraid to include names and/or ID numbers.)

• Make sure the person doing the report is aware of staff changes and has a way to get information.
Checking KSDE licenses

• Tip sheet at: https://www.ksde.org/Portals/0/SES/funding/CatAid/License-KSDELicenseLookup.pdf

When checking licenses, either because they are in process, or to understand a discrepancy, the status date is important.

The above was printed on Monday. The teacher is claimed 1.0 and is an error for “Certificate not in system”. Something has gone awry with this application!

This teacher needs to contact teacher licensure if they do not know what is needed ASAP! (Please don’t have teachers contact Evelyn)
Deadlines

- February 1\textsuperscript{st} – Final deadline for waivers for FY24
  The remaining payments pay on ONLY **ELIGIBLE** FTE!

- March 1\textsuperscript{st} – Final day to enter/update before third payment
  - Note: I set the close date to the 3\textsuperscript{rd}, as I won’t start working on it until Monday.

- April 1\textsuperscript{st} – Final day to enter/update before fourth payment

- April 15\textsuperscript{th} – Final day to enter/update Vacancy report for special education staff

- May 1\textsuperscript{st} – Final day to enter/update staff and positions for the year.

- June 3\textsuperscript{rd} – Final day to enter/update inservice (first business day after the 1\textsuperscript{st})

Deadlines are in Appendix A of the Reimbursement Guide, in the KIAS calendar, and separately here: [https://www.ksde.org/Portals/0/SES/funding/CatAid/CatAid-Deadlines.pdf](https://www.ksde.org/Portals/0/SES/funding/CatAid/CatAid-Deadlines.pdf)
Authenticated Applications
Problems logging in or creating/removing accounts:
helpdesk@ksde.org
(785) 296-7935

Categorical Aid
questions/issues:
cataid@ksde.org

Categorical Aid page

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

Transportation/Medicaid Replacement
Sara McCullah
smccullah@ksde.org
(785) 296-4972

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

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.
Fiscal Updates

Special Education Administrator’s Webinar
December 8, 2023
Maintenance of Effort

Kansas leads the world in the success of each student.
Maintenance of Effort & Excess Costs

REMINDERS

Submission window:
Open: November 15, 2023
Close: January 14, 2024

** Member Districts Due Date: December 15, 2023 **

Kansas Grants Reporting System (KGRS)
https://apps.ksde.org/authentication/login.aspx
Private School Participation Data Collection

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 2-February 2, 2023
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/Portals/0/SES/funding/CEIS-PsPs-ClarificationRegulations.pdf

• Kansas Special Education Process Handbook

• Kansas Grants Reporting System User Guide
  - Located in the help section within the PSP data collection.
QUESTIONS
HAPPY MERRY EVERYTHING!
Contact Information

Christy Weiler
Coordinator
Special Education and Title Services
(785) 296-1712
cweiler@ksde.org
Alternate Assessment (DLM) Justifications

Correction:
Justification window open December 1-22, 2023

Kansas leads the world in the success of each student.
Kansas integrated accountability system (KIAS)

- Alternate Assessment Justifications are completed in the KIAS Authenticated Applications
- Notices went out Dec. 1 to directors and superintendents
Data collection

1. Subjects and DLM Percent

<table>
<thead>
<tr>
<th>Subject</th>
<th>DLM</th>
<th>Total</th>
<th>DLM Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>329</td>
<td>25012</td>
<td>1.32%</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>141</td>
<td>10034</td>
<td>1.41%</td>
</tr>
<tr>
<td>MATH</td>
<td>359</td>
<td>24955</td>
<td>1.44%</td>
</tr>
</tbody>
</table>
Data collection

• What does our district data show?
• Disability categories taking the DLM
• Percentage of students performing at target or advanced on the DLM for the school year (students performing a 3 or 4 according to AMOSS data)
• Risk ratio data to determine disproportionality by subgroup (A risk ratio greater than 3.0 needs to be addressed.)
### Alternate Assessment Participation by Subject Subgroup - Math

<table>
<thead>
<tr>
<th>Student Sub-Group</th>
<th>Comparison Group</th>
<th>Students Participating in Regular Assessment</th>
<th>Students Participating in Alternate Assessment</th>
<th>Total # Students Assessed</th>
<th>Percentage Participating in Alternate Assessment</th>
<th>Percent of Comparison group participating in Alternate Assessment</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Students</td>
<td>All non-English Learners</td>
<td>22445</td>
<td>18746</td>
<td>15659</td>
<td>22979</td>
<td>16840</td>
<td>19000</td>
</tr>
<tr>
<td>Non-English Learner Students</td>
<td>All English Learners</td>
<td>224378</td>
<td>208975</td>
<td>218368</td>
<td>227120</td>
<td>210827</td>
<td>22470</td>
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<tr>
<td>Male</td>
<td>All Females</td>
<td>125867</td>
<td>116333</td>
<td>121777</td>
<td>127705</td>
<td>117673</td>
<td>122833</td>
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<tr>
<td>Female</td>
<td>All Males</td>
<td>129596</td>
<td>119898</td>
<td>121777</td>
<td>121904</td>
<td>111865</td>
<td>117162</td>
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<tr>
<td>Military Connected Students</td>
<td>All non-Military Connected</td>
<td>68</td>
<td>5975</td>
<td>6176</td>
<td>6198</td>
<td>6014</td>
<td>6224</td>
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<tr>
<td>Homeless</td>
<td>All non-Homeless</td>
<td>3997</td>
<td>2242</td>
<td>2689</td>
<td>2472</td>
<td>2206</td>
<td>2731</td>
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<tr>
<td>Foster Care</td>
<td>All Foster Care</td>
<td>2355</td>
<td>2282</td>
<td>2020</td>
<td>2404</td>
<td>2351</td>
<td>2091</td>
</tr>
</tbody>
</table>

**Legend:**
- **Year 1:** Assessment School Year 2018 - 2019
- **Year 2:** Assessment School Year 2020 - 2021
- **Year 3:** Assessment School Year 2021 - 2022
Data collection (continued)

• Please provide a narrative that includes the data types and processes that the IEP teams are utilizing to qualify students for the Alternate Assessment (DLM).

• What are the district’s next steps to ensure that annually the appropriate test is administered to each student?

• Based on the data for our district, our LEA needs additional training. (Yes/No)
Potential areas for additional training

• Effectively using the DLM participation guidelines when identifying a student as having a most significant cognitive disability.
• Least Dangerous Assumption
• Appropriate use of Accommodations for the general assessment
• Other (please specify)
District DLM assurances

2022 - 2023 District DLM Assurances

If your district anticipates testing over 1% of its assessed students in a subject using the DLM for the 2021 - 2022 school year, please submit assurances for each of the following five items:

2. The district has measured the achievement of, at least 95% of all students, including students with disabilities in tested grades.
3. Students who will be participating in an alternate assessment receive instruction aligned to the alternate academic achievement standards, the Essential Elements.  [https://dnamiclearningmaps.org/erp.jsp](https://dnamiclearningmaps.org/erp.jsp)
4. Parents are informed of their child's participation in an alternate assessment and implications of participating.
5. Addresses any disproportionality in the percentage of students in any subgroup taking the alternate assessment.

I understand that the assurances submitted will be posted by KSDE in accordance with federal regulations. ([34 CFR 200.6(c)(3)(iv)](https://www.ksde.org/Default.aspx?tabid=887))

By submitting this form, the district verifies that all students participating in the DLM meet the KSDE participation criteria ([http://www.ksde.org/Default.aspx?tabid=887](http://www.ksde.org/Default.aspx?tabid=887)) or will request technical assistance to meet the criteria ([https://www.ksde.org/](https://www.ksde.org/)).

Superintendent Name   Date

Special Education Director Name   Date
DLM fall test window

Test window closes December 16th
## Data Extract – DLM Instructionally Embedded Monitoring

<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>School ID</th>
<th>School Name</th>
<th>Grade</th>
<th>Student Last Name</th>
<th>Student First Name</th>
<th>Student State ID</th>
<th>Window</th>
<th>ELA Educator 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>
<th>ELA Blueprint Requirement 4</th>
<th>Math Educator Last Name</th>
<th>Blueprint Requirement Math % Met</th>
<th>Total Number of Math Testlets Taken</th>
<th>Math Blueprint Requirement 1</th>
<th>Math Blueprint Requirement 2</th>
<th>Math Blueprint Requirement 3</th>
<th>Math Blueprint Requirement 4</th>
<th>Science Educator Last Name</th>
<th>Science Testlets Completed</th>
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<tbody>
<tr>
<td>Kansas</td>
<td>6</td>
<td>Fall Window</td>
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<tr>
<td>Kansas</td>
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<td>Fall Window</td>
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<td>Kansas</td>
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</table>

Kansas leads the world in the success of each student.
Text-to-Speech

Nonvisual (ELA passages) Due by Jan 31st

Kansas leads the world in the success of each student.
Changes in PAR requirements:
Removed the oral reading section from the PAR due to changes that uPAR made in what grade oral reading is administered.

What are the students results from the Protocol for Accommodations in Reading (PAR) or uPAR?
Start at the student’s grade level and administer the Text Reader with the PAR passage. Record the percentage the student received on the comprehension questions after listening to the PAR text with a text reader. If the student’s score was below 50%, move down grade levels until the student is able to perform at 50% or above. We have to be able to see that the student is benefiting from the accommodation when comparing to the Lexile level.

Application TTS Checklist
Frequently Asked Questions for TTS Nonvisual
WIDA Alternate ACCESS ELP Assessment

Test window: 1/29/24-3/8/24
KASEA has nominated Michelle Smotherman to the KSDE Professional Standards Board. We appreciate her willingness to represent KASEA in this role. USA has requested that KASEA identify members who are willing to write articles about leadership and special education for their monthly publication *Under the Umbrella*. More information will be discussed in your regions. Please consider helping us represent special education administration by contributing your expertise.

Registration for [Winter Conference](#) is open! We’ve had 52 registrants in 4 days, so don’t delay. Capacity for the conference is limited. We are excited to welcome Jessica Bernard, Attorney, Guin Mundorf, LLC. as our keynote speaker. We have breakout sessions on a variety of topics. Don’t forget, we have a KASEA membership meeting on the evening of February 19th. You won’t want to miss this event!

KASEA membership is up to 208 as of the end of November. The membership list is used for communication. It is not too late to join KASEA and get the reduced registration rate for Winter Conference. Registration is open, so sign up now! KASEA dues are paid through the [USA-Kansas](#) website. While you’re thinking of membership, consider joining our national affiliate the Council for Administrators of Special Education ([CASE](#)). They are offering a 20% discount through the end of December!
Thank you for Joining us today!!!

- The next webinar is scheduled for **February 9th, 2024**
- KSDE Special Education Quarterly#3 February 16th, 2024
- KASEA Winter Conference February 20-21, 2024