

December 6, 2024
KSDE SETS Special
Education Administrators’
Webinar
Agenda



Agenda Item	Presenter
Welcome	TASN Coordination
Director Updates	Bert Moore/ Brian Dempsey
Dynamic Learning Maps/ Alternative Assessment Justifications	Cary Rogers
100 Day Checklist	Doug Tressler
618 MIS Data to FY2024 Collection Finalized	Mason Vosburgh
Categorical Aid	Evelyn Alden
Indicator 14: Post-School Outcomes and Senior Exit Survey Training & Perkins Grant Opportunity	Andy Ewing
IDEA Fiscal- VI-B Maintenance of Effort and Excess Cost and VI-B expired Grant Funds	Dean Zajic
IDEA Fiscal- VI-B Private School Participation	Dean Zajic
KASEA Updates	Lena Kisner





SETS STATE DIRECTOR REPORT

December 6, 2024

Kansas leads the world in the success of each student.

DIRECTOR UPDATES

- Part C to Part B Clarification:
 - An LEA Representative needs to attend the 90 day transition meeting.
 - Part C to Part B requires a PWN to evaluate or not to evaluate as “screening” is not a replacement for an evaluation. Child find has already been completed on these students when identified as eligible to receive Part C services!
 - There are NO waiting lists to serve 3 year olds with IEPs! A “continuum” of placement options must be available.
 - An evaluation and IEP are to be in place (implemented) by the child’s third birthday Kansas Process Handbook – pages 22-23 with links to two resources for Part C to Part B transition.



DIRECTOR UPDATES (CON'T)

- Local Contribution Special Education State Aid – “Districts” treat the added funds as “state” aid while Cooperatives/Interlocals will NOT record these funds as “state” aid. Cooperatives/Interlocals will receive their payments from member districts per their 2024-2025 budget. These funds were designed to reduce the cost of special education from the general fund or local option budget for “districts”; therefore, Cooperatives/Interlocals will receive payments from member districts through the district assessments. There is NO transfer of these specific funds directly to Cooperatives and Interlocals.
- Keep the Main Thing the Main Thing





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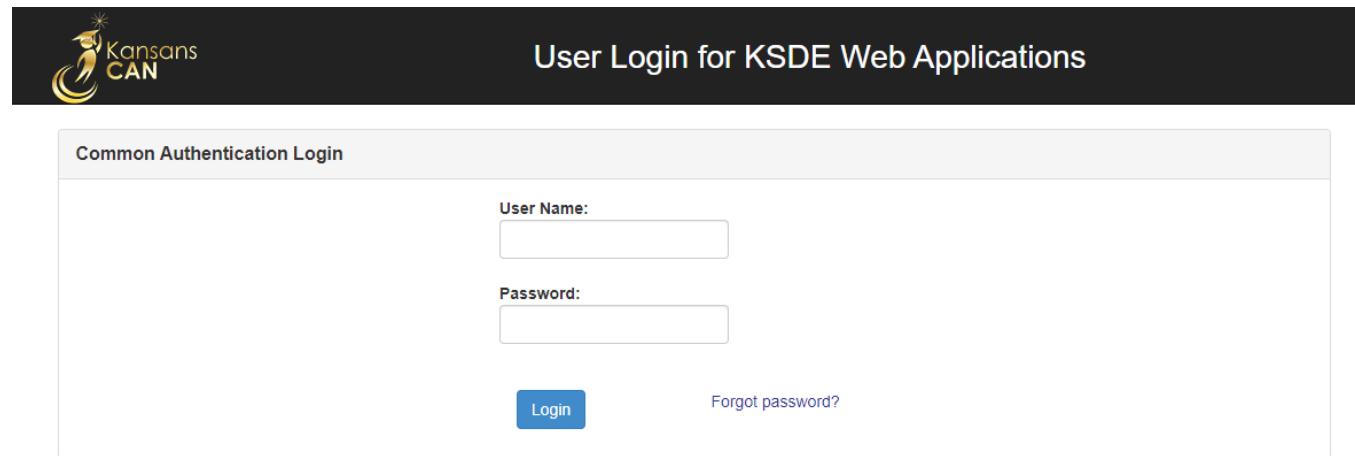
Alternate Assessment (DLM) Justifications


Correction:
Justification window open December 2-23, 2024

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. 2 to directors and superintendents



 User Login for KSDE Web Applications

Common Authentication Login

User Name:

Password:

[Forgot password?](#)



Data collection

1. Subjects and DLM Percent

Subjects and DLM Percent			
Subject	DLM	Total	DLM Percent
ELA	329	25012	1.32%
SCIENCE	141	10034	1.41%
MATH	359	24955	1.44%

USDOE has moved away from common rounding. They are calculating 1.01% as being over the 1%, therefore Justifications will be required by districts if any subject is 1.01% or higher.



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.)



Disproportionality Data

11/29/2022 7:52:36 AM

Alternate Assessment Participation by Subject Subgroup - Math

Page 2

Monitoring School Year: 2022 - 2023 | Assessment School Year: 2021 - 2022 | All Districts

Student Sub-Group	Comparison Group	Students Participating in Regular Assessment	# Students Participating in Alternate Assessment	Total # Students Assessed	Percentage Participating in Alternate Assessment	Percent of Comparison group participating in Alternate Assessment	Risk Ratio
		Year 1, Year 2, Year 3	Year 1, Year 2, Year 3	Year 1, Year 2, Year 3			
English Learner Students	All non-English Learners	22445 18746 19459	134 94 101	22579 18840 19560	0.507812500	0.954531006	0.532002100
Non-English Learner Students	All English Learners	224378 208575 218308	2742 1952 2162	227120 210527 220470	0.954531006	0.507812500	1.879691827
Male	All Females	125867 116333 121377	1838 1339 1486	127705 117672 122863	1.174465255	0.648425689	1.811256517
Female	All Males	120956 110988 116390	1038 707 777	121994 111695 117167	0.648425689	1.174465255	0.552102913
Military Connected Students	All non-Military Connected	6147 5975 6176	51 39 48	6198 6014 6224	0.710900474	0.923529888	0.769764448
Homeless	All non-Homeless	3367 2242 2698	60 24 33	3427 2266 2731	1.140684411	0.915590009	1.245846285
Foster Care	All Foster Care	2335 2282 2028	69 69 63	2404 2351 2091	2.971634399	0.898366509	3.307819658
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:

- ☐ 1. Individualized Education Program (IEP) teams have correctly identified students with the Most Significant Cognitive Disability. <http://www.ksde.org/Default.aspx?tabid=887>
- ☐ 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_ie
https://dnamiclearningmaps.org/sci_resources
- ☐ 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))

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>) or will request technical assistance to meet the criteria (<https://www.ksdetasn.org/>).

Superintendent Name

Date

Special Education Director Name

Date



DLM fall test window



Test window closes December 20th

Data Extract – DLM Instructionally Embedded Monitoring

State	District	School ID	School Name	Grade	Student Last Name	Student First Name	Student State ID	Window	ELA Educator Last Name	Blueprint Requirement ELA % Met	Total Number of ELA Testlets Taken	ELA Blueprint Requirement 1	ELA Blueprint Requirement 2	ELA Blueprint Requirement 3	ELA Blueprint Requirement 4	Math Educator Last Name	Blueprint Requirement Math % Met	Total Number of Math Testlets Taken	Math Blueprint Requirement 1	Math Blueprint Requirement 2	Math Blueprint Requirement 3	Math Blueprint Requirement 4	Science Educator Last Name	Science Testlets Completed
Kansas				6				Fall Window		50	4	Met	Not Met	Not Met	Met		25	3	Not Met	Not Met	Not Met	Met	NA	NA
Kansas				8				Fall Window		100	7	Met	Met	Met	Met		100	7	Met	Met	Met	Met		0
Kansas				8				Fall Window		100	7	Met	Met	Met	Met		100	7	Met	Met	Met	Met		0



Contact Information



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100 DAY CHECKLIST UPDATE

- MIS Manuals
 - submit manuals to Mason Vosburgh or Doug Tressler
 - [MIS MANUAL REPOSITORY](#)
- MOE and Excess Cost **WINDOW OPEN CLOSES JAN 30, 2025**
 - Member Districts must submit by **DEC 31 2024**
- Time and Effort semi-annual certification **DEC**
 - [Bi-Annual Certification Instructions](#)
- DLM Justification **DEC 1-22**
 - [1% Threshold FAQ](#)
- ESI Data Due in KIAS **DEC20** for events between JUNE 1 and DEC 20
- Private School Data Collection Window **OPENS** Jan 6, 2025





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.

Application Status				
Name	Educator ID	Disciplinary Action	Application Status	Status Date
		NONE	APPLICATION IN PROCESS	6/27/2024

Above is an example of when followup needs to be made. Something has gone awry with this application!

If this teacher does not know what the holdup is, this teacher needs to contact **teacher licensure** ASAP! (Evelyn cannot help here!)



Infant Toddler Programs (Part C)

- Infant Toddler is Birth through age 2.
 - The day a child turns 3, they become early childhood.
- Selecting the appropriate Infant Toddler program in PCA adds that building number to your district. Infant toddler positions may then be created in that building and reports easily run for the infant toddler program
- The **area of services** should match what the teacher is doing, the **grade levels** must be IT-IT



Deadlines

- February 1st – Final deadline for waivers for FY24
- The remaining payments pay on **ONLY ELIGIBLE FTE!**
- March 3rd – Final day to enter/update before third payment
 - Note: first business day after the 1st
 - April 1st – Final day to enter/update before fourth payment
 - April 15th – Final day to enter/update Vacancy report for special education staff
 - May 1st – Final day to enter/update staff and positions for the year.
 - June 2nd – Final day to enter/update inservice (first business day after the 1st)

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>



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

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

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2024 Indicator 14 Census Results

Measure	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status
A. Enrolled in higher education (1)	220	923	22.71	23.21%	23.84%	MET
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	532	923	56.20%	56.70%	57.64%	MET
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3)	619	923	67.75%	68.25%	67.06%	NOT MET

Kansas 2023 Census Results

- Number of Students Eligible for 2023 Census – 4205
- Number of Respondents – 923
- Total Response Rate – 21.95%
- Number of Opt-In Districts – 70
- Opt-In District Response Rate - 55%

Post School Outcomes Web Application Training

Join us Tuesday, January 14th at 3:30 for the Transition Tuesday Webinar for Student Exit Survey Training

We'll review how to get access to the web application that houses each student survey and how to navigate and complete each student exit survey.

This training is recommended for all new secondary staff who will have students who graduate, have dropped out, or have completed services and exited at the end of the year in which they turn 21.

This is a good time to update your web application access list: [SPP and APR](#)

Perkins Grant Opportunity

A Perkins Grant announcement will go out to CTE Coordinators statewide next week. This grant targets students with disabilities. We're interested in funding projects that will support the inclusion of special needs students within CTE Pathways. Some ideas this grant will support:

- Virtual Welder
- Table Saw with finger detection
- Adaptive Kitchenware
- Stipends for staff/substitute reimbursement support Access and Equity Training provided onsite by KSDE

Contact Info

Questions?

aewing@ksde.org

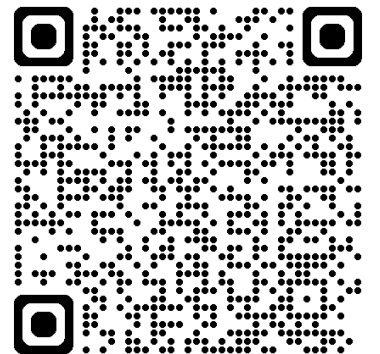
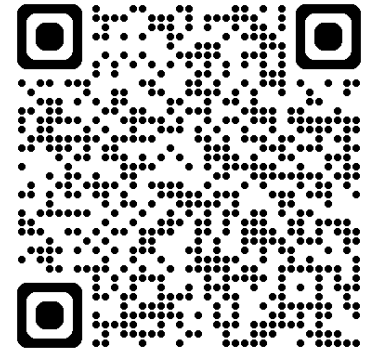
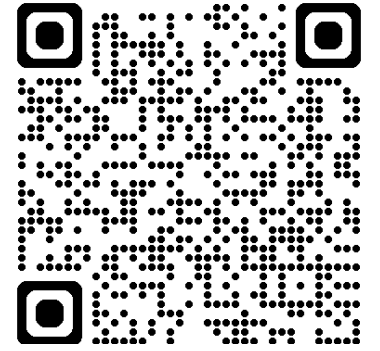
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IDEA Private School Participation



US Dept. of Ed. Resources

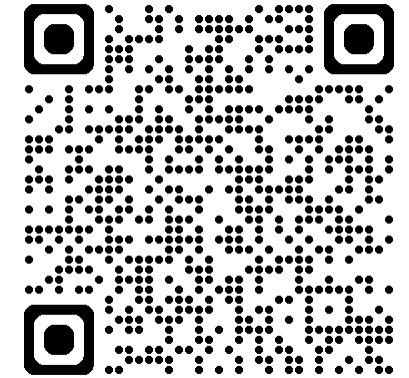
- [https://sites.ed.gov/idea/files/QA on Private Schools 02-28-2022.pdf](https://sites.ed.gov/idea/files/QA%20on%20Private%20Schools%2002-28-2022.pdf)
- <https://www.ed.gov/sites/ed/files/admins/lead/speced/private-schools/idea.pdf>
- <https://www.ed.gov/sites/ed/files/about/inits/ed/non-public-education/files/samplechecklist.pdf>



KSDE Resources

IDEA Private School Participation Quick Reference

- <https://www.ksde.org/Portals/0/SES/funding/CEIS-PsPs-ClarificationRegulations.pdf>



Sample Consultation Form

- <https://www.ksde.org/Portals/0/SES/forms/IDEA-NonPub-PrivateSchoolConsult.docx>



Child Find For Parentally-placed Private School Children With Disabilities

Child find for parentally-placed private school children with disabilities.

(a) **General.** Each LEA must locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA, in accordance with paragraphs (b) through (e) of this section, and §§ 300.111 and 300.201.

(b) **Child find design.** The child find process must be designed to ensure—

- (1) The equitable participation of parentally-placed private school children; and
- (2) An accurate count of those children.

(c) **Activities.** In carrying out the requirements of this section, the LEA, or, if applicable, the SEA, must undertake activities similar to the activities undertaken for the agency's public school children.

(d) **Cost.** The cost of carrying out the child find requirements in this section, including individual evaluations, may not be considered in determining if an LEA has met its obligation under § 300.133.

(e) **Completion period.** The child find process must be completed in a time period comparable to that for students attending public schools in the LEA consistent with § 300.301.

(f) **Out-of-State children.** Each LEA in which private, including religious, elementary schools and secondary schools are located must, in carrying out the child find requirements in this section, include parentally-placed private school children who reside in a State other than the State in which the private schools that they attend are located.

34 CFR 300.131



Consultation

Consultation.

To ensure timely and meaningful consultation, an LEA, or, if appropriate, an SEA, must consult with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for the children regarding the following:

(a) Child find. The child find process, including—

(1) How parentally-placed private school children suspected of having a disability can participate equitably; and

(2) How parents, teachers, and private school officials will be informed of the process.

(b) ***Proportionate share of funds.*** The determination of the proportionate share of Federal funds available to serve parentally-placed private school children with disabilities under § 300.133(b), including the determination of how the proportionate share of those funds was calculated.

Continued on next slide.

34 CFR 300.134



Consultation – cont.

(c) *Consultation process.* The consultation process among the LEA, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed children with disabilities identified through the child find process can meaningfully participate in special education and related services.

(d) *Provision of special education and related services.* How, where, and by whom special education and related services will be provided for parentally-placed private school children with disabilities, including a discussion of—

- (1) The types of services, including direct services and alternate service delivery mechanisms; and
- (2) How special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school children; and
- (3) How and when those decisions will be made;

(e) *Written explanation by LEA regarding services.* How, if the LEA disagrees with the views of the private school officials on the provision of services or the types of services (whether provided directly or through a contract), the LEA will provide to the private school officials a written explanation of the reasons why the LEA chose not to provide services directly or through a contract.

34 CFR 300.134



E-mail Communications

12/5 October KASEA Update
Dr. Lena Kisner, President



Resources

[The Weatherly Review](#)

[In The Trenches](#)

[Fund or File?](#)

[Our Top 10 IEE Questions Answered](#)

[Policy, Peaches & Preservation](#)

[Zirkel Legal Update](#)

[Registration](#) is open for the KASEA Winter Conference. Sign up now to reserve your place at this premier special education professional learning opportunity! KASEA has reserved rooms at the Drury Hotel. Here is the [direct booking link](#).

Thank you to those who joined us at the Connecting with KASEA session with Jana Rosborough and Elena Lincoln. They provided practical tips for how to handle what we learned at Tri-State Law Conference. [Here](#) are their presentation slides.

[OSERS and OESE Offer Joint Guidance for Use of FBAs](#)

The Office of Special Education and Rehabilitative Services (OSERS) and the Office of Elementary and Secondary Education (OESE) have jointly released guidance on the use of functional behavioral assessments (FBAs) for all students whose behavior interferes with learning. There is a webinar on December 3rd from 12-1 to discuss Using FBAs to Create Supportive Learning Environments. Register [here](#).

[OCR Releases Resource Guide for Compliance with AI Regulations](#)

In response to Executive Order 14110: Safe, Secure, and Trustworthy Development and Use of Artificial Intelligence, the U.S. Department of Education's Office for Civil Rights (OCR) has introduced a new resource to provide guidance for compliance.

KASEA & Friends Calendar

Budget Organization for Sped Directors w/ April Hilyard

12/9/24 9-2, Lawrence

Decoding Special Education Budgets (for Superintendents) w/ April Hilyard

1/23/25 9-12, Lawrence

KASEA Membership Meeting

1/29/24 - more info to come

Winter Conference

January 30 & 31, 2025

Drury Hotel, Wichita

Sped & the Building Leader

Various dates & locations

Thank you for joining us today!!!

- The next webinar is scheduled for February 7th, 2025
- KASEA Winter Conference January 30-31, 2025
- KSDE Special Education Administrators Quarterly#3 February 13th, 2025

