



# KENTUCKY DEPARTMENT OF EDUCATION

## Director of Special Education Advisory Group

### SUMMARY

FEB. 17, 2021

**PRESENT:** Kim Chevalier, Wendy Congleton, Barry Goley, Jodi Hall, Troy Kolb, Greta Stanfield

**ABSENT:** Larry Joe Begley, Mandy Byrd, Traci Sharpe

#### **Agenda Item: Parent Counseling and Training as a Related Service**

##### **Presenters:**

Shasta Hensley, exceptional child consultant: English learners, parent and family engagement, Division of IDEA Implementation and Preschool,

Ashley Cook, exceptional children consultant,  
KDE Division of IDEA Implementation and Preschool, OSEEL

##### **Summary of Discussion:**

Guiding Question: *What feedback can you provide to enhance the development of the Parent Counseling and Training as a Related Service guidance document?*

- Hensley – Background and why was shared.
- Parallel Guidance – supports both districts and families (parents).
- Guidance is in draft form – Cook asked for feedback from team.
- Cook reviewed the sections of the guidance document.
- Reviewed section about parents need to know/Q&A
- Fast Five for parents, put it through readability checks.

##### **Feedback:**

- Stanfield – How do we complete the frequency, time & duration?
- Cook – Examples on the guidance.

- Develop a survey and collect feedback.
- Chevalier - What is the implementation time in districts?
- Cook – No specific timeline; Kentucky Special Parent Involvement Network (KY-SPIN) wants to do training with parents. Asked for feedback about what screening should look like.
- Veronica Sullivan, Director of the Division of IDEA Implementation and Preschool– Not a requirement, but in our regulations. Heard from the parent group that parents want more communication with schools and support at home. First time KDE is partnering with parent training centers.
- Jodi Hall – Can we have access to Slidekick? Kim Chevalier stated: Yes, it will be in the Google folder.
- Troy Hall – Why are we paying attention to this regulation now since other states have not made it a priority?
- Veronica – How do we support districts to help parents in a home environment? It became relevant during COVID-19. The Admissions and Release Committee (ARC) should have a discussion if there is a need.
- Jodi Hall – Districts have done the training for technology for parents over the past year. If it is not a one-time event, how do we document?
- Veronica – There is not a valid answer at this time.

### **Follow-up Required:**

How do we document all the services we are giving to parents? What might the National Association of State Directors of Special Education (NASDE) have that we can provide? Nationwide NASDE What can we provide to parents to support the student?

### **Agenda Item: ESSER II Funds and the IDEA: Maintenance of Effort (MoE)**

#### **Presenter:**

Chris Thacker, disability administrator, University of Kentucky Human Development Institute

#### **Summary of Discussion:**

*Guiding Question: What type of additional guidance is needed to help districts understand how to use Elementary and Secondary School Emergency Relief (ESSER) funds and still meet the MoE requirements of the IDEA?*

Chris Thacker reviewed MOE-this is a critical funding component. Appropriate use of MUNIS, a KDE system, relates to this topic also.

- Additional federal funds available to districts from ESSER II and Governor’s Emergency Education Relief (GEER) II
- Caution from OSEEL: cannot reduce funds and supplant with ESSER II and GEER II2 funds.
- Recommended to meet with the superintendent and finance director to ensure you are meeting the MoE requirements.
- Does not supplant General Fund support for special education and related services if it results in a failure to meet the IDEA’s MORE requirements.

- Must use state funds to meet MoE before using ESSER funds.

## **Agenda Item: Retention of Students with Individualized Education Programs (IEPs)**

### **Presenters:**

**GRETTA HYLTON**, KDE ASSOCIATE COMMISSIONER, OSEEL;

**DAVID WICKERSHAM**, Policy Advisor and Legislative Liaison, OSEEL

### **Summary of Discussion:**

Guiding Question: *What type of additional guidance or resources are needed to fully clarify the February 8, 2021 COVID-19 Considerations for Schools document change in KDE's guidance about retention decisions for students with IEPs? Are any areas in this guidance not clear?*

- Hylton – Guidance was amended, uploaded and released.

## **Agenda Item: Submitted Questions and Answers**

### **Presenter: OSEEL staff**

### **Summary of Discussion:**

1. Free Appropriate Public Education (FAPE) (not made available to homeschool and private school plans).
  - a. Words of caution to state directors, the Office of Special Education Programs (OSEP) has emphasized documenting everything you have done.
  - b. Ensure parents have informed consent about relinquishing FAPE.
  - c. The U.S. Department of Education is revising guidance. Public comment closed Jan. 23. No clarification has been received.
2. IDEA Section 611: Chris Thacker –SEEK does not look at child count. A slight increase in funding is possible; however, the increase in funding will most likely be very minimal to districts.
  - a. SEEK – Add-on Dec. 20: child count went down (5-20 only).
  - b. Congelton – State preschool funding?
    - i. Veronica Sullivan– There have not been any changes to the funding formula for preschool.
3. Compensatory Education Services
  - a. Sylvia Starkey, Director of the Division of IDEA Monitoring and Results– OSEEL has not collected compensatory education data through monitoring system
  - b. There are many ways to address compensatory education.
    - i. Assess need & type for each individual student and not take a full district approach.
  - c. OSEEL and DIMR are working on creating additional guidance in the form of a Q&A for Admission and Release Committees – KDE.
    - i. Sylvia – Districts will appreciate that document.

- ii. Hylton – KDE knows there will be compensatory education needed in all districts. ESSER funds can be used.
- iii. OSEEL are taking every opportunity to share with superintendents about the need for compensatory education.
- iv. Thacker – When ESSER funds guidance went out, it specifically stated that the funds can be used to support compensatory education related work.
- v. Sylvia introduced OSEEL new staff member, Jackie Williams.

**Next Meeting: May 26, 2021**

***COMM: JGG***