Help! Where is the Guidance and Support?

Upcoming Guidance and Resource Documents
Guidance for Special Transportation in KY

- Drafted jointly by staff from KDE’s Office of Special Education and Early Learning (OSEEL), KDE’s Pupil Transportation Branch, and University of Kentucky’s Human Development Institute
- Continued review and discussion of relevant laws (IDEA, Section 504, FERPA)
- Section on special transportation for preschool students
- Revised to include new information on topics such as service animals on the school bus
- Description of factors for ARCs to consider when determining a student’s eligibility for special transportation and making routing decisions (e.g., drop off/pick up locations, time in transit)
- Emphasis on ARC/504 team approach and involving district transportation personnel in ARC/504 decisions regarding special transportation.
Kentucky’s New Guidance Document for Special Transportation: Other Included Topics of Interest

- Bus driver and bus monitor/assistant qualifications and training requirements
- Student management during transport (e.g., medication, behavior, food on the bus, addressing student allergies and restraint and seclusion)
- Field trips and extracurricular activities in relation to special transportation outside of the school day
- Suspension and expulsion from the school bus
- Parentally-provided transportation
- Safety and emergencies
Read all about it!

- Guidance for Individual Education Program (IEP) Development
  - Minimal updates made this year.
# IEP Guidance Document: Overview of notable content changes

<table>
<thead>
<tr>
<th>Location</th>
<th>July 2019</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Cover:</strong> Updated Division of Learning Services (DLS) to reflect current reorganization to the Office of Special Education and Early Learning (OSEEL)</td>
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<tr>
<td>4</td>
<td><strong>Introduction to Standards-Based IEPs:</strong> Results-driven accountability information was added to reflect U.S. Department of Education’s messaging regarding compliance and results.</td>
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<td>21</td>
<td><strong>Present Level Area: Academic Performance:</strong> Mathematical Skills by Grade Level were removed as this section did not reflect current changes to the KAS.</td>
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<td>36</td>
<td><strong>Considerations for Special Factors:</strong> Behavior section was expanded to include information on how behavioral needs should be integrated and documented throughout the IEP.</td>
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<td>46</td>
<td><strong>Benchmarks/Short-Term Instructional Objectives:</strong> Deconstructed standard language was removed as the new revisions to the KAS will affect the availability of those resources.</td>
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</table>
Breaking News

IMPROVING EDUCATIONAL OUTCOMES FOR STUDENTS WITH DISABILITIES

ADAPTING making changes based on student needs
- Individualized
- Utilizing student’s strengths

CONTENT knowledge and skills aligned to standards
- Kentucky Academic Standards
- Kentucky Early Childhood Standards
- Kentucky Employability and Foundational Academic Standards

METHODOLOGY what the teacher does to instruct, assess and re-teach
- High leverage practices
- Hattie’s high yield effect size
- Evidence-based practices

Specially Designed Instruction means ADAPTING, as appropriate, the CONTENT, METHODOLOGY or DELIVERY of instruction to address the UNIQUE NEEDS of the child with a disability and to ensure access of the child to the general curriculum included in the PROGRAM OF STUDIES...

704 KAR 3:303

THROUGH SPECIALLY DESIGNED INSTRUCTION

DELIVERY teaching that results in student access, participation and progress in general curriculum
- Increased student engagement
- Meaningful access to curriculum across settings

UNIQUE NEEDS individualized support related to the student’s disability
- Documented in the IEP
- Consideration of learning characteristics

PROGRAM OF STUDIES Kentucky Academic Standards

Individualized instruction starts with the needs of one child.

EQUALITY does not mean EQUITY

SDI Infographic
Stay Tuned

- **SDI Phase One**
  - Partnered with regional cooperatives
  - Focus on *what* and *why* of SDI for building level leadership
  - Developed an infographic to explain the need for quality SDI.

- **SDI Phase Two**
  - Continue partnerships with regional cooperatives
  - Focus on the *how* of SDI
  - Develop guidance to grow understanding of SDI
    - ✓ Appropriate selection
    - ✓ Utilizing data
SDI at the Continuous Improvement Summit

• CIS in September
• Sharing information with school administrators on Specially Designed Instruction (SDI)
Behavior Guidance for SWDs

- Goal: To provide districts with further guidance and resources around behavior with students with disabilities

  ✓ OSEEL is in the process of forming a work team that will meet throughout the Fall to develop the guidance and resources.
Input and Ideas: Padlet

Share your thinking!

- [https://padlet.com/shasta_hensley/ibh8fyvi8r2t](https://padlet.com/shasta_hensley/ibh8fyvi8r2t)
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