

A collage of two images: the top left shows yellow school buses with 'SCHOOL BUS' written on them, and the bottom left shows a classroom with blue walls, desks, and colorful balloons.

End of Year Data and Reporting 2024-2025

Kentucky Department of Education (KDE)
Office of Special Education and Early Learning
(OSEEL)



Kentucky Department of
E D U C A T I O N

Feedback Opportunity: Insight Exchange

- Collaborative document to share any insights, wonderings, connections or questions that might benefit the group.
- Anonymous**
- Take about a minute to answer question 1: What do you hope to learn in today's training?



Infinite Campus (IC) Updates

OSEEL Data Lead: Amy Patterson

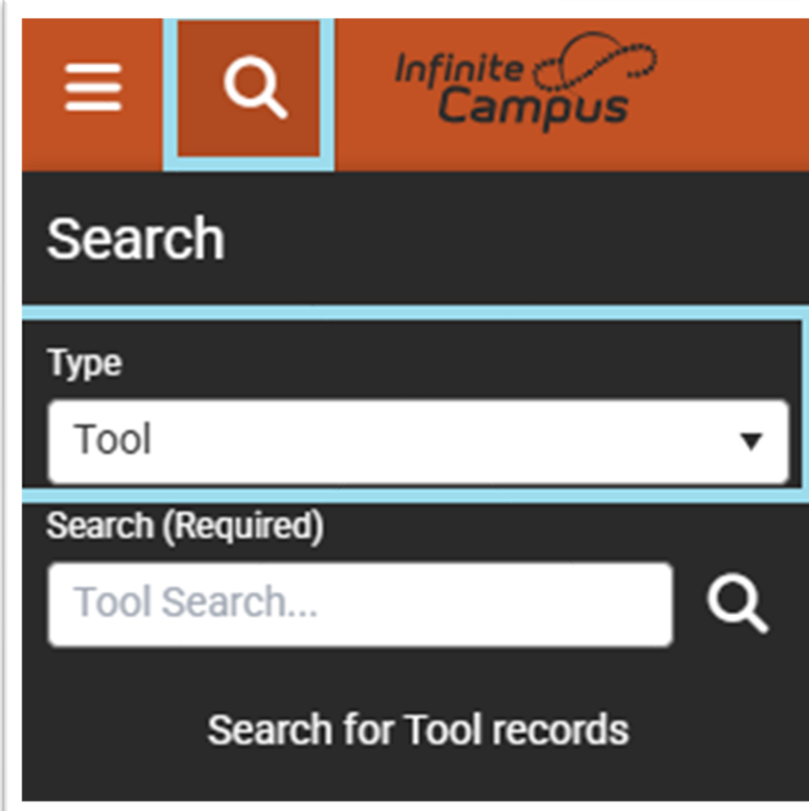
New Look In Infinite Campus



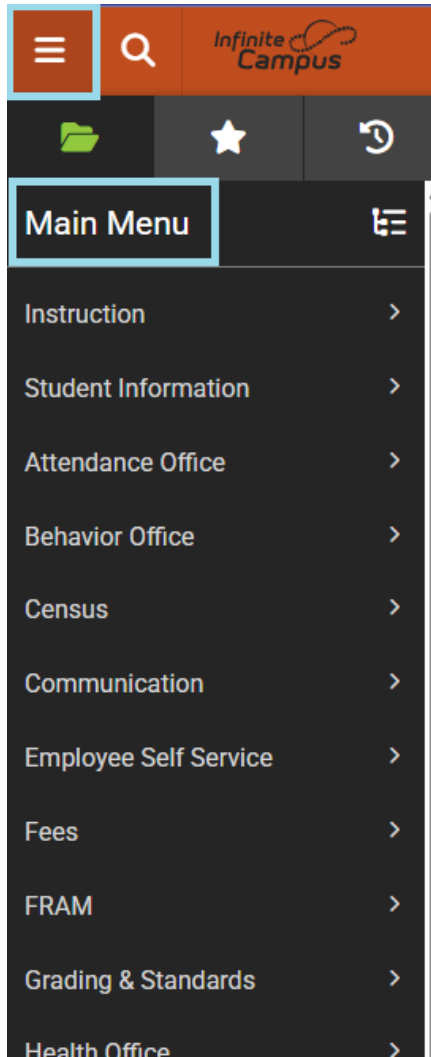
- [Try the New Look of Infinite Campus \(IC\)](#) (must be logged into IC)
- July 1, 2025: Switching to new look
- Features we will explore today:
 - Tool Search
 - Favorites
 - Recent

Tool Search

- Click on the Search (magnifying glass) at the top left in IC.
- Select *Tool* from the dropdown menu under *Type*.
- Search for a specific tool or report.



The screenshot shows the Infinite Campus interface. At the top, there is a navigation bar with a menu icon (three horizontal lines), a search icon (magnifying glass), and the "Infinite Campus" logo. Below this, a dark grey section titled "Search" contains a "Type" dropdown menu with "Tool" selected. Below the dropdown is a "Search (Required)" section with a text input field containing "Tool Search..." and a magnifying glass icon. At the bottom of this section, it says "Search for Tool records".



Main Menu

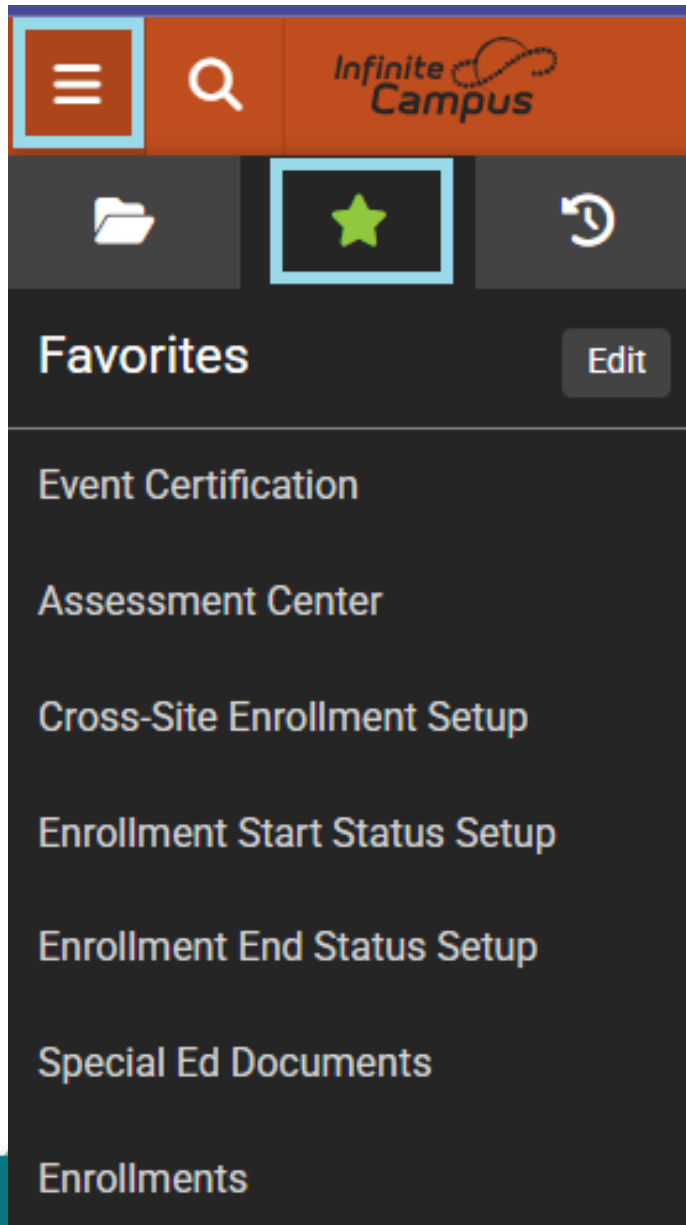
- Click the **Main Menu** bar at the top left in IC (three lines).
- All menu options are available under the Main Menu.

Adding Favorites

Click the star next to any tool in IC to add it to Favorites.

The screenshot displays the Infinite Campus user interface. At the top is an orange header bar containing a menu icon, a search icon, and the 'Infinite Campus' logo. On the left, a dark sidebar features a 'Search' section with a 'Type' dropdown set to 'Student', a search input field containing 'student, f', and a magnifying glass icon. Below this, it shows '23-24' and '1 - 3 of 3 results'. The main content area has a white background. At the top of this area is a user profile section for 'Special Ed Documents' with a star icon highlighted by a blue box. Below the profile is a row of action buttons: 'Open', 'Lock/Unlock', 'Amend', 'Delete', 'Print', 'New Document', and 'Upload Document'. At the bottom is a 'Documents List' table with the following data:

Document Icon	Document Name	Count
📅	2023-2024	(4)
🔒	2022-2023	(2)
🔒	2021-2022	(1)
🔒	2020-2021	(1)
🔒	2019-2020	(1)

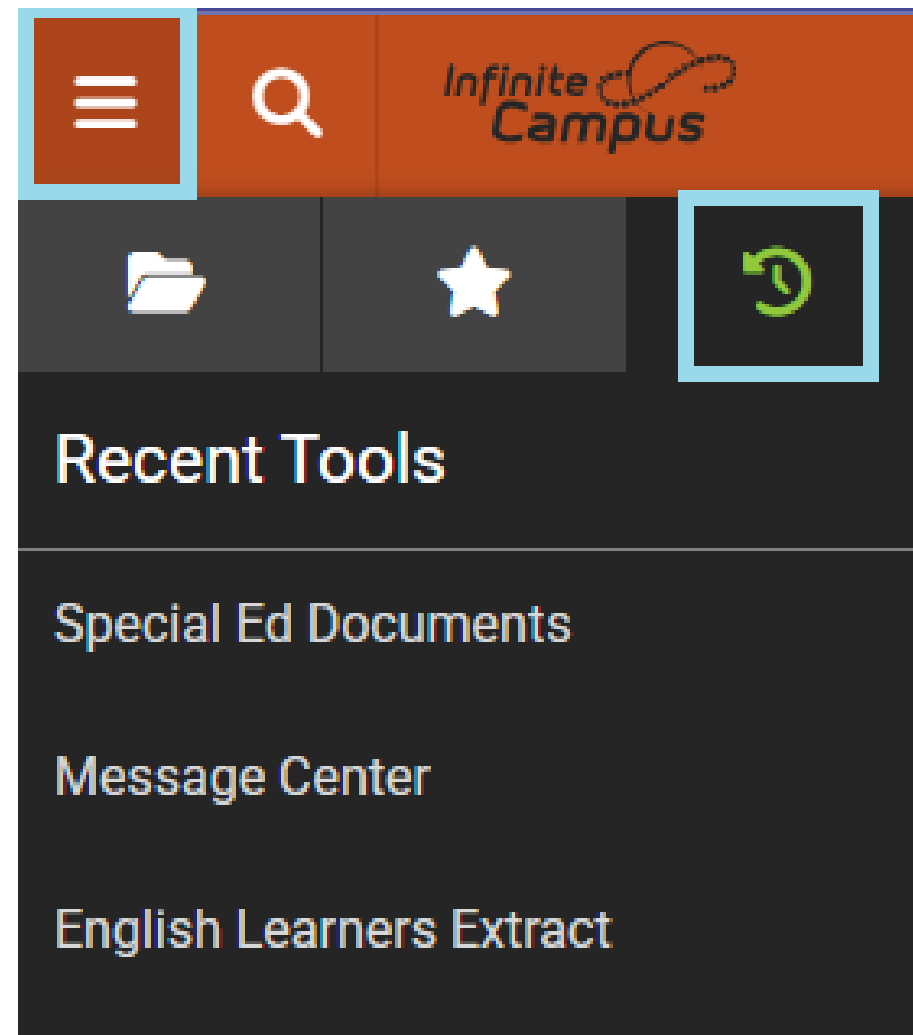


Favorites

- Click the Menu bar at the top left in IC (three lines).
- Click the star to show favorites.

Recents

- Click the Menu bar at the top left in IC (three lines).
- Click the recent icon to show favorites.



Resources

- [Special Education Resources for Using Infinite Campus \(IC\)](#)
- [Special Education Reporting Manual](#)
- [Special Education Document Data Standards](#) (scroll down)
- [All Data Standards](#)
- [Special Education Data Dashboards](#)
- [SPP and APR Indicator Guide](#)

Special Education Reporting Manual

OSEEL Data Lead: Amy Patterson

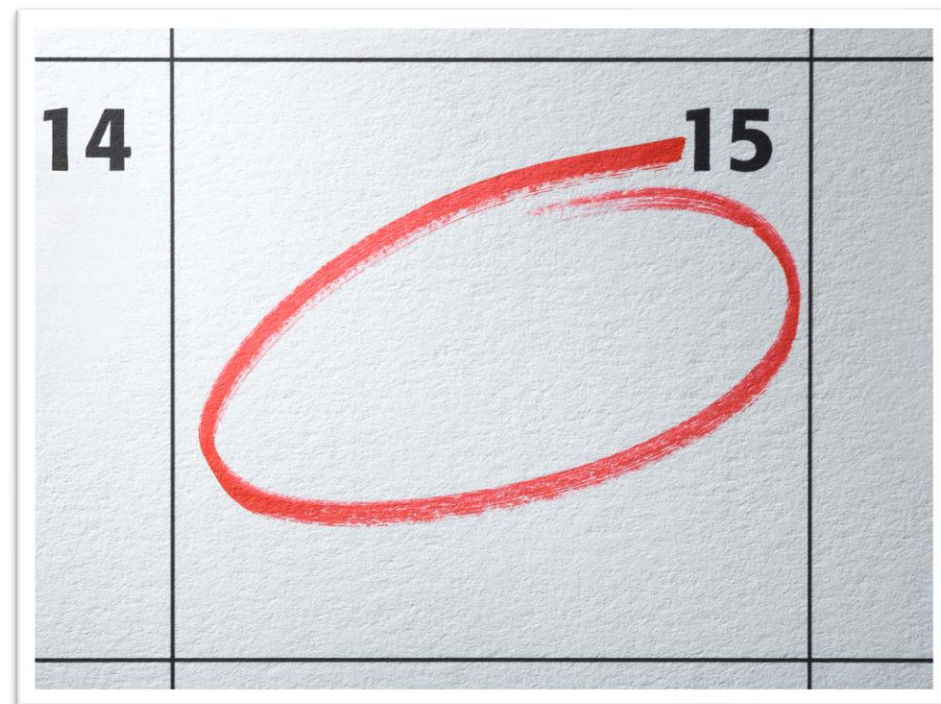
Reporting Manual

Open: [Special Education Reporting Manual](#)



Upcoming Reporting Dates

- **June 1, 2025:** Individuals with Disabilities Education Act (IDEA) Application in Grant Management Application and Planning (GMAP)
- **June 1, 2025:** Personnel Reporting in GMAP
- **June 30, 2025:** Indicators 11 and 13 Spreadsheet
- **June 30, 2025:** Indicator 12 Survey Discipline Data Verification
- **Oct 31, 2025:** Special Ed Exit Data Verification



Discipline Data

Begins on page 10

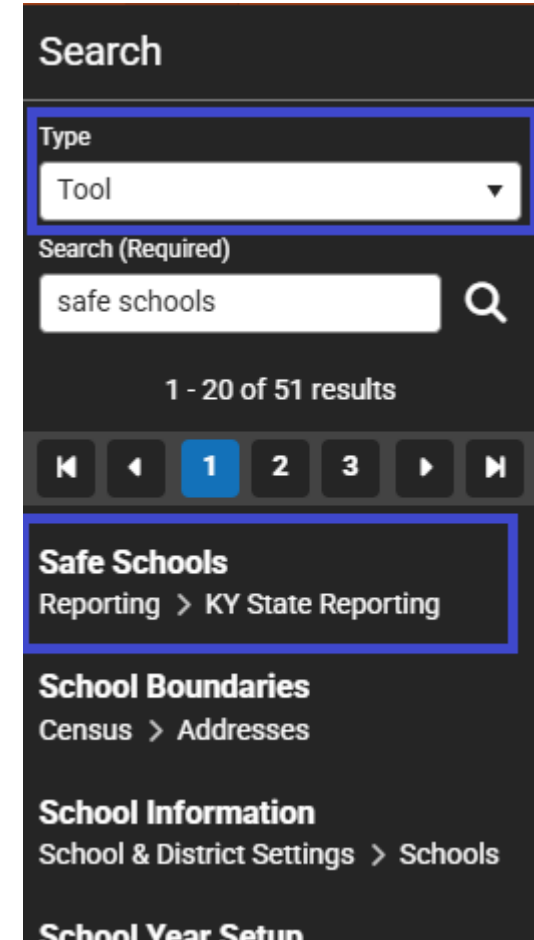
OSEEL Lead: Amy Patterson

Safe Schools Report

How to find the *Safe Schools* report:

-*Type: Tool*

-*Search: safe schools*



The screenshot shows a mobile application interface for searching reports. At the top is a 'Search' header. Below it is a 'Type' dropdown menu with 'Tool' selected. Underneath is a 'Search (Required)' field containing the text 'safe schools' and a magnifying glass icon. Below the search field, it says '1 - 20 of 51 results'. A pagination bar shows buttons for navigation, with '1' highlighted. Below the pagination bar, there are three main categories listed: 'Safe Schools' (with a sub-link 'Reporting > KY State Reporting'), 'School Boundaries' (with a sub-link 'Census > Addresses'), and 'School Information' (with a sub-link 'School & District Settings > Schools'). A fourth category 'School Year Setup' is partially visible at the bottom.

Safe Schools Report

The Safe Schools Report outputs as CSV (Comma Separated Value) file. The report contains behavioral information on students collected from schools and districts in Kentucky.

Enter dates to find incident which occurred during a date range, leaving the date range blank will find all incidents which occurred during the date range of the selected calendar(s).

Extract Options

Extract Type Format Date Range -- ☒ Exclude Cross-Site DataReport Selection ☒ All Reports

- ☒ SS1: Assault or Violence
- ☒ SS2: Possession of Guns or Other Deadly Weapons
- ☒ SS3A: Possession/Use or Distribution of Drugs
- ☒ SS3B: Possession/Use or Distribution of Alcohol
- ☒ SS3C: Possession/Use or Distribution of Tobacco Products
- ☒ SS4: Bullying or Harassment
- ☒ SS5: Other Events Resulting in State Resolutions

Select Students

☒ Grade
00
01
02
03
04
05
06
07
08☐ Ad Hoc Filter ☒ Active Special Ed at Time of Incident

The selection of Run Extract will produce a validation report to identify potential data issues. Submit to Batch will bypass the validation report.

Run Extract

Submit to Batch

Select Calendars

Which calendar(s) would you like to include in the report?

- ☒ active year
- ☐ list by school
- ☐ list by year

23-24

23-24 Arthur School 9-12
23-24 Buchanan Elem School
23-24 Buchanan PreK
23-24 Career & Tech
23-24 Day Treatment
23-24 KECSAC School
23-24 The Academy
23-24 Virtual Academy
Harrison Elem School 2024 A
Harrison Elem School 2024 B
Hayes Elem School 2024 A
Hayes Elem School 2024 B
Jackson Elem School 2024 A
Jackson Elem School 2024 B
Jefferson School 2024 A
Jefferson School 2024 B
Polk High School 2024 A
SUM 2023-24 Arthur School 6-8
Taylor Elem School 2024 A
Taylor Elem School 2024 B
Tyler Elem School 2024 A
Tyler Elem School 2024 B
Van Buren Elem School 2024 A
Van Buren Elem School 2024 B

CTRL-click or SHIFT-click to select multiple

Run the Safe Schools Report

- Click the star next to “Safe Schools” to make it a favorite.
- Be sure you are in the correct calendar year.
- Click “Active Special Ed at Time of Incident.”
- Highlight schools on the right.
- Click “Run Extract” or “Submit Batch.”



Removal Codes for Safe Schools



In-School

- INSR: In-School Removal
- SSP8: Seclusion

Out-of-School Removals

- SSP1: Expelled with Services
- SSP2: Expelled without Services
- SSP3: Out of School Removal
- INDR: In-District Removal

Other

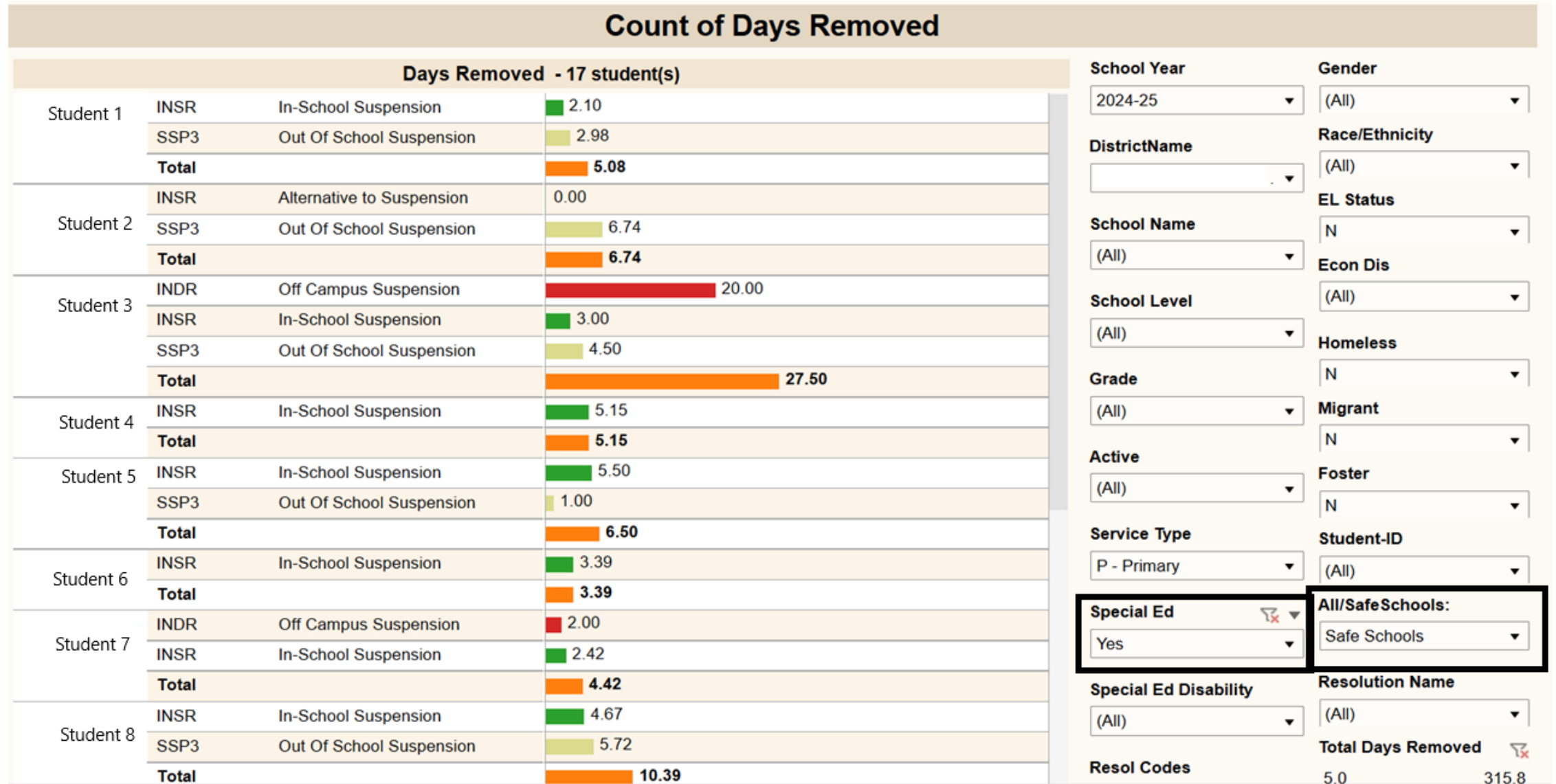
- IAES1
- IAES2

Data Visualization in IC

- Tableau Behavior Visualizations
- [KDE Data Visualization Information](#)
- Very limited licenses - talk to your Kentucky Student Information System (KSIS) Administrator



Tableau Data Visualizations



Resources for Discipline

- [Individuals with Disabilities Education Act \(IDEA\) Discipline Guidance](#)
- [Behavior Data Standards](#)
- [Special Education Reporting Manual](#)
- [Special Education Resources for Using Infinite Campus \(IC\)](#)
- [*The Office of Special Education and Early Learning Webcast: Discipline Procedures for Students with Disabilities*](#)
- [Kentucky Department of Education Safe Schools Data Collection and Reporting website](#)

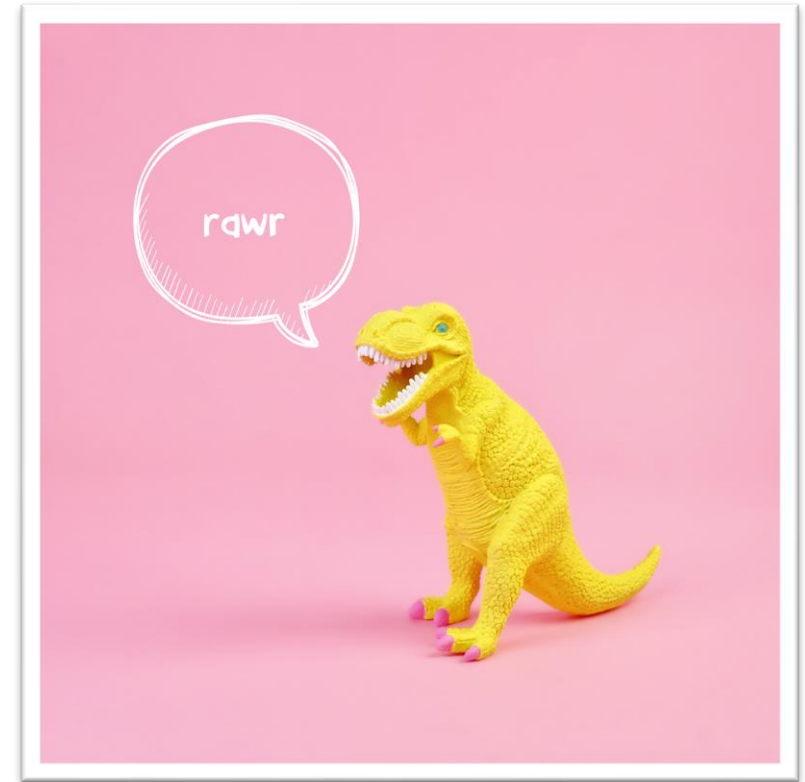
Special Ed Exit Report

Beginning on page 16

OSEEL Lead: Amy Patterson

Test Your Knowledge

- According to the Data Manual, how many ways can students “exit” special education?
- Type response in chat, but don’t hit enter. We will all hit enter at the same time
- 3, 5, 7 or Rawr (I’m not sure)
- The answer is 7.



SPED Exit Detail Report Criteria

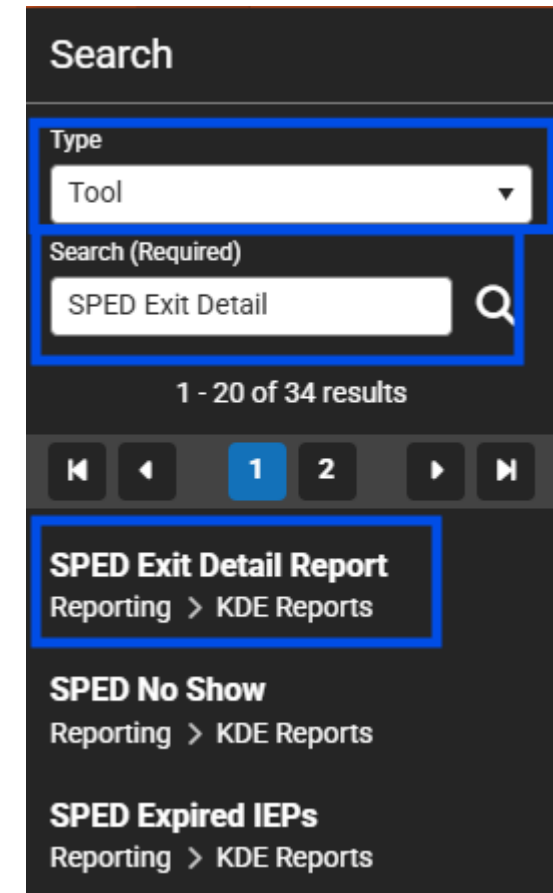
- The student was aged 14 to 21 on the Dec. 1 count prior to exit,
- The student was enrolled in a public school district in Kentucky on or before Oct. 1 of the reporting school year, and
- Either of the following is true:
 - The student had an Individual Education Program (IEP) at the beginning of the school year, or
 - The student had an IEP at the end of the previous school year and had a “No Show” enrollment in the current school year.

SPED Exit Detail Report

Run the *SPED Exit Detail Report*:

Type: Tool

Search: SPED Exit Detail



The screenshot shows a search interface with a dark background. At the top is a 'Search' header. Below it, a 'Type' dropdown menu is set to 'Tool'. Underneath is a 'Search (Required)' text input field containing 'SPED Exit Detail' with a magnifying glass icon to its right. Below the search bar, it indicates '1 - 20 of 34 results'. A pagination bar shows '1' as the active page, with '2' as the next page, and navigation arrows. Below the pagination, three report results are listed, each with a blue box highlighting the report title: 'SPED Exit Detail Report', 'SPED No Show', and 'SPED Expired IEPs'. Each result also includes a breadcrumb trail 'Reporting > KDE Reports'.

Exiting Special Education



For a student to be federally reported on the special education exit report, the student must have exited special education for one of the following reasons:

- Transferred to regular education,
- Graduated with a regular diploma,
- Graduated with an alternate diploma,
- Reached maximum age (21),
- Died,
- Moved, known to continue, or
- Dropped out.

Reporting Exit Status in Special Ed Fields

For all students ages 14 – 21 who exit special education, the district must enter the Special Ed Exit Status and Special Ed Exit Date in the Special Ed Fields in the Enrollment tab.

Special Ed Fields		
Special Ed Status <input type="text"/>		
Primary Disability <input type="text"/>		
Setting <input type="text"/>		
Date Eligible but Refused <input type="text"/>	Special Ed Exit Status <input type="text"/>	Special Ed Exit Date <input type="text"/>
PartC ID <input type="text"/>		

Enrollment Start and End Status

Entered by Director of Pupil Personnel (DPP) Team

- Enrollment Start Status - start status on Enrollment tab
- Enrollment End Date – end date on Enrollment tab
- Enrollment End Status – end status on Enrollment tab
- Diploma Type – selected in Graduation tab

Enrollment Editor					
Grade	Type	Calendar	Start Date	End Date	
12	P	Polk High School 2024 A	08/16/2023	05/21/2024	
Start Status: E01 First enrollment of the year					
End Status: CO1 Close of Year					
11	P	Polk High School 2023 A	08/10/2022	05/18/2023	
Start Status: E01 First enrollment of the year					
End Status: CO1 Close of Year					
10	P	Polk High School 2022 A	08/11/2021	05/16/2022	

Diploma Type

- Diploma Type – selected in Graduation tab
- Must match the graduation type.
- [Quick Reference Card: Exiting Students on the Alt Diploma Track](#)

General Graduation Information

GRAD Score: 148 ⓘ

Diploma Date:

Diploma Type:

Diploma Period:

Date First Entered the 9th Grade:

NGA Cohort End Year:

NCLB Cohort End Year:

Post Grad Location:

3: General Diploma
5: Adult GED
6: Alternative High School Diploma

Indicator 1: Graduation Rate



(graduated with a regular diploma)

(graduated with regular diploma +
graduated with alt diploma +
reached maximum age +
dropped out)

Indicator 2: Dropout Rate

(dropped out)

(graduated with regular diploma +
graduated with alt diploma +
reached maximum age +
dropped out)



Timeline

- Begin reviewing data at the end of the school year (*KY State Reporting > KDE Reports > SPED Exit Detail Report*).
- Try to eliminate highlighted cells.
- Run again after Oct. 1 to review students who dropped out but enrolled in the next school year.
- Submit verification survey (which will be sent out in October) by Oct. 31.



Test Your Knowledge

- Which of the following reports are used for calculating Indicator 1: Graduation Rate and Indicator 2: Drop Out Rate?
- Type response but don't hit enter. We will all hit enter at the same time
- A. Child Count
- B. SPED Exit Detail Report
- C. Both A and B
- D. RAWR
- The answer is B.



What can we
clarify?



Personnel Reporting

Begins on page 22

OSEEL Lead: Amy Patterson

Personnel



- All special education teachers, paraprofessionals and related service providers employed or contracted to work with children with disabilities (Individuals with Disabilities Education Act) who were ages 3 through 21.
- [Guidance for reporting of personnel data](#)

Personnel Categories

Special Education Teachers

- Fully Certified/Not Fully Certified
- Preschool/School Age

Special Education Related Services Personnel

- Fully Certified/Not Fully Certified

Special Education Paraprofessionals

- Qualified/Not Qualified
- Preschool/School Age

Personnel Full Time Equivalency (FTE)

Report by FTE

- Report the percentage of time each person works specifically with students with disabilities receiving special education and related services.
- Round to the nearest hundredth of a decimal place.
- If a teacher works with both students with disabilities and students without disabilities, report only the portion of the FTE spent with students with disabilities.

Not Fully Certified Teachers

Note: Because Kentucky and the IDEA do not permit emergency teaching certificates for special education, OSEEL will follow up with districts reporting teachers as not fully certified.

Personnel – FTE Example

Teacher 1:

Works with students with disabilities for three hours out of a six-hour day

- *Report 0.50 FTE*

Teacher 2:

Works with students with disabilities for four hours out of a six-hour day

- *Report 0.67 FTE*

District employs both Teacher 1 and Teacher 2 above

- *Report $0.50 + 0.67 = 1.17$ FTE*

Personnel Report: Special Education Teachers Count

Count of Special Education Teachers	FTE
For preschool children who are Fully Certified in Special Education	
For preschool children who are Not Fully Certified in Special Education	
For children in grades K-14 who are Fully Certified in Special Education	
For children in grades K-14 who are Not Fully Certified in Special Education	
Total	-

Personnel Report: Related Services Providers Count

Count of Related Service Providers for Ages 3-21	FTE
Audiologists	
- Fully Certified	
- Not Fully Certified	
Speech-Language Pathologists	
- Fully Certified	
- Not Fully Certified	

Calculating the Private School Proportionate Amount		Basic - Ages 3 through 21	Preschool - Ages 3 through 5
Line 1.	Total IDEA allocations available to the district for the period identified by this application.	\$0.00	\$0.00
Line 2.	Enter the IDEA December 1 Child Counts		
Line 3.	Enter the counts of all children eligible for special education who were not included on Line 2 and who meet all of the criteria below		
*	determined eligible for services by an ARC through an initial or re-evaluation within three years of the Child Count Date		
*	live in the district or attend a private elementary or secondary school located within the district's boundaries		
*	have not exited special education before the December 1 Child Count due to:		
>	graduation with a standard high school diploma		
>	exceeded the maximum age (turned 22)		
>	returned to general education by a decision of the ARC that the child is no longer eligible		
>	death		
Line 4.	Sum total of students who were eligible for special education as of the Child Count date reported on Line 2	0	0

Line 5.	The amounts per student of funds available for calculating the private school proportionate amount (Equals Line 1 divided by Line 4)	\$0.00	\$0.00
Line 6.	Enter the count of students included on Line 2 who were enrolled in a private elementary or secondary school, not placed by the ARC.		
Line 7.	Enter the counts of eligible students included on Line 3 who were enrolled in a private elementary or secondary school, not placed by the ARC.		
Line 8.	Sum total of students who were eligible for special education and were enrolled in a private school program who were not placed by an ARC.	0	0
Line 9.	The total amounts of the district's IDEA allocations that must be reserved for Private School Portionate Amount	\$0.00	\$0.00

Placement

Used for Private
School Proportionate
Amount Data and
Calculations

Helpful Resources

- [Special Education Resources for Using Infinite Campus](#)
- [Special Education Reporting Manual](#)
- [Book time with Amy](#)
- amy.patterson@education.ky.gov

Infinite Campus Reports

Reports

- KY State Reporting > KDE Reports > QA SPED
- KY State Reporting > IDEA Dec 1 Count Extract
- KY State Reporting > KDE Reports > IDEA Dec 1 Federal Submission Validation Report
- KY State Reporting > Safe Schools
- KY State Reporting > KDE Reports > SPED Exit Detail Report
- KY State Reporting > KDE Reports > SpEd_Evaluation_Detail Report

What can we
clarify?



Alternate Assessment Aligned with Alternate Academic Achievement Standards (AA-AAAS)

OSEEL Lead: Lauren Thieneman

Test Your Knowledge

- True or False: Only students with intellectual disabilities, autism or multiple disabilities can participate in the alternate assessment.
- Type response but don't hit enter. We will all hit enter at the same time
- True/False/Rawr (I'm not sure)
- The answer is False.



AA-AAAS Monitoring

- The Kentucky Department of Education (KDE), Office of Special Education and Early Learning (OSEEL) is required to determine if Admissions and Release Committees (ARCs) made eligibility decisions for AA-AAAS participation that were consistent with federal and state laws and regulations.
- The Office of Special Education and Early Learning (OSEEL) conducts off-site desk reviews:
 - *If participation data reveals disproportionality in the percentage of students participating in the alternate assessment; or*
 - *Randomly by selecting 10% of all other districts over 1% participation rate.*
- Districts identified for AA-AAAS monitoring for the 23-24 assessment year were notified on March 18.

AA-AAAS Resources

- [Kentucky Alternate Assessment Review Document](#)
- [Kentucky Alternate Assessment Participation Guidelines Documentation Form](#) -
- [Guidance for ARCs on Participation Decisions for the Kentucky Alternate Assessment](#)
- [Questions and Answers Related to Grade 14 Students](#)

Parent Resources

- [Parent Guide to Alternate Assessment](#)
- Parent Modules:
 - [Comparing the Regular State Assessment and the Alternate Assessment](#)
 - [Completing the Kentucky Alternate Assessment Participation Guidelines](#)
 - [Kentucky State Assessment Participation Options](#)
 - [Overview of Accommodations and Modifications](#)
 - [Regular High School Diploma vs. Alternative High School Diploma](#)



Alternate Assessment Data and Calculations



- Pearson provides data to districts and KDE's Office of Assessment and Accountability (OAA).
- OSEEL requests the data from OAA and receives it in aggregate form (not student-level).
- Calculation:

(total number of students who took the alternate assessment)

(total number of students who took the assessment)

Example

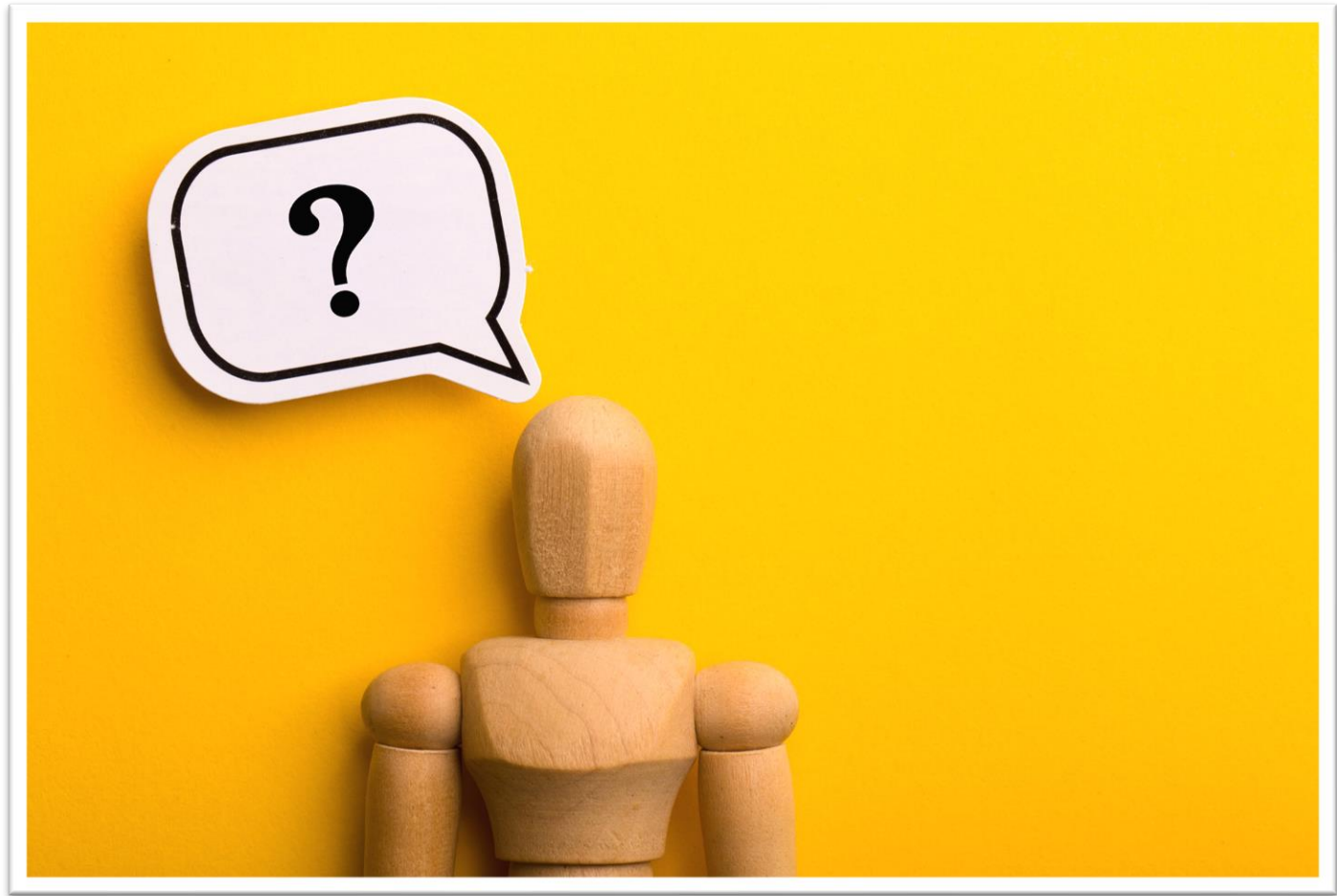
District	Subject	Demographic	AA-AAAS	Regular Assessment	Calculation	AA-AAAS Participation %
District 1	Math	All students	20	1356	$20/(20+1356)$	1.45%
District 1	Reading	All students	19	1356	$19/(19+1356)$	1.38%
District 1	Science	All students	13	1189	$13/(13+1189)$	1.08%

AA-AAAS Questions?

Contact Lauren Thieneman at
lauren.thieneman@education.ky.gov or (502) 564-4970 ext.
4554



What can we
clarify?



SPP/APR Indicators



[State Performance Plan and
Annual Performance Report
\(SPP/APR\) Indicator Support
Guide](#)

Indicator 1: Graduation (**lag**)

Indicator 2: Drop Out (**lag**)

Indicator 3: Participation and Performance on Statewide Assessments

Indicator 4: Suspension/Expulsion (**lag**)

Indicator 5: Educational Placement for Ages 6-21 and age 5 students enrolled in kindergarten

Indicator 6: Educational Placement for students ages 3-5 (not including kindergarten)

Indicator 7: Preschool Outcomes

Indicator 8: Parent Involvement

Indicator 9: Disproportionate Representation in Special Education

Indicator 10: Disproportionate Representation in Special Education (specific categories)

Indicator 11: Child Find

Indicator 12: Early Childhood Transition from Part C to Part B Services

Indicator 13: Secondary Transition

Indicator 14: Post School Outcomes

***Indicator 15:** Hearing Resolutions

***Indicator 16:** Mediation

***Indicator 17:** State Systemic Improvement Plan (SSIP)

***Indicator 18:** General Supervision

** State reported indicators only*

Indicators 11 and 12

Begins on page 22

OSSEL Lead: Sheena Wethington

OSEEL Data Lead: Amy Patterson

Test Your Knowledge

- **True or False:** In Kentucky, ARC teams have 60 school days to complete initial evaluations once parental consent is received.
- Type response but don't hit enter. We will all hit enter at the same time
- True/False/Rawr (I'm not sure)
- The answer is True.



Indicator 11 Measurement

- Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the state establishes a timeframe within which the evaluation must be conducted, within that timeframe.
- Kentucky's timeframe is 60 school days.



Indicator 11 Reporting

Run the [Special Education] *SpEd Evaluation Detail* report in Infinite Campus.


Type: Tool


Search: SpEd Evaluation Detail


The screenshot displays the search interface of the Infinite Campus system. At the top, there is a 'Search' header. Below it, a 'Type' dropdown menu is set to 'Tool'. A search bar labeled 'Search (Required)' contains the text 'sped evaluation detail' and a magnifying glass icon. Below the search bar, it indicates '1 - 20 of 34 results'. A pagination bar shows navigation controls and page numbers '1' and '2', with '1' being the active page. The search results are listed below, including 'SPED Exit Detail Report', 'SpEd Evaluation Detail', and 'SPED No Show'. The 'SpEd Evaluation Detail' result is highlighted with a blue border and a green dot on the right, indicating it is the selected report. The breadcrumb for this result is 'Reporting > KDE Reports'.

Consent Header Editor

Consent Header NOT STARTED


ARC Date *
 

ARC Date *
 

Date of Revocation of Consent for Evaluation
 

Reason for Revocation of Consent for Evaluation

Evaluation Type *
 ▼

Date of Consent for Reevaluation
 

Notes on SpEd Evaluation Detail

- Preschool days will not be accurate. Districts will need to calculate those.
- Districts must calculate days for the current school year if the consent to evaluate was obtained in the previous school year, then add the number of days to those in the previous school year.

Once you have your combined list of students...

- Select 10% of students on the list randomly using one of the following:
 - Use an online randomizer such as random.org or Google random number generator, or
 - Select every third student, ensuring all schools are represented.
- Place students' information into the Indicator 11 tab in the Indicator11_13.xlsx spreadsheet.

SPP/APR Indicator 12*



- This compliance indicator measures the percentage of children:
 - Referred by Part C prior to age 3
 - Who are found eligible for Part B
 - Who have an Individualized Education Program (IEP) developed and implemented by their 3rd birthday

*SPP/APR Measurement Table

Test Your Knowledge

- A child receives a referral for Part B services on Dec. 15, 2023. Their 3rd birthday is Feb. 2, 2024. The LEA has 90 days to complete the evaluation. True or False?
- Type response but don't hit enter. We will all hit enter at the same time
- True/False/Rawr (I'm not sure)
- The answer is False. Evaluation must be completed by the student's 3rd birthday.



Include on Indicator 12 Report

- The child's 3rd birthday for reporting needs to be between July 1, 2024, and June 30, 2025.
 - Any 3rd birthday **BEFORE** July 1, 2024, should have been reported on for the 2023-2024 school year.
 - Any 3rd birthday **AFTER** June 30, 2025, will need to be reported for the 2025-2026 school year.

Indicator 12 Measurement

- a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to their 3rd birthdays.
- c. Number of those found eligible who have an IEP developed and implemented by their 3rd birthday.
- d. Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- e. Number of children who were referred to Part C fewer than 90 days before their 3rd birthdays.

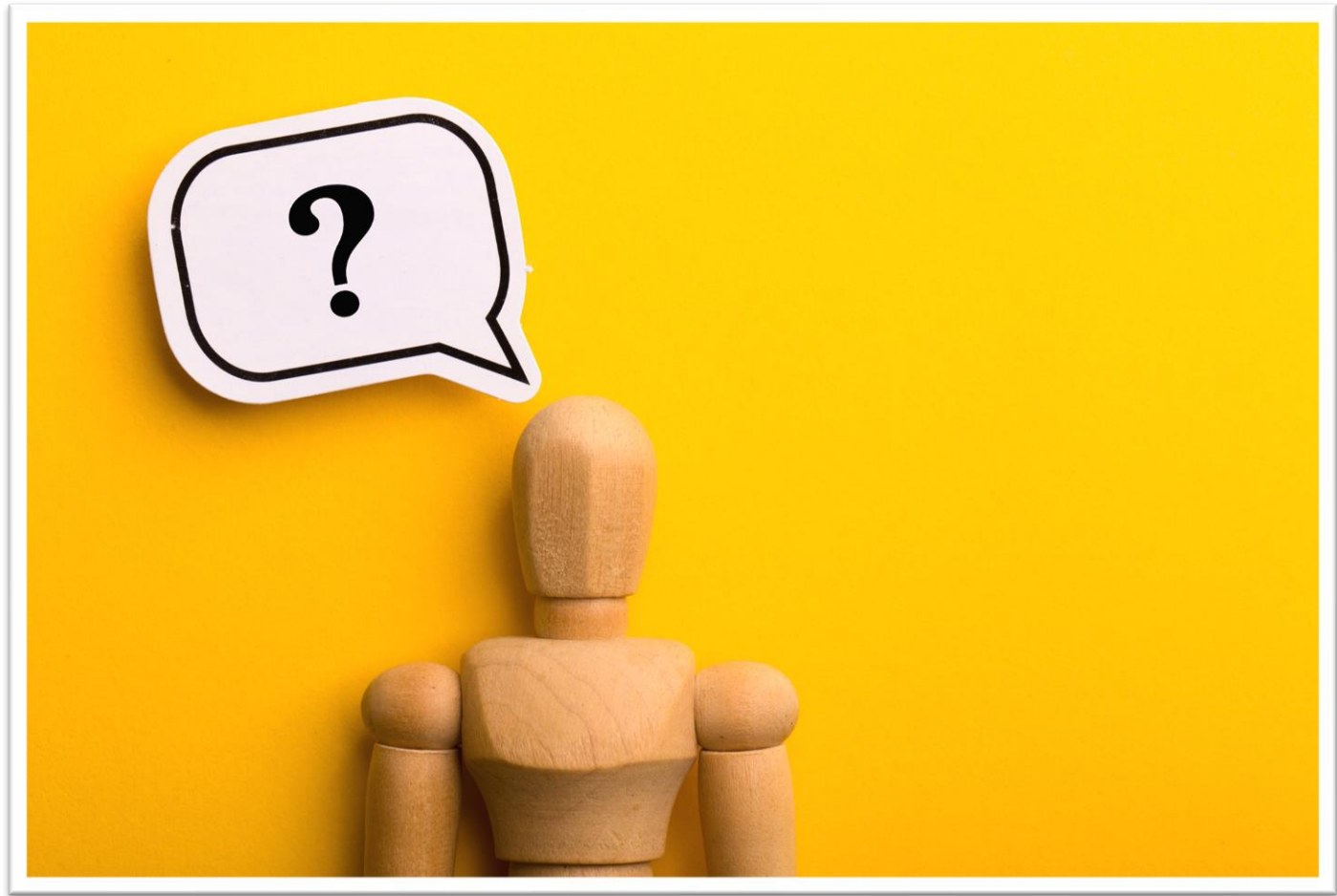
Indicator 12 Hints

- The sum of answers from (b), (c), (d), (e) and (non-compliant) must equal the answer in (a).
- OSEEL will require State Student Identifiers (SSIDs) to be entered for all students in each category.

[IDEA 2023 Early Childhood Transition Questions and Answers](#)



What can we
clarify?



Indicator 13: Postsecondary Transition

Begins on page 22

OSEEL Lead: Brandy Hackney

OSEEL Data Lead: Amy Patterson

Test Your Knowledge

- What are the required components of a measurable, post-secondary goal?
- One at a time, list as many as you can in the chat.
- Short answer: must be measurable and intended to occur after graduation, align with the student's transition assessments, must include education/training, employment, and, if appropriate, independent living skills.

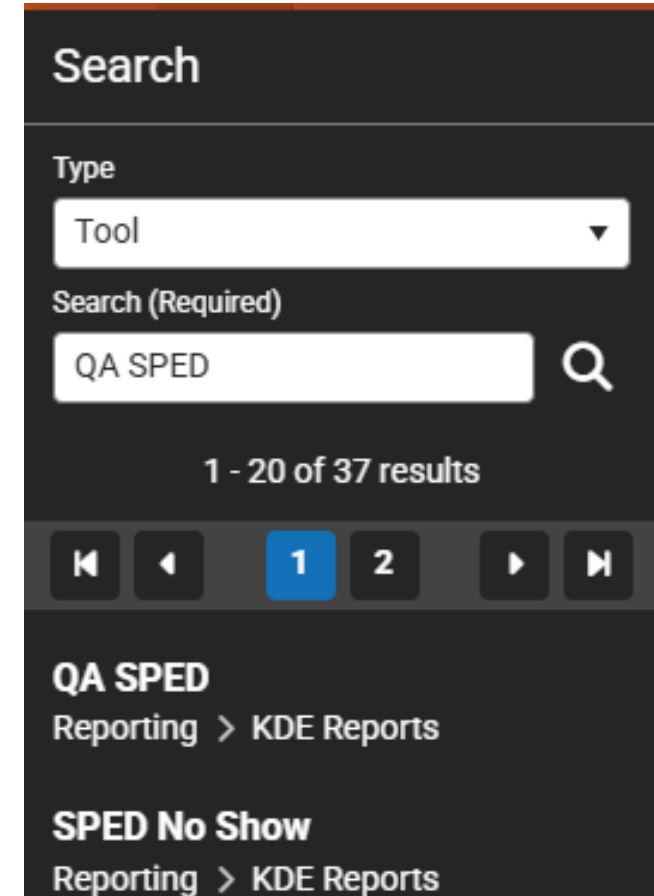


Indicator 13 Reporting

Run the *QA SPED Detail* report in Infinite Campus

Type: Tool

Search: QA SPED



The screenshot shows a search interface with a dark background. At the top, the word "Search" is displayed. Below it, there is a "Type" section with a dropdown menu currently set to "Tool". Underneath, a "Search (Required)" section contains a text input field with "QA SPED" and a magnifying glass icon. Below the search bar, it indicates "1 - 20 of 37 results". A pagination bar shows navigation arrows and page numbers "1" and "2", with "1" being the active page. The search results are listed below, starting with "QA SPED" followed by "Reporting > KDE Reports", and "SPED No Show" followed by "Reporting > KDE Reports".

Indicator 13 Reporting

- For Indicator 13, run the *QA SPED Detail*.
- Then, filter for all students who are aged 16 and older.
- [Compliance Record Review Document](#)

Compliance Record Review Document
Office of Special Education and Early Learning
Division of IDEA Monitoring and Results



Revised August 2024

Kentucky Indicator 13 Components

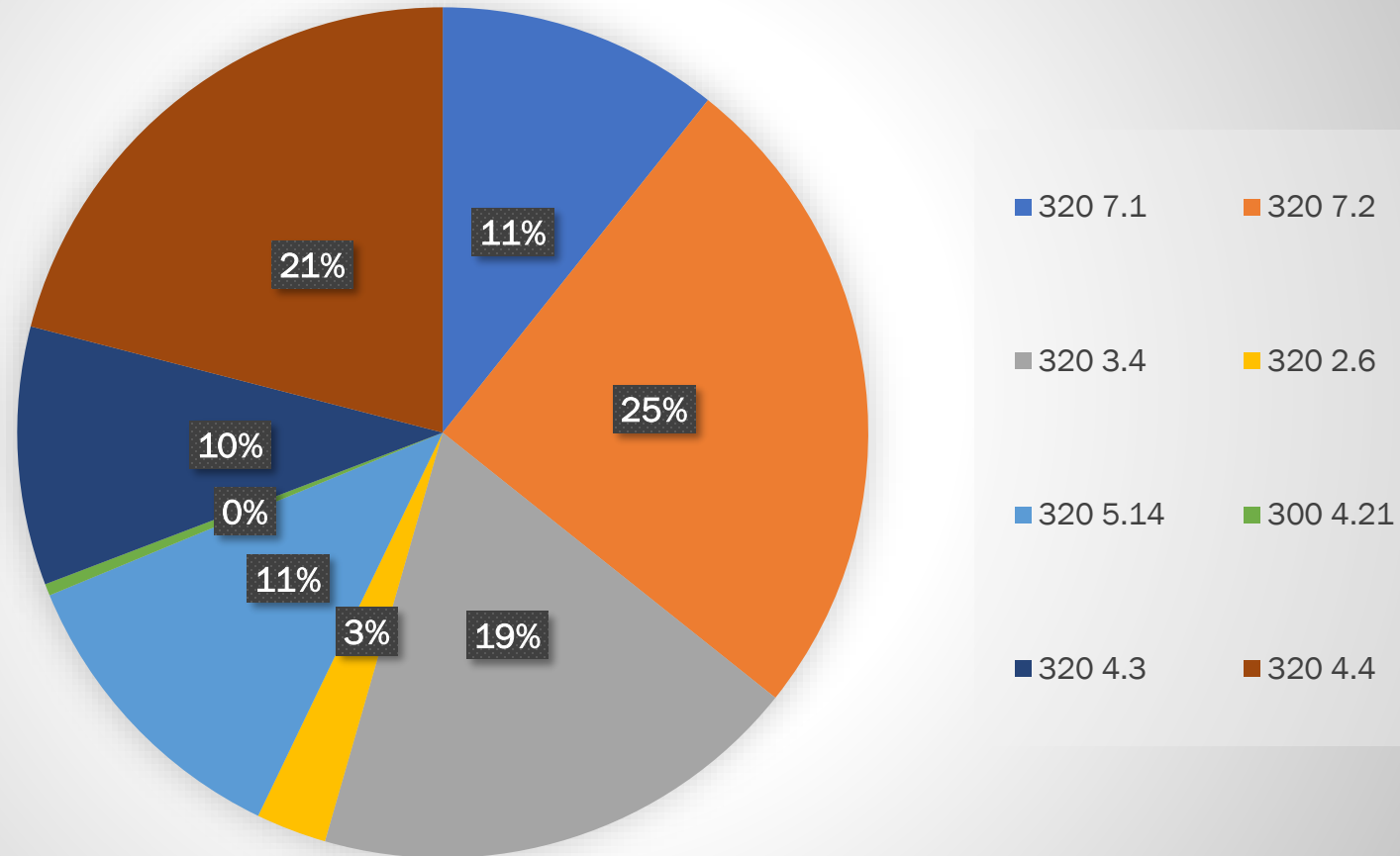
KAR Item

Required Components

320.2.6	Measurable postsecondary goals reviewed annually, revised if necessary
320.3.4	Outside agency invited; outside agency was given opportunity to provide information; prior written consent; student invited and/or gave input
320.4.4	Age 16 meeting notice requirements
320.5.14	Age of majority
320.7.1	Statement of need aligned with the Individual Learning Plan (ILP); statement focuses on course of study; updated annually
320.7.2	Measurable postsecondary goals; age-appropriate transition assessments; multi-year course of study

Most Cited Areas of Noncompliance

of student files noncompliant





[Compliance Record Review](#)

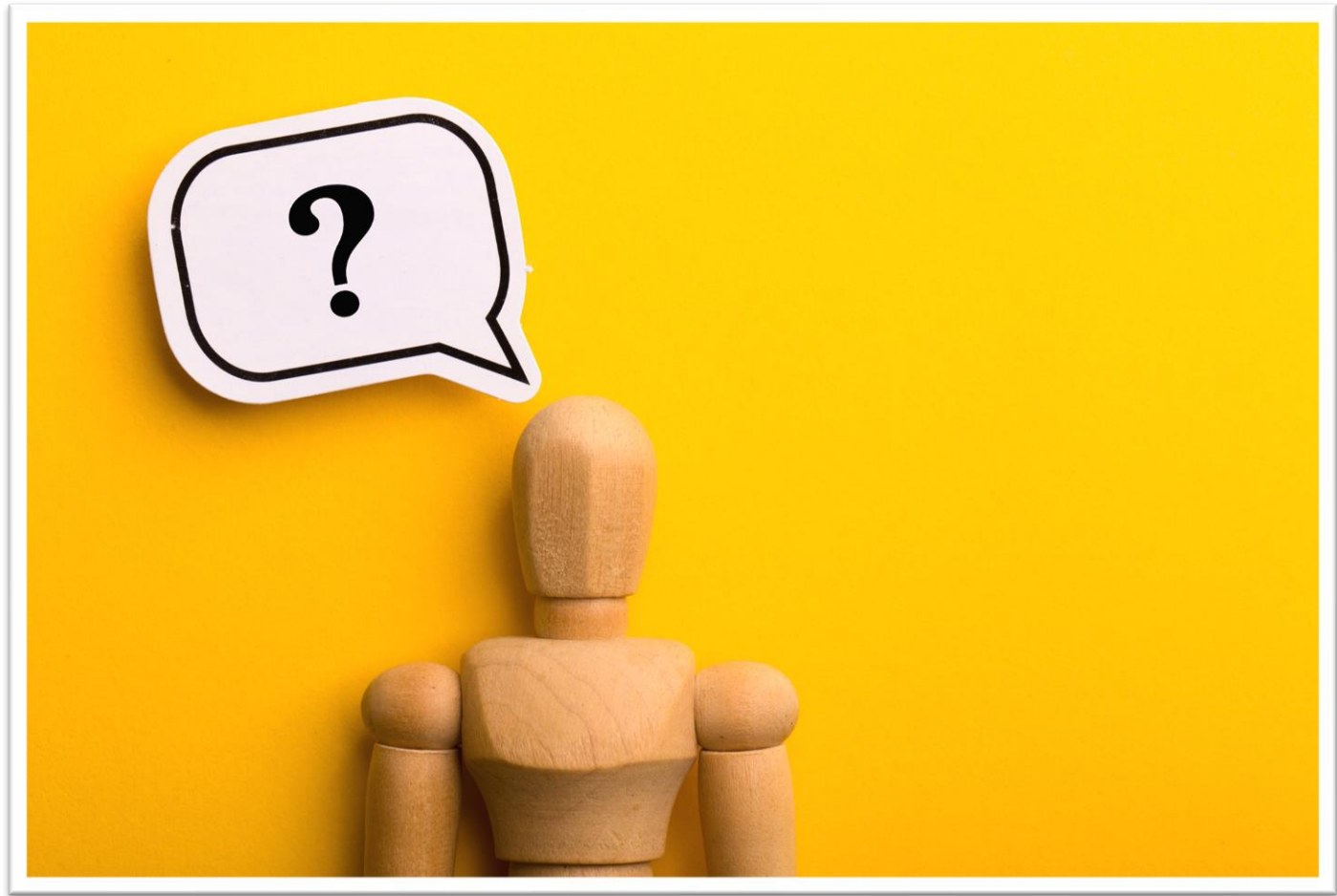


[IEP Guidance Document](#)



[KDE Transition Resources](#)

What can we
clarify?



LEA Annual Determinations

OSEEL Lead: Sheena Wethington

Determination Categories

Meets Requirements;

Needs Assistance;

Needs Intervention; or

Needs Substantial Intervention.

Annual Determinations

- States are required to make determinations annually on the special education performance of local educational agencies (LEAs) within the state in relation to established targets found in the [State Performance Plan \(SPP\)](#).
- Pursuant to Sections 616 (a) and 642 of the Individuals with Disabilities Education Act (IDEA), States must use the same four determination categories that the Office of Special Education Programs is required to use with states.

Determination Measures

- Indicator 1 - Graduation
- Indicator 2 - Dropout
- Indicator 4B – Suspensions/Expulsions
- Indicator 9 – Disproportionate Representation
- Indicator 10 - Disproportionate Representation in Specific Disability Categories
- Indicator 11 – Child Find
- Indicator 12 – Early Childhood Transition
- Indicator 13 – Secondary Transition

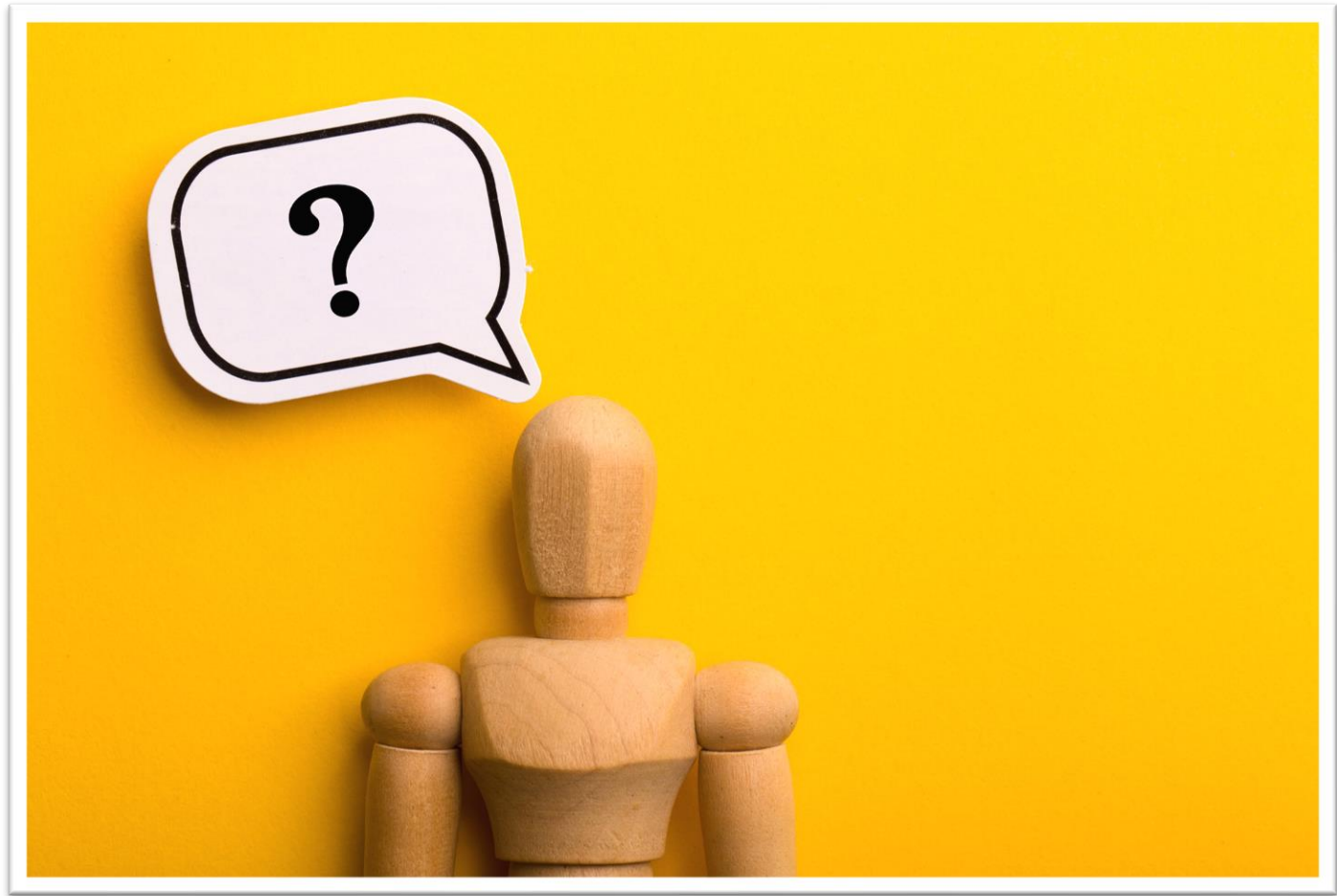
Determination Measures

- Participation in statewide assessment for reading grades 4 and 8;
- Participation in statewide assessment for math grades 4 and 8;
- Performance on 8th-grade math statewide assessment;
- On-site monitoring visit;
- Persistent failure or not able to comply.

Additional Information

- [Annual Determinations on the Special Education Performance of Districts](#)
- Determinations are issued each year by June 30.
- Determinations issued in June of 2025 will be based on data from the 2023-2024 school year.

What can we
clarify?



Maintenance of Effort (MOE)

OSEEL Lead: Chris Thacker

Two IDEA MOE Requirements

Eligibility
Standard 34
CFR 300.203 (a)

Compliance
Standard 34
CFR 300.203 (b)

MOE Eligibility Standard

For purposes of establishing the LEA's eligibility for an award for a fiscal year, ***the SEA must determine that the LEA budgets***, for the education of children with disabilities, ***at least the same amount***, from at least one of the following sources, ***as the LEA spent*** for that purpose from the same source for the most recent fiscal year for which information is available:

- Local funds only;
- The combination of state and local funds;
- Local funds only on a per capita basis; or
- The combination of state and local funds on a per capita basis

MOE Eligibility Standard *(Continued)*

When determining the amount of funds that the LEA must budget to meet the requirement in [paragraph \(a\)\(1\)](#) of this section, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment provided in [§§ 300.204](#) and [300.205](#) that the LEA:

- Took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and
- Reasonably expects to take in the fiscal year for which the LEA is budgeting.

MOE Compliance Standard

Except as provided in [§§ 300.204](#) and [300.205](#), *funds provided to an LEA under Part B of the Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds* below the level of those expenditures for the preceding fiscal year.

MOE Compliance Standard *(Continued)*

An LEA meets this standard if it does not reduce the level of expenditures for the education of children with disabilities made by the LEA from at least one of the following sources below the level of those expenditures from the same source for the preceding fiscal year, except as provided in [§§ 300.204](#) and [300.205](#):

- Local funds only;
- The combination of state and local funds;
- Local funds only on a per capita basis; or
- The combination of state and local funds on a per capita basis

Consequences of Failure to Meet MOE

If an LEA fails to maintain its level of expenditures for the education of children with disabilities, the SEA is liable in a recovery action under section 452 of the General Education Provisions Act (20 U.S.C. 1234a) to return to the department, using non-Federal funds, an amount equal to the amount by which the LEA failed to maintain its level of expenditures in accordance with paragraph (b) of this section in that fiscal year, or the amount of the LEA's Part B subgrant in that fiscal year, whichever is lower.

MOE Exceptions

An LEA may reduce the level of expenditures needed to meet MOE if the reduction is attributable to any of the following:

- a) Voluntary Departure or special education or related service personnel
- b) Decrease in the enrollment of children with disabilities
- c) Termination of the obligation to provide special education to a child that is exceptionally costly
- d) Termination of costly expenditures for long-term purchases
- e) Assumption of cost by the high-cost fund operated by the SEA*

**This option is not available in Kentucky as KDE does not operate a high-cost fund*

LEA MOE Calculator

Kentucky uses the LEA MOE Calculator, created by the Center for IDEA Fiscal Reporting to document both MOE Eligibility and MOE Compliance.

The LEA MOE Calculator is an Excel® Workbook that documents yearly expenditures.

Local Educational Agency Maintenance of Effort Calculator

v2.0, published June 2021



This workbook may contain Personally Identifiable Information (PII). SEAs and LEAs should follow appropriate procedures for protecting PII.

The Center for IDEA Fiscal Reporting makes the Local Educational Agency (LEA) Maintenance of Effort (MOE) Calculator available to state educational agencies (SEAs) for independent use, general guidance, and estimates only. The LEA MOE Calculator is not intended to replace professional guidance, or any other decision-making method or tool. SEAs and any other end users are responsible for determining their own legal, regulatory, contractual or other responsibilities, and ensuring that their calculations and reporting are correct.

The Center for IDEA Fiscal Reporting (CIFR) is a partnership among WestEd, AEM Corporation, American Institutes for Research (AIR), Emerald Consulting, the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill, the Center for Technical Assistance for Excellence in Special Education (TAESE) at Utah State University, and Westat. The Improve Group is CIFR's external evaluator.

The contents of this document were developed under a grant from the U.S. Department of Education, #H373F200001. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officers: Jennifer Finch and Charles Kniseley.

Acknowledgments

Many CIFR staff contributed to this work. Laura Johnson led the development, with contributions from Allison Davey, Fred Edora, Elena Lincoln, and Amanda Pierce. Tom Munk was lead reviewer and Joseph Moseley was production coordinator. CIFR Director Dave Phillips and Deputy Director Jenifer Harr-Robins guided its development.

Suggested citation: Center for IDEA Fiscal Reporting. (2021). *Local educational agency maintenance of effort calculator v2.0*. San Francisco, CA: WestEd

LEA MOE Calculator – Summary Tab

	A	B	C	D	E	F	G	H	I	J	K	L
1	LEA Name		Kentucky District		Multi-Year MOE Summary							
2	Year in Calculator	Fiscal Year	Standard	Child Count	Total Local Funds	Total Local Funds Only MOE Result	Total State & Local Funds Amount	Total State & Local Funds MOE Result	Local Funds Only Per Capita Amount	Local Funds Only Per Capita MOE Result	State & Local Funds Per Capita Amount	State & Local Funds Per Capita MOE Result
3	Last Year Met Compliance Standard Prior to 2021				\$ 744,492.31	2020: Met	\$ 2,294,412.31	2020: Met	\$ 2,127.12	2020: Met	\$ 6,555.46	2020: Met
4	Year 1	2021	Compliance Standard (Expenditures)	380	\$ 752,301.02	Met	\$ 2,207,981.02	Did Not Meet	\$ 1,979.74	Did Not Meet	\$ 5,810.48	Did Not Meet
5	Year 2	2022	Compliance Standard (Expenditures)	381	\$ 638,182.86	Did Not Meet	\$ 2,291,814.81	Met with Exceptions & Adjustments	\$ 1,675.02	Did Not Meet	\$ 6,015.26	Did Not Meet
6	Year 3	2023	Compliance Standard (Expenditures)	439	\$ 1,152,122.53	Met	\$ 2,712,859.22	Met	\$ 2,624.42	Met	\$ 6,179.63	Did Not Meet
7	Year 4	2024	Compliance Standard (Expenditures)									
	Year 5	2025	Compliance Standard									
<div> < > 0. Data 1. Title Page 2. Getting Started 3a. Intervening Years 3b. High Cost Fund 4. Multi-Year MOE Summary 5. Year 1 Amounts 6. Y ... + : ◀ </div>												

LEA MOE Calculator – Amount Tab

	H	I	J	K	L	M
1	Child Count	999	LEA Name Kentucky District			
2	Compliance Standard - State Fiscal Year 2024 - LEA Effort - Final Expenditures					
3				SFY 2024 Final Expenditures		
4	Object Description	Code	Code 2	Local	State	State and Local
5	State & Local Expenditures	Fund 1		\$ 5,621.32	\$ 611,226.00	\$ 616,847.32
6	State Preschool Grant	Fund 2	17PX; 135X		\$ 17,406.00	\$ 17,406.00
7	State KECSAC Grant	Fund 2	17KX; 103X		\$ -	\$ -
8	State Mental Health Grant	Fund 2	14MX		\$ 43,230.37	\$ 43,230.37
9	Other Non-Federal Grant Funds	Fund 2	Multi		\$ -	\$ -
10						
11						
12						
13						
14						
15						
16						

< > ...

4. Multi-Year MOE Summary

12. Year 3 Exc & Adj

14. Year 4 Amounts

14B. Year 4 Preschool

15. Year 4 Exc & Adj

16. Year 4 Summary

LEA MOE Calculator – Preschool State Grant

AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL
----	----	----	----	----	----	----	----	----	----	----

Preschool State Grant Calculator for 2023-2024 Expenditures					
District Name:		Kentucky District			
Amount of State Preschool Grant Spent		\$ 63,805.00			
Total Preschool Count on December 1 All Children:		15			
Preschool Children without Disabilities		7			
Preschool Children with Disabilities		8			
		46.67%		Weighted Percent	
		53.33%			
Speech Only		SLI		4	
Moderate Incidence		DD, SLD, MMD, OHI, OI		2	
Low Incidence		AUT, DB, EBD, FMD, HI, MD, TBI, VI		2	
				4.17%	
				10.17%	
				20.43%	
				34.78%	
		Low Allowable Percent Range		27.28%	
		High Allowable Percent Range		42.28%	
Amount of State Preschool Grant allocation that must be used to provide special education and related services to preschool children with disabilities (reflect amount on MOE):					
Minimum Allowable Amount:		\$ 17,406.00			
Maximum Allowable Amount:		\$ 26,976.75			
No more than 42.28% for Special Ed Preschool					
		Selected Percent		Amount for Speial Education	
		27.28%		\$ 17,406.00	

12. Year 3 Exc & Adj	14. Year 4 Amounts	14B. Year 4 Preschool	15. Year 4 Exc & Adj	16. Year 4 Summary
----------------------	--------------------	-----------------------	----------------------	--------------------



LEA MOE Calculator – MUNIS Query Fund 1

- Restricted to Fund 1
- All Expenditure Functions Except 26xx
- All Expenditure Object Codes Between 0100 and 0990
- All Expenditure Object Codes Omitted: 045x (Construction), 0280 (On-Behalf), 0343 (Legal Services), 07xx (Property), 091x (Fund Transfers Out)
- Project Code Excluded in Fund 1 Equal to 16M On Behalf Technology
- Program Codes Between 200-240 (Special Education) and 241 (KECSAC Special Education)

LEA MOE Calculator – MUNIS Query Fund 2

- Restricted to Fund 2
- All Expenditure Functions Except 26xx
- All Expenditure Object Codes Between 0100 and 0990
- All Expenditure Object Codes Omitted: 045x (Construction), 0280 (On-Behalf), 0343 (Legal Services), 07xx (Property), 091x (Fund Transfers Out)
- Project Code Excluded: 16M (On Behalf Tech), 0 (Locally Assigned) Starting with 2, 3, 4, 5, 6 (Federal), 8 (Construction) Projects, and W (Private Funds)
- Program Codes Between 200-240 (Special Education) and 241 (KECSAC Special Education)

LEA MOE Calculator – Exc and Adj Tab (a)

	H	I	J	K	L	M
1	LEA Name			Kentucky District		
2	Note: This worksheet may contain Personally Identifiable Information (PII), such as staff salary and benefits and student IDs. LEAs should follow appropriate procedures for protecting PII.					
3	Compliance Standard -- Exceptions to MOE as Permitted by 34 CFR §300.204 and Adjustment to MOE as Permitted by 34 CFR §300.205 -- Final Expenditures for State Fiscal Year 2023					
7	Position Title	Employee Name	Reason for Leaving	Salary	Benefits	Total Expenditures
8	Middle School Speech Pathologist	Jane Doe	Retired	\$ 64,802.17	\$ 13,294.40	\$ 78,096.57
9						\$ -
10						\$ -
11						\$ -
12						\$ -
13	Departing Total			\$ 64,802.17	\$ 13,294.40	\$ 78,096.57
14	Replacement Personnel					
15	Position Title	Employee Name		Salary	Benefits	Total Budget
16	Middle School Speech Pathologist	Mary Doe		\$ 48,550.12	\$ 10,614.90	\$ 59,165.02
17						\$ -
18						\$ -
19						\$ -
20						\$ -
21	Replacement Total			\$ 48,550.12	\$ 10,614.90	\$ 59,165.02
22	Net Projected Reduction (Departing - Replacement)					\$ 18,931.55
	<div> < > ... 10. Year 2 Summary 11. Year 3 Amounts MUNIS MISCODES 12. Year 3 Exc & Adj Year 3 Exceptions 13. Year 3 Summary 38. Total Local Fu ... + </div>					

LEA MOE Calculator: Amount Tab

AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL						
Preschool State Grant Calculator for 2023-2024 Expenditures																
District Name:		Kentucky District														
Amount of State Preschool Grant Spent		<table border="1"> <tr> <td>\$</td> <td>63,805.00</td> </tr> </table>									\$	63,805.00				
\$	63,805.00															
Total Preschool Count on December 1 All Children:		15														
Preschool Children without Disabilities		7														
Preschool Children with Disabilities		8														
		46.67%				Weighted Percent										
		53.33%														
Speech Only		SLI				4			4.17%							
Moderate Incidence		DD, SLD, MMD, OHI, OI				2			10.17%							
Low Incidence		AUT, DB, EBD, FMD, HI, MD, TBI, VI				2			20.43%							
									34.78%							
						Low Allowable Percent Range			27.28%							
						High Allowable Percent Range			42.28%							
<p><i>Amount of State Preschool Grant allocation that must be used to provide special education and related services to preschool children with disabilities (reflect amount on MOE):</i></p>																
Minimum Allowable Amount:		<table border="1"> <tr> <td>\$</td> <td>17,406.00</td> </tr> </table>									\$	17,406.00				
\$	17,406.00															
Maximum Allowable Amount:		<table border="1"> <tr> <td>\$</td> <td>26,976.75</td> </tr> </table>									\$	26,976.75				
\$	26,976.75															
<table border="1"> <tr> <td colspan="2">No more than 42.28% for Special Ed Preschool</td> </tr> <tr> <td>Selected Percent</td> <td>Amount for Speial Education</td> </tr> <tr> <td>27.28%</td> <td>\$ 17,406.00</td> </tr> </table>											No more than 42.28% for Special Ed Preschool		Selected Percent	Amount for Speial Education	27.28%	\$ 17,406.00
No more than 42.28% for Special Ed Preschool																
Selected Percent	Amount for Speial Education															
27.28%	\$ 17,406.00															
<div> <div>12. Year 3 Exc & Adj</div> <div>14. Year 4 Amounts</div> <div>14B. Year 4 Preschool</div> <div>15. Year 4 Exc & Adj</div> <div>16. Year 4 Summary</div> </div>																

MOE Calculator – Exc and Adj Tab (b) and (c)

24	Exception (b) A decrease in the enrollment of children with disabilities.		
25			
26	SFY 2023 Child Count	439	Not eligible for this exception
27	SFY 2022 Child Count	381	
28	Difference (must be (-) to apply exception)	58	
29	Percent Difference		
30		Local Total	State and Local Total
31	SFY 2022 Final Expenditures	\$ 638,182.86	\$ 2,291,814.81
32	Allowed Reduction		

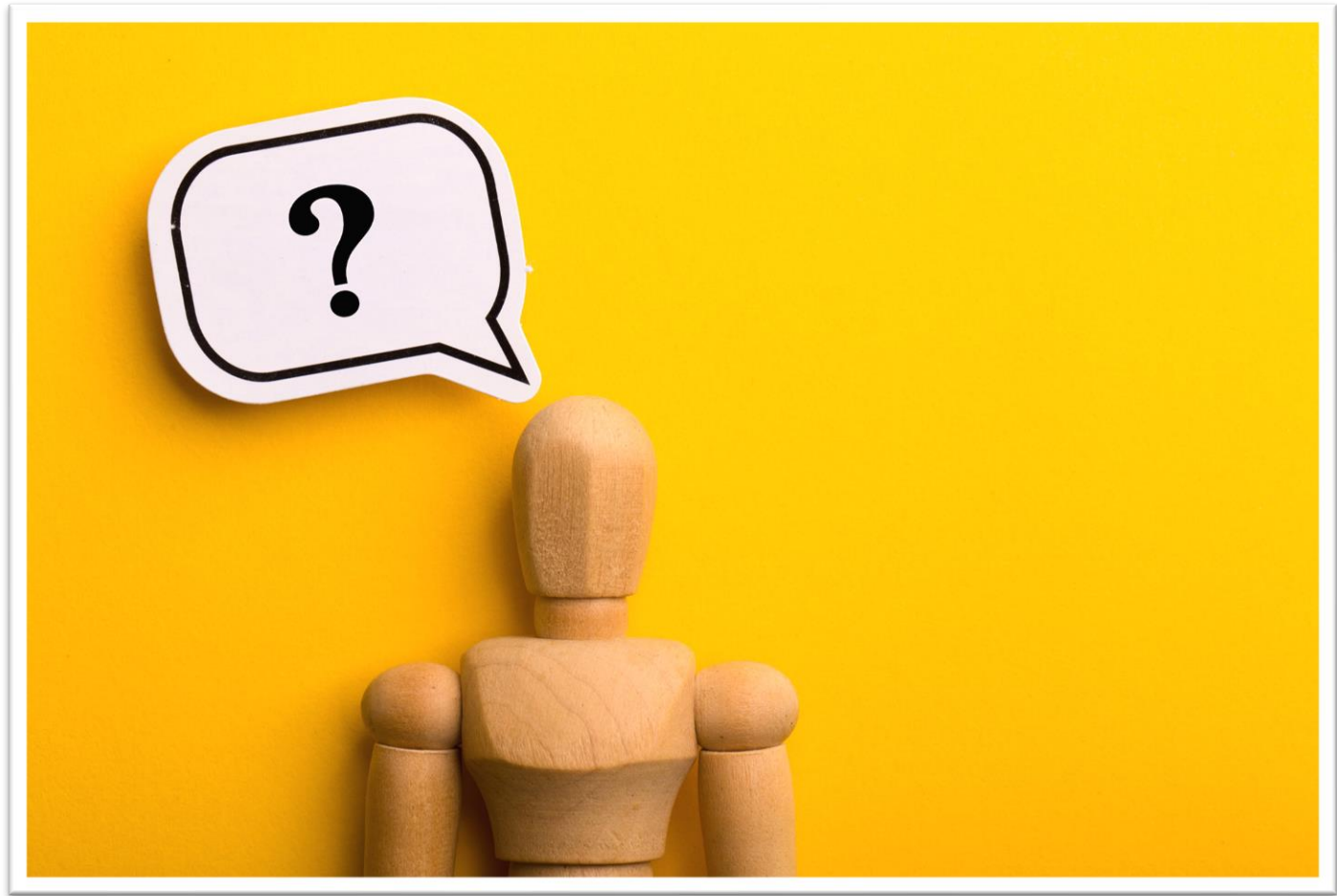
34	Exception (c) The termination of the obligation of the agency to provide special education to a particular		
35	student with a disability that is an exceptionally costly program due to any of the following reasons:		
36	<i>Left the Jurisdiction (Moved), Aged Out, Graduated, or No Longer Needs the Program of Special Education.</i>		
37	Student Identifier	Reason	Budgeted Cost
38			
39			
40			
41			
42			
43	Total (Net Projected Reduction)		\$ -

MOE Calculator – Exc and Adj Tab (d) and (e)

45	Exception (d) Termination of costly expenditures for long-term purchases, such as the acquisition of equipment or construction of school facilities.	
46		
47	Description	Budgeted Cost in Final Year
48		
49		
50		
51		
52		
53	Total (Net Projected Reduction)	\$ -

55	This exception is not valid in your state.	
56		
57	Student Identifier	Cost Assumed by SEA
58		
59		
60		
61		
62		
63	Total (Net Allowed Reduction)	\$ -
64		
65	Total Exceptions	
66	Source	Total
67	Total Local Funds	\$ 18,931.55
68	Total State and Local Funds	\$ 18,931.55
69		
70	Adjustment to Maintenance of Effort as Permitted by 34 CFR §300.205	
71		Adjustment
72	Adjustment Taken	\$ -

What can we
clarify?

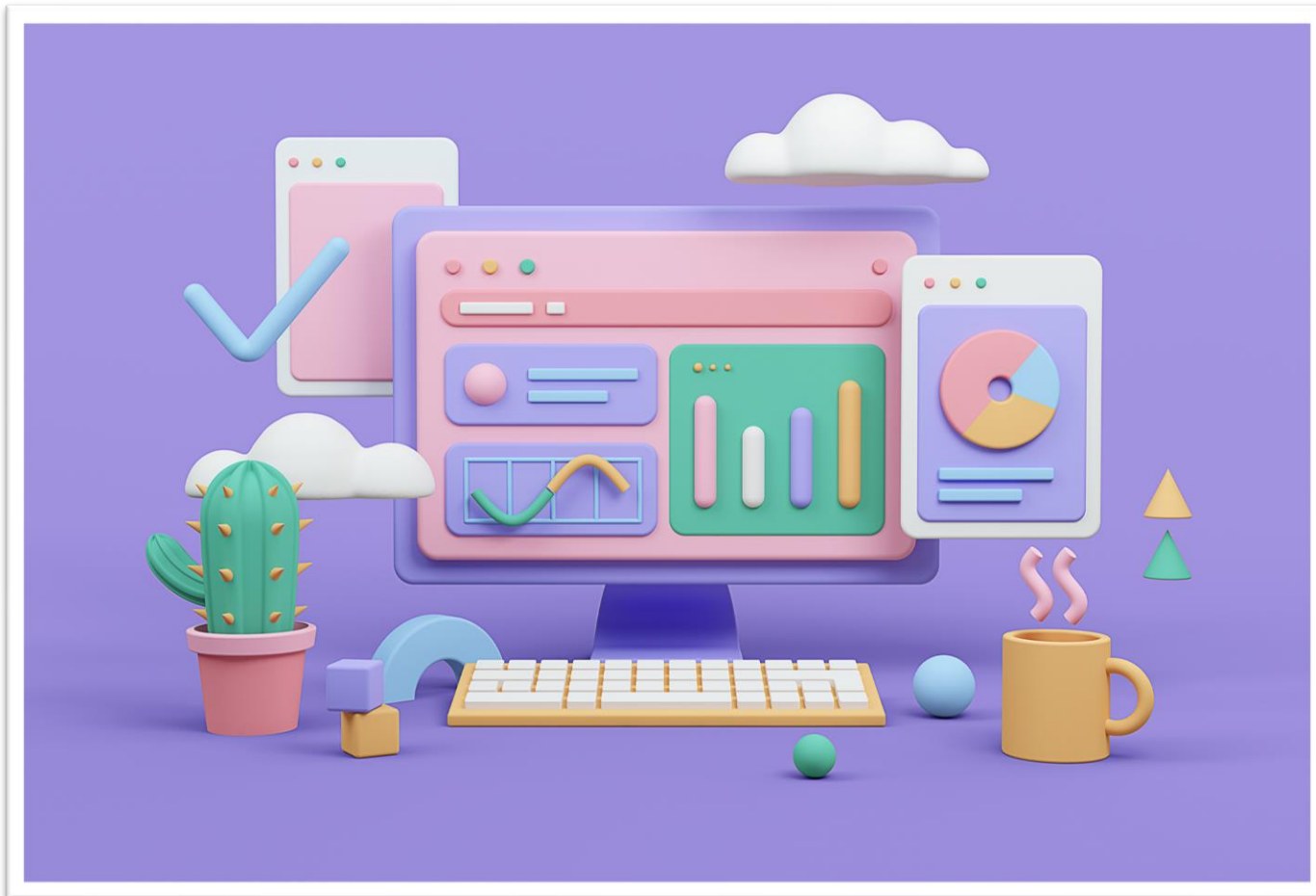


OSEEL Guidance and Resources Update

OSEEL Lead: Tania Sharp

**In the Chat: What
OSEEL resources
do you most
frequently use or
reference?**





New OSEEL Resources

Consideration of Special Factors Trainings



- Eight-part video series
- Presentation versions available
- Available on the [Admissions and Release Committee \(ARC\) and Individual Education Program \(IEP\)](#) webpage

Math Practice Profile Training Videos



- Eight math practices training videos
- Two math practices training videos for a preschool setting
- Available on the [Instructional Resources](#) webpage

UDL Strategies Training Series



- Four-part video series
- Available on the [Instructional Resources](#) webpage



Frequently Accessed Resources

Guidance for IEP Development: Appendix E



[Guidance for IEP Development](#)

Guidance for Individual Education Program (IEP)
Development
Reviewed May 2024



Appendix E: Additional Topic-Specific Resources for IEP Development

Communication

- [Teaching Age-Appropriate Academic Learning via Communication \(TAALC\)](#): Provides information and resources for working with individuals who use Augmentative and Alternative Communication (AAC) or need AAC to communicate effectively.
- [National Center and State Collaborative Communication Toolkit](#): UK HDI series of modules on supporting communication and language development in students who do not use oral speech and who also may have intellectual disabilities.
- [Kentucky Eligibility Guidelines For Students with Speech or Language Impairment 3rd Edition \(KEG-3\)](#): Provides information to assist ARCs in evaluation and eligibility determination for students suspected of having a speech or language impairment that adversely affects educational performance.
- [Guidance for Special Education Related Services Occupational Therapy \(OT\), Physical Therapy \(PT\) and Speech-Language Therapy](#): Provides information regarding federal and state regulations on the delivery of related services, the steps in the special education process and best practices for determination and delivery of OT, PT and speech-language therapy services in the education setting.

Deaf or Hard of Hearing

- [Blind-VI and Deaf-HH Services](#): Provides resources and supports to districts, parents and service providers throughout the state.
- [Deaf Students Education Services; Policy Guidance, U.S. Department of Education](#): Provides state and district personnel with background information and specific steps that will help to ensure that children and youth who are deaf are provided with a free appropriate public education.
- [Deafness and Hearing Loss](#): Provides information and resources from CPIR regarding hearing impairments.

Assistive Technology

Specially Designed Instruction (SDI) Supports for Admissions and Release Committee (ARC) Members



[SDI Supports for ARC Members](#)

SPECIALLY DESIGNED INSTRUCTION (SDI)

*Supports for Admissions and Release
Committee (ARC) Members*



The following is non-regulatory guidance designed to work in conjunction with the procedural safeguard protections for students with disabilities under the Individuals with Disabilities Education Act (IDEA). It is intended to be informal guidance representing the interpretation of the applicable statutory or regulatory requirements in the context of the specific facts presented and is not legally binding.

Revision to guidance is reviewed annually and is based on feedback the Office of Special Education and Early Learning (OSEEL) receives from the directors of Special Education, state shareholder groups, the Kentucky Department of Education's (KDE) interpretation of law, court cases and guidance from the Office of Special Education Programs (OSEP). The OSEEL also revises guidance based on on-site monitoring visits, desk reviews and formal written complaints.



OSEEL

Office of Special Education & Early Learning



Kentucky Department of
EDUCATION

The Individuals with Disabilities Education Act (IDEA) Part B Special Education Process for Identifying, Evaluating and Determining Eligibility for Special Education Services



[The IDEA Part B Special Education Process for Identifying, Evaluating and Determining Eligibility for Special Education Services](#)

The Individuals with Disabilities Education Act (IDEA) Part B

SPECIAL EDUCATION PROCESS

FOR IDENTIFYING, EVALUATING AND DETERMINING ELIGIBILITY FOR SPECIAL EDUCATION SERVICES

April 2024

WHAT IS THE SPECIAL EDUCATION PROCESS?

The "Special Education Process" includes steps by which children are identified as having a disability and in need of special education and related services. Both the Individuals with Disabilities Education Act (IDEA) and Kentucky Administrative Regulations (KARs) require districts to have in effect policies and procedures that plan and implement a [child find system](#) to locate, identify and evaluate children ages 3 to 21 who may need special education and related services. The system must include students in or out of school who reside within the district's boundaries [[707 KAR 1:300, Section 1 \(1\)](#)]. Review local district policies and procedures for more information on the special education process. Please see the [Kentucky Student Information System \(KSIS\)](#) [Data Standards](#) located in the resources for guidance on entering data into the Kentucky Student Information System (KSIS), also known as Infinite Campus (IC).



OSEEL Newsletter

Directions to Gain Access to Teacher Hub:

1. Go to [KDE Signup webpage](#).
2. Input email address.
3. Check, "data privacy" box.
4. Click, "Next."
5. Check, "Office of Special Education and Early Learning Newsletter."
6. Click, "Next."



[KDE Signup Webpage](#)

A screenshot of a laptop displaying the KDE Signup Webpage. The page is titled "Subscribe for the latest news and information". It features an email input field with "sams@example.com" entered. Below this is a dropdown menu labeled "Which of the following describes you best?". A section titled "What kind of information are you interested in?" contains a list of checkboxes for various topics. At the bottom, there is a checkbox for "By checking this box, you consent to our data privacy policy." and a "Next" button. On the right side, there is a section "You might also be interested in:" with a list of checkboxes for different newsletters. A teal arrow points to the email field, another points to the "data privacy policy" checkbox, and a third points to the "Next" button at the bottom right. A fourth teal arrow points to the "Office of Special Education and Early Learning Newsletter" checkbox in the right-hand list.

For assistance, please contact
tania.sharp@education.ky.gov
or (502)564-4970 ext. 4124



OSEEL

Office of Special Education & Early Learning



New Teacher Hub Available

The OSEEL Quarterly Newsletter provides districts with the latest announcements, state and national resources and important dates. A new Teacher Hub section has been added to the newsletter to support teachers with accessing the latest information and opportunities in these areas:

- **Tuition Assistance Opportunities:** Available options such as tuition assistance for furthering the education of special education teachers.
- **Guidance and Resources:** Helpful tips and tools to enhance teaching.
- **Family and School Partnerships:** Building strong connections with families for a better student learning environment.
- **Instruction:** Accessing innovative strategies and methods to support student learning.

For assistance, please contact
tania.sharp@education.ky.gov or
(502) 564-4970 ext. 4124

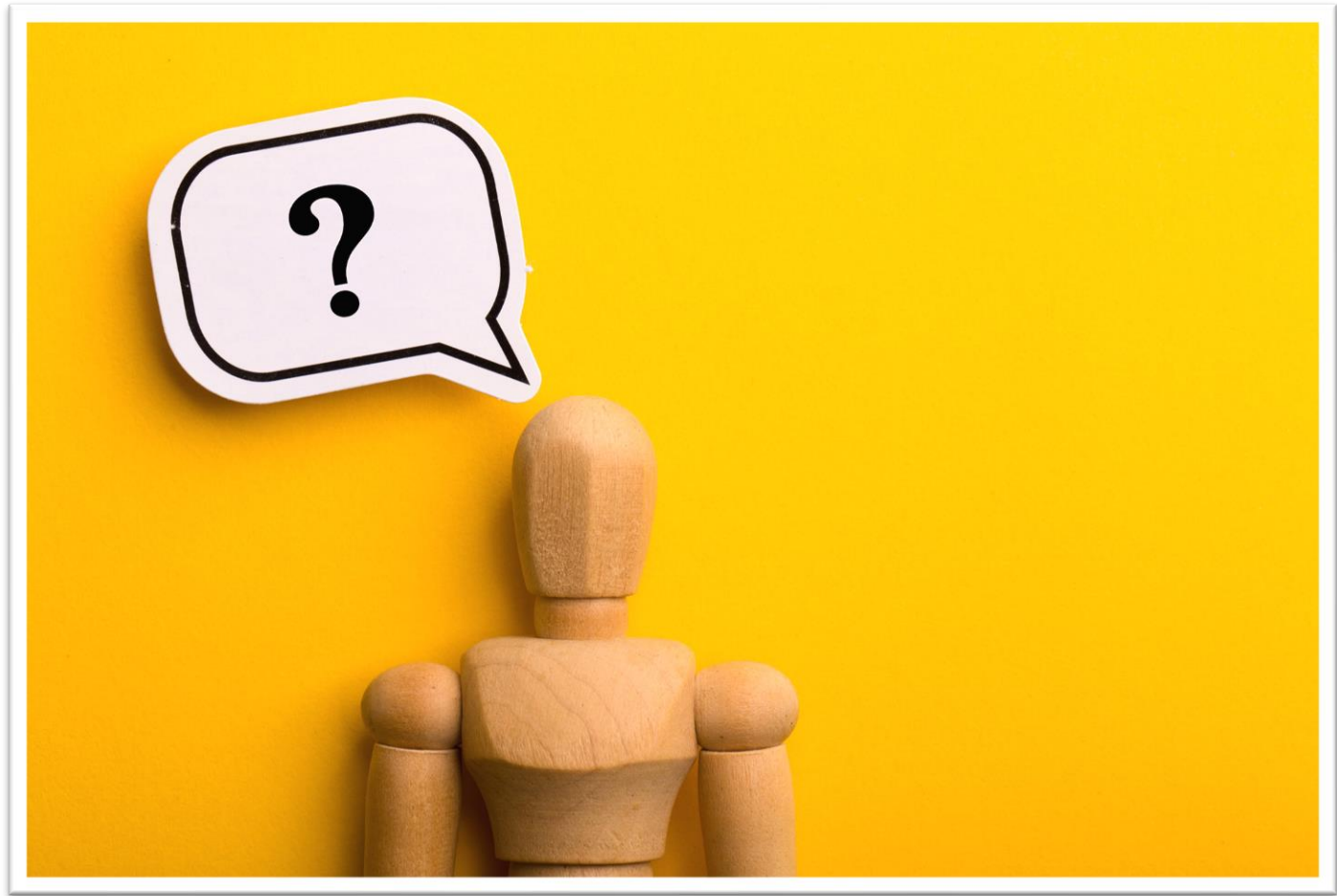
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5. Check, "Office of Special Education and Early Learning Newsletter."
6. Click, "Next."

[KDE Signup webpage](#)



What can we
clarify?



EILA Credit

Complete the [EILA Survey](https://forms.office.com/r/raS8mrJkSX) at <https://forms.office.com/r/raS8mrJkSX>.
When you receive your certificate, select Adobe Acrobat to view.

Thank you!

