



# Help! Where is the Guidance and Support?

Upcoming Guidance and Resource Documents

# Hot off the Presses



Kentucky Department of Education  
Office of Special Education and Early Learning



AUGUST 2016

## [Special Transportation](#)

### ► 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.

Guidance Document for Individual Education Program  
(IEP) Development  
July 2019



Revisions to guidance documents occur based on feedback the Office of Special Education and Early Learning (OSEEL) receives from the Directors of Special Education, state shareholder groups, the KDE's interpretation of law, court cases and guidance from the Office of Special Education Programs (OSEP). The OSEEL also revises guidance documents based on on-site monitoring visits, desk audits and formal written complaints.

[IEP Guidance](#)



# IEP Guidance Document: Overview of notable content changes



Location	July 2019
1	<b>Cover:</b> Updated Division of Learning Services (DLS) to reflect current reorganization to the Office of Special Education and Early Learning (OSEEL)
4	<b>Introduction to Standards-Based IEPs:</b> Results-driven accountability information was added to reflect U.S. Department of Education’s messaging regarding compliance and results.
21	<b>Present Level Area: Academic Performance:</b> Mathematical Skills by Grade Level were removed as this section did not reflect current changes to the KAS.
36	<b>Considerations for Special Factors:</b> Behavior section was expanded to include information on how behavioral needs should be integrated and documented throughout the IEP.
40	<b>Measurable Annual Goals:</b> Updated with information related to Endrew F. v. Douglas County School Dist. RE—1, 580 U.S. (2017).
46	<b>Benchmarks/Short-Term Instructional Objectives:</b> Deconstructed standard language was removed as the new revisions to the KAS will affect the availability of those resources.

# 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



## THROUGH SPECIALLY DESIGNED INSTRUCTION

**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

**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**



# 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)



# Hot on the Trail

## ▶ 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)



# Contact Information:

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