



# High Plains Educational Cooperative

## *Quick Reference Guide for Principals*

### **Evaluations of Teachers**

1. High Plains Administrators meet in the fall with all staff to set professional goals for the year, and then again in the spring to discuss progress on the goals.
2. The HPEC Certified Staff handbook, including complete evaluation procedures, is available on line at [www.highplainsed.com](http://www.highplainsed.com)
3. Interrelated teachers are evaluated by the building Principals with input from the High Plains supervisor.
4. School psychologists, SLPs, and itinerant staff are evaluated by High Plains Administrators with input from the building Principals.
5. Teachers must have a formal observation, completion of checklist and evaluation prior to February 15th each of the first 4 years and then every 3rd year thereafter.

### **State Assessment Testing Special Education Students**

1. All special education students are required to take state assessments.
2. There are 4 options:
  - General Assessment
  - General Assessment with Accommodations (Available to all students who use accommodations throughout the year).
  - Kamm-2% of students taking Kamm can be counted towards AYP (Students must score “meets standard” to count towards AYP).
  - Alternate Assessment -1% of students taking Alternate Assessment can be counted towards AYP (Students must score “meets standard” to count towards AYP).
3. There is no cap on the number of students eligible to take the Kamm or Alternate Assessment.
4. Assignment of assessment is an IEP team decision and must be documented on the IEP.

### **IEP Meetings**

1. Attendance: Principal, designee who can make administrative decisions; Parent(s); General Education teacher (at least one), Special Education teacher; others at discretion of parents or district that have knowledge of the child.
2. 10-day notice given to parents prior to IEP meeting.
3. IEPs must be completed on or before the due date.
4. Contact parents 2 times using 2 different methods to attempt to have them at the meeting. If these attempts result in failure to have parent(s) at IEP meeting, go ahead and meet, then provide information to the parent(s) and have them to sign paperwork at a later date.
5. Parents must be given prior written notice and sign consent for any change in services or placement constituting a 25% change or greater. (When in doubt have parents sign consent.)
6. Transportation is the responsibility of the district.
7. Decisions are made based on data and by consensus of the team.

## **Paraeducators**

1. Principals are encouraged to be part of the interview and hiring process for any High Plains Paraeducator working in their building. Please contact High Plains Educational Cooperative with the name of the person you are considering hiring before offering employment.
2. All paperwork for employment must be into the High Plains office prior to beginning work.
3. A Paraeducator who works August through May needs 20 hours of level 1 staff development every year. Paraeducators who have worked as a Kansas special education para less than 3 years (within the past 3 years) are to complete 20 hours of inservice if employed for 9 months during the school year. Paraeducators who have worked as a Kansas special education para for more than 3 years (including the past 3 years) must complete 10 hours in inservice if employed for 9 months during the school year.
4. If a Para educator is performing general education duties they must clock out from High Plains and be paid by the district.
5. If you need an additional Paraeducator, send a written request to our director. The special education teacher, building principal, and district superintendent must sign all requests.

## **Suspension, Expulsion Under IDEA**

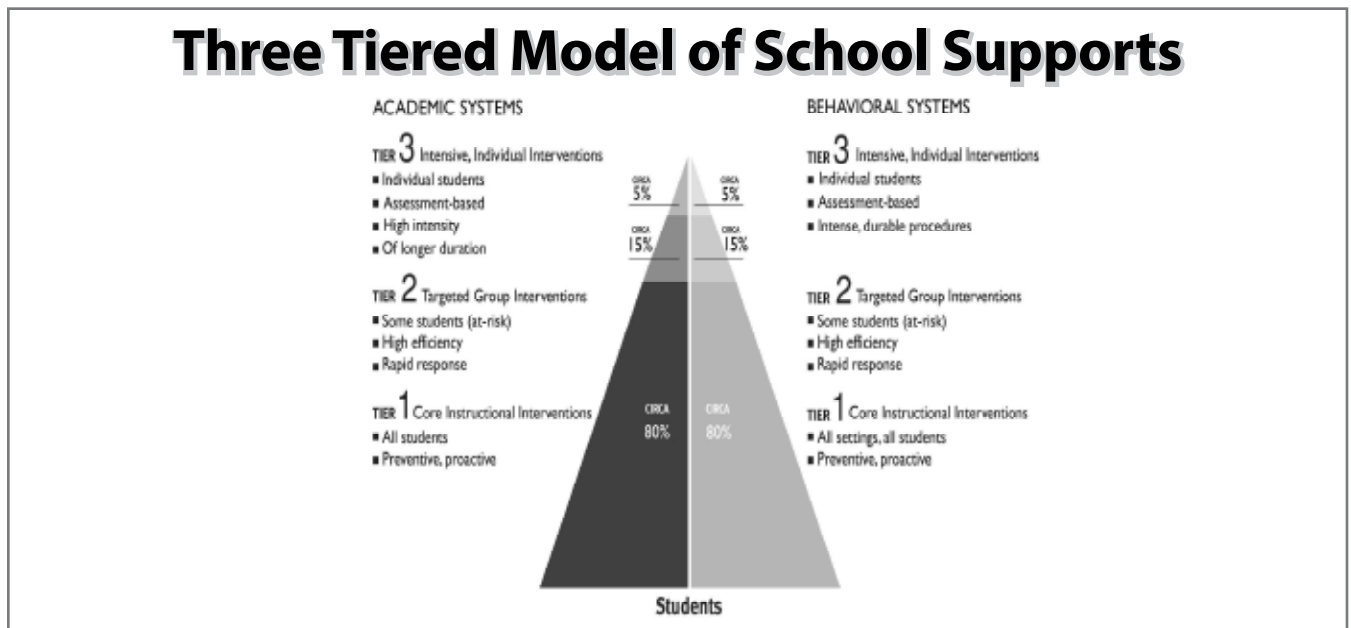
1. A child may be suspended (out of school) for a total of 10 days or less without doing a manifestation determination, provided the suspension(s) do not constitute a pattern.
2. A child can be removed from school setting to alternate setting up to 45 school days for possession of weapons, drugs or doing serious bodily injury.
3. Must have a hearing officer from state if considering extending more than 45 days. IEP team determines services during alternate interim setting. General education participation must be part of the services.
4. FBA, (Functional Behavioral Assessment) behavioral intervention services, and modifications designed to address the behavior must be implemented
5. Manifestation determination
  - Within 10 days of out of school suspension.
  - Determination asks two questions
  - Does the behavior in question have a direct causal relationship to the child's disability?
  - Was there a failure to implement the IEP as written?
  - If answer is yes, to either question, it is a manifestation of the disability.
6. All out of school, and in school suspensions, and expulsions must be reported to the state.
7. Any part of a school day a student is suspended is counted as a full day for the 10 day rule.

## **SPP (State Performance Plan) Indicators**

1. Graduation – The percent of youth with IEPs graduating from high school with a regular education diploma.
2. Dropout Rate – The percent of youth with IEPs dropping out of high school
3. Statewide Assessments – Participation and performance
4. Suspension/Expulsion – Rates for suspension and expulsion
5. LRE Placement – Percent of children with IEPs, aged 6-21 removed from regular class, served in public or private separate schools, residential placements, or homebound or hospital placements.
6. Preschool Settings-Percent of Preschool children with IEPs in settings with typically developing peers.
7. Preschool Skills-Percent of preschool children with improved positive social-emotional skills/acquisition and use of knowledge and skills; use of appropriate behaviors.
8. Parental Involvement – Percent of parents with a child receiving special education services who report that schools facilitated parent involvement
9. Disproportionate representation in SPED – Percent of districts with disproportionality due to inappropriate identification.
10. Disproportionality, Specific Disability Categories – Percent of districts with disproportionate representation of

- racial and ethnic groups in specific disability categories due to inappropriate identification.
11. Timely Evaluations – Student evaluations will be conducted within 60 days.
  12. Transition from Part C to Part B – Percent of children with an IEP by their third birthdays.
  13. Secondary Transition, with IEP goals- Percent of youth age 16+ with IEP with measurable, annual IEP goals and transition services
  14. Transition, Post School Outcomes – Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
  15. General Supervision – KSDE Indicator
  16. Formal Complaints – KSDE Indicator
  17. Due Process – KSDE Indicator
  18. Resolution Sessions – KSDE Indicator
  19. Mediations – KSDE Indicator
  20. Timely/Accurate Data – State reported data are timely and accurate.

## MTSS



Kansas supports the use of school wide MTSS for providing general education intervention. The system is designed on a three-tier system or both academic and behavior support. (See illustration.). Using the MTSS model, students are provided support at varying levels depending on their needs. General education intervention places an emphasis on providing the intensity of instructional support in proportion to the presenting needs of children through methods of analyzing child data, implementing scientifically research-based interventions and monitoring child progress. At any time during MTSS, the team responsible for planning and implementing the interventions has three decisions that may be made:

- Continue the intervention and monitor child progress
- Change or modify the intervention and monitor child progress
- Change or modify the intervention, monitor child progress, and carry the child into initial evaluation.

Kansas regulations provide additional information, which describes when a school may refer a child for an initial evaluation.

School has data based documentation that strategies would be inadequate to address the cares of concern fro the child.

School has data based documentation that indicates that prior to, or as a part of the referral the follow were met:

- The child was provided appropriate instruction that was delivered by qualified personnel
- The child's academic achievement was repeatedly assessed at reasonable intervals, which reflected formal assessment of the child's progress during instruction
- Assessment results were provide to the child's parents; and
- The assessment results indicate an evaluation is appropriate.