



# High Plains Educational Cooperative

## *Quick Reference Guide for Principals*

### **Evaluations of Teachers**

*HPEC uses the McRel teachers evaluation tool to evaluate all HPEC certified staff.*

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. All HPEC staff on cycle for evaluation will be evaluated by their HPEC supervisor. HPEC supervisors will seek input from local building principal.
4. Year 1 & 2 teachers must have a formal observation and completion of checklist by November 1st and again by February 15th. Summary evaluation must be completed by February 15th.
5. Teachers must have a formal observation, checklist and summary evaluation completed prior to February 15th for years 3 & 4, and every 3rd year thereafter.

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

1. All special education students are required to take state assessments.
2. There are 3 options:
  - General Assessment
  - General Assessment with Accommodations (Available to all students who use accommodations throughout the year).
  - DLM (Alternate Assessment) -1% of students taking Alternate Assessment can be counted towards AYP (Students must score “meets standard” to count towards AYP). Students must meet criteria for DLM.
3. There is no cap on the number of students eligible to take the 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 who 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 signed 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.

## Para Educators

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 each year for the first 3 years, regardless if she works full time or part time. Paraeducators who have worked for more than 3 years need 10 hours of inservice yearly. For any month in which the Paraeducator works, 2 hours of staff development must be earned and documented. (All paras need 2 hours of confidentiality, yearly)
4. If a Paraeducator is performing general education duties they must clock out from High Plains and be paid by the district. (Paraeducators must sign off that 100% of time & effort is for special education.)
5. If you need an additional Paraeducator, send a written request to our director. The special education teacher, building principal, and superintendent must sign all requests.

## Suspension, Expulsion Under IDEA

1. A child may be suspended (out of school) for a total of 10 days per school year 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. Any part of a school day a student is suspended is counted as a full day for the 10 day rule.
7. All out of school, and in school suspensions, and expulsions must be reported quarterly to the State on Kan-Dis.
8. Building principals must report all incidents of seclusion and restraint quarterly to the State, on Kan-Dis
9. You must report on Kan-Dis quarterly even if you have zero incidents of OSS, ISS, expulsion, seclusion and/or restraint.

## 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

# The Kansas Multi-Tier System of Supports Framework



The triangle at the center of the Kansas MTSS graphic represents the Multi-tier framework commonly seen in RtI models. Surrounding the Triangle are Curriculum, Instruction, and Assessment, which interact to directly influence the system's ability to meet each student's needs. The three arcs around the outside of the circle highlight the concepts of Leadership, Professional Development, and an Empowering Culture.

All (Core) forms the base of the triangle and represents the Core, or Tier 1. At the Core level, practices are evidence based and are designed so that a maximum number of students will be successful, thereby minimizing the need for additional intervention.

Some (Supplemental), Tier 2 is the center portion of the triangle, representing the Supplemental level of support provided to some students. The use of a

process to make databased decisions regarding grouping and instruction of students is essential at this level. Interventions in Tier 2 target specific learning needs of students based on assessment data.

Few (Intensive), Tier 3 is the level at the top of the triangle and represents the most intensive and customized intervention available within a school. The Intensive support provided at this level is even more explicit and systematic than at the previous tier.

The components of curriculum, instruction, and assessment must be designed, utilized, and implemented within the context of multiple tiers for instruction to be effective.

**Curriculum:** The curricular materials that are used at all the levels must be evidence-based and align with Kansas College and Career-Ready Standards (Kansas Common Core State Standards).

**Instruction:** Schools that understand instructional design will be able to plan explicit, systematic, scaffolded instruction for purposeful interventions in addition to the Core provided to all students.

**Assessments:** A comprehensive assessment system includes valid and reliable assessments for the purposes of (1)

universal screening, (2) diagnostic/functional behavioral assessment, (3) progress monitoring, and (4) outcomes in each area being addressed

Leadership is an essential component to creating sustainable change within the system. Leadership is of particular importance in structuring and implementing an MTSS.

Professional Development is another essential component of the Kansas MTSS. A comprehensive professional development plan also includes processes and procedures to monitor fidelity and provide ongoing support to individual staff.

An Empowering Culture can be one of the most challenging components to create, but it is key to creating a system that is sustainable. In an empowering culture, staff, students, families, and stakeholders become actively involved in the process of school improvement.