

Special Education Advisory Council

November 5, 2019





Call To Order

Roll Call

Approvals

- Agenda
- Minutes



Annual Report Review and Approval

KANSAS
SPECIAL EDUCATION
ADVISORY COUNCIL



Annual Report

July 1, 2018 to June 30, 2019

Special Education & Title Services
Kansas State Department of Education
900 SW Jackson Street, Suite 620
Topeka, KS 66612
1-800-203-9462



KIAS Intensive Technical Assistance



Evaluation of Participant Perspectives

Youth Outcomes Driven Accountability

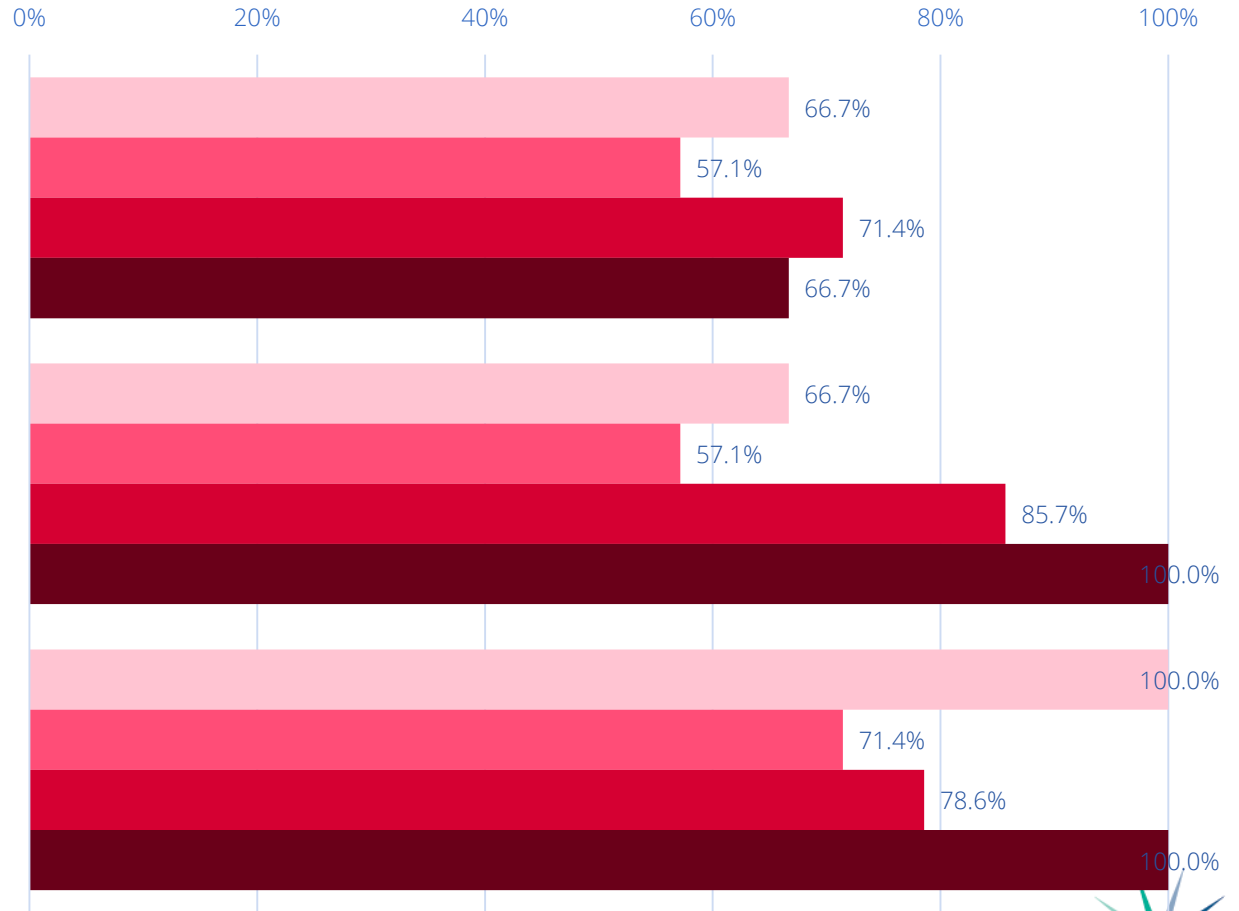
- Risk-based analysis of 18 categories
- Compliance categories and outcomes categories
- Across subgroups; not limited to students with disabilities
- Capacity to provide 11-14 districts per year with intensive technical assistance



CIAS Technical Assistance Purpose

Percentage Somewhat or Strongly Agreeing

2015-16 2016-17 2017-18 2018-19



Prior to the technical assistance meeting, I understood the uniform grant guidance requirement of results-driven accountability.

I understood why our district was identified for targeted technical assistance.

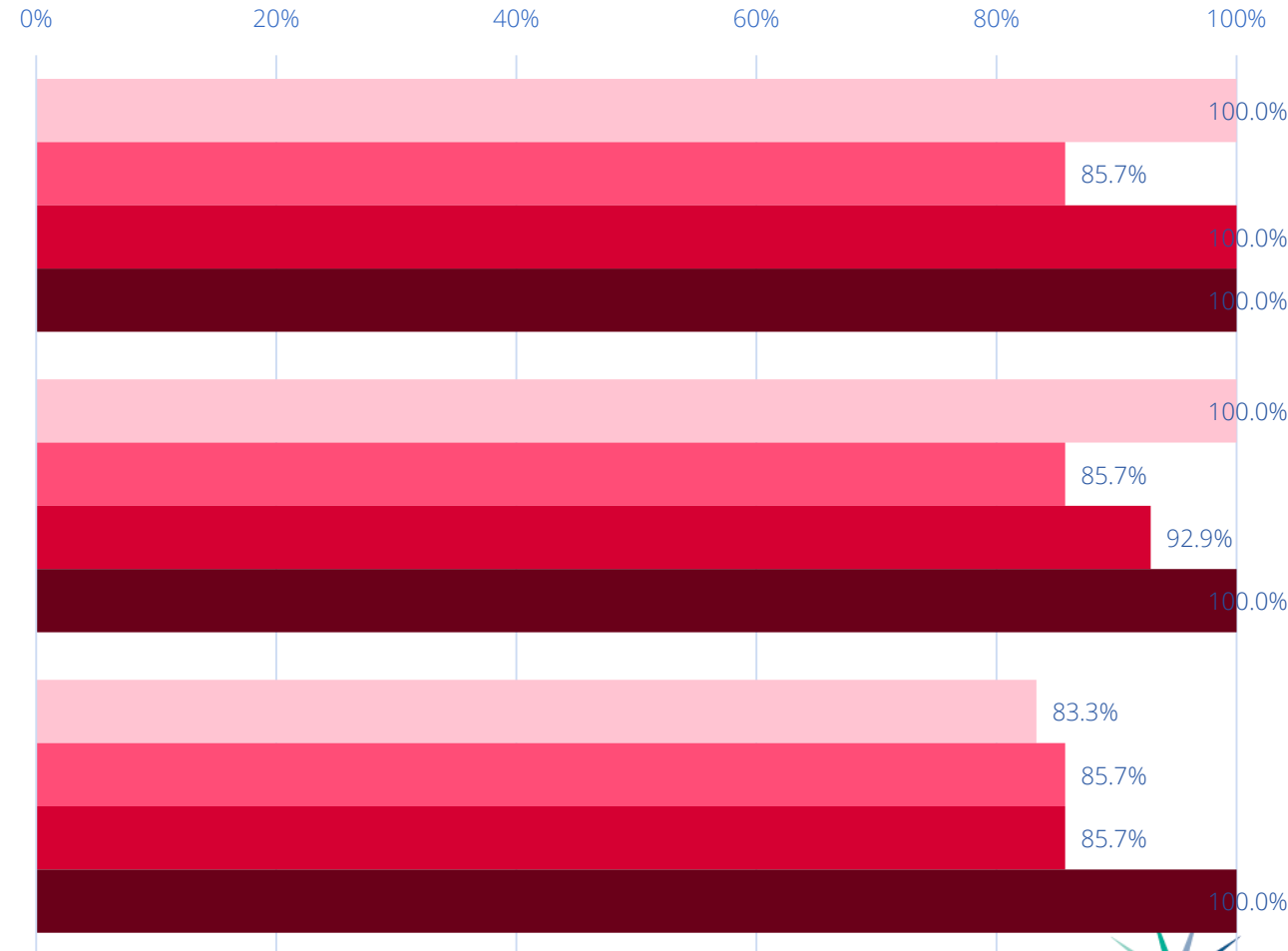
KSDE adequately explained the purpose of the targeted technical assistance.



KIAS Technical Assistance Process

Percentage Somewhat or Strongly Agreeing

2015-16 2016-17 2017-18 2018-19



The KSDE team was open and receptive to learning about existing initiatives and challenges.

I felt that we had open and honest conversations at the meeting.

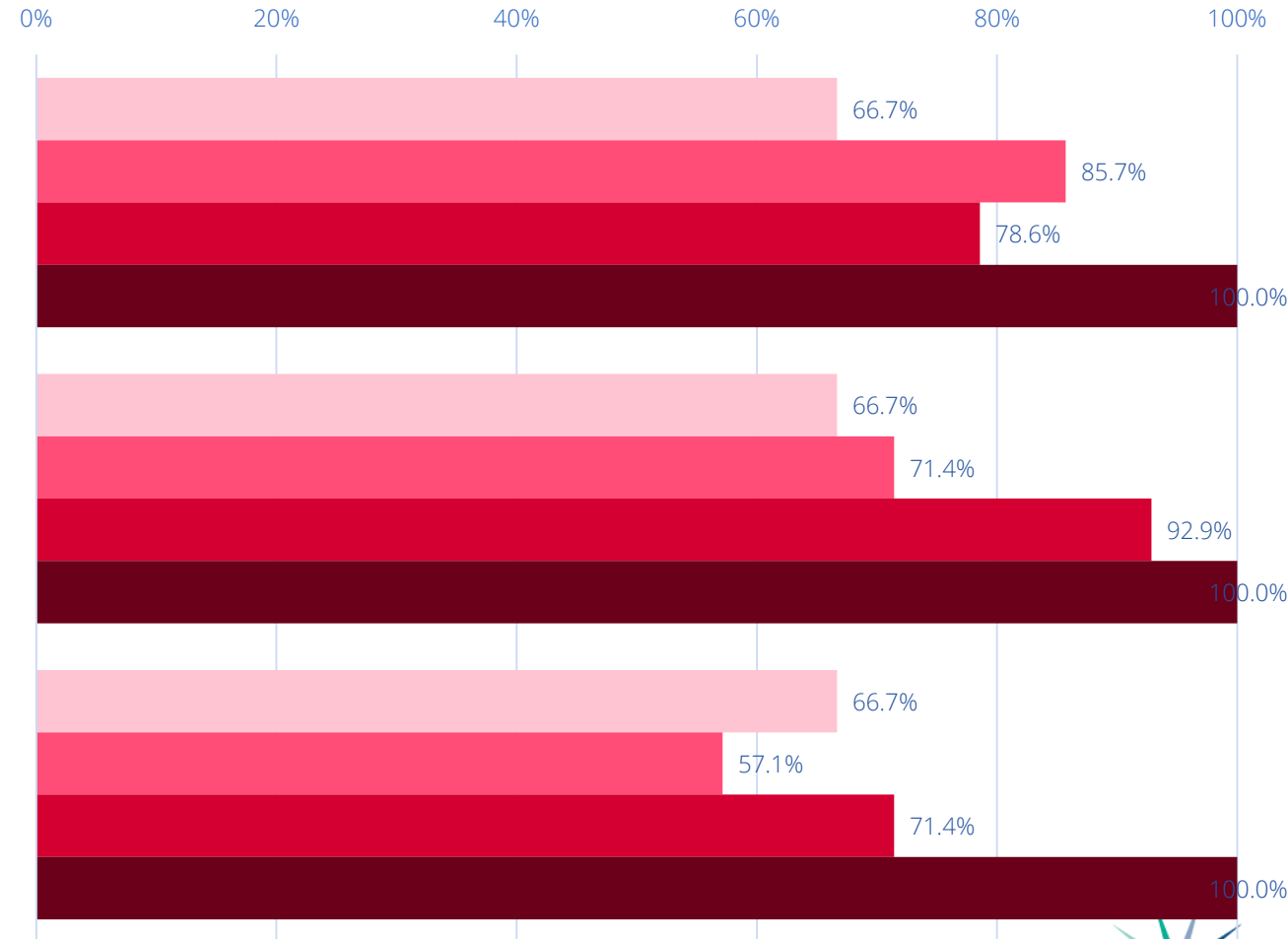
There was alignment between what we perceived was needed and what KSDE identified.



KIAS Technical Assistance Process/Outcomes

Percentage Somewhat or Strongly Agreeing

2015-16 2016-17 2017-18 2018-19



The meeting was a collaborative problem-solving process.

The goals and objectives of the meeting were achieved.

KSDE identified technical assistance to help us carry out our plan.



ORID Discussion and Analysis

Objective: Facts, Data, Senses

Reflective: Reactions, Feelings

Interpretive: So What?

Decisional: Now What?

Themes for KSDE Actions

- Continuing to educate administrators about uniform grant guidance requirements of results-driven accountability (all administrators and those in districts receiving technical assistance).
- Facilitating the initial meeting
- Answering the question, “Did districts that received targeted TA take action steps?”
- Facilitating the feedback survey



Indicator 17 SSIP



Kansas State Performance Plan, Indicator 17

State-Identified Measurable Result (SIMR)

The percentage of students with disabilities who score at grade level benchmark on General Outcome Measure (GOM), reading assessment for grades Kindergarten through 5th in targeted buildings will increase to 29.50% by FFY 2018.

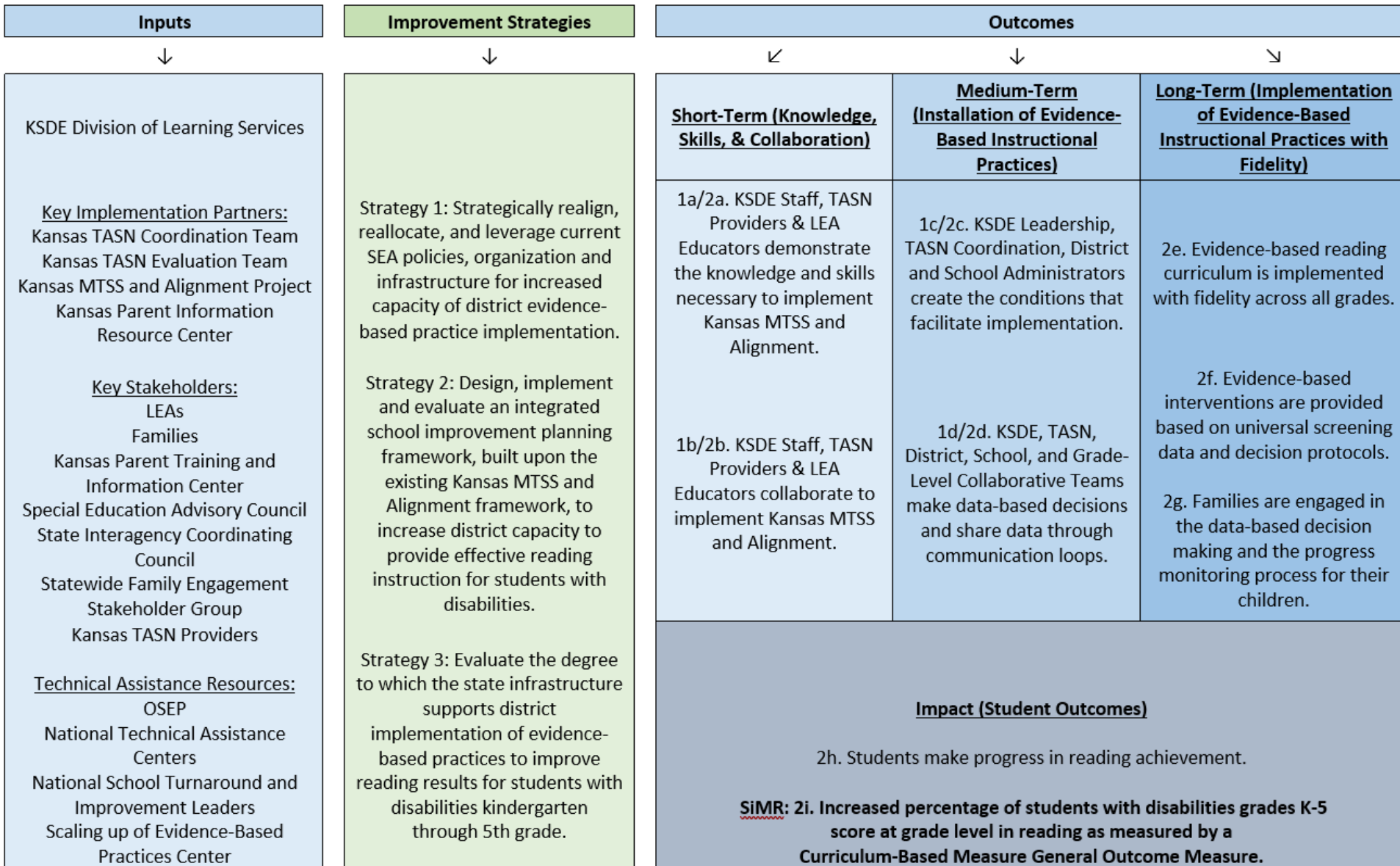
FFY	2013	2014	2015	2016	2017	2018
Data	29.95%	24.41%	26.37%	27.52%	31.11%	30.25%

Percentage of students with disabilities in grades two through five achieving 95% accuracy in reading.

Reporting Year	Fall	Spring	Improvement
FFY 2016	42.2%	65.2%	23.0%
FFY 2017	38.7%	71.8%	34.1%
FFY 2018	39.1%	63.5%	24.4%



Kansas SSIP Logic Model - Working Draft June 20, 2016



Reading Instruction and Interventions

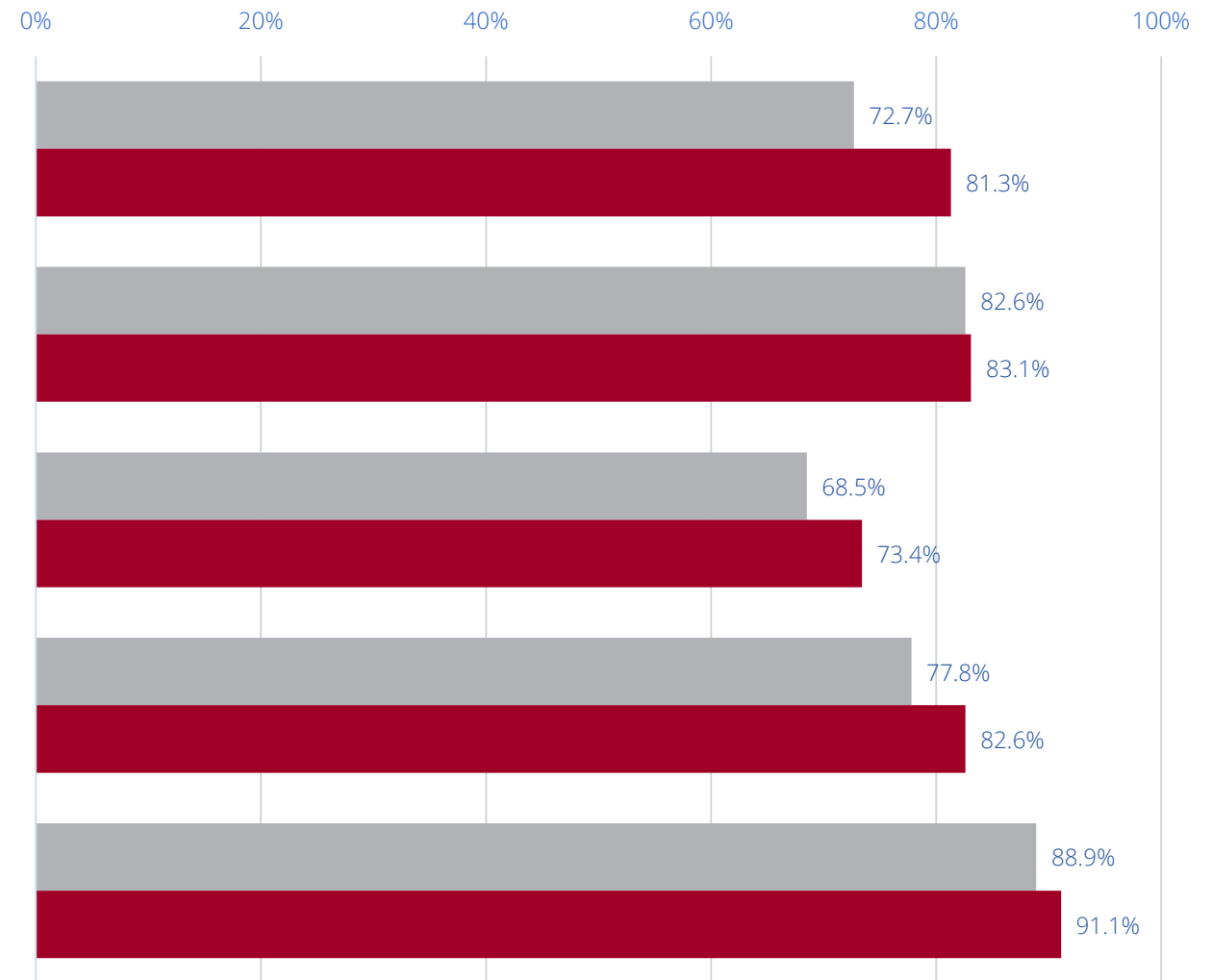
Inclusive MTSS Implementation Scale Results

Percentage of Instructional Staff Responding *Agree* or *Strongly Agree*

■ 2017-18 (N=495)

■ 2018-19 (N=380)

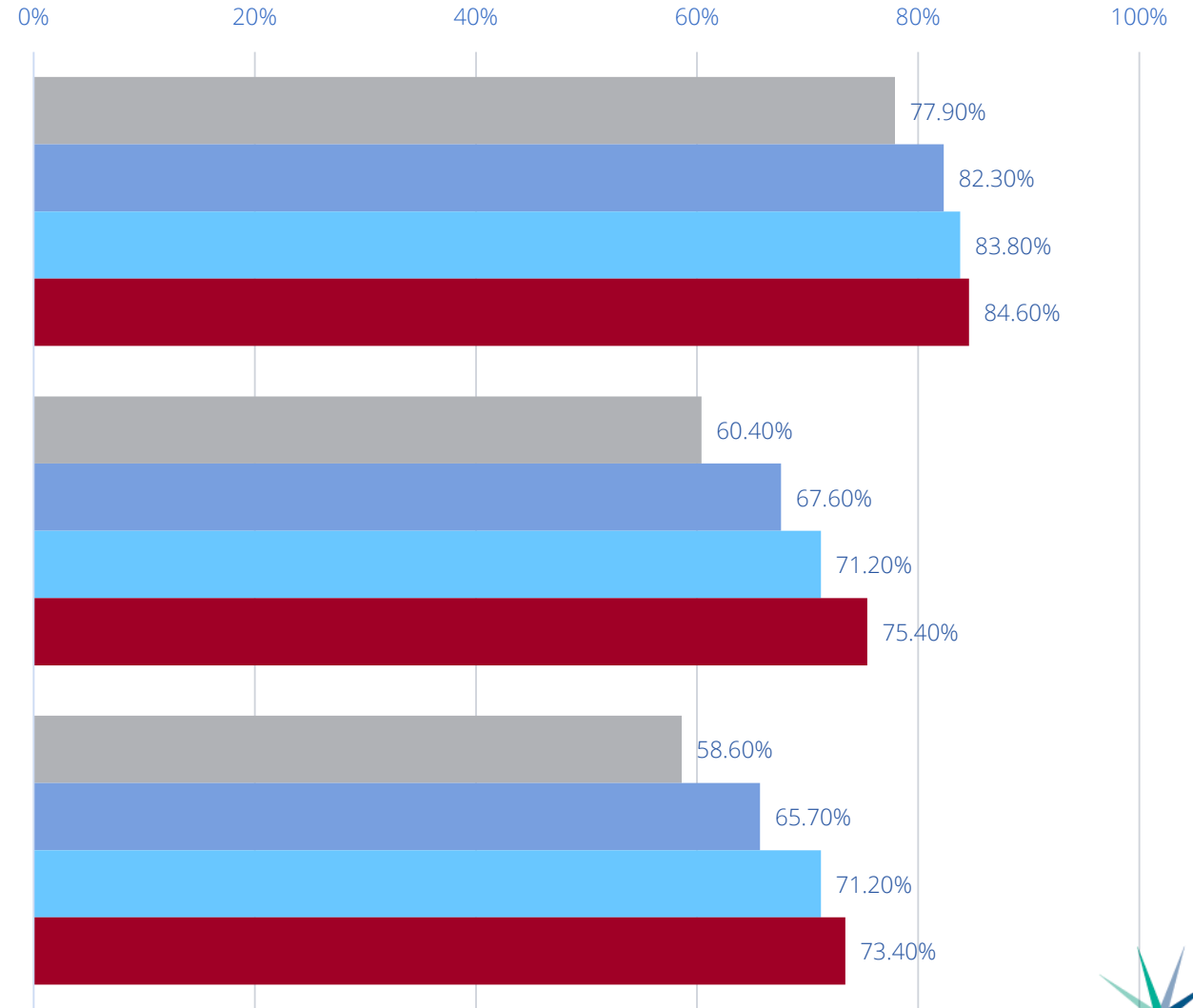
- I review reading progress monitoring data for every student that I teach who receives reading...
- When screening data indicate need regarding a student's reading, the student is placed in...
- The data suggest that the reading interventions meet students' needs
- Families are informed of their child's need for and placement into reading interventions
- All students, including students with disabilities and English learners, are included in core reading...



Family Engagement Survey Results

Percentage of Parents Responding *Agree* or *Strongly Agree*

■ 2015-16 (N=2,787) ■ 2016-17 (N=2,103) ■ 2017-18 (N=2,405) ■ 2018-19 (N=2,578)



I'm provided understandable data on my child's progress.

School staff consult me before making important decisions about my child's education.

If my child receives additional supports, I am provided with information about these supports.



Response to September Public Comments



Disability Label

- Emotionally Disturbed
 - Discussion
 - Recommendation to State Board?
 - Vote to approve recommendation, if made.



Due Process Hearing Response

Laura Jurgensen

- Handout





Break

KSDE Updates

Special Education & Title Services Staff



Ed Facts

- Laura Jurgensen



New Directors Meetings

- Bert Moore



TASN 3.0

- Kerry Haag



FFY 19 APR Targets

- Kerry Haag and Laura Jurgensen



Bullying Task Force Update

- Myron Melton



Blue Ribbon Task Force on Bullying Prevention

- Dr. Watson commissioned the Task Force
- Co-chairs Dr. Rick Ginsberg and James Regier
- Legislators, educators, parents, AG's Office, KASB



Task Force Objectives

- Research and Identify current Bullying definition, trends, incidents, and prevention measures occurring across the state.
- Coordinate with stakeholders to address relevant issues effectively, to best meet the needs of students.
- Review work in the areas of social emotional learning as set forth by the State Board goals, identifying possible avenues that could reduce and prevent bullying and cyber bullying.



Task Force Objectives (cont'd.)

- Review current statutes, regulations and policy to determine need for change.
- Present recommendation to The Kansas State Board of Education by presenting recommendations to address bullying, cyber bullying, prevention and training measures.



Workgroups

- Data and Research
- Evidence-Based & Current Practices
- Policy/Practice/Accountability
- Barriers & Solutions
- Cultural Awareness
- Writing Committee



Blue Ribbon Task Force on Bullying Prevention

Official Definition of Bullying in Kansas has changed from

Severe, Pervasive and Persistent
to

Severe, Pervasive or Persistent.

It only has to be a behavior that meets one of these.



BPTF Regional Sites

- May 28th Orion Service Center
- June 18th Garden City HS
- August 5th Smoky Hill Salina
- September 25th Greenbush Girard
- November 6th Greenbush Lawrence
- December 2nd TBD (Topeka)

<https://mewe.com/join/kansasblueribbontaskforceonbullying> - Student Input

Zoom will be offered at every meeting by using the following link

<https://ksde.zoom.us/j/5561856948>

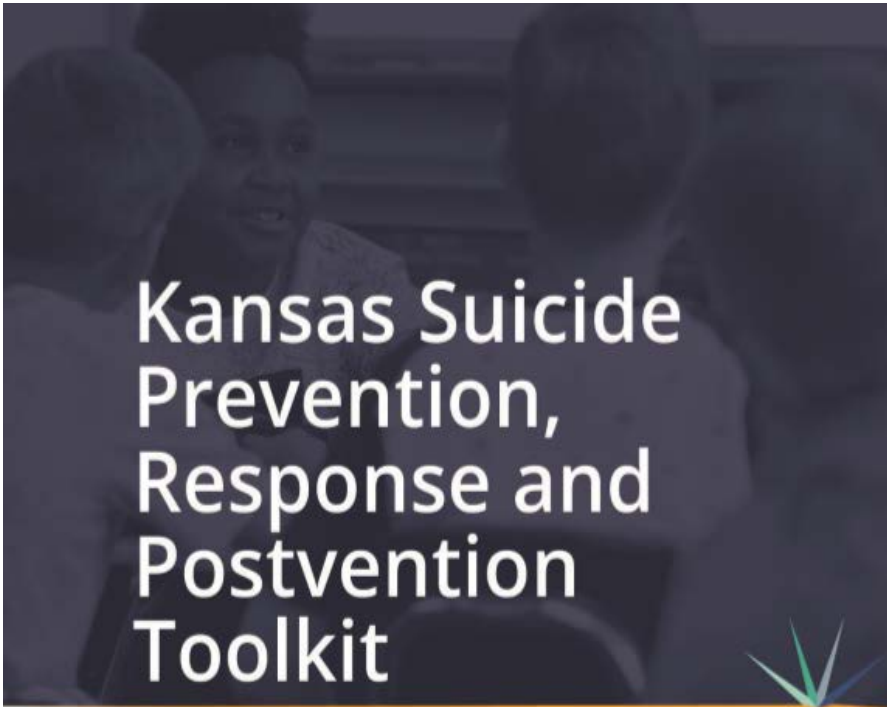
Written comments, which will be read during the public comment session, can be submitted to Amy Martin one week prior to the scheduled meeting via email at admartin@ksde.org.



School Mental Health Advisory Update

- Myron Melton





Kansas Suicide Prevention, Response and Postvention Toolkit



Kansas leads the world in the success of each student.

OCT 24, 2019



Public Comment

- Guidelines for Testimony – Verbal Public Comment
 - Prior to start of the SEAC meeting, be sure to sign in on the “Public Comment” sign in sheet.
 - Verbal comments are limited to three minutes.
 - Cue will be given one minute before time expires.
 - Comments will be taken under advisement by the council.
- Written Testimony
 - Written input must include the name, address and county of residence of the person submitting comment.
 - Written comments can be submitted via email, mail, or fax to the secretary of the SEAC.



Lunch



Joint Meeting of the Special Education Advisory Council and the Interagency Coordinating Councils



Call to Order

Purpose

Introductions



Least Restrictive Environment (LRE)



Elena Lincoln
Kelly Steele

LEAST RESTRICTIVE ENVIRONMENT



Requirements

Results

Resources

Presenter: Elena Lincoln, TASN GSTAD





LRE REQUIREMENTS

What does the Law say?



I DON'T ALWAYS TALK



**BUT WHEN I DO, I DON'T SAY
WA-PA-PA-PA-PA-PA-POW**

What the IDEA says about LRE...

“To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

What the 10th Circuit says about LRE...

The “Daniel R.R. Test”

Part 1: Can education in a regular education classroom, with the use of supplemental aids and services, be achieved satisfactorily? If yes, the regular education classroom is the least restrictive environment for that child. End of analysis.

Part 2: If no, has the school district mainstreamed the child to the maximum extent appropriate?

L.B. and J.B v. Nebo Sch. Dist., 379 F3d 966, 41 IDELR 206 (10th Cir. 2004). Affirmed in T.W. v. United Sch. Dist. No 259, Wichita, Kansas, 136 Fed. Appx. 122, 43 IDELR 187, (10th Cir. 2005).

But, it's really about FAPE in the LRE...

To meet IDEA obligations, a district must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances.

Endrew F. v. Douglas County Sch. Dist. RE-1, [69 IDELR 174](#) (U.S. 2017).

Endrew F. clarified the substantive standard for determining whether a child's IEP – the centerpiece of each child's entitlement to FAPE under the IDEA – is sufficient to confer educational benefit on a child with a disability.

U.S. Department of Education, *Questions and Answers (Q&A) on U. S. Supreme Court Case Decision Endrew F. v. Douglas County School District Re-1*. 2017.

**EVERYONE ASKS, "WHAT DOES THE FOX
SAY?"**



**NO ONE ASKS, "HOW DOES THE
FOX FEEL?"**

memegenerator.net



LRE RESULTS

What does the Data say?



Kansas Annual Performance Report, Indicators 5 and 6

■ Indicator 6: Preschool Environments (children 3-5)

- **Monitoring Priority:** FAPE in the LRE
- **Results indicator:** Preschool environments: Percent of children aged 3 through 5 with IEPs attending a:
 - Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
 - Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

■ Indicator 5: Educational Environments (children 6-21)

- **Monitoring Priority:** FAPE in the LRE
- **Results indicator:** Percent of children with IEPs aged 6 through 21 served:
 - Inside the regular class 80% or more of the day;
 - Inside the regular class less than 40% of the day; and
 - In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Indicator 5: LRE (6-21) FFY18 Data*

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY17 Data	FFY18 Target	FFY18 Data	Status	Slippage
A. Inside the regular class 80% of more of the day	43,645	63,406	68.74%	68.00%	68.83%	MET TARGET	NO SLIPPAGE
B. Inside the regular class less than 40% of the day	4,512	63,406	7.26%	7.30%	7.11%	MET TARGET	NO SLIPPAGE
C. Inside separate schools, residential facilities, or homebound/hospital placements	1,483	63,406	2.32%	2.43%	2.34%	MET TARGET	NO SLIPPAGE

*draft report data for FFY18 APR due Feb.1, 2020

Indicator 6: EC LRE FFY18 Data*

	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY17 Data	FFY18 Target	FFY18 Data	Status	Slippage
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	4,689	12,105	37.9%	39%	38.74%	TARGET MISSED	NO SLIPPAGE
B. Separate special education class, separate school or residential facility	3,892	12,105	34.58%	31.75%	32.15%	TARGET MISSED	NO SLIPPAGE

*draft only report data for FFY18 APR due Feb.1, 2020

Unpacking Indicators 5 and 6 LRE Data

Observations

- What do you see?
- What are your initial thoughts or reactions?
- What surprises you? How?
- Are there particular data that catch your attention?
- What do these data not provide?

Interpretations

- What does this tell you?
- What thoughts or assumptions do these data confirm?
- Are there limitations to our conclusions?
- Do we need additional data to answer our question?
- Are there perspectives we haven't considered?

Implications

- So what? Why does this matter?
- What does it mean for the work?



LRE RESOURCES

What training or information is available?

Kelly Steele, KSDE, ksteele@ksde.org
Natalie McClane, KSDE, nmcclain@ksde.org

WHAT QUESTIONS DO YOU HAVE?



"Siri, What does the fox say?" from
themarysue.com

Legislative Update



Monica Murnan

Preschool Development Grant



Melissa Rooker



**Improving the health and well-being of
Kansas at-risk children and families**



Strengthening Early Childhood in Kansas

- Kansas has been awarded \$4,482,305 in federal grant funding.
- Funding is authorized by the Every Student Succeeds Act (ESSA) and administered by the U.S. Department of Health and Human Services, in partnership with the U.S. Department of Education.
- The Preschool Development Grant Birth through Five is a one-year planning grant.
- The grant period is Dec. 31, 2018 – Dec. 30, 2019.



The Kansas Early Childhood Journey

- Conduct needs assessment
 - Collect and analyze existing needs assessments
 - Community engagement sessions
 - Story collection and community SenseMaking
- Build on existing initiatives, programs and systems, identifying opportunities to enhance and inform
- Maximize parental choice and knowledge
- Share best practices among early childhood providers
- Create an actionable strategic plan for the future



#allinforkids



The Kansas Early Childhood Journey

- 87 Site Visits
 - 1,451 Survey Responses
 - 2,279 Kansas Stories
 - 40 Visioning Sessions and Parent Cafes
 - 45 Needs Assessment Reports
 - 53 Community Engagement Sessions
- 6,000+ Voices**



#allinforkids



The Kansas Early Childhood Journey

- 18 Webinars
- 22 Weekly Emails
- 7 Key Stakeholder Meetings
- Over 20 Presentations
- Over 8,300 Miles Traveled

6,000+ Voices

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The **KANSAS** early childhood **JOURNEY**

53

Community Engagement Sessions

8,312

Miles Traveled

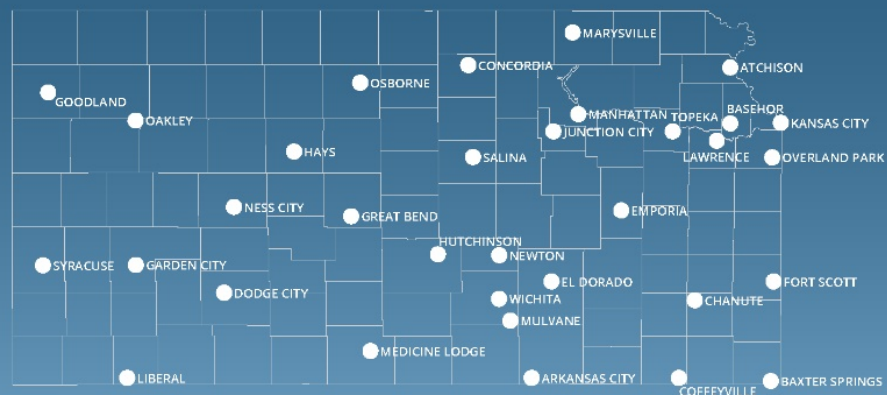
1,300+

Individual Voices

33

Communities Visited
(+2 virtual sessions)

To follow along on this journey go to:
kschildrenscabinet.org/journey





Needs Assessment – Key Findings

Accessibility



Availability



Navigation



Collaboration



Workforce



Facilities



Systems
Alignment



Bright Spots





Next Steps in Our Journey

To ensure we meet the needs, and position Kansas to give every child the best possible start in life ...

Focus on Sustainability

Ensure a Cross-Sector Approach

Align and Maximize Current Resources

Seize New Opportunities – Be Bold.



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Aspirations for Our Strategic Plan

Kansas kids and families are stronger when their basic needs are met. *Strong Families*

Kansas kids and families thrive when they have equitable access to comprehensive health and developmental services. *Healthy Development*

Kansas kids are prepared for success in kindergarten and beyond when their families have equitable access to quality care and early learning environments. *Early Learning*



Aspirations for Our Strategic Plan

Kansas will lead the way in developing, supporting, and valuing early childhood professionals. *Workforce*

Kansas will empower and equip communities to create the best environments to raise a child. *Communities*

Kansas will align the early childhood care and education system for maximum impact. *Systems*

Kansas will champion innovation and create opportunities to invest in the future of Kansas kids. *Innovation*



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Next Steps

Stay Connected by visiting our website:

kschildrenscabinet.org

- Join our email list for weekly updates
- Provide your feedback
- Join our webinars – every other Wednesday (sign-up online)

Melissa Rooker, Executive Director
Kansas Children's Cabinet & Trust Fund

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SICC Annual Report



Jordan Christian

Disability Label



Bert Moore

Rebekah Helget

Early Childhood and Special Education Vacancies

Mischel Miller
Susan Helbert



Early Childhood and Special Education Vacancies

- Number of Vacancies
- Number of Waivers
- Discussion on ways to improve the shortages



Closing Comments



Council Chairs
Dave Lindeman
Rebekah Helget

Next Meeting

- Special Education Advisory Council
January 14-15, 2020
- State Interagency Coordinating Council
December 20, 2019



Adjournment





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The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

