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Kansas Special Education Advisory Council (SEAC)

November 14, 2017

Lollipop Moments

Joan Macy

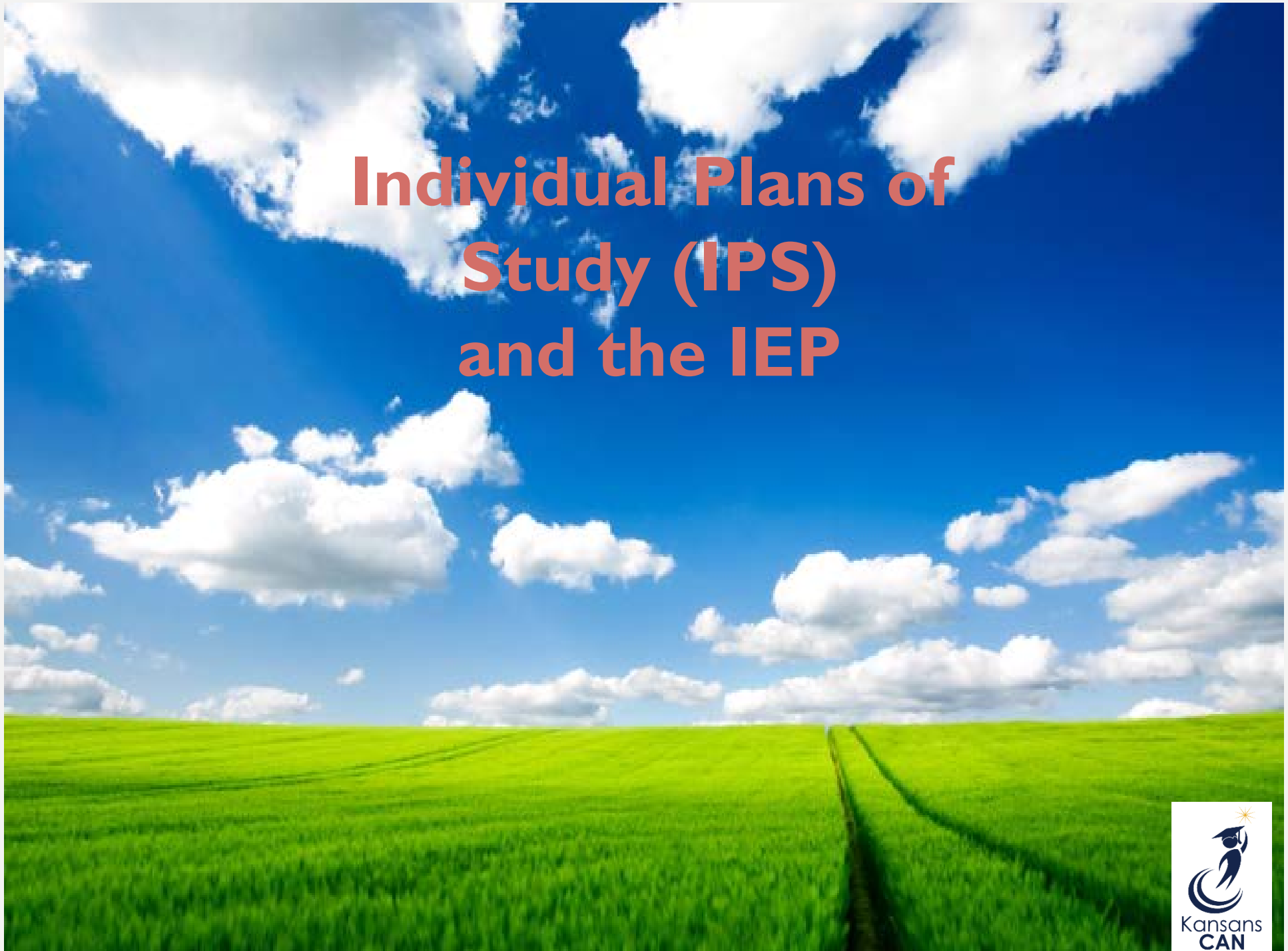
Agenda and Minutes Approvals

- Today's Agenda
- Minutes from September 5, 2017 meeting

Individual Plans of Study (IPS)

- Wendy Coates
- wcoates@ksde.org

Individual Plans of Study (IPS) and the IEP



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DEFINING SUCCESS

A Successful High School Graduate has the

- **Academic preparation,**
- **Cognitive preparation,**
- **Technical skills,**
- **Employability skills** and
- **Civic Engagement**

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

KANSAS LEADS THE WORLD IN THE SUCCESS OF EACH STUDENT.

- Social/Emotional Growth Measured Locally
- Kindergarten Readiness
- **Individual Plan of Study**
- High School Graduation Rates
- Postsecondary Attendance/Completion

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WHAT IS AN IPS?

- Product - Multi-year educational plan based on career interests

- Process – Providing students access to career development
- School-wide Framework:

The Importance of Individual Plans of Study

IPS Curriculum

IPS Data Management

IPS Support Infrastructure

Strategic and Annual Implementation Plans

Professional Development

Family and Community Engagement

It's NOT just a graduation plan.

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WHY AN IPS?

Student's Educational Path becomes:

- Relevant → Higher Student Engagement
- Focused → based on Career Interests and postsecondary plans
- Efficient → time and $$

Not a silver bullet, but an IPS will help students make better informed choices and ultimately lead to a higher rates of post-secondary ***completion***

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IPS CONTENT

- At a minimum, an IPS contains:
  - Career interests of the student
  - A list of all courses 8th grade through 12th grade aligned to the student's career interests (FLEXIBLE)
  - Portable electronic portfolio
  - A generalized post-secondary plan

- Additional information to consider adding:
  - Extra-curricular activities
  - **Community service activities**
  - **Work-based learning experiences**
  - **Accommodations and/or modifications**
  - Qualified Admissions requirements
  - Financial aid information
  - Articulated agreements
  - Assessment results

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INDIVIDUAL PLAN OF STUDY (IPS) IMPLEMENTATION SURVEY

- Sent to all districts via listserv
- Fall 2016
- Responses are to measure implementation of the IPS at the district level

Required IPS elements:

- Graduated series of career interest inventories
- Courses for grades 9-12 based on career inventories
- Portable electronic portfolio
- General postsecondary plans

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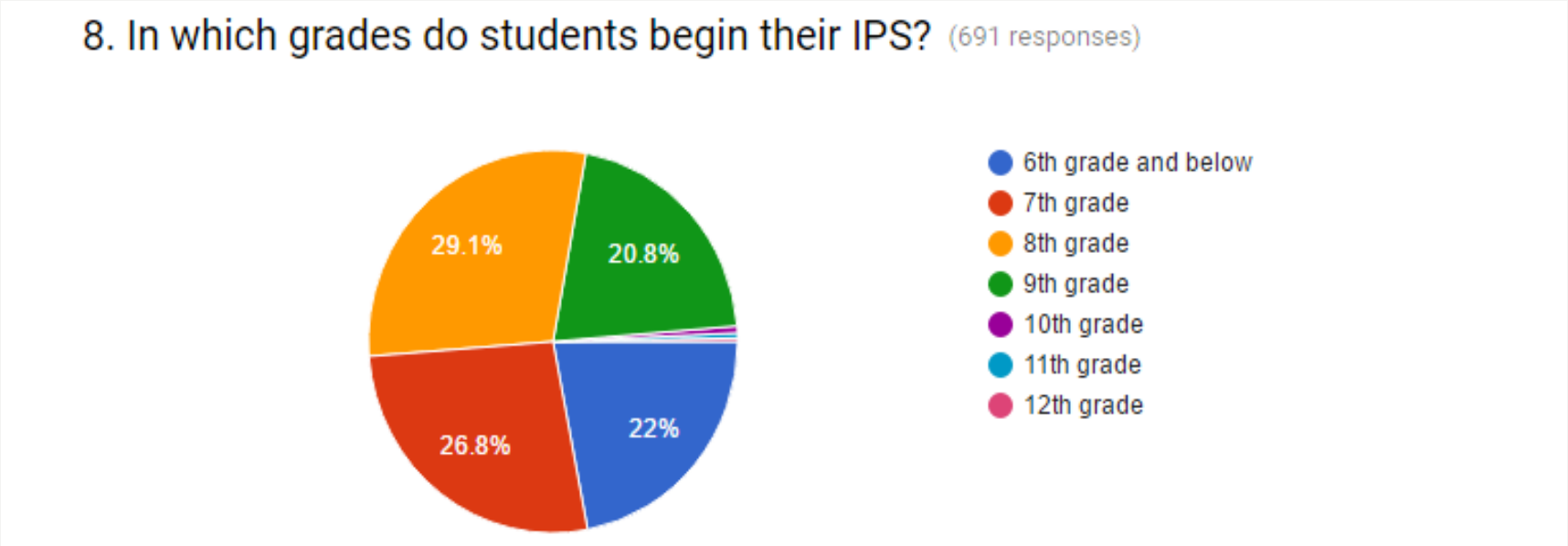
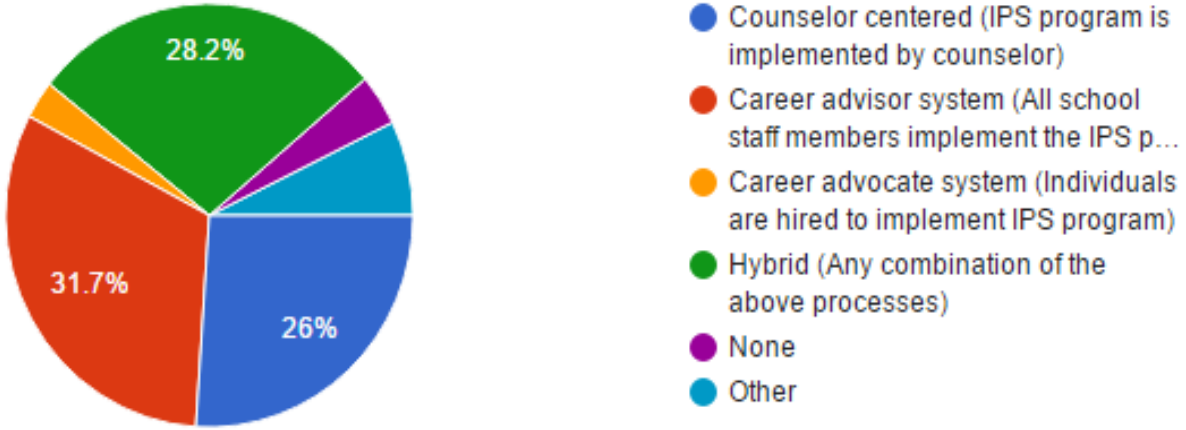


In which grades do students begin the IPS?

- 30.9% 7th grade
- 30.9% 8th grade
- 20.3% 6th grade or below
- 14.6% 9th grade
- 2.4% not implemented

10. What is the implementation model of the district's IPS program?

(691 responses)



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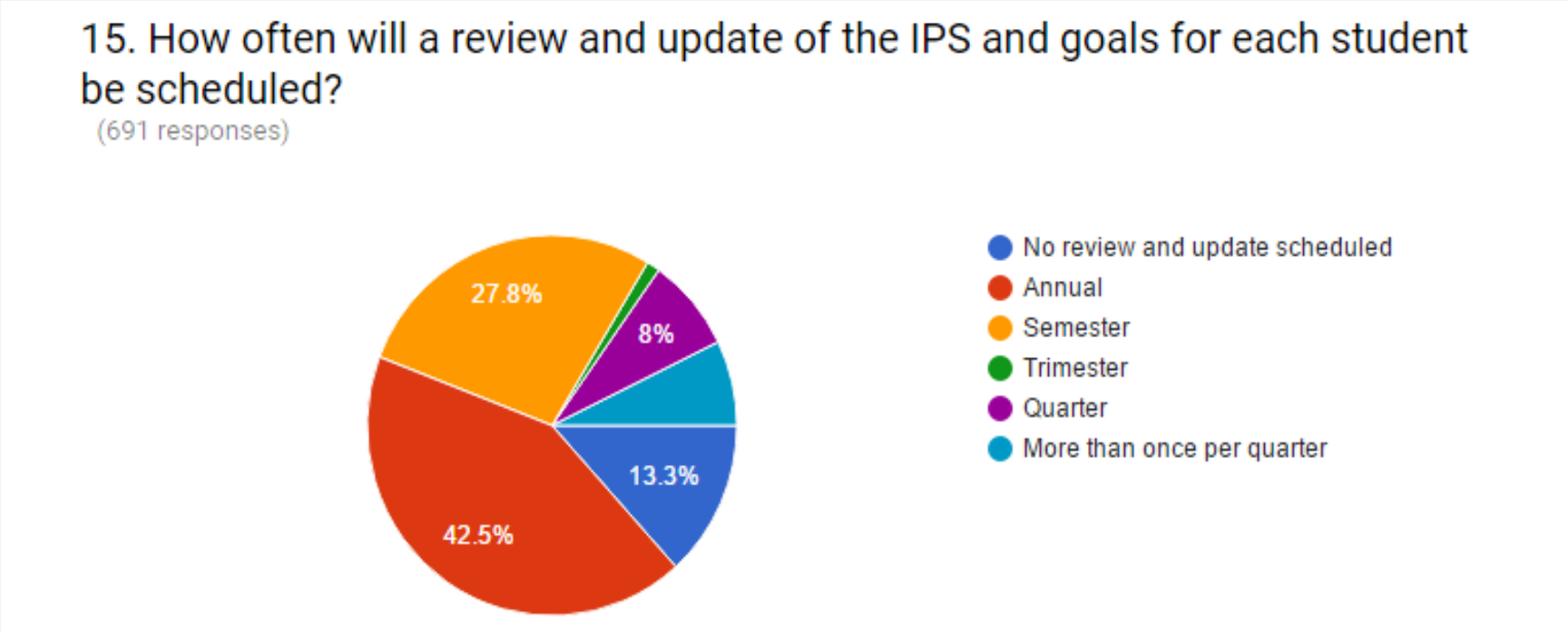
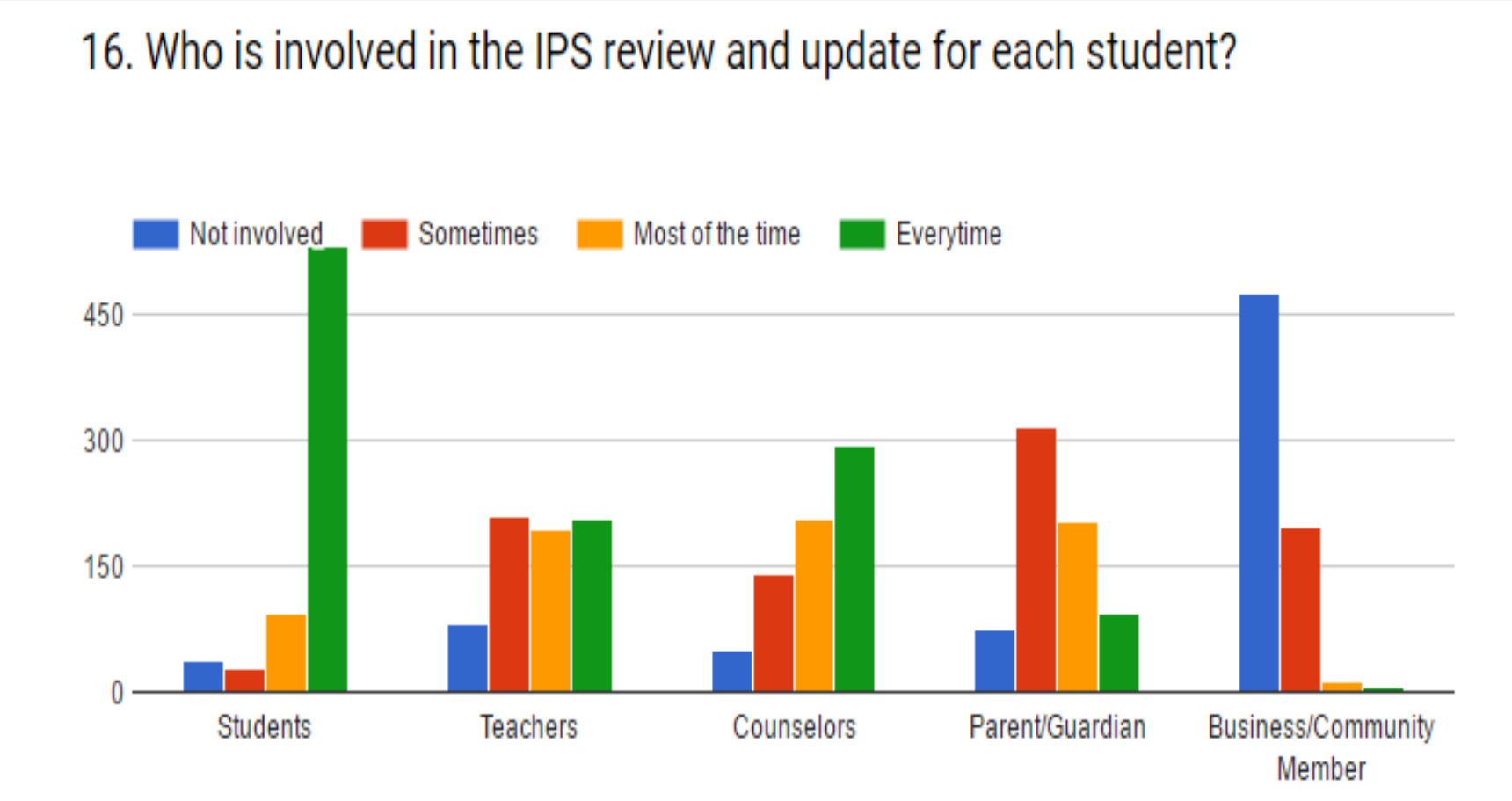


How often is there a scheduled, formal meeting with the student, family, and school regarding the IPS?

- 32.9% Annually
- 20.3% Semester
- 33.9% No review/update scheduled
- 3% More than once per quarter
- 2.2% Quarterly
- .5% Trimester



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IPS PROCESS RUBRIC: WHAT SHOULD IT LOOK LIKE?

Business and community engagement	**Courses mapped to career interests do not reflect any business and/ or community connections.**	**A limited number of courses mapped to career interests show linkage to internships, job shadows, and community service opportunities within student's area of interest.**	**Most courses mapped to career interests reflect business and community connections.**	**All courses mapped to career interests reflect business and community connections. Business and community members are actively involved in the development of these community connections.**
Communication with Families & Students	Family engagement activities are not scheduled. Enrollment and assessment information is sent home to family.	Enrollment and assessment information is sent home to family and family member's signature is required for enrollment purposes. Regularly scheduled Family/ Teacher Conference days occur.	Student assessments/ interest inventories/ academic results are interpreted with family/ child to discuss life-career goals, course options, and hobby preferences. Assessment results are used in development of an IPS. Students have identified a career path/ cluster as part of the IPS.	Student assessments/ interest inventories and academic results are interpreted with family to discuss life-career goals, course options and hobby preferences as they relate to a career path/ cluster and to review/ revise the IPS.
Staff Engagement	School staff is not engaged.	Some school staff are trained regarding career planning.	Some school staff are trained regarding career planning and use a systematic approach in career planning with students.	All school staff are trained regarding career planning and use a systematic approach in career planning with all students.
Advisement Model **Advisement Model Continued**	8th grade family meeting. N/A	All 8th graders are provided career planning individually or in small groups. One individual review or update per year involving student, family, and school.	Advisement sessions for students (middle- 12th grades) occur at each grade level through grade 12 (at least one per year). Individual advisement sessions are carried out through one or more of the delivery models (counselor, advisor, advocate, hybrid). Two individual reviews occur per year involving student, family, and school. Some components of IPS are discussed, reviewed and updated.	Advisement sessions that allow for meaningful individual advisement for students (middle- 12 grades) occur at each grade level through grade 12 (two or more per year) including regular review of the IPS. Individual advisement sessions are carried out through one or more of the delivery models (counselor, advisor, advocate, hybrid). Two individual reviews occur per year involving student, family, and school. All components of IPS are discussed, reviewed and updated. Additional meetings are scheduled as needed.
Family Engagement	Enrollment, grade, and assessment information is sent home to the family. Family-Teacher Conference days are regularly scheduled.	Family meets with student and school staff to develop IPS. Student and family have limited ownership of IPS development. Family member's signature is required for enrollment purposes. Family member's access to student's IPS is established.	Family meets with student and school staff to develop IPS. Student and family begin to take ownership of IPS as evidenced by an increased number of interactions relative to the student's IPS. Family member's signature is required for enrollment purposes. Family member's access to student's IPS is maintained.	Family meets with student and school staff to develop IPS. Student and family are fully invested in IPS development and decision-making as evidenced by increased independent use by family and student. Family member's signature is required for enrollment purposes. Family member's access to student's IPS is maintained.
Relating Academic and Interests Assessments to careers	Academic assessments and/ or interest assessments are administered and used.	Academic and interest assessments are administered. Student results are provided to and interpreted for the student and family. Student is aware of careers related to their interests. Student begins career exploration process.	Academic and interest assessments are administered. Student results are interpreted with student and family to discuss life-career goals, course option, and hobby preferences. Results are used in the development of IPS and the establishment of career goals and objectives. Students have identified a career cluster or path as part of their IPS.	Academic and interest assessments are administered. Evidence exists that student assessments/ interest inventories and academic results inform decisions made regarding life-career goals, course options, and hobby preferences as they relate to a career path/ cluster and to review/ revise the IPS.

IPS AND TRANSITION

"Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority." (20 U.S.C. 1416(a)(3)(B))

Note: In Kansas, the IEP in effect when a student turns age 14 must include the Measurable Postsecondary Goals and the Courses of Study needed to assist the student in reaching his or her postsecondary goals.

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TRANSITION REQUIREMENTS AND THE IPS CROSSWALK

IEP Requirements Measureable Postsecondary Goals (MPGs):	IPS Components
A. Employment: After graduation outcome statement based on an age-appropriate assessment that identifies the student's strengths, interests, and preferences for employment.	Career Goals: that include identifying career plans, options, interests, and skills; exploring entry level opportunities; and evaluating educational requirements.
B. Postsecondary Educational and/or Training: After graduation outcome statement based on an age-appropriate assessment that identifies the student's strengths, interests, and preferences for postsecondary education and/or training.	Postsecondary Education Goals: include progress toward meeting admission requirement, completing application forms, and creating financial assistance plans.
C. Independent Living: After graduation outcome statement based on an age-appropriate assessment that identifies the student's strengths, interests, and preferences for independent living.	No corresponding item from IPS

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TRANSITION REQUIREMENTS AND THE IPS CROSSWALK

IEP Requirements	IPS Components
Annually Updated MPGs: evidence that the MPGs are updated annually (i.e. signature on IEP, phone log, or other evidence)	IPS is required to be reviewed and revised at least once annually.
MPGs are based upon age-appropriate transition assessments: evidence of assessment information used to identify strengths, preferences, and interests, as well as evidence of how the assessment information leads to the MPGs that were written	If results are documented on how the student results from career interest inventories, the information can be used as a transition assessment for writing MPGs.
Transition Services/activities: is a coordinated set of activities that address needs in the areas of: Instruction, community Experiences, Related Services, Employment, Post-School Adult Living, and, if appropriate, Daily Living Skills & Functional Vocational Assessments that are designed to enable the student to meet MPGs	Extracurricular Activity Goals: that include documenting participation in clubs, organizations, athletics, fine arts, community service, recreational activities, volunteer activities, work-related activities, leadership opportunities, and other activities Note: If an extracurricular activity aligns with a (MPG) it should be considered a coordinated activity

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TRANSITION REQUIREMENTS AND THE IPS CROSSWALK

IEP Requirements	IPS Components
Courses of Study: focus on improving the academic and functional achievement of the student to facilitate movement from school to post-school and are designed to assist the student to meet the MPGs	**Academic Goals:** that include identifying and planning the coursework necessary to achieve the high school graduation requirements and pursue postsecondary education and career options; analyzing assessment results to determine progress and identify needs for intervention and advisement; and documenting academic achievement
Annual IEP Goals: that are aligned to support the MPGs	No corresponding item from IPS
Student Invitation: to an IEP meeting when transition services will be discussed	No corresponding item from IPS
Outside Agency: that may provide or pay for services can be invited, with prior consent of the parent or student at the age of majority	No corresponding item from IPS

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STATE IPS GOALS

Every middle school and high school will have implemented an IPS tool and process by the end of 2017-2018.

Every student, beginning in the middle grades, will have an

- IPS beginning with the 2018-2019 school year.

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NEXT STEPS: WHAT NOW?

What will it take to implement the Individual Plan of Study for EACH student?

- Planning
- Building relationships
- Fidelity

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ADDITIONAL INFORMATION

Schools aren't required to use a vendor for an IPS product. Schools can create their own as long as the IPS product contains the four minimum components listed on the front page of this document. By the 2017-2018 school year, *every middle and high school in Kansas will have an IPS product and process in place.*

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RESOURCES

- IPS Toolkit and Resources:

  http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Individual-Plans-of-Study-IPS-Student

- *Understanding the New Vision for Career Development: The Role of Family.* InfoBrief. National Collaborative on Workforce and Disability. Issue 39. March, 2014. http://www.ncwd-youth.info/node/1463

- Guideposts for Success: http://www.ncwd-youth.info/topic/guideposts

Pre-ETS

- Beth VanVleck
- Elizabeth.VanVleck@ks.gov

2016-2017 Annual Report Review

KANSAS

SPECIAL EDUCATION

ADVISORY COUNCIL

Annual Report

July 1, 2016 to June 30, 2017

Para Workgroup

Elena Lincoln

Language Assessment Program

Joan Macy

Erin Schuweiler

- Handouts

5/26/2017

Language Milestones

American Sign Language and English

DRAFT

Developed by the KSA 75-5397e Advisory Committee

2017

Language Assessment Program for Deaf/Hard of Hearing Children in Kansas

Purpose of SB 323 (KSA 75-5397e)

- Establish a language assessment program with the purpose of assessing, monitoring, and tracking the language developmental milestones of children who are deaf/hard of hearing ages birth-eight.

- Annual assessments will be given to each child who is deaf or hard of hearing and who is less than 9 years old in both ASL and English.

Premise

- Children who are deaf/hard of hearing have unique challenges related to language development.
- Delays in language can impact many areas of development including cognitive, academic, and social-emotional
- Early language access is necessary to support kindergarten-readiness as well as future academic success

Intended Outcomes

- Gaps/delays in language will be identified earlier so that appropriate interventions can be implemented.
- Children who are deaf/hard of hearing will have language levels commensurate with their hearing peers, regardless of language choice (ASL and/or English)
- Children will meet both the Kansas Early Learning and English Language standards, be Kindergarten ready, and continue to show achievement in all areas of development.

Advisory Committee

- Coordinated by the Kansas Commission of the Deaf and Hard of Hearing (KCDHH)
- 16-member advisory committee
  - Chair: Dr. Robert Maile
  - Vice-Chair: Erin Schuweiler
- Meetings began October 2016

Advisory Committee Appointed Members

- Nancy DeFazio: Parent whose child uses spoken English with or without visuals
- Katie Wise: Parent whose child uses both ASL and English
- Janet Goodenow: Teacher of the Deaf using spoken English with or without visuals
- Dr. Petra Horn-Marsh: Professional with a linguistic background in working with children who are deaf/hard of hearing
- Joan Macy: Teacher of the Deaf using both ASL and English

Advisory Committee Appointed Members

- Dr. Bob Maile: Person who is knowledgeable about teaching and using both ASL and English
- Robin Olson: Teacher of the Deaf with expertise in curriculum development and instruction of ASL and English
- Kris Pedersen: Speech Language Pathologist with experience working with birth-eight
- Angie Walker: Teacher of the Deaf with expertise in assessing language development in both ASL and English

Advisory Committee Ex-Officio Members

- Robert Cooper: KCDHH Executive Director
- Luanne Barron: KSD Interim Superintendent
- Dr. Joan Houghton: KSDE
- Liz Schardine: KDHE, Coordinator of SoundBeginnings Newborn Hearing Screening program
- Dr. Vera Stroup-Rentier/Laura Jurgensen: KSDE, representing Part B
- Heather Staab: KDHE, Coordinator of the Part C program
- Erin Schuweiler: KSD, Coordinator of the Sound START early intervention program

Advisory Committee: Sub-Committees

- Assessment/Milestones
- Qualifications and Training
- Database and Reporting
- Considerations for Implementation

Language Milestones

- Created a document that identifies the relevant language milestones from birth-eight (See ASL and English Milestones)

- Focus is on receptive language, expressive language, and social communication

Assessments

- Researched assessments for both children who are hearing/typically developing and children who are deaf/hard of hearing
- Determined a list of recommended assessments that best identify the child's language level and any delays (See Recommended Assessments)
- Determined a protocol to provide at a minimum annual assessments in both ASL and English (See Assessment Protocol)

Qualifications of evaluators

- Licensure as a Teacher of the Deaf, Speech Language Pathologist, and/or Early Childhood Special Educator
- Knowledge and/or training in working with children who are deaf/hard of hearing
- For ASL assessments, proficiency in ASL is required
- For other sign systems (ex. SEE), proficiency is required
- Continued work is being done.

Reporting

- Following assessments, written report will be developed and shared with parents and the IFSP/IEP/504/SIT team.
- Summary data will be housed in a database to be reported annually by KCDHH
- SPP data will also be reported

Recommendations for Implementation

- Language assessment program will be housed at the Kansas School for the Deaf (KSD)
- Evaluators will be secured and trained by KSD
- Evaluators will collaborate with tiny-k providers, IEP teams, 504 teams, and SIT teams to complete the assessments and share the results and recommendations
- Kansas School for the Deaf will submit report to KCDHH annually.

Recommendations for Implementation

- Language assessment program will be implemented in phases.
- January-July 2018: Dissemination of information, development of materials (promotional flyers, permission forms), and database development
- July 2018-June 2019: Assessments begin for current Sound START (birth-three) children for the purpose of piloting and gathering baseline data
- July 2019-June 2020: Continue Sound START children and add children who attend KSD (3-8)

Recommendations for Implementation

- July 2020-June 2021: Continue above and add all children who are deaf/hard of hearing ages birth-three
- July 2021-June 2022: Continue above and add all children who are deaf/hard of hearing ages three-five
- July 2022-June 2023: Continue above and add all children who are deaf/hard of hearing ages five-eight

Continued Work

- Qualifications and Training sub-committee is continuing to work on the qualifications for evaluators
- Considerations for Implementation sub-committee is continuing to meet to determine effective measures for implementation, costs, and logistics
- Final report is due January 31, 2018

Contact Information

- Dr. Bob Maile, ramaile@embarqmail.com
- Erin Schuweiler, eschuweiler@kssdb.org

Council on Developmental Disabilities

Craig Knutson

Public Comment

- Steven Gieber
- Others

TASN Project Updates

- Kansas Learning Network - Handout
- Kansas MTSS – Handout
- Co-Teaching - Handout

Emergency Safety Intervention Data

Laura Jurgensen

Julie Ehler

KSDE Updates

- The Vision and Outcomes

http://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Communications-and-Recognition-Programs/Vision-Kansans-Can/Kansans-Can-Fact-Sheets/Kansans-Can-Vision-Video-Training-Series

- Traumatic Brain Injury
- Adverse Childhood Experiences Brief
- School Mental Health Conference – Save the Date
- Inclusion Works Article
- Kansas Standard for Federal Education Law
- State and Local Interagency Coordinating Council Updates
- Topics for January meeting

Guide to Reporting Abuse and Neglect

- Physical copies may be ordered through:
  Kansas Children's Service League
  1365 N. Custer
  Wichita, KS 67203
  316-942-4261 • 877-530 5275
- Link to document online:
  https://www.kcsl.org/PDFs/Guide%20to%20Reporting%20Abuse%20and%20Neglect%209-27-16.pdf

January Meeting Discussion

- Two day meeting
- Annual Report presentation
- Board Breakfast
- Talking points
- Joint meeting with State Interagency Coordinating Council

Member Updates

- Families Together, Lesli Girard
- KASEA – Rebekah Helget
- Others

Next Meeting

January 9, 2018 9:00 AM – 3:00 PM

January 10, 2018 7:30 AM - Noon

Landon State Office Building

900 SW Jackson, Room 509

Topeka, KS

Kansas leads the world
in the success of each student.

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