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The following copy of selected statutes and regulations is made available by the Kansas State Department of Education for the convenience of the public and is meant to be used only as a reference. While the Kansas State Department of Education has made every effort to accurately reproduce these statutes and regulations, they are not the official statutes and regulations of the State. The Kansas Statutes Annotated (K.S.A.), published by the Kansas Office of Revisor of Statutes, and the Kansas Administrative Regulations (K.A.R.), published by the Office of the Kansas Secretary of State should be consulted for the text of the official statutes and regulations of the State.

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### **Kansas Emergency Safety Interventions Law Kansas Statutes Annotated**

**K.S.A. 72-6151. Freedom from unsafe restraint and seclusion act; citation.** K.S.A. 2017 Supp. 72-6151 through 72-6158, and amendments thereto, shall be known and may be cited as the freedom from unsafe restraint and seclusion act.

**K.S.A. 72-6152. Definitions.** As used in K.S.A. 2017 Supp. 72-6151 through 72-6157, and amendments thereto:

- (a) "Appointing authority" means a group of persons empowered by statute to make human resource decisions that affect the employment of officers.
- (b) "Campus police officer" means a school security officer designated by the board of education of any school district pursuant to K.S.A. 2017 Supp. 72-6146, and amendments thereto.
- (c) "Chemical restraint" means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement.
- (d) "Commissioner" means the commissioner of education.
- (e) "Complaint" means a written document that a parent files with a local board as provided for in this act.
- (f) "Department" means the state department of education.
- (g) "Emergency safety intervention" means the use of seclusion or physical restraint, but does not include the use of time-out.
- (h) "Hearing officer" means the state department employee designated to conduct an administrative review.
- (i) "Incident" means each occurrence of the use of an emergency safety intervention.
- (j) "Law enforcement officer" and "police officer" means a full-time or part-time salaried officer or employee of the state, a county or a city, whose duties include the prevention or detection of crime and the enforcement of criminal or traffic law of this state or any Kansas municipality. This term includes a campus police officer.



- (k) "Legitimate law enforcement purpose" means a goal within the lawful authority of an officer that is to be achieved through methods or conduct condoned by the officer's appointing authority.
- (l) "Local board" means the board of education of a district or the governing body of any accredited nonpublic school.
- (m) "Mechanical restraint" means any device or object used to limit a student's movement.
- (n) "Parent" means: (1) A natural parent; (2) an adoptive parent; (3) a person acting as a parent as defined in K.S.A. 2017 Supp. 72-3122(d)(2), and amendments thereto; (4) a legal guardian; (5) an education advocate for a student with an exceptionality; (6) a foster parent, unless the student is a child with an exceptionality; or (7) a student who has reached the age of majority or is an emancipated minor.
- (o) "Physical escort" means the temporary touching or holding the hand, wrist, arm, shoulder or back of a student who is acting out for the purpose of inducing the student to walk to a safe location. Physical escort shall not be considered an emergency safety intervention.
- (p) "Physical restraint" means bodily force used to substantially limit a student's movement, except that consensual, solicited or unintentional contact and contact to provide comfort, assistance or instruction shall not be deemed to be physical restraint.
- (q) "School" means any learning environment, including any nonprofit institutional day or residential school or accredited nonpublic school, that receives public funding or which is subject to the regulatory authority of the state board of education.
- (r) "School resource officer" means a law enforcement officer or police officer employed by a local law enforcement agency who is assigned to a district through an agreement between the local law enforcement agency and the district.
- (s) "School security officer" means a person who is employed by a board of education of any school district for the purpose of aiding and supplementing state and local law enforcement agencies in which the school district is located, but is not a law enforcement officer or police officer.
- (t) "Seclusion" means placement of a student in a location where all the following conditions are met:
- (1) The student is placed in an enclosed area by school personnel;
  - (2) the student is purposefully isolated from adults and peers; and
  - (3) the student is prevented from leaving, or the student reasonably believes that such student will be prevented from leaving, the enclosed area.
- (u) "State board" means the Kansas state board of education.
- (v) "Time-out" means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded.

## **TASN Evaluation**

**SEAC Update, September 2018**

### **TASN Theory of Change:**

Through high-quality professional learning...

- Participants increase awareness, knowledge, skills, and change attitudes
- Administrators/supervisors create conditions that support implementation
- Participants implement evidence-based practices with fidelity
- Students/children improve academic, behavioral, and social outcomes
- Schools/organizations sustain the implementation with fidelity

### **TASN Evaluation Philosophy:**

- Utilization-focused
- Empower, don't overburden educators
- Draw accurate conclusions
- Continually improve
- Support decision-making at the state, provider, district, school, team, and teacher levels
- Determine impact

### **TASN Evaluation Resources**

TASN Evaluation: <https://ksdetasn.org/evaluation>

TASN Evaluation Briefs: <https://ksdetasn.org/evaluation/2017-18-tasn-provider-evaluation-briefs>

TASN Providers: <https://ksdetasn.org/providers>

2017-2018 ELA/math blueprint completion data by grade level

Subject	Grade	Criterion	Criterion Description	# Testing	% Students met
Mathematics	3	1	Choose two EEs from Claim 1 in different conceptual areas, i.e., one EE in C1.1 and one EE in C1.3.	436	83.94
Mathematics	3	2	All students are assessed on the EE in Claim 2.	436	86.93
Mathematics	3	3	Choose two EEs from Claim 3.	436	86.7
Mathematics	3	4	Choose one EE from Claim 4.	436	89.22
ELA	3	1	Choose at least three EEs, including at least one RL and one RI.	437	84.21
ELA	3	2	Choose two EEs in C1.2 (L, RL or RI)-EEs must be from different strands, i.e. RL and L, not RL and RL.	437	83.3
ELA	3	3	Choose at least one EE (RL or RI).	437	84.21
ELA	3	4	All students are assessed in writing. Students are assessed in emergent writing (EW) or conventional writing (CW).	437	77.8
Mathematics	4	1	Choose two EEs from Claim 1 in different conceptual areas.	444	88.06
Mathematics	4	2	Choose two EEs from Claim 2 in different conceptual areas.	444	74.32
Mathematics	4	3	Choose two EEs from Claim 3 in different conceptual areas.	444	77.03
Mathematics	4	4	Choose two EEs from Claim 4 in different conceptual areas.	444	81.08
ELA	4	1	Choose at least three EEs in C1.1, including at least one RL and one RI.	444	84.01
ELA	4	2	Choose two EEs in C1.2 (L, RL or RI)-EEs must be from different strands, i.e. RL and L, not RL and RL.	444	87.16
ELA	4	3	All students are assessed in this EE for C1.3.	444	81.31
ELA	4	4	All students are assessed in writing. Students are assessed in emergent writing (EW) or conventional writing (CW).	444	72.07
Mathematics	5	1	Choose three EEs from Claim 1 in at least two different conceptual areas.	454	82.82
Mathematics	5	2	Choose one EE from Claim 2.	454	90.53
Mathematics	5	3	Choose two EEs from Claim 3 in different conceptual areas.	454	78.85
Mathematics	5	4	All students are assessed on the EE in C4.2.	454	77.31
ELA	5	1	Choose at least two EEs in C1.1, including at least one RL and one RI.	454	80.18
ELA	5	2	Choose three EEs in C1.2 (L, RL, or RI)-EEs must be from at least two different strands.	454	82.6
ELA	5	3	Choose at least one EE in C1.3 (RL or RI).	454	89.65
ELA	5	4	All students are assessed in writing. Students are assessed in emergent writing (EW) or conventional writing (CW).	454	73.79
Mathematics	6	1	Choose two EEs from Claim 1 in different conceptual areas.	471	89.17
Mathematics	6	2	Choose one EE from Claim 2.	471	91.51
Mathematics	6	3	Choose one EE from Claim 3.	471	88.11
Mathematics	6	4	Choose two EEs from Claim 4.	471	88.75
ELA	6	1	All students are assessed in this EE for C1.1.	472	86.23
ELA	6	2	Choose three EEs in C1.2 (L, RL or RI)-EEs must be from at least two different strands.	472	88.56
ELA	6	3	Choose at least two EEs in C1.3, including at least one RL and one RI.	472	83.47
ELA	6	4	All students are assessed in writing. Students are assessed in emergent writing (EW) or conventional writing (CW).	472	72.88

2017-2018 ELA/math blueprint completion data by grade level

Subject	Grade	Criterion	Criterion Description	# Testing	% Students met
Mathematics	7	1	Choose three EEs in Claim 1; at least one in C1.1 and at least one in C1.3.	449	85.52
Mathematics	7	2	Choose two EEs in Claim 2 in different conceptual areas.	449	81.07
Mathematics	7	3	Choose one EE from Claim 3.	449	91.54
Mathematics	7	4	Choose one EE from Claim 4.	449	93.76
ELA	7	1	All students are assessed in this EE for C1.1.	449	89.76
ELA	7	2	Choose at least three EEs in C1.2 (at least one RL and one RI).	449	87.31
ELA	7	3	Choose at least two EEs in C1.3, including at least one RL and one RI.	449	82.41
ELA	7	4	All students are assessed in writing. Students are assessed in emergent writing (EW) or conventional writing (CW).	449	71.27
Mathematics	8	1	Choose two EEs in Claim 1 in different conceptual areas.	445	85.39
Mathematics	8	2	Choose two EEs in Claim 2 in different conceptual areas.	445	74.83
Mathematics	8	3	All students are assessed on the EE from C3.2.	445	82.25
Mathematics	8	4	Choose two EEs from Claim 4.	445	87.42
ELA	8	1	All students are assessed in this EE for C1.1.	445	86.74
ELA	8	2	Choose at least three EEs in C1.2 (L, RL or RI)-EEs must be from at least two different strands.	445	84.72
ELA	8	3	Choose at least two EEs in C1.3, including at least one RL and one RI.	445	83.15
ELA	8	4	All students are assessed in writing. Students are assessed in emergent writing (EW) or conventional writing (CW).	445	75.28
Mathematics	10	1	Choose a minimum of six EEs across a minimum of three Claims.	399	45.36
ELA	10	1	Choose one EE in C1.2 (L, RL or RI).	399	90.98
ELA	10	2	Choose at least three EEs in C1.3 (RL or RI)-including at least one RL and one RI.	399	63.16
ELA	10	3	All students are assessed in writing. Students are assessed in emergent writing (EW) or conventional writing (CW).	399	70.18

# End of Year Report State Results 2017-18



STATE: Kansas

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	English Language Arts	434	129	116	146	43	44%
	Mathematics	433	223	132	62	16	18%
	Science	13	12	0	1	0	8%
4	English Language Arts	448	114	91	209	34	54%
	Mathematics	448	179	173	75	21	21%
	Science	11	8	2	1	0	9%
5	English Language Arts	463	111	108	181	63	53%
	Mathematics	463	199	160	66	38	22%
	Science	403	255	101	44	3	12%
6	English Language Arts	467	129	102	193	43	51%
	Mathematics	466	262	137	53	14	14%
	Science	31	18	8	3	2	16%
	Social Studies	328	53	195	74	6	24%
7	English Language Arts	461	117	145	162	37	43%
	Mathematics	459	265	137	43	14	12%
	Science	22	13	7	2	0	9%
8	English Language Arts	446	186	106	114	40	35%
	Mathematics	444	254	102	73	15	20%
	Science	401	225	94	76	6	20%
	Social Studies	334	70	177	79	8	26%
9	English Language Arts	8	5	1	0	2	25%
	Mathematics	7	4	1	1	1	29%
	Science	2	2	0	0	0	0%

# End of Year Report State Results 2017-18



STATE: Kansas

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
10	English Language Arts	394	158	114	85	37	31%
	Mathematics	393	155	171	57	10	17%
	Science	17	12	5	0	0	0%
11	English Language Arts	26	13	7	4	2	23%
	Mathematics	24	12	10	2	0	8%
	Science	351	196	98	48	9	16%
	Social Studies	296	75	161	55	5	20%
12	English Language Arts	1	1	0	0	0	0%

## Achievement Levels

The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.

The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.

The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.



# KANSAS KINDERGARTEN READINESS **SNAPSHOT** TOOL

## A guide for special education staff

In October 2015, the Kansas State Board of Education (KSBE) announced a new vision for education in Kansas, giving direction for a student-centered system and resources for individual success.

KSBE identified Kindergarten Readiness as one of five outcome areas to measure progress and would like every district in Kansas to utilize a developmentally appropriate snapshot tool beginning with the 2018-2019 school year.

**The goal of Kindergarten Readiness is to ensure that each student enters kindergarten at age 5 socially, emotionally and academically prepared for success.**

Having common kindergarten entry data across all elementary schools will enable Kansas to have a common measurement across the state. This document includes general information and resources for educators and parents as the implementation year begins.

### What is **ASQ**?

Parents of students enrolled in kindergarten beginning in the fall of 2018 will be given the Ages and Stages Questionnaires, Third Edition (ASQ-3), and the Ages and Stages Questionnaires: Social Emotional, Second Edition (ASQ: SE-2). These questionnaires are completed by parents or caregivers between Aug. 1 and Sept. 20 in order to gather a snapshot of a student's current developmental milestones at the start of kindergarten.

The ASQ-3 addresses five developmental areas: communication, gross motor, fine motor, problem-solving and personal-social.

The ASQ: SE-2 addresses seven social-emotional areas: self-regulation, compliance, communication, adaptive behaviors, autonomy, affect and interaction with people.

### Why **collect** information?

Having a common data entry collection across the state will ensure that each child enters kindergarten developmentally prepared. This will provide policymakers with information to consider when targeting ways to increase readiness for kindergarten.

Families, teachers, administrators and leaders can use data-informed decision-making to plan strategically in the home, classroom, district and community.

### What **data** will be collected through the snapshot process, and how will it be used?

The snapshot tool also will provide data that can be used locally to help schools:

- Design environment and instruction to meet the needs of incoming kindergartners.
- Support aligned teaching practice and program planning.
- Support individualized instruction.
- Support teacher-parent partnerships.

### What the snapshot **is NOT**:

- A gatekeeper to keep 5-year-old children out of kindergarten.
- An automatic referral for special education.
- Used for progress monitoring.



## RESOURCES

- **In your building:** Consult with your instructional coach, building principal, special education teachers and school social worker/school psychologist.
- **In your district:** Consult with special education administration, district instructional support staff and the district's early childhood education team.
- **Outside building and/or district:** The Kansas Technical Assistance System Network (TASN) provides technical assistance to support school districts' systematic implementation of evidence-based practices: <https://www.ksdetasn.org>.
- **Intervention Central** is a great resource for research-based interventions to share with classroom teachers seeking assistance: <http://www.interventioncentral.org/>.
- **KSDE Kindergarten Readiness Fact Sheet:** <https://www.ksde.org/Portals/0/ECSETS/FactSheets/FactSheet-KindergartenReadiness.pdf>.
- **Ages and Stages activity sheets:** <http://archive.brookespublishing.com/documents/asq-activities.pdf>.
- **Getting ready for kindergarten tips:** <http://agesandstages.com/wp-content/uploads/2017/11/ASQSE2-Learning-Activities-Sample-Topic-Specific-Handout.pdf>.
- **Bridging the word gap:** <http://agesandstages.com/wp-content/uploads/2015/09/Bridge-The-Word-Gap-ASQ-3.pdf>.



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## Secondary Transition Reset Regional Trainings

This NEW regional training will review updated secondary transition information in the Kansas Special Education Process Handbook. The relationship between transition requirements for the IEP and the Indicator 13 checklist will also be covered.

**Please bring an IEP with a transition plan and the same student's Individual Plan of Study (IPS) to the training.**

Secondary Transition Reset trainings have been scheduled for the following dates and locations:

10/1/2018 - Topeka/Shawnee County Library, Topeka

10/3/2018 - Smoky Hill Education Service Center, Salina

11/8/2018 - Holiday Inn on Rock Road, Wichita

12/14/2018 - The Learning Center, Dodge City

Sign in begins at 8:00 A.M., with the training beginning at 8:30 and ending by noon. Water and coffee will be provided. The trainings in Wichita and Dodge City are scheduled for the day after IEP Boot Camp training for those who want to attend both trainings. Register for the trainings on the TASN website at [www.ksdetasn.org](http://www.ksdetasn.org).

Questions? Please contact Laura Jurgensen at [ljurgensen@ksde.org](mailto:ljurgensen@ksde.org) or (785) 296-5522.