Reflections

Marvin Miller, Past Chair
Looking Forward

Joan Macy, Chair
Handout
SEAC Notebook Contents – Colleen Riley
Pat Bone

- 17-18 Meeting Dates
- Member Information
- KSDE staff and responsibilities
- Reimbursement Forms and procedures
Important Acronyms to Remember

- APR – Annual Performance Report
- ESEA – Elementary and Secondary Education Act
- ESSA – Every Student Succeeds Act
- KLN- Kansas Learning Network
- OSEP – Office of Special Education Programs
- RDA – Results Driven Accountability
- SEAC – Special Education Advisory Council
- SSIP – State Systemic Improvement Plan
- SiMR - State-Identified Measureable Result
- SPP – State Performance Plan
- TASN – Technical Assistance System Network
- YODA- Youth Outcome Driven Accountability
Members are representatives of the State population demographics and composed of individuals involved in, or concerned with, the education of children and youth with disabilities.

NOTE: Kansas includes Giftedness SEAC membership reflects this.
Kansas SEAC Membership

- Related Services
- Private Schools
- Local Education Officials
- Homeless
- Corrections- Juvenile
- Corrections- Adult
- Parents
- General Education
- Students
- Other agencies

- Vocational, Community or business
- State Official
- Foster Care
- Parent Training and Information Center*
- Institutions of Higher Education
- Gifted*
- Administrator of Exceptional Programs
The *majority* of the members of the panel must be individuals with disabilities and/or parents/guardians of children with disabilities.

*CFR 300.168 (b)*
One of the most significant contributions each council member makes is that of **representing their stakeholder group**. The federal regulations require that the specific stakeholders be represented by membership on the State Special Education Advisory Council. This requires that the council consider methods that can facilitate ongoing communication between council members and their stakeholder group.
Guests

It is important to have a separate seating section for guests and non-council individuals.
Advisory Council – Primary Role

Serves as *advisory* to the State Office of Education, Special Education Unit and/or directly to the State Commissioner or State Board of Education.
A COUNCIL ROLE

• To give advice
• To inform
• To counsel
• To recommend
• To suggest
• To guide
Exercising Advisory Responsibilities

Issue/Priority

Member Perspective/Experience

Stakeholder Input

Member Discussion

Resource/Information

Objective Advice

Change

Improved services for children and youth with disabilities
There is a place for advocacy at council meetings. During discussions you might take sides, favor a position or support a position. However, in the final analysis, hopefully the council can come to consensus and provide meaningful advice that leads to change for children and youth with disabilities.
Special Interest Advocacy

There are special groups in the State that are advocacy in nature

1. Protection and Advocacy
2. Disability Organizations
3. Professional Organizations
Advisory Council Procedures

Adhere to State Open Meeting laws. All advisory council meetings and agenda items must be announced far enough in advance of the meeting to afford interested parties a reasonable opportunity to attend. Meetings must be open to the public.

If possible, provide meals or refreshments at council meetings.
Recommendations for Advisory Council

- Close working relationship with the State Director
- Membership orientation
- Understand council functions
- Advisory, not advocacy in nature
- Discuss current issues and trends in the field of special education
Recommendations for Advisory Council

- Priorities determined by data from State Performance Plan/Annual Performance Reports as well as,
- State Level of Determination or Technical Assistance as determined by OSEP
- Part C connection
- Support SEA’s Improvement efforts
- Use the established by-laws for the council operation and update as needed
The Big Picture

U.S. Department of Education

Office of Special Education and Rehabilitation Services (OSERS)

Office of Special Education Programs (OSEP)

Technical Assistance Projects

State Education Agency (SEA)

Special Education Advisory Panel (SEAP)
- Advice to SEA

Lead Education Agency (LA)

Interagency Coordinating Council (ICC)
- Advice to LA

Part B
(3–21 years)

Part C
(Birth–2 years)

Keep the Main Thing the Main Thing.
Infants, Toddlers, Children, and Youth with Disabilities
Components of General Supervision:

Kansas Integrated Accountability System (KIAS)
### SPP Indicators:

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National SEAC/ICC Website

- Access to State SEAP and ICC websites
- Information/Resources
- Announcements
- National Quarterly Webinars
Kansas SEAC


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VISION FOR KANSAS

Kansas leads the world in the success of each student.

MISSION
The Mission of the Kansas State Board of Education and the State Department of Education (KSDE) is one and the same:

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student’s gifts and talents.

KSDE operationalized the Kansas Vision and Mission by identifying our purpose and values which are the foundation of all of work to make the vision a reality.

KSDE PURPOSE
We are an agency of Kansans serving Kansans by inspiring, coaching and leading to create the conditions for each student’s success.
KSBE Vision and Outcomes

Civic Engagement – Jessica Noble
Graduation – Branden Johnson
Kindergarten Readiness – Tiffany Blevins
Individual Plan of Study – Stacy Smith
Post Secondary Outcomes – Beth Fultz
Social Emotional Character Development – Kerry Haag
KANSAS VISION FOR EDUCATION
Kansas leads the world in the success of each student.

Successful High School Graduate
A successful Kansas 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.

Evidence-Based Practices

Foundational Structures

Compliance
Successful High School Graduate

A successful Kansas 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.

RESULTS

- Social-Emotional Factors Measured Locally
- Kindergarten Readiness
- Individual Plans of Study
- High School Graduation
- Postsecondary Success

Evidence-Based Practices
QUESTIONS!
Keep The Main Thing The Main Thing
March 2017 – HB 2048

- Passed the Kansas House, but not the Kansas Senate
- Regarding child sexual abuse detection and prevention
- If passed, would have required the State Board of Education to:
  - Implement statewide standards assuring all public school teachers receive annual training and education identifying likely warning signs indicating that a child may be a victim of sexual abuse.
  - Review statewide social emotional character development (SECD) standards with a focus on child sexual abuse prevention and reporting.
April 2017 – Kansas School Mental Health Framework

• School mental health refers to a comprehensive, multi-tier system of supports, practices, and services that are integrated throughout the school community to enhance the social, emotional, behavioral, mental health, and academic outcomes for children and youth.

• School mental health practices address all aspects of the social, emotional, and character development of children and adolescents including mental and behavioral health, trauma and adverse childhood experiences, such as physical and sexual abuse, bullying, and substance abuse:
  • Universal strategies to promote the well-being and development of all students;
  • Selected, brief strategies to support students at risk of or with mild challenges;
  • Ongoing strategies to support those with significant needs.
State Board Work Session – June 2017

• Social Emotional Character Development Workgroup
• Trauma-Sensitive Children Cross Sector Workgroup
• Kansas Multi-Tier System of Supports Integrated Framework
  • Presentation from Seaman USD 345
• School Mental Health Initiative
• Kansans Can Competency Framework
  • Presentation from Emporia High School
  • Presentation from Abilene High School
Kansas School Mental Health framework
Kansas School Mental Health Framework will:

- Support Social Emotional Character Development, Kindergarten Readiness/Early Learning, Individual Plans of Study, Graduation and Postsecondary Success
- Ensure Kansas Education Systems Accountability (KESA) evidence for Relationships, Relevance, Responsive Culture, Rigor and Relevance and KESA Foundational Structures
- Build District Capacity to Implement Evidence-Based Practices
- Refine the Kansas Multi-Tier System of Supports (MTSS) Integrated Framework to include School Mental Health
- Operate from KSDE Technical Assistance System Network (TASN) professional learning infrastructure
KSDE
TASN
Theory of Change

Through high-quality professional learning

Participants increase awareness, knowledge, skills & 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 Briefs are available at https://ksdetasn.org/evaluation/2015-2016-tasn-provider-evaluation-briefs
The overarching goal is to improve resilience and achievement of children and adolescents through the sustained implementation of systematic tiered levels of evidence-based social, emotional, and mental health interventions.
Years One - Three

A system of School Mental Health will be enacted and refined across five representative Kansas communities.

Two communities will be larger urban Kansas communities and three will be rural regions that encompass multiple districts, an estimated total of 15 districts.
Years Four and Five

- The five supported Kansas communities will become **Kansas School Mental Health Framework models** to assist with statewide implementation.
- Kansas School Mental Health model communities, including administrators, teachers, school- and community-based mental health providers, including family members, will become **regional mentors**.
- **Ten regional systems-level coaches** will be trained to build district capacity to implement the tiered system with fidelity.
By the end of Year Five, all districts and communities in Kansas will have access to evidence-based resources, protocols, processes, and professional learning that are effective in meeting the social, emotional, and mental health needs of students.
SEAC’s Role with the Kansas School Mental Health Framework

- Information dissemination
- Participation in advisory councils
- Resource connectors
- KSDE’s feedback loop
Outcomes of State Board Work Session – June 2017

• Next Steps: Integration, Collaboration, and Communication
• Kansas School Mental Health Advisory Council
• Virtual training for educators on identifying likely warning signs that a child may be a victim of sexual abuse
Goal 1: Each student develops the social, emotional, and character competencies that promote learning and success in life
KSDE Goal 1.0 Social Emotional and Character competencies Strategies

1.1 Develop, support, evaluate a comprehensive social, emotional, and character competency framework
1.2 Develop a coordinated and collaborative continuum of SECD resources and supports
1.3 Promote conditions which increase districts’ access to licensed counselors, social workers, and school psychologists
1.4 Coordinate statewide collaborative partnerships
1.5 Facilitate coordinated funding streams
Moving forward

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Para Educator Discussion

- How are paras being used
- Training for para educators
Council Member Reports

- Little Miss Wheelchair Kansas 2017
- Families Together
- KASEA
- Other
KSDE Updates

- TASN Overview
- 2017 APR Update
- Sig-Dis Information
- State Interagency Coordinating Council
- Other
Technical Assistance System Network (TASN)

A flexible technical assistance system funded and directed by KSDE which provides supports to schools for the purpose of improving outcomes for all students, including students with disabilities by providing support to educators and families.
KS Technical Assistance System Network (TASN)

TASN Projects & Providers serve the entire state of Kansas
  • Professional learning
  • Services
  • Resources

Specially designed to support educators and families to improve student outcomes
  • Confidence that all supports and services are evidence-based
  • Meets required technical assistance for federal programs
  • Easily accessible to all at www.ksdetasn.org
The State of Kansas has met Special Education Compliance Requirements of the State Performance Plan for data submitted in the February 1, 2017 Annual Performance Report.

OSEP has created IDEA Part B and IDEA Part C State Profile pages. Currently, each State profile includes the most recent State Performance Plan/Annual Performance Report (SPP/APR) and OSEP’s response, including any required actions; a State data profile; a link to the current determination letter; the State’s Results Driven Accountability determination matrix; and other related documents.
Significant Disproportionality Update

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Elena Lincoln
State Interagency Coordinating Council (SICC)

- Responsible for advising and assisting the Kansas governor and legislature on matters that impact Kansas families with children, ages birth to five who have, or are at risk for, developmental delays.
SICC Configuration

• Bylaws require representation from KSDE, KDHE, DCF, the Kansas Board of Regents, public members, provider members, and parents.

• The SICC works together with Local Interagency Coordinating Councils (LICC). LICCs help with activities such as child find, public awareness, and professional development, in addition to advising the lead agency with matters of policy.
SICC Contact Information

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Kansas leads the world in the success of each student.

Kansans CAN

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