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
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
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.
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.
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
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
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)

- Counselor centered (IPS program is implemented by counselor)
- Career advisor system (All school staff members implement the IPS program)
- Career advocate system (Individuals are hired to implement IPS program)
- Hybrid (Any combination of the above processes)
- None
- Other
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
16. Who is involved in the IPS review and update for each student?
**IPS PROCESS RUBRIC: WHAT SHOULD IT LOOK LIKE?**

<table>
<thead>
<tr>
<th>Business and community engagement</th>
<th>Courses mapped to career interests do not reflect any business and/or community connections.</th>
<th>A limited number of courses mapped to career interests show linkage to internship, job shadowing, and community service opportunities within student's area of interest.</th>
<th>Most courses mapped to career interests reflect business and community connections.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family engagement activities are scheduled.</td>
<td>Enrollment and assessment information is sent home to family.</td>
<td>Student assessments, interest inventories, and academic results are interpreted with family to discuss the career goals, course options, and habit preferences. Assessment results are used in the development of the IPS. Students have identified a career cluster as part of their IPS.</td>
<td>Student assessments, interest inventories, and academic results are interpreted with family to discuss the career goals, course options, and habit preferences as they relate to a career path/cluster and to review/revise the IPS.</td>
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<td>School staff is not engaged.</td>
<td>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.</td>
<td>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 related to the student’s IPS. Family member’s signature is required for enrollment purposes. Family member’s access to student’s IPS is established.</td>
<td>Family meets with student and school staff to develop IPS. Students have identified a career cluster or path as part of their IPS.</td>
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**Advisement Model: Ninth Grade Family Meeting**

All 9th grade students are provided career planning individually or in small groups. One individual review or update per year involving student, family, and school.

**Advisement Model: Continued**

Advisement sessions for students (middle -12th grade) 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).

**Family Engagement**

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 related to the student’s IPS. Family member’s signature is required for enrollment purposes. Family member’s access to student’s IPS is established.

**Relating Academic and Interests to Careers**

Academic assessments and interest assessments are administered and used.

Academic and interest assessments are administered. Student results are interpreted to and shared with the student and family. Student’s access to career 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 the career goals, course options, and habit preferences. Results are used in the development of IPS and the establishment of career clusters. Student has identified a career path or cluster as part of their IPS.

Academic and interest assessments are administered. Evidence exists that student assessments/interest inventories and academic results reflect decisions made regarding the career goals, course options, and habit 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.
### IEP Requirements

**Measureable Postsecondary Goals (MPGs):**

**A. Employment:** After graduation outcome statement based on an age-appropriate assessment that identifies the student’s strengths, interests, and preferences for employment.

**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.

**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.

### IPS Components

- **Career Goals:** that include identifying career plans, options, interests, and skills; exploring entry level opportunities; and evaluating educational requirements.

- **Postsecondary Education Goals:** include progress toward meeting admission requirement, completing application forms, and creating financial assistance plans.

- **No corresponding item from IPS**
## Transition Requirements and the IPS Crosswalk

<table>
<thead>
<tr>
<th>IEP Requirements</th>
<th>IPS Components</th>
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<tr>
<td><strong>Annually Updated MPGs:</strong> evidence that the MPGs are updated annually (i.e. signature on IEP, phone log, or other evidence)</td>
<td><strong>IPS is required to be reviewed and revised at least once annually.</strong></td>
</tr>
<tr>
<td><strong>MPGs are based upon age-appropriate transition assessments:</strong> 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</td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>Transition Services/activities:</strong> 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 &amp; Functional Vocational Assessments that are designed to enable the student to meet MPGs</td>
<td><strong>Extracurricular Activity Goals:</strong> that include documenting participation in clubs, organizations, athletics, fine arts, community service, recreational activities, volunteer activities, work-related activities, leadership opportunities, and other activities</td>
</tr>
<tr>
<td><strong>Note:</strong> If an extracurricular activity aligns with a (MPG) it should be considered a coordinated activity</td>
<td><strong>IPS Components</strong></td>
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**IPS Components**

**IPS is required to be reviewed and revised at least once annually.**  

**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.**

**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.
## TRANSITION REQUIREMENTS AND THE IPS CROSSWALK

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<th>IPS Components</th>
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<tr>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>Annual IEP Goals: that are aligned to support the MPGs</td>
<td>No corresponding item from IPS</td>
</tr>
<tr>
<td>Student Invitation: to an IEP meeting when transition services will be discussed</td>
<td>No corresponding item from IPS</td>
</tr>
<tr>
<td>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</td>
<td>No corresponding item from IPS</td>
</tr>
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</table>
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.
Next steps: What now?

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

• Planning
• Building relationships
• Fidelity
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.
RESOURCES

• IPS Toolkit and Resources:


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

- Beth VanVleck
- Elizabeth.VanVleck@ks.gov
Para Workgroup

Elena Lincoln
Language Assessment Program

Joan Macy
Erin Schuweiler

• Handouts
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.
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 KC DHH.
- 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
- 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:
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.

Kansans CAN

#KansansCan

KANSAS STATE DEPARTMENT OF EDUCATION  www.ksde.org