



Notes

Kansas Special Education Advisory Council

January 15, 2019

**Call to Order:**

Mike Martin called the meeting to order at 1:00 pm

**Roll Call – Members Present:**

Mike Martin	Rebekah Helget	Joan Macy
Amy Dejmaj	Tina Gibson	Chelle Kemper
Kathy Kersenbrock-Ostmeyer	Jennifer King	Judy Martin
Marvin Miller	Heath Peine	Robb Scott
Becci Werner	Lesli Girard	Rocky Nichols

**Members Absent:**

Stacie Clarkson	Heidi Cornell	Megan Laurent
Rachel Marsh	Deb Young	Laura Thompson

**KSDE Staff Present:**

Colleen Riley	Kerry Haag	Laura Jurgensen
Pat Bone	Amy Martin	Kelly Steele
Cary Rogers	Dean Zajic	Tammy Mitchell
Ann Yates		

**Guests:**

Mark Farr, KNEA

**Approval Of Agenda**

**Motion:** Kathy Kersenbrock-Ostmeyer

**SECOND:** Judy Martin

**Action:** Approved

**Approval of November 13, 2018 Minutes**

**Motion:** Rebekah Helget as amended

**Second:** Kathy Kersenbrock-Ostmeyer

**Action:** Approved

**Amendment:**

Include Lesli Girard in the member's present list.

## **Annual Report Review and Board Presentation process**

**Colleen Riley**

SEAC will present to the Kansas State Board Of Education (KSBE) the Annual Report for 2017-2018. This tradition of the council serves to inform the KSBE of our work and is required by the Individuals with Disabilities Education Act (IDEA). Kansas has added some positions to SEAC not required by the law, the Parent Training Center, the Disability Rights Center, and a Kansas State Board of Education member serving as a liaison in an ex-officio capacity. When we present to the board, please state your name, position of representation, and state board region in your introduction. Kathy Busch was elected to serve as Chair, and Janet Waugh as Vice Chair at their meeting this morning. Jim Porter is now the past chair. We have three new State Board members and they are Ben Jones replacing Ken Willard, Michelle Dombrosky replacing John Bacon, and Jean Clifford replacing Sally Cauble.

SEAC introductions will begin with Mike Martin, our current chair. Joan Macy, past chair, will go last and will present the 2017-2018 SEAC Annual Report. The Board may ask questions of any member.

Members went to the State Board of Education meeting to present the SEAC 2017-2018 Annual Report.

SEAC was recalled to order at 2:03 pm.

### **Board Presentation Debrief**

Questions/comments

Members thanked Joan for representing SEAC well and providing a specific legislative example for the board. To clarify the question asked about funding, Kansas does not receive \$300 million for Special Education and SEAC does not have any control of the expenditure of the funds Kansas receives. KSDE does receive federal investments for both title and special education that go out to districts. There is a board item later today that will inform the board about the federal dollars that come to Kansas and how they are used. Thank you for supporting the KSDE and board in our work with these areas to support students in an equitable way. The districts mentioned do receive funding based on federally identified formulas.

### **Redesign Update**

Tammy Mitchell

PowerPoint

A history of Redesign efforts at KSDE was provided along with data showing high school student success factors.

Redesign is not about students being on computers all day long. However, this is a common misconception of the work. The redesign effort is striving to be smarter with the use of technology to help or support our students. Technology may lead to providing more individualization for students and free up time for teachers to provide instruction.

Redesign efforts focus on four principles:

- Student Success Skills
- Community Partnerships
- Personalized Learning
- Real World Application

[Kansas Can Redesign Project Timeline](#) is located on the KSDE website. Look for additional details of the project in the School Redesign Documents on the right had side of the page.

Three cohorts are currently underway since the redesign project started in August 2017 Mercury, Gemini I, and Gemini II. There are 110 schools currently engaged in the redesign process. Commissioner Watson will kick off the Apollo project applications process next week.

Questions from SEAC to Tammy Mitchell

- Does KSDE encourage the involvement of special education directors in the redesign process? Yes, we encourage SPED teachers.
- Is there data showing how many special education directors are included in the redesign process? No, we have names of team members, but we have not asked what role they represent. This would be good to information to collect so we can establish who is represented. Having teachers and not directors is leading to conflict in districts and with parents on processes.
- Could we get information on the roles at our April meeting? Yes.
- Could we also look at all areas of special needs for example English Learners
- Parent involvement data? Please include numbers of parents participating with the April information. Parents are a required component in the redesign teams.
- We do not have data on military participation due to security issues. The military will not share this information.

Tammy will be prepared to provide information on the following questions at the April meeting.

1. Which redesign districts include special education directors in the redesign process?
2. Which districts include parents in the redesign process?
3. Which districts include EL and other special needs areas in the redesign process?

### **Dynamic Learning Maps**

Cary Rogers

PowerPoint

Cary has been reviewing the data for students who have taken the DLM and is using the data to determine where students are being assessed with the DLM but should be assessed using the regular assessments with accommodations. She is working with districts to be sure all students are being tested appropriately based on their needs.

Video examples of least dangerous assumptions:

- <https://youtu.be/1rlwA7C-vc8> (2 min video)
- <https://www.youtube.com/watch?v=6Rky2Bz6U4w> (3 min video)

Thank you Cary for all your support with the DLM.

### **1% memo**

Kelly Steele

PowerPoint

- KSDE is required annually to determine if a district exceeds 1% of students taking the DLM assessment.
- KSDE must ensure that all students are talking the test that best measures their performance and meets their needs.

- Participation guidelines for taking the DLM may be found at: [http://dynamiclearningmaps.org/sites/default/files/documents/Manuals\\_Blueprints/DLM\\_Participation\\_Guidelines\\_KS\\_20160106.pdf](http://dynamiclearningmaps.org/sites/default/files/documents/Manuals_Blueprints/DLM_Participation_Guidelines_KS_20160106.pdf)
- Students scoring at the mastering skill level should be taking the general assessments with accommodations instead of the DLM.
- Accommodations will be approved if the accommodation is regularly used with the student during instruction.
- Cary is working on further tools to help with determining when text to speech is appropriately used.
- This year more communication is going out that are leading principals and superintendents to ask more questions about alternative testing and its appropriateness.

**Elementary and Secondary Education Act (ESEA) UPDATE**  
PowerPoint

Dean Zajic

Explanation was provided for the indicators used in the determination for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support (ATS) schools.

- CSI schools are all Title I buildings and identified as being in the lowest 5% of the indicators used for determination. In addition, under the new Elementary and Secondary Education Act (ESEA), KSDE is required to identify every building that has a graduation rate for any subgroup that falls below 67%. There are 26 schools identified for CSI.
- TSI schools are buildings where any subgroup have performed below target for multiple years. There are 82 schools in this category.
- ATS is any school with a subgroup whose overall results are that of an identified CSI building. There are 23 schools in this category

Schools are identified in only one category. These are not district level identifications. CSI schools are identified for a 3 year period. Others categories are identified each year.

The [list](#) of identified schools was made public following the December State Board Meeting on the KSDE website. Courtesy calls were made to superintendents prior to the release of this information.

A request was made that notification of the status be sent to Special Education directors as well to be sure they are able to address improvements.

**State Report Card Changes**

- Federal guidance now requires posting these new subgroups on the report card. (Foster, Military, and Homeless) This information is already reported by districts but the requirement to include in the public format is new.
- Civil Rights data collection elements will now be included as required. Survey comes from the Office of Civil Rights at the US Department of Education. KSDE is not involved in this collection but we are required to publish the information.

**Board Breakfast instructions and wrap-up for the day**

Breakfast will begin at 7:30. Please try to arrive about 7:15. There will be a staff member to meet you at the door downstairs and let you in the building. We will be meeting in room 509 on the 5<sup>th</sup> floor. There will be nametags for you to pick up when you arrive.

Adjourned for the day at 4:00 PM.



Notes

Kansas Special Education Advisory Council

January 16, 2019

**Call to Order**

Mike Martin called the meeting to order at 9:03 am.

Thank you to Colleen, Amy and Pat for setting up the breakfast meeting this morning.

**Roll Call:**

**Members Present:**

Mike Martin	Rebekah Helget	Joan Macy
Amy Dejmaj	Tina Gibson	Chelle Kemper
Kathy Kersenbrock-Ostmeyer	Jennifer King	Judy Martin
Marvin Miller	Heath Peine	Robb Scott
Laura Thompson	Becci Werner	Lesli Girard
Rocky Nichols		

**Members Absent:**

Stacie Clarkson	Heidi Cornell	Megan Laurent
Rachel Marsh	Deb Young	

**KSDE Staff Present:**

Colleen Riley	Kerry Haag	Laura Jurgensen
Pat Bone	Amy Martin	Kelly Steele
Cary Rogers	Dean Zajic	

**Changes for today's agenda**

- Seclusion item on the agenda may be an action item as well as information.
- Request for Report from the Dyslexia Task Force – Heath Peine agreed to share information today.

**Seclusion Definition**

Jim McNiece, State Board Member  
Laura Jurgensen, KSDE  
Handout

Providing direction to the implementation of the Emergency Safety Intervention (ESI), Seclusion definition. This is a natural progression to add clarification without changing the intent of the regulations.

Rocky Nichols, Jim McNiece, Jim Porter, and Laura Jurgensen, led the subcommittee to put together the changes. The subcommittee consisted of a great cross section of KASB, teachers, superintendents, Technical Assistance Systems Network (TASN) coordination providers, and parents. Recommendations that are being presented today came as a unanimous decision from the sub-committee.

The approach to seclusion by schools should be if you think it might be, it is. Proper procedures should occur accordingly. The basis of the work is contained in the last sentence of paragraph one. *“If there is any question whether an incident was seclusion, such incident shall be reported as seclusion to KSDE and the parent.”*

Laura Jurgensen explained the work of the subcommittee on the handout.

Seclusion Definition during an ESI incident – key wording

- a. “Purposefully isolated from peers” – student has been removed from the educational setting or where a room or area is evacuated of everyone but the student and/or a staff member or members or where the student has been isolated within the learning environment.
- b. “placed” – must be construed broadly, if it meets other requirements for an ESI, follow procedures
- c. “enclosed area” – for seclusion purposes shall include any separate area, regardless of its size, configuration
- d. “student reasonably believes” This standard must be evaluated from the perspective of the student.

Draft regulations will be presented to the State Board in February for approval. Department of Administration will review following that step to determine if any additional steps are necessary to amend the regulation or if they may be implemented.

KSDE will provide a guidance document further explaining the intent once these additions have been formally approved.

### **Motion**

Kathy Kersenbrock-Ostmeyer, moved to endorse/approve the recommendations presented to SEAC from the workgroup and the endorsement be presented to the Kansas State Board of Education.

Second: Marvin Miller

Action: Motion passed.

### **Community Care Network of Kansas**

Katrina McGivern and Stuart Little

Formerly the Kansas Association for the Medically Underserved KAMU

Handouts

This is a member association consisting of health centers and primary care clinics. Handout – map of clinics.

Comprehensive primary care, mental health, and dental services are provided on a sliding fee schedule based on income.

They are working to develop school-based health services.

## Handout 2 (School-Based Services Survey Results)

- 14 clinics in schools in 27 school districts.
- Dental screening in schools are occurring widespread across the state.
- Mobile clinics visit school building. Working with schools to meet the local needs.

Legislation is being introduced to receive some funding to develop more school based services. This will be a 2-3 year project with expected outcomes to be evaluated at the end. There will be a grant process for receiving funding. KSDE and KDHE will both be involved in the development and implementation of this process.

We are working to lessen gaps in care for Kansas kids. The work may spread to families and staff in schools. Currently, one clinic has open hours for the community.

A school community that SEAC Chair Mike Martin has visited has seen a reduction in absenteeism and many other positive benefits for the students and families in that community.

The Community Care Network is looking for SEAC members to help us make connections and provide feedback on what needs you have identified in your areas of the state so they can communicate the need to the legislature to increase funding and meet our students' needs.

Please contact Katrina or Stuart with any feedback. You may send information to Pat Bone who will share them. Katrina or Start are willing to have conversations in your local community.

The number of grants being requested would fund 10-20 projects depending on the specifics being developed for the community making the request. Details are still being developed.

NW Kansas struggles with finding anyone to do dental screenings. This is an area that the community care network may be able to help.

The Community Care Network is looking for state funding. There are some federal funds currently in the reauthorization process. Senator Roberts is championing this at that level.

## **Technical Assistance Systems Network (TASN) Projects Spotlights**

Crystal Davis

Powerpoint

TASN website <https://ksdetasn.org/>

Creating and developing district capacity is the focus of TASN's work.

Programs highlighted today:

- Kansas CHAMPS and DSC Training Cadre.
  - The CHAMPS acronym stands for conversation, help, activity, movement, participation, success.
  - DSC stands for Discipline in the Secondary Classroom.
  - Safe and Civil School training topics.  
Trainers are available to come to you and provide supports in your district. Trainings are listed on the website. TASN is able to provide ParaPro for Para's and aids training. This could include other staff like cooks and maintenance staff. In the driver's seat focuses on bus drivers.

- Kansas Language Essentials for Teachers of Reading and Spelling (LETRS) training Cadre
  - Deep professional learning on how to teach reading, not a specific curriculum. Voyager Sopris Learning (VSL) is the group providing materials for this training. Transition to the updated third edition is to occur by the end of 2019. The LETRS Cadre will be provided the opportunity to become a facilitator and increase the number of trainers available. The online component with materials and content cost \$618 per teacher, payable in two payments. The quality of this opportunity is really high.
- Preschool grant presented to the State Board yesterday – Kevin Davis and Crystal worked with Amanda to include and expand the LETRS work into Early Childhood Literacy.

Please feel free to contact Crystal or use the big blue button on the TASN website.

Subscribe to the TASN monthly newsletter via the website to stay current opportunities. The newsletter highlights new and existing resources.

### **Public Comment**

No comments were received.

### **Member Reports**

- Families Together – Lesli Girard. No written report today. Data will be shared through Pat soon. There have been 8 calls on seclusion and restraint. Three were requesting information, 3 about restraint, and 2 about seclusion. School Mental Health Initiative work – Leia Holley is working on this initiative with the Family engagement team. Resources and training related to the work. Toxic stress is our latest document to come out for parents. Adverse Childhood Experiences (ACES) and resilience will be out soon. Received a grant to have an IEP mentor working with parents and schools – Darla Nelson Metzger and Laurie Gerber as well as a new staff member in Wichita are leading this work. New staff member in Topeka Corey Yarrow is working on family information for children born prematurely.
- KASEA – Heath – Winter Leadership Conference. Larger conference this year over 2 days with sessions occurring in four rooms. Conference will touch on rethinking special education and redesign, dyslexia, and leadership. There will be national presenters in some areas. Registration is still open and is not full. Feb. 26-27, 2019. Pat will send out again. Telemedicine and Medicaid – Billing is now available for teletherapy and speech pathology. Contact Stacie Clarkson for more information. KDHE has released the codes to be used. Communication on this issue has not been consistent. The KASEA legislative committee is discussing and looking at the proper direction moving forward to align federal and state special education law. It is under review at this time.
- DRC- Rocky Nichols – Itransition Kansas App – Working with other states to develop similar apps. Worked with Stakeholders and teachers to develop a web based application. <http://www.itransitionks.org/> Creates a draft transition plan that allows the student to provide input using a method with which they are familiar. Requested time to present the website functions at the April SEAC meeting. Student creates presentation that they share at their IEP meeting. It is a self-advocacy tool. It is a free app to schools and students. Student works with teacher to develop the plan. Time required is usually about 15 minutes. Colleen recommended this information also shared at KASEA region

meetings. Lesli shared that Families Together uses this app in their work with parents and families.

- Dyslexia Task Force – Heath. Draft Recommendation Handout. This is a draft and changes have occurred since the document was prepared. Highlights of the recommendations were shared.
  - Reading training
  - Professional learning
  - Screening and evaluation – last bullet will change language. Appendix C is being removed from the recommendations
  - Evidence based reading practices
  - Task force continue to meet yearly to review practices for efficiencyState Board will receive the report in February and hopes to act to move it forward.
- Judy Martin – shared the fact sheet on numbers of students experiencing homelessness. This was prepared by KSDE and reports numbers of homeless students in a district with more than 10 students. 8,471 students were reported for the 2017-2018 year. This number is going down the last few years. The McKinney-Vento grantees list is included also. Reminder homeless students without a parent available are eligible for an education advocate through families together.
- Mike has made contact with three legislators who have been very appreciative of his offers to provide information.

## **KSDE Updates**

Colleen Riley

### PowerPoint and Handouts

- Debrief of interactions with the State Board – All 10 board members attended the breakfast gathering this morning. Positive interactions are occurring. Team approach from the board is very positive. Thank you for your participation.
- Redesign is occurring in Kansas driven by the State Board. Help your areas push for community and parent involvement in the process of redesign. Encourage communication early and often.
- Kansans Can board outcomes and four principles of redesign handout.
- Cadre of trainers for personalized learning is being developed through TASN. More information to come as the work develops. Send your ideas to Colleen or Crystal Davis.
- Council requested more information on special education administrators at the redesign table and also the EL educators.
- Kansans Can conference session to address special education requirements would be helpful.
- Direction being provided from the Office of Special Education Programs (OSEP and OSERS) is Rethinking Special Education as well. This work fits well with Kansas work. Highlights:
  - Specially designed instruction.
  - Workgroups are being formed to define and refine processes.
  - Working from the least dangerous assumption perspective.
- Article 10 Big Ideas handout. Thought provoking article for your review.
- Leadership conference this summer will focus on the redesign and rethinking education perspective.
- At the April meeting we will need to look at SEAC membership and meetings occurring at the same time as State Board meetings. Ideas on how to coordinate are appreciated. Membership will be reviewed for what member positions will be open for the 2019-2020 year and the applications process to be used to fill the openings. Recommended new

members will go to the State Board in June for approval. SEAC will have nominations and election of the chair- elect also.



**Joint meeting of the  
Special Education Advisory  
Council  
And  
State Interagency Coordinating  
Council**



January 16, 2019

The meeting was called to order by Council Chairs Mike Martin and Dave Lindeman at 12:47pm.

**SEAC Members Present:**

Mike Martin	Rebekah Helget	Joan Macy
Amy Dejmal	Tina Gibson	Chelle Kemper
Kathy Kersenbrock-Ostmeyer	Jennifer King	Judy Martin
Marvin Miller	Heath Peine	Robb Scott
Laura Thompson	Becci Werner	Lesli Girard
Rocky Nichols		

**Members Absent:**

Stacie Clarkson	Heidi Cornell	Megan Laurent
Rachel Marsh	Deb Young	

**SICC Members Present**

Dave Lindeman	Heather Staab	Laci Reamer
Lisa Collett	Ann Elliot	Kate Walter
Shannon McMahon	Alix Kumer	Natalie McClane
Lesli Girard (both)	Karen Pahls	Maritas Altuna
Susan Bowles		

**KSDE Staff**

Amanda Petersen	Colleen Riley	Kerry Haag
Myron Melton	Laura Jurgensen	Jordan Christian
Pat Bone	Amy Martin	Dean Zajic

**Purpose of Today's meeting**

Colleen Riley

This combined meeting of SEAC and SICC was established 2009. Both councils have responsibilities to serve children and families in regard to the Individuals with Disabilities Education Act (IDEA). The councils strive to have at least one combined meeting to share information on the work they are doing to provide opportunities for Kansas children and families.

**Update on plans to strengthen Early Childhood in Kansas in 2019** Amanda Petersen  
Powerpoint

This type of meeting collaboration on early childhood will be important as we move forward in 2019. Kansans will be engaging in some big systems thinking to create a shared vision across agencies. KSDE received word in late December that Kansas received funding to move forward in this collaborative work.

This grant was authorized in the Every Student Succeeds Act (ESSA). It is a one year planning grant. KSDE is the lead agency as designated by Governor Colyer during the application process. Decisions are being made jointly with our early childhood partners the Children's Cabinet, the Department of Children and Families (DCF), and the Kansas Department of Health and Environment (KDHE). This project will allow Kansas to dream big and bring those ideas to the table. The final plan will be reflective of many perspectives. This work will build on existing programs first and create new pathways. A system must be built that is collaborative and functional.

Scope of work and budget approval will occur in conjunction with our federal partners soon.

Five broad pieces of work in this opportunity

- Comprehensive needs assessment
- Develop statewide strategic plan
- Maximize parental choice and knowledge
- Share best practices
- Improve the overall quality of early childhood care and education programs

What are the questions or thoughts you as council members would like to be considered as this work begins:

- Concerned about best practices being identified that are effective in both large and small environments. Kansas communities are very different and what works in one place will not work in another.
- Rural area options that can be provided equitably across the state.
- How will it interface with childcare? It is a multi-sector effort to build a system for school based and community based programs including both public and private supports for families.
- Quality services require quality professionals. Professional development and preparation programs to meet staffing needs.
- Engagement of non-state agencies and families to be involved in the building of this system.

Needs assessment and developing strategic plan. Questions/thoughts

- Revisit groups after the plan is completed to gain their endorsement. Create an endorsement process feedback loop.
- This is a great opportunity and we are excited to see where it goes.

Help Me Grow (federal program) work is being implemented in SE Kansas, Geary County and Ellis County. Pulls all of the early childhood workers together to share information and referrals. Expansion across the state and linking with additional partners has also occurred. One advantage is time savings in making necessary connections.

Quality expansion of early childhood services will be the next step if time and funding remains as the other steps in the project near completion.

Expected Outcomes

- Decisions affecting early childhood in Kansas are informed by and coordinated through children, parents, families, communities, stakeholders and agencies.
- An actionable, statewide strategic plan for early childhood is relevant to and validated by stakeholders and communities.

- Best practices are amplified, and workforce challenges are recognized and addressed.
- Quality services in communities are connected, coordinated and accessible so that families have choice in the resources that best meet their needs.
- A sustainability plan leverages funding to scale efforts, maximize efficiencies and increase access to early childhood services.

#### Thoughts/Comments

- Thanks to KSDE and Amanda for undertaking this endeavor. It is exciting to hear about the collaborative effort underway.
- Engage parents early and often in the process.
- Rethinking special education as directed by OSERS.
- Make the needs assessment relevant...is there a plan to increase outreach if it doesn't meet with the expected reactions across the state. Some of this work and the stories surrounding it are already being collected and will be used. Citizen journalists are a part of the plan for incentives and encourage participation.
- Family stories are being analyzed to determine whether we are reaching a broad audience, not just families who are happy with the current situation they are experiencing.
- Excited to see how the tools will layer together and how they align and where discrepancies flesh out.
- Involvement of migrant, culturally diverse families? Migrant liaison could be very helpful in reaching this population.

#### **Preschool Inclusion**

Amanda, Dean, and Natalie

Preschool Inclusion in Kansas. Programs have received increased funding for state funded programs that school districts are using to fund early learning programs. Programs are asking how they can become more inclusive. We want programs to serve the needs of all children.

Resources – Materials will be provided and sent out following the meeting.

- phone calls and onsite visits used
- Items to consider when creating new programs. Planning stage resources with links to more in depth resources
  - class size
  - teacher certification
  - Curriculum – same across different sites?
  - structure
  - funding sources
  - advisory councils
  - food
  - health and safety concerns
  - transportation
  - community needs
  - connect with support systems, TASN, Co-teaching, MTSS team,
- What resources are you using to increase integration?
  - Partner with head start to create classrooms where you can tell what designation the child comes from, at risk, special needs, etc. Try to maintain the curriculum in all programs. Do activities that look alike. Standards for different programs vary. Use curriculum that meets the most rigorous standards.

- Use best practice. What does the child need? This work requires constant conversations for staff to cover all requirements of the funding streams.

#### Dean - Funding

Least Restrictive Environment (LRE) is being met at a higher level for older students but is not progressing as rapidly in our early childhood programs. We have received increased funding from the state to equal about 1000 students every year in addition to the funds that were already available. We are getting closer to meeting the needs of 3 and 4 year olds. Funding for these programs can be combined as long as requirements of each program are met.

Funding streams: Categorical aide (based on staff time), special education general aid for preschool students, at risk funds,

#### Questions/Resources

- Looking at general education at pre-school level – continuum of services from home based setting in the community to the classroom. Challenges of providing services in these settings. Creating a more least restrictive environment for these children. KSDE is working with districts to improve relationships with non-public entities. Actively inviting participation in staff development opportunities is one way districts are helping the private settings. Where services are received is an Individualized Education Plan (IEP) team decision. It is more than a funding question. Encouraging schools to think more broadly about other dollars they have access to for supporting these programs.

#### **State Performance Plan (SPP) Transition Indicators**      Natalie McClane and Heather Staab PowerPoint

Common Data Measurements- Indicators C3 (IDEA Part C) and B7 (IDEA Part B) Early Childhood Outcomes. This outcome measures:

- Positive social-emotional skills (including social relationships);
- Acquisition and use of knowledge and skills (including early language/communication and early literacy);
- Use of appropriate behaviors to meet their needs.

SPP/APR due February 1<sup>st</sup>. Part C data requires approval from the SICC subcommittees, and is signed by the SICC chair. It is not finalized yet for submission or to be shared today.

Part B Indicator 7 Early Childhood Outcomes (refer to slide for data parts A, B, and C) Data set 1 is the percentage of kids showing increased skill and 2 is the percentage of kids functioning within age expectations for each area.

- A. Positive social-emotional skills (including social relationships);
  1. 90.68%
  2. 65.94%
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
  1. 89.06%
  2. 63.03%
- C. Use of appropriate behaviors to meet their needs.
  1. 90.56%
  2. 78.02%

Data is collected by programs using authenticated web systems. As children enter Part B, initial testing and data is entered, and when the child exits Part B new data is entered as well. Staff working with the child enter the data into the database.

Part C Indicator 8 Early Childhood Transition- the percentage of toddlers with disabilities exiting Part C and entering Part B in a timely manner.

Part B Indicator 12- compliance indicator of Transition from C to B for eligible children to have an IEP developed and implemented by the child's third birthday. Goal is 100% for Kansas, currently at 99.6%. Communication has improved between partners at the local level in Kansas over the last decade, which has led to a higher percentage of compliance on Indicator 12.

SPP/APR Update

Heather Staab

Currently, at the end part of the reporting period. Eleven indicators are included on the Part C report. We will be requesting stakeholder input on targets for the next 5 year period during 2019. Part C occurs in homes and community settings. Working to boost process of engaging family input in the providing of services. Changing methods of collecting survey information to incorporate the use of tools and apps to collect this survey data. The State Systemic Improvement Plan (SSIP) for part C is around the social emotional growth of students. Data will be finalized soon and Jordan can send out information once it is finalized.

Kansas Resource Guide has transitioned to the Kansas Children's Service League (KCSL). It is now a 24 hour hotline. Press releases will be coming out soon.

### **SICC Updates**

Jordan Christian

PowerPoint

Shared update with SEAC in July and shared the State Interagency Coordination Council (SICC) Annual report.

Transitions in Membership are occurring and waiting on the Governor's Office to confirm. Expected total membership will be 20 at the conclusion of the changes.

Success stories:

- Local Interagency Coordinating Council (LICC) approving lead agency changes.
- LICC involvement with the SICC
- Updates to LICC by-laws. Including clarification of voting members.
- Increases in parent participation, health services organizations, Local council involvement is increasing. Improved involvement with Parents as Teachers and connecting with LICC. Increased involvement with the Help Me Grow project.
- KDEC conference Feb. 27-March 1. SICC-LICC presentation at the conference.
- Sub-Committee work
- Learn the Signs Act letter of support. Supports activities to raise awareness fo kids needing services. Supports early identification and early screening.
- Website updates to include LICC information
- Expanded membership
- Local program presentation at every SICC meeting

You are invited to attend meetings or to visit the SICC website for information.

<https://www.kansasicc.org/>

Much work is occurring and being coordinated across the state in the area of school mental health. Community partnerships are a key component in this work. State Personnel Development Grant (SPDG) is the funding source for the school mental health professional development system. Working on building a tiered intervention system. Community partnerships includes more than community mental health centers (CMHC's). Currently working in a small number of districts and discussing how to ramp out and out to others..

School Mental Health Initiative (SMHI) – 5 year grant for the development of a system. It is currently in the first full year of implementation. There will be online resources available and a set of coaching protocols. Mentors will also be established to assist other districts in development of their system. The evaluation component will measure the progress and success of the initiative. This work helps inform the school mental health advisory council on the progress. This project is working with Families Together and Kansas Parent Information Resource Center (KPIRC) on family engagement pieces to support the work.

Mental Health Intervention Pilot – This is a Kansas legislative pilot project that is providing funding to focus on interventions and partnerships. This work is specifically focused on foster care students and students in state custody. It is connecting with Community Mental Health Centers and is very specific intervention work. This pilot project is also building a statewide database.

School Mental Health Advisory Council – collaborative group with the Kansas State Board of Education.

Purpose of the council:

- Coordinate with legislators/stakeholders
- Form statewide collaborative partnerships
- Advise the Kansas State Board of Education on unmet needs in school mental health

Recommendations made to the state board of Education at the meeting on January 15, 2019 for consideration are:

- Required Suicide Awareness and Prevention Training
  - 1) State Board of Education provides guidance to districts on the implementation of Jason Flatt Act that includes:
    - Initial overview for all staff
    - Differentiated training for successive years and role of staff
    - Districts develop and implement suicide protocols embedded in a crisis plan
  - 2) Direct KSDE to revisit how they monitor the implementation of the suicide prevention requirements within the accreditation regulations (K.A.R. 91-31-32(c)(12)) and provide support and resources to districts for families, students and others related to suicide awareness and prevention
  - 3) Recommend the Kansas Communities that Care Survey be promoted, and aligned to the Attorney General's Youth Suicide Prevention Task Force recommendations.

- Mandated Reporter Training
  - 1) Require staff training on mandated reporting requirements and procedures
  - 2) Required training would include signs of abuse and neglect, to include child sexual abuse
  - 3) Recommend that districts institute, revisit or revise policies related to mandated reporting

These items are not necessarily new but the level of implementation varies greatly across the state.

Suicide is a crisis in Kansas. Data pulled from the Kansas Communities that Care Survey of Kansas Students currently shows:

- 20% of students have had suicidal thoughts.
- 12% have a plan for carrying out suicide.
- 6% have made an attempt to commit suicide.

KESA requires training for suicide training – Handout of KAR 91-31-32 (12). Recommendations are based to increase training and resources available to staff and schools.

Mandated Reporter Training. This recommendation stemmed from discussion around Erin’s Law on sexual abuse. Every educator is required to be a reporter but training for being a reporter is not currently required.

Handout – Child Abuse sample board policy provided by KASB.

New unit at KSDE, based on action from the 2018 legislature, Safe and Secure Schools. Much of what they do has to do with facility safety and procedures. They are also working on crisis plans and the connection that has with our mental health work.

#### Discussion/Comments

- Lesli Girard, Families Together, shared two handouts of resources on ACES and Toxic Stress
- She has documents to share. Contact Lesli for additional copies at [Lesli@famieliestogetherinc.org](mailto:Lesli@famieliestogetherinc.org).
- Mandated Reporter document from KCSL is really clear on responsibilities and will provide copies as requested.
- It is not an educator’s responsibility to determine that abuse has occurred but to report that abuse is suspected. It can be done anonymously.

#### **Motion to adjourn**

Motion: Kathy Kersenbrock-Ostmeyer

Second: Chelle Kemper

Action: Passed

Thank you to all the presenters for sharing the valuable information.

Meeting adjourned at 4 PM.