Welcome to the Special Education Advisory Council Meeting

Please be sure your microphone is muted until you wish to participate in an open discussion with the council.

The meeting will start promptly at 9:00.
How to pin the Interpreters Video

Our Interpreters today are Allison Gile and Malonda Hudson

At the top of your meeting window, hover over the video of the participant you want to pin and click ... From the menu, click Pin.

Optional: If you want to pin additional videos (up to 9 total), follow steps 1 & 2 again as needed.
Optional: If you have at least 3 participants in the meeting and dual monitor enabled, you will have the option to pin to your first screen or your second screen.
Public Comment

• Guidelines for Testimony
  • Prior to start of the SEAC meeting, be sure to email Pat Bone, pbone@ksde.org expressing desire to speak during public comment.
  • All comments will be taken under advisement by the council.
  • Any response from the Council to public comments will come at a later date.

• Verbal Public Comment
  • Verbal comments are limited to three minutes.
  • Cue will be given one minute before time expires.

• Written Testimony
  • Written input must include the name, address and county of residence of the person submitting comment.
  • Written comments can be submitted via email, mail, or fax to the secretary of the SEAC.
Call to Order

• Welcome

• Roll Call
Approvals

• Agenda for today, November 10, 2020

• Minutes September 23, 2020
Public Comment

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McKinney-Vento (Homeless) Children and Youth

Prepared for SEAC November, 2020
Introduction

Maureen Ruhlman, Kansas Department of Education

McKinney Vento State Coordinator
Education Program Consultant
Special Education & Title Services
(785) 296-1101
mruhlman@ksde.org
Today We’re Briefly Discuss

Basics of McKinney Vento (homeless)

State and District information

What we’re hearing from districts statewide
Who Is Homeless?

• Children or youth who lack a fixed, regular, and adequate nighttime residence, including children and youth who are:

  • Sharing the housing of other persons due to loss of housing, economic hardship, natural disaster, or a similar reason

  • Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations

  • Living in emergency or transitional shelters, or are abandoned in hospitals
Students Experiencing Homelessness May:

- Be unable to meet school enrollment requirements.
- Move around and change schools a lot.
- Be hungry, tired, and stressed.
- Not have school supplies or a quiet place to study.
- Not have access to reliable transportation.
- Not have a parent or guardian to help them (unaccompanied youth).
Students Experiencing Homelessness are more likely to:

• Be chronically absent from school
• Get lower grades
• Have special education needs
• Score poorly on assessment tests
• Drop out of school
2018-2019 Kansas Homeless Data

Homeless Children & Youth sorted by living arrangement:
185 districts reported identification of 9,014 students
- 7,434 doubled up (living with another family)
- 894 in shelters or transitional housing
- 139 Unsheltered (cars, parks, campgrounds, temporary trailer, or abandoned buildings)
- 544 Hotels/Motels

Homeless Children & Youth sorted by other characteristics:
- 1,032 Unaccompanied Youth
- 1,718 Students with disabilities
- 1,244 Limited English Proficient (LEP)
- 202 Migrant

Districts reported 9,014 Homeless Students

Districts reported 1,032 Unaccompanied Youth
# 2019 - 2020 Kansas Homeless Student Count

**Districts reporting 9 or fewer Homeless Students are not included on this list**

<table>
<thead>
<tr>
<th>District</th>
<th>2019 Students</th>
<th>2020 Students</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turner</td>
<td>81</td>
<td>290</td>
<td>371</td>
</tr>
<tr>
<td>Piper</td>
<td>10</td>
<td>305</td>
<td>315</td>
</tr>
<tr>
<td>Bonner Springs</td>
<td>11</td>
<td>308</td>
<td>319</td>
</tr>
<tr>
<td>Moscow</td>
<td>14</td>
<td>313</td>
<td>327</td>
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<tr>
<td>Hugoton</td>
<td>47</td>
<td>336</td>
<td>383</td>
</tr>
<tr>
<td>Elkhart</td>
<td>24</td>
<td>345</td>
<td>369</td>
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<tr>
<td>Blue Valley</td>
<td>124</td>
<td>346</td>
<td>470</td>
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<tr>
<td>Spring Hill</td>
<td>36</td>
<td>347</td>
<td>483</td>
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<tr>
<td>Gardner-Edgerton</td>
<td>52</td>
<td>348</td>
<td>400</td>
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<tr>
<td>DeSoto</td>
<td>12</td>
<td>353</td>
<td>365</td>
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<tr>
<td>Olathe</td>
<td>420</td>
<td>357</td>
<td>777</td>
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<tr>
<td>Fort Scott</td>
<td>77</td>
<td>362</td>
<td>439</td>
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<tr>
<td>Lebo-Waverly</td>
<td>23</td>
<td>365</td>
<td>388</td>
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<tr>
<td>Burlington</td>
<td>46</td>
<td>366</td>
<td>412</td>
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<tr>
<td>Frontenac</td>
<td>10</td>
<td>367</td>
<td>467</td>
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<tr>
<td>Pittsburg</td>
<td>255</td>
<td>373</td>
<td>628</td>
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<tr>
<td>North Lyon</td>
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<td>374</td>
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<tr>
<td>South Lyon</td>
<td>19</td>
<td>382</td>
<td>571</td>
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<td>Emporia</td>
<td>69</td>
<td>363</td>
<td>432</td>
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<tr>
<td>Iola</td>
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<td>385</td>
<td>496</td>
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<tr>
<td>Wichita</td>
<td>1541</td>
<td>402</td>
<td>1943</td>
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<tr>
<td>Derby</td>
<td>49</td>
<td>404</td>
<td>453</td>
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<tr>
<td>Haysville</td>
<td>189</td>
<td>405</td>
<td>594</td>
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<tr>
<td>Valley Center</td>
<td>18</td>
<td>409</td>
<td>598</td>
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<tr>
<td>Clearwater</td>
<td>25</td>
<td>413</td>
<td>668</td>
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<tr>
<td>Goddard</td>
<td>41</td>
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<td>829</td>
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<tr>
<td>Maize</td>
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<td>417</td>
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<td>Chase County</td>
<td>22</td>
<td>418</td>
<td>630</td>
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<tr>
<td>West Franklin</td>
<td>65</td>
<td>421</td>
<td>676</td>
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<td>Central Heights</td>
<td>19</td>
<td>428</td>
<td>617</td>
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<tr>
<td>Wellsville</td>
<td>72</td>
<td>434</td>
<td>1157</td>
</tr>
</tbody>
</table>

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Kansas leads the world in the success of each student.
2019 - 2020 Kansas Homeless Data

Homeless Children & Youth sorted by living arrangement:
171 districts reported identification of 7607 students
- 6419 doubled up (living with another family)
- 644 in shelters, transitional housing, or awaiting foster care
- 129 Unsheltered (cars, parks, campgrounds, temporary trailer, or abandoned buildings)
- 415 Hotels/Motels

Homeless Children & Youth sorted by other characteristics:
- 945 Unaccompanied Youth
- 1674 Students with disabilities
- 1062 Limited English Proficient (LEP)
- 204 Migrant

Districts reported 7607 Homeless Students

Districts reported 945 Unaccompanied Youth
School Staff Resource Guide

Available in pdf format on the KSDE website

Educating Homeless Children and Youth

Resources:

Kansas School Staff Resource Guide Homeless Children And Youth (PDF)
Cause I Ain't Got a Pencil

by Joshua T. Dickerson

I woke myself up
Because we ain't got an alarm clock
Dug in the dirty clothes basket,
Cause ain't nobody washed my uniform
Brushed my hair and teeth in the dark,
Cause the lights ain't on
Even got my baby sister ready,
Cause my mama wasn't home.
Got us both to school on time,
To eat us a good breakfast.
Then when I got to class the teacher fussed
Cause I ain't got a pencil.
Licensure Update

Mischel Miller
Susan Helbert

Kansas leads the world in the success of each student.
Licensure

• Draft of regulations currently in review process
• Teacher Prep Programs and varying skills
• Formation of Sub-Committee (January, 2021)
BREAK – 10 minutes
Bylaws

Laura Jurgensen

Handout
By-Laws Handout

KANSAS
SEAC
Kansas
Special Education
Advisory Council
Bylaws
Secondary Transition

Bert Moore, Stacie Martin, Wendy Coates

Handout
18-21-year-old Services

Lesli Girard, Families Together, Inc.
KSDE Updates

• W-9 Forms
• Law Conference
• Navigating Change Update on Special Education
Council Member Reports

- Families Together, Inc.
- Kansas Association of Special Education Administrators
- Disability Rights Center
- Others
Lunch – Muted Break

Meeting to resume at 12:45 PM
Joint meeting of the SEAC and SICC
COVID’s Impact on EC Services and Settings

Jennifer King
ECO Team Evaluations (C to B & Screening)

• What’s the same?

  • Number of students evaluated compared to same time last year
  • Mostly still in-person evaluations
  • Most meetings F2F
  • Staff, schedule, testing tools, etc.

• What’s different?

  • Working further out on birthdays
  • Families have option for a virtual eval
  • Meetings offered virtually
  • F2F meetings in our playroom to allow for social distancing
  • 3-4 children scheduled per testing session
  • Masks, cleaning, etc.
PreK Programs

• **Qualified Students Ages 3 to 5 with IEPs:**
  • Mixed Abilities Classroom (5 days/week for 3 hours/day)
  • “Buddy” at-risk class
  • Unified Classroom (5 days/week for 3 hours/day)
  • Community-Based Education Training Services (CBETS)
    • At any in-district licensed childcare center
  • Speech-only

• **At-Risk Students Age 4 by August 31st**
  • At-Risk Classroom (5 days/week for 3 hours/day)
    • One school has a full-day program.
  • Unified Classroom (5 days/week for 3 hours/day)
Increased PreK Options for Families

• In-person (5 days/week for 3 hours/day)
• My School Remote (5 days/week for 3 hours/day)
  • We provide iPads to all and offer wifi packs as needed.
• RWA for the classroom, but receiving related services
  • Virtually
  • In-person
    • Parent brings to neighborhood school
    • Transport to neighborhood school
    • At their in-district licensed childcare center
Unique Factors Impacting LRE

• Families not coming to screening or transitioning from C to B due to concerns about exposure to COVID
• Families opting to RWA some or all services due to COVID concerns
• Some entities aren’t making referrals to infant-toddler because they are virtual, resulting in later identification and services
• Closing of some full-day options for families
• Childcare programs that don’t allow enrollment in both our classes and their programs due to increased exposure
• Childcare programs that won’t allow CBETS staff into their facility
• Some students with developmental delays experience increased difficulty adapting to classrooms due to social distancing
What we can do...

To help ensure the LRE...
- Work with IEP teams to modify/accommodate because the LRE for a typical year is still the right placement, but additional accommodations/modifications may be needed.
- Offer families options because some services are better than no services.
- Continue to help families make informed, guilt-free decisions.

To make programs run smoothly regardless of what happens...
- Cross-train staff for in-person roles in case of illness or quarantine.
- Evaluate needs for virtual situations (e.g. headphones, VPN access, home workspace).
- Find solutions or work-arounds for obstacles with virtual evals and meetings in the spring.
- Train new team members on virtual evals and meetings while F2F.
- Have a plan for various learning models ready to submit to your board if needed because what works for general education, or even K-12 special education, may not meet the needs of EC families, students, or allow you to meet state and federal requirements.
<table>
<thead>
<tr>
<th>Option</th>
<th>Staff Location</th>
<th>Evaluation Location</th>
<th>Evaluation Type</th>
<th>Meeting Location</th>
<th>Student/Family Exposure</th>
<th>Staff Weekly Exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Building</td>
<td>Building (virtual option)</td>
<td>4 Students in each of (2) 1.5 hour sessions per day with each student attending 2 days 12 students/week</td>
<td>Building (virtual option)</td>
<td>24 people per day for 2 days +5 at meeting +possible translators, hearing, vision, audiology</td>
<td>52 (not does not count repeated exposures to the same people within the week) +possible translators, hearing, vision, audiology</td>
</tr>
<tr>
<td>B</td>
<td>Building</td>
<td>Building (virtual option)</td>
<td>4 Students in each of (2) 1.5 hour sessions per day with each student attending 2 days 12 students/week</td>
<td>All Virtual</td>
<td>24 people per day for 2 days +possible translators, hearing, vision, audiology</td>
<td>40 (not does not count repeated exposures to the same people within the week) +possible translators, hearing, vision, audiology</td>
</tr>
<tr>
<td>C</td>
<td>Alternating Days in the Office with half in building at a time Building w/ Cohorts (virtual option)</td>
<td>2 students in each of (2) 1.5 hour session with each student attending 1 day 12 students/week</td>
<td>Building (virtual option)</td>
<td>12 people w/ no repeated exposure +possible translators, hearing, vision, audiology</td>
<td>26 people (does not count the repeated exposure to staff in cohort) accounts for about ½ F2F meetings +possible translators, hearing, vision, audiology</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Alternating Days in the Office with half in building at a time Building w/ Cohorts (virtual option)</td>
<td>2 students in each of (2) 1.5 hour session with each student attending 1 day 12 students/week</td>
<td>All Virtual</td>
<td>12 people w/ no repeated exposure +possible translators, hearing, vision, audiology</td>
<td>20 people (does not count the repeated exposure to staff in cohort) +possible translators, hearing, vision, audiology</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Remote</td>
<td>All Virtual</td>
<td>12 students/week</td>
<td>All Virtual</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
BREAK – 10 minutes
1-800-Children Helpline

Danielle Brower

Kansas leads the world in the success of each student.
New Members

1. Laurie Schmitt (Parent Member)
2. Amy Meek (KCCTF)
3. Liz Long (Medicaid)
4. Jennifer Oborny (Provider Member)
5. Shannon McMahon (Head Start)
6. Alex Red Corn (Public Member)
Activities in 2019-20

- ICC worked collaboratively with KDHE following the Part C Needs Assessment in the development of a Part C Strategic Plan.
  - ICC Members participated on the work group committees: Grant Process Committee, Data Committee, Fiscal Committee, Workforce Committee, Practice Committee, Family Engagement Committee.

- The ICC worked to advise and assist KDHE with its State Performance Plan (SPP) for Part C of IDEA.
  - Particular emphasis was given regarding the data surrounding transition at age three.
  - The ICC signed and approved the Part C SPP, as part of the February 1 submission to the US Department of Education.
Activities in 2019-20

• Developed a guidance document for LICCs- “LICC Handbook” (website)

• Wrote and Approved a support letter for Families Together to remain the official Parent Training and Information center for Kansas.

• Provided feedback to the Kansas Preschool Development Grant Leadership team regarding issues of young children with disabilities and their access to services as well as professional development.
Committees
• Executive Committee
• Social-Emotional Workgroup
• SPP/APR
• Funding Committee
• LICC Retreat
• ECLRE Committee
Presentations

• Input from local programs. The following have presented:
  • TARC tiny-k Services (Topeka)
  • Kid-Link DSNWK (Stockton)
  • NW KS Education Service Center (Oakley)
  • Russell Child Development Center (Garden City)
  • USD 501 Parents As Teachers (Topeka)
  • Blue Valley Parents As Teachers (Overland Park)

• Input from the Statewide System Level
  • KSDE Social-Emotional Initiatives
  • The Kansas Insurance Department
  • University of Kansas Center for Public Partnerships and Research
  • Kansas Deaf-Blind Project
  • CDC Learn the Signs Act Early Program
  • The Kansas Children’s Cabinet and Trust Fund
  • Kansas Parent Information Resource Center
  • Families Together
  • Kansas Children’s Service League
  • Lakeshore Learning
Committees

- Executive Committee
- Social-Emotional Workgroup
- SPP/APR
- Funding Committee
- LICC Retreat
- ECLRE Committee
Next Meeting: December 18th
Early Childhood and Special Education Vacancies

Mischel Miller, Susan Helbert, KSDE
Dr. Eva Horn, University of Kansas
Dr. Mary Deluccie, Kansas State University

Kansas leads the world in the success of each student.
KSDE and KDHE Updates
ESI Update

Laura Jurgensen
Parents declining transition Due to COVID
Julie Rand
Data and Decline in Referrals

Heather Staab
Discussion

How do we support with identification of need and service provision?
Closing Comments

Dave Lindeman, SICC Chair
Heath Peine, SEAC Chair
Keep The Main Thing The Main Thing
Adjournment

• Next SEAC Meeting: January 12-13, 2021
  • Virtual

• Items for next agenda

• Motion to adjourn