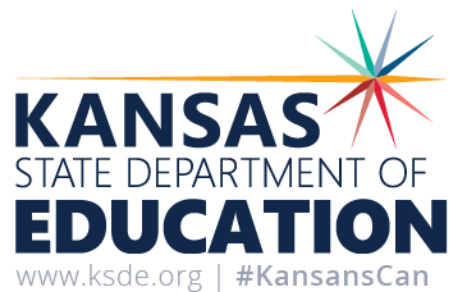




# Special Education Advisory Council



January 15, 2020

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

# Call to Order

- Roll Call
- Guest Introductions



# State Board Conversations

- Debrief discussion of conversations with board members



# FFY 2019 Annual Performance Report Targets



Laura Jurgensen  
[Ljurgensen@ksde.org](mailto:Ljurgensen@ksde.org)

Handout

# Responding to Public Comments during the SEAC meeting

- Rebekah Helget
- Bert Moore



# Transition Workgroup Recommendations



Jim Porter, State Board Member  
Jim McNiece, State Board Member  
Dean Zajic, KSDE  
Stacie Martin, KSDE  
Wendy Coates, KSDE

# Recommendation 1

- Ensure the entire special education system is focusing on increasing understanding, engagement and planning of post-secondary transition at all ages, including early childhood, for students with disabilities by supporting transition preparation and planning through training, technical assistance, professional development and evaluation of implementation.



# Recommendation 2

- Establish and promote a model for effective IEP meeting practices and procedures that ensures IEPs are student led and emphasize transition across the lifespan.





# Recommendation 3

- Establish and promote a model for consistent child-find practices to ensure all students with disabilities that require an IEP are correctly identified.



# Recommendation 4

- KSDE will work with disability stakeholders who will develop training and technical assistance to ensure transition planning includes all alternatives to guardianship (durable powers of attorney, supported decision making, etc.) are presented to ensure choices are fully informed and carefully made. Guardianship is the last resort and is utilized only after other less restrictive alternatives have been fully considered. KSDE will gather data regarding guardianship decisions.



# Recommendation 5

- Work with stakeholders to provide materials, training and technical assistance to ensure schools better understand, inform, and provide resources to parents and students about services in the community that support individuals for effective transition during and beyond school, and throughout their lifespan.



# Recommendation 6

- Establish and promote a model to educate families and professionals on how to prepare for transition beginning in early childhood and provide effective information as to how such preparation would lead to better outcomes for transition, which will ensure expectations are limitless.



# Recommendation 7

- Work with other states, Kansas state and local agencies and programs (Vocational Rehabilitation, Department of Commerce, Workforce Centers, Medicaid, HCBS Waivers, Independent Living Centers, etc.) to support the “braiding” of funds between the different systems, including providing training and technical assistance to schools, thus creating a more effective coordination of resources.



# Recommendation 8

- KSDE, working with disability stakeholders, will establish and promote a model to provide training to schools and teachers on how to ensure students are trained in best practices in self-advocacy and self-determination beginning at early childhood.



# Recommendation 9

- KSDE will work with the Kansas State Board of Regents, disability stakeholders, Kansas private colleges, and others to develop training and technical assistance to schools regarding resources available to support transitioning students into post-secondary education and training opportunities.



# Recommendation 10

- KSDE will establish and provide guidance on quality practices to ensure schools provide individualized supports and services for students age 18 through 21.





# Transition – Systems Change and Coordination

- KSDE will provide a model to ensure students with disabilities with IEPs of appropriate age, and their legal decision makers, receive a referral to Vocational Rehabilitation and Workforce Development Centers.
- KSDE will provide a model for schools to ensure transition plans have meaningful steps, activities and mechanisms to ensure students with disabilities transition to competitive, integrated employment as the first and preferred option.



# Transition – Systems Change and Coordination

- KSDE will work with the Kansas Vocational Rehabilitation program on methods to better ensure more active and effective engagement with schools regarding post-secondary transition.
- KSDE will work with the Executive Branch agencies to be intricately involved in the coordination of planning and implementation efforts on disability employment issues. KSDE needs to have key decision makers involved and engaged with Executive Branch agencies in an effective method to coordinate disability employment and post-secondary transition issues. This coordination is important to ensure improved disability employment outcomes, including post-secondary transition.



# Transition – Capacity Building

- Ensure schools are providing effective numbers and sufficiently trained transition coordinators/specialists.
- Working with disability stakeholders, develop a plan to increase independent advocates in order to empower parents and students to effectively navigate the special education system and advocate during planning and implementation of the individualized educational program and process, including transition.
- Working with disability stakeholders, develop a plan to ensure better access to benefits planners and planning materials to bust the myths surrounding employment and disability benefits. This access to benefits information and planners must start early to combat the systemic and prolific myths about work and benefits in the disability community.



# Transition – Data Collection and Tracking

- Create a heat map of the state to identify where students are transitioning into sheltered workshops.
- Identify districts providing real working experiences in the community for youth.
- Identify districts providing real working experiences in the community for youth.
- Determine which districts are collecting their own post-school data,
- Perform additional data collections and analysis as may be necessary to implement other recommendations of the Transition Workgroup, including survey and other data to gauge school performance on the IEP and transition issues contained in the Employment Systems Change Coalition report.



# Select Committee

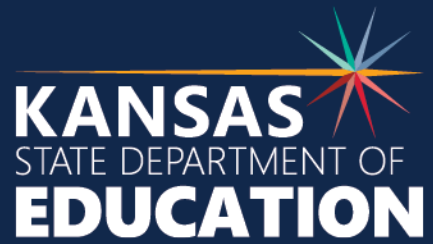
- Form committee to develop response from SEAC regarding transition to the State Board at their February meeting



# Public Comment

- Guidelines for Testimony
  - Prior to start of the SEAC meeting, be sure to sign in on the “Public Comment” sign in sheet.
  - 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.





# Working Lunch

# Member Updates

- Families Together
- KASEA
- Disability Rights Center
- Other Council Members





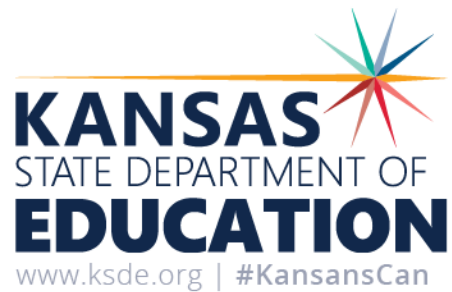
# KSDE Updates

- Dyslexia Task Force
- Legislative Bills
- Bullying Task Force Report
- Significant Disproportionality Identification
- Language Assessment Program Information (Handout)





# Dyslexia



New initiatives for schools

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



# Dyslexia Recommendations

[www.ksde.org](http://www.ksde.org) search under D

# Professional Learning

School systems shall provide evidence based and consistent professional learning opportunities consisting of training regarding the nature of dyslexia, an introduction to procedures to identify students who are struggling in reading, and an introduction to intervention strategies and procedures. Professional learning should consist of the following: (By August 2020)

- Overview of science and how science works to solve problems and create solutions including the scientific method.
- Information concerning the meaning of terms research based and science based and how to identify programs that are science based.
- Definition of dyslexia.
- Characteristics of dyslexia
- Potential outcomes if students are not taught explicitly to become competent readers, including results of additional socio-emotional difficulties.
- Information regarding writing systems, including differences in transparent and opaque writing systems.
- Information concerning how the English writing systems contributes to reading failure.
- Dyslexia identification procedures
- Dyslexia intervention strategies and how to implement them.
- Dyslexia progress monitoring and progress monitoring systems



# Screening and Evaluation

Every accredited school district to screen and identify students at risk of dyslexia or demonstrating characteristics of dyslexia in accordance with universal screening evidenced-based practices. Universal screening evidence-based practices include:

- Beginning of the year testing
- All students are screened
- Measures are scientifically reliable, efficient, and valid for risk of reading difficulties.
- Once risk is identified and immediate and effective interventions begins to ensure adequate progress continues.
- Board approval of screeners scheduled for January 2020



# Screening and Evaluation

School systems shall implement the Kansas Education Accreditation (KESA) model to require districts to implement a rigorous tiered system of supports (as defined in the Foundational Structures of KESA) subject to external review.  
Timeline August 2021 – Foundational structures are below

- All students are involved.
- System and school-wide behavior expectations and response/discipline policy.
- Data-based decision-making framework.
- Evidence-based screeners for reading, math, behavior.
- Evidence-based curriculum for reading, math, behavior.
- Research-based interventions tiers 2 and 3.
- Fluid intervention groups.
- Buildings have master schedule providing for assessment, core, intervention, and collaborative team time.
- Family engagement is an inherent part of the tiered system of supports process.
- System-wide assessment plan.
- Regular evaluation of tiered system of supports.
- Ongoing review/revision of system policies to support framework.



# Screening and Evaluation

KSBE shall develop and provide to school districts criteria for vetting and approving tools for screening and assessing students for characteristics of dyslexia. By January 2020.



# Evidence-Based Reading Practices

Each accredited school district to utilize structured literacy as the explicit and evidence-based approach to teaching literacy skills to all students and promote early intervention for students with characteristics of dyslexia. KSDE should create a checklist to guide selection and implementation of structured literacy practices for accreditation purposes. KSDE should ensure school districts are made aware of information concerning structured literacy training and information currently available from TASN.

Timeline August 2020/Full Implementation by all schools August 2021.





# Evidence-Based Reading Practices

KSBE should direct the creation of a dyslexia handbook for use by schools in Kansas. The creation of the handbook should involve input from a broad array of stakeholders.

Timeline August 2020.



# Evidence Based Reading Practices

KSBE should identify a dyslexia coordinator within the Kansas State Department of Education.

Timeline July 2020.





# From recommendations to action

# Training

- All teachers in elementary schools.
- All teachers who teach reading intervention.
- All special education teachers K-12. (High Incidence)
- All middle school English Language Arts teachers.
- All reading specialists.
- Title teachers.
- Recommended that para educators also receive the training.



# Training

First and foremost the training should consist of the Science of Reading including the information on the bullet points below.

Training should be hands-on, informative, and lead towards a change in reading instruction practices.

Participants could take an exam and be awarded a certificate of completion after the training.

- Overview of science and how science works to solve problems and create solutions including the scientific method.
- Information concerning the meaning of terms research based and science based and how to identify programs that are science based.
- Definition of dyslexia.
- Characteristics of dyslexia
- Potential outcomes if students are not taught explicitly to become competent readers, including results of additional socio-emotional difficulties.
- Information regarding writing systems, including differences in transparent and opaque writing systems.
- Information concerning how the English writing systems contributes to reading failure.



# Training

The following items on the training will be vetted by KSDE/TASN and disseminated to the field.

This training must be explicitly taught with fidelity to the process.

- Dyslexia identification procedures
- Dyslexia intervention strategies and how to implement them.
- Dyslexia progress monitoring and progress monitoring systems



# Training - Resources

- [https://www.zaner-bloser.com/reading/superkids-reading-program/pdfs/Whitepaper\\_TheScienceofReading.pdf](https://www.zaner-bloser.com/reading/superkids-reading-program/pdfs/Whitepaper_TheScienceofReading.pdf)
- [https://www.zaner-bloser.com/reading/superkids-reading-program/pdfs/R1564\\_SK\\_WPaper\\_BuildReadingBrain.pdf](https://www.zaner-bloser.com/reading/superkids-reading-program/pdfs/R1564_SK_WPaper_BuildReadingBrain.pdf)
- [https://www.zaner-bloser.com/reading/superkids-reading-program/pdfs/R1596\\_SK\\_PreventingReadingFailure\\_Final.pdf](https://www.zaner-bloser.com/reading/superkids-reading-program/pdfs/R1596_SK_PreventingReadingFailure_Final.pdf)



# Screening

Who should be screened:

- Every student PreK – Grade 3.
- All students in grades 4 – 12 that are reading below their grade level oral reading fluency benchmark.
- All new move-in students.
- Students who pass the screener do not need to be rescreened.
- However, students that reach benchmark by just a few points should be monitored closely and possibly rescreened as determined by progress monitoring.





# Screening

- What happens after we screen?
- If a student is flagged for potential characteristics of dyslexia:
  - Immediate data review of the subtest which was not mastered and other reading data collected on the student.
  - Immediate diagnostic testing needed to determine the problem and create an intervention plan.
  - Immediate intervention with structured literacy protocols.
  - The student remains in core reading instruction with intentional intervention and appropriate progress monitoring



# Evidence-based literacy instruction

All accredited schools shall use structured literacy as the means to teach reading.

- Phoneme awareness
- Sound symbol correspondences
- Orthography
- Morphology
- Syntax
- Semantics



# Evidence-based literacy instruction

All accredited schools shall use structured literacy as the means to teach reading.

- Explicit
- Systematic and cumulative
- Hands-on, engaging, and multimodal
- Diagnostic and responsive





Cindy Hadicke  
Elementary Education Program Consultant  
Career, Standards, and Assessment  
(785) 296-2749  
[chadicke@ksde.org](mailto:chadicke@ksde.org)

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.



# Legislative Bills

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Laura Jurgensen

[ljurgensen@ksde.org](mailto:ljurgensen@ksde.org)



# Bullying Task Force Report

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Myron Melton  
[mmelton@ksde.org](mailto:mmelton@ksde.org)



# Significant Disproportionality Identification

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Laura Jurgensen

[ljurgensen@ksde.org](mailto:ljurgensen@ksde.org)



# Adjournment

- Next Meeting:  
April 21, 2019  
Landon State Office Building, room 509
- Items for next agenda
- Motion to adjourn







Bert Moore  
Director  
Special Education & Title Services  
(785) 291-3097  
[bmoore@ksde.org](mailto:bmoore@ksde.org)

Pat Bone  
Senior Administrative Specialist  
Special Education & Title Services  
(785) 291-3097  
[pbone@ksde.org](mailto:pbone@ksde.org)

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