Call To Order

Roll Call
Approvals

• Agenda
• Minutes
KIAS Intensive Technical Assistance
Evaluation of Participant Perspectives
Youth Outcomes Driven Accountability

- Risk-based analysis of 18 categories
- Compliance categories and outcomes categories
- Across subgroups; not limited to students with disabilities
- Capacity to provide 11-14 districts per year with intensive technical assistance
Prior to the technical assistance meeting, I understood the uniform grant guidance requirement of results-driven accountability.

I understood why our district was identified for targeted technical assistance.

KSDE adequately explained the purpose of the targeted technical assistance.
The KSDE team was open and receptive to learning about existing initiatives and challenges. I felt that we had open and honest conversations at the meeting. There was alignment between what we perceived was needed and what KSDE identified.
The meeting was a collaborative problem-solving process.

The goals and objectives of the meeting were achieved.

KSDE identified technical assistance to help us carry out our plan.
ORID Discussion and Analysis

Objective: Facts, Data, Senses
Reflective: Reactions, Feelings
Interpretive: So What?
Decisional: Now What?

Themes for KSDE Actions

• Continuing to educate administrators about uniform grant guidance requirements of results-driven accountability (all administrators and those in districts receiving technical assistance).
• Facilitating the initial meeting
• Answering the question, “Did districts that received targeted TA take action steps?”
• Facilitating the feedback survey
Indicator 17 SSIP
Kansas State Performance Plan, Indicator 17
State-Identified Measurable Result (SIMR)

The percentage of students with disabilities who score at grade level benchmark on General Outcome Measure (GOM), reading assessment for grades Kindergarten through 5th in targeted buildings will increase to 29.50% by FFY 2018.

<table>
<thead>
<tr>
<th>FFY</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
<td>29.95%</td>
<td>24.41%</td>
<td>26.37%</td>
<td>27.52%</td>
<td>31.11%</td>
<td>30.25%</td>
</tr>
</tbody>
</table>

Percentage of students with disabilities in grades two through five achieving 95% accuracy in reading.

<table>
<thead>
<tr>
<th>Reporting Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFY 2016</td>
<td>42.2%</td>
<td>65.2%</td>
<td>23.0%</td>
</tr>
<tr>
<td>FFY 2017</td>
<td>38.7%</td>
<td>71.8%</td>
<td>34.1%</td>
</tr>
<tr>
<td>FFY 2018</td>
<td>39.1%</td>
<td>63.5%</td>
<td>24.4%</td>
</tr>
</tbody>
</table>
Kansas SSIP Logic Model - Working Draft June 20, 2016

**Inputs**
- KSDE Division of Learning Services
  - Key Implementation Partners:
    - Kansas TASN Coordination Team
    - Kansas TASN Evaluation Team
    - Kansas MTSS and Alignment Project
    - Kansas Parent Information Resource Center
  - Key Stakeholders:
    - LEAs
    - Families
    - Kansas Parent Training and Information Center
    - Special Education Advisory Council
    - State Interagency Coordinating Council
    - Statewide Family Engagement Stakeholder Group
    - Kansas TASN Providers
  - Technical Assistance Resources:
    - OSEP
    - National Technical Assistance Centers
    - National School Turnaround and Improvement Leaders
    - Scaling up of Evidence-Based Practices Center

**Improvement Strategies**
- Strategy 1: Strategically realign, reallocate, and leverage current SEA policies, organization and infrastructure for increased capacity of district evidence-based practice implementation.
- Strategy 2: Design, implement and evaluate an integrated school improvement planning framework, built upon the existing Kansas MTSS and Alignment framework, to increase district capacity to provide effective reading instruction for students with disabilities.
- Strategy 3: Evaluate the degree to which the state infrastructure supports district implementation of evidence-based practices to improve reading results for students with disabilities kindergarten through 5th grade.

**Outcomes**

<table>
<thead>
<tr>
<th>Short-Term (Knowledge, Skills, &amp; Collaboration)</th>
<th>Medium-Term (Installation of Evidence-Based Instructional Practices)</th>
<th>Long-Term (Implementation of Evidence-Based Instructional Practices with Fidelity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a/2a. KSDE Staff, TASN Providers &amp; LEA Educators demonstrate the knowledge and skills necessary to implement Kansas MTSS and Alignment.</td>
<td>1c/2c. KSDE Leadership, TASN Coordination, District and School Administrators create the conditions that facilitate implementation.</td>
<td>2e. Evidence-based reading curriculum is implemented with fidelity across all grades.</td>
</tr>
<tr>
<td>1b/2b. KSDE Staff, TASN Providers &amp; LEA Educators collaborate to implement Kansas MTSS and Alignment.</td>
<td>1d/2d. KSDE, TASN, District, School, and Grade-Level Collaborative Teams make data-based decisions and share data through communication loops.</td>
<td>2f. Evidence-based interventions are provided based on universal screening data and decision protocols.</td>
</tr>
</tbody>
</table>

**Impact (Student Outcomes)**
- 2h. Students make progress in reading achievement.

**SIMR: 2i. Increased percentage of students with disabilities grades K-5 score at grade level in reading as measured by a Curriculum-Based Measure General Outcome Measure.
I review reading progress monitoring data for every student that I teach who receives reading...

When screening data indicate need regarding a student's reading, the student is placed in...

The data suggest that the reading interventions meet students' needs

Families are informed of their child's need for and placement into reading interventions

All students, including students with disabilities and English learners, are included in core reading...
I’m provided understandable data on my child’s progress.

School staff consult me before making important decisions about my child’s education.

If my child receives additional supports, I am provided with information about these supports.
Response to September Public Comments
Disability Label

• Emotionally Disturbed
  • Discussion
  • Recommendation to State Board?
  • Vote to approve recommendation, if made.
Due Process Hearing Response

Laura Jurgensen
• Handout
Break
Ed Facts

• Laura Jurgensen
New Directors Meetings

• Bert Moore
TASN 3.0

• Kerry Haag
FFY 19 APR Targets

• Kerry Haag and Laura Jurgensen
Bullying Task Force Update

• Myron Melton
Blue Ribbon Task Force on Bullying Prevention

• Dr. Watson commissioned the Task Force
• Co-chairs Dr. Rick Ginsberg and James Regier
• Legislators, educators, parents, AG’s Office, KASB
Task Force Objectives

• Research and Identify current Bullying definition, trends, incidents, and prevention measures occurring across the state.

• Coordinate with stakeholders to address relevant issues effectively, to best meet the needs of students.

• Review work in the areas of social emotional learning as set forth by the State Board goals, identifying possible avenues that could reduce and prevent bullying and cyber bullying.
Task Force Objectives (cont’d.)

• Review current statutes, regulations and policy to determine need for change.

• Present recommendation to The Kansas State Board of Education by presenting recommendations to address bullying, cyber bullying, prevention and training measures.
Workgroups

- Data and Research
- Evidence-Based & Current Practices
- Policy/Practice/Accountability
- Barriers & Solutions
- Cultural Awareness
- Writing Committee
Blue Ribbon Task Force on Bullying Prevention

Official Definition of Bullying in Kansas has changed from

Severe, Pervasive and Persistent
to

Severe, Pervasive or Persistent.

It only has to be a behavior that meets one of these.
BPTF Regional Sites

- May 28th Orion Service Center
- June 18th Garden City HS
- August 5th Smoky Hill Salina
- September 25th Greenbush Girard
- November 6th Greenbush Lawrence
- December 2nd TBD (Topeka)

https://mewe.com/join/kansasblueribbon
taskforceonbullying - Student Input

Zoom will be offered at every meeting by
using the following link
https://ksde.zoom.us/j/5561856948

Written comments, which will be read
during the public comment session, can be
submitted to Amy Martin one week prior to
the scheduled meeting via email at
admartin@ksde.org.
School Mental Health Advisory Update

• Myron Melton
Public Comment

- Guidelines for Testimony – Verbal Public Comment
  - Prior to start of the SEAC meeting, be sure to sign in on the “Public Comment” sign in sheet.
  - Verbal comments are limited to three minutes.
  - Cue will be given one minute before time expires.
  - Comments will be taken under advisement by the council.

- 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.
Lunch
Joint Meeting of the Special Education Advisory Council and the Interagency Coordinating Councils

Kansas leads the world in the success of each student.
Call to Order

Purpose

Introductions
Least Restrictive Environment (LRE)

Elena Lincoln
Kelly Steele

Kansas leads the world in the success of each student.
LEAST
RESTRICTIVE
ENVIRONMENT
LRE REQUIREMENTS

What does the Law say?
I DON'T ALWAYS TALK

BUT WHEN I DO, I DON'T SAY
WA-PA-PA-PA-PA-PA-PA-PA-PA-POW

https://me.me/search/
What the IDEA says about LRE...

“To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

What the 10th Circuit says about LRE...

The “Daniel R.R. Test”

Part 1: Can education in a regular education classroom, with the use of supplemental aids and services, be achieved satisfactorily? If yes, the regular education classroom is the least restrictive environment for that child. End of analysis.

Part 2: If no, has the school district mainstreamed the child to the maximum extent appropriate?

But, it’s really about **FAPE in the LRE**...

To meet IDEA obligations, a district must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.


Endrew F. clarified the substantive standard for determining whether a child’s IEP – the centerpiece of each child’s entitlement to FAPE under the IDEA – is sufficient to confer educational benefit on a child with a disability.

EVENYONE ASKS, "WHAT DOES THE FOX SAY?"

NO ONE ASKS, "HOW DOES THE FOX FEEL?"
LRE RESULTS

What does the Data say?
Kansas Annual Performance Report, Indicators 5 and 6

■ Indicator 6: Preschool Environments (children 3-5)
  - **Monitoring Priority:** FAPE in the LRE
  - **Results indicator:** Preschool environments: Percent of children aged 3 through 5 with IEPs attending a:
    - Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
    - Separate special education class, separate school or residential facility.

  (20 U.S.C. 1416(a)(3)(A))

■ Indicator 5: Educational Environments (children 6-21)
  - **Monitoring Priority:** FAPE in the LRE
  - **Results indicator:** Percent of children with IEPs aged 6 through 21 served:
    - Inside the regular class 80% or more of the day;
    - Inside the regular class less than 40% of the day; and
    - In separate schools, residential facilities, or homebound/hospital placements.

  (20 U.S.C. 1416(a)(3)(A))
## Indicator 5: LRE (6-21) FFY18 Data*

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of children with IEPs aged 6 through 21 served</th>
<th>Total number of children with IEPs aged 6 through 21</th>
<th>FFY17 Data</th>
<th>FFY18 Target</th>
<th>FFY18 Data</th>
<th>Status</th>
<th>Slippage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Inside the regular class 80% of more of the day</td>
<td>43,645</td>
<td>63,406</td>
<td>68.74%</td>
<td>68.00%</td>
<td>68.83%</td>
<td>MET TARGET</td>
<td>NO SLIPPAGE</td>
</tr>
<tr>
<td>B. Inside the regular class less than 40% of the day</td>
<td>4,512</td>
<td>63,406</td>
<td>7.26%</td>
<td>7.30%</td>
<td>7.11%</td>
<td>MET TARGET</td>
<td>NO SLIPPAGE</td>
</tr>
<tr>
<td>C. Inside separate schools, residential facilities, or homebound/hospital placements</td>
<td>1,483</td>
<td>63,406</td>
<td>2.32%</td>
<td>2.43%</td>
<td>2.34%</td>
<td>MET TARGET</td>
<td>NO SLIPPAGE</td>
</tr>
</tbody>
</table>

*draft report data for FFY18 APR due Feb.1, 2020
## Indicator 6: EC LRE FFY18 Data*

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Number of children with IEPs aged 3 through 5 served</th>
<th>Total number of children with IEPs aged 3 through 5</th>
<th>FFY17 Data</th>
<th>FFY18 Target</th>
<th>FFY18 Data</th>
<th>Status</th>
<th>Slippage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program</td>
<td>4,689</td>
<td>12,105</td>
<td>37.9%</td>
<td>39%</td>
<td>38.74%</td>
<td>TARGET MISSED</td>
<td>NO SLIPPAGE</td>
</tr>
<tr>
<td>B. Separate special education class, separate school or residential facility</td>
<td>3,892</td>
<td>12,105</td>
<td>34.58%</td>
<td>31.75%</td>
<td>32.15%</td>
<td>TARGET MISSED</td>
<td>NO SLIPPAGE</td>
</tr>
</tbody>
</table>

*draft only report data for FFY18 APR due Feb.1, 2020
Unpacking Indicators 5 and 6 LRE Data

Observations
■ What do you see?
■ What are your initial thoughts or reactions?
■ What surprises you? How?
■ Are there particular data that catch your attention?
■ What do these data not provide?

Interpretations
■ What does this tell you?
■ What thoughts or assumptions do these data confirm?
■ Are there limitations to our conclusions?
■ Do we need additional data to answer our question?
■ Are there perspectives we haven’t considered?

Implications
■ So what? Why does this matter?
■ What does it mean for the work?

LRE RESOURCES

What training or information is available?

Kelly Steele, KSDE, ksteele@ksde.org
Natalie McClane, KSDE, nmclain@ksde.org
WHAT QUESTIONS DO YOU HAVE?

“What does the fox say?” from themarysue.com

“You will never know. The secret of the fox is an ancient mystery.”

“Siri, What does the fox say?” from themarysue.com
Improving the health and well-being of Kansas at-risk children and families
Strengthening Early Childhood in Kansas

- Kansas has been awarded $4,482,305 in federal grant funding.

- Funding is authorized by the Every Student Succeeds Act (ESSA) and administered by the U.S. Department of Health and Human Services, in partnership with the U.S. Department of Education.

- The Preschool Development Grant Birth through Five is a one-year planning grant.

The Kansas Early Childhood Journey

- Conduct needs assessment
  - Collect and analyze existing needs assessments
  - Community engagement sessions
  - Story collection and community SenseMaking
- Build on existing initiatives, programs and systems, identifying opportunities to enhance and inform
- Maximize parental choice and knowledge
- Share best practices among early childhood providers
- Create an actionable strategic plan for the future
The Kansas Early Childhood Journey

- 87 Site Visits
- 1,451 Survey Responses
- 2,279 Kansas Stories
- 40 Visioning Sessions and Parent Cafés
- 45 Needs Assessment Reports
- 53 Community Engagement Sessions

6,000+ Voices

#allinforkids
The Kansas Early Childhood Journey

- 18 Webinars
- 22 Weekly Emails
- 7 Key Stakeholder Meetings
- Over 20 Presentations
- Over 8,300 Miles Traveled

6,000+ Voices
The KANSAS early childhood JOURNEY

53 Community Engagement Sessions
8,312 Miles Traveled
1,300+ Individual Voices
33 Communities Visited (12 virtual sessions)

To follow along on his journey go to http://childrenscoalition.org/journey
Needs Assessment – Key Findings

Accessibility  Availability  Navigation  Collaboration

Workforce  Facilities  Systems Alignment  Bright Spots

#allinforkids
Next Steps in Our Journey

To ensure we meet the needs, and position Kansas to give every child the best possible start in life …

Focus on Sustainability

Ensure a Cross-Sector Approach

Align and Maximize Current Resources

Seize New Opportunities – Be Bold.
Aspirations for Our Strategic Plan

Kansas kids and families are stronger when their basic needs are met. **Strong Families**

Kansas kids and families thrive when they have equitable access to comprehensive health and developmental services. **Healthy Development**

Kansas kids are prepared for success in kindergarten and beyond when their families have equitable access to quality care and early learning environments. **Early Learning**
Aspirations for Our Strategic Plan

Kansas will lead the way in developing, supporting, and valuing early childhood professionals. **Workforce**

Kansas will empower and equip communities to create the best environments to raise a child. **Communities**

Kansas will align the early childhood care and education system for maximum impact. **Systems**

Kansas will champion innovation and create opportunities to invest in the future of Kansas kids. **Innovation**
Next Steps

Stay Connected by visiting our website:

kschildrenscabinet.org

- Join our email list for weekly updates
- Provide your feedback
- Join our webinars – every other Wednesday (sign-up online)

Melissa Rooker, Executive Director
Kansas Children’s Cabinet & Trust Fund

mrooker@ksde.org
785-291-3233 – work
913-961-1555 – mobile
Disability Label

Bert Moore
Rebekah Helget
Early Childhood and Special Education Vacancies

Mischel Miller
Susan Helbert
Early Childhood and Special Education Vacancies

- Number of Vacancies
- Number of Waivers
- Discussion on ways to improve the shortages
Closing Comments

Council Chairs
Dave Lindeman
Rebekah Helget
Next Meeting

• Special Education Advisory Council
  January 14-15, 2020

• State Interagency Coordinating Council
  December 20, 2019
Adjournment