



**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  
Amy Dejmal  
Kathy Kersenbrock-Ostmeyer  
Marvin Miller  
Laura Thompson  
Rocky Nichols

Rebekah Helget  
Tina Gibson  
Jennifer King  
Heath Peine  
Becci Werner

Joan Macy  
Chelle Kemper  
Judy Martin  
Robb Scott  
Lesli Girard

**Members Absent:**

Stacie Clarkson  
Rachel Marsh

Heidi Cornell  
Deb Young

Megan Laurent

**SICC Members Present**

Dave Lindeman  
Lisa Collett  
Shannon McMahon  
Lesli Girard (both)  
Susan Bowles

Heather Staab  
Ann Elliot  
Alix Kumer  
Karen Pahls

Laci Reamer  
Kate Walter  
Natalie McClane  
Maritas Altuna

**KSDE Staff**

Amanda Petersen  
Myron Melton  
Pat Bone

Colleen Riley  
Laura Jurgensen  
Amy Martin

Kerry Haag  
Jordan Christian  
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.

**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

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. 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.

Natalie – Data

Least restrictive environment (LRE) reports show that Early childhood students are only placed in the LRE 37% of the time.

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

LRE is increasing in older students and 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 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 Transition Indicators

Natalie McClane and Heather Staab

PowerPoint

Common Data Measurements- Indicators C3 and B7 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 ICC 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:

- 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/>

**School Mental Health**  
PowerPoint

Myron Melton

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. SPDG grant 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. 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, 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@famielsttogetherinc.org](mailto:Lesli@famielsttogetherinc.org).
- Mandated Reporter document from KCSL is really clear on responsibilities and will provide copies as requested.
- It is not an educators 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.