

Approved: 4/8/94  
Date

## MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Dave Kerr at 1:00 p.m. on March 30, 1994 in Room 519-S of the Capitol.

All members were present except: Senator Anthony Hensley (Excused), Senator Sherman Jones (Excused), Senator Lana Oleen (Excused), Senator Todd Tiaht (Excused) and Senator Doug Walker (Excused)

Committee staff present: Ben Barrett, Legislative Research Department  
Carolyn Rampey, Legislative Research Department  
Avis Swartzman, Revisor of Statutes  
LaVonne Mumert, Committee Secretary

Conferees appearing before the committee:

Josie Torrez, Families Together, Inc.  
Connie Hubbell, Kansas State Board of Education  
Phyllis Kelly, State Department of Education  
Kerry Ottlinger, State Department of Education  
Don Hague, Superintendent, Hoxie (USD 412)  
Gary Bishop, Shawnee County Special Education Cooperative  
Jacquelyne Gordon, Planning Council on Developmental Disabilities

Others attending: See attached list

Chairman Kerr announced that the meeting would be devoted to responses to the list of questions presented by the Subcommittee on Inclusion (Attachment No. 1), discussion and questions-and-answers by the following select panel: Josie Torrez, Families Together, Inc. (Attachment No. 2); Connie Hubbell, Kansas State Board of Education, Phyllis Kelly, Coordinator, Special Education Outcomes Team (State Department of Education) and Kerry Ottlinger, Facilitator, Special Education Outcomes Team (State Department of Education) (Attachment No. 3); Don Hague, Superintendent, Hoxie (USD 412) (Attachment No. 4); Gary Bishop, Shawnee County Special Education Cooperative (Attachment No. 5) and Jacquelyne Gordon, Planning Council on Development Disabilities.

With regard to Question No. 1, Ms. Ottlinger stated that she feels the term "inclusion" is a way to describe an educational philosophy towards placement in the least restrictive environment and that adding words such as "appropriate" or "responsible" may confuse the issue. She added that inclusion is actually defined locally in the community. Mr. Hague said that his district uses the term "unitary system" which means a single education system to address the needs of all students. Mr. Hague said the IEP team must make the decision for each child regarding placement, and he does not feel that he has been told that every child must be fully included.

Panel members stressed that everything in special education revolves around the IEP, and Mr. Bishop said there is no requirement that a student fail in a regular education program before a decision can be made that that placement is inappropriate. With reference to costs, Mr. Bishop said that if the local district has the resources for services and what is requested does not significantly negatively impact the district, then the district is expected to respond. If there would be a significant negative impact to the district, then the district is not bound to respond. He said that it has been his experience that a reasonable alternative can be explored if a particular service is extremely expensive.

Ms. Ottlinger said that inclusive education requires a restructuring of the school system itself and looking at how to provide supports for all the learners. She discussed the variety of supports, such as student support teams and collaborative teaming. Ms. Hubbell pointed out that the state has not had a policy on least restrictive

## CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 1:00 p.m. on March 30, 1994.

environment until this month and noted that the policy includes a section on supplementary aids and services. Ms. Ottlinger described training opportunities, resources and materials provided by the State Board related to inclusive education.

The panel was asked about the perception of some administrators that there is a push toward full inclusion beyond what is professionally advisable. Mr. Bishop said he believes there may be some problems of miscommunication and some cases where the reaction was poorly done. He added that parents have become more active and vocal in their children's education. Ms. Torrez agreed that parents are much more involved in the process. Ms. Kelly said there is a re-emphasis on looking at the individual child rather than their "label". Senator Emert said that the courts' interpretation of least restrictive environment has evolved and produced enormous changes in this area. Senator Downey noted that teaching of all students has changed in response to understanding how people learn. Mr. Bishop commented that the IEP form includes a section regarding the kinds of assistance to be provided to the classroom teacher but that, in many cases, little attention is given to the matter. Senator Downey requested that the State Department of Education pay particular attention to this area of the IEP forms when they are filed with the agency. It was emphasized that support is the key to successful inclusive education.

Chairman Kerr directed that the Subcommittee on Inclusion review the information presented by the panel and, if necessary, recommend any additional steps the Committee should take regarding communication with the State Board of Education.

Senator Emert made a motion to approve the minutes of March 17, March 22 (1:30), March 22 (5:15) and March 29, 1994. Senator Frahm seconded the motion, and the motion carried.

Chairman Kerr recognized Senator Downey as the recipient of the committee attendance award for the year.

Chairman Kerr announced that no corrections were received in response to his request that anyone having factual corrections to the verbal summaries he gave at the March 22 meeting with regard to the *Hubbard* and *Whitmer* cases should contact him prior to today's meeting so that they could be publicly acknowledged.

Chairman Kerr thanked the committee for the excellent help and work during the 1994 session.

The meeting was adjourned at 2:05 p.m. There are no further meetings of the Committee scheduled at this time.

SENATE EDUCATION COMMITTEE

TIME: 1:00 PLACE: 519-S DATE: 3/30/94

GUEST LIST

NAME

ADDRESS

ORGANIZATION

BILL MUSICK	MINNEAPOLIS	STBJ Ed
Jim Yonally	Overland Park	USD #512
Dennis Apt	Topeka	USA
Merle Hef	"	KACC
Vic Braden	"	KACC
Sam Chase	Topeka	KNEA
Ken Farrell	Topeka	Pennd
Deane Hyatt	Wichita	USD 259
Craig Grant	Topeka	HNEA
John Strickler	Manhattan	KAPS

The Subcommittee on Inclusion made up of Senator Frahm, Senator Corbin, and Senator Downey has developed the following list of questions concerning the State Board of Education's policy on least restrictive environment for students with disabilities.

1. Should the words "appropriate" or "responsible" be included before the word inclusion?
  2. What is the definition of full inclusion?  
(see attachment)
  3. Are the emotional, social, and academic needs of special education students best being met through inclusion?
  4. Does inclusion hinder regular education students' academic achievement?
  5. What additional supports are needed for regular education teachers who are involved in inclusion?  
How do we get beyond the knowledge level of assistance to the implementation level of assistance?
  6. Are there special inservice needs related to inclusion?
  7. Is there a plan for evaluation of the state's policy on inclusion? How will outcomes be determined and evaluated on state-wide effectiveness of inclusion?
  8. How will the legislature and school districts know about the evaluation results?
  9. What is the state board's intent concerning the placement of special education students?\*
- \*(see paragraph 1, line 9, paragraph 3, sentence 2)

10. Must failure in the regular classroom be demonstrated prior to an alternative placement or can an alternative placement be recommended by the IEP team members?
11. Does the State BOE's policy on inclusion require a regular classroom placement, documented failure alternative placement sequence?
12. Who decides that it is "clear" that a student cannot succeed?
13. What is the role of parents in inclusion?
14. How do we allow special education teachers the flexibility to work with non-IEP students also?
15. How is current preservice training addressing the preparation of teachers for implementation of inclusion?

## WHAT IS FAMILIES TOGETHER?

Families Together, Inc. is a statewide organization that serves families that include a child/youth with a disability. The program's mission is to provide families the security of belonging to a group of caring individuals with similar goals, challenges, and needs. Parents are informed as to the availability of resources and services throughout the state and receive assistance in making maximum use of such services.

Families Together serves the entire family with education, support, access to resources, and opportunities to learn and have fun together.

## HOW FAMILIES TOGETHER HELPS

Families are assisted in many ways:

- Through the Training and Information Center in Topeka. The Center is open 8:30 AM to 4:30 PM Monday through Friday. The Center offers:
  - Parent Assistance
  - Literature
  - Videos
  - Information & Referrals
- Workshops on a wide variety of topics conducted by Families Together staff members and parent trainers.
- Family Enrichment Events held at hotel recreational facilities in various locations across Kansas. Each Event is a very special time for about 25 families, with activities to educate and entertain all family members.
- Advocacy support for parents, family members and children/youth with a disability as they move forward to "make things happen" in Kansas. This support is provided through workshops, conferences, technical assistance and a registered lobbyist.

- Parent-to-Parent of Kansas. This network coordinates the matching of "supporting" parents (who have experience parenting a child/youth with a disability) with "newly referred" parents (who have just learned their child has a disability).

## MORE ABOUT FAMILIES TOGETHER WORKSHOPS AND CONFERENCES

Families Together workshops cover a variety of topics including:

### EARLY CHILDHOOD DIRECTION

Part I: The IFSP (Individualized Family Service Plan)

Part II: Preschool: The Next Step

### EFFECTIVE TEAM MEMBERS

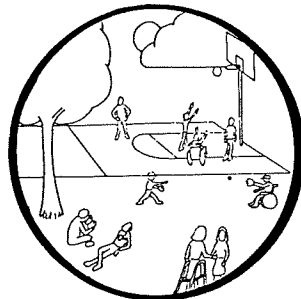
Part I: Special Education Law and You

Part II: I.E.P. Development (Individualized Education Program)

### TRANSITION SCHOOL TO ADULT

These workshops are free and open to parents, professionals, and others interested in furthering their knowledge of children with a disability. To receive notification of the dates and locations of these workshops, be certain that you are on the Families Together mailing list.

Families Together also sponsors two statewide conferences per year. Nationally known speakers are invited to present on current issues of interest to parents and professionals.



## HOW CAN WE FIND OUT MORE ABOUT FAMILIES TOGETHER?

A slide/tape presentation about the many Families Together services is available upon request. The presentation is made by a staff member, board member, or parent contact of Families Together.

To request a presentation for your organization, contact the Families Together Parent Center at:

**(913) 273-6343 (Voice & TDD)  
or toll-free 1-800-264-6343  
(For Parents)**

Families Together, Inc. is part of Project Number 1731212959A1 from the U.S. Department of Education, Special Education Programs, Department of Personnel Preparation. Governed by a Board of Directors made up of parents, professionals, and others interested in families with special needs, Families Together has been organized since 1982.

## MORE ABOUT FAMILY ENRICHMENT EVENTS

At Family Enrichment Events, children and youth with a disability, their parents, and brothers and sisters learn new and better ways to handle the challenges and responsibilities they face. They also have a lot of fun together!!

Activities include:

- Workshops for parents. Topics range from education rights to family living issues.
- Support and discussion groups. By sharing their concerns with others in similar situations, family members learn to handle challenges more effectively.
- Activities for children. Each child participates in a variety of activities. A volunteer companion is assigned to each child for the event.

## ADDITIONAL PROGRAMS

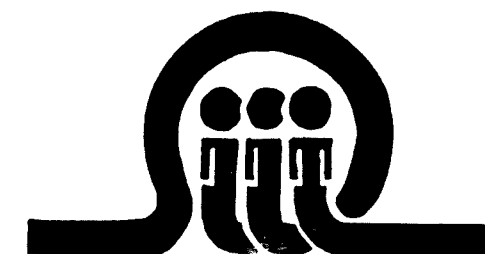
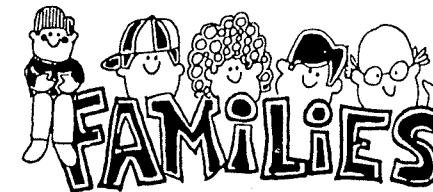
**EDUCATION ADVOCATE PROGRAM:** There are over 350 children with disabilities in Kansas whose parents are unknown or unavailable or whose parental rights have been terminated. These exceptional children need someone to represent them in special education matters. The Kansas State Board of Education and Kansas State Department of Social and Rehabilitation Services have developed the Education Advocate Program to meet this need. Education Advocate workshops are provided by Families Together, Inc. through a contract with the Kansas State Board of Education.

**CHILD ADVOCATE TRAINING PROGRAM:** Families Together, Inc. and the Kansas Department of Health and Environment have developed a Child Advocate Training Program to serve infants and toddlers (birth through age two) with disabilities whose parents are unknown or whose parental rights have been terminated. Families Together will be responsible for providing the training for individuals interested in becoming a child advocate for these children, and also, for the assignment of advocates to individual children.

**PIONEERS OF CHANGE:** Families Together, Inc. and the Topeka Independent Living Resource Center, Inc. have received a grant from the Kansas Planning Council on Disabilities to coordinate a new program called Pioneers of Change. The objectives are to identify, train and support a group of persons as they become effective advocates at the local, regional and state levels. Pioneers of Change will coordinate adults with disabilities and parent/family advocates into action teams for change in Kansas.

**SSI PARENT MENTORS:** Social Security Administration administers a program called Supplemental Security Income (SSI) which pays monthly benefits to the elderly, the blind, and persons with disabilities, including children. Certain criteria must be met to qualify. Families Together has trained volunteer parent mentors who provide information and assistance to families or individuals seeking SSI information.

3/30/89  
Sed. Ed.  
Attachment 2



## FAMILIES TOGETHER, INC.

1023 S.W. Gage Boulevard  
Topeka, KS 66604-1758

(913) 273-6343 (Voice & TDD) or  
toll-free in Kansas  
1-800-264-6343 (For Parents)

### Inclusion/Integration

- \* Collaborative Teaming & Inclusion
- \* In The Middle
- \* Integrated Education – Realizing A Vision
- \* Jenny's Story (High School)
- \* Kids Belong Together
- \* Learning Together
- \* MAPS
- \* Regular Lives
- \* Save A Place For Me In Kindergarten
- \* With A Little Help From My Friends

### Educational Rights

- \* Conference or Confrontation
- \* Educational Rights – Office of Civil Rights
- \* Good/Bad IEP Examples

### Transition School to Adult

- \* Bridging The Gap
- \* Families Facing Transition to Adult Life
- \* Supported Employment

The following topics are just some of the resources available through the Families Together Parent Center:

**Acceptance/Awareness**  
**Adaptive Equipment**  
**Community Based Instruction**  
**Comprehensive Evaluation**  
**Computers**  
**Fact Sheets on Disability**  
**Support Groups Information**  
**Early Childhood Issues**  
**Health Issues**  
**I.E.P. Development**  
**Integration/Inclusion**  
**Siblings**  
**Transition**

Videos available for loan:

### General

- \* Choices & Opportunities
- \* Meeting Medical Bills
- \* My Child Has A Disability
- \* Parent/Professional Cooperation
- \* Our Baby Has Down Syndrome
- \* Richard Simmons–Reach for Fitness– Exercises for Persons with a Disability
- \* Self Advocacy: The Road Toward Independence
- \* The Other Child/Brothers and Sisters
- \* Unforgettable Pen Pal – A story of Prejudice & Discrimination
- \* They Don't Come With Manuals
- \* What a Life
- \* Combining Community and School Instruction
- \* Learning Independence

### Early Childhood

- \* Creating A Vision: The IFSP
- \* Integrated Education for Infants & Toddlers: Where Does It Happen?
- \* Taking Charge: IFSP – Family Centered Case Management

\_\_\_\_\_, Please add my name to the FAMILIES TOGETHER Mailing List to receive the FAMILIES TOGETHER bimonthly newsletter.

NAME: \_\_\_\_\_ Parent \_\_\_\_\_ Professional \_\_\_\_\_  
(check one)

ADDRESS \_\_\_\_\_

TELEPHONE: ( ) \_\_\_\_\_ If no phone, How can you be reached? \_\_\_\_\_

NAME OF CHILD WITH A DISABILITY \_\_\_\_\_ DATE OF BIRTH \_\_\_\_/\_\_\_\_/\_\_\_\_

CHILD'S DISABILITY \_\_\_\_\_

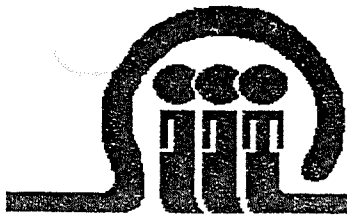
OTHER CHILDREN IN FAMILY \_\_\_\_\_ DATE OF BIRTH \_\_\_\_/\_\_\_\_/\_\_\_\_

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DATE OF BIRTH \_\_\_\_/\_\_\_\_/\_\_\_\_

Mail this form to : FAMILIES TOGETHER, INC., 1023 SW Gage Blvd., Topeka, KS 66604-1758



**FAMILIES  
TOGETHER,  
INC.**

1023 SW Gage Blvd  
Topeka, Kansas 66604-1758  
(913) 273-6343 V/TDD  
FAX (913) 273-6385

*Toll Free in Kansas for Parents 1-800-264-6343*

1. Should the words "appropriate" or "responsible" be included before the word inclusion?

"Inclusion" is a civil right and does not need to have appropriate or responsible before it.

2. What is the definition of full inclusion?

Full inclusion is when the student attends regular education classes with their non-disabled peers in the school they would attend if they were not disabled. Identified supports are provided for the student in the inclusive setting.

3. Are the emotional, social, and academic needs of special education students best being met through inclusion?

Yes, we have found students with disabilities who received their education in segregated classrooms are having a hard time functioning in the workplace and in the community. Because of the lack of opportunities they were given in school to learn skills in a functional way and also how to interact with people.

4. Does inclusion hinder regular education students' academic achievement?

No, supports for the students with disabilities should support the student as well as the teacher so everyone receives an equal education.

5. What additional supports are needed for regular education teachers who are involved in inclusion? How do we get beyond the knowledge level of assistance to the implementation level of assistance?

All teachers need ongoing inservice to keep them up to date with best practice. All teachers need planning time set aside each day. Regular education teachers need to be a part of the planning for what supports are needed in their classroom, to support all the children in their room.

6. Are there special inservice needs related to inclusion?

Inservice needs to be ongoing and regular and special education teachers need to go to inservices together. If we expect them to work and teach together, then they must learn together.

13. What is the role of parents in inclusion?

Parents are very important team members as they have always been.

14. How do we allow special education teachers the flexibility to work with non-IEP students also?

We need to use all of our resources in education wisely by allowing regular and special education teacher this flexibility all students would get the attention they need.



INCLUSION PRESENTATION TO  
KANSAS STATE BOARD OF EDUCATION

I am Josie Torrez and my husband and I reside in Topeka with our two sons, Chris, age 11 and Joey, age 7. Joey has moderate speech/language delay, low muscle tone and autistic tendencies. He is fully included in a second grade classroom at Randolph Elementary.

I work at Families Together, Inc. in Topeka, Kansas. We are the Parent Training and Information Center for Kansas. We are a federally funded organization that has been in existence for over ten years. The staff are parents of children with varying disabilities ranging from mild to severe. All of our children are fully included in a regular education program. We assist families in Kansas that have a child or youth with a disability. Parents from across our State call the office for information, referrals and assistance in dealing with their children on a day to day basis. Many of these calls are from parents wanting an inclusive program for their children. As we speak to parents, we find that inclusion is needed and wanted for many children. We have also found that inclusion is working in many communities across the State.

In order to have students with disabilities included in general education classroom settings, it requires the collaboration of many individuals facilitating the development of quality inclusive education programming. The schools in Kansas that are inclusive schools find it necessary and valuable to develop ways for collaboration to occur. Sharing of information and resources is vital to provide the support needed by staff, parents and student. Collaborative teaming is one way that many inclusive schools have achieved effective communication, decision making and problem solving. This type of program is more child-oriented instead of everyone coming with their own little agenda of what he needs and then trying to fit that child into the schedule. No one person can effectively respond to the diverse psychological and educational needs of all students for whom they are responsible. Collaborative teaming is designed to create a feeling among members of the team that they are responsible for the learning of all of the students to whom they are assigned. Collaborative teams learn that they can best carry out their teaching responsibilities by pooling their diverse knowledge, skills and resources. Everyone must work together for collaborative teaming to work. It is teachers, principals, parents, paraprofessionals and others working together. It provides opportunities for these members of a school community to plan, solve problems, teach and implement education plans. When this team works well, members have equal voices, support one another through success and conflict, and share

responsibilities of reaching the goals of the team. Everyone involved needs to share in a positive way. At the end of the school year, the team would begin to plan for the next school year with new teachers and/or new school.

If children are included from the beginning, everyone will continue to see changes in our communities - changing expectations, attitudes and curriculum.

Students with disabilities can learn side by side though they may have different educational goals. Parents of preschool and kindergarten students call our office when they begin to think of ways their children can be included and still receive the necessary services. These years afford many opportunities for children to learn and play together in natural environments. Since group activities are common to this age group and enable children to learn at their own pace and experience, they all grow educationally and socially.

Friendships are also important to each of us. Schools and neighborhoods are places where friendships begin and continue to grow throughout a child's school years. Many questions we hear are "How can my child go to school with his or her friends and brothers and sisters and still receive the education and services he or she needs?"

There are a lot of words going around that have meant inclusion in the past. I would like to go over these words and their meanings with you.

**Mainstreaming** - This is when students attend regular education classes, but necessary planning and supports were not provided. This is like taking the student to the door without resources, supports or communication between the special education teacher and regular education teacher.

**Integration** - This is a program that maximizes the interactions between those with disabilities and those without but does not take place in the student's neighborhood school. This is providing supports to students in regular classes, but not full time or at their neighborhood school.

**Inclusion** - This is an inclusive program that maximizes the interactions between those students with disabilities and those without and takes place in the student's neighborhood school. This is where the student would go if he didn't have a disability and build supports there.

All of our children want to be functioning members of society. All parents have dreams and hopes for their children. Parents of children with disabilities are no exception to this. We want good socialization skills for our kids, which they can get in an inclusive setting with their typical peers. We all need to make schools where all kids belong. Every child and their family must feel that's where they belong. We all need a circle of trusting friends, as it forms a support system around the child to help him or her in adjusting. This also helps to solve problems, but each of these are true friends to each other. The students will grow up a part of the community due to inclusive education opportunities.

Teachers are at the forefront to this. It is very rewarding to them. Sure, many teachers are apprehensive at first due to fear and/or change, but they find there was really nothing to be afraid of. The other children in the classroom learn empathy and everyone gets comfortable. The other effects on typical children in the classroom are more acceptance of all people with disabilities, show them that people with disabilities are more a part of our society and that "these kind of people" are more like "us kind of people". These are learning years for teachers, other students and the student with the disability. All of the students learn better social skills by sharing and discussing problems or incidents with others in the classroom. All students have different needs and speeds, but all children feel the same. Inclusive settings build friendships that last. We all must realize that we are talking about kids, real people with different needs and that all children are unique in their own way. Our children respond to normal behaviors.

Teachers need to know that supports are available to them. It is important to provide the students and teachers with the information and resources which they need. It is vital that schools across our State understand inclusion and are involved in the implementation of inclusive classrooms in order for ongoing success to be achieved. We need to make dreams of inclusion a reality for every parent and student that wants it. Every child has talents and gifts that they can share with other children. How's a kid supposed to learn without friends of which to turn? We all belong together and want a sense of belonging and together we can work it out. Our children need and want to be challenged like other students. The supports to the teacher must be quality supports, not the type that do all the work for the student, but assist the student to achieve to his potential and to the best of his ability.

Systems are set in their ways, but with vision, skills, incentives, resources and an action plan, change will occur, but all of these are essential.

Everyone should also understand that Special Education is not a place; it is supports and services brought to students through an IEP. This is what its all about and it's there! We just need to know how to use it.

**Response to Questions Regarding  
The Issue of Inclusion of Special Education Students  
and  
The Policy on Inclusion Adopted by the Kansas State Board of Education**

**for**

**Senate Education Committee  
Dave Kerr, Chairman**

**March 30, 1994  
Room 123-S - 1:00 p.m.**

**Prepared by:**

**Connie Hubbell, Member Kansas State Board of Education  
Phyllis Kelly, Coordinator, Special Education Outcomes Team  
Kerry Ottlinger, Facilitator, Special Education Outcomes Team**

*Sen. Ed.  
3/30/94  
Attachment 3*

1. Should the words "appropriate" or "responsible" be included before the word inclusion?

"Inclusion" is a concept within the larger framework of the definition of "least restrictive environment." Within that context, "appropriate" and "responsible" placements should be made based on the student's IEP team and individual student planning.

2. What is the definition of full inclusion?

"Full inclusion" is not a policy of the Kansas State Board of Education. (See Attachment A for Policy). The State Board supports the concept of a full continuum of services which provides for an individualized program for a student with a disability in as an inclusive environment as is possible for that student. It is not a legal option to do otherwise. Additionally, the Individuals with Disabilities Education Act and Kansas special education regulations do not mandate "full inclusion." It is not reasonable to assume that every student with a disability could successfully function in a general education classroom five days a week for a full six hours per day. Kansas' policy advocates planning for each student based on their individual educational needs. Unfortunately, the terms "inclusion", "full inclusion", "integration", and "least restrictive environment" have been used interchangeably which has become very confusing. The amount of time a student is in the general education environment is determined by the student's IEP team based on the student's strengths and needs.

3. Are the emotional, social, and academic needs of special education students best being met through inclusion?

Research studies indicate that students with disabilities **MAKE SIGNIFICANT GAINS** cognitively, socially, and emotionally in more inclusive environments. (See Attachment B for Research Summary). However, individual needs must be recognized. Based on the student's educational needs, the educational environment, instructional strategies, and curriculum content should be implemented to enable the student to succeed in all developmental areas. Alternative educational settings and curriculum strategies should be considered if a student's needs are not being met.

4. Does inclusion hinder regular education students' academic achievement?

There is NO empirical research which indicates that the inclusion of students with disabilities hinders the general education student's academic achievement. However, there are studies which indicate that positive benefits have occurred for the general student population. (See Attachment B for Research Summary).

- more accepting attitudes toward people with disabilities;
- participation in integrated activities and settings linked to positive attitudes toward peers with disabilities;
- increased awareness of the needs of others;
- enhanced social status among peers as a result of involvement with students with disabilities;
- development of problem-solving skills, applied to real life situations.

5. What additional supports are needed for regular education teachers who are involved in inclusion? How do we get beyond the knowledge level of assistance to the implementation level of assistance?

Additional supports for the general education teacher would vary depending on the needs of the students in each classroom. Options could include: paraprofessionals, related services personnel, general education consultants, adapted curriculum materials, and inservice opportunities.

Retraining and preservice training of staff is necessary to move from the knowledge level to the implementation level of assistance. The school staff and support teams must work together to facilitate this process. Collaboration is an essential component. The State Board staff has made available numerous resources and provided training activities to general and special educators and parents using the educational service centers including those located at Greenbush, Hutchinson, and Oakley. Internship training and regional support teams are currently in operation. See Attachment C for training calendar and KSBE produced inclusion resources. (There are many other inclusion resources available in Kansas and nationwide).

6. Are there special inservice needs related to inclusion?

Yes. Inservice activities should focus on:

- Teaming for instruction
  - Collaboration across disciplines
  - Shared decision-making
  - Alternative assessment strategies
  - Individual curriculum adaptations
  - Problem solving strategies
- (This list is not all -- inclusive).

There are a number of school districts that are working towards "inclusive" schools and communities. Eleven Quality Performance Accreditation Special Education Pilot Local Education Agencies (which will soon be expanded to 28-30) have been addressing these issues. (See Appendix D). There are also 22 local education agencies who have Title VI-B discretionary special projects in the area of special education restructuring, including inclusion.

7. Is there a plan for evaluation of the State's policy on inclusion? How will outcomes be determined and evaluated on Statewide effectiveness of inclusion?

Yes - the effectiveness of special education programs, which includes the implementation of the "least restrictive environment," is evaluated annually by each local education agency as required by the Individuals with Disabilities Act. KSBE staff is currently collecting data on variables related to Quality Performance Accreditation and students with disabilities. It is a goal of the Special Education Outcomes Team that the implementation of the concept of the "least restrictive environment" become an integral part of the school improvement plan process of Quality Performance Accreditation. Outcomes on the effectiveness of inclusion will be determined and evaluated through State and local efforts.

8. How will the Legislature and school districts know about the evaluation results?

Annual evaluation reports from the Kansas State Board of Education are routinely disseminated to all the school districts and teacher training institutions. These reports can be made available to the Legislature.

9. What is the state board's intent concerning the placement of special education students? (see paragraph 1, line 9, paragraph 3, sentence 2)

The intent of the Kansas State Board of Education Policy on Least Restrictive Environment for Students with Disabilities is to emphasize the necessity of the student's individual strengths and needs as the basis for determining placement. Additionally, placement is based on factors which influence the type and intensity of services required to meet the student's needs. The State Board's policy paper does not attempt to detail all the procedures associated with the special education placement process. From the initiation of preassessment through the comprehensive evaluation a considerable amount of information is made available to the IEP team members to make these decisions.

10. Must failure in the regular classroom be demonstrated prior to an alternative placement or can an alternative placement be recommended by the IEP team members?

No - Failure in the general education classroom does not need to be demonstrated prior to an alternative placement. An alternative placement can be recommended by the IEP team based on the diagnostic information available to the team members. The goal is to develop and implement the best possible educational program for the student which will ensure that that student is successful.

11. Does the State Board of Education's policy on inclusion require a regular classroom placement, documented failure alternative placement sequence?

No - As stated previously, procedures are in place to determine the student's educational program by the IEP team.

12. Who decides that it is "clear" that a student cannot succeed?

The IEP team, which includes the parent(s) as a major player, makes any decisions relative to the student's educational program and subsequent placement.

13. What is the role of parents in inclusion?

One of the most exciting components of an "inclusive" school is the critical role of parental involvement. Parents are an integral part of each student's collaborative planning team. Parents can, and should be, considered equal team members and decision-makers. They bring tremendous expertise regarding their own children to the team. Parents contribute many ideas regarding preferred learning activities, peer interaction, generalization of skills to other settings, home-school program; and so on. This is a dramatic shift away from once-a-year attendance at IEP meetings and parent-teacher conferences. Families Together and Keys for Networking provide training, assistance, resources, and family weekends throughout the State, as well.



14. How do we allow special education teachers the flexibility to work with non-IEP students also?

The State funding formula for special education currently does not permit special education teachers who are counted fulltime in special education to work with non-IEP students. The proposed funding plan now before the Legislature would allow for more flexibility in this area.

15. How is current preservice training addressing the preparation of teachers for implementation of inclusion?

Several major Statewide systems change activities are underway in all the Regents' universities and several private colleges in Kansas to address the preparation of ALL staff in implementing the concept of the "least restrictive environment." Kansas is one State of five nationally with a federal grant award from the U.S. Department of Education to restructure preservice training of staff to address the educational initiatives of local school district reform efforts.

ATTACHMENT A

March 8, 1994

## **Kansas State Board of Education Policy on Least Restrictive Environment for Students with Disabilities**

### **Background**

Since the enactment of The Individuals with Disabilities Education Act (IDEA), a variety of terms have been coined to reference the practice of educating students with disabilities with students who are not disabled. Mainstreaming, the Regular Education Initiative (REI), integration and inclusion have been used frequently and interchangeably. Given the absence of State or Federal definition, these terms mean different things to different people. This policy is intended to set forth guidance to local education agencies in carrying out the requirement of IDEA that, *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 not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when 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.* This is the legal premise which provides the basis for including students with disabilities in general education.

Historically, students with disabilities have been separated from their nondisabled peers based upon the belief that quality instruction to address their unique needs could only be provided in special separate settings by personnel with special education or related services credentials. The result has been the creation of a separate system of education and a dilution of the instructional resources available to all students. This dual system, while perhaps a necessary step in the evolution of educational practice, promoted an exclusionary philosophy and the separation of students with disabilities from their nondisabled peers. Frequently, students with disabilities have been educated in separate schools or in classrooms located in cluster arrangements rather than in their neighborhood schools. The result for students with disabilities has been little or no access to the general education classroom, as well as a lack of opportunities to develop friendships with nondisabled classmates. Special and general educators have taught in isolation without opportunity for collaboration, accountability and a mutual responsibility for all children and youth in Kansas.

In contrast, inclusive educational programs are those which serve all students, including those with disabilities, in the context of general education. Students are removed from the general education environment only when it is clear that they cannot succeed in that environment even with adequate supplemental aids and services. The amount of time spent outside of the general education classroom is determined by the student's individualized education program (IEP). Placement decisions are based on the student's unique needs rather than on categorical characteristics. It is critical that the placement process be carefully considered with opportunity for participation by the affected parties--parents, students and school personnel. The cost of providing inclusive education may be a factor in determining placement when that cost has a significant adverse affect on the other students in the school district. As stipulated in 34 CFR 300.552(c), *[u]nless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled.* Placement is reviewed annually, but may be changed whenever the IEP Team deems necessary. A change of placement is indicated when a student with a disability is so disruptive in a general education setting that the education of other students is significantly impaired or when the safety of others is endangered.

### **Important Points**

- Schools should value each student regardless of his or her abilities or disabilities.
- Schools should provide dynamic, individualized and innovative learning opportunities for ALL students.
- Schools should strive to provide education based on the needs of individual students with disabilities as determined by a well designed-IEP.
- Schools should facilitate outcomes-based education by combining all of the specialized resources at the school to enhance learning of all students at the school.

### **Factors Involved in Student Placement**

It is imperative that each student's individual needs determine placement. Placement should reflect the setting in which the student's needs can best be met when providing the educational services needed to implement the student's IEP. Placement decisions must not be based solely on any of the following factors: category of handicapping condition, configuration of the service delivery system, availability of educational or related services; availability of space; curriculum content; or methods of curriculum delivery. Individual strengths and needs should determine the student's program. The type and intensity of special education and related services required for the student to derive educational benefit must be made available.

In the field of education, the value of diversity, is beginning to be recognized, as well as the value of individualizing each student's education, to address his/her diverse learning styles, strengths and needs. Kansas students who have disabilities benefit from receiving their education in general education settings alongside their nondisabled classmates. Similarly, Kansas students who do not have identified disabilities also benefit from inclusive educational programs by learning to appreciate diversity and value the achievement of those with disabilities. The Board recognizes the need for a full continuum of special education service options, but supports the age-appropriate, general education classroom in the school the student would attend if not disabled as the placement of choice for Kansas students with disabilities. Instead of a separate track educational system, schools are encouraged to strive toward a unified system that values and includes students of varying levels of ability.

### **Important Points**

- Placement is comprised of the SETTING of the educational program and the EDUCATIONAL PROGRAM itself.
- Placement shall not be made based upon the student's categorical label nor upon administrative convenience.
- Special education is not a place-it is services which may be provided in any setting.

### **Supplemental Aids and Services in the Classroom**

When students with disabilities are included, adequate resources must be provided from the outset to the general education program. Support can be provided at many levels. Supplementary aids and services include, but are not limited to, materials or equipment provided in conjunction with

general education classroom instruction, consulting specialists, itinerant teachers, resource rooms, tutoring, instructional support provided by paraprofessional personnel, assistive technology, readers and interpreters. Support may take the form of teacher consultation or direct instruction by the special educator in the classroom. Teacher training is also a vital support. Training in curriculum models which address diversity in the classroom, as well as training in skills of collaboration, are key elements of successful teacher inservice training plans. Practices which have been proven effective include: teaming arrangements involving general and special education staff and parents working together collaboratively to support students with and without disabilities; special and general educators teaching together; and the provision of related services and other needed supports within the context of the general educational program.

Support in the general education classroom must be more than a token effort. It should not be assumed that even an extremely skilled teacher and supportive peers can adequately include a student with disabilities without direct support from special educators. Support must be provided at the level needed in order for the student with disabilities to derive educational benefit from his/her educational program. The responsibility for ensuring adequate programming remains with the school district and the IEP process.



ATTACHMENT B

**Table 1 – Documented Benefits of Integrated and Inclusive School Programs**

<b>Outcome/Type of Benefit</b>	<b>Source</b>
<b>Benefits for Students with Disabilities</b>	
Acquisition of social and communication skills	Cole & Meyer. 1991
Increased levels of student interaction; appropriateness and frequency of interaction with peers	Brinker, 1985; Brinker & Thorpe. 1986; Hanline, 1993
Positive postschool adjustment and employment after graduation	Brown et al., 1987; Hasazi, Gordon & Roe. 1985
Increased achievement of IEP objectives	Brinker & Thorpe. 1984
Higher quality IEPs developed for students in general education placements and integrated placements	Hunt & Farron-Davis. 1993; Hunt, Goetz & Anderson, 1986
Link found between positive student outcomes (e.g. social skills, affect, IEP objectives achieved, independence) and participation in integrated settings and activities	CRI. 1992
Proximity of students' educational placement to home (i.e. attendance at neighborhood school) positively associated with in-school and after-school integration with peers	McDonnell et al., 1991
Increase in student responsiveness to his/her environment	Giangreco et al., 1993
<b>Benefits for the General Student Population</b>	
More accepting attitudes toward people with disabilities	Voeltz, 1980, 1982; Kishi, 1988; Evans et al., 1992
Participation in integrated activities and settings linked to positive attitudes toward peers with disabilities	CRI. 1992
Improvement in self-concept, growth in social cognition, increased tolerance of other people, reduced fear of human differences, development of personal principles, interpersonal acceptance and friendship	Peck, Donaldson & Pezzoli, 1990
Increased awareness of the needs of others	Giangreco et al., 1993
Enhanced social status among peers as a result of involvement with students with disabilities	Sasso & Rude, 1988
Development of problem-solving skills, applied to real life situations	Salisbury & Palombaro, 1993
<b>Benefits for Parents of Students with Disabilities</b>	
More positive parental expectations linked to participation in integrated activities and settings	CRI, 1992
Wider circle of friendships, i.e. friendships developed with parents of normally developing children	Bailey & Winton. 1989
<b>Benefits for Teachers</b>	
Ability to accept, implement and be open to change; increased level of professional confidence; improved planning skills; increased awareness of all students' needs	Giangreco et al., 1993
<b>Impact on the School Environment</b>	
School environment in which cooperation, collaboration and active learning procedures characterized teaching environments of schools operating within an outcome-based and inclusive framework	Salisbury et al., 1993

Source: Fall 1993 issue of Front Line, Volume 2, Issue 1.



ATTACHMENT C



Kansas State Board of Education  
Special Education Administration Section  
Calendar Update 1994-95  
March 17, 1994

\* = New Calendar Item

✓ - *inclusion*

✓ 03/18/94 thru 03/19/94	A Whole New World: Strategies for Inclusive Education	Memorial Student Union Kansas State University Manhattan, KS	Warren White 913-532-5542	Reg. Ed. and Spec. Ed. Teachers and Administrators
03/22/94 thru 03/23/94	Facilitator Workshop	Lawrence Holidome Lawrence KS	Fran Lee 913-296-0944	Paraprofessional Facilitators (Spec. Ed.)
03/24/94 thru 03/25/94	Facilitator Workshop	Wichita Hotel East Wichita KS	Fran Lee 913-296-0944	Paraprofessional Facilitators (Spec. Ed.)
03/29/94	Hearing Screening, Levels I & II	Central Kansas Cooperative in Education 3023 Canterbury Salina, KS	Division of Continuing Ed. Benton Hall Room 408 Washburn Univ. Topeka KS 913-231-1010 (Ext. 1399)	School Nurses, Early Intervention Personnel, Health Assessment Personnel
✓ 03/30/94	Writing Outcomes Using Curriculum Based Assessment: An Introduction to the AEPS	SE Kansas Ed. Service Ctr. Greenbush KS	Susan Hills 316-421-6550	Early Childhood Providers
✓ 03/31/94	Writing Outcomes Using Curriculum Based Assessment: An Introduction to the AEPS	Turner USD #202 Kansas City KS	Susan Hills 316-421-6550	Early Childhood Providers
04/05/94	KASEA Interaction Council	Topeka/DISC Hays Wichita Med Ctr	Betty Weithers 913-296-3869	Council members & Other Interested Parties
✓ 04/05/94 thru 04/06/94	Effective Schools Conference	Wichita Century II Wichita KS	Maria Collins 913-296-2198	Educators, Administrators, & Related Service Providers

04/06/94	Initial Hearing Screening Level I & II	Basement Mtg. Room Pratt Regional Medical Ctr. 200 Commodore Pratt KS	Division of Continuing Ed. Benton Hall Room 408 Washburn Univ. Topeka KS 913-231-1010 (Ext. 1399)	School Nurses, Early Intervention Personnel, Health Assessment Personnel
04/06/94 thru 04/10/94	CEC's 1994 Annual Convention	Denver, Colorado	1-800-486-5773 for information and hotel rates	Council for Exceptional
✓ 04/06/94	Supporting Curriculum Through Assessment in Inclusive Preschool	Airport Hilton Wichita KS	Susan Hills Kansas Inservice Training System	Early Childhood Professionals
04/07/94	Initial Hearing Screening Level I & II	Skyline School 20269 West Highway 54 Pratt KS	Division of Continuing Ed. Benton Hall Room 408 Washburn Univ. Topeka KS 913-231-1010 (Ext. 1399)	School Nurses, Early Intervention Personnel, Health Assessment Personnel
04/13/94 thru 04/14/94	State Transition Council Meeting	Best Western Mid America Salina, KS	Sue Sarkesion 913-864-0686 or Lisa Ingram 913-296-6054	Transition Council Members
✓ 04/22/94	Institutions of Higher Education	Marcus Center Wichita KS	Nancy Gray 913-296-2141	General Ed. and Spec. Ed. Faculty from Kansas Institutions of Higher Ed.
04/22/94	Typanometry Screening Recertification Hearing Screening Level III	Pioneer Lounge Memorial Union Fort Hays State Univ.	Division of Continuing Ed. Benton Hall Room 408 Washburn Univ. Topeka KS 913-231-1010 (Ext. 1399)	School Nurses, Early Intervention Personnel, Health Assessment Personnel
✓ 04/22/94	Supporting Curriculum Through Assessment in Inclusive Preschools	Dodge City Public Library Dodge City KS	Susan Hills Kansas Inservice Training System	Early Childhood Professionals

✓ 04/28/94 thru 04/30/94	1st Annual Kansas Conf. on Developmental Disabilities	Century II Convention Center Wichita KS	Doug Gerdel Families Together 913-273-6343	Parents, Consumers, Professionals & Service Providers
05/03/94	KASEA Interaction Council	Topeka/KSBE Dodge City? Shawnee Mission	Betty Weithers 913-296-3869	Council members & Other Interested Parties
05/04/94	Typanometry Screening Recertification Hearing Screening Level III	NW Kansas Ed. Service Center 703 W. 2nd St. Oakley KS	Division of Continuing Ed. Benton Hall Room 408 Washburn Univ. Topeka KS 913-231-1010 (Ext. 1399)	School Nurses, Early Intervention Personnel, Health Assessment Personnel
05/05/94	Typanometry Screening Recertification Hearing Screening Level III	Quinter Elementary School 6th & Gove Quinter KS	Division of Continuing Ed. Benton Hall Room 408 Washburn Univ. Topeka KS 913-231-1010 (Ext. 1399)	School Nurses, Early Intervention Personnel, Health Assessment Personnel
05/17/94	Hearing Screening, Levels I & II	Ft. Hays State University Pioneer Lounge Memorial Union Hays KS	Division of Continuing Ed. Benton Hall Room 408 Washburn Univ. Topeka KS 913-231-1010 (Ext. 1399)	School Nurses, Early Intervention Personnel, Health Assessment Personnel
✓ 05/31/94 thru 06/02/94	Success and Inclusion	Garden City Plaza Inn Garden City KS	Deb Haltom 316-356-5577	General/Special Educators
✓ 06/02/94 thru 06/03/94	Special Ed. Law Conference	Wichita Airport Hilton Hotel 2098 Airport Rd. Wichita KS	Phyllis Kelly 913-296-3867	Attorneys, Special Ed. Directors, IHE Faculty, Superintendents, and Parents
06/07/94	KASEA Interaction Council	Topeka/KSBE Greenbush TBA	Betty Weithers 913-296-3869	Council members Other Interested Parties
✓ 06/09/94 thru 06/11/94	Summer Inclusionary Multi-Media Inclusion Institute	University of Kansas To be Announced Lawrence KS	Patty Campbell UAP Parsons 316-421-6550	Teachers who want to learn about inclusion through the use of multi- media techniques

✓ 06/13/94 thru 06/17/93	NE Kansas Summer Inclusion Institutes	Southeast KS Ed. Service Ctr PO Box 189 Girard, KS (location to be announced)	Jo Parabi 316-724-6281	General and Speci Education teacher who wish to learn more about inclusion. This session is for elementary teache
✓ 06/16/94 thru 06/18/94	Summer Inclusionary Multi-Media Inclusion Institute	University of Kansas To be Announced Lawrence KS	Patty Campbell UAP Parsons 316-421-6550	Teachers who want to learn about inclusion through the use of multi- media techniques
✓ 06/21/94 thru 06/24/94	Developmentally Appropriate Practices in Inclusion Settings 1st Annual Summer Institute	Lawrence, KS	Carol Dermyer 913-296-7454	Participant Selection Criteri and further information will forthcoming in th KITS Newsletter a via SpecialNet
✓ 06/23/94 thru 06/25/94	Summer Inclusionary Multi-Media Inclusion Institute	University of Kansas To be Announced Lawrence KS	Patty Campbell UAP Parsons 316-421-6550	Teachers who want to learn about inclusion through the use of multi- media techniques
✓ 07/25/94 thru 07/29/94	Summer Institute on Deaf/Blindness	(Information to follow)	Julie Mohesky-Darby 913-296-3953	Personnel working with students who have D/B and parents.
✓ 07/25/94 thru 07/29/94	NE Kansas Summer Inclusion Institutes	Southeast KS Ed. Service Ctr PO Box 189 Girard, KS (location to be announced)	Jo Parabi 316-724-6281	General and Speci Education teacher who wish to learn more about inclusion. This session is for junior and high school teachers
✓ 09/29/94 thru 10/01/94	Supported Education: Effective Educational Practices for All Learners in Kansas Schools	Wichita Marriott Hotel 9100 Corporate Wichita, KS	Julie Mohesky- Darby or Jackie Lofland 913-296-2191	General and Speci Educators, Administrators, Parents, Related Service Personnel Anyone interested in Inclusive Education

## **Inclusive Education Manuals and Videos produced by KSBE**

### **Manuals**

*The Kansas Checklist For Identifying Characteristics of Effective Inclusive Programs*, November, 1993.

The above can be obtained by contacting: Michele Bueltel, Project Director, Kansas State Board of Education, Special Education Outcomes Team, 120 SE 10th, Topeka, KS 66612, Phone: (913) 296-2191.

*Curricular Adaptations: Accommodating the Instructional Needs of Diverse Learners in the Context of General Education*. (December, 1993). KSBE: Alice Udvari-Solner, PhD.

*An Introduction and Video Guide for Developing Collaborative Teams for Inclusion-Oriented Schools*. (May, 1992). KSBE: Kim Bodensteiner.

*MAPS: A Plan For Including All Children In Schools*. (1990). KSBE: Author

*Setting a New Course: Defining Quality Lifestyles for Students with Dual-Sensory Loss*. (1992). KSBE: Pat Barber, PhD.

The above can be obtained by contacting: Southeast Kansas Education Service Center, PO Box 189, Girard, KS 66743, Attention Project PIN, Phone: (316) 724-6281.

### **Videos**

*MAPS: A Plan For Including All Children*. (1991), 30 min. and 20 min. version.

*Collaborative Teaming For Inclusion-Oriented Schools*. (1992), 30 min. version and 15 min. version.

*Integrating Related Services*. (1992) 20 minutes

*Learning and Belonging: Inclusive Schools and Communities*. (1992), 20 min.

The above can be obtained from the Southeast Kansas Education Service Center, PO Box 189, Girard, KS 66743, Attention Peggy Gentry, Phone (316) 724-6281.

### **Other**

*SPOTLight on Kansas: Special Education Outcomes Team*, newsletter published quarterly by the Kansas State Board of Education, Special Education Outcomes Team, 120 S.E. 10th Avenue, Topeka, KS 66612. SEKESC Telephone: 1 (800) 531-3685 . No cost.

*Inclusive Education Resource Collections* are housed at the following service centers: Northwest Education Service Center, Southwest Education Service Center, Northeast Education Service Center and South Central Education Service Center.

*Professional Information Network (Project PIN)*, houses a loan library with videos, books, and manuals dealing with special education issues and inclusion. Contact: Southeast Kansas Education Service Center, PO Box 189, Girard, Kansas 66743. Phone: 1-800-531-3685.

## **Quality Performance Accreditation and Special Education Resources produced by KSBE**

### **Manuals**

*Policy Considerations on Outcomes-Based Accreditation for Students Receiving Special Education Services.* (September 1991), KSBE: Meyen et. al.

*The Inclusion of Students with Disabilities in Implementing the School Improvement Process as a Component of Kansas Quality Performance Accreditation.* (May, 1992), KSBE: Meyen, E.

*Quality Performance Accreditation in Special Education: An Annotated Bibliography.* (January, 1993), KSBE: Swall, R. and Finley, S.

*Special Education Services in Partnership with Quality Performance Accreditation.* (1993), KSBE: author.

### **Video**

*Quality Performance Accreditation and Special Education.* (1994), 20 minutes.

*Exemplary Kansas Special Education Programs.* (not available- currently in production), KSBE.

The above can be obtained by contacting: Kansas State Board of Education Special Education Outcomes Team, 120 SE Tenth Avenue, Topeka, KS 66612, Attention Maggie Atherton  
Phone (913) 296-2141.

*Availability of the above resources are disseminated routinely through the SPOTlight Newsletter, KSBE sponsored conferences, KASEA meetings, SpecialNet, Service Centers, LEA's and Parent Organizations.*

# Kansas State Board of Education Inclusive Education Internship Project

## *What is the internship project?*

The Kansas State Board of Education (KSBE) has received federal funding to support a training project for individuals working with students having significant disabilities or deaf-blindness in inclusive settings. Sponsoring grants are the Promoting Access for Children with Exceptionalities (PACE), and Supported Education in Kansas Systems Change Project (SEIK). The internship project has been designed to individualize learning opportunities about inclusive educational programs for students with severe disabilities or deaf-blindness by allowing the interns to receive hands-on experience at selected schools around the state. Internship sites are located in the towns of Eudora, Hiawatha, Horton, Hugoton, Lakin and Sublette.

## *Who can participate?*

Target participants for this internship project are parents, general and special educators, principals, paraprofessionals and related service providers who work with students with significant disabilities or deaf-blindness. Interns should come prepared to plan for a specific student. Applications will be accepted on a first-come first-served basis. Scheduling will be done through the PACE Project Director.

## *What will the training cover?*

Prior to the internship, participants will complete a needs assessment survey, the results of which will be used to determine areas where more information or training is needed. Seven modules have been designed to cover different topic areas through guided observation, experiential learning, readings and videos. The specific areas are:

- 1) Family Involvement
- 2) Instructional Support Teams/Student Support Teams
- 3) Curriculum and Instruction
- 4) Administrative Leadership
- 5) Assessment and Program Planning
- 6) Friendships
- 7) Transition

Interns will complete the assignments in the modules they select. All interns will be responsible for submitting an action plan detailing how information gained from the internship will impact services for the targeted student.

### ***What are the interns scheduling options?***

There will be three different internship options:

- *One day Internship.* If the intern chooses to go for only one day they will receive a overview of the program at the school where they are assigned. Interns will be responsible for their own expenses. No college credit is available for one day visits but Continuing Education Units can be obtained.  
  
\* Parents of students with severe disabilities or deaf-blindness will be reimbursed for their expenses including child care.
- *Three day Internship.* The intern will be able to select three or more modules to complete. They will have the opportunity to spend time with various members of the site training team including administrators, parents, etc. KSBE will provide stipends to interns for hotel and meals. Districts will be reimbursed for substitutes provided for teacher absences. Parents of students with severe disabilities or deaf-blindness will also be reimbursed for child care. Interns will qualify for one hour of college credit but they will be responsible for their own tuition and enrollment. Continuing Education Units will be available.
- *Five day Internship.* Interns can choose to complete all of the modules available. This will give the broadest coverage of information and training possible at each of the sites. KSBE will provide stipends to interns for hotel and meals. Districts will be reimbursed for substitutes provided to cover teacher absences. Parents of students with severe disabilities or deaf-blindness will also be reimbursed for child care. Interns will qualify for two hours of college credit but they will be responsible for their own tuition and enrollment. Continuing Education Units will be available.

### ***What can interns expect to get out of this training?***

This internship will provide activities that enable parents, educational and administrative staff to gain information and skills needed to provide educational programs for students with significant disabilities, or dual sensory impairments in integrated school and community environments. The expertise developed at the local level will empower districts and schools to continue best practice development as project assistance phases out.

Please direct questions to: Michele Bueltel  
PACE Project Director  
Kansas State Board of Education  
120 SE Tenth Avenue  
Topeka, KS 66612-1182  
(913) 296-2191



ATTACHMENT D

# SPECIAL EDUCATION RESTRUCTURING AS A PART OF THE QUALITY PERFORMANCE ACCREDITATION PROCESS

The Quality Performance Accreditation process focuses upon the performance of **all Kansas students**. All students includes students of special populations [i.e. special education, vocational programs, support programs (like Chapter 1), *et.al.*]. The school improvement process focuses on the achievement of Kansas students, insuring equitable, individualized learning opportunities that meets both the unique and shared needs of all students, including all students of diverse population groups. (Kansas Quality Performance Accreditation, July 1993.)

The Special Education Outcomes Team has as its' vision "*A unitary educational system that, through collaboration, facilitates quality learning for all students in Kansas, which effectively empowers them to participate in society as adults*". Currently there are at least two, perhaps more, educational systems in Kansas: general education teachers and administrators and special education teachers and administrators. We believe that a unitary educational system should exist, one which includes:

1. Special education services in the Quality Performance Accreditation school improvement plan;
2. Establishing Outcomes/Indicators for ALL students, with data disaggregated by race, gender, socio-economic status and *disability*.
3. Developing Full-Service Schools which focus on *Site-Based Management* and the ability to staff to work effectively as *Teams*;
4. Encouraging Neighborhood Schools that practice *Integration* for all students by bringing services to their students rather the opposite. Such services will be based on the use of *Innovative Delivery Models* and the practice of *Decategorization*;
5. Implementing *Innovative Instructional Approaches* which incorporate collaborative teaching methods and curriculum based assessment procedures;
6. A changing in *Focus of the IEP* from one of meeting compliance requirements to long term programming for students;
7. The use of a weighted *Class Size/Case Load Formula* which will permit districts to make local decisions on the assignment of students to special education staff; and
8. Moving from categorical identification and programs to the provision of instruction and services based on *Children's Needs*. This is to be accomplished through training staff to conduct and use functional, curriculum based assessment which describes the student's skill development as well as the expectations of the student's environment. Assessments will then be designed to determine specific intervention strategies as well as the traditional eligibility determination.

Since questions were raised about the role of special education, the Special Education Outcomes Team selected from the first fifty Quality Performance Accreditation districts, eleven schools districts who volunteered to assist in defining the role of special education in the Quality Performance Accreditation process. These schools have assisted by implementing improvements in their special education system which will result in increased general education/special education collaboration and shared decision making at the building level.

Districts are given the opportunity to restructure schools and broaden the range of intervention alternatives available to students. Emphasis is placed on designing educational interventions based on individual students' exceptionalities, as opposed to placing students with cognitive, physical, and social disabilities in available programs. These alternatives include both support and instructional services.

Technical assistance to schools selected for this project is made available by the KSBE either directly or through contracting with recognized experts. Every effort will be made to reduce paperwork while continuing to keep those involved informed, ensure procedural safeguards and document student progress and outcomes.

The eleven districts who have been piloting these changes over the last three years are:

USD 202, Turner	USD 234, Fort Scott	USD 342, McLouth
USD 383, Manhattan	USD 412, Hoxie	USD 418, McPherson
USD 437, Auburn-Washburn	USD 452, Stanton County	USD 497, Lawrence
USD 500, Kansas City	USD 501, Topeka	

The KSBE has offered certain incentives to schools who participate in restructuring of their special education programs. These incentives include the following items:

1. When developing their Quality Performance Accreditation school improvement plan, schools may identify State Board Regulations (S.B.R.) or Kansas Administrative Regulations (K.A.R.), such as service delivery and class size/caseload regulations, which prohibit them from implementing their plan. An amendment to K.A.R. - Article Twelve now permits schools to request a waiver of any Kansas special education regulation. Staff are available to assist schools in applying for waivers regarding those regulations.
2. Schools may also identify technical assistance needs, such as KSBE personnel time, funding assistance for staff development, or planning. An application process to KSBE for such assistance was developed and each district has been eligible to apply for up to \$10,000 during the 1990-1992 school years for staff development purposes.

Questions and concerns regarding restructuring in special education should be addressed to Kerry Ottlinger, Special Education Outcomes Team, (913) 296-5478.

USD 412

# Xoxie Community Schools

1. It would be better to place appropriate and responsible before the word education rather than inclusion.  
Example: The student (all students) will be provided with an equal and appropriate education. This implies responsible and appropriate. It would even be better to talk about a supported unitary system, one that meets the needs of all students.

2. Full inclusion in the USD #412 district is:

The commitment to educate each child, to the maximum extent appropriate in the regular education classroom, he/she would attend if not special needs child. It involves bringing support service to the child.

It is our commitment to educate all students, regular or special education students. Recognizing all students have both common and diverse needs. USD 412 has as its mission to prepare all children to live, learn, and work in the ever-changing society by helping them reach their individual potential, academically, socially, and emotionally. We talk of a supported unitary system to do help us in our mission.

3. Yes, in USD 412 we have seen academic and social - emotional needs met through the development of a supported unitary education system.
  - 1) Special needs students treated like all their peers by peers. Less isolation
  - 2) Special needs students - EMH invited to birthday parties.
  - 3) A student writing a poem saying "I use to think I was dumb - now I know I'm not."
  - 4) Change in parents attitudes. More positive.
  - 5) Kids eager to learn/experiencing success not failure for the first time.
  - 6) Black and white of CTB-S test scores.

(Special Education taken with regular education peers)

3-91	Composite, total, average score--50%
4-92	Composite, total, average score--53%
4-93	Composite, total, average score--52%
3 yr. avg.	Composite, total, average score--51%

Grade average has been a 70% or better for all students for the 3 years.

Sen. Ed.  
3/30/94  
Attachment 4

4. It is our experience that the higher achievers achieve more, the middle students achieve more and the special needs students do better. All students become active learners and are learning how to learn.
5. Inservice  
Teaming Time  
Responsible and trained support personnel  
Training in good effective teaching practices and strategies  
Administrative support  
Coordination of the inclusive process
6. Educators and all support personnel need to be inserviced in the teaming process; strategies; good effective teaching practices; understanding the needs, both common and diverse, of all students; new ways to assess students; adaptation, modification, and paralleling of the curriculum to name a few. These are subjects that all teachers need to be inserviced in, in order to teach all children not just special needs students. They really need individuals who have developed unitary systems to help facilitate the move to become an inclusive, supported unitary education system.
7. USD 412 evaluates their unitary system by looking both at the grade level outcomes and how well the students are doing, nine week grade averages, at the CTB-S scores on special needs students, and the district outcomes. USD 412 also looks at the social emotional needs of students. We are pleased with the positive results that we see in this area including those of students, parents, and community. The goal is to help all students regardless of their special needs to reach their maximum potential.
8. The results should be made public to the school districts.
9. It is my understanding the state board still states that there should be a continuum of services for special needs students. However, it states that students should be educated in the least restrictive environment. This can be interpreted to mean that the regular classroom is the least restrictive. This should be tried first. From there you make alternative placement.
10. There are some students that it is clear that the regular classroom would not be their least restrictive environment. In these cases, one does what is best for the child. This decision is made by a team of educators and parents who have a stakehold in the child's life and education. To answer the question, no failure in the regular classroom must not be demonstrated prior to an

alternative placement.

11. Presently, not aware of this policy.
12. A team of professionals and parents make the decision.
13. The parent is a vital stakeholder in the inclusive process. The parent helps make all the decisions regarding the child's education and is vital in providing support at home. The school and parent are in constant communication.
14. When the special education teachers/ paraeducators are in the classroom they work as a team with the regular educators. While special needs students are the primary target, the special education teachers/paraeducators work with all the students. The education of the students becomes a shared responsibility. Hopefully, we no longer have your students and my students, but our students. Each educator in the classroom brings their own area of strength which helps all students.
15. In our district, yes.

March 30, 1994

Senate Education Committee  
Hearing on  
Special Education Inclusion  
Gary Bishop  
Shawnee County Special Education Cooperative

My personal orientation on "inclusion":

1. Special education "inclusion" is currently a term with no standard definition.
2. Most districts are responding to the original requirement contained in State and Federal mandates that special education students be educated in the "least restrictive environment" (LRE).
3. LRE requires that students be provided a full range of placement options designed to meet their individual needs.
4. One of the placement options must be the delivery of IEP services in the regular education classroom.
5. This placement option must be considered for every student but is not appropriate for every student.
6. The progress of a special education student in a regular education classroom is dependent upon the child's needs, principal support, skill of the regular and special education teachers, skill of the support staff, and availability of human and other resources.

Sen. Ed.  
3/30/94  
Attachment 5



Response to Committee Questions:

1. It is the responsibility of the student's IEP team to determine what placement is appropriate or responsible.
2. "Full inclusion", in my experience, has been defined as all students in their neighborhood school and classroom. This definition ignores the requirement for availability of a full range of placement options.
3. This depends on the needs of the individual student.
4. This depends on many factors including teacher skill, student needs, and level of outside support.
5. Special education teachers and support staff must be able to effectively collaborate with the regular education teacher in providing an adapted, modified, or alternative curriculum in the regular classroom. Moving from knowledge to application levels requires continued staff development and experience.
6. One of the most significant special staff development needs is in "collaborative teaming".
7. Unfortunately, the State is still held by the Federal office to process standards in the evaluation effort.

Outcome standards for special education students should be related to the outcome standards for all students as part of the local QPA effort. These standards might include graduation rates, rates of post secondary training participation, and adult graduate employment rates.

8. Local schools should collect the evaluation results as part of the QPA process. The legislature could collect the information from the State Board of Education.
9. While I did not get an attachment, I believe the intent is to meet current State and Federal law requirements.
10. It is the responsibility of the IEP team to consider all service delivery alternatives and recommend the placement option which meets the student's individual educational needs in the least restrictive environment.
11. No.
12. The student's IEP team determines when an IEP must be



13. Parents are part of the IEP team and usually must provide consent before any special education action can be taken. In most districts every effort is made to see that decisions are by team consensus.
14. The current special education funding formula presents some problems in this area. I anticipate a rather intensive study of this issue during the summer.
15. Response to changes in educational technology by the state's Institutions of High Education (IHE) has been quite uneven. Some IHE teacher preparation programs have been quite responsive to changes in the field. Other programs appear to be effectively insulated from change.