

## MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 1:30 p.m. on January 26, 2011, in Room 152-S of the Capitol.

All members were present except:

Senator Anthony Hensley – excused  
Senator Bob Marshall – excused  
Senator John Vratil – excused

Committee staff present:

Sharon Wenger, Kansas Legislative Research Department  
Laura Younker, Kansas Legislative Research Department  
Jason Long, Office of the Revisor of Statutes  
Eunice Peters, Office of the Revisor of Statutes  
Dale Dennis, Deputy Commissioner, Kansas Department of Education  
Dorothy Gerhardt, Committee Assistant

Conferees appearing before the Committee:

Tom Witt, Kansas Quality Coalition  
Malissa Martin-Wilke, President, Communities In Schools of Kansas  
Colleen Riley, Director, Special Education Services, KSDE

Others attending:

See attached list.

### Education Budget Funding

The meeting began with a short discussion, following a question from Senator King, regarding the original budgeted amount in the last legislative session of BSAPP, compared to the Governor's recommendation in the Recission Bill.

### Introduction of Legislation

Tom Witt, Kansas Quality Coalition, appeared before the committee with requests for the introduction of two items of legislation. He stated the first request is essentially a comprehensive sex education bill which he is similar to a bill passed out of Committee and the full Senate in 2006 but hit some snags in the House. The second request is to amend the anti-bullying statute that was originally passed out of the Committee in 2007 and amended in 2008. This bill asks that school districts file their anti-bullying policies and implementation plans with the State Board of Education.

Senator Teichman moved to introduce legislation as proposed by Mr. Witt. The motion was seconded by Senator Umbarger. Motion carried on a voice vote.

### Presentation: Communities In Schools of Kansas

Malissa Martin-Wilke, President of Communities in Schools of Kansas, (Attachment 1), next gave a brief presentation of the organization's goals and activities helping students to achieve success in the educational system. She stated Communities in Schools of Kansas believes that every student deserves every opportunity to succeed in school and to gain the tools they need not just to survive, but to thrive. Based on measurable results, their personal approach is proven to empower student achievement and reduce dropout rates.

During the 2009-2010 school year, services were provided to 86 schools, helping more than 18,500 students achieve goals and results. These successes included:

- 99% of students tracked as potential dropouts remained in school at the end of the year
- 98% of students tracked for promotion risk were promoted to the next grade
- 95% of students tracked as needing improvement in their behavior showed improvement
- 87% of students tracked for needing to improve their academic achievement successfully brought their grades up

Communities In Schools is the nation's leading organization serving at-risk youth both in and outside the classroom. A site coordinator supports students by delivering community resources requested by schools and parents whether that be a mentor, eyeglasses, help with homework, a meal, help with college applications or a safe place to be.

Frank Clepper, Chief Operating Officer, Delta Dental, and also a member of the Board of Communities In Schools of Wichita/Sedgwick County, also spoke in support of continued funding of the Communities In Schools of Kansas program.

A short question and answer session with committee members followed.

### **Overview of Special Education Services in the State**

Colleen Riley, Director of Special Education Services with the Kansas Department of Education, provided a brief overview of special education services in the state (Attachment 2). With the passage of Public Law 94-142, children with disabilities were to be educated in public schools. With IDEA '97, children with disabilities were to have access to general curriculum. With IDEA (IDEIA) 2004-Accountability, results and outcomes improved for children with disabilities using the State Performance Plan and Annual Performance Report. Kansas State Special Education regulations require schools to have policies and procedures in effect to ensure that all children with exceptionalities (gifted) are located, identified, and evaluated. Passage of this legislation also provided for screening and general education intervention (Child Find) and development of an IEP-the Individualized Education Program for those students identified as in need. She stated the Department of Education has made a commitment to monitor every district every year to make sure there are no areas of non-compliance with regard to legislation in place.

A short question and answer session with committee members followed.

The next meeting is scheduled for January 27, 2011.

The meeting was adjourned at 02:30 p.m.

# SENATE EDUCATION COMMITTEE GUEST LIST

DATE: 1-26-11

NAME	REPRESENTING
Margorie Werly	FEU
Cotteen Riley	KSD E
MARK WARD	KSD E
TERRY FORD UTA	KNEA
Kevin Riemann	KNEA
Malissa Martin-Wilde	CIS of Kansas
Terry Leatherman	CIS of Ks
Becky Nevergold	CIS of Ottawa
Chris Bean	CIS of Ottawa
Laura Ratser	CIS of Kansas
Steve GOCELAK	CIS KCK
BILL DEARDON	USD 500 (KCKs)
Ashley Graft	CIS of Kansas
Polli Kenn	CIS of Kansas
Melissa Ward	Hein Law Firm
Leigh Keck	Capitol Strategies
FRANK CLEPPER	CIS WICHITA / SEDGWICK Cty.
Juzanne Graham	CIS Wichita / Sedgwick Cnty
Bob Vancrum	Blue Valley USD 229
Diane Gjerstad	Wichita Public School

# SENATE EDUCATION COMMITTEE GUEST LIST

DATE: 1-26-11

NAME	REPRESENTING
Mike Semter	CIS Kansas
Judy Frick	CIS Kansas
Ginger Pollock	CIS
Hattie Todd	CIS
Karen Blucher	CIS Wichita
Yalissa Gray	CIS Kansas
Angie Durr	CIS Wichita/Seely Co.
Jeff Emer	CIS Kansas
Doug Bowman	Ks ICC
Grace Lancaster	Senator Lee
Mary Anderson	Senator Kultala
Tom Kubs	KnsB
Stuart Little	Shawnee Mission
Kent Fink	DD Council

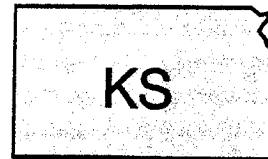


Communities  
In Schools

Kansas

2711 W. 6<sup>th</sup> Street, Suite E  
Lawrence, KS 66049

PIE 785.856.5  
www.ciskansas



## THE CASE FOR CIS OF KANSAS

### THE CRISIS

Each year, about 10,000 students in Kansas do not graduate high school with their peers. This is one in every four Kansas students. These are young people who, with minimal interventions, have the potential and ability to make substantial societal contributions. Yet in the current climate, they stand a better chance of going to prison, receiving social services or ending up on the streets.

Life as a dropout is pretty bleak; half the adult prison population has not finished high school. For those dropouts who do manage to find employment, job choices are very limited. The U.S. Department of Labor estimates that 90 percent of new high-growth, high-wage jobs will require some post-secondary education. Today, the average high school dropout earns about \$17,000 annually compared to almost \$27,000 for a high school graduate.

This crisis impacts not only dropouts, but all of society. Dropouts impose a heavy financial burden on taxpayers and local, state and federal governments. Each class of dropouts costs Kansas approximately \$2.4 billion in lost lifetime earnings. Furthermore, if those dropouts had earned their diploma, Kansas would save \$125.8 million in healthcare costs alone in their lifetime. Then add in an increased need for social supports, higher criminal justice costs, and the lack of social mobility. Our society cannot possibly continue to absorb this. This is a crisis that transcends social, political, economic and moral boundaries.

### THE OPPORTUNITY

To give every young person the chance to 'choose success' – graduating from high school with the skills necessary to go on to advanced education or training or to seek a meaningful, living-wage job.

### THE ANSWER

Communities In Schools (CIS) is the nation's leading organization serving at-risk youth both in and outside the classroom. Since 1977, CIS has believed that students can and will achieve academically when their academic and social service needs are tailored, coordinated and accessible. A CIS site coordinator supports students by delivering community resources requested by schools and parents. Whether a student needs a mentor, eyeglasses, help with homework, a nutritious meal, assistance with college applications or just a safe place to be, CIS finds the resources and delivers them inside schools. Through this coordination, CIS creates a safety net that delivers our "Five Basics" that are necessary for children to stay in school and prepare for life. This unique model, known as integrated student services, serves 1.3 million students in 3,400 schools in 25 states and the District of Columbia. In Kansas, CIS serves more than 18,500 students at more than 80 schools.

### CIS WORKS

A rigorous, independent, scientifically-based evaluation recently concluded that CIS is the only dropout prevention organization in the nation that increases on-time graduation rates, decreases dropout rates, and increases the number of students reaching proficiency in fourth- and eighth-grade reading and math.

Senate Education  
1-26-11  
Attachment 1

## **CIS IS ACCOUNTABLE**

CIS affiliates are accountable on many levels, with several points for measurement and evaluation. This accountability includes measuring students' academic results, behavior, promotion to the next grade level and attendance. Local and state CIS networks and affiliates are accountable to the national office. They report data annually in compliance with national CIS best practice standards.

## **CIS IS FLEXIBLE AND SCALABLE**

In partnership with local schools, CIS site coordinators identify the most critical needs of students and families, then locate and coordinate available community resources. The schools served by CIS range from large, urban settings like Wichita and Kansas City to smaller, rural areas like Lyons and Ulysses. CIS affiliates are locally controlled and reflect the unique character of the communities they serve.

## **CIS IS INNOVATIVE AND CREATIVE**

CIS harnesses tremendous power and support from businesses, communities and individuals. With more than 600 local partners across Kansas and 2,300 volunteers, the vast majority of CIS human resources are volunteers and community partners who contribute their time and expertise with no additional cost. CIS of Kansas provides services at an average cost of about \$194 per student each year.

## **IMPRESSIVE RESULTS**

CIS has a proven track record of improving student success in academic achievement and behavior patterns. Of students that received individualized support from CIS during the 2009-2010 school year, 99% of potential dropouts stayed in school, 98% were promoted to the next grade, 95% improved behavior, 87% improved their academic achievement and 85% improved their attendance.

Communities In Schools of Kansas

2711 W. 6<sup>th</sup> Street, Suite E, Lawrence, KS 66049 • PH 785-856-5190 • FX 785-856-5191 • [www.ciskansas.org](http://www.ciskansas.org)

Sources: "Communities In Schools and The Model of Integrated Student Services: A Proven Solution In America's Dropout Epidemic" Communities In Schools 2008; "Facts for Education Advocates" Alliance for Excellent Education 2009; "Kansas State Card" Alliance for Excellent Education 2009

## Special Education Services Team Overview

Colleen Riley and Mark Ward  
Kansas State Department of Education  
January 26, 2011

## Brief History of Special Education

- Public Law 94-142 - Children with disabilities were to be educated in public schools
- IDEA '97 - Children with disabilities were to have access to general curriculum
- IDEA (IDEIA) 2004 - Accountability ; improved results and outcomes for children with disabilities using the State Performance Plan and Annual Performance Report

## IDEA Educational Classifications

- Autism
- Deaf-Blind
- Developmental Delayed
- Emotional Disturbance
- Hearing Impairments
- Mental Retardation
- Orthopedic Impairments

## IDEA Educational Classifications

- Other Health Impairments
- Multiple Disabilities
- Specific Learning Disabilities
- Speech/Language
- Traumatic Brain Injury
- Visual Impairments

## Gifted Services

Kansas State Special Education regulations K.A.R.91-40-7 (a) require schools to have policies and procedures in effect to ensure that *all children with exceptionalities* (gifted) are located, identified, and evaluated.

## Exceptional Students in Kansas

December 1, 2009

- IDEA - 13 areas of classification  
66,219 students
- Gifted - 14,685 students
- Total Exceptionality in Kansas  
80,389 students

### Process for Initial Evaluation and Placement

- Screening and General Education Intervention (Child Find)
- Initial Evaluation and Eligibility
- The Individualized Education Program (IEP)
- Free Appropriate Public Education (FAPE)
- Educational Placement and Least Restrictive Environment (LRE)
- Parent Rights in Special Education (Procedural Safeguards)

### IDEA 2004- OSEP

#### Monitoring Areas

- A. *Free appropriate public education in the least restrictive environment.*
- B. State exercise of *general supervisory* authority, including child find, effective monitoring, the use of resolution sessions, mediation, voluntary binding arbitration, and a system of transition services as defined in sections 602(34) and 637(a)(9).
- C. *Disproportionate representation* of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.

### SES Priority Areas

- Monitor Every District Every Year
- Targeted Technical Assistance to districts
  - 100% Correction of Noncompliance
  - Least Restrictive Environment
  - Secondary Transition
  - Early Childhood Transition
  - Reading and Math Achievement

### Kansas State Performance Plan/ Annual Performance Plan

#### Trend Data

#### SPP Indicator 5A: Ages 6-21 in Regular Class 80% or more in a day

	Kansas	State Target
• FFY 2005:	55.58%	55.58%
• FFY 2006:	60.8%	57.2%
• FFY 2007:	60.51%	58%
• FFY 2008:	62.16%	58.8%
• FFY 2009:		59.9%
• FFY 2010:		60%

#### SPP Indicator 5 C: Ages 6-21 in Separate Settings

	Kansas	State Target
• FFY 2005:	2.91%	2.90%
• FFY 2006:	2.31%	2.61%
• FFY 2007:	2.19%	2.45%
• FFY 2008:	2.71%	2.30%
• FFY 2009:		2.14%
• FFY 2010:		1.98%



### SPP Indicator 3A: Districts meeting AYP for Disability Subgroup

	Kansas	State Target
• FFY 2005:	87.6%	83.7%
• FFY 2006:	80%	84.2%
• FFY 2007:	87%	84.6%
• FFY 2008:	85.4%	85.1%
• FFY 2009:		85.5%
• FFY 2010:		86%

### SPP Indicator 3: Math Proficiency

	Kansas	State Target
• FFY 2005	46.8%	52.1%
• FFY2006	55.70%	60.30%
• FFY 2007	64.60%	66.18%
• FFY 2008	70.50%	66.19%
• FFY 2009		76.4%
• FFY 2010		82.3%

### SPP Indicator 3: Reading Proficiency

	Kansas	State Target
• FFY 2005	52.5%	52.5%
• FFY 2006	64.20%	57.70%
• FFY 2007	70.06	64.20%
• FFY 2008	72.21%	69.70%
• FFY 2009		77.2%
• FFY 2010		82.5%

### SPP Indicator 12: Transition of children Part C to Part B (Early Childhood)

	Kansas	State Target
• FFY 2004	61%	100%
• FFY 2005:	72%	100%
• FFY 2006:	97.28%	100%
• FFY 2007:	99.52%	100%
• FFY 2008:	99.55%	100%
• FFY 2009:		100%
• FFY 2010:		100%

### SPP Indicator 13: Secondary Transition measurable and coordinated goals

	Kansas	State Target
• FFY 2005:	11%	100%
• FFY 2006:	71%	100%
• FFY 2007:	89.19%	100%
• FFY 2008:	99.68%	100%
• FFY 2009:		100%
• FFY 2010:		100%

### How did we do this?

- Aligning our work in SES ( beginning 2007)
  - Kansas State Board of Education Goals and Objectives
  - Kansas State Performance Plan
  - Multi Tier System of Supports
    - ❖ Collaboration
    - ❖ Stakeholder Input
    - ❖ Communication Structure
    - ❖ Framework

Keep the Main Thing  
the Main Thing

Tony Pearce

