



**SERVING ALL STUDENTS:
WITH A FOCUS ON ENGLISH LEARNERS
AND CHILDREN WITH DISABILITIES**

**NATIONAL TITLE I CONFERENCE
FEBRUARY 2018 | PHILADELPHIA, PENNSYLVANIA**

OBJECTIVES

Participants will:

- Describe how States and local educational agencies effectively support all students, including English learners (ELs) and children with disabilities.
- Discuss approaches, including Multi-Tiered Systems of Support (MTSS), that can help struggling students.
- Discuss how Federal funds under the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA) can be leveraged to support programs and services for all students.
- Address this topic from Federal, State, and LEA perspectives.



AGENDA

- Data Snapshot of Students in the U.S.
- Ways to support ELs and students with disabilities with Federal funds
- Supporting Struggling Students: Multi-tiered Systems of Support (MTSS)
- SEA Spotlight: Kansas State Department of Education
- Questions

Today'sMeet

Don't forget to join the conversation! Navigate to our Today'sMeet URL (www.todaysmeet.com/servingallstudents) to ask questions and react to content!



PRESENTERS

- **Amy Bae**, Education Program Specialist, Office of Special Education and Rehabilitative Services (OSERS)
- **Brenda Calderon**, Education Program Specialist, Office of State Support, OESE
- **Kerry Haag**, Assistant Director, Early Childhood, Special Education and Title Services, Kansas Department of Education

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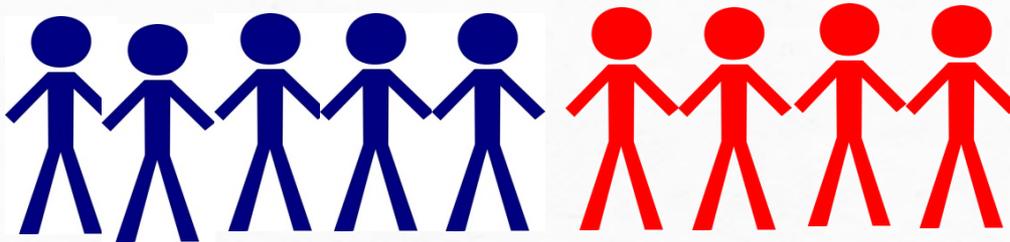
DATA SNAPSHOT OF STUDENTS IN THE U.S.



NATIONAL DATA POINTS

PERCENT ENROLLMENT BY SELECTED CATEGORY OF STUDENTS

In school years 2014-2015, U.S. school enrollments comprised of:



51.8% Students eligible for free and reduced lunch



13.1% Students in IDEA, Part B programs

Source: National Center on Education Statistics. (2015). "Digest of Education Statistics."
Adapted from: <https://nces.ed.gov/programs/digest/>



NATIONAL DATA POINTS

PERCENT ENROLLMENT BY SELECTED CATEGORY OF STUDENTS

In school years 2014-2015, U.S. school enrollments comprised of:



9.4% English Learners

Source: National Center on Education Statistics. (2015). "Digest of Education Statistics."
Adapted from: <https://nces.ed.gov/programs/digest/>





INTRODUCTION

WHO ARE ELS?

WHERE ARE ELS?

ELS MAPPED

LANGUAGES

WRAP UP



OUR NATION'S ENGLISH LEARNERS

What are their characteristics?

— U.S. DEPARTMENT OF EDUCATION

U.S. Department of Education Launches New English Learner Data Story

TITLES I, II, AND III OF THE ESEA

PURPOSE

- The purpose of Title I, Part A is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. (ESEA section 1001)

Title I grants:

- provide support of students at risk of educational failure, or
- help all students in high-poverty schools meet State standards.
- The purpose of Title II, Part A is to provide grants to SEAs and LEAs to increase student achievement, improve the quality and effectiveness of teachers and school leaders, and increase the number of teachers and leaders who are effective in improving student achievement. (ESEA section 2001)
- The purpose of Title III, Part A is to help ensure that ELs, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English. (ESEA section 3102)



IDEA

PURPOSE

The major purposes of IDEA are:

- “(a) To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- (b) To ensure that the rights of children with disabilities and their parents are protected;
- (c) To assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities; and
- (d) To assess and ensure the effectiveness of efforts to educate children with disabilities.” (34 CFR §300.1)





Services for ELs



ELS UNDER THE ESEA

The ESEA, as amended by the Every Student Succeeds Act (ESSA), mentions several types of ELs, including:

- ELs who are also students with disabilities
- Recently arrived ELs – an EL who has been enrolled in schools in the U.S. for less than 12 months. (C.F.R. § 200.6(k)(2))
- Former ELs – reporting is required for **four** years after exiting from a language instruction educational program (LIEP)



USE OF FEDERAL FUNDS ACROSS PROGRAMS TO SERVE ELS

- Coordination of Federal funds
- Leveraging Federal funds
- Blending and Braiding Federal funds



LEA ACTIVITIES – TITLE III, PART A FORMULA SUBGRANTS

LEA Required Activities:

- **Effective** ~~high-quality~~ Language Instruction Educational Plan (LIEP)
- **Effective** ~~high-quality~~ professional development for teachers and school leaders
- Providing and implementing other effective activities and strategies that enhance or supplement language instruction educational programs, which must include parent, family, and community engagement activities and may include coordination with related programs.

Reference: ESEA Section 3115(c)



TITLE III, PART A FORMULA SUBGRANTS

LEA Uses of Title III, Part A funds

- Upgrading program objectives
- Providing community participation programs, family literacy services, and parent and family outreach and training to ELs and their families
- Providing tutorials to ELs
- Improving the instruction of ELs

New LEA Uses Under the ESSA amendments

- Improving the instruction of ELs, which may include ELs with a disability, through educational technology
- Offering early college high school or dual/concurrent enrollment programs
- Developing/implementing effective preschool language instruction educational programs.

Reference: ESEA Section 3115(d)



IMMIGRANT CHILDREN AND YOUTH SUBGRANTS

- States must make at least one Title III, Part A subgrant for immigrant children and youth.
- States may determine:
 - award size and scope
 - discretionary or formula
 - multi or single year
 - definition of ‘significant increase’ – based on the current year as compared to the average of the two preceding fiscal years
- LEAs must use funds to provide enhanced instructional opportunities for immigrant children and youth. Changes include family outreach as an allowable activity.

Reference: See Section G of EL Guidance and ESEA sections 3114(d), 3115(e)



LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS

- States and LEAs should adopt criteria to ensure language instruction educational programs (LIEPs) are effective.
- States and LEAs may select any LIEP that is effective and is consistent with Federal laws.
- LEAs are required under Title VI and the Equal Educational Opportunities Act (EEOA) to provide a language assistance program that is effective, and LEAs must use Title III to supplement, not supplant funds used to meet this obligation.
- LEAs must provide for equitable participation of eligible private school students, teachers, and other educational personnel. (ESEA section 8501 et seq.)
- States may use State-level Title III funds to incentivize highly effective LIEPs by providing financial awards to LEAs that have improved EL progress.

Reference: See Section C of EL Guidance and ESEA sections 3111(b)(2)(E), 3113(b)(8), 3115(c)(1), 8501-8504



EDUCATORS OF ENGLISH LEARNERS

The ESEA includes several requirements for supporting educators of ELs:

- Teacher and principal preparation and professional development must be effective.
- States *may use* Title III, Part A State-level funds for professional development to improve EL-related skills of teachers and school leaders.
- LEAs *must use* Title III, Part A funds for effective professional development for teachers and principals of ELs.
- Teacher qualifications are determined by States, not defined by ESEA.
- Preparation and professional development programs for teachers of ELs should be based on the highest available level of evidence and measured for effectiveness.
- Title III, Part A funds may be used for supplemental staff to support ELs as long as a State or LEA has already met its civil rights obligations.

Reference: See Section D of Title III Guidance and ESEA sections 3111(b)(2), 3115(c)(2)



TITLE III – USE OF FUNDS FOR TRANSLATION & INTERPRETATION

- Title III funds may be used for supplemental translation and interpretation activities that are not provided by the LEA for all students and for translation activities that are specific to Title III.
- Title III funds may not be used by SEAs or LEAs to pay for translation and interpretation costs on State achievement assessments, such as the provision of linguistic accommodations.
- Title III funds may not be used by LEAs to provide translation or interpretation services to meet civil rights obligations to ensure meaningful communications with LEP parents/guardians.



TITLE III – TRANSLATION & INTERPRETATION EXAMPLES – TRUE OR FALSE?

- If the SEA or LEA has a contract with a translation company that provides translated notices for Federal programs, then the portion of the contract that pertains to Title III notices may not be paid for with Title III funds.
- If the LEA or school communicates with all parents about their child's educational progress by mail, it would not be appropriate to use Title III funds to pay for the postage for ELs, as this communication is paid for by the LEA or school for all students, and is not Title III-specific.

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The amended ESEA provisions for parent, family, and community engagement with regard to ELs:

- Title I-funded LEAs **must** provide effective outreach to parents of ELs including regular meetings. (ESEA section 1112(e)(3)(C)(ii))
- Title III-funded LEAs **must** use part of funds for parent, family, and community engagement. (ESEA section 3115(c)(3))
- Title III, Part A State plans **must** be developed in consultation with parents of ELs and other relevant stakeholders. (ESEA section 3113(b)(3)(G))
- Title III, Part A State-level funds **may** be used for technical assistance to LEAs on family engagement. (ESEA section 3111(b)(2))
- An LEA must use Title III, Part A funds to supplement, but not supplant, its obligations under Title VI and the EEOA to ensure meaningful communication with LEP parents. (ESEA section 3115(g)).

Reference: See Section E of Title III Guidance



PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

- LEA required parental notification on child's identification as an EL and placement in an LIEP:
 - No later than 30 days – beginning of school year
 - Within 2 weeks of placement in an LIEP for students who enroll after the start of the school year
- Parents of ELs may decline to enroll in or have the student removed from an LIEP.
 - Parental decision must be knowing and voluntary.
 - LEA must still meet Title VI and EEOA obligations.
 - Child must still be annually assessed for English language proficiency.

Reference: See Section E of EL Guidance; ESEA sections 1112(e)(3); and 2015 ED-DOJ Dear Colleague Letter, section II.G.





SUPPORTING STUDENTS WITH DISABILITIES

STUDENTS WITH DISABILITIES

GENERAL REQUIREMENTS

- Cornerstone of IDEA is that all students are entitled to a free appropriate public education (FAPE).
- Under IDEA, the primary vehicle for providing FAPE is the individualized education program (IEP).
 - Developed by a team that includes the parent, general and special education teachers, school or district officials, and the child (when appropriate) (See 34 CFR 300.321)
 - Individualized document to address the unique needs of the child
 - Takes into account a child's present levels of academic achievement and functional performance, and the impact of the child's disability on his or her involvement and progress in the general education curriculum
 - Designed to provide access to instructional strategies and curricula aligned to both challenging State academic content standards and ambitious goals, based on the unique circumstances of that child



ENGLISH LEARNERS WHO ARE ALSO STUDENTS WITH DISABILITIES

- Under the IDEA, a student may not be determined to be a student with a disability if the determinant factor is the student's limited English proficiency, and if the student does not otherwise meet the IDEA's definition of a "child with a disability."
- Under the IDEA, a child cannot be determined eligible for special education services if the determinant factor for such determination is:
 - lack of appropriate instruction in reading;
 - lack of appropriate instruction in mathematics; or
 - limited English proficiency.

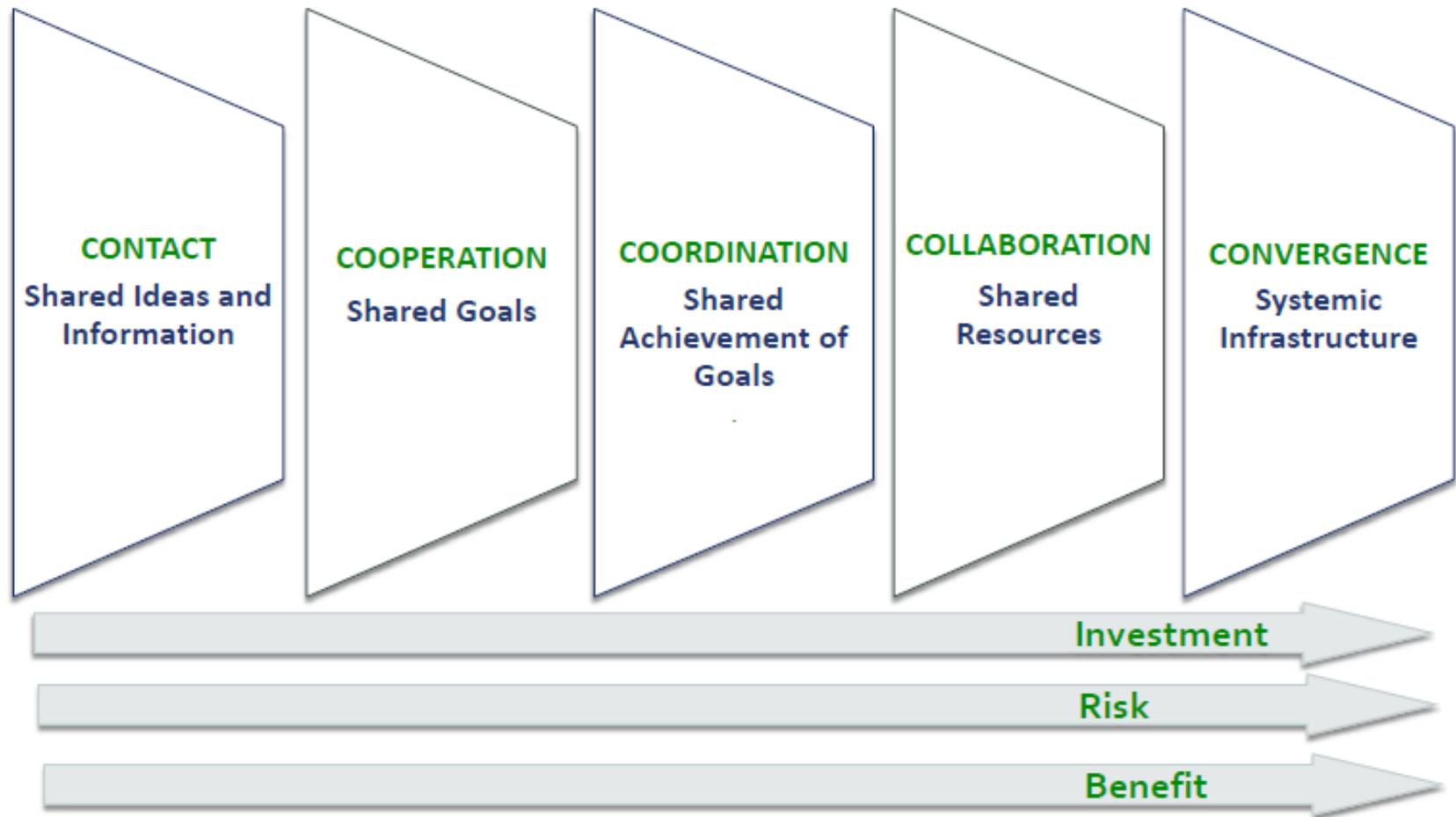
(20 U.S.C. 1414(b)(4) and (5); 34 C.F.R. § 300.306(b)(1)(iii) and (2))



COLLABORATION ACROSS PROGRAMS

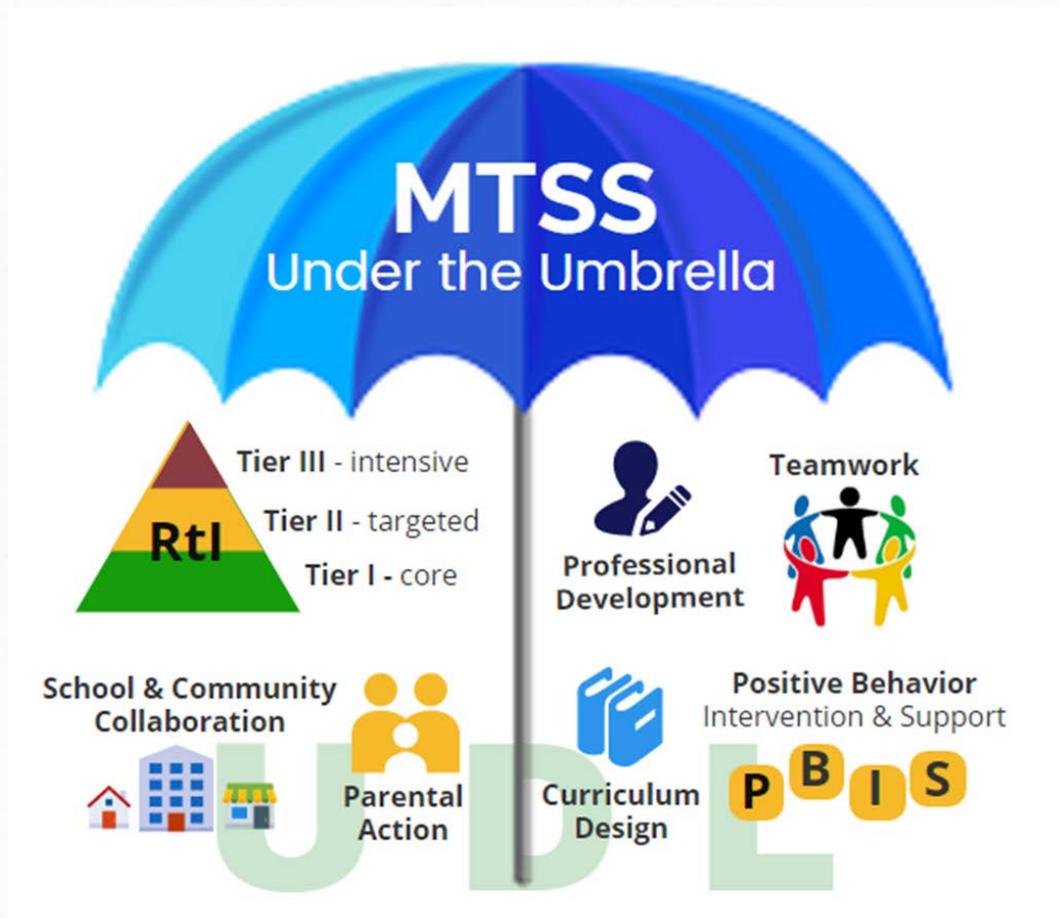
THE COLLABORATION CONTINUUM

Collaboration refers to a process in which two or more groups work together toward a common goal by sharing expertise, information and resources. The collaboration continuum represents a range in the level of possible collaboration and defines where respective collaborative activities have occurred along this process. Points along the continuum mark shifts in the collaborative process as activities become more complex until convergence is attained.



SUPPORTING STRUGGLING STUDENTS

IDENTIFYING EVIDENCE-BASED PRACTICES WITHIN MULTI-TIERED SYSTEMS OF SUPPORT FRAMEWORKS



CEEDER Center: <http://cedar.education.ufl.edu/mtssudldi-professional-development-module/mtss-chapter/>

SUPPORTING STRUGGLING STUDENTS

- Using the MTSS framework-- schools teams:
 - Identify students at risk of poor learning outcomes
 - Monitor student progress
 - Provide evidence-based interventions
 - Adjust the intensity and nature of interventions depending on student responsiveness

MTSS

FEDERAL AND STATE DEFINITIONS OF MTSS

- IDEA Part B does not address MTSS.
- Prior to the 2015 amendments, ESEA did not include a definition of MTSS.
- States have developed their own definitions of MTSS.

SUPPORTING STRUGGLING STUDENTS

MTSS IN THE ESEA

- Section 8002 of the ESEA includes a definition of “multi-tier system of supports” (MTSS):
 - A comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs with regular observation to facilitate data-based instructional decision making.



SUPPORTING STRUGGLING STUDENTS

MTSS IN THE ESEA

- “(F) developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards” (ESEA section 2103)



SUPPORTING STRUGGLING STUDENTS

SUPPORTING STRUGGLING STUDENTS

- “advance teacher understanding of (I) effective instructional strategies that are evidence-based; and (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; (xii) are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations.” (ESEA section 8101)



Interactive DBI Process

Intensive intervention helps students with severe and persistent learning or behavioral needs. The Center's approach to intensive intervention is **data-based individualization (DBI)**.

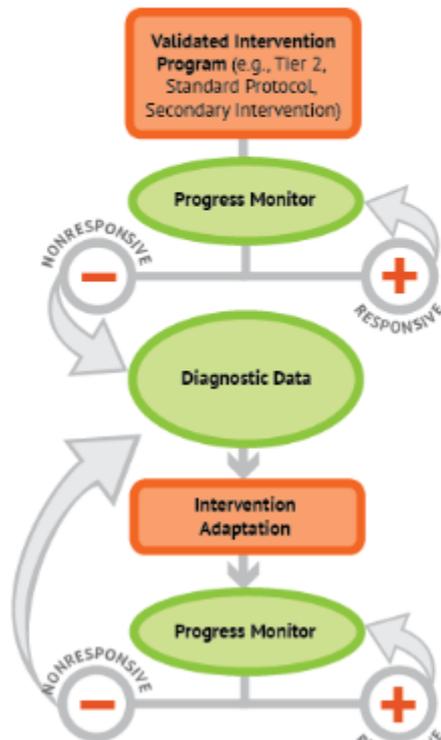
What is DBI?

DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.

Click on the components in the graphic to learn more about the steps in the DBI process and find relevant resources.

[Read more about DBI](#) and [view this video](#) to learn why intensive intervention is critical.

[View the NCII web tour](#) to learn about navigating the site.



The NCII Newsletter

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Online Module: Introduction to Intensive Intervention



This self-paced module was developed to increase users' knowledge of intensive intervention and

DBI. [View module.](#)

Provide Feedback on NCII's Website & Resources!

Help us improve our website and online

<https://intensiveintervention.org/>

EXAMPLES FROM THE FIELD:

KANSAS STATE DEPARTMENT OF EDUCATION

Kerry Haag, Assistant Director, Early Childhood,
Special Education and Title Services, Kansas
Department of Education

- Kansas Vision
- State & Federal Alignment
- Evidence Based Instructional Practice Support
- Kansas MTSS Integrated Framework

Today'sMeet

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A NEW Vision for Kansas ...

KANSAS LEADS THE **WORLD** IN THE SUCCESS OF EACH STUDENT



2017-2018 INITIATIVES

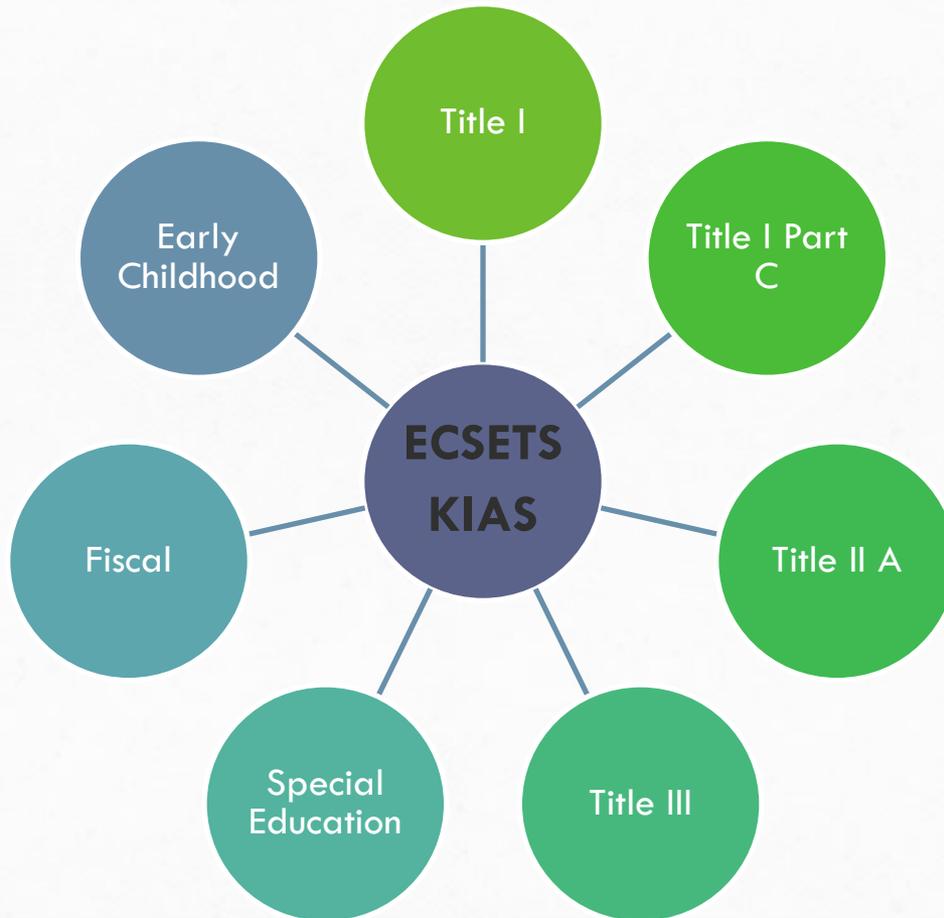
KSDE DIVISION OF LEARNING SERVICES

- School Redesign
- New Funding Formula
- School District Accreditation (KESA)
- Board Goals:
 - Social-Emotional Growth
 - Getting Schools Ready for Kindergartners
 - Individual Plans of Study
 - Graduation
 - Civic Engagement
 - Post-Secondary Measures
- ESEA ESSA Implementation
- Kansas Integrated Accountability System (KIAS) Refinement
- Teacher and Leader Evaluation Systems
- IDEA State Systemic Improvement (SSIP)
- Kansans Can Career Competency Instruction
- Kansas Technical Assistance System Network Operation



KANSAS INTEGRATED ACCOUNTABILITY SYSTEM (KIAS)

FEDERAL PROGRAM ADMINISTRATION & MONITORING



KANSAS TA & PD SYSTEM

KSDE TECHNICAL ASSISTANCE SYSTEM NETWORK (TASN)

- Braids funding: IDEA Part B, SPDG, Section 619 and Title IIA, iii, 1003a, 1003g
- Increases district capacity to install, implement and sustain evidence-based practices
- Designed to model provision of integrated service delivery
- Provides one-stop assistance via Big Blue Button: www.ksdetasn.org
- Establishes and maintains communication and work alignment for an estimated 70 providers, partners, and contractors
- Requires coordinated support and common evaluation practices



KANSAS TA & PD SYSTEM

KSDE TASN Theory of Change

Through high-quality professional learning...

- a. Participants increase knowledge and skills;
- b. Administrators create conditions to support implementation;
- c. Participants implement evidence-based practices with fidelity;
- d. Students improve academic, behavioral, and social outcomes; and
- e. Schools sustain the implementation with fidelity.

KSDE TASN Standard Operating Principles available at:

https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/849/Standard_Operating_Principles.pdf



KANSAS TA & PD SYSTEM

Guiding Principles for TASN Evaluation

- Utilization-Focused
- Empower, don't overburden educators
- Draw accurate conclusions
- Focus on continual improvement
- Support decision making at the state, provider, district, school, team, and teacher levels
- Determine impact
- **Evaluator as Coach**



KANSAS TA & PD SYSTEM

KSDE TASN PROVIDERS AND PARTNERS

| | |
|---|---|
| TASN Coordination+ | TASN Evaluation*+ |
| Kansas MTSS Integrated Framework+ | Kansas Learning Network |
| Autism & Tertiary Behavior Supports* | General Supervision & Accurate Data |
| Evidence-Based Instructional Practices within Co-Taught Classrooms* | Teacher Recruitment & Retention* |
| Kansas Parent Information Resource Center*+ | Instructional Technology (Infinitec) |
| Families Together, Inc. (Kansas PTI)* | Training for Teachers of the Deaf* |
| Kansas Instructional Resource Center for Visual Impairments | Training for Teachers of Visually Impaired* |
| KSDE Early Childhood, Special Education, & Title Services Team (ECSETS)*+ | |

*Denotes 2012-17 SPDG-funded partnership +Denotes SSIP partnership.

TASN Alignment Graphic available at
https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/848/TASN_Alignment_Graphic.pdf



KANSAS MULTI-TIER SYSTEM OF SUPPORTS

EVIDENCE BASED INSTRUCTIONAL PRACTICE SUPPORT



KANSAS MTSS DEFINITION



A coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards.

CORE BELIEFS OF KANSAS MTSS



- Every child learns and achieves to high standards
- Learning includes academic and social competencies
- Every member of the learning community continues to grow, learn and reflect
- Every leader, at every level, is responsible for every child
- Change is intentional, coherent and dynamic

Goal: Intensive supports/reverse deficits
Specialized individual systems for students with high-risk

5%
Tier 3

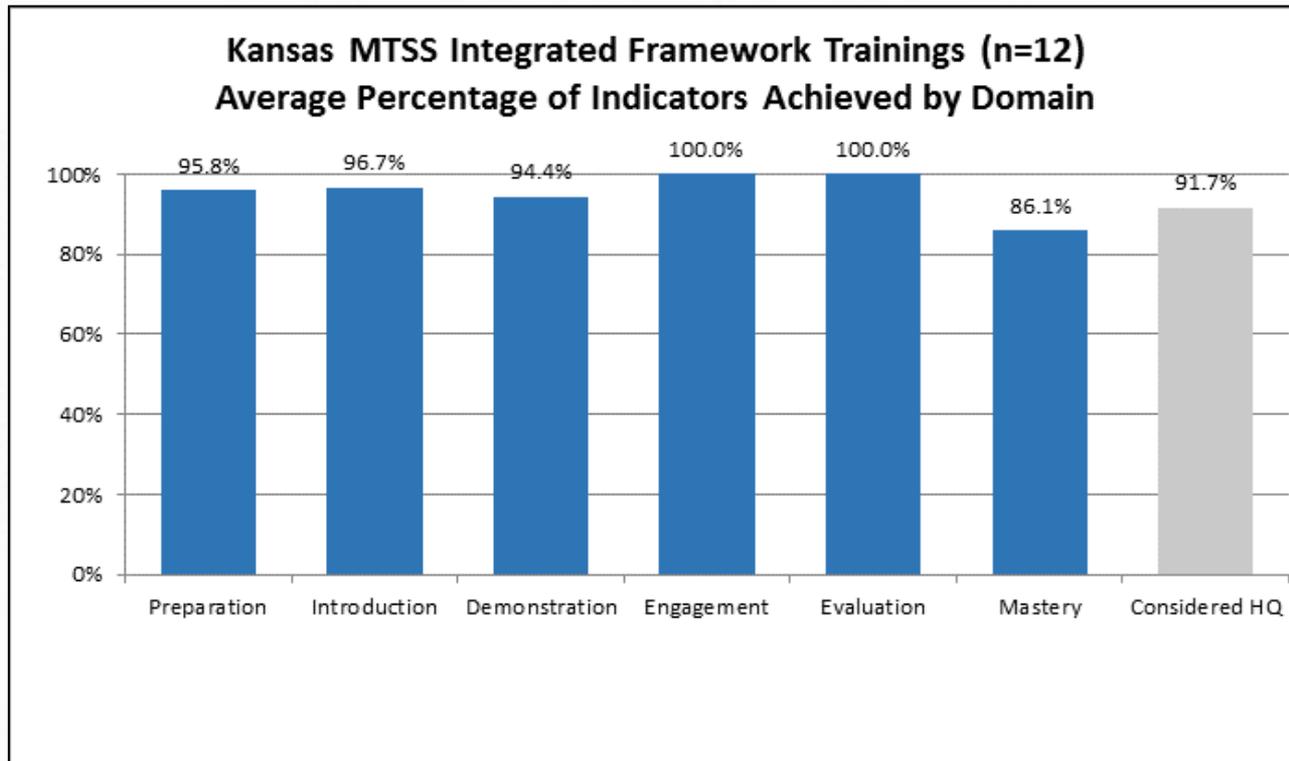
15%
Tier 2

Goal: Increased supports/remediation
Specialized group systems for students at-risk

Goal: Stellar instruction/prevention
School/classroom-wide systems for all students, staff, & settings



LEA EDUCATORS DEMONSTRATE THE KNOWLEDGE AND SKILLS NECESSARY TO IMPLEMENT THE KANSAS MTSS INTEGRATED FRAMEWORK



Source: HQPD Observation

Additional data reported for this indicator obtained from content/performance-based assessments



LEA EDUCATORS COLLABORATE TO IMPLEMENT THE KANSAS MTSS INTEGRATED FRAMEWORK

| | Collaborative Teams (percent of 120 educators that agree/strongly agree) | Building Leadership Teams (percent of administrators that agree/strongly agree) |
|--|--|---|
| Team members communicate effectively (e.g., speak directly, ask questions, express support, restate ideas) | 75.8% | 100% |
| Meetings are productive with continual progress focused on purpose | 70% | 100% |

Source: School Implementation Scale
 Additional data reported for this indicator obtained from the Collaborative Team Progress Planner and the HQPD Checklist



DISTRICT AND SCHOOL ADMINISTRATORS CREATE THE CONDITIONS THAT FACILITATE IMPLEMENTATION

| | Data Verification (Percent of schools) | |
|--|--|--|
| Building Leadership Team Established | 100% | |
| Collaborative Teams established | 100% | Stakeholder Report (percent of 188 educators responding 4 or 5 on 5-point scale) |
| Districtwide assessment schedule established | 100% | |
| | I feel that my administrators are committed to implementing tiered levels of reading supports. | 80.3% |

Sources: KS MTSS Checklist for Implementation Readiness & School Implementation Scale



DISTRICT AND SCHOOL LEADERSHIP TEAMS MAKE DATA-BASED DECISIONS AND SHARE DATA THROUGH COMMUNICATION LOOPS.

| | Administrator Report (Percent of administrators that agree/strongly agree) |
|---|--|
| Universal screening data are used to inform decisions at the school level. | 100% |
| Universal screening data are used to inform decisions at the grade level. | 100% |
| Progress monitoring data are used to inform decisions at the student level. | 87.5% |
| My building leadership team is responsive to the needs and concerns of collaborative teacher teams. | 87.5% |
| Building leadership team decisions are communicated to collaborative teacher teams. | 85.7% |
| District leadership team decisions are informed by my building leadership team. | 75% |

| | Stakeholder Report (percent of 188 educators responding 4 or 5 on 5-point scale) |
|--|--|
| I receive school-wide reading data in usable and understandable formats. | 58.5% |
| I am involved in meetings where school-wide data results are discussed. | 72.7% |

Source: School Implementation Scale



RESEARCH-BASED READING CURRICULUM IS IMPLEMENTED WITH FIDELITY.

EVIDENCE-BASED INTERVENTIONS IN READING ARE PROVIDED
BASED ON UNIVERSAL SCREENING DATA AND DECISION
PROTOCOLS.

| | Data Verification (Percent of schools) |
|---|---|
| A research-based core curriculum is selected for reading. | 80% |
| Tier II reading intervention is determined. | 90% |
| Tier III reading intervention is determined. | 50% |

Source: KS MTSS Checklist for Implementation Readiness
Additional data reported for these indicators obtained from the KS MTSS
Collaborative Team Progress Planner



RESEARCH-BASED READING CURRICULUM IS IMPLEMENTED WITH FIDELITY.

EVIDENCE-BASED INTERVENTIONS IN READING ARE PROVIDED BASED ON UNIVERSAL SCREENING DATA AND DECISION PROTOCOLS.

| | Collaborative Teams (Percent answering “yes”) |
|--|--|
| Does the core teach the standards and the essential elements (i.e., five essential components of reading)? | 85.2% |
| Are we implementing the core in reading as it was intended? | 76.9% |
| Is supplemental instruction in reading aligned with core instruction? | 64% |
| Are we implementing all reading supplemental support as intended and with fidelity? | 47.8% |



FAMILIES ARE ENGAGED IN THE DATA-BASED DECISION MAKING AND THE PROGRESS MONITORING PROCESS FOR THEIR CHILDREN.

| | Stakeholder Report (percent of 2985 parents/guardians that agree/strongly agree) |
|---|--|
| I'm provided understandable data on my child's progress. | 77.4% |
| School staff consult me before making important decisions about my child's education. | 59.7% |
| If my child receives additional supports, I'm provided with information about these supports. | 58% |
| School staff keep me well informed about how my child is doing in school. | 64.9% |
| I have a good working relationship with school staff in which we solve problems together. | 66.3% |

Source: Family Engagement Survey



STUDENTS MAKE PROGRESS IN READING ACHIEVEMENT.

| | Percentage of Students |
|---|------------------------|
| Percentage of students that received Tier II reading support that met exit criteria between winter and spring universal screening periods. | 28.1% |
| Percentage of students that received Tier III reading support that met exit criteria between winter and spring universal screening periods. | 9.3% |

Source: KS MTSS Collaborative Team Progress Planner



KANSAS MTSS SELF-CORRECTING FEEDBACK LOOP: HOW DATA IS USED FOR IMPROVEMENT LEVELS: SCHOOL, DISTRICT, TA/PD SYSTEM & SEA

| How will people use data for improvement? | | | | |
|--|---|---|--|--|
| Measures | Collaborative Team | Administrators | MTSS Trainers/Coaches | KSDE Leadership |
| Content/ performance- based assessments | Reflect on growth in knowledge of adult learners | Determine impact of training on staff knowledge and determine needs and future time investment. | Direct efforts to customize and improve training and coaching to meet participants' needs. | Assures that professional development provided to Kansas educators is consistent in quality and continually improving. |
| High Quality Professional Development (HQPD) Observations TASN Training Evaluation | Reflect on quality of training, determine next steps, and communicate lingering questions and coaching needs. | | Direct efforts to customize and improve training and coaching to meet participants' needs. | Determines areas of need for TASN providers' professional development and resource allocation. |



RESOURCES FOR MTSS SYSTEM COMPONENTS COORDINATED BY AND THROUGH TASN AND KSDE

- [CHAMPS & Discipline in the Secondary Classroom \(DSC\)](#): positive classroom management
- [Kansas Education Systems Accreditation \(KESA\)](#): MTSS is a foundational structure
- [Kansas Learning Network \(KLN\)](#): CSI school support
- [Kansas Parent Information Resource Center \(KPIRC\)](#): effective family engagement practices
- [Kansas Reading Roadmap \(KRR\)](#): afterschool partnership
- [LETRS](#): Cadre to support effective, evidence-based reading
- [TASN Co-Teaching](#): Cadre for evidence-based practice delivery
- [Infinitec](#): to ensure every student can access evidence-based instruction.



ONGOING COMMUNICATION & COLLABORATION

- Call or email regional KIAS contact
- Regional meetings with district administrators
- Annual District Leadership Conference (Integrated)
- Monthly TASN Leadership Meetings (Director and Assistant Directors with Title, IDEA, Fiscal, EC responsibilities)
- TASN quarterly 2-day Meetings: All TASN providers, including MTSS, CSI/KLN and KSDE staff
- ESEA & Special Education Advisory Council Meetings
- TASN Mid-Year Meetings with provider (Kansas MTSS, KLN etc.)
- Monthly webinars/conference calls





Kansas leads the world
in the success of each student.

Kansans CAN

#KansansCan

KANSAS STATE DEPARTMENT OF EDUCATION www.ksde.org



Questions?

RESOURCES

The following resources address practices that are important in avoiding misidentification of ELs as students with learning disabilities:

- **“Tools and Resources for Identifying All English Learners,”** available at <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>;
- **“Processes and Challenges in Identifying Learning Disabilities Among English Language Learner Students in Three New York State Districts,”** prepared for the Institute of Education Sciences at the U.S. Department of Education in February 2010, available at <http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=116>;
- **“Identifying and Supporting English Learner Students with Learning Disabilities: Key Issues in the Literature and State Practice,”** prepared for the Institute of Education Sciences at the U.S. Department of Education in July 2015, available at <http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2015086>.



RESOURCES

- **All ESEA, as amended by ESSA, resources:**
<https://www2.ed.gov/policy/elsec/leg/essa/index.html>
- **Non-Regulatory Guidance: ELs and Title III, Part A:**
<http://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiguidenglishlearners92016.pdf>
- **January 7, 2015 Dear Colleague Letter: Department of Education, Office of Civil Rights and Department of Justice:**
<https://www2.ed.gov/about/offices/list/ocr/ellresources.html>
- **EL Toolkit:**
<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>
- **Innovative Solutions for Including Recently Arrived ELs in State Accountability Systems:**
<https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/real-guidefinal.pdf>



