

# BLUE VALLEY SCHOOLS

## Board Advisory Committee

### Special Education Advisory Committee

#### MEETING MINUTES

January 21, 2025, District Office High Plains Room

#### MEMBERS IN ATTENDANCE

Kristin Asquith, Amy Beau, Sarah Betlach, Amie Bybee, JoAnna Copeland, Jen Crable, Jennie Davis, April Eagan, Melissa Godinez, Lauren Gore, Michelle Henry, Heather Jenkins, Jamie Katz, Kristen Leaming, Margaret Maes, Mari McGraw, Jim McMullen, Katie Meierhenry, Shannon Mills, Kristin Myers-Trysla, Jennifer Nowak, Chris Payne, Jennie Perdieu, Mark Schmidt, Erika Sheets, Lora Walker, Fred Wingert, Christine Woods, Kathy Weldon (clerk)

#### LEGISLATIVE UPDATE (DISTRICT/STATE) – DR. MARK SCHMIDT

- [Blue Valley Legislative Positions](#) (video)
- District Priorities: Fund Special Education, Oppose Tax Credits and Vouchers for Private Schools, Establish Fair and Equitable Finance Formula, Enhance Student Mental Health, Recruitment, Retention and Alternative Teacher Certification

#### DISTRICT UPDATE – DR. MARK SCHMIDT

- [Superintendent Search](#) – Selection Spring 2025
- Search firm selection/next steps
- Dr. Schmidt encouraged everyone to submit the survey they received via email regarding their opinions about the superintendent search.

#### SPECIAL EDUCATION UPDATES – DR. KRISTEN LEAMING

- Elementary ELA Cadre Collaboration
- Slide presentation on pages 3-5

#### OPEN FORUM

Dr. Schmidt and Dr. Leaming fielded questions about the selection process, curriculum concerns such as Dyslexia, assistive technology to meet specific student needs, and improving literacy skills in general education and special education.

## SEAC COMMITTEE UPDATES

- Resource Fair–Heather Jenkins
  - Wednesday, February 19, 2025, 5:00 – 8:00 pm
  - [bvseac.org](http://bvseac.org)
- [Kansas Council on Developmental Disabilities: Day at the Capitol](#)–Amie Bybee
  - Wednesday, February 12, 2025, 11:00 am – 4:00 pm
- Parent Information Night (Zoom)– Amie Bybee
  - February 3, 2025, 6:30pm
  - [Kansas ABLE](#) –Sara Hart Weir
- Ability Showcase
  - April 28, 2025, 7:00 pm (Blue Valley High)
- BV SEAC Donation to Food Pantry
  - In Memory of Cassandra Delmont (\$5000)

## NEXT MEETING

Tuesday, March 11, 2025, District Office High Plains Room

The meeting adjourned at 1:00 pm.

## Elementary ELA Cadre Collaboration

### *What does Special Education consider/look for in a core curriculum?*

When evaluating a core general education curriculum for special education and multilingual learners, key aspects to look for include:

- **accessible** content with multiple representations/**multisensory** experiences
- opportunities for **differentiation** and **individualization** based on student needs
- **built-in supports** for diverse learners
- flexibility in instructional methods and multiple representations of student knowledge
- **explicit, systematic instruction** that is **aligned** with grade level **standards** (can be aligned to instructional levels when needed)
- assistive technology integration
- tools and practices to ensure students with disabilities can **access** and **participate** in grade-level content with appropriate accommodations and modifications

## Elementary ELA Cadre Collaboration

### *What does Special Education consider/look for in a core curriculum?*

Our two main criteria when reviewing the resources:

1. **Access to the general education curriculum (standards and resources used to teach standards)**
  - **Universal design for learning (UDL) principles:**  
Incorporating multiple means of representation (visual, auditory, kinesthetic), engagement (choice, relevance), and action and expression (flexible tools, options for response) to support diverse learners.
  - **Differentiation potential:**  
Ability to adjust the level of complexity, scaffolding, and support within the curriculum to match individual student abilities.
  - **Scaffolding and supports:**  
Built-in strategies like graphic organizers, visual aids, prompts, and differentiated instruction to facilitate comprehension and skill acquisition.
  - **Accessible materials:**  
Text with appropriate font sizes, adjustable text-to-speech features, digital versions for assistive technology integration.
  - **Integration of assistive technology:**  
Compatibility with assistive technology tools like speech-to-text, text-to-speech, visual aids, and adaptive manipulatives.

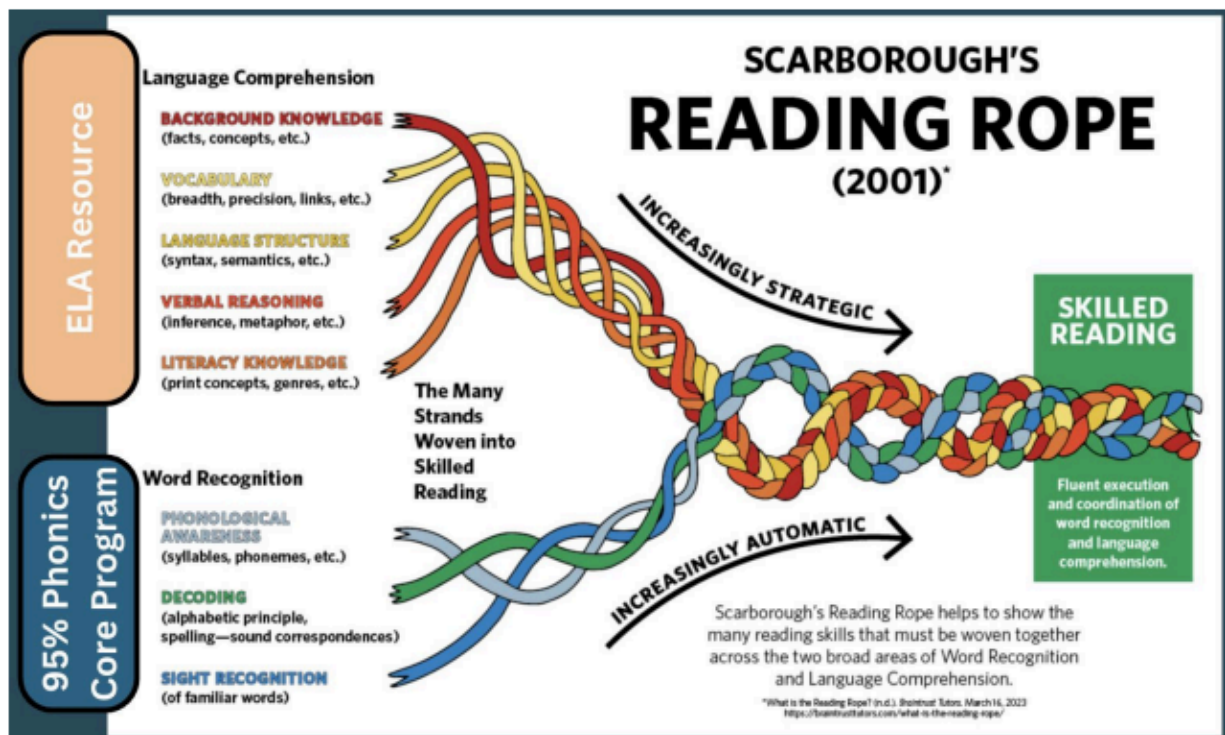
# Elementary ELA Cadre Collaboration

## What does Special Education consider/look for in a core curriculum?

### 2. Explicit, Systematic Instruction that complements specially designed instruction

- **Explicit, Systematic Instruction:**  
Explicit, systematic instruction provides a structured and clear approach that ensures students with diverse learning needs can acquire, retain, and generalize new skills and knowledge.
- **Common Language and Cues:**  
A common language and consistent instructional cues are essential. They reduce confusion and cognitive load, enhance communication and generalization across settings, and promote collaboration and independence, these strategies empower students to succeed academically, socially, and behaviorally.
- **Explicit learning goals:**  
Clearly defined learning objectives that are measurable and can be adapted to individual student needs.
- **Flexibility in instructional methods:**  
A variety of teaching approaches including whole group, small group, independent work, and collaborative learning to cater to different learning styles and access to instruction.
- **Data-driven decision making:**  
Monitoring student progress and adjusting instruction based on data analysis.

# Elementary ELA Cadre Collaboration



# Elementary ELA Cadre Collaboration

## *Special Education Collaboration with the Resource Adoption Process*

- A Special Education administrator, consultant and teacher served on the ELA Cadre
- The ELA Cadre consisted of 8 meetings throughout the course of this year to vet/review the three viable resources and included individualized special education and multilingual learners sessions with each vendor
  - The district literacy team researched *several* resources through the lens of aligning with Structured Literacy and KS legislature/KSDE guidelines. Ed Reports, Knowledge Matters, and The Reading League's Curriculum Evaluation Guidelines were a part of this work.
  - The district considered full or partial products
  - With consideration of Structured Literacy, the ELA Cadre unanimously voted to proceed with a partial product meaning:
    - Keep 95% Core Phonics Program (there are additional 95% Special Education Resources) and look for an ELA resource to accompany 95% and meet the additional reading strands (see next slide for visual). This eliminated one full product that could not be partial.
    - Two remaining "Co-Core ELA Resources" have been reviewed by the ELA Cadre, Special Education Team, Administrators, and all teachers, including special education teachers
    - Staff will submit rating rubrics (a purposeful selection of criteria or "look fors" in each program)