

SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date January 13, 2026

Time 9:00am to 3:00 pm

Location:

Docking State Office Building
915 SW Harrison ST

Topeka KS 66612

Microsoft TEAMS and In-Person

Call to Order: at 9:01 am

Roll Call

Members (X In person, Z on Zoom, blank absent):

x	Autumn Biltz	z	Jennifer Kucinski	x	Kate Stewart
	Sydney Dringman	x	Jennifer Kurth	x	Daniel Simon
	Jennifer Florez		Dr. Jessica Lopez	x	Rebecca Shultz
z	Brandon Gay	z	Dr. Marvin Miller		Dr. Sean Smith
x	Jason Meyer		Bradley Miller	x	Roxanne Zillinger
x	Lindsey Graf	x	Dr. Brooke Moore	z	Jennifer King
z	Rebekah Helget		Charity Porter	x	Dr. Lena Kisner

Ex-Officio Members (x in person, z on zoom, blank absent):

x	Luanne Barron		Leslie Girard		Anna Bradley
x	Mike Burgess		Melanie Haas		
z	Ashley Enz		Jon Harding		

KSDE Staff: (x in person, z on zoom, blank absent):

x	Melissa Valenza	x	Brian Dempsey	z	Cary Rogers
x	Trish Backman		Dr. Crista Grimwood	x	Dean Zajic
x	Joyce Broils	x	Bert Moore	z	Lisa Karney
	Stacy Clark	x	Alysha Nichols	z	Hannah Miller

Guests: ASL Interpreters, Beth Clavenna-Deane, Jennifer Paxton

Quorum (12) met: 15

Kansas leads the world in the success of each student.

Call to Order
Dr. Lena Kisner

Roll Call
Alysha Nichols

Approvals
Dr. Lena Kisner

Agenda Approval: January 13, 2026

Motion to approve: Autumn Biltz

Second: Dr. Brooke Moore

Discussion: None

Action: Approved

Minutes Approval: November 19, 2025

Motion to approve: Dr. Brooke Moore

Second: Lindsey Graf

Discussion: None

Action: Approved

Autism and Tertiary Behavior Supports

Beth Clavenna-Deane

Jennifer Paxton

- Funding Statement
 - TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Early Childhood, Special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:
 - Deputy Director, Keystone Learning Services, 500 E Sunflower, Ozawie KS 66070, 785.867.2214
- Resources for Today
 - 2025 ATBS evaluation brief
 - What is ABA brief
 - ATBS brochure
 - Slides for today's presentation
 - ATBS training flyer
- ATBS Mission and Vision
 - Mission
 - TASN ATBS emphasizes building local capacity in school systems to

maximize positive outcomes for students with Autism Spectrum Disorders (ASD) and other complex needs

- Vision
 - ATBS is centered on supporting fidelity of implementation of evidence-based practices through coaching and high quality professional development
- ATBS Two-Pronged Focus
 - Coaching
 - Training
 - Supporting adult capacity for specially designed instruction through
 - Using data to inform instruction
 - Providing ongoing support to implement practices with fidelity
- ATBS Training Initiatives
 - Summer Institute
 - Autism Interdisciplinary Teams
 - Instructional Coaching
 - Communities of Practice (BCBA, SLP)
 - It's All About You Instructional Practices
 - Social Competencies
 - Establishing Basic Skill Sets
 - Verbal Behavior Trainings
 - Environmental Communication Teaching
 - Secondary Transition Trainings
- Increase capacity through systemic practices
 - Individual teacher practice growth
 - Instructional coaching
 - District and cooperative systemic growth
 - Autism interdisciplinary teams
 - Regional and statewide connectivity
 - Communities of practice (BCBA, SLP)
- Regions/Coaching
 - Region 1
 - Jennifer Vest
 - Region 2
 - Jennifer Paxton
 - Region 3
 - Nichole Hitchcock
 - Region 4
 - Shana Kaplan
 - Region 5
 - Lisa Holt
 - Region 6
 - Chantal Cox
 - Melissa Woods
 - Pam Scharping
 - Ginny Nickel
 - Region 7

- Beth Clavenna-Deane
 - Tyler Collier
 - Online modules
 - Shiloh Thacher
 - Financial support
- Region 8
 - Dixie Teeter
 - Lori Chambers
 - Karine Gleason
 - Mary Ellen Hodge
 - Joel Rooks
- ATBS Online Modules
 - Self-paced learning on various topics
 - Some ATBS Online Module topics include
 - Introduction to Autism
 - Behavior Intervention Planning
 - Structured Teaching
- Content Specialists
 - Experts in
 - Teaching students with ASD and complex needs using evidence-based practices
 - Speech Language Pathology
 - School psychology
 - Social work and mental health
 - Applied behavior analysis
- What is Applied Behavior Analysis
 - ABA is an evidence-based applied science
 - The BACB's definition of ABA: a science based on the use of learning principles to improve socially important behavior. ABA practice focuses on assessing the environment influences on behavior, assessment-based intervention, and data-based decision making
- ABA
 - ABA has been used to address the behavioral needs of consumers in multiple areas:
 - General and special education
 - Gerontology
 - Organizational behavior management
 - Sports
 - Health and wellness
 - Problematic behavior reduction
 - Escape behavior
 - Skill acquisition
 - Literacy
 - Math
 - Fluency
- Behavior is
 - Anything a person does

- ABC Analysis of Behavior
 - Antecedent – what occurs immediately before the behavior
 - Behavior – what the person does (behavior of interest)
 - Consequence – what happens immediately after the behavior – it affects future behavior. Consequences are not always negative
- Functions of behavior
 - Escape or Avoid
 - Person
 - I want to get away or avoid a person
 - Task
 - I want to get out of something
 - Access
 - Attention
 - I want to be noticed for something
 - Tangibles
 - I want something
 - Automatic or Sensory
 - I want to feel something
- Intervention
 - Pairing/relationship building
 - Establishing yourself or the work area as reinforcing, not aversive
 - Pairing should:
 - Occur with all staff who work with the student
 - Occur anyplace you want to establish as reinforcing
- Positive Reinforcement
 - An evidence-based practice
 - Reinforcement always occurs after the behavior/response
 - Increases the future probability that a behavior will occur
 - It signals improving conditions
- Analyze the Data
 - Nightingale Iceberg
- Ethics Code
 - Core principles
 - Benefit others
 - Treat others with compassion, dignity, and respect
 - Behave with integrity
 - Ensure their competence
- Compassionate ABA
 - Happy, relaxed, engaged
 - Peaceful progress
 - Assent based
 - High rates of positive reinforcement
- BACB
 - Behavior Analyst Certification Board
 - Establish and set professional standards and certifies Behavior Analysts
 - Protect Consumers
- Contact Information

- Beth Clavenna-Deane, PhD
 - bethcd@tasnatbs.org
 - 913-709-6685
- Jennifer Paxton, BCBA, LBA
 - jenniferp@tasnatbs.org
 - 785-554-8439
- Comment from Rebecca Shultz: I like the old school ABA stuff and I like data. This is just great stuff
- Comment from Dr. Lena Kisner: One of my key takeaways from your presentation is getting to know more geographically about your team and that there are principles of ABA that you don't have to be a BCBA to implement. I think that is a common misconception that is causing some difficulty within the school setting. There are lots of professionals that can be trained in the principles of ABA and help students very successfully manage their behavior without a BCBA credential. So, I appreciate you calling attention to that and explaining the variety of expertise that's on your team
- Comment from Lindsey Graf: The support and training that all of you provide are invaluable, but as a co-op director, what is probably the most impactful for me is being able to contact somebody that is not me. Shana has been into my co-op more this year than she has my previous seven, but a lot of it may be the same thing that I am saying, but it is nice to have another source that is on the same page, same topic, and best for kids. That is all our main goal, what is best for kids. The fact is that sometimes you have got to find someone else to restate the things you've already said. That is only a piece of what you guys do though. It is a background and a foundation but the fact you have the ability to send people out into systems and really observe and get to know that system is what I think truly finds success
- Question from Dr. Brooke Moore: Do you collaborate with higher ed
 - Response from Dr. Beth Clavenna-Deane: Yes, we have a provider from Pittsburg State University who does the autism certificate program and the autism master's program. Dr. Terry Cooper Swanson leads the work on our webinars.
 - Webpage for TASN ATBS trainings <https://moodle.tasnatbs.org/>
- Comment from Dr. Marvin Miller: I want to thank you for this presentation. I was first introduced to ABA about 18 years ago and I am glad to see it move towards the more compassionate side. As someone who is actually a special education teacher in an autism focused classroom, I can't imagine teaching any other way. I was able to do some of my work at Pittsburg State with Dr. Swanson once and I was able to do some of your programs and worked with Lorie Holt a bit. I've enjoyed it and I am grateful for this Moodle page

Legislative Update

Dr. Frank Harwood

- Legislative Update
 - The 2026 Legislative session started January 12, 2026, and will last for 90 days

- This is the second year of the biennium; this means that some bills introduced last year are still active
- For education -related bills, there are 68 carryover bills and 5 pre-filed bills
- Carryover Bills Example
 - HB2203
 - Including children with fetal alcohol syndrome disorder under the definition of other health impairment in the special education for exceptional children act
- Pre-filed Bills for 2026
 - HB 2409
 - Prohibiting the commencement of each school term prior to Labor Day
 - HB 2411
 - Reducing the required waiting period for employment of KPERS retirants hired by a school district for a covered position that requires a teaching license or certificate
 - HB 2412
 - Increasing the criminal penalties for endangering a child if the child is less than six years old
 - HB 2415
 - Requiring each local board of education of a school district to appoint a nonvoting student representative to such board of education
 - SB 302
 - Prohibiting students from using personal electronic communication devices during instructional time and providing certain exceptions; prohibiting school employees from communicating with students via social media platforms for official school purposes
- Important Dates
 - January 12th – 2026 Legislative Session begins
 - January 13th – Governor’s State of the State Address
 - February 4th – Last day for individual legislator bill introduction
 - February 6th – Last day for non-exempt committee bill introduction
 - February 19th – Turnaround Day (last day to consider bills in chamber of origin)
 - March 27th – First Adjournment
 - April 11th – Sine Die
- Special Education Funding
 - State Appropriation for Special Education State Aid for 2025-2026 is \$611,184,052
 - \$528 million distributed through the Categorical Aid Formula

- \$83 million distributed through the Local Contribution Model
- This will cover an estimated 67.2% of 2025-26 Special Education Excess Costs
- To cover 92% of Special Education Excess Costs for 2025-26 would require an additional \$226 million
- The State Board requested \$145 million to fund 80% of Special Education Excess Costs for 2026-27
- Local Contribution Model Special Education State Aid
 - Due to a required correction, LCMSESA payment amounts were distributed last week. These payments are scheduled to be deposited on Thursday, January 15th
 - Reminder, each district's share of the LCMSESA is relative to the local funding (GF and LOB) each district contributed towards special education expenses
- Special Teacher Reimbursement
 - Current estimate \$29,600
 - What will it be in June?
 - Estimate is based on a 6% increase in transportation and an additional 250 FTE for reimbursement
- Comment from Dr. Lena Kisner: Can you talk for a minute about the task force committee that is looking at the funding model and where that is at right now
 - Response by Dr. Frank Harwood: I don't have any slides on that because it has not changed since my report in the fall because the committee has not met since September. The biggest change now is Representative Estes will now be chair as the House selects the chair in even numbered years. The task force is required to make a report by January 2027. KLRD, the research division, put out in their report that there are no recommendations at this point. The task force has spent several months just looking at what does our current formula do, how does it work, what are other states doing, and then looking at some different possibilities. This includes eliminating at-risk weighting, low enrollment weighting, high enrollment weighting, getting rid of weighting, is free lunch the best way to do at-risk, which is the most common among the states. There is poverty based, as opposed to free lunch, which is based on census poverty populations and it spends the same amount of money but it will redistribute where it goes and that's going to be based on how poverty shows up. Foster students do not show up in census poverty because they're not living with homes in poverty, they're living with a foster family, so it would not capture them. Anything that is changed without adding funding, some districts will come out with more and some districts will come out behind. One of the things that comes up the most often, which applies to bilingual and special education, are student-based formulas. There are two different ways districts get paid for ELL students, for

example. One is headcount of bilingual students and the other is minutes served, which would be eliminated and go to a count. Then if there would be a weighting for newcomers, and you define newcomers in a certain way, you can get really close to distributing the money very similarly to what we do now which is the weighting instead of a count. Now to do solely minutes served, you only get credit if they are with an ELL endorsed teacher. Special education is completely different because our current categorical aid formula, except for Medicaid replacement, is pretty much all reimbursement based or partial reimbursement based. If you change that and go to a student-based formula, it significantly redistributes the funds. So, the problem with special education specifically is if you do that and someone comes out behind, you are now requiring that district to spend local dollars to make maintenance of effort because they're going to receive fewer state dollars, but they're still going to have to meet maintenance of effort with either local and state and they won't be able to without a lot more local funds. There is a task force of special education directors that came up with a model that was student-based because that is what they were asked to do. In order to do that in a way that there was not a lot of districts losing badly, it basically was going back to the 92% or put in another \$250 million dollars. Without it, it would be very difficult to transition without something for districts that would not be able to meet maintenance of effort

- Question by Dr. Lena Kisner: When we talk about special education funding and the categorical aid model, our numbers in special education are rising or stable usually. What is enrollment looking like overall for districts and how is the decline in enrollment impacting special education trends?
 - Response by Dr. Frank Harwood: For Fiscal Year 2026, we saw a 12,000 student decline in weighted FTE, and we actually saw a decline in special education FTE for the first year. For several years we have seen a decline in FTE, but we haven't seen a decline in weighted FTE. Some of that has to do with special education as well. This is the first time where everything has gone down. There is a 9,000-student count difference between FY25 and FY26, and 5,000 of that is because of the difference between 2025 seniors and 2026 kindergarteners. That is a trend we will be living with. So for districts, what we see coming up with this, we estimate base pay will go up by 3% and we have been seeing 4 and 5% increases in base. So, the decline in enrollment for a lot of these districts has been offset by an increase in the base. The accelerating decline and the lower increases in base are not going to do that (offset) anymore for a lot of districts. So, we will see a lot more districts that are going to have problems on the general fund and supplemental general fund side. This is exacerbated by not covering the 92% of special education costs. Now, you're seeing this now in that districts are not wanting to have their assessments go up and

that is because they are being pinched on both ends.

- Enrollment Trends
 - WLTE – 662,444 down 12,244 or 1.8%
 - 2027 BASE estimate - \$5,782, up 3%
- Special Education
 - District level excess costs
 - This report is required by statute, it is not used for anything
 - Standalone district excess costs ranged from 53%-120%
 - The part that is relevant to state law is the state total
 - \$188 million short of statutory funding

SPP/APR All Indicators

The Story of Lillie

A Student's Educational Timeline Through SPP/APR Indicators

Brian Dempsey

Bert Moore

- SPP/APR Overview
 - The federal State Performance Plan/Annual Performance Report (SPP/APR) is used to evaluate state implementation of IDEA
 - There are 18 indicators assessing compliance and performance outcomes to ensure students with disabilities are appropriately served and set up for success both in school and in life beyond school
- SPP/APR Indicators
 - Indicator 1: Graduation
 - Indicator 2: Drop Out
 - Indicator 3: Assessment
 - Indicator 4: Suspension/Expulsion
 - Indicator 5: School age Education Environments (5-year-old kindergarteners–21)
 - Indicator 6: Preschool Environments
 - Indicator 7: Early Childhood Outcomes
 - Indicator 8: Parent Involvement
 - Indicator 9: Disproportionate Representation
 - Indicator 10: Disproportionate Representation in Specific Disability Categories
 - Indicator 11: Child Find
 - Indicator 12: Part C to Part B Transition
 - Indicator 13: Secondary Transition
 - Indicator 14: Post-School Outcomes
 - Indicator 15: Resolution Sessions
 - Indicator 16: Mediation
 - Indicator 17: State Systemic Improvement Plan (SSIP)

- Indicator 18: General Supervision
- SPP/APR Communication Challenges
 - Indicators are not in chronological order, which can make them difficult to navigate
 - Relationships between the indicators and how they affect one another are not always evident
 - Data can seem impersonal and hard to connect to individual students
- Solution
 - Rearrange the SPP/APR indicators to chronologically follow a child's educational career and experiences
- Limitations
 - Indicators may be applicable for students across their educational career, sometimes making chronological order tricky
 - Indicators may be relevant at different ages (e.g., students may be evaluated for special education at different ages)
 - Not all indicators will be relevant for every student (e.g., students determined eligible at age 10 will not have preschool data)
 - Not all indicators are student-specific (e.g., some indicators evaluate LEA practices and systems)
- Meet Lillie!
 - Lillie is a sweet and fun-loving girl who has been receiving early intervention services since she was 10 months old
 - We're going to use the SPP/APR indicators to follow Lillie's academic career from early intervention to high school graduation. You can think of it like traveling The Game of Life™
 - The first stop in Lillie's travels is Indicator 11
- Indicator 11
 - When Lillie turned 2.5, she was referred by the early intervention system (Part C) to determine eligibility for Part B special education services
 - Lillie was evaluated within 60 school days of parental consent and determined eligible for Part B. This ensured she could have an IEP developed and ready to implement when she turned 3
 - In 2024-25, 99.62% of children in Kansas had evaluations completed within 60 school days
 - Lillie's next stop is Indicator 12
- Indicator 12
 - Prior to her 3rd birthday, Lillie's LEA held an IEP meeting to determine where she would attend preschool and receive services
 - Lillie's IEP was developed and ready to implement by her 3rd birthday. This ensured she would have no gap in services between her early intervention program and her Part B preschool program
 - In 2024-25, 99.39% of children in Kansas who transitioned from early intervention and were determined eligible for Part B had an IEP

- developed and implemented by their 3rd birthday
- The next stop in Lillie's travels is Indicator 6
- Indicator 6
 - Lillie's IEP team collaboratively discussed the most appropriate continuum of services and educational environments for preschool services
 - Lillie was placed and received her special education services in a regular early childhood program with students with and without disabilities. This ensured she has the opportunity to learn alongside peers in an inclusive environment
 - In 2024-25, 49.74% of preschool children in Kansas received the majority of their services in a regular early childhood program
 - 26.73% of preschool children were served in separate special education classes, separate schools, or in residential facilities
 - 0.77% of preschool children were served in the home
 - The next stop in Lillie's travels is Indicator 7
- Indicator 7
 - At the end of her preschool career, Lillie was evaluated to determine progress in the areas of social-emotional skills, acquisition of knowledge and skills, and use of appropriate behaviors
 - While she entered preschool below age-level expectations in three areas, Lillie made substantial progress and exited preschool meeting age-level expectations. This set her up for success upon entering kindergarten
 - Social-Emotional Skills
 - In 2024-25, 90.35% of preschool children in Kansas entered preschool below age-level expectations and made substantial growth upon exit. 63.00% were functioning within age-level expectations
 - Acquisition of knowledge and skills
 - In 2024-25, 90.57% of preschool children in Kansas entered preschool below age-level expectations and made substantial growth upon exit. 63.84% were functioning within age-level expectations
 - Use of appropriate behaviors
 - In 2024-25, 90.53% of preschool children in Kansas entered preschool below age-level expectations and made substantial growth upon exit. 74.05% were functioning within age-level expectations
 - The next stop on Lillie's travels is Indicators 9 and 10
- Indicators 9 and 10
 - Each year, Lillie's LEA submitted data to the state related to children identified with disabilities including particular disability categories, by race and ethnicity

- The strong LEA evaluation systems resulted in Lillie being appropriately identified, with reevaluations conducted every three years.
- This ensured there was no biases in assessment that might result in inappropriate identification
- In 2024-25, 5.48% of LEAs in Kansas had disproportionate representation that was a result of inappropriate identification
- The next stop in Lillie's travels is Indicator 5
- Indicator 5
 - Lillie's LEA consistently prioritized ensuring students with disabilities were placed in their least restrictive environment to the maximum extent possible
 - Lillie participated in the general education setting for 80% or more of the day
 - This allowed her to get access to core instruction with peers rather than being served in a separate setting
 - In 2024-25, 72.84% of school-age children in Kansas were served in regular class 80% or more of the day
 - 5.84% were served in the regular class less than 40% of the day
 - 2.04% were served in separate schools, residential facilities, and homebound or hospital placements
 - The next stop in Lillie's travels is Indicator 4
- Indicator 4
 - Each year, Lillie's LEA submitted data to the state regulated long-term out-of-school suspensions and expulsions, including by race/ethnicity (significant discrepancy)
 - The strong LEA behavioral support systems resulted in Lillie not experiencing significant long-term disciplinary removals
 - This ensured Lillie had access to instruction and that there were no biases in decision-making around discipline
 - In 2023-24*, 13.5% of LEAs in Kansas had noncompliant policies, procedures, and practices contributing to the significant discrepancy
 - The next stop in Lillie's travels in Indicator 8
- Indicator 8
 - Each year, Lillie's LEA sent home a survey to all families to evaluate whether schools facilitated parent involvement to improve outcomes for students with disabilities
 - Based on their positive experiences, Lillie's parents reported that her school did facilitate parental involvement
 - This fostered a strong, collaborative relationship that contributed to development of strong academic programs for Lillie
 - In 2024-25, 82.87% of families in Kansas reported schools facilitated parent involvement to improve student outcomes
 - The next stop in Lillie's travels is Indicator 3

- Indicator 3
 - Beginning in 3rd grade and continuing through high school, Lillie participated in annual statewide assessments in the areas of reading and math
 - As a result of Lillie's strong educational foundation, she participated in and was proficient on her regular statewide assessments
 - This prepared her academically for life in school and beyond
 - 2024-25 Assessment Participation rate
 - Grade 4: 96.61% reading
 - Grade 4: 96.86% math
 - Grade 8: 95.62% reading
 - Grade 8: 95.45% math
 - HS: 93.88% reading
 - HS: 93.59% math
 - 2024-25 Regular Assessment Proficiency rate
 - Grade 4: 22.85% reading
 - Grade 4: 19.39% math
 - Grade 8: 11.27% reading
 - Grade 8: 10.31% math
 - HS: 10.41% reading
 - HS: 8.11% math
 - 2024-25 Alt. Assessment Proficiency rate
 - Grade 4: 39.45% reading
 - Grade 4: 11.08% math
 - Grade 8: 26.44% reading
 - Grade 8: 10.40% math
 - HS: 12.14% reading
 - HS: 16.67% math
 - 2024-25 Reg. Assessment Proficiency Gap
 - Grade 4: 29.78% reading
 - Grade 4: 23.03% math
 - Grade 8: 30.00% reading
 - Grade 8: 27.69% math
 - HS: 28.70% reading
 - HS: 25.86% math
 - The next stop in Lillie's travels is Indicator 13
- Indicator 13
 - When Lillie turned 14, she and her IEP collaboratively developed a transition plan based on her interest in nursing. This included developing goals, services, and relevant courses of study
 - Lillie's transition plan included all required components and focused on her area of interest
 - This ensured Lillie was well prepared to progress toward her goal of

- nursing after graduating high school
- In 2024-25, 98.84% of transition-age students in Kansas had IEPs with all the required components for secondary transition
- The next stop in Lillie's travels is Indicator 2
- Indicator 2
 - To ensure all students remain on track to graduate, Lillie's LEA used early warning systems to monitor progress toward graduation and any dropout risks
 - Based on the strong systems and transition plans in Lillie's high school, she was not at risk for dropping out
 - Instead, Lillie was on track to graduate, ensuring she would be able to attend higher education classes to achieve her post-school goals
 - In 2023-24*, 14.98% of students in Kansas aged 14-21 dropped out of school
 - The next stop in Lillie's travels is Indicator 1
- Indicator 1
 - Lillie's LEA students with disabilities were on track to graduate with a regular high school diploma (as appropriate) to set them up for success in life after school
 - Lillie successfully graduated with a regular high school diploma at the end of her senior year
 - This ensured she had the necessary qualifications to participate in higher education or gain competitive employment
 - In 2023-24*, 84.32% of students in Kansas graduated with a regular high school diploma
 - The next stop in Lillie's travels is Indicator 14
- Indicator 14
 - One year after graduating high school, Lillie was contacted by her former LEA to share whether she had attended any education or training programs or if she had been employed
 - Lillie shared she was attending a local community college and next year would transition to a four-year university to get her nursing degree
- Understanding Indicator 4
 - Indicator 4A
 - Results indicator
 - Evaluates the percentages of LEAs meeting criteria for significant discrepancy in the rates of students with disabilities suspended or expelled for greater than 10 days
 - State sets target based on stakeholder input
 - Indicator 4B
 - Compliance indicator
 - Evaluates the percentage of LEAs meeting criteria for significant discrepancy by race/ethnicity who have noncompliant discipline

policies, procedures, and practices that contributed to the significant discrepancy

- Targets are set by the federal government
- Landscape of Indicator 4A
 - Based on results of DMS, Indicator 4 is now being calculated at the LEA-level rather than the previously used district-level
 - For the FFY 2024 reporting period, 4.05% of LEAs in the state meeting minimum population requirements had significant discrepancy (3 out of 74 LEAs)
 - This is the state's new baseline
 - Targets for the FFY 2025 must be set and show 'improvement' over the baseline, meaning we want the percent of LEAs with significant discrepancy to decrease over time
- Proposed Target for 4A
 - KSDE proposes setting a target of 4.00% for the FFY 2025 reporting period
 - Rationale for target
 - This is the first year we have LEA-level data, which makes more in-depth longitudinal analysis challenging
 - This proposed target reflects a modest decrease that is both rigorous and attainable
 - There is one year left in this current SPP/APR package, meaning targets will need to be set for the six-year SPP/APR package starting in the 2026-27 school year
 - More data will be available at that point to better inform target selection
- Action: Approve Target for 4A at 4%
 - Motion to approve: Lindsey Graf
 - Second: Autumn Biltz
 - Discussion: None
 - Action: Approved

Efforts for Advocacy

Jess Herbig

- Mr. Herbig is the Assistant Superintendent of Student Services in the Goddard school district. Goddard is the host district for its cooperative and they host Connelly Springs, Cheney, and Clearwater in their co-op. The committee Efforts for Advocacy is co-chaired by Jess Herbig and Kyle Carlin
- Goal is to get in front of the legislature throughout the session and not just one day at the capital. Co-chairs focused on three main points that anyone who is going to Topeka could take these briefs with them, and speak on the things affecting special education

- There are three different briefs
 - Adequate funding for special education
 - Critical staff shortages in Kansas
 - Mental health and behavioral support
- KASEA regions are splitting up the legislative session and all picking one week that they might be in Topeka and talking with their legislators about the three briefs
 - Region 4 – January 19th through the 23rd
 - Region 8 -January 26th through the 30th
 - Region 1 – February 2nd through the 6th
 - Region 2 – February 9th through the 13th
 - Region 3 – February 16th through the 20th
 - Region 5 – February 23rd through the 27th
 - Region 7 – March 2nd through the 6th
 - Region 8 – March 9th through the 13th

Review Bylaws for Needed Changes

Bert Moore

- Bylaws are the guiding direction of how our organization as a Special Education Advisory Council meets and decides what we are going to do, when we are going to do it, and it's based upon the federal requirements for special education advisory councils. So, every state must have a SEAC and these are the roles and responsibilities of a SEAC, in our bylaws as designated by the government. Now, our operating procedures haven't really changed other than to say that we have the function and powers and the duties as specified by the laws and we're actually to provide advice to the state board of education which Lena will do tomorrow, and I will be there to assist her. That is at 10:10am tomorrow. We are on the agenda for them to accept our annual report and also to provide a quarterly update.
- One of the things that was recommended to be changed is the vision and goals that are no longer applicable. So, the Kansas State Board of Education's mission is to 'prepare Kansas students for lifelong success through rigorous quality academic instruction, career training, and character development according to each student's gifts and talents.' That will stay and the Kansas Can vision is 'Kansas leads the world in the success of each student' and I am so glad that the word 'each' got added because all means I can give you all the same thing, but I am not making sure that each of you has what you need. The definition of a successful Kansas high school graduate stays and it says that 'a person that has academic preparation, cognitive preparation, technical skills, employability skills and civic engagement to be successful in postsecondary education and the attainment of an industry recognized certification or in the workforce without the need for remediation.' The Division of Learning Services has a vision statement, 'the field sees us as partners who serve to develop, lead, and support the best learning experiences for Kansans.' The mission 'empowering passionate professionals to improve educational excellence.' Then the Special Education and Title Services team exists to support students in every Kansas classroom. So that will be our vision and goal page, the goals of the council stayed the same. Our membership stays at 21 members, as we do not have charter schools.
- Meeting dates have changed and so have membership dates. The membership year for SEAC will be June 1st through the following May 31st to allow for attendance at the first

meeting and SETS Leadership conference attendance. The SETS leadership conference takes place at the end of June now, instead of July like it has in the past. Changing this date allows new members to attend this conference and be reimbursed for their expenses

- The final page of the by law document you received, The State Board of Education page, has to be updated when there are new members on the Board, so that is one other change to this document
- Action: Approve board page and vision updates
 - Motion to approve: Rebecca Shultz
 - Second: Dr. Marvin Miller
 - Discussion: Dr. Marvin Miller: The other changes were approved at the November meeting, so the only changes now are the board page and the vision page?
 - Response by Bert Moore: That is correct
 - Action: Approved

KIAS (Kansas Integrated Accountability System) Stakeholder Meeting – Finalize New Supervision Model

Brian Dempsey

Melissa Valenza

- Risk Analysis
 - Results Indicators
 - Indicators 1, 2, 14
 - What knowledge, skills and experiences have youth with disabilities gained in order to complete post-secondary education or training to access a job that matches their individual interests and skills, to earn a life-sustaining wage, and to be an active member of the community?
 - Indicator 3D
 - In what ways are children and youth with disabilities meeting grade level academic achievement standards?
 - Indicator 5 and 6
 - What educational environments are children and youth with disabilities a part of, and do they have meaningful access to the general curriculum and the life of the school?
 - Indicator 7
 - What progress are young children with disabilities making as it relates to social-emotional and cognitive development, and what systems are in place to improve outcomes?
 - Indicator 8
 - How do schools meaningfully engage parents in the education of their children with disabilities?

- Other risk factors
 - Vacancies
 - Waivers
 - Time since last monitoring
 - Number of years since last KSDE File review
 - LOD
 - The Individuals with Disabilities Education Act (IDEA) 2004 requires SEA's to issue annual determinations to all LEA's regarding their implementation of Part B of the IDEA. The four levels include: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention
- Selection Criteria: File Review
 - Standalone LEA
 - Total number of student records
 - 10% of the LEA population of students with disabilities
 - Minimum of 10 records, maximum of 30 records
 - Step 1
 - Special categories: select one student for each of the 7 categories that apply
 - Student attending virtual school
 - Student from out-of-state who is placed and served in KS
 - Student from KS who is placed and served out-of-state
 - Student placed in alternative school
 - Student incarcerated or in juvenile justice system
 - Student is an English learner
 - Non-white student
 - Number of records = 7
 - Step 2
 - Age band: select the number of students to review by age, based on the percent of population in age bands with a minimum of 1 record from each category, if possible
 - Early childhood/preschool
 - 5 years old in KG through age 15
 - 16+ years old
 - Number of records = (total number of student records) – (records in special categories [step 1])
 - Plus two gifted student records
 - Interlocals/Cooperatives
 - Total number of student records
 - 10% of the LEA population of students with disabilities
 - Minimum of 10 records, maximum of 30 records
 - Step 1
 - Special categories: select one student for each of the 7 categories that apply
 - Student attending virtual school
 - Student from out-of-state who is placed and served in KS
 - Student from KS who is placed and served out-of-state

- Student placed in alternative school
 - Student incarcerated or in juvenile justice system
 - Student is an English learner
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- Number of records = 7
- Step 2
 - Age band: select the number of students to review by age, based on the percentage of population in age bands with a minimum of 1 record from each category, if possible
 - Early childhood/preschool
 - 5 years old in KG through age 15
 - 16+ years old
- Step 3
 - District selection
 - Select student records based on the percentage of the LEA SWDs who are enrolled in district
 - When possible, attempt to select at least one record from every district
 - District 1
 - District 2
 - District 3
 - District 4
 - [...]
 - Consider/include all districts
- Number of records for Step 2 and 3 = (Total number of Records) – (Records in special categories [step 1])
- Plus 2 gifted student records
- Comment from the room: How are the files pulled? Is there one file for students taking the alternate assessment?
 - Response from Brian Dempsey: The files are pulled at random. There is not one file pulled for students taking the alternate assessment, but that is something we can take to the KIAS stakeholder group
 - Ongoing
 - KIAS changes have been presented to Leaders Services and IT
 - IDEA File Review team reviewing questions
 - Early Childhood file review questions
 - Will now be included with Indicator 12
 - This will not affect indicator 12 compliance
 - Indicator 13
 - The window that would be open in April will not be opened. The next group will align with the file review participants

KDADS – Kansas Department of Aging and Disability Services
Robin Lohman

- Introductions
 - Robin Lohman

- Assistant IDD Director
 - Robin.Lohman@ks.gov
- Corby Lockwood
 - IDD Waiver PM
 - Corby.Lockwood@ks.gov
- Jason Sheets
 - Eligibility Specialist
 - Jason.Sheets@ks.gov
- Long term services and supports home and community-based services
 - Aaron Norris, on the Surveying and Credentialing Commission, is who is over licensing our Community Service Providers
 - Kaitlyn England, is our Program Integrity and Compliance Manager. She works a lot with ANE reports and the CDDOs
- Intellectual and/or Developmental Disability (I/DD) Waiver
 - The I/DD waiver serves individuals aged 5 and older who meet the definition of intellectual disability, have a developmental disability, or are eligible for care in an Intermediate Care Facility for Individuals with Intellectual Disabilities (ICF-IID). Those with a developmental disability are eligible if the disability was present before age 22 and there is a substantial limitation in three or more areas of life functioning
 - Eligibility
 - Must be 5 years of age or older
 - Intellectual Disability that began before age 18
 - Developmental Disability that began before age 22
 - Program eligibility (such as diagnostic documentation and review of substantial life limitations)
 - Meet Medicaid long-term care institutional threshold score (functional assessment)
 - Be financially eligible for Medicaid (KDHE)
- Eligibility and Where to Begin: How to get on the I/DD waitlist or Waiver
 - Where to begin
 - Community Development Disability Organization
 - 27 CDDO areas in the State of Kansas State Department of Education Assessing Entity for the I/DD waiver
 - What is the process?
 - The CDDO will help guide you through the process of becoming “system eligible”
 - Diagnostic documentation, sometimes there’s an additional assessment (EDI)
 - Diagnosis can include Intellectual Disability, Autism, Seizure Disorder, Cerebral Palsy, Down Syndrome, Prader Willi, Rett Syndrome
 - What is next?
 - The Level of Care Assessment is completed to determine

- functional eligibility, which also means you are 'waiver eligible'
 - The LOC is the Medicaid Functional Eligibility Instrument (MFEI)
 - With KDADS final approval, and depending on the request/circumstances, the person is then put on the I/DD waitlist
- CDDOs are the single point of entry for an individual or family to obtain services through the developmental disabilities system in Kansas. CDDOs are responsible for determining whether a person qualifies for services, working with the person and/or the person's family or guardian in choosing from service options and referring those persons to other agencies if additional support is needed
 - Achievement Services for Northeast Kansas
 - Jackson and Atchison counties
 - 913.674.0291
 - Arrowhead West, Inc
 - Meade, Gray, Ness, Hodgeman, Ford, Clark, Edwards, Kiowa, Comanche, Barber, Pratt, Kingman and Harper counties
 - 620-227-8803
 - Big Lakes Development Center, Inc
 - Clay, Riley, Pottawatomie, and Geary counties
 - 785-776-2600
 - Brown County Developmental Services, Inc
 - Brown and Doniphan counties
 - 785-741-8012
 - CDDO of Southeast Kansas
 - Montgomery, Labette, Cherokee, and Crawford counties
 - 620-429-8985
 - East Central Kansas AAA-CDDO
 - Osage, Franklin, and Coffey counties
 - 785-242-7200
 - Sedgwick Co. Developmental Disability Org.
 - Sedgwick County
 - 316-660-7630
 - Cottonwood, Inc
 - Jefferson and Douglas counties
 - 785-840-1632
 - Cowley County Community Dev. Disability Org.
 - Cowley County
 - 620-221-5404
 - Developmental Services of Northwest Kansas, Inc
 - Cheyenne, Sherman, Wallace, Rawlins, Thomas, Logan, Decatur, Sheridan, Gove, Norton, Graham, Trego, Phillips, Rooks, Ellis, Smith, Osborne, and Russell counties
 - 785-621-5346

- Disability Planning Org. of Kansas
 - Jewel, Republic, Mitchell, Cloud, Lincoln, Ottawa, Ellsworth, Saline, and Dickinson counties
 - 785-823-3173
- Butler County CDDO
 - Butler county
 - 316-322-8777
- Sumner County
 - Sumner county
 - 620-326-6100
- Hetlinger Developmental Services, Inc
 - Morris, Chase, Wabaunsee, and Lyon counties
 - 620-342-1098
- Johnson County Developmental Supports
 - Johnson county
 - 913-826-2600
- McPherson County CDDO
 - McPherson county
 - 620-245-5211
- Nemaha Co. CDDO
 - Nemaha county
 - 785-336-5300
- New Beginnings Enterprises Inc
 - Greenwood, Elk, Chautauqua, and Wilson counties
 - 620-920-9250
- Harvey-Marion County CDDO
 - Harvey and Marion counties
 - 316-283-7997
- Riverside Resources, Inc
 - Leavenworth County
 - 913-775-1363
- Southwest Developmental Services Inc
 - Greeley, Wichita, Scott, Lane, Hamilton, Kearny, Finney, Stanton, Grant, Haskell, Morton, Stevens and Seward counties
 - 620-793-7604 or 620-275-7521
- Shawnee County CDDO
 - Shawnee county
 - 785-232-5083
- Reno County CDDO
 - Reno county
 - 620-663-2219
- Tri-Ko, Inc
 - Miami, Anderson, and Linn counties

- 913-755-3025
 - Tri-Valley
 - Woodson, Allen, Neosho, and Bourbon counties
 - 620-431-7401
 - Twin Valley Developmental Services, Inc
 - Washington and Marshall counties
 - 785-404-1021
 - Wyandotte County CDDO
 - Wyandotte county
 - 913-573-5502
- I/DD Services
 - Vehicle Modification Services
 - Specialized Medical Equipment & Supplies
 - Home and Environmental Modifications
 - Adult Day Supports
 - Enhanced Care Services
 - Financial Management Services
 - Medical Alert-Rental
 - Overnight Respite
 - Personal Care Services
 - Residential Supports for Adults
 - Residential Supports for Children
 - Specialized Medical Care
 - Supported Employment
 - Children's Integrated Community Supports
 - Wellness Monitoring
 - Targeted Case Management (This is not a waiver service and is available once you are found eligible for I/DD services. If you are not KanCare eligible, there may be a fee for this service.)
- Targeted Case Management
 - This is NOT a waiver service and is available once you are found eligible for IDD services. If you are not KANCARE eligible, there may be a fee for this service
 - Targeted Case Managers (TCMs) are who write the Person-Centered Support Plan. The services they provide include Assessment, Support Planning, Monitoring & Follow-up, and Referrals
 - One can get TCM if determined system eligible, even if under 5
- Adult Day and Residential Supports
 - Residential Services
 - Residential Supports for Adults provide assistance and support in completing activities of daily living and the social and adaptive skills to people who live in a residential setting and do not live with someone meeting the definition of family

- Residential supports can look different, depending on the support needs of the person. Some individuals need to live in a house that is staffed 24/7. But others can live in their own apartment with staff stopping by once a day to help with medications, meal planning, or other supports. Shared Living is also an option, which is when a participant lives with a family as a member of their family. Residential Services will be unbundled in upcoming years
- Day Services
 - Adult Day Supports are out of home activities that help adults who are no longer eligible for school services maintain or increase abilities, productivity, independence, integration, and community participation
 - Examples include going out on a community outing, like to the movies; attending a Day Center Program and work on skill development; or volunteering
 - We are currently working on unbundling Day Services, with a goal of July 2026
- Personal Care Services
 - Personal Care Services provides supervision and/ or physical assistance with instrumental activities of daily living (IADLs) and activities of daily living (ADLs), health maintenance activities, and in some cases socialization/recreation
 - Generally, we see this support delivered in family home
- Financial Management Services
 - Financial Management Service (FMS) provides administrative and payroll services for people who choose to self-direct some or all of their services. FMS provides payroll, payment, reporting services, employer orientation, skills training, and other fiscal-related/administrative services to participant- employers
- Wellness Monitoring
 - Wellness monitoring is a process whereby a registered nurse evaluates the level of wellness of a participant to determine if the participant is properly using medical health services as recommended by a physician and if the health of the participant is sufficient to maintain him/her in the participant's place of residence without more frequent skilled nursing intervention. Can be billed once every 60 days
 - Wellness Monitoring includes checking and/or monitoring the following:
 - Orientation to surroundings
 - Skin Characteristics
 - Edema
 - Personal Hygiene

- Blood Pressure
- Respiration
- Pulse
- Adjustments to medication
- Children's Residential
 - Residential Supports for Children provides placement for children (ages 5-21) in a licensed foster care home in order to avoid placement in an institutional or other congregate setting when they cannot remain in their family home
 - This is for non-foster care children and is a voluntary placement
 - Kansas has very few providers, and we would love to have more
- Overnight Respite
 - Overnight Respite is a service that provides temporary direct care and supervision of the person, in order to provide relief to families and caregivers. Can be used for periods of relief for vacations, holidays, and scheduled periods of time off. Provided in planned segments
- Supported Employment
 - Supported Employment services are ongoing supports services for IDD participants to allow them to engage in competitive work in an integrated setting. Competitive work is defined as work for which an individual is paid in accordance with the Fair Labor Standards. Competitive integrated employment which can include work outside the home or work in a home environment. When Day Services is unbundled, this service will be known as Individual Employment Services
- Children's Integrated Community Supports (ChICS)
 - Children's integrated community supports is designed to provide group-based supports and supervision for school aged participants with IDD. Children from 5 years old to school-leaving age with I/DD. The service offers a support system for families where standard childcare options are not sufficient to their children's unique developmental needs, while allowing an opportunity for integrated care with non-disabled child peers
- Specialized Medical Care
 - For those whose intensive medical needs can only be met by an RN or an LPN under the supervision of an RN. Includes long-term nursing support for medically fragile and technology-dependent participants
- Enhanced Care Services (ECS)
 - Enhanced Care Services provides sleep support to provide immediate supervision or physical assistance with tasks such as toileting, transferring, mobility, and medication reminders as

needed, or to contact a doctor, hospital, or medical professional in the event of an emergency

- Vehicle Modification Services (VMS)
 - Vehicle modifications are adaptations or alterations to a vehicle that is the Participant's primary means of transportation
- Home and Environment Modification Services (HEMS)
 - Home modifications are physical modifications to the participants home based on an assessment designed to support the participants' efforts to function with greater independence and create a safer, healthier environment
- Medical Alert Rental
 - The Purpose of the Medical Alert Rental Service is to provide support to a consumer who has a medical need that could become critical at any time. The Medical alert device is a small instrument carried or worn by the Participant which by the push of a button, automatically dials the telephone of a predetermined responder who will answer the call for help 24 hrs/day, 7 days/week
 - Has been called Personal Emergency Response System (PERS) in the past
- Specialized Medical Equipment and Supplies (SMES)
 - Specialized Medical Equipment and Supplies provides medical equipment and supplies specified in the person-centered plan to help increase someone's ability to perform activities of daily living, improved communication, needed for life support, or to address physical conditions
- Exceptions to the Waitlist
 - Reserved capacity for
 - Supported Employment
 - Risk of DCF Custody
 - In DCF Custody
 - DCF Custody Release (ROC)
 - Military Inclusion
 - Institutional Transitions
 - WORKS/STEPS
 - Waiver transitions from BI, Autism, and TA waivers
 - Crisis
- Unbundling Day Services
 - Retirement and Leisure Day Habilitation Services
 - Community Based Day Habilitation Services
 - Prevocational Services
 - Life Skills Services
 - Career Exploration and Planning

- Individual Employment Services
- Benefit Planning services
- Support Plan vs Service Plan
 - Person Centered Support Plan—The plan that TCMs draft. Follows Article 63 regulation and uses a state approved template
 - Person Centered Service Plan—The plan that the MCOs Care Coordinator drafts. The Support Plan is considered a part of the Service Plan and is under federal regulations, including CFR 441.301. This plan used to be called the Integrated Service Plan (ISP)

Ex-Officio Member Reports

Families Together

- SEAC/SICC Report for October through December 2025
 - Information from Program Statistics Report
 - 2,844 individualized consultations and training
 - Ethnicity Breakdown
 - African American – 9%
 - Asian – 2%
 - Caucasian – 66%
 - Hispanic – 1%
 - Native American – 1%
 - Two or more races – 1%
 - Not defined/other – 8%
 - Age of child/youth
 - Birth through age 2 – 1%
 - Ages 3 to 5 – 12%
 - Ages 6 to 13 – 55%
 - Ages 14 to 18 – 29%
 - Ages 19 to 21 – 2%
 - Ages 22 and over – 1%
 - Primary disability
 - Autism – 490
 - Suspected disability – 185
 - Other health impairment – 175
 - Emotional disability – 172
 - Specific learning disability – 146
 - Developmental delay – 126
 - No IDEA disability – 119
 - Intellectual disability – 118
 - Multiple disabilities – 71
 - Speech or language disability – 36
 - Deaf-blind – 15
 - Hard of hearing – 9
 - Orthopedic disability – 9
 - Traumatic brain injury – 8
 - Gifted – 6

- Visual disability -1
- Top materials
 - Parent manual/guide – 80
 - Families Together One-Page – 46
 - F2F Notebook – 39
 - Individualized health care plan – 17
 - Bullying card – 17
 - How to have effective IHP – 17
 - Family engagement – 17
- By contact content (Top 20)
 - Family support – 650
 - IEP – 551
 - Education advocate – 350
 - CINC – 349
 - Behavior – 267
 - Parents rights - 198
 - CHASE – 188
 - Accommodations – 179
 - Family Togethers Info – 163
 - Comprehensive evaluations – 143
 - Mental health – 120
 - Section 504 – 107
 - Program/placement – 80
 - Self-advocacy – 75
 - Person centered planning – 70
 - Employment – 62
 - Suspension/expulsion – 59
 - Transition to adulthood – 57
 - Related services – 55
 - Family engagement – 52
- Education advocate
 - October
 - Appointments – 74
 - New - 31
 - Cancellations – 84
 - Final - 38
 - Total processed - 158
 - Early childhood - 9
 - November
 - Appointments – 64
 - New - 43
 - Cancellations – 59
 - Final - 33
 - Total processed - 123
 - Early childhood - 13
 - December
 - Appointments – 32

- New - 24
- Cancellations – 50
- Final - 31
- Total processed - 82
- Early childhood - 15

Kansas Association of Special Education Administrators – KASEA

- Dr. Lena Kisner
 - KASEA Winter Conference
 - February 24-25, 2026
 - Drury Hotel in Wichita KS
 - Conference registration and hotel reservations are open
 - KSDE Recruitment and Retention Workshop with KASEA president Dr. Angie Karraker participating
 - Advocacy and Issue briefs
 - Regional representation during legislative session
 - KASEA Issue Briefs
 - Adequate funding
 - Mental health and behavioral support
 - Staff shortages
 - KASEA and Friends Calendar
 - KSDE Secondary Transition Webinar
 - 1/13/26 from 3:30 pm to 4:30 pm
 - 2/10/26 from 3:30 pm to 4:30 pm
 - Early Career Special Education Leader Forum
 - 1/13/26 Greenbush – Virtual
 - People, Program, Purpose: Strategic Staffing for SPED Success
 - 1/21/26 from 9:00 am to 2:00 pm at Greenbush Lawrence
 - Dynamic Learning Maps (DLM) Webinar
 - 2/5/26 from 3:00 pm to 4:00 pm
 - KSDE SETS Special Education Administrator Quarterly #3
 - 2/23/26 from 9:00 am to 3:00 pm, Holiday Inn East I-35
 - KASEA Winter Conference
 - 2/24-2/25/26 from 8:00 am and 8:00 am to 12:30 pm, Wichita
 - Federal Education Funds Admin Forum
 - 3/26-3/27/26 from 8:30 am to 5:00 pm and 8:00am to 12:00 pm, Wichita

Disability Rights Center - DRC

- Mike Burgess
 - The legislative session is taking up a lot of oxygen right now. There are a lot of exciting things happening in transition right now, and a lot of work going on at KDADS in regard to the waivers and different things to try and move us forward. That is a lot of hard, slow work. I am a little less optimistic at this moment, given the fiscal challenges and the timing of it because we are seeing the waiting lists slide a little bit. Getting those

waiting lists small or to zero is a key to making all of these systems and making transition work. So, we still have a lot of advocacy to do and a lot of capacity building within those systems to help these young adults so they're prepared for the next phase. One issue I did want to touch on is we have seen, as the Disability Rights Center, that there are some districts adopting blanket prohibitions to outside providers offering ABA services in a school setting. This is a confusing issue in terms of IDEA. This actually comes down to an ADA or a 504 issue, which has slightly different processes and policies. Scott Grodon and Brian Dempsey looked at the guidance from South Carolina and wrote a very succinct four or three item guidance for districts that the state board will be considering later today in response to parents and the Disability Rights Center bringing the issue to the Kansas State Board of Education. The guidance is very simple and focused and is an interactive process, which is part of the requirement of the ADA and the 504. It is non binding guidance.

Kansas State School for the Blind – KSSB

- Important Dates
 - January 29, 2026
 - Celebrate Access + Braille (KSSB)
 - February 5, 2026
 - Celebrate Access + Braille (Wichita)
 - March 27, 2026
 - Midwest CVI Conference
 - April 15, 2026
 - State Board visit to KSSB
 - June 8-26, 2026
 - ESY + ESY on the Road

Kansas State School for the Deaf – KSSD

- Luanne Barron
 - There are a lot of activities coming up. One of the big things today was that I realized this will be my very last SEAC meeting as I am retiring after this school year, after 32 years at administrative and teaching levels. The Kansas State Board of Education is disseminating information for a search for a new superintendent and hopefully we will get a good pool of applicants. I wanted to say thank you and acknowledge this body for the work you do and continue to do in the future because it is so vital and how you can change the scope of the future of our children.

Next Meeting Date

- January 14, 2026

Motion to adjourn; Rebecca Shultz

Second: Autumn Biltz

Meeting adjourned: at 2:45 pm

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.