SPECIAL EDUCATION ADVISORY COUNCIL DRAFT
MINUTES

Details

Date April 22, 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 _9:00__am__

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

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

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

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

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

	Steve Backman	x	Brian Dempsey		Cary Rogers
x	Trish Backman		Kerry Haag	x	Dean Zajic
x	Joyce Broils	x	Bert Moore	x	Maureen Tabasko
	Stacy Clarke	x	Alysha Nichols		

Guests: ASL Interpreters, SICC members
Quorum (12) met: __14, yes__

Call to Order
Dr. Lena Kisner

Roll Call
Alysha Nichols

Approvals
Dr. Lena Kisner

Agenda Approval: April 22, 2026
Motion to approve: Dr. Marvin Miller
Second: Autumn Biltz
Discussion: Remove Dr. Jake Steel and the Commissioner Update from agenda
Action: Approved

Minutes Approval: January 13, 2026
Motion to approve: Dr. Marvin Miller
Second: Autumn Biltz
Discussion: None
Action: Approved

Minutes Approval: January 14, 2026
Motion to approve: Dr. Marvin Miller
Second: Autumn Biltz
Discussion: None
Action: Approved

Annual Report Approval: Year 2024-2025
Motion to approve: Dr. Marvin Miller
Second: Autumn Biltz
Discussion: None
Action: Approved

Legislative update
Dr. Frank Harwood

- The 2026 legislature adjourned Sine Die at 1:13am on April 11th
- This was technically the 89th calendar day of the session and the 54th session day
- During the 2026 legislative session there were 629 bills introduced, and 147 passed
- 2026 was the second year of the biennium, so any bill not passed is now dead
- KSSD and KSSB Budgets
    - Kansas School for the Blind
        - Add 6 days to the contract and increase salary for FY26 and FY27
        - Language added to allow the use of the school district procurement process instead of the state agency process
        - Approved request to purchase an accessible vehicle in FY 27 from the agency fee fund
        - Roof Replacement
        - Capital Improvements Increase
        - 1.5% Lapse for FY27 (Veto Overridden)

    - Kansas School for the Deaf
        - Add 6 days to the contract and increase salary for FY26 FY 27
        - ASL Proficiency Incentive FY27
        - Restored 1.5% lapse included in 2025 SB 125
        - Language added to allow the use of the school district procurement process instead of the state agency process
        - Capital Improvements Increase
        - Emery Elementary Remodel
        - Powerhouse Demolition
        - 1.5% Lapse for FY27 (Veto Overridden)
- KSDE Budget
    - Sub for HB 2513 Making Appropriations for Fiscal years 2026 through 2028 for various state agencies Senate Passed 23-16, House Passed 67-53,
        - Funds CPI-U (estimated 3% increase to $5,782)
        - Adds $6 million to Special Education
        - Adds $2.5 million for Safe and Secure School Grants ($-for-$ Match)
        - Adds $7,532 for Military Student Compact dues increase
        - Add $750,000 for AEDs and CPR equipment (KDHE)
        - Delete $2 million appropriation for virtual math program (IXL)
        - Delete $6 million from the MHIT program ($10 million remaining KDADS)
        - $1.5 million requirement for qualified schools (Veto sustained)
        - Delete $95,000 transfer from KBOR used to support district E-Rate eligibility requirements.
        - Lapse 1.5% from KSDE Operating Budget (veto overridden)
        - Funds within Existing Resources (State Foundation Aid)
            - Veto overridden for
                - Up to $1.77 million, Professional Development
                - Up to $1.3 million, Mentor Teachers
                - Up to $360,000 National Board Certification
                - Up to $500,000 E-Rate State Match
                - Up to $1.8 million FastBridge
                - Up to $1.4 million SparkWheel
                - Up to $800,000 Jag-K
                - Up to $320,000 Youth Careers
        - Requires KSDE to provide a report on Federal Funds
        - Requires KSDE to include specific special education funding information in the school district financial accountability report. $6 million in new special education funding is contingent on this report being completed by June 30, 2026
        - If there is a student walkout and the school does not have written parental permission, enforce truancy laws and school policy, and if staff facilitate, encourage, or enable; is subject to a daily fine equal to the superintendent's base salary, and the day does not count towards the school term. (veto overridden)
        - Requires participation of 6 school districts in federal assessment waiver with $942,410 of existing state assessment funding (veto

sustained)
        - Requires a change to the State Assessment Cut Scores to those prior to July 1, 2025 (veto sustained)
- Bills signed by the Governor (Register)
    - HB 2402 - Senate Passed 31-9, House Passed 91-33,
        - Requiring boards of education with one or more buildings with 50% or more of the population directly certified for free lunch eligibility to consider participation in the community eligibility provision or determining a financial hardship would exist if choosing not to participate and requiring the state department of education to assist school districts seeking such participation.
        - Extending the application deadline for authorization to operate as a public innovative district from December 1 to May 1 and deeming applications approved if not approved or denied within 45 days of submission to the state board.
    - HB 2485- Senate Passed 39-0, House Passed 123-0
        - Authorizing the chief executive officer of the state board of regents to negotiate and settle any repayment obligations arising under any scholarship.
        - Prohibiting promise scholarship awards from being used to fund corequisite courses.
        - Requirements for agreements between secondary and post secondary schools for postsecondary classes taught in secondary schools.
        - Pell Grants for workforce development.
        - Blueprint for Literacy: Expanding the Every Child Can Read Act reporting requirements and amending the Kansas blueprint for literacy to provide certain requirements for the state board of education, the state board of regents and school districts with regard to literacy education and reporting.
        - Enacting the career readiness education development innovation transferability (CREDIT) act to require high schools to administer career readiness assessments to students and provide for the transferability of credentials earned through such assessments toward a degree.
- Bills signed by the Governor (July 1)
    - Senate Sub for Sub HB 2299 - Requiring school districts to prohibit the use of personal electronic communication devices during instructional time and prohibiting any employee of a school district from using social media to directly communicate with any student for official school purposes. Defines accredited nonpublic school as a school accredited by the State Board. Adds language “Each nonpublic school accredited by a regional or national accrediting agency shall be entitled to the same rights as nonpublic schools accredited by the state board of education.” Passed Senate 32-4 House Concurred on amendments 84-36, Signed by the Governor 3/19,
    - HB 2320 Authorizing children in the custody of the secretary of the department for children and families to attend school in any school district,

requiring records for such students to be timely transferred between school districts and requiring a transportation plan if the child remains in the school of origin. House Passed 122-0, Senate Passed 40-0

- HB 2537 - Creating the crimes of aggravated sexual extortion causing great bodily harm and aggravated sexual extortion causing death and requiring the attorney general to prepare and provide educational materials and information concerning such crimes. House Passed 124-0, Senate Passed 40-0
- SB 260 – Prohibiting the filling of a vacancy in the joint candidacy of the governor and lieutenant governor and providing for when a candidate may withdraw in city, school district and community college elections. House Passed 98-27, Senate Passed 39-1
- HB 2618 - Requiring the state board of education to report to the legislature on federal moneys that are received by the state. House Passed 102-20, Senate Passed 40-0
- HB 2622 - Modifying the municipal lease-purchase protest petition requirements (5% to 3%). Senate Passed 40-0, House Passed 124-0
- HB 2761- Enacting the speech-language pathology assistant act to provide for the licensure of speech-language pathology assistants. House Passed 121-1, Senate Passed 38-2
- HB 2482 - Removing the requirement that the state board of education use a certain exam provider to deliver certain college entrance and career readiness exams and requiring the board to provide for such exams using any provider. Senate Passed 39-1, House Passed 118-2
- HB 2533 **-** Enacting the athletic licensure trainer compact to provide interstate practice privileges for athletic trainers. Senate Passed 38-2, House Passed 125-0
- SB 382 - House Passed 83-40, Senate 37-3
    - Providing for the administration and proctoring of statewide assessments to virtual school students by such students' virtual schools. Adding certain third parties who contract with school districts to the definition of special teacher.
    - Authorizing foreign exchange students who reside with a host family to enroll in and attend the resident school district of the host family as if the student were a resident of the school district and excluding such student from the open-seat lottery process.
    - Authorizing nonpublic schools to permit nonaccredited private elementary or secondary school students to participate in certain activities for such nonpublic schools.
- HB 2534 – Senate Passed 39-0, House Passed 123-0
    - Establishing standards and requirements for active shooter drills conducted by public and accredited non-public elementary and secondary schools.
    - Requiring school districts to provide fentanyl abuse education programs and maintain supplies of naloxone in each school.
    - Modifying the requirements for student cohorts and achievement goals for school district at-risk accountability plans.

- Bills vetoed by the Governor
    - HB 2468 - Electing to participate in the federal tax credit for individual contributions to scholarship granting organizations and increasing the aggregate tax credit limit on the tax credit for low-income students scholarship program. House Passed 76-44, Senate Passed 27-12
    - HB 2745 – Establishes a 10% protest petition process for any taxing subdivision that publishes a budget funded with property taxes that are the lesser of the rate of inflation or 3% (whichever is lower) above the previous year's property taxes. Senate Passed 22-18, House Passed 63-59
- Vetoes Overridden
    - House Sub for SB 244 – An act concerning identification of biological sex; requiring the designation of multiple-occupancy private spaces in public buildings for use by only one sex; defines single-occupancy private space imposing criminal and civil penalties for violations. Vetoed by Governor on 2/13,Veto Overridden 31-9 by Senate on 2/17, Veto Overridden 87-37 by House on 2/18 Published in the Register 2/26/26
    - SB 361 – House Passed 85-38, Senate Passed 29-10
        - Electing to participate in the federal tax credit for individual contributions to scholarship granting organizations.
    - HB 2593 – House Passed 85-38, Senate Passed 27-12
        - Requiring that a political subdivision hold an open meeting to discuss a contingency fee contract for legal services before approving such contract and requiring the attorney general to approve such contracts.
- Bills with the Governor
    - HB 2412 – Senate Passed 23-14, House Passed 80-43
        - Requiring instruction to provide students with an understanding of communist, socialist and fascist regimes and ideologies in nonelementary grades and that students pass an American civics examination consisting of 20 random questions from a bank of questions modeled from the naturalization test no more than 25% of the questions can be repeated on a retake, pass rate 70% only in English, required in order to graduate with a high school diploma.
    - HB 2763 – Senate Passed 29-10, House Passed 74-47
        - Requiring school districts to provide at least 30 minutes of daily recess time for students in grades K through 5 and designating up to 60 minutes of such time as part of the school term, the state board shall establish the Kansas fitness test modeled after the presidential fitness test.
    - HB 2043 - Senate Passed 27-13, House Passed 87-35
        - Establishes a 10% protest petition process for any taxing subdivision that publishes a budget funded with property taxes that are more than the rate of inflation or 3% (whichever is lower) above the previous year's property taxes. Exempts school districts, debt service/bonds, new construction, territorial changes, and changes when certain tax incentives end.

School Mental Health Coalition
Trish Backman

- The shift from KSDE School Mental Health Advisory Council to KSDE School Mental Health Coalition
- Purpose: Coordinate school mental health partnerships and services with school-based providers and community stakeholders that will benefit students and families
- Functions
    - Needs assessment
    - Strategic planning
    - Resource coordination
    - Community engagement
    - Data Analysis

SPP/APR DMS & KIAS Update
Brian Dempsey
Melissa Valenza

- The FFY 2024 State Performance Plan and Annual Performance Report (SPP/APR)
    - Indicator 1: Graduation
        - Measurement: Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma
        - Baseline: 84.54%
        - FFY 2024 Target: 83.70%
        - FFY 2024 Data: 84.32%
    - Indicator 2: Drop out
        - Measurement: Percent of youth with IEPs who exited special education due to dropping out
        - Baseline: 16.65%
        - FFY 2024 Target: 15.54%
        - FFY 2024 Data: 14.98%
    - Indicator 3: State Assessment for Students with IEPs
        - 3A: Participation for students with IEPs (including AA students)
            - 4th Grade Reading
                - FFY 2024 Target: 95.00%
                - FFY 2024 Data: 96.61%
            - 8th Grade Reading
                - FFY 2024 Target: 95.00%
                - FFY 2024 Data: 95.62%
            - HS Reading
                - FFY 2024 Target: 95.00%
                - FFY 2024 Data: 93.88%
            - 4th Grade Math

    - FFY 2024 Target: 95.00%
    - FFY 2024 Data: 96.86%
- 8th Grade Math
    - FFY 2024 Target: 95.00%
    - FFY 2024 Data: 95.45%
- HS Math
    - FFY 2024 Target: 95.00%
    - FFY 2024 Data: 93.59%

- 3A Reading assessment slippage statement: The state conducted diverse analyses to determine possible reasons for slippage in high school reading. Through this work, the state determined that a primary reason for slippage was the increase in the number of students reported as not participating on statewide assessments in some of the largest LEAs. Six of the LEAs in the state with among the largest student populations had an average participation rate decrease of 5.20% from FFY 2023 to FFY 2024, and the number of students reported as not participating on high school assessments in these six LEAs increased by 103.33% from FFY 2023 to FFY 2024 (60 nonparticipating students in FFY 2023, 122 nonparticipating students in FFY 2024). These LEAs comprise over 28% of the population of high school students with disabilities taking a reading assessment and accounted for nearly 41% of all nonparticipating students in the state. As such, these six large LEAs and their increased number of nonparticipants were notable contributors to the slippage for this indicator
- 3A Math assessment slippage statement: The state conducted diverse analyses to determine possible reasons for slippage in high school math. Through this work, the state determined that a primary reason for slippage was the increase in the number of students reported as not participating on statewide assessments in some of the largest LEAs. Six of the LEAs in the state with among the largest student populations had an average participation rate decrease of 5.59% from FFY 2023 to FFY 2024, and the number of students reported as not participating on high school assessments in these six LEAs increased by 81.69% from FFY 2023 to FFY 2024 (71 nonparticipating students in FFY 2023, 129 nonparticipating students in FFY 2024). These LEAs comprise over 28% of the population of high school students with disabilities taking a math assessment and accounted for nearly 41% of all nonparticipating students in the state. As such, these six large LEAs and their increased number of nonparticipants were notable contributors to the slippage for this indicator
- 3B: Proficiency for students with IEPs (gen ed assessment)
    - 4th Grade Reading
        - FFY 2024 Target: 21.85%
        - FFY 2024 Data: 21.85%
    - 8th Grade Reading
        - FFY 2024 Target: 11.27%
        - FFY 2024 Data: 11.27%

- HS Reading
  - FFY 2024 Target: 10.41%
  - FFY 2024 Data: 10.41%
- 4th Grade Math
  - FFY 2024 Target: 19.39%
  - FFY 2024 Data: 19.39%
- 8th Grade Math
  - FFY 2024 Target: 10.31%
  - FFY 2024 Data: 10.31%
- HS Math
  - FFY 2024 Target: 8.11%
  - FFY 2024 Data: 8.11%

- 3C: Proficiency for students with IEPs (alternative assessment)
  - 4th Grade Reading
    - FFY 2024 Target: 8.76%
    - FFY 2024 Data: 39.45%
  - 8th Grade Reading
    - FFY 2024 Target: 24.26%
    - FFY 2024 Data: 26.44%
  - HS Reading
    - FFY 2024 Target: 18.67%
    - FFY 2024 Data: 12.14%
  - 4th Grade Math
    - FFY 2024 Target: 21.27%
    - FFY 2024 Data: 11.08%
  - 8th Grade Math
    - FFY 2024 Target: 12.30%
    - FFY 2024 Data: 10.40%
  - HS Math
    - FFY 2024 Target: 14.77%
    - FFY 2024 Data: 16.67%
  - 3C: Reading slippage statement: To determine possible reasons for slippage, the state looked at various data points, which included a decrease in students taking the alternate assessment. Kansas had a decrease of 19% of students taking the alternate assessment at the 4th grade level from last year. This decrease could be attributed to the work KSDE has done around ensuring that only those students with a most significant cognitive disability take the alternate assessment aligned with alternate academic achievement standards. With this smaller number of students, the percentage is impacted more. Small populations of students taking the alternate assessment can result in data volatility
  - 3C: Math slippage statement: To determine possible reasons for slippage, the state looked at various data points, which included a decrease in students taking the alternate assessment. Kansas had a decrease of 30% of students taking the alternate assessment at the 8th grade level from last year. This decrease

could be attributed to the work KSDE has done around ensuring that only those students with a most significant cognitive disability take the alternate assessment aligned with alternate academic achievement standards. With this smaller number of students, the percentage is impacted more. Small populations of students taking alternate assessments can result in data volatility

- 3D: Gap in proficiency rates (students with IEP scoring proficient or above subtracted from all students scoring proficient or above)
  - 4th Grade Reading
    - FFY 2024 Target: 29.78%
    - FFY 2024 Data: 29.78%
  - 8th Grade Reading
    - FFY 2024 Target: 30.00%
    - FFY 2024 Data: 30.00%
  - HS Reading
    - FFY 2024 Target: 28.70%
    - FFY 2024 Data: 28.70%
  - 4th Grade Math
    - FFY 2024 Target: 23.03%
    - FFY 2024 Data: 23.03%
  - 8th Grade Math
    - FFY 2024 Target: 27.69%
    - FFY 2024 Data: 27.69%
  - HS Math
    - FFY 2024 Target: 25.86%
    - FFY 2024 Data: 25.86%

- Indicator 4: Suspension/Expulsion
  - 4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs
    - FFY 2024 Target: 4.05%
    - FFY 2024 Data: 4.05%
  - 4B: Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards
    - FFY 2024 Target: 0.00%
    - FFY 2024 Data: 13.51%
- Indicator 5: Education environments for 5-year-old kindergarteners through age 21
  - 5A: Inside the regular class 80% or more of the day
    - FFY 2024 Target: 71.50%
    - FFY 2024 Data: 72.84%
  - 5B: Inside the regular class less than 40% of the day

- FFY 2024 Target: 7.0%
- FFY 2024 Data: 5.84%

- 5C: In separate schools, residential facilities, or homebound/hospital placements
  - FFY 2024 Target: 2.16%
  - FFY 2024 Data: 2.04%

- Indicator 6: Preschool environments
  - 6A: Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
    - FFY 2024 Target: 41.24%
    - FFY 2024 Data: 49.74%
  - 6B: Separate special education class, separate school or residential facility
    - FFY 2024 Target: 34.32%
    - FFY 2024 Data: 26.90%
  - 6C: Receiving special education and related services in the home
    - FFY 2024 Target: 1.90%
    - FFY 2024 Data: 0.77%
- Indicator 7: Preschool Outcomes
  - 7A: Positive social-emotional skills (including social relationships)
    - 7A1: Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program
      - FFY 2024 Target: 90.44%
      - FFY 2024 Data: 90.35%
    - 7A2: The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program
      - FFY 2024 Target: 64.36%
      - FFY 2024 Data: 63.00%
  - 7B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)
    - 7B1: Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program
      - FFY 2024 Target: 87.16%
      - FFY 2024 Data: 90.57%
    - 7B2: The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program
      - FFY 2024 Target: 63.27%
      - FFY 2024 Data: 63.85%
  - 7C: Use of appropriate behaviors to meet their needs
    - 7C1: Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the

percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program
    - FFY 2024 Target: 90.84%
    - FFY 2024 Data: 90.53%
- 7C2: The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program
    - FFY 2024 Target: 76.57%
    - FFY 2024 Data: 74.05%

- Indicator 8: Parent involvement
    - Measurement: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities
    - FFY 2024 Target: 78.70%
    - FFY 2024 Data: 82.87%
- Indicator 9: Disproportionate Representation
    - Measurement: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification
    - FFY 2024 Target: 0.00%
    - FFY 2024 Data: 0.00%
- Indicator 10: Disproportionate representation in specific disability categories
    - Measurement: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification
    - FFY 2024 Target: 0.00%
    - FFY 2024 Data: 2.74%
- Indicator 11: Child Find
    - Measurement: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe
    - FFY 2024 Target: 100.00%
    - FFY 2024 Data: 99.62%
- Indicator 12: Early Childhood Transition
    - Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays
    - FFY 2024 Target: 100.00%
    - FFY 2024 Data: 99.39%
- Indicator 13: Secondary Transition
    - Measurement: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There

also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
        - FFY 2024 Target: 100.00%
        - FFY 2024 Data: 98.84%
    - Indicator 14: Post-School outcomes
        - Measurement: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:
        - 14A: Enrolled in higher education within one year of leaving high school
            - FFY 2024 Target: 23.71%
            - FFY 2024 Data: 24.61%
        - 14B: Enrolled in higher education or competitively employed within one year of leaving high school
            - FFY 2024 Target: 57.20%
            - FFY 2024 Data: 54.68%
        - 14C: Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school
            - FFY 2024 Target: 68.75%
            - FFY 2024 Data: 67.94%
        - 14: Slippage Statement Post-School Outcomes: An examination of respondent data for post-school outcomes reveals a decrease of 2.96% below the prior year's percentage. This level of performance is also 2.52% below the FFY 2024 target. The calculated margin of error for this data is +/-2.88%, resulting in 95% confidence that the true population proportion lies between 51.8% and 57.6%. The FFY 2024 data is within the margin of error in relation to the target. However, actual performance compared the prior year is slightly outside the margin of error, meaning there likely was some year-over-year regression in actual performance. An increase of 0.77% of respondents reported enrolling in higher education compared to the prior year. Furthermore, an additional 0.88% of respondents reported "enrolling in higher education, or in some other postsecondary education training program; or competitively employed or in some other employment," compared to the prior year. Census survey respondents also reported an 0.89% increase in enrollment in postsecondary training and a 2.94% increase in some other employment after leaving high school as compared to FFY 2023. *So, according to the survey data, the FFY 2024 respondents were collectively choosing education and training over competitive employment.* (Emphasis added)
    - Indicator 15: Due Process Resolution Sessions
        - Measurement: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements
        - FFY 2024 Target: 37.00-40.00%

        - FFY 2024 Data: 88.89%
    - Indicator 16: Mediation
        - Measurement: Percent of mediations held that resulted in mediation agreements
        - FFY 2024 Target: 77.00-80.00%
        - FFY 2024 Data: 66.67%
    - Indicator 17: State Systemic Improvement Plan
        - Measurement: The State's SPP/APR includes a State Systemic Improvement Plan that meets the requirements set forth for this indicator. Kansas intends to achieve the following State- Identified Measurable Result: The percentage of students with disabilities who score at grade level benchmark on General Outcome Measure reading assessment for grades Kindergarten through 5th in the targeted buildings
        - Baseline: 55.60%
        - FFY 2024 Target: 55.90%
        - FFY 2024 Data: 53.29%
        - 17: Slippage Statement State Systemic Improvement Plan: Based on a review of information, KSDE found a data error (incorrect denominator) in the FFY 2023 data. The corrected percentage is 51.42% (325/632). This error has been corrected in the FFY 2024 reporting. The target was not met in FFY 2023 so the reason for the slippage is being provided—the data were influenced by a substantial decrease (15–18%) in the number of students with disabilities tested in two of the cohort districts. In FFY 2024, the number of students with disabilities included in the cohort (653) increased to a level similar to FFY 2022 (654). The FFY 2024 data show growth over the FFY 2023 data, but the target was not met. The science of reading professional development, described later in the report, is expected to positively influence the data in FFY 2025. During FFY 2024, 53.29% of the students with disabilities in the SiMR cohort and 55.70% of all students in the SiMR cohort schools achieved a rate of improvement in reading at the typical or aggressive levels. Statewide data from the same measurement show that of the 95,375 Kansas students in kindergarten through fifth grade who were assessed in Fall 2024 and Spring 2025, 52.15 % made typical or aggressive reading growth. A higher percentage of students with disabilities in the SiMR cohort made typical or aggressive growth compared to all Kansas students in kindergarten through fifth grade who were assessed.
    - Indicator 18: General Supervision
        - Measurement: The State must include findings from data collected through all components of the State's general supervision system that are used to identify noncompliance. This includes, but is not limited to, information collected through State monitoring, State database/data system, dispute resolution, and fiscal management systems as well as other mechanisms through which noncompliance is identified by the State
        - FFY 2024 Target: 100.00%

        - FFY 2024 Data: 95.38%
        - 18: Slippage statement General Supervision: For FFY 2023, there were three total entities with findings of noncompliance that were not corrected and verified within one year of notification of noncompliance. There was one entity with a related finding of noncompliance for Indicator 12 that originated from a formal complaint in our statewide dispute resolution process and resulted in a related finding for Indicator 12. Based on a review of updated student file data submitted on children transitioning from Part C to Part B, the Kansas State Department of Education (KSDE) did ultimately verify that the entity with a finding of noncompliance reflected in the FFY 2023 data reported for this indicator was correctly implementing the regulatory requirement and had achieved 100% compliance on updated data, however this was verified six days after the one-year deadline. The remaining two entities with findings of noncompliance that were not corrected and verified within one year were findings in indicator 10. These 2 entities have not yet demonstrated systemic compliance through implementation of revised policies, procedures, and practices, and subsequent data reviews. The state is continuing to work with the two entities to support completion of corrective actions and to verify they are correctly implementing regulatory requirements, consistent with QA 23-01. In one of the entities, the correction was exacerbated by staff absence. KSDE recognized a need for more specific guidance and technical assistance to correct the noncompliance. KSDE is now providing a greater level of support to correct the noncompliance. Going forward, KSDE will include steps in its correction process to ensure it detects sooner when there is a need for additional support to correct noncompliance. KSDE anticipates this noncompliance to be corrected within a very short period following the one-year timeline to verify the correction of noncompliance and will report on this during the clarification period

- General supervision updates
    - Why
        - OSEP DMS Visit
        - KASEA Stakeholders were involved from the beginning
            - Met with KSDE monthly
        - Internal KSDE and Technical assistance group reviewed data, stakeholder input, etc.
        - Continuous feedback loop with all stakeholders
    - Current Practice: How are we doing it now?
        - IDEA and Gifted requirements file review
            - Self-assessment completed by each district in a three-year cohort
            - Random data verification for 20 districts
        - Indicators 11, 12, 13
            - Every district, every year

- 20 files randomly selected across the state for data verification

- Beginning July 1, 2026
  - IDEA and Gifted Requirements File Review and Indicator 13
    - LEAs as systems, using risk-based data, in a six-year cycle to decide:
      - Which LEAs need support
      - Which LEAs need intervention
      - Where state-level resources should be focused
    - Indicators 11 and 12
      - Every LEA, including every district within an LEA, every year

- Using Risk
  - Current Practice: Annual Risk Analysis
    - The KSDE Special Education and Title Services Team (SETS) annually analyzes risk for all LEAs across a variety of factors that impact outcomes for students with individualized education plans (IEPs). Factors include
      - Special education teacher vacancies
      - Special education waivers
      - Time since last monitoring
      - Level of Determination
      - IDEA results indicators
    - Beginning July 1, 2026
      - KSDE SETS team will use integrated data to determine LEA risk and monitoring intensity in these three areas
        - Student & Family Outcomes (Are students with disabilities succeeding?)
        - Capacity Indicators (Does the LEA have the conditions and resources to make success for students with disabilities possible?)
        - Compliance & System Evidence (Are required systems and safeguards in place?)
    - Student & Family Outcomes (Are students with disabilities succeeding?)
      - KSDE will review IDEA performance indicators including:
        - Post-school success (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?
        - Academic achievement (Indicator 3D)
            - In what ways are children and youth with disabilities meeting grade level academic achievement standards
        - Access and inclusion (Indicators 5 & 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?
        - Early childhood progress (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?
        - Family engagement (Indicator 8)
            - How do schools meaningfully engage parents in the education of their children with disabilities?
    - Capacity Indicators (Does the LEA have the conditions and resources to make success of students with disabilities possible?)
        - KSDE will review LEA capacity and system factors to inform differentiated monitoring support including:
            - Special education vacancies and licensure waivers
            - Time since last monitoring and/or years since last KSDE file review
            - Letter of Determination (LOD)
                - Meets requirements
                - Needs assistance
                - Needs intervention
                - Needs substantial intervention
    - Compliance & System Evidence (Are required systems and safeguards in place?)
        - KSDE will review compliance and system implementation evidence including
            - IDEA file review results
            - Fiscal file review
            - KIAS authenticated application
            - Policies, Procedures & Practices (PPPs)
- Into the Weeds
    - LEA and Student selection
        - File review and Indicator 13

- SETS will use the risk analysis to identify LEAs whose data indicate the LEA is at high, medium, or low risk. All LEAs will be notified by April-ish
- From this process, SETS selects the top 15-20 LEAs based on risk to engage in the file review process for that school year
- The annual risk analysis runs on a five-year cycle, meaning SETS will select all LEAs for File Review and Indicator 13 within the six-year cycle

- File Selection Criteria
  - Standalone LEAs
    - 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 from each of the seven categories that apply
        - Student attending virtual school
        - Student from out-of-state who is placed and served in Kansas
        - Student from Kansas 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 from Step 1 = 7
    - Step 2
      - Age Band: Select the number of students to review by age, based on the percent of population in age bands below
        - 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 and 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 from each of the seven categories that apply
    - Student attending virtual school
    - Student from out-of-state who is placed and served in Kansas
    - Student from Kansas wo 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 from Step 1 = 7
- Step 2
  - Age Band: Select the number of students to review by age, based on the percent of population in age bands below
    - 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 the district (when possible, attempt to select at least one record from every district
    - For example:
      - District 1
      - District 2
      - District 3
  - Number of records in Step 2 and 3 = (Total number of student records) – (Records in Special Categories [Step 1])
- Plus two gifted student records

- Indicators 11 & 12 Standalone LEAs
  - Total number of student records: 1-3 records selected for each standalone LEA (minimum of 1 record for each LEA, maximum of 3 records for each LEA)
  - Step 1
    - Indicator 11 File Selection: Select 1-3 records for

students who had initial evaluations conducted in the reporting period, based on the total student population on the most recent IDEA child count
- Child count population (aged 3-21 with federal disability categories)
  - Less than fifty students with disabilities = 1 record
  - Between 50 – 99 students with disabilities = 2 records
  - Over 100 students with disabilities = 3 records

- Indicator 12 File Selection: Select 1-3 records for students who transitioned from Part C to Part B in the reporting period, based on the total student population on the most recent IDEA child count
  - Child count population (aged 3-21 with federal disability categories)
    - Less than fifty students with disabilities = 1 record
    - Between 50 – 99 students with disabilities = 2 records
    - Over 100 students with disabilities = 3 records

- Indicators 11 & 12 Interlocals and Cooperatives
  - Total number of student records: 1-3 records selected for each district within an interlocal/cooperative (minimum of 1 record for each LEA, maximum of 3 records for each LEA)
  - Step 1
    - Indicator 11 File Selection: Select 1-3 records for students who had initial evaluations conducted in the reporting period, based on the total student population on the most recent IDEA child count
      - Child count population (aged 3-21 with federal disability categories)
        - Less than fifty students with disabilities = 1 record
        - Between 50 – 99 students with disabilities = 2 records
        - Over 100 students with disabilities = 3 records
      - Consider/include all districts
    - Indicator 12 File Selection: Select 1-3 records for students who transitioned from Part C to Part B in

the reporting period, based on the total student population on the most recent IDEA child count
    - Child count population (aged 3-21 with federal disability categories)
        - Less than fifty students with disabilities = 1 record
        - Between 50 – 99 students with disabilities = 2 records
        - Over 100 students with disabilities = 3 records
    - Consider/include all districts
- Supporting the Changes
    - Monitoring manual
    - FAQ
    - Updated Quick Start Guides in KIAS
    - Webinars as Changes are Rolled Out
    - Session at the SETS Leadership Conference (June)
    - General Supervision Office Hours
    - Data review summary sheets

Director Update
Bert Moore

- State SETS Director Report to SEAC
    - Joyce sent an invitation for SEAC members to attend a TAESE SICC/SAP webinar on May 5th at 2pm CT. The registration link is included in the email from John Copenhaver. SEAC is called SAP at the federal level so check the SAP box when you register
    - KSDE has a new website that launched Monday afternoon. It is the same URL but the website looks different. My team submitted 1,375 documents which I reviewed individually to ensure accessibility and accuracy. It has been an event!
    - If you have topics for next year's SEAC meetings, please share them with Dr. Brooke Moore, our SEAC chair beginning June 1, or Dr. Lena Kisner, past chair
    - The Education Funding Task Force met this week on Monday and Tuesday. We received notice of the meeting on April 14th in the afternoon. The first 18 documents arrived in my inbox at 9:37am on the 20th for a meeting starting at noon
    - The KSDE June SETS Leadership Conference will take place on June 24th and June 25th at the Hyatt Regency Hotel in Wichita. SEAC meets on the 23rd from 9am to 12pm. Registration is open at this time. SEAC members will need to work with Joyce on registration if you plan to attend
- OSEP Proposed changes to the FFY 2026-2031 SPP/APR
    - OSEP has proposed changes to the FFY 2026-2031 SPP/APR Reporting Requirements
    - Public comments will be accepted through May 22, 2026, at 11:59 pm ET
    - Full notice and related documents available on Regulations.gov for *Docket ED-*

2026-SCC-0661

- Explanation and Rationale and Directed questions documents: *1820-0624 Part B SPP/APR Explanation and Rationale*

FHSU Low/High Incidence Program Report
Chris Jochum
Jerrie Brooks

- College of Education at Fort Hays State University
  - Requirements to get into the Bachelor's teacher ed program
    - Grade of C or higher with the exception of two classes
    - Students need a B in Comp 102 and B in Communications, which can be Oral Communications, or Fundamentals of Oral Communications, or Interpersonal Communication. A student must also take English 101, College Algebra or Contemporary Math, Pre-Calculus or Calculus, and Statistics. Other core courses required are the Foundations of Education, Human Growth and Development, Intro to Instructional Technology
      - For a full list of requirements please visit *https://www.fhsu.edu/cert/admission-to-teacher-education/*
    - 120 credit hours
    - 8 separate field placements
      - Start with observation in a secondary special education program
      - Two are practicum that are a full 8 weeks
        - One will be low incidence and one is high incidence
    - Once admitted to the program you can transfer credit
      - Anything up through an associates degree will transfer in
      - Associate degrees are less expensive at community colleges, so if a student has started a program it is recommended they finish and then transfer their degree rather than individual classes
    - Currently have 66 students coming into the program

State of the State for SPED
Bert Moore
Dr. Lena Kisner

- Dr. Lena Kisner: What should we say about special education? It costs a lot of money, and we don't have any solutions but one of the things we wanted to talk about is some of the work that KASEA is doing and the information they have gathered. About 10 years ago, when they put together information about the number of staff that work in districts, co-ops, and interlocals compared to the number of students and what the staff to student ratio was, looking at the para to student ratio, and those things, and it was already pretty high. In some preliminary discussions we have also discussed how we have more paras now than we did then. One of the things KASEA is working on is trying to drive the conversation with the superintendent's association to talk about how special

education was not designed to serve 20 to 30 percent of students. We must get a handle on this because from the special education side of things, we do not have the staff, and our costs are increasing because we need to figure out ways to serve students. But then on the general education side they also don't have unlimited funds to pay for those even if they are required to. Somewhere we need to have conversations about how we can do things differently. These conversations are just starting, and at some point, they will be brought to SEAC. We can't continue to operate the way we are operating where we're going to bankrupt districts. It's not that it is any one person's fault or one entity or agency, just overall we must be thinking a little bit differently about our staffing, how we are using our paras, and our identification rates. We know we have indicators to meet but, in the end, this is about making sure our students that receive special education services are prepared to go out into the workforce in whatever capacity that looks like for each individual student. Are we achieving that? Bert, what are your thoughts

- Bert Moore: How many students with disabilities can one teacher serve effectively to implement the IEP in totality to ensure that the SDI that is in the IEP is being delivered and that the outcomes for the student are being achieved based on what the IEP team feels is reasonable for that child? Specifically, in not only academics but personal and social. When we move to high school then we have complexity of transition planning. We have a lot more students. We have students that are struggling in gen-ed classes because they are too far behind in their literacy or their numeracy, or their ability to sit in class and absorb content. Then we are trying to push them all the time to get the work done to provide the study hall so we can monitor the study. Is that SDI? Where should that be happening? Gen ed in larger systems is having the same struggle. 120 to 150 plans, if you will, when that many students are being served in a day, 30 kids in a class, 5 or 6 hours a day, up to 200 students being seen. How can they provide individualized support for any student? When do they have the time to provide some of the accommodations? When do they have time to meet with a student that is struggling and provide that support? The high school seems to be to me the critical area where if we don't have the students reading on grade level by 8th grade, then they're going to require more and more services than in high school. There is just no way around it. If we're going to graduate our students, and that is one of the things that we have several legislators bringing up is everybody gets a diploma, but they didn't earn it. That bothers me. That attitude that they didn't earn it because we make sure as special educators for the students assigned to us that they are earning it. It may be accommodated, it may be adapted, it may be modified but they're meeting those outcomes. So, I think as a SEAC group the challenge for us is are we the effective group to look at special education students, what is needed to meet their needs, and how we can do this in a united collaborative manner with the resources that we have because unfortunately the IDEA said that the federal government would pay

40% of the excess cost and they're at about 14 precent. If they give it back to the states and we have a state that wants to give us six million dollars or a 0.05% increase in funding to meet the needs of our students with disabilities. It takes more to do more. It doesn't take less. So, we are going to have to do more with less. We have got to find solutions that are going to work for our students that can be met within the resources that we have available and that are affordable so that we aren't bankrupting districts because the majority of our districts in this state are rural and they're getting smaller. The students with disabilities population is not getting smaller, it is growing.

SEAC Membership Changes

SEAC Membership

- Expiring SEAC Membership
  - Dr. Marvin Miller
  - Jennifer Kucinski
  - Jennifer Kurth
  - Brandon Gay
- 2nd Term eligibility SEAC memberships
  - Lindsey Graf
  - Charity Porter
  - Roxanne Zillinger
- Elect Chair Elect
  - Nominations
    - Rebecca Shultz by Dr. Marvin Miller
  - Second: Autumn Biltz
  - Discussion:
  - Action: Elected

Virtual Schools

Dr. Lena Kisner

- Dr. Lena Kisner: This is just gathering some information. I was left with a post it note asking about the comparison of services in virtual schools versus brick and mortar schools, what are you specifically thinking?
- Jason Meyer: If a student has x number of accommodations in a traditional school what would that equate to in a virtual school?
- Dr. Lena Kisner: so perhaps we take the information that Mason provided and have him provide the equivalent in a building because things like accommodations, we are not going to have that data. Are you thinking pull that same data for those in traditional buildings and just do a comparison?
- Jason Meyer: Yes, very much so

June Leadership 2026

Joyce Broils

- To have your travel reimbursed for the June SETS meeting and June SEAC meeting you must let Joyce know you are wanting to attend by May 20th

Ex-Officio Member Reports

Families Together

- Leslie Girard presented the Families Together SEAC Report January – March 2026
    - 2,888 individualized consultations and training
    - Ethnicity Breakdown
        - 10% African American
        - 2% Asian
        - 63% Caucasian
        - 14% Hispanic
        - 1% Native American
        - 2% Two or more Races
        - 8% Not determined/other
    - Primary Disability
        - 620 – Autism
        - 176 – Other health impairment
        - 163 – Intellectual disability
        - 151 – Suspected disability
        - 148 – Developmental delay
        - 147 – Specific learning disability
        - 130 – Emotional disability
        - 127 – No IDEA disability
        - 87 – Multiple disabilities
        - 34 – Speech or language disability
        - 19 – Deaf-Blindness
        - 15 – Orthopedic disability
        - 10 – Hard of hearing
        - 8 – Gifted
        - 7 – Traumatic brain injury
        - 4 – visual disability
    - By Contact Content (Top 20)
        - 543 – IEP
        - 393 – Family check-in
        - 279 – Behavior
        - 266 – Education Advocate
        - 255 – CHASE
        - 212 – Families Together Info
        - 198 – Parents Rights
        - 169 – Comprehensive Evaluations
        - 165 – Mental Health
        - 149 – Accommodations
        - 113 – Section 504

        - 101 – Transition to Adulthood
        - 98 – Program/Placement options
        - 93 – Self advocacy
        - 77 – Person centered planning
        - 71 – Employment
        - 62 – Community services
        - 60 – Suspensions/expulsions
        - 59 – School issues
    - Top materials
        - 110 – Parent manual/guide
        - 32 – F2F notebook
        - 30 – Families Together one-page
        - 23 – FAST Family Flyer
        - 17 – Individualized Health Care Plan
        - 16 – Bullying Card
        - 16 – FBA
        - 15 – Family engagement
    - Education Advocate
        - January
            - 65 appointments; 36 were new
            - 87 cancellations; 58 were final
            - 152 total processed
            - 11 early childhood
        - February
            - 61 appointments; 48 were new
            - 56 cancellations; 36 were final
            - 97 total processed
            - 9 early childhood
        - March
            - 50 appointments; 32 were new
            - 46 cancellations; 31 were final
            - 96 total processed
            - 8 early childhood

Kansas Association of Special Education Administrators – KASEA

- Ashley Enz: We do have an executive board meeting coming up May 11th and then a membership meeting on May 18th, 2026. We did have a really successful KASEA conference and received a lot of very positive feedback from our districts and from our regions. The strategic plan is going to begin this summer. Another update from the board is the Emerging Leadership Development for Special Education Directors cohort. This is a cohort-based leadership program that KASEA is working with USA on. It is for directors that have already completed that mentoring component that is required but would also like to have ongoing mentorship. Also, at the conference we announced some award recipients. The KASEA Special Education Professional of the Year was Laura Thompson who is a SLP in Geary County

and the KASEA Special Education Administrator of the Year was April Hillyard, the director from Butler County. The General Education Administrator award is open for nominations right now and will be open through May 1st and those are actually announced at the USA Conference which is at the end of May

Disability Rights Center – DRC

- Mike Burgess: It has been a busy quarter. We had requested drafting a bill that was very similar only had some minor changes to a bill that had been introduced previously. We made that request at the beginning of December, finally got the bill draft in the middle of January. It was introduced and it was very hard. This was the Supported Decision-Making Agreements bill. Which unfortunately in a year where there's not a lot of good news, that is one thing that we're really excited about that Kansas joins the list of other states that now have this bill. It complements the guardianship overhaul that they did, or update, they did a year ago. These two things now align. Speaking of guardianship, the new process has kicked in and there are a lot of additional reporting requirements and a plan and some other things that were not required before. It makes guardianship much more person-centered, which is very good. It is also very different than what was required before and change will be hard. There will be some pains for a lot of existing guardians who must adapt and kind of get used to this new process and new plans and forms and such that they are now being asked to do. We are getting a significant number of calls, as I am sure Families Together is as well. We are preparing for the new Community Support Waiver. For the first time in a long time, assuming it makes it the rest of the way through the approval process, hopefully by October 1 but possibly sometime in the next fiscal year. We will have our first new home and community-based services waiver, the community supports waiver, it is more of a community and family supports waiver. This one targets employment with some transportation and providing support in the community. It targets those folks that have less significant needs.

Kansas State Board of Education – KSBOE

- Melanie Haas: The wait is over. Our new commissioner has been named, appointed by the State Board. Dr. Jake Steel. He will be beginning his job at the beginning of June. In April, the State Board spent our annual day at the state schools, the State School for the Deaf and the State School for the Blind. We were in the search for a new superintendent for the State School for the Deaf as Luann Barron retires. The Board did decide not to name someone, and that search is on pause. In the meantime, we have named an interim duo Joel Allen and Joan Macy are going to share the role of interim superintendent. One thing that I am watching is the cell phone bill, which was promoted and signed by Governor Kelly. I have heard voices from this community, especially, how does this affect special education students? We're concerned about iPads, phones, all assisted devices, and even noise cancelling headphones. We want to keep tabs on all the potential effects and the real effects that the bill is going to have as it rolls out. Officially it goes into effect on September 1st so next school year. I am

doing some immediate work on our one-to-one device policies as well. We are going to look at what policies we have in place to meet the needs of kids in the age and stage that they're at with regards to how they access those devices and when.

Kansas State School for the Blind – KSSB

- Jon Harding Presented
    - 89.5 FTE
        - Admin
            - HR
            - Business
            - Facilities
            - Instruction
        - Instruction
            - Campus/FIT/FS
            - 48 certified vision pros
        - Support Services
            - Food services
            - Security
            - Maintenance/Housekeeping
    - Nonprofit Career Track
        - Dream Maker Timeline
            - April-May: Final prototype product development in China
            - June-August: Sponsorship and partnership building
            - September-November: Secure sponsorships and product placement, present at US Chamber of Commerce
    - Family Infant-Toddler (FIT)
        - Birth to Age 3 (Est. August 2023)
        - Team Members
            - Marites Altuna (TSVI/ECSE)
                - Director of FIT services
            - Kelly McHugh Smith
                - Administrative support
            - Katie Paul
                - Director, KS Deaf-Blind project
            - Kia Boyd
                - Director, Kansas Instructional Resource Center
            - Dee McDougland (COMS)
                - Statewide
            - Teri Chaney (TSVI)
                - Central Kansas
            - Melissa Schlegel (TSVI)
                - Central and Western Kansas
            - Angie Hilt (TSVI)
                - South Central Kansas
            - Tammy Warford (TSVI)
                - Southeast Kansas

- Heather Pedersen (TSVI)
  - Northeast Kansas
- Laura Wohlhunter (TSVI)
  - Northeast Kansas
- Brandi Smith (TSVI)
  - North Central Kansas
- Courtney Young (TSVI)
  - South Central and Central Kansas

- Birth – 3 Services
  - Year round including summer months
  - Homes, daycares, community settings
  - No cost
  - Statewide availability
  - Reached
    - 312 children
    - 800 home visits
    - 54 counties

- Midwest Cerebral Visual Impairment (CVI) Conference
  - March 27, 2026
  - Speaker Richard Legge, M.D.
- KanLovKids Low Vision Clinics
  - School year 2025-2026 saw 67 students attend a clinic
  - School year 2024-2025 saw 50 students
- Expanded Core on the Road and Student Events
  - 2024-2025: 160 students
  - 2025-2026: 214 students
  - Extended School Year
    - 2025: 181 students over 4 weeks
    - 2026: 150 anticipate over 3 weeks
- TASN Personnel PREP Grant
  - Current: Junction City, McPherson, Dodge City, Pratt, Kansas City
  - Next Year: Salina
  - High need area: West, North Central, Northeast
- 8th Annual Vision Symposium
  - 177 attendees
- Mobile STEM Unit
  - 3 new schools; 4 returning
  - 600+ student
  - Pre-booking 2027
- Campus Early Childhood Enrichment Program (ECEP)
  - 18 months licensed
  - 27 children currently enrolled
  - 13 students with VI
  - 6 staff members
  - 34 children

Kansas State School for the Deaf – KSSD

- Lisa Karney provided a PowerPoint presentation presented by Bert Moore
- Ages and Stages Questionnaire (ASQ)
  - All schools must administer both the ASQ-3 and ASQ:SE-2 to incoming kindergarten students by Sept. 21, 2026. All data (including paper screenings and pending Family Access screenings) must be entered into ASQ Online by Sept. 25, 2026.
- Kansas Kindergarten Readiness Snapshot
- For questions on Early Childhood please contact the following
  - KSDE Early Childhood Director Amanda Peterson
    - Amanda.peterson@ksde.gov
  - KSDE SICC Coordinator Stacy Clarke
    - Stacy.clarke@ksde.gov
  - KSDE Preschool Programs Coordinator Natalie McClane
    - Natalie.mcclane@ksde.gov
- Deaf Students and English Learner Services
  - *https://nationaldeafcenter.org/wp-content/uploads/2020/01/Deaf-Students-and-English-Learner-Services-8.13.19ENGLISHWEB.pdf*
  - Contact is KSDE coordinator Emily Scott
    - Emily.scott@ksde.gov
- Literacy for All
  - Researchers now estimate that 95 percent of all children can be taught to read by the end of first grade, with future achievement constrained only by students' reasoning and listening comprehension abilities" (Moats, 2020, p. 3)
- Optimizing Outcomes for Students who are Deaf/Hard of Hearing, 3rd Edition
  - Educational guide published by the National Association of State Directors of Special Education, Inc
- TASK 12 and IMET
  - Training and Assessment systems for K-12 Educational Interpreters (TASK12)
    - *https://www.taese.org/cms/index.php/accessibility-projects/task12*
  - Interpreter Mentorship, education and training (IMET)
    - *https://www.taese.org/cms/index.php/accessibility-projects/imet*
- Infinitec
  - Modules for Deaf Education
  - For more information contact Beth Zillinger
  - bzillinger@ucpnet.org
- Kansas Deaf/Blind Fund 2025-2026
  - Process
    - Kansas is the only state with a special fund appropriated by the legislature to support students (birth - 21) who are deaf-blind in their educational programs. KSDE administers this fund and provides up to $4,500 per student until the fund is depleted
    - Approval for funding is granted when costs exceed the amount districts are able to provide out of local and state categorical funds

        - Applicants must be certified with the Deaf Blind Project Census through KSSB (Kansas State School for the Blind)
    - Result
        - 103 applications received
        - 60 applications processed
        - 25 local school districts or cooperatives
        - 1 pending invoice for an ending balance of less than $500 of the $110,000
        - Reimbursement window closes May 15, 2026
        - April 1, 2026, application window opened for next year
        - KDHE has a KGMS program which is different than the KSDE KGMS program

Kansas National Education Association – KNEA

- Anna Bradley presented
    - EPIC Educators Conference
        - July 15-16, 2026
        - Cost
            - $30 for KNEA members
            - $50 for non-members
        - Wichita State University Rhatigan Student Center
            - 1pm July 15: Networking opportunities
            - 8:45am July 16: Breakout Sessions
        - For questions contact Makenzie.cochran-dockerty@knea.org

Next Meeting Date

- June 23rd, 2026

Motion to adjourn; Jennifer King
Second: Rebecca Shultz

Meeting adjourned: at __2:03__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.