



SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date July 15, 2021

Time 8:45 a.m. – 3:15 p.m.

Location: Virtual

Call to Order: at 8:45 a.m.

Roll Call

Members (x present, blank absent):

	Jennifer King	x	Laura Thompson	x	Whitney George
x	Heath Peine		Marvin Miller		Vacant – Parent/Child to 26
	Amy Wagoner		Matthew Ramsey		Vacant – Admin
x	Becci Werner	x	Paul Buck		Vacant – Foster Care
	Brandon Gay	x	Rebecca Shultz		Vacant - Gifted
x	Jennifer Kucinski	x	Tobias Wood		
	Jennifer Kurth	x	Trisha Backman		Tonya - Sign Interpreter
x	Kari Wallace		Dr. Troy Pitsch		Allison - Sign Interpreter

Ex-Officio Members (x present, blank absent):

x	Jim McNiece	x	Mike Burgess		
	Leslie Girard		Rocky Nichols		

KSDE Staff:

x	Bert Moore	x	Laura Jurgensen	x	Kerry Haag
x	Kelli Byrne	x	Kayla Love	x	Dean Zajic
x	Stacie Martin	x	Wendy Coates		Shanna Bigler
	Jeff Ensley		Doug Boline		Julie Rand
	Tate Toedman	x	Pat Bone	x	Cary Rogers

Guests: Idalia Shuman, KNEA

Quorum met: Yes, 10 Voting members present

Kansas leads the world in the success of each student.

Agenda Approval:

Motion to approve: Heath Peine

Second: Tobias Wood

Action: Motion approved

Minutes Approval: April 22, 2021 Minutes

Motion to approve: Tobias Wood

Second: Trish Backman

Discussion: None

Action: Motion approved

Public Comment:

No written comments were submitted for today's meeting. No in person comments were presented.

Reflections / Past Chair Remarks**Heath Peine**

- While zoom format is convenient, there is less participation in Zoom meetings. Over the last year we took on some new tasks, we have some unfinished business, we saw movement in some areas.
- We worked to support teachers, parents, and students during the pandemic to provide them the things that they needed to feel supported. But now we need to move forward and avoid deficit thinking.
- We need to empower them and move forward and accelerate learning. Not to focus on the negatives but focus on what we built and move forward.
- Additional funding sources are out there, we need to be careful how funds are used. We need to use funds to invest in our teachers to move them forward through the lens of students with disabilities.

Bert Moore –

- Future SEAC meeting dates have been sent out.
- KSDE hopes that we start with everyone in session this year so they can get acclimated for a more successful learning opportunity.

Nominations – Chair-Elect

Bert Moore – any member who is present or not present may be nominated for Chair-Elect.

Call for nominations: Heath Peine nominates Trish Backman. Trish accepted the nomination.

Motion to close nominations: Rebecca Shultz made the motion to close. Laura Thompson seconded the motion.

Motion Approved: all approved.

Motion to elect: Heath made the motion. Paul seconded the motion

Motion Approved: all approved.

Nominations – Membership Committee

Bert Moore – reviews applications for SEAC Members, they consider that all types of members and Board regions are covered. Marvin Miller and Jennifer King currently on this committee.

Two additional nominees are needed to serve on this committee.

Nominations opened, Tobias Wood nominated himself, Trish Backman seconded the

nomination, nomination passed.

Heath Peine nominated Trish Backman, Kari Wallace seconded the nomination, nomination passed.

- The State Board of Education will be voting on the new members from the committee at the August meeting

SEAC Orientation – Roberts Rules of Order

Wayne Ball – PowerPoint (ppt) presented

- Every state has a special education advisory council and is required to conduct an orientation each year.
- Roberts Rules of Order review, handout provided in advance of meeting.
- Kansas SEAC Membership to give everyone an equal voice in the process
 - Ex-Officio Members represent specific groups that are important to the SEAC work
- Special Rule 51% - requires majority of the members must be individuals with disabilities and/or parents/guardians of children with disabilities
- Federal Register CFR 300.168 requires 51% or more during the meeting meet that same requirement.
- Primary Role of SEAC – serve as advisory to KSBOE, KSDE, Special Education unit, and the Commissioner
 - Give objective advice, to inform, to counsel, to recommend
 - Exercising Advisory responsibilities – you give input based on your stakeholder input
- Advisory Council Procedures
 - Adhere to State Open Meeting laws

TASN update will be postponed until next meeting

Transition Updates

Wendy Coates and Stacie Martin, PowerPoint (ppt) presented

- NTACT work is in their second-year as Interagency Coordinating Council – Members are KSDE, Families Together Rehab Services representative, and plus KU partners collaborated this past year through their grant which focused on transition service delivery. They are applying to continue the grant for up to 5 years.
- K State SPED has developed a needs assessment that NTACT will pilot in Salina.
- Goals – how to support regional training for professional development and collaboration with schools and community partners to develop resources, training and support for stakeholders in transition. How to design a new transition support infrastructure across Kansas.
- Secondary Transition webpage overview <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/Secondary-Transition> Transition planning guide is now posted in Spanish
- Transition Tuesday Webinars once a month starting in August through May. These will be recorded and posted to the website.
- 1 hour Transition Webinars will be held once a month

Kansas Communities That Care Survey

Kent Reed – PowerPoint from Rachel Philips, Kelly Peak and Lisa Cheney – Greenbush
PowerPoint (ppt) presented

- KCTC student survey funded by KDADS and is voluntary, free
- To support effective evidence-based prevention strategies for Kansas
- Administered to middle and high school students each year since 1995
- Questions on risk factors
- Modifications made in 2020-2021 to shorten the survey and improve student experience
 - Blue Ribbon Task Force had recommendations for School Mental Health Advisory Board (SMHAC)
 - Removed 35 questions, added 12, modified language and readability & inclusion
 - Online administration only
 - 27 minutes average time to complete
- 2022 KCTC Student Survey Update
 - Survey has been published online for review by schools and parents
 - Timely changes are now possible since online platform developed.
 - Parents can opt their child in and students can opt in/out of each question
 - LGBTQ demographic questions added as an optional module
 - Social Skills scale replaced with Social Emotional Regulation scale items
 - Demographics for sexual orientation questions optional
 - Social Emotional 3 items
 - Emotional Regulation Scale – formerly the Social Skills Scale
 - Participation Rates in 2021 - 251 public/private school districts participated
 - 49% of all eligible students participated
 - 90% of schools used both optional modules
 - 2021 Results
 - Top 3 Substance Abuse - Alcohol, vaping, marijuana but are trending down
 - Depression/ suicide trending up
 - Depression this past year increased by 5%
 - While depression and suicidal ideation are often a precursor to suicide, there is not always a one to one relationship
 - It is critical to recognize the importance of normalizing conversation about these thoughts
 - Bullying continues to impact depression/suicide
 - Trends show in person bullying trending down but cyberbullying sharply increasing
 - The School Mental Health Advisory Council is taking this issue and their recommendations to the Board and will continue to work on cyberbullying
 - Results are shared through KCTC, www.kctcdata.org confidential with overview of district and building
 - Questions:
 - What is the reading level of the survey? KSDE will research and follow up at a future meeting.
 - Homeschoolers do not have access to this survey. Private schools can sign up for the survey.
 - The Blue Ribbon Task Force recommendations:
 - Every building use 2 measures of social emotional learning. Most

use KCTC and Kansas Integrated Accountability System (KIAS) for that data collection.

- Any data collected should be shared with local school board
- What is now considered to be social skills will be employability skills as students move in to the job market? Kent – CASEL is working on an initiative in regards to career readiness and employability
- What about resiliency training to recognize and prevent bullying and to build the skills for individuals harassed or bullied? Resiliency is imbedded in the social emotional character development standards as well as the school counseling standards and the competencies with the student indicators. Competency teaches teachers how to imbed resiliency, self-regulation into their instruction. Addressing adult self-care has been imbedded in the Road Shows.
- Is there Deaf/Hard of Hearing accessibility to the survey? Kent will follow up. Greenbush would have that information.
- Is the survey available to ESL? The ESL version has not been built yet but has been brought to the Board for consideration.

Fiscal Update

Dean Zajic – PowerPoint (ppt) presented

- Challenge of managing the one-time surge of funds
- Kansas IDEA Part B Update
 - Elementary and Secondary School Emergency Relief - Coronavirus Aid, Economic and Security Act, Coronavirus Response and Relief Supplemental Appropriations Act, American Rescue Plan specifically earmarked for education aid to support anything in Pre-K-12 that addresses the impact of the pandemic, including learning loss
 - Kansas State Board of Education earmarked a portion of the set aside for Special Education, most has been utilized by districts for ESSER 1
 - ESSER III – congress awarded additional specific ARP/IDEA funds for 2021-2022 school year
 - KSDE does not decide how funds are dispersed. Most LEAs in Kansas will see a 25-30% increase in funding this year.
 - This was a one-time increase
 - IDEA from ARP is different from ESSER funds
 - No extraordinary waivers to reduce the state maintenance or local maintenance of effort are available
 - Missing Maintenance of Effort can result in funds being returned to Federal government
 - Voluntary 15% set aside for Coordinated Early Intervening Services (CEIS)
 - Consolidation with Elementary & Secondary Education Act of 1964 schoolwide
 - Strategic spending eligible as an exception to maintenance of effort
- State level of funding for SPED has slightly increased, categorical aid funding has not been completed yet
- The Special Education Fiscal website has details on the current breakout for total IDEA funding: <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/Special-Education-Fiscal-Resources> and https://www.ksde.org/Portals/0/SES/funding/Allocations-SFY22_IDEA_VI-B.pdf

Questions:

- Regarding ARP funds, if the district is in good standing the state can use that additional IDEA funding as a reduction in local maintenance of effort? Correct.

Contacts: ans@ksde.org; esser@ksde.org; dzajic@ksde.org; cweiler@ksde.org

July Leadership Conference

Bert Moore

- July 28-29, 2021 Leadership Conference
 - Registration through <https://www.ksdetasn.org/>
 - Conference Schedule was reviewed and is available on the TASN website.

OSEP Leadership Conference

- Virtual OSEP Conference, July 20-23

Lunch Break: till 12:50 p.m.

State Performance Plan and Annual Performance Report (SPP/APR)

Laura Jurgensen and Cary Rogers, - SPP/APR Handout

- Oversees KIAS, help school districts follow the law, monitoring, compliance activities, technical assistance
 - Each state submits annually
 - Plan that contains how the state will remain compliant and future planned outcomes
 - How we are meeting our target
- Kansas is entering a new cycle – 5-6 years in length.
 - Stakeholder input is required by United States Department Of Education and the new cycle requires even more specific input
 - Are we reaching diverse stakeholders, building capacity, timelines for reaching out to stakeholders, asking ourselves are we reaching diverse enough stakeholders, acting on feedback and then communicating with stakeholders our decisions.
 - Stakeholder website started on Friday with survey link
 - Stakeholder feedback window is open July 9-August 13
 - Targeted outreach of stakeholders that have not responded will begin in August to make sure a diverse stakeholder group has responded.
 - **SEAC September meeting will receive stakeholder feedback from Laura**
- SEAC April Meeting requests of Laura:
 - Sub committee with SEAC that could work with SPP/APR a director of program of exceptional children, Eryn John putting together this sub committee
 - Additional Indicator 2 on Dropout – could we compare the dropout rate for students with a disability and an IEP as compared to students without a disability and an IEP. This will be available prior to September meeting.
- Handout on SPP/APR Changes and Target Setting FFY 2020-2025
 - KSDE has posted PowerPoints for the required USDE changes along with changes that we we are contemplating as a state.
<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/KIAS/SPP-and-APR>
 - Link to Stakeholder survey is also on this link
 - Demonstration of Indicator 8 PowerPoint for SPP/APR stakeholders and

interaction with tableau public page

- Question:
 - Who checks to make sure the metrics are actually helping students, parents, teachers?
 - SEAC is a great accountability partner along with our stakeholders
 - SPP/APR is not just a report but integrated in to other work, e.g. KIAS
 - Risk based assessment is required by law and the results are integrated in to other work
 - Are the students who choose to leave school and get their GED being counted in the data being collected?
 - These are Indicator 1 and 2 graduation and dropout
- Review of Indicator 14 – Post-School Outcomes
 - Possible change – sampling statewide of all districts every year
 - Question:
 - Is there an indicator for the students who are no longer attending secondary school who are incarcerated with an IEP? Stacie Martin is working on a new monitoring for correctional institution across all districts out policies and procedures.
 - The response is so low that we do not know if we have enough data to represent the entire population
 - Summary of the changes for a given indicator
 - Proposed targets
 - How these proposed targets are determined
 - Where the data visualizations are located and feedback
 - Kerry will reach out to Wendy for status of GED learners in the sampling plan
- Tableau Public
 - All indicators with their proposed changes from USDOE or KSDE
 - What is being measured
 - Where does the data come from – contractor that calls students or districts can call students themselves
 - How are we doing?
 - Historical data
 - What's next
 - Proposed targets
- Questions/Comments:
 - I appreciate how the data is put together and to see the progress that is being made
- For Indicator 13 the pool is graduates, maximum age, and dropouts and GED is an included question.
- Tobias – GED is no longer a generic term, Kansas has removed the phrase GED from use due to copyright.
- Indicator 8 – Parent involvement
 - In the past surveys were sent on a random stratified sample, however with this being a census year, parents of every student with an IEP will receive the survey.

- Districts will give their parents the electronic survey since we do not have addresses for these parents
 - Concerns about meeting requirements with such low response rate
 - Large districts prefer all IEP students being surveyed as it is easier
- Questions:
 - Who is our network? KNEA, state level teacher organizations. There is no specific definitions of “network”
 - How did you arrive at the one question for Indicator 8? The question came from requirements report. KSDE staff and TASN providers participated in the group who determined questions.
 - The word “facilitator” may be a word that parents do not identify with? That wording will be looked at.
 - Can Districts know when the data is pulled?
 - How can we make sure the legal parent or education advocate is filling out question and not a foster parent?
 - Would it help to have the question be a part of the paperwork that is required for IEP? Kansas does not have a statewide mandate to use this question in the IEP. However, there are some districts that use this question in the IEP.
 - Will this increase Districts work to have it included in the IEP? Now that it is electronic it does not significantly add work. Response rate has increased.
 - There is also an open-ended response field for parents to supply additional feedback.
- Indicator 2 – Drop Out
 - US Department of Education required a change in data source will now be exit records from SPEDPro application.
 - New data source has changed the way the data looks especially compared to last year’s data.
 - <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/KIAS/SPP-and-APR>
 - Question – Students who do not finish within the 4th year and come back for 5th, 6th or 7th year are considered dropouts? Laura - No as long as they are coded in the system as continuing they will not be considered dropout
- Indicator 3, State Assessments – Cary Rogers
 - Most changes of all indicators – participation and performance of students with IEP in State wide assessments
 - 95% with IEP must show on state assessments
 - 4, 8, high school reported separately
 - FFY 2019 assessments were waived due to COVID-19 so no data.
 - KSDE will monitor what impact it will have on data quality, accuracy
 - May have to consider new baselines and targets in the coming years
 - Considering using FFY 2018 as new baseline
 - Proposed Targets for 3a, b, c, d, 144 total targets need to be set

KSDE Updates

Bert Moore

- Laura SPP/APR update – state level of determination has been met and information and letter from USDE showing that we met requirements are posted to the website under Reports: <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/KIAS/SPP-and-APR>.
- Cary – NAEP National Association of Educational Progress gives assessment that determines proficiency however, it is given randomly across the state.
- Bert – Dr. Watson and Brad traveling the state beginning July 26th, seeking information from each community on how Kansas is doing and aligning what we do to reach board outcomes, how we are providing educational programs to get students ready for work here in Kansas. The list of 50 cities and dates will be sent out.

Council Ex-Officio Member Updates

- **Families Together** – Leslie will give update in September. Everyone is encouraged to visit the Families Together website and sign up for the newsletter: <https://famielstogetherinc.org/>
- **Kansas Association of Special Education Administrators (KASEA) – Heath** – Jamie Callahan is the new president and president-elect is Doug Anderson. Heath will be chair of the liaison committee and so Heath will be working with organizations to share information.
- **Disability Rights Center –Mike Burgess** – The Disability Rights Center has been part of coalitions and the work they are doing around transition. The Transition Transformers group just elected new leadership. The State Rehabilitation Council is reorganizing. Legislative update – Individuals with disabilities wanting to work waivers - \$727 was the base income that could be earned. SSI has increased to \$2400 and the legislature has raised it to 300% of SSI.
- **KSBOE Update – Jim McNiece** –
 - Teacher vacancy is a concern of the Board, especially in Special Education. The Board members will be working with the Commissioner on how to address this.
 - Recommendations to the legislature
 - Full funding over the next 5 years to fulfill their requirements under the law
 - Wichita has 53 teacher openings
 - Shawnee Mission has 20 SPED positions open currently
 - Jim new teachers coming in and will need mentoring
 - It was noted that SEAC did have a teacher licensure subcommittee last year and their recommendations were to increase partnerships with universities to align what they are teaching with what is needed at the school level of teaching. Also using mentors to assist with retention.
 - Jim will recommend that SEAC come to the Board as an agenda item on vacancies
 - A survey of the SPED Directors on how many vacancies they have will be conducted and the information shared with the Board and SEAC
 - Julie Rupp and Nicki Heiman were recommended as possible contributors for their success with retention rates

Other Updates:

Council Meeting Dates 2021-2022

September 16, 2021

9AM – 3 PM

Zoom Meeting

November 17, 2021

9AM – 3 PM

Zoom Meeting

January 12, 2022

1-4 PM

January 13, 2021

7:30 AM – 3:00 PM

Landon State Office Building, Room 509, 900 SW Jackson, Topeka, KS

April 14, 2022

9 AM – 3 PM

Closing Comments

Bert -

Thank you all for volunteering your time and serving on this council.

Items for Next meeting

- Contact Jennifer or Kelli or Bert with any new items

Action: meeting adjourned at 2:58 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.



SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date September 16, 2021

Time 9:00 a.m. – 3:00 p.m.

Location: Virtual

Call to Order: at 9:00 a.m.

Roll Call

Members (x present, blank absent):

x	Jennifer King		Kari Wallace	x	Sabrina Rishel - Gifted
x	Heath Peine		Laura Thompson	x	Tobias Wood
	Amy Wagoner	x	Lena Kisner – Admin	x	Trisha Backman
x	Barney Pontious Parent/Child to 26	x	Marvin Miller		Dr. Troy Pitsch
x	Becci Werner	x	Matthew Ramsey	x	Whitney George
x	Brandon Gay	x	Michelle Warner – Foster Care		
x	Jennifer Kucinski	x	Paul Buck		Tonya-Interpreter
	Jennifer Kurth	x	Rebecca Shultz		Allison-Interpreter

Ex-Officio Members (x present, blank absent):

	Jim McNiece	X	Mike Burgess	x	Ashley Enz
x	Leslie Girard/ Leia Holley, Families Together		Rocky Nichols		

KSDE Staff:

x	Bert Moore	x	Cary Rogers	x	Brian Dempsey
x	Kelli Byrne	x	Laura Jurgensen	x	Julie Rands
x	Shanna Bigler	x	Kayla Love	x	Dean Zajic

Guests: Sherri Schwanz, KNEA, Kim Enos, Doug T,

Quorum (11) met: Yes, 16 Voting members present

Introductions of New Members: Bert introduced

Parent of a Gifted Child: Sabrina Rishel

Parent of an Exceptional Child: Barney Pontious

Special Education Administrator: Lena Kisner

Foster Care Agency Administrator: Michelle Warner

Kansas leads the world in the success of each student.

Agenda Approval:

Motion to approve: Tobias Wood

Second: Trish Backman

Action: Motion approved

Minutes Approval: July 15, 2021 Minutes

Motion to approve: Tobias Wood

Second: Lena Kisner

Discussion:

Action: Motion approved

Public Comment:

No written comments were submitted for today's meeting. No in person comments were presented.

**State Performance Plan/Annual Performance Report SEAC Data and Information Requests
Brian Dempsey, PowerPoint presentation**

- Indicator 2 Dropout Data for Special Education
 - Option 1
 - Leaver/Exiters Dropout rate for ages 14-21
 - Internal request for students with disabilities for 2010-2020
 - Option 1 narrows the denominator
 - KSDE will utilize this option beginning FFY20
 - Option 2
 - Measuring students with disabilities, grades 9-12
 - what we have used historically,
 - larger denominator
 - Questions: For students who cannot complete their education due to incarceration, is there any way to pull what percentage are juvenile retention students compared to general population? They are still considered enrolled so it would not affect the Drop Out rate but it would affect the Graduation rate.
- GED Discussion
 - Indicator 1 Graduation – students with IEPs graduating with regular high school diploma
 - The data source has changed to IDEA data for the upcoming period.
Same for Dropout data
 - GED program eligibility is managed through KBOR following federal laws
 - Questions:
 - Is there any desire to count GED holders e.g. ages 16-17 who dropout to be counted as graduates? Would involve a statute change? It could be changed in the state but only if the Federal regulations change. It would have to be added as a certificate program, so not expected to be pursued. Regulation change can take 5-6 years.
 - Could a special committee be put together to investigate if this should be pursued? Bert has contacted the Graduation Task Force to ask if a member of SEAC could be represented as a member on their Task Force.

Stakeholder Input on State Performance Plan/Annual Performance Report

Laura Jurgensen – Handouts

- New cycle is beginning 6-year cycle and reporting out on 17 indicators on how Kansas is doing in education students with disabilities and are school districts meeting law compliance.
 - SEAC advises SPP/APR on data that is to be submitted to United States Department of Education
- At the beginning of new cycle, all new targets must be set for every indicator
- Stakeholders are surveyed to set new baselines and goals
 - The stakeholder input survey, since we were unable to meet in person with teachers, families, was conducted through email, the website and tableau public
 - Website for Stakeholder information ; <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/KIAS/SPP-and-APR>
 - Tableau Public site where Stakeholders can review historical data through data visualization:
<https://public.tableau.com/app/profile/general.supervision.timely.and.accurate.data>
 - TASN assisted with input process <https://www.ksdetasn.org/>
 - Families Together also supported this process by meeting with all Families Together staff so they could inform families about the importance of the survey.
 - We connected with the Interagency Educational Council, Kansas African Affairs Commission, Kansas Hispanic and Latino American Affairs Commission, the Kansas Commission on Disability Concerns, the Kansas Native American Affairs office, and the Kansas Equality coalition, urban district homeless liaisons, and foster care contractors in an effort to diversify responses.
- Responses across indicators – 30 responses on the low end to 100 responses on the high end for individual indicators
- Indicator 8 – Parent Involvement
 - Partner with districts to survey families with children w/ disabilities and IEP
 - Districts allowed to use the distribution method they think is best
 - Changes to this indicator:
 - Census of all families every year instead of random survey from across the state
 - Reduced survey to one question: Did the school district invite you to take part in discussions for improving services and results for your child?
 - The baseline year will be changed once KSDE has accurate data from the upcoming changes
 - Tableau Public – data visualization demonstration
 - Indicator 8 received the most survey responses with 104.
- Indicator 1 Graduation
 - Data source is changing to use exit records in the SPEDPro application
 - Target proposed baseline to FFY 2020
 - Tableau Public – 79 responded
- Indicator 2 Dropout
 - Data source is changing to using SPEDPro from ESEA
 - Creates a large change in percentage for dropout rate
 - Proposed target baseline of FFY 2020

- Tableau Public – 57 responded
 - Question: Could a note be added to the reports explaining the change in data source resulting in the increased percentage of dropouts? Yes, Laura will forward this idea.
- Indicator 13 target is 100% compliance requirement so there was no survey required
- Indicator 14 Post-School Outcomes
 - Currently sample 1/3 of districts each year and change to all districts every year surveyed.
 - Contractor calls students one year after they leave high school to ask them if they are enrolled in a higher education or in some postsecondary education program or competitively employed within that one year of leaving high school.
 - Some districts choose to call the students themselves
 - Question – Are there other states that have greater success in completing this indicator survey and if they are doing it well can we use some of their procedures? Laura – Kate Petry goes through APR for other states. They give their districts a lot of flexibility on reaching out to students. Some states incentivize their districts for survey completion with banners, stipends.
 - Question – Can SEAC have data on which states are doing well and how Kansas relates? Yes, this can be brought to a future meeting
 - Tableau Public – 50 respondents
 - proposed target baseline FFY2020
 - Question – Do we have raw numbers on historical data? Laura, we do have that data. Kate Petry has added this to Tableau Public.
- Indicator 3 – Assessment
 - Changes –
 - more categories than previously, 3C and 3D are new
 - items will be reported separately for grades 4, 8, and high school
 - Younger grades doing well with MS and HS struggling
 - Tableau Public – 62 respondents
 - TASN providers would be support for evidence-based practice implementation: state trainers, district coaches, mentor coordinator, facilitators, consultants, evaluators, data analysts etc.
- Indicator 5 – Least restrictive environment (LRE)
 - Question – Should 5C include department of corrections in these settings? No, this Indicator covers educational environments that are school placements not court placements.
- Indicator 6 – Preschool children with IEP served in regular preschool program
 - Addition of 6C SPED services in home setting
 - 39 respondents
- Indicator 7 – Preschool children with IEP Outcomes
 - 44 respondents
- Indicators 15-16
 - Not district indicators, state indicators only
- Feedback on Stakeholder results:

Motion: Motion was made by Trish Backman:

It is moved that the Kansas Special Education Advisory Council accept the recommendations of the Kansas State Department of Education for proposed baselines and targets on the State

Performance Plan and Annual Performance Report indicators and approve the proposed baselines and targets as presented

Motion to approve: Trish Backman

Second: Lena Kisner

Motion Approved: approved unanimously

Emergency Safety Intervention (ESI) Longitudinal Data Discussion

Shanna Bigler - handouts

- Emergency Safety Intervention (ESI) Report has been required since 2016 to be submitted annually to the Governor and House and Senate Education Committee.
- This information is given to SEAC, the School Mental Health Advisor Council (SMHAC) and will be posted to the KSDE website.
- The ESI Longitudinal report is new and collected on all students. Data is submitted by districts after each semester.
- Emergency Safety Intervention Trend Data report
 - COVID did impact last year's data
 - Schools can obtain ESI training through 3rd party vendors. But some 3rd party vendors do not train on seclusion so KSDE has begun to clarify Kansas law on this subject and produce Hot Topics videos in the Spring on definition of restraint and timelines for reporting also presented at the special education quarterly meetings. TASN will be updating their videos as well.

TASN Survey

Amy Gaumer Erickson - handouts

- Report from Dr. Julie Morrison handout
- Surveying administrators regarding their perceptions of TASN effectiveness
- TASN is working with KSDE to continuously improve how teachers and districts are supported.

Fiscal Update

Dean Zajic – PowerPoint Presentation and handouts

- Update on Federal Aid
 - website <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Federal-Disaster-and-Pandemic-Relief>
- Maintenance of Effort concerns
 - No extraordinary waivers are available for Maintenance of Effort (MOE) or Maintenance of Fiscal Supports (MFS)
- Handout - Strategies for Using American Rescue Plan Funding from DOE
 - Practical and strategic options for utilizing relief funding
 - Link: <https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf>
- Handout - Factsheet on the ED & Labor Committee from US House of Representatives
 - Summary of what the Ed & Labor Committee has proposed including education, childcare and pre-K services
- Questions:
 - Can ESSER funds be used for buildings to be modernized to make wheel chair accessible? Dean – by the next SEAC meeting we will know if this would be allowed. Laura – we do not oversee the American with Disabilities Act (ADA) but the district should have an ADA coordinator and you can also contact Kansas

Proposed Changes to the SIMR and Indicator 17 (SSIP)

Kerry Haag – slide ppt

- Indicator 17 the State Systemic Improvement Plan measures students with disabilities reading level
 - Focus on measuring implementation that occurs within districts
 - Baseline data is aligned with the State Identified Measurable Result (SIMR)
 - Changes to Indicator 17 for 2020-2025
 - Proposed Revision to SIMR Measurement
 - Fastbridge now has rate of improvement calculated
 - Covid-19 Impacts
 - FFY 2020 no data because of shift to remote instruction
 - Targets will be reset next year after FFY 2021 data is gathered in February
 - New districts will be identified for a 5-year cohort and they agree to share data so these analyses can occur
 - Question - How do we measure students who are not readers, non-verbal students? Kerry – depends on how their progress is currently being monitored. Our goal is to make sure those students are being assessed.

KSDE Updates

Bert Moore

- We are beginning our first year of DMS monitoring from OSEP
 - First year is the self-assessment process
 - Second year is onsite visits of large, medium and small districts
- Two Board members asked if SEAC has any legislative items that need addressing, Bert gave them the following:
 - The Future Teachers of America program initiated at the high school level to support scholarships for high school students and receive tuition free/book free reimbursement to become teachers.
 - The students who turn twenty-two this year and went without services during remote learning still need to work on their transition program and their 18-21 program objectives would be eligible for an extra year in the form of compensatory education.
- Remote Learning Questions
 - HB 2134 limits remote learning to 40 hrs. per student
 - Link FAQ sheet on remote learning
<https://www.ksde.org/Portals/0/Auditing/FAQs%20-%20Limiting%20Remote%20Learning%202021-22.pdf?ver=2021-08-27-101227-117>
 - Superintendents zoom meetings will be held twice per month
- Special education directors have asked for expertise in how to build inner local incorporated budgets
- Home based instruction provided for in an IEP overrides this Kansas legislation and so will not count towards remote learning bill but will still need local board approval.
- Question – Have we received any feedback on the transition document that SEAC produced last year? The feedback has been good and a transition coordinating council

has been formed and working with the National Transition TA Center and James Sinclair is contracted to support as a facilitator, and Families Together has been included. The council has added Shawn Swindler from University of Kansas and Stacy Clarkson from Greenbush. SEAC will receive updates once this new council has formalized its processes.

Council Ex-Officio Member Updates

- **Families Together** – Bert for Lesli
 - There is still time to register for the Families Together statewide conference and watch all the recorded sessions <https://famiestogetherinc.org/2021twcl/> available through September 26th.
- **Kansas Association of Special Education Administrators (KASEA)** – Heath Peine and Ashley Enz
 - Heath is now the KASEA liaison committee chair and introduced Ashley Enz will be the KASEA liaison for SEAC.
 - Ashley – shared KASEA doc that contains contact and important information on KASEA: https://docs.google.com/document/d/1luf0J43wYF9r0m-5gklUTcoxjkYQj4E_b8NdHQSx5vg/edit
 - 8 regions represented and they meet monthly help disseminate information
 - Updates –
 - Legislative committee – several members participated in special education summit in the summer held by the Council of Exceptional Children. The main topics presented to legislators:
 - Special education funding
 - Fully funding IDEA
 - Addressing the educator shortage
 - Providing mental health supports in schools
- **Disability Rights Center – Mike Burgess**
 - Updating the DRC website, new resource center including a new resource center that has a special education guide and we partnered with Families Together to complete the guide: <https://www.drckansas.org/>
 - Continuing to work with legislature moving the bill to increase SSI for individuals with disabilities. Business have financial concerns and so DRC is working to address those concerns.
 - Stacie Martin, KSDE, is on State Rehabilitation Council, which is an advisory for vocational rehabilitation services and they are looking for new members. The meetings are held quarterly. If you know of someone with a disability or a special education director or teacher who would be a good representative please have them contact Mike Burgess or Stacie Martin.
- **Kansas State Board of Education (KSBOE) Update – Bert**
 - The Kansas State Board of Education (KSBOE) did review legislative priorities and will continue to address them in the next meeting.
 - Passed KESA regulations this week for systems accreditation
 - KSBOE meeting dates and materials can be found here: <https://www.ksde.org/Board/Kansas-State-Board-of-Education/Agendas-Meeting-Dates-and-Minutes/2021-Meeting-Materials-Minutes>

Other Updates:

Special Education Advisory Council Meeting Dates 2021-2022

November 17, 2021

9AM – 3 PM

Zoom Meeting

January 12, 2022

1-4 PM

TBD

January 13, 2021

7:30 AM – 3:00 PM

TBD

April 14, 2022

9 AM – 3 PM

TBD

Closing Comments

Bert -

Thank you all for volunteering your time and serving on this council.

Items for Next meeting

- Contact Jennifer or Bert or Kelli with any new items

Action:

Motion to Adjourn: Heath Peine

Motion seconded: Tobias Wood

Meeting adjourned: at 2:58 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.



SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date November 10, 2021

Time 9:00 a.m. – 3:00 p.m.

Location: Virtual

Call to Order: at 9:00 a.m.

Roll Call

Members (x present, blank absent):

x	Jennifer King		Kari Wallace	x	Sabrina Rishel - Gifted
	Heath Peine	x	Laura Thompson	x	Tobias Wood
	Amy Wagoner	x	Lena Kisner – Admin	x	Trisha Backman
x	Barney Pontious Parent/Child to 26	x	Marvin Miller		Dr. Troy Pitsch
	Becci Werner		Matthew Ramsey	x	Whitney George
x	Brandon Gay	x	Michelle Warner – Foster Care		
x	Jennifer Kucinski		Paul Buck		Tonya-Interpreter
	Jennifer Kurth	x	Rebecca Shultz		Allison-Interpreter

Ex-Officio Members (x present, blank absent):

	Jim McNiece		Mike Burgess		Ashley Enz
x	Leslie Girard/ Leia Holley, Families Together	x	Rocky Nichols		

KSDE Staff:

x	Bert Moore	x	Kayla Love	x	Josie McClendon
	Shanna Bigler	x	Brian Dempsey		
x	Julie Rand	x	Kerry Haag		Dean Zajic

Guests:

Quorum (11) met: Yes, 13 Voting members present

Agenda Approval:

Motion to approve: Tobias Wood

Second: Marvin Miller

Action: Motion approved

Kansas leads the world in the success of each student.

Minutes Approval: September 16, 2021 Minutes

Motion to approve: Tobias Wood

Second: Trish Backman

Discussion: Change that Leslie Girard/Leia Holley was not present at the previous meeting.

Action: Motion approved

Public Comment:

No written comments were submitted for today's meeting. No in person comments were presented.

IDEA Due Process Decisions

Mark Ward, Handout

- 2 due process hearings within the last 30 dates one being appealed other appeal date end 11/11/2021.
 - 21 DP001-
- Child who is 11 years old always had a severe hearing impairment, she has gotten a cochlear implant, not doing well so the parent asked that the child be placed at the Kansas School for the Deaf, and the school district refused that request. The IEP team refused that request, so the mother filed for a due process hearing. The officer looked at the communication needs of this child and found that the district has not made the services and accommodations necessary for this child to be successful with those communication needs and said the district did not provide a free appropriate public education and ordered the immediate enrollment in the School for the Deaf. That immediate enrollment has not taken place because there is a 30-day appeal process, so the decision is not final till 11/11/2021.
- 21DP-002
 - Parent request a due process hearing because everything was wrong, from Child Fine to FAPE to the IEP. It is pretty rare that parents win these due process hearings because if the parents have a good case the school will settle. Even if the district thinks they are going to win sometimes the districts think that the due process is more expensive for the district than giving the parent what they want. The district defended themselves in this due process and ended up losing as well. The hearing officer said the school did not evaluate the student properly and they failed to develop an appropriate IEP and failed to implement the IEP that was developed. They did not respond to an independent educational evaluation request. They then significantly impaired the parent's opportunity to participate in the decision-making process. The hearing officer ruled for the parents in every one of these situations but failed to provide the relief. The parents were requesting private school tuition. The hearing officer issued a supplemental decision in which the hearing officer said I am not going order private school tuition but instead the student is to remain in the school district., but the school is supposed to provide a special education, IEP specialist, a board-certified Behavior Analyst, and an Educational tutor, and also to pay for previous services. Both parties appealed this decision.
- Child during an appeal:
 - During an appeal, there is a state put provision, so the current IEP stays in force. If the review officer agrees with the hearing officer and rules in favor of the

- parents, since it is a State review officer that's going to change the state put provision.
 - The state put provision says that the child stays put through the litigation through the end of the litigation, unless the parents and the state agree that the parent is the prevailing party.
- Follow up on Corrective action
 - In regards to formal complaints:
 - we have a tracking system- timeline for everything.
 - When everything is confirmed and verified that the corrective actions are done we write a letter to both parties, saying this is to confirm that everything has been completed and we are closing the case.
 - In regards to due process:
 - The State Department of Education does have responsibility to make sure that decisions of hearing officers are enforced.
 - If the case is appealed all the way to a court (State or Federal) and the court rules; then the state no longer has the authority to enforce the courts order. From there the Court enforces its own orders.

Fiscal Update

Dean Zajic– PowerPoint Presentation

- Federal Relief Funding
 - March 2021 was the last federal relief fund passed, ARP Act, ESSER III
 - Total was \$830million
 - Most school district have spent through ESSER I, and just now touching ESSER II.
 - No one has drawn down ESSER III funds. Districts must submit an application for approval to Task force then the State Board of Education.
 - ESSER III is required to solicit feedback and engage with various Groups from their community
 - Congress requires the feedback
 - Can not just publicize what they plan on doing with the funds, but rather get feedback on how to spend the funds.
 - Groups such as: Special Education Teachers and Administration, Parent Groups, Groups representing Students with disabilities or English Learners, or Students in Foster Care or the Homeless, Civil Rights Organizations (Disability Rights organization), and etc.
 - Districts are not required to incorporate any or all recommendations, but need to give a chance for meaningful engagement
 - IN ESSER III, American Rescue Plan it does highlight the additional IDEA funding, Individuals with Disabilities Education Act aid. With ESSER III it included an additional 28 Million for IDEA funding
 - This 28 million is not Federal Relief Aid, even though it was made available at the same time. It is spent the same as regular IDEA money, no additional flexibilities or restrictions
- Additional Discretionary ESSER Grants
 - State set-aside is available for ESSER II and III
 - Goes to State School for the Blind, State School for the Deaf, and the Department of Corrections
 - ESSER II Set-aside:

- School for the Deaf- \$50,000
 - School for the Blind- \$100,00
- ESSER III Set-aside:
 - School for the Deaf- \$200,000
 - School for the Blind- \$200,000
 - Department of Correction- \$200,000
- Federal Aid is new, temporary and challenging to spend it effectively in a short period of time.
 - Must be used otherwise sent back to the Federal Government
 - Must be used to provide new or expanded services and supports, cannot be used to supplant old funding
- PSA- Hotlines and other opportunities to report any suspected waste, fraud or abuse
- Funds are intended to support students and help them bounce back from the pandemic
- The office of Inspector General at the US Department of Education has received a significant injection of funds and have seriously expanded their manpower and already begin looking at states and districts.
- New Federal Programs
 - Infrastructure bill:
 - Placed into Law as of 11/10/2021
 - Funding made available for safe routes to school (within 2 miles)
 - Special emphasis on children with disabilities
 - Significant funding for Lead contamination into schools

State Performance Plan/ Annual Performance Report

Bert Moore- PowerPoint Presentation

- Touch base on all indicator number and a brief description
 - Looked at meeting the targets and slippage as well
- State level determination
 - Received the highest level possible, for well over 10 consecutive years
 - Kansas continues to be strong with graduation rate 78% this year, 80% the year before, slippage occurred
 - Growth was seen in the area of children with disabilities who dropped out, scoring at basic or above on the NAEPS (National Assessment of Education Progress)
 - NAEP scores have been below the Federal Cut scores
- FFY 2020-2025
 - Talked about reaching out to different Stakeholders to receive all kinds of input for the FFY years
- Unified Licenses
 - Bring back more information on the status and programs offering the licenses

Annual Report

Bert Moore – handout

- This report goes over the prior year's activities and actions
 - Report is from July 1, 2020 to June 30, 2021
- Secretary Report

- States how we focus on students with exceptionalities, also include students with giftedness.
- States how COVID had an impact on everyone involved
- Talks about the 5 meetings held and our purpose including the six key areas that were required by regulation of the IDEA and the Kansas Statutes
- Major responsibility is to provide consult and provide recommendations to KSDE regarding matters concerning Special Education services.
- Included the Council memberships, if any changes are to be made please let Bert or Kayla know
- Have added Council accomplishments, based on previous meetings
 - Includes topics and outcomes
- Please send any feedback/comments to Bert Moore, bmoore@ksde.org
 - Check spelling of gaiting
 - Justice involved in addition to incarcerated individuals
- Went through all of the priority areas and who assisted in completing those actions
- Annual Report will be sent to the Board in January

Early Childhood Least Restrictive Environment (ECLRE)

Julie Rand and Amy Rzadczynski – PowerPoint Presentation

- Indicator 6A
 - Article from the US Department of Health and Human Services and the US department of Education Published in 2015
 - Greater cognitive and communication development, more effective skill acquisition, increased benefits to social-emotional learning, fewer absences, higher test scores, and higher probability of employment and higher earnings- by taking a three-year-old and allowing them to participate fully with their typically developing peers
 - 2016 IDC published in collaboration with the National Center for Children and Poverty and the University of Northern Colorado
 - States that practitioners should be providing services and inclusive environments during daily routines to promote a child access and participation and learning experiences
 - Roughly 38% of preschool students receive Special Education services in an inclusive setting and nearly a ¼ of preschools special education students receive services in separate classes
 - 2017- US Department of Education office of Special Education and Rehabilitative Services
 - Emphasize the need for more efforts across states to increase the number of student of disabilities who would be served in regular early childhood settings
- KSDE is reviewing out Early Childhood Least Restrictive Environment data
 - Exploring options to include inclusive preschool programming
 - Goals are to increase the number of preschool students with disabilities who are learning in the least restrictive environment of the general education setting and to increase the high-quality preschool for students of all abilities
- Onsite visits did not happen, but hope to get those started to view the high-quality

Preschool programs

- Did meet virtually
- 5-year old children enrolled in Kindergarten are no longer included in Indicator 6
 - Which impacted our data
- Starting helping district administrators and teaching staff service providers better understanding of how the data becomes indicator 6a or 6b
- It all starts with what is written on a child's IEP
 - Location, duration, frequency
- 2013 was the last year we met our targets for Indicator 6a: EC LRE Target
 - Target met in 2019, first year kindergarteners were removed from our data reporting
- May parents did not send their children to preschools due to COVID, so that has a impact on our data numbers. Only brought children in to receive services then taken home, not in the regular education setting
- On the national level map, Kansas has fallen on the lower end, but about in the middle
- KSDE encouraged districts to look at their data and then held zoom meetings with each district to develop a better understanding of individual district data, then got the stakeholder involved in the discussions
- State Interagency Coordinating Council (State ICC) has created a Early Childhood Least restrictive Environment Subcommittee
- Next Steps:
 - Need for more in-depth training on analyzing the indicator 6 data
 - Understanding that its not about building the classrooms as it is about how and where the special education services are being provided
- Colorado and Nebraska are double our numbers, have we compared data to see what they are doing differently
 - Colorado has a universal Pre-K
 - Funding is set up differently to provide other opportunities
 - Nebraska, we have reached out an awaiting to connect to the 19 coordinator
 - Kansas would like to connect indicator number with Colorado and Nebraska to compare strengths and weaknesses

Significant Disproportionality Discipline

Shanna Bigler – PowerPoint Presentation

- Indicator 4- suspension and expulsion
- The data is only good as the sources of data that we get it from. Data number do not always tell the full story
- Behavioral issues in the classroom (like having a rough day) should be counted as suspensions, but are not always counted by the administrators; same with expulsion
- Graph of total enrollment of special education students by grade level from the last 5 school years
 - From preschool to kindergarten there is a drop
 - Data has dropped from 2019-2020 to 2020-2021
- Percentages of students with special education with discipline incidents by grade level
 - Hormones cause issues (middle school aged kids)
 - Teacher student efficacy is super high and a huge predictor on student success and aligns with behaviors
- Roughly 500-700 kids total in the State with discipline incidents; difference between

preschool and Kindergarten with disabilities

- Staff to student ration is higher in preschool
- Most districts have those unified certified teachers
- Preschool is not all day, shorter period
- Parents pick up children early when issues arrive
- The law does not require preschool
- Under reporting incidents in schools

DMS 2.0

Bert Moore – PowerPoint Presentation

- This talks about how the Federal Government is going to conduct the monitoring of the states
 - Kansas has not been monitored in so long that people cannot remember really the last time that we got monitored
 - WE have met requirements for so many years that monitoring was based upon at risk assessments of those states that were not meeting requirements
 - Developed a new framework for upcoming monitoring beginning next year and the following months (18months)
- Bring back in January for more details
 - Bring back topics to SEAC aligning with the months that KSDE received any updates
- KSDE will be a part of Part B monitoring because Part C is monitored by KDHE
- Please address before January
- Have committees to meet monthly for each area
- EIS- Early Intervening Services
- MSIP- Monitoring and state improvement planning

Graduation Task Force

Trisha Backman – PowerPoint Presentation

- 3 subcommittees
 - Additions and deletions of current requirements
 - Competency and Mastery based credits
 - Value added diplomas
- Went through all of the graduation requirement credits
 - All districts are different but only mandated to have 21 credits based on criteria
 - Each subcommittee is to break down everything and compare them to other states as well
 - Are 21 credits enough or too much?
 - Local districts have control about 21 credits
 - Writing in IEPS to only have to receive 21 even is districts require 25 credits
 - Should community involvement include community service credits?
- Volunteers to join a sub-committee to work with Trish on feedback for Graduation Task Force
 - Rebecca Schultz
 - Jennifer King
 - Marvin Miller

GED

Tobias Wood-

- GED = High School Equivalent
 - Multiple options now
- GED has 4 separate tests
 - Testing centers across the state
 - Don't need a "comfort aid"
- Kansas does not have a residency requirement
- GED does come with a cost, as well as the GED Practice Tests

State School for the Blind

Jon Harding- PowerPoint Presentation

- Funded by the KS Legislature
- Share resources and facilities with School for the Deaf
- 50 students enrolled
- 800 students who are touched
- 1500 people who are blind or low vision in Kansas
- Pulse app
 - Collects data for Filed Services
 - Allows us to determine where we are going, who we are serving, and what skills we are teaching
- Partnered with Google on Project Guideline (mobility app) to run or walk without assistance
- Raised over \$6300 on September 15th "race day"
- Offers a wayfinding app, to help others find their own ways
 - Step by step directions
- Challenges- asking for help from State Board
 - Teacher shortage
 - Lack of service coordination
 - Want to expand, but lack of funds
 - Parents/teams report they are unaware of services

State School for the Deaf

Luanne Barron – PowerPoint Presentation

- The original school for the deaf and hard of hearing
- 150 students
- Board of ed oversees School for the Deaf and Blind
- Dually Accredited by Conference of Educational Administrators and School Programs for the Deaf (CEASD) and The Kansas Educational Systems Accreditation (KESA)
- Language rich environment, all staff sign
- Only difference between School for deaf and School for the Blind is that we don't provide the direct services with their outreach program
- Biggest challenges:
 - No teacher prep programs
- Who holds the data on the number of students?
 - KDHE has early childhood has shared data
 - After age 3 they fall through the crack
 - KSDE had provided data on students with IEP who are deaf/hard of hearing

- o No data on the 504 plan
- Email is: lbarron@kssdb.org

KSDE Updates

Bert Moore –

- Missing students-14,000 less students enroll last year
- Over 4000 homeschools last year
- Truancy goes through age 16, 18 for disabilities (supposed to)
 - o These students may have not re-enrolled at all

Homeless/ARP Update

Tate Toedman –

- Drop in an identification of our homeless students
 - o 19-20 school year-7600 kids identified
 - o 20-21 School year- 5600 kids identified
 - Factors include the hybrid/remote learning and the Eviction moratorium
- First year of new 3-year grant cycle (McKinney-Vento Homeless Education act)
 - o Competitive Grant
 - o 12 districts received this grant
 - Renewable for two more years
- American Rescue Plan (ARP) received just over \$5million dollars
 - o Hired a new staff member that will be assisting with the American Rescue Plan Homeless Children and Youth (ARP/HCY II)
 - o Will be paid out in two grants
 - ARP/HCY I
 - Goes to the 12 districts that received the competitive grant
 - Received \$1 millions
 - ARP/HCY II
 - Received just over \$4 million
 - This funding is split through every district in Kansas
 - Any district that received less than \$5000 has to join a consortium, 4 set up currently
 - Hope to get the funds out in January
- Arp/HCY Funds can be used for:
 - o 22 allowable activities
 - Tutoring, supplemental education services, professional development activities for homeless liaisons, transportation, early childhood programs, mentoring, shelters, etc.
 - o 6 new allowed activities:
 - Wraparound services, PPE, eyeglasses, school supplies, Personal care items, transportation (including activities), communication devices and technology, short term housing (when necessary), store/debit cards (prepaid)
 - Can subcontract these funds with other community-based organizations
- Set-aside funds for homeless
 - o Every district when applying for their elementary and secondary education acts funds
 - Homeless section
 - Required by law for every district to set aside funds

- Districts under 1000 students must set aside a minimum of \$500
- Districts above 1000 students must set aside a minimum of \$1500
 - Needs may be greater and districts may use the amounts set aside

Council Ex-Officio Member Updates

- **Families Together** – Bert for Lesli
 - Report from April 1 to September 30
 - Collecting data from the number of people that contact them
 - 1907 individualized consultations and training
 - Over 50% was providing professional assistance
 - Broken down by ethnicity and the ages
 - Majority Caucasian, then Hispanic, followed by African American
 - Majority age 6-18 (77%)
 - Autism is the primary disability
 - IEP is largest request for Contact content and support
 - Extended school year is a higher topic of interest
- **Kansas Association of Special Education Administrators (KASEA)** – Ashley Enz
 - Staff shortages
 - Monitoring and file review processes
 - Group that prepares and watches the legislature to advocate on the behalf of students with disabilities
- **Disability Rights Center** – Mike Burgess
 - System advocacy work with both the agencies and the legislature
 - Legislature created a 10% enhanced Fmap that goes to states for the Home and Community based services
 - About \$80 million for KDADS to use
 - Have roughly three years to spend
 - Individual case work
 - Settings Final rule public comment
 - Working with KU on transition
- **Kansas State Board of Education (KSBOE) Update** – Bert for Jim
 - Set priorities on 11/9/2021- watch for the minutes to come out
 - Heard about:
 - The program for deaf education
 - ESSER/EANS updates
 - professional council on a person who had a felony deciding to suspend, revoke, Sanction, or do nothing

Other Updates:

Special Education Advisory Council Meeting Dates 2021-2022

January 12, 2022

1-4 PM

Virtual

January 13, 2022

7:30 AM – 3:00 PM

Virtual

April 14, 2022

9 AM – 3 PM

In-person

Closing Comments

Have a great Holiday and we will see you at our next meeting!

Items for Next meeting

- Contact Jennifer or Bert or Kayla with any new items

Action:

Motion to Adjourn: Trish Backman

Motion seconded: Marvin Miller

Meeting adjourned: at 2:58 pm

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SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date January 12, 2022

Time 1:00 p.m. – 4:00 p.m.

Location: Virtual

Call to Order: at 1:00 p.m.

Roll Call

Members (x present, blank absent):

x	Jennifer King	x	Kari Wallace	x	Sabrina Rishel - Gifted
x	Heath Peine		Laura Thompson	x	Tobias Wood
	Amy Wagoner		Lena Kisner – Admin	x	Trisha Backman
	Barney Pontious Parent/Child to 26		Marvin Miller		Dr. Troy Pitsch
X	Becci Werner	X	Matthew Ramsey	x	Whitney George
X	Brandon Gay	X	Michelle Warner – Foster Care	x	Mike Burgess
	Jennifer Kucinski	X	Paul Buck	x	Laura Leistra- KDHE
x	Jennifer Kurth	x	Rebecca Shultz		Lisa/Doris Interpreters

Ex-Officio Members (x present, blank absent):

	Jim McNiece		Mike Burgess	x	Ashley Enz
x	Leslie Girard/ Leia Holley, Families Together		Rocky Nichols		

KSDE Staff:

x	Bert Moore	x	Kayla Love		Josie McClendon
x	Shanna Bigler		Brian Dempsey		Cary Rogers
x	Julie Rand		Kerry Haag		Dean Zajic

Guests:

Quorum (11) met: Yes, 16 Voting members present

Agenda Approval: January 12, 2022 Agenda

Motion to approve:

Second: Tobias Wood

Action: Motion approved

Kansas leads the world in the success of each student.

Minutes Approval: November 10, 2021 Minutes

Motion to approve: Marvin with changes

Second: Tobias

Discussion: page 9. Marvin miller: Trisha Backman's report—local districts have control ABOVE 21 credits.

Tobias Wood: Doesn't need accommodations to get comfort aid.

Action: Motion approved

Public Comment:

No written comments were submitted for today's meeting. No in person comments were presented.

Pre-service programs and lack of student teachers in Early Childhood

Dr. Eva Horn– PowerPoint Presentation

- Not enough teachers in key shortage areas. Reasons include:
 - Layoffs during the Great Recession
 - Growing student population but fewer people entering teacher prep programs (according to the Learning Policy Institute)
 - Salary or benefits lacking
 - High stress/high expectations
- In a typical cohort at KU, they were routinely around 20-25 entering the program. This year only 8 were admitted.
- Some programs across Kansas have already temporarily closed due to lack of students entering their program
- Discussion on current strategies being implemented to boost numbers at university programs. Looking at partnerships with high schools and universities, "grow your own" method.
- Discussion around avoiding burnout for new employees in this field of work.
- The Kansas Early Childhood Recommendations Panel is also a good place to review updates on this topic. They meet the third Friday of each month.

SICC Annual Report

Jordan Christian- PowerPoint Presentation

- New membership
 - KDADS- Doug Bowman
 - Medicaid Office- Laura Leistra
 - Parent Member- Laura Smith-Everett
 - Parent Member- Laurie Schmitt
 - Public Member- Alex Red Corn
 - DCF- Melinda Kline
 - KDHE Part C- Tricia Waggoner
 - (Several Additional Pending)
- Review of recent presentations from statewide systems and local programs provided
- Currently 5 sub-committees of the SICC
 - Early Childhood Least Restrictive Environment
 - Social-Emotional Committee
 - Executive Committee
 - LICC Annual Retreat and Support

- State Performance Plan/Annual Performance Report
- First ever statewide Local ICC Retreat held in 2021. Plan to have an additional retreat in 2022.
- Continued partnerships with the Early Childhood Recommendations Panel

Unified Licenses

Shane Carter- PowerPoint Presentation

- Reviewed endorsement types
 - Early childhood unified- birth to kindergarten, birth to 3rd grade
 - Elementary education unified- kindergarten to 6th (could change to include pre-k as well).
- Waivers and provisional licenses available, birth to grade 3.
- WSU TAP
 - Allows individual to teach in early childhood unified birth to grade 3 position, and/or elementary education K-6th.
 - Depending on education history, an individual can qualify for a TAP license while completing the program
- Briefly reviewed emergency sub licenses
 - High school diploma
 - 18 years old
 - Offer of hire from the district

Annual Report

Bert Moore – PowerPoint Presentation

- Presentation showed to the Board of Education on the Annual SEAC report
- Discussed who SEAC memberships represent and whether they are nominated or applied for positions
 - Majority Rule is that majority of members should be a person with a disability or have a child with a disability between and ages of birth and 26
 - 21 voting members and 14 members fit these criteria
- Discussed the topics we have discussed in meetings
 - Personnel shortages, formation of memberships committee to review new member applications, navigating change document, secondary transition services and requirements (including a sub-committee), SPP/APR requirements, and Legislative session discussions
- Current work in progress:
 - Administrative and teacher licensure
 - Transition
 - Supporting COVID related issues
 - Technical Assistance availability and adaptability
 - Graduation Requirement Task Force
- SEAC purpose and mission is to represent students with disabilities and their families.

Council Ex-Officio Member Updates

- **Families Together –**
 - October 1-December 31 Report
 - 1,247 individual consultations and training
 - More parents of kids receiving gifted services during this timeframe
 - IEPs and Family Support were the top two categories in terms of contact content

- Not hearing from schools or DCF about kids that need an education advocate if they are homeless. Worried these kids might be getting missed in terms of this
- 29 early childhood appointments made during this timeframe as well. Shared this information during the last SICC meeting
- **Kansas Association of Special Education Administrators (KASEA) – Ashley Enz**
 - New president- Doug Anderson
 - Winter conference coming up-February 22-23 in Topeka (virtual options available to attend as well)
 - Legislative priorities for KASEA this year include KPERS, school funding, and student and school safety
- **Disability Rights Center – Mike Burgess**
 - HB 2122- in process of trying to move that forward. If any group is willing to support this effort with testimony or letters of support, it would be appreciated. Support of Decision-Making Agreements. Tried passing three years ago and last year, but died on general orders.
- **Kansas State Board of Education (KSBOE) Update –**

Other Updates:

Special Education Advisory Council Meeting Dates 2021-2022

April 28, 2022

9 AM – 3 PM

Virtual

Closing Comments

Items for Next meeting

- Contact Jennifer or Bert or Kayla with any new items

Action:

Motion to Adjourn: Tobias Wood

Motion seconded: Marvin Miller

Meeting adjourned: at 3:55 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.



SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date January 13, 2022

Time 9:00 a.m. – 2:00 p.m.

Location: Virtual

Call to Order: at 9:00 a.m.

Roll Call

Members (x present, blank absent):

x	Jennifer King		Kari Wallace	x	Sabrina Rishel - Gifted
x	Heath Peine		Laura Thompson	x	Tobias Wood
	Amy Wagoner	x	Lena Kisner – Admin	x	Trisha Backman
	Barney Pontious Parent/Child to 26	x	Marvin Miller		Dr. Troy Pitsch
X	Becci Werner	X	Matthew Ramsey		Whitney George
X	Brandon Gay	X	Michelle Warner – Foster Care		Mike Burgess
x	Jennifer Kucinski	X	Paul Buck		
x	Jennifer Kurth	x	Rebecca Shultz		Lisa/Allison Interpreters

Ex-Officio Members (x present, blank absent):

x	Jim McNiece		Mike Burgess	x	Ashley Enz
x	Leslie Girard/ Leia Holley, Families Together		Rocky Nichols		

KSDE Staff:

x	Bert Moore	x	Kayla Love		Josie McClendon
	Shanna Bigler	x	Brian Dempsey		Cary Rogers
	Julie Rand		Kerry Haag		Dean Zajic

Guests:

Quorum (11) met: Yes, 16 Voting members present

Agenda Approval: January 13, 2022 Agenda

Motion to approve: Tobias Wood

Second: Marvin Miller

Action: Motion approved

Kansas leads the world in the success of each student.

Public Comment:

No written comments were submitted for today's meeting. No in person comments were presented.

Federal Funds

Dean Zajic- PowerPoint Presentation

- Background on funding
 - IDEA funding has roots to the 1965 passage of the Elementary and Secondary Education act
- Individuals with Disability Education Act (IDEA) aid include many programs requirements that aren't found in other federal education programs
 - Special education must always be in excess of services made available to all students (Excess Cost test)- must be completed by every district
 - This looks at the education cost for all students and calculates the average per pupil cost to provide education within a given district.
 - Split by elementary and secondary education by law
- Fiscal File Review for Kansas
 - Automated, online system that utilizes a combination of LEA self-reporting and random verification to ensure compliance.
 - Choose about 20% of districts for random verification they must then provide documentation for compliance
 - If report non-compliant we work with the districts on those gaps and help then to get to the compliance level
 - This review is complied of questions
 - The questions include the citations from the federal requirements and sample evidence to show what we are looking for
 - Fiscal File Review is mainly overseen by Christy Weiler: cweiler@ksde.org
 - Over 100 schools have to complete this yearly
- Youth Outcome Driven Accountability (YODA)
 - Factors that determine the overall risks some overlap with the Fiscal File Review
 - This is for the districts that need the most support from our team
- Report Fraud Wasted and Abuse
 - Call 1-800-MIS-USED
 - Visit <https://www2.ed.gov/about/offices/list/oig/hotline.html>
- ESSER aid and IDEA aid
 - The aid is not bad and neither is the money but districts are choosing to use this relief aid to supplant the local spending rather than using it to provide the additions services it is intended to be used for

Transition Coordinating Council

Stacie Martin- PowerPoint Presentation

- KTCC (Kansas Transition Coordinating Council) Mission statement
- Members include 7 groups including KSDE, TASN, and KDHE
- Meets once a month
 - Talk about current problems and updates and successes
- KTCC Newsletter- <https://drive.google.com/file/d/1RHUQN1kzWGyw5P2A75I2taZHjGk3kPq-/view?usp=sharing>

- Shared Quarterly
- Looking to expand group
- Transition Tuesday Webinars-every other Tuesday from 3:30-4:30pm
 - <https://www.ksdetasn.org/tasn/secondary-transition>

State Performance Plan/ Annual Performance Report

Brian Dempsey-

- Home stretch of submitting our FFY20 report, should be done by the end of the month
- Came to SEAC this last summer with the targets and baseline and we are wrapping up the prior 5-year cycle, and starting a new 6-year cycle with new baselines and targets for some indicators.
- Thank you SEAC for your input provided, we also reached out to other stakeholders for more added input as well.
 - Those inputs helped us set the baselines and the targets for indicators.
- 2 changes that came up and we will address.
 - Indicator 2
 - Indicator 3
- This will be put into the federal System (EMAPS system) where data is reported to the Feds.
 - EMAPS opens in December and our data has to be entered by February.
- The team will meet next week go through all the details and data and finalize it. The Leads will upload everything into EMAPS and double check it everything and submit it prior to February 1. Then OSEP will review it and provide feedback

Graduation Task Force

Trisha Backman, Jim McNiece, and Jarred Fuhrman – PowerPoint Presentation

- Graduation Task Force will be meeting in person on January 20 in Topeka
- Task force was put together in June 2021 with Jim as Chair and Jared as Co-Chair
 - Trisha Backman is SEACs representation on that task force
 - This taskforce represents people across the spectrum in our state. 42 total people on the task force
- The Work of Taskforce:
 - Identify courses to add or delete from current requirements
 - Review ways to demonstrate mastery of skills and competencies
 - Study need for value-added assets in addition to high school diploma
 - Ensure all students are included and all opportunities for success are studied
- Local districts have the responsibility and authority to add classes and courses and many have. State only requires 21, but the average is about 23 or 24.
- All task force meeting were held via zoom and can be viewed at:
<https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and->

- We are asking for your input
- SEAC Sub-committee
 - Bert, Jennifer, Trisha, Leia, Kayla, Lesli and Marvin
- 34 CFR 300.102
 - As used in paragraphs (a)(3)(i) through (iii) of this section, the term regular high school diploma means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E) of the ESEA. A regular high school diploma does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.
- Feel free to email Trisha, Jim, or Jared with any questions: jfuhtman@usd458.org
jmcniece@ksde.org TrishaBackman@lghs.smokyhill.org

DMS 2.0

Brian Dempsey –

- We are at the beginning of this process
- This is the US Department of Educations general supervision responsibility of the states. This is the framework of monitoring states
- In 2016 they started a new process with results driven accountability folded into the monitoring process
- There will be a call with DC next fall and walk us through the process. They will talk about their electronic monitoring and advance. They will talk about roughly when they will do on site visits and then a year follow up.
- Currently, we need to look at our gaps and get things updated if we can.
- They have rolled out what they think this is going to look like for each component.
 - First column will be a definition and then a lot of if then statements
 - Look at the examples of evidence to check to see if we have it
 - The have issued protocols (limited to fiscal data and our supervision and monitoring of the LEAs)
- SEAC will be engaged and involved in this process very closely because the Federal Government will likely want to interview the Advisory council.

Council Ex-Officio Member Updates

- No other updates

Other Updates:

Special Education Advisory Council Meeting Dates 2021-2022

April 28, 2022

9 AM – 3 PM

Virtual

Closing Comments

If any members have a topic they would like to discuss please send it to Bert Moore, Jennifer King, Kayla Love, or Trisha Backman and we can add those into future meetings

Items for Next meeting

- Contact Jennifer or Bert or Kayla with any new items

Action:

Motion to Adjourn: Trisha Backman

Motion seconded: Tobias Wood

Meeting adjourned: at 12:00 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.



SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date April 14, 2022

Time 9:00 a.m. – 2:00 p.m.

Location: Virtual

Call to Order: at 9:00 a.m.

Roll Call

Members (x present, blank absent):

x	Jennifer King	x	Kari Wallace @ 10:35	x	Sabrina Rishel - Gifted
x	Heath Peine	x	Laura Thompson	x	Tobias Wood
	Amy Wagoner	x	Lena Kisner – Admin	x	Trisha Backman
	Barney Pontious Parent/Child to 26	x	Marvin Miller		Dr. Troy Pitsch
X	Becci Werner		Matthew Ramsey	x	Whitney George
X	Brandon Gay	x	Michelle Warner – Foster Care	x	Mike Burgess
x	Jennifer Kucinski		Paul Buck		Laura Leistra- KDHE
x	Jennifer Kurth	x	Rebecca Shultz		Jenni/Allison Interpreters

Ex-Officio Members (x present, blank absent):

x	Jim McNiece	x	Mike Burgess	x	Ashley Enz
x	Leslie Girard/ Leia Holley, Families Together		Rocky Nichols		

KSDE Staff:

x	Bert Moore	x	Kayla Love		Josie McClendon
x	Shane Carter	x	Brian Dempsey		Cary Rogers
x	Laurie Curtis		Kerry Haag		Dean Zajic

Guests:

Quorum (11) met: Yes, 14 Voting members present

Agenda Approval: April 14, 2022 Agenda

Motion to approve: Marvin Miller

Second: Tobias Wood

Action: Motion approved

Kansas leads the world in the success of each student.

Minutes Approval: November 10, 2021 Minutes

Motion to approve: Tobias Wood

Second: Trisha Backman

Discussion: page 2- Marvin Miller name Capitalization

Action: Motion approved

Public Comment:

No written comments were submitted for today's meeting. No in person comments were presented.

Graduation Task Force Update

Trisha Backman, Jim McNiece

- Thank you to the Task Force for their feedback. We will be providing an update in May to the State Board on the Graduation Task Force. The Leadership and writing team will meet this afternoon to finalize that report for the State Board.
- Don't expect any huge change from this, the one big thing is that stakeholders now have the awareness of how they can use and manage graduation in a different way
 - Understanding the IEPs
- AS far as Special Education, we don't expect any changes
 - Gen ed students will have same if not closer opportunities to those that the Special Education students had

Regression- Recoupment

Crystal Davis, Brian Dempsey

- The guidance we're currently providing around extended school year or day service and how recruitment and regression fits into that because it does not have to be the major determining factor in what extended school year services might be needed for a given student.
- Look at the process handbook in Chapter 5 pages 107-108 for extended school year services.
- We need to remember that a child with a disability could be attending summer school for general education purposes, not necessarily extended school year.
- Determining whether ESY is needed:
 - "Whether the benefits accrued to the child during the regular school year will be significantly jeopardized if {the child} is not provided an educational program during the summer months."
 - In Kansas, ESY eligibility does not require that a child first experience regression with predictive data indicate that regression is likely.
 - Otherwise, there is a little wiggle room in terms of what is the process that a given district may employ to determine which students may need to have this extended school year.
- IEP teams cannot just stop after a regression-recoupment analysis. IEP teams must also consider the 11 other factors listed in the handbook.
- Gathering relevant data for the ESY discussion:
 - Use the 9 useful information and data in the handbook to determine the need for ESY services.
- There is reimbursement available to the agency when they provide extended school year, and it is written in the IEP, and it is documented that it is needed but for summer

school or for a program that is offered to all students in the summer there is not reimbursement available to those special needs student, unless they have an ESY attached to the IEP.

- Auditors will look at the ESY and IEP when they check for reimbursement.
- Once the IEP team has gathered the data and determined that the student needs ESY services, then we would need to document the added information in that students IEP.

Literacy Initiatives

Laurie Curtis- PowerPoint Presentation

- We have had the opportunity to bring on some additional help:
 - Teacher Leader Consultants- part time KSDE employees, but full time educators
 - Melissa Brunner- Director of Student Learning in Herington
 - Hailey Hawkinson- 2nd grade teacher in Dighton
 - Jeri Powers- k-12 Reading Specialist in De Soto.
 - Field Educators- employees in the field that we can contract with when needed
 - Mary Larkin- 1st grade teacher in Syracuse
 - Amy Bybee- Curriculum Director in Ottawa
 - Sam Cool- 1st grade teacher in Manhattan
- Dyslexia Initiatives:
 - Universal screening of students K-12
 - Screen Data (K-2) uploaded to KIDS in spring
 - SO66 Report submitted in October verifies training; structured literacy model
 - Assurance forms from IHE provided regarding program standards/ course changes
 - Reorganization of information/supports on the KSDE page for dyslexia
- Professional Learning-
 - Summer Academies (K-2 Literacy/Dyslexia)
 - 90-minute Literacy blocks
- Asked by the State Board to create a Literacy Advisory Council
 - This will extend the work that the dyslexia task force has done
 - Will look at how those initiatives are working, how to also bring that on to help our third graders become better readers and beyond.
- Literacy Listserv will be starting, if interested please email Dr. Laurie Curtis, lcurtis@ksde.org or Kayla Love, klove@ksde.org

Age 22 Services

Marvin Miller

- This began with the COVID 19 pandemic and effected those students in the transition programs at the age of 18-21. Those would have been the times they would have gone out to the worksites, but were unable to for about a year and a half.
- Was one the of State Board of Education's 2022 Legislative positions. They wanted to extend special education learning services to age 22 for one year to accommodate learning loss because of COVID
- A number of parent advocates have had this concern for several years now; other states have had bills looking at this. Legislators decided that rather than give additional funding for this, districts should use ESSER funds for this extra year
- This would impact about a maximum of 800 students across the state, but could be cut in half.
- Supposed to address any learning loss that has occurred that is a result of the

pandemic Each agency would have to address this individually to determine if COVID was an impact that created learning loss for that child, and therefore the child is entitled to some sort of compensatory education because we have to make up what we missed so it's an issue of individualizing at the student level, so those IEP teams of the 21 year old can address whether or not the child is entitled to compensatory education as a result of that learning loss.

- This is not widely publicized since it is based on individuals; parents need to request
- this of the IEP team before the student exits this school year.
- Mike Burgess:
 - The legislature passed the Targeted Employment Act, and it created a 50% tax credit for employers who are hiring in a competitive, integrated setting individuals with intellectual developmental disabilities. It is capped at \$5 million per year. It is a 50% tax credit that is capped up to \$15 an hour, so it is not just locked in at minimum wage
 - The idea is to create opportunities for advancement in career paths for individuals and help remove barriers on the employer side of things

HOUSSE Rubric

Mischel Miller, Shane Carter

- HOUSSE stands for High, Objective, Uniform, State Standard Evaluation
 - Special Education/ESOL Checklist
 - General Content (K-9 Elementary) Rubric
 - Available for veteran teachers as defined in 2006 as teachers who were licensed prior to 7/1/2003.
- HOUSSE phased out in 2014 and No Child Left Behind was repealed in 2017

Substitute Qualifications

Mischel Miller, Shane Carter

- School Psychologists and other non KSDE licensed personnel cannot substitute in the classroom according to the law, unless they went through a teacher preparation program
 - However, can under local control, just not under letter of the law, unless you have them apply for a subs license.

IDEA Part B Application

Christy Weiler

- The application must be posted for public comment for at least 60 days before we can actually submit to the US Department of Ed. Usually just receive our approval for 27 months in June.
- Provided a general run through of the Part B application, to show what the State has to do prior to submitting to the US Department of Ed.
 - Haven't had to work under any kind of conditional approval (at least in the last 8 years that Christy has done this)
- This application is posted on the website, but if you would like a copy feel free to email Kayla Love, kllove@ksde.org or Bert Moore, bmoore@ksde.org and we can supply you a copy of this.

State Board Quarterly Report

Trisha Backman, Bert Moore- PowerPoint Presentation

- Went over the January SEAC agenda items that we had addressed
- Discussed the Graduation Requirements Task Force and the SEAC Subcommittee
- Provided the 8 components of the Differentiated Monitoring
 - Start with Fiscal management

SEAC Memberships

Bert Moore

- Have 3 members that are at the end of their first term and are eligible to serve another 3-year term
 - Dr. Troy Pitsch, Amy Wagoner, and Carrie Wallace
 - Carrie Wallace will be unable to return
- Have one member that has reached the end of their second term
 - Becci Werner: Thank you Becci for your time and dedication to the SEAC group for the past 6 years.

Membership committee

Motion: Motion to keep the membership committee in its current form (Tobias Wood, Marvin Miller, Jennifer King, and Trisha Backman)

Motion to approve: Lena Kisner

Second: Tobias Wood

Action: Motion Approved

Nominations for Vice Chair

Motion: Motion to name Tobias Wood as Chair-elect for the 2022-2023 SEAC term

Motion to Approve: Marvin Miller

Second: Jennifer King

Action: Motion Approved

Close Chair-Elect nominations:

Motion to close nominations for the Chair-elect for the 2022-2023 SEAC term

Motion to Approve: Marvin Miller

Second: Lena Kisner

Action: Motion Approved

Legislative Updates

Craig Neuenswander, Dale Brungardt

- Currently the Legislators are on adjournment and will be returning on the 25th of April.
- Senate Bill 563
 - Contains the State Board of Education Redistricting map, based on the Census Data
- House Bill 2466
 - Computer Science Course not required for graduation, but schools must still offer those classes
 - Possibly providing a pilot program for career in Tech Ed
- House Bill 2596 morphed to Senate Bill 215
 - Possibly allowing transportation network companies, like a school Uber
- Senate Bill 160
 - Fairness in Women's sport act (states that only females by birth would be able to participate in female activities)
 - Believed to be waiting on the Governor
- Senate Bill 58
 - Parents Bill of Rights and the Transparency portal
- House Sub for Senate Bill 91

- Has been reborn, was up previously
- Would allow businesses to be exempted if they have students with internships/ on the job training
- Senate Sub for sub for House Bill 2567
 - Financing for K-12 education and many other policies
 - Every Child can Read Act
 - Allows students to earn course credits in alternative education programs
 - Requires school districts to allow part-time enrollment for students
 - Requires school districts to accept students transferring out of district
 - Board is required to adopt the capacity for this transfer issue
 - Students enrolled in a virtual school, but don't have enough credits towards graduation, virtual school would not count that student in their graduation rate for accreditation purposes
 - Bill in detail is not available online to read at this point, can only read the conference committee report
 - Still waiting on approval

July Leadership Conference

Bert Moore

- Still working on an agenda, but will send it out when it is available
- July 26th, we will be meeting in Wichita, KS at the Hyatt Regency
- We will plan for the meeting to begin around noon, immediately following the shared SMHAC/SEAC Luncheon
- We invite you all to stay for the rest of the conference on July 27 and 28, with several keynotes, general sessions, and breakout session with a wide variety of content

Council Ex-Officio Member Updates

- **Families Together – Lesli Girard**
 - Report covers Oct. 1-Dec. 21, 2021. Breakdown of the consultations, 72% with Family Member and 28% with Professionals. Provided to top 20 content areas, along with other topics of interest. Received the Education Advocate update for new appointments as well as changes
- **Kansas Association of Special Education Administrators (KASEA) – Ashley Enz**
 - The State of Special Education Funding in Kansas Youtube on Saturday, April 16, link would be sent out.
 - Total students served under IDEA has increased over the years.
- **Disability Rights Center – Mike Burgess**
- **Kansas State Board of Education (KSBOE) Update –**
 - They are definitely child focused; they are so involved with wanting to assist every child.
 - Will finalize the Graduation Task force proposal and present that to the State Board in May

Other Updates:

Special Education Advisory Council Meeting Dates 2022-2023

July 26, 2022

9 AM – 12 PM

In- person, Wichita

Closing Comments

Thank you, Jennifer King, for being Chair for this year!

Items for Next meeting

- Contact Jennifer or Bert or Kayla with any new items

Action:

Motion to Adjourn: Marvin Miller

Motion seconded: Heathe Peine

Meeting adjourned: at 2:37 pm

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