



SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date July 26, 2022

Time 1:00 p.m. – 3:30 p.m.

Location: Wichita, KS- Hyatt Regency

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

Roll Call

Members (x present, blank absent):

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

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

X	Jim McNiece		Ashley Enz		
	Leslie Girard-Families Together				
	Mike Burgess				
	Rocky Nichols				

KSDE Staff:

X	Bert Moore	X	Kristy Cotton	X	Kerry Haag
	Shane Carter	X	Kayla Love		Dean Zajic
X	Shanna Bigler		Brian Dempsey		Josie McClendon
	Cary Rogers		Julie Rands		
	Laurie Curtis	X	Alysha Nichols		

Guests: Wayne Ball

Quorum (11) met: No, 6 Voting members present

Agenda Approval: July 26, 2022 Agenda

Motion to approve:

Second:

Action:

Minutes Approval: April 14, 2022 Minutes

Motion to approve:

Second:

Discussion:

Action:

Public Comment:

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

Orientation and Roberts Rules of Order

Wayne Ball

- Check out your SEAC binder for all more in-depth documents on the bylaws and Roberts Rules of Order
- Roberts Rules will just give you a walk through on how to follow procedures, and make motions and all of that
- Orientation required in statute each year
 - Demographics- put together as being a representative of the state of Kansas

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- We include memberships from a various list of agencies, as well as ex-official members
 - Rule for membership: 51% of the group must be individuals with disabilities and/or parents or guardians of children with disabilities.
 - Guests are welcome to attend the meetings
- Check out the National SEAC group as well

Bylaws/Conference Agenda

Bert Moore

- Brief walk through of the bylaws updates that have been made
 - Added KESEA as ex-officio member, add them to the bylaws
 - Please look over the responsibilities
- Will be advertising the open position and get the membership committee together review the candidates to make a recommendation, based on the 51% rule and the SBOE regions
- Went over the KSDE TASN July Leadership conference agenda
 - Discussed times and sessions available for those attending the conference

Reimbursements

Kayla Love

- Will be receiving reimbursement forms for each in person meeting, should be in our orange binder already
- Please fill out the reimbursement form, and attach receipts, such as hotels, tolls, etc. and submit them back to Kayla Love at klove@ksde.org so we can begin processing payments for reimbursement
- If you do not believe you have been entered into the KSDE please submit a W9, whether that be the company that is paying for your trip or yourself

Graduation Task Force

Jim McNiece and Trisha Backman

- No changes have been made to the graduation requirements since districts have the authority already to meet the needs of students for graduation
 - Not to make it easier, but making it more meaningful
- Looked at revamping of class categories
 - Change recommendation from 4 English Language Arts to 3.5 English language arts credits with the other 0.5 credit as a communication credit
 - That communication credit could possibly be received by real life experience rather than just learning from a textbook
 - Recommend changing Social Studies to Societies and humanities
 - Recommend change 1 credit fine arts to 0.5 credit fine arts but add 1 credit for arts and humanities
 - Foreign languages included in arts and humanities
- Students will also complete the FAFSA to gear the students towards the future
- Students will complete 2 or more post-secondary assets in:
 - academic choices

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- Including college credit hours, state assessments scores at 3 or 4, ASVAB completion, Senior Project
- Career and Real-World choices
 - Including Internships, Youth apprenticeship, Community service hours, CTE Scholar, Eagle Scout, 4-H
- This will be taken to the September or October board meeting to be voted on, and then turn around time is still within question as well

Council Ex-Officio Member Updates

- Families Together –
- Kansas Association of Special Education Administrators (KASEA) – Lena Kisner
Brief overview of KASEA and their vision and mission. Executive board meeting tonight and membership meeting following the July Leadership Conference on July 28.
- Disability Rights Center – Mike Burgess
- Kansas State Board of Education (KSBOE) Update –

Other Updates:

Special Education Advisory Council Meeting Dates 2022-2023

September 15, 2022

9 AM – 3 PM

Virtual

Closing Comments

Items for Next meeting

- Contact Trisha or Bert or Kayla with any new items

Action:

Motion to Adjourn:

Motion seconded:

Meeting adjourned: Chair called no further business and concluded at 2:30 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.

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SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date September 15, 2022

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	X	Lena Kisner		Whitney George
X	Heath Peine	X	Marvin Miller		Mike Burgess
			Matthew Ramsey		Laura Leistra- KDHE
	Barney Pontious Parent/Child to 26		Michelle Warner – Foster Care		
			Paul Buck		
X	Brandon Gay	X	Rebecca Shultz @9:50a		
X	Jennifer Kucinski	X	Sabrina Rishel @10:30a		
X	Jennifer Kurth @11:30a	X	Tobias Wood	X	Allison-Interpreter
		X	Trisha Backman	X	Tanya-Interpreter
X	Laura Thompson	X	Dr. Troy Pitsch		

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

	Jim McNiece	X	Ashley Enz		
X	Leslie Girard-Families Together				
X	Mike Burgess				
	Rocky Nichols				

KSDE Staff:

X	Bert Moore	x	Kristy Cotton		Kerry Haag
	Shane Carter	X	Kayla Love		Dean Zajic
X	Shanna Bigler	X	Brian Dempsey		Josie McClendon
	Cary Rogers		Julie Rands		
	Laurie Curtis		Alysha Nichols		

Guests:

Quorum (11) met: Yes, 12 Voting members present

Agenda Approval: September 15, 2022 Agenda

Motion to approve: Marvin Miller

Second: Tobias Wood

Action: Approved

Minutes Approval: April 14, 2022 Minutes

Motion to approve: Marvin Miller

Second: Jennifer King

Discussion:

Action: Approved

Minutes Approval: July 26, 2022 Minutes

Motion to approve: Tobias Wood

Second: Marvin Miller

Discussion:

Action: Approved

Public Comment:

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

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presented.

SETS New staff introductions

Bert Moore

- Crista Grimwood
- Ashley Niedzwiecki
- Sarah Reed
- Sami Reed
- Janis Tolly
- Heather Gould

SPP/APR

Brian Dempsey

- Currently in the beginning stages of gather data for the January 2023 submission of FFY21. FFY20 was submitted in January of this year, OSEP has provided feedback and did their final review and determination this summer. FFY20 is the first year of a six-year package, FFY19 was the last year of the prior package.
- SPP/APR Indications – Baselines, targets, and indicators were discussed last fall through the summer. The sub-indicators have expanded for several indicators with the new package.
 - Indicator 1: Graduation
 - Indicator 2: Drop Out
 - Indicator 3A: Participation for Students with IEPs
 - Indicator 3B: Proficiency for Students with IEPs (Grade Level Academic Achievement Standards)
 - Indicator 3C: Proficiency for Students with IEPs (Alternate Academic Achievement Standards)
 - Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)
 - Indicator 4A: Suspension/Expulsion
 - Indicator 4B: Suspension/Expulsion by Race/Ethnicity
 - Indicator 5: Education Environment (5-year-old kindergarteners-21)
 - Indicator 6: Preschool Environments
 - Indicator 7: Preschool Outcomes
 - Indicator 8: Parent Involvement
 - Indicator 9: Disproportionate Representation
 - Indicator 10: Disproportionate Representation in Specific Disability Categories
 - Indicator 11: Child Find
 - Indicator 12: Early Childhood Transition
 - Indicator 13: Secondary Transition
 - Indicator 14: Post-School Outcomes
 - Indicator 15: Resolution Sessions
 - Indicator 16: Mediation

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- Indicator 17: State Systemic Improvement Plan
- Kansas Performance on FFY2020 – No slippage so far in Indicators 2, 5, 6, 7, 8, 11, 12, 13, 15, 16, 17. Slippage in indicator 14. Indicators 2, 5, 6, 8, 15, and 16 met target. Indicators 7, 11, 12, 13, 14, and 17 did not meet target. Indicators 1, 3A, 3B, 3C, 3D, 4A, 4B, 9, and 10 have been reset and are baseline targets since this is a new package.
 - Graduation (Indicator 1) - Was reset as a baseline year because the methodology and data source changed.
 - Drop Out (Indicator 2) – There are two options. FFY2020 was done with option two which is what has been done historically but OSEP has required that for FFY2021 every state must use option one. This means the baseline will be changed this year as stakeholder input is gathered within the next month for the target setting. Historically, about 2.5 to 2.9% of students with IEPs drop out. The numerator was students with IEPs who drop out and the denominator was all Students with IEPs. Option One is a change in methodology which shrinks the denominator. The numerator is all students with IEPs and the denominator is all students with IEPs who exited from ages 14 to 21. The dropout rate is consistent but with the new method of computing drop out, the ratio will reflect a larger number. Dropout is a lag year so the closure of schools in Spring 2020 was included. KSDE met the target in FFY2020 for the first time despite never having any slippage. After looking at the standard deviation, this was decided as an anomaly and that FFY2021 would be a baseline year.
 - Preschool Environments (Indicator 6) – KSDE had not met this target in the past, but the Early Childhood 619 Coordinator has done a lot of work which resulted in meeting the target. Thank you to Julie Rand and the EC team for their work to improve their work to increase the inclusion of early childhood students with disabilities in general preschool programs.
 - Parent Involvement (Indicator 8) – Kansas met this target. Indicator 8 is a survey question for parents to share if they are included in a meaningful way in the IEP process.
 - Child Find (Indicator 11) – Kansas did not meet this target. Indicator 11 is a compliance indicator so the target is 100%.
 - Resolution Sessions and Mediation (Indicators 15 and 16) – Kansas is not as litigious as other states. Kansas does not have the minimum number of resolution or mediation sessions, so analysis of slippage does not occur. Formal complaints were a little higher this year. Kansas tends to resolve things in the districts and the team does a good job of engaging the parents/family and working with them through the complaints.
 - Slippage- The indicators are measured by increments of 1%. Slippage is anything over 1% from the prior year to the current year, slip more than 1% and that is slippage. If it's smaller than 1%, slippage is not identified.
- Indicators that Kansas did not Meet the Target - Indicators 7, 11, 12, 13, 14, and 17.
 - Indicator 7 – Preschool Outcomes
 - Kansas uses the Childhood Outcomes Summary Form.
 - Percent of children ages 3-5 with IEPs who demonstrate improved:
 - 7A: positive social-emotional skills (including social relationships).

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- 7B: acquisition and use of knowledge and skills (including early language/communication and early literacy) and
 - 7C: use of appropriate behaviors to meet their needs.
- 7A1 – FFY2020 Kansas Target – 89.63% FFY2020 Kansas Data – 88.85%
- 7B2 – FFY2020 Kansas Target – 62.25% FFY2020 Kansas Data – 61.00%
- 7C1 – FFY2020 Kansas Target – 90.12% FFY2020 Kansas Data – 89.58%
- 7C2 – FFY2020 Kansas Target – 75.76% FFY2020 Kansas Data – 75.23%
- The Kansas Target focuses on those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program.
- The Kansas Data focuses on the percent of preschool children who were functioning within age expectations in a given outcome by the time they turned six years of age or exited the program.
- KSDE is in the process of examining a number of factors that may have contributed to the decrease in performance on these targets including school building closures and changes in instructional delivery models due to COVID-19 interruptions, staff turnover at the local level, and increased requests for technical assistance with data entry.
- Indicator 11 – Child Find
 - FFY2020 Kansas Target – 100% FFY2020 Kansas Data – 99.11%
 - Percent of children who were evaluated within the state-established time frame (60 school days) of receiving parental consent for initial evaluation.
 - Kansas reports using data collected in the Kansas Integrated Accountability System web application.
 - Indicator 11 is a compliance indicator, and the required target is 100%. Kansas missed 100% compliance in FFY2020 by 24 students.
 - FY2019 was 99.5% and missed compliance by 12 students. This data is within the 1% allowance, so Kansas met the target.
- Indicator 12 – Early Childhood Transition
 - FFY2020 Kansas Target – 100% FFY2020 Kansas Data – 99.85%
 - Percent of children served in Part C prior to age three, who are found eligible for Part B, and for whom Part B develops and implements an IEP by their third birthday.
 - Kansas reports using data collected in the Kansas Integrated Accountability System web application.
 - Indicator 12 is a compliance indicator, and the required target is 100%. Kansas missed 100% compliance in FFY2020 by three students.
 - In FFY2019, compliance was missed by six students. This data is within the 1% allowance, so Kansas met the target.
- Indicator 13 – Secondary Transition
 - FFY2020 Kansas Target – 100% FFY2020 Kansas Data – 99.08%
 - 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

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services, including course 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.

- Kansas reports using data collected in the Kansas Integrated Accountability system web application.
- Indicator 13 is a compliance indicator, and the required target is 100%. Kansas missed 100% compliance in FFY2020 by four items of noncompliance.
- In FFY2019, compliance was missed by three items. This data is within the 1% allowance, so Kansas met the target.

○ Indicator 14- Post-School Outcomes

- 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.
 - 14B: Enrolled in higher education or competitively employed within one year of leaving high school.
 - 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.
- 14A – FFY2020 Kansas Target – 35.54% FFY2020 Kansas Data – 27.46%
- 14B – FFY2020 Kansas Target – 60.07% FFY2020 Kansas Data – 59.19%
- 14C – FFY2020 Kansas Target – 74.72% FFY2020 Kansas Data – 69.77%
- Kansas obtains this data by surveying youth one year after leaving high school.
- An examination of state-level data for this indicator suggests the slippage may be attributed to the COVID-19 interruptions, which has affected access to other postsecondary settings, possibly making it less likely students are participating. It also affected employment. Nearly 9% of exiters reported being laid off from a job as a result of COVID-19 and 195 reported a reduction in work hours. Many also reported waiting a year and then going back for safety reasons due to COVID-19.

- State Level of Determination – OSEP has a scoring rubric that grades on how the state has complied in a timely and accurate basis and reporting all the data and completing everything. They also look at NAEP scores.

- Kansas earned “Meet Requirements” which is the highest level of determination. Kansas has received this determination for over 10 consecutive years.
- Areas of growth for Kansas are in the area of children with disabilities who dropped out and scoring at basic or below grade level on the National

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Assessment of Educational Progress (NAEP).

- Received a 100% on the scoring rubric and the NAEP was in the 60s. It is not uncommon for NAEP to have a lower score. It has been recommended to continue working on the scoring rubric as NAEP is outside of what Kansas school districts have control.

DMS 2.0

Brian Dempsey

- In 2016, OSEP began providing differentiated monitoring and support (DMS) to States as part of its Results Driven Accountability (RDA) system under Parts B and C of the Individuals with Disabilities Act (IDEA). Under RDA, OSEP made a shift from monitoring based solely on compliance with IDEA requirements to monitoring and support focused on both compliance and improving results for infants, toddlers, [ADD: and] children with disabilities.
- Eight Components of General Supervision Monitoring
 - Fiscal Management – A system designed to ensure that IDEA funds are distributed and expended in accordance with Federal fiscal requirements. A State's fiscal management system will include documentation of required budgetary information, policies, and procedures reflecting IDEA, EDGAR, and Uniform Guidance requirements and evidence of implementation of those procedures all of which assist States in using Federal funds for improving performance and outcomes for infants, toddlers, and children with disabilities.
 - An effective fiscal management system will contribute to improved outcomes for infants, toddlers, children, and youth with disabilities and their families.
 - Integrated Monitoring – A multifaceted process or system which is designed to examine and evaluate States with a particular emphasis on educational results, functional outcomes, and compliance with IDEA procedural and programmatic requirements.
 - An effective integrated monitoring system will contribute to improved outcomes for infants, toddlers, children, and youth with disabilities and their families.
 - Sustaining Compliance and Improvement – A system for recognizing an improving compliance and performance including use of improvement activities, incentives, and sanctions.
 - A system designed to sustain compliance and improvement will contribute to improved outcomes for infants, toddlers, children, and youth with disabilities and their families.
 - Dispute Resolution – A system designed as part of a State's general supervisory responsibility to ensure implementation of IDEA's dispute resolution procedures consistent with IDEA Requirements.
 - An effective dispute resolution system will contribute to improved outcomes for infants, toddlers, children, and youth with disabilities and their families.
 - Technical Assistance and Professional Development - A system of technical

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assistance and professional development that uses data-informed root cause analysis areas to address State priorities and areas in need of improvement.

- An effective system for targeted technical assistance and professional development will contribute to the improved outcomes of infants, toddlers, children and youth with disabilities and their families.
- Data- A data system designed to ensure that the data collected and reported are valid and reliable and that information is reported to the Department and the public in a timely manner. The data system will inform and focus a state's improvement activities as well as verifying that the data collected and reported reflected actual practice and performance.
 - An effective system to collect and report timely and accurate data will contribute to improved outcomes for infants, toddlers, children, and youth with disabilities and their families.
- SPP/APR - A multifaceted plan that evaluates the State's efforts to implement the requirements and purpose of the IDEA and describes how the state will improve its implementation;
 - An SPP/APR that demonstrates progress on compliance and results indicators will contribute to improve outcomes for infants, toddlers, children, and youth with disabilities and their families.
- Implementation of Policies and Procedures - Policies and procedures outline the goals, objectives, processes, and statutory requirements of a Part B and Part C program, that are implemented with fidelity.
 - Effective implementation of policies and procedures will contribute to improved outcomes of infants, toddlers, children, and youth with disabilities and their families.
- Phased Monitoring
 - Phase 1 – Document Request and Protocol Interviews – The OSEP monitoring team will begin working with the State to prepare for the Phase 2 visit. Phase 1 will occur 5 months prior to the Phase 2 onsite/virtual visit. The OSEP monitoring team will review all publicly available information prior to working with the State.
 - A. 5 months prior to the phase 2 visit OSEP will send a document request for relevant information they have not found in their initial research. Please refer to the suggested documents listed below for an initial list of information they are seeking.
 - B. 4 months prior to the Phase 2 visit OSEP will conduct target interviews with State staff on the component-specific protocols.
 - Phase 2 – On-site/Virtual Visit through issuing of the Monitoring Report- Based on information collected during the Phase 1 work, OSEP will develop an agenda for the on-site/virtual visit focusing on the issues that require further exploration, deeper looks, or additional information.
 - Phase 3 – Close-out and Follow-up – In the year following the on-site visit, the OSEP State Lead will work with the State to ensure correction of any remaining outstanding findings, provide technical assistance, and support, and discuss progress in improving identified result areas.

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- Not sure if this will occur yet. The intent is to notify Bert in October via formal letter for notification of monitoring. If this does occur, Phase One will happen between the end of the year and January. Phase Two will happen between March and May.

Low Incidence License

Shane Carter

- License Available for a Deficiency
 - Non-renewable License (TN) – License for those who are deficient in their PLT or Content test and allows them to practice while working to get these tests passed. After passing, one can apply to upgrade the license. Available for those who have completed both in-state and out-of-state programs moving into the state of Kansas.
 - Transitional License (TRANS)
 - Available for individuals who are out of state applicants and [DELETE: is][ADD: are] deficient in recency (eight college credit hours or one year of accredited experience completed in the last six years). Allows individuals to gain the one year of experience. Cannot be deficient in both testing and recency.
 - Available for individuals who have a previous Kansas license that has been expired for six months (except for KPERS retired educators for the 2022-2023 school year). Allows individuals to work on meeting the renewal requirement.
 - Provisional License (PROVT and PROVS) - For both teaching and school specialist licenses. Candidates need to have completed 50% of a program. It is a two-year license and can be renewed once so an individual can use this type of license for four years. SPED endorsements need to have the completion of a methods course, characteristics course, and practicum.
 - Interim Alternative – For individuals who come from out of state and require review from the Licensure Review Committee to add early childhood, special education, or mild-moderate disability special education to their license. Cannot be offered by testing in Kansas currently. These individuals are still able to teach, focuses on what is listed on their license.
 - Waivers – Waivers must be submitted through Form 16. Waivers can be used for up to three years, but educators should move to the provisional license as soon as possible.
- Non-Traditional
 - Restricted Teaching License – Leads to a secondary content endorsement. A degree in secondary Content Background (to include PE, Music, and World Language) and passing the content exam is required.

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- Limited Apprentice License (LAL) – Endorsements are available for High Incidence Special Education only. Requirements include a year of experience as a special education para, bachelor's degree, and enrollment of an approved program. If an individual has served for a year as a substitute teacher in a SPED role, the para experience requirement can be exempt with Board approval.
- Limited Elementary Apprentice Program (LEAP) – This program is offered by Kansas State University only. Endorsement in Elementary K-6. Requires a bachelor's degree.
- Limited Teacher Apprentice Program (LTAP) - Program offered by Wichita State University only. Endorsements in Elementary K-6 and/or Early Childhood Unified B-Gr3. Has two different tracks: one for those who hold a bachelor's degree and one for those who do not have a bachelor's degree. There has been discussion on ending the no bachelor's degree track.
- CTE Specialized
 - Full-time must have five years of full-time work experience and industry recognized certificate (can be a trade competency exam).
 - Half-time must have a degree in the field, trade competency exam and either two years experience, industry recognized certificate, or occupational license.
- Endorsement Types
 - Early Childhood Unified
 - Issued at Birth to Kindergarten or Birth to Grade 3.
 - An educator can teach general education at endorsement grade levels, provide high incidence support services at endorsement grade levels, and provide low incidence support at endorsement grade levels.
 - Testing
 - Birth to K endorsement waivers and provisional licenses are available with the Interdisciplinary Early Childhood Education Praxis test code (5023).
 - Birth to Grade 3 has the Education of Young Children Praxis test code (5024). The Special Education: Preschool/Early Childhood test changed on September 1st, 2022. 5691 is the old test and 5692 is the regenerated test. ETS made a mistake and stated that 5691 would be available through August 1st, 2023, but since the communication has already been pushed out, they are honoring it.
 - WSU Tap allows individuals to teach in Early Childhood Unified Birth to Grade 3 position and/or Elementary Education K-6

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position. Depending on education history, an individual can qualify for a TAP license while completing the program.

- Elementary Education Unified
 - Issued at K-6 Grade Level. Will change to PreK-Grade 6 upon regulation approval.
 - An educator can teach general education at the PreK (three and four-year-olds) to Grade 6, provide high incidence support services at the K-Grade 6 level, and provide low incidence support services at the K-Grade 6 level.
 - Testing includes Elementary Education Content Knowledge for Teaching Praxis Test Code (7811) and Special Education: Core Knowledge and Applications Praxis test code (5354).
- Secondary Education Unified
 - 6-12. No programs are currently offered in Kansas, but the endorsement does exist.
- Recruitment Retention Meetings
 - Has happened over the summer apprenticeship. Includes apprenticeship, leadership, classroom redesign, communication plan, and testing.
- Apprenticeship
 - Kansas is starting a true federally registered apprenticeship program.
 - Federal requirements of a registered apprenticeship:
 - Structured-on-the-job learning (2,000 hours annually)
 - Job related education (bachelor's or master's program)
 - Wage progression
 - Mentorship
 - Valued credential
 - Administrative requirements:
 - An application must be submitted
 - Roles must be designated
 - Sponsor (District; the wage provider on a W-2)
 - Intermediary (KSDE; manages the program)
 - Additional sponsor (EPP)
 - Wage progression
 - Mentorship
 - Valued credential
 - Funding
 - Decision/Discussion Points
 - Special education is in a high-need area for vacancies so the apprenticeship will have a special education component.

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- Program types: traditional, non-traditional, endorsement areas.
- Designation of roles: KSDE, district, university, community college, service centers, High School CTE Youth Apprenticeships (Ed Rising).
- Identifying pilot universities and districts.
- Funding source to start program.
- On-going Work to start the program includes
 - Meet with KBOR.
 - Meet with KAPCOTE.
 - Establish final working group.
 - If interested, contact Shane Carter to be added to the list.
 - Seek KSBE approval.
 - Identify pilot district/university.
 - Develop policies and procedures to apply for the program.
 - Submit for grants for sustainability.
- Announcements
 - Vacancy Reports are due September 26th.
 - Mentors are due September 26th.
 - KLAS applications.

ESI Regulations

Scott Gordon

- Brief History
 - April 2013 – Kansas State Board of Education adopted Article 42. Regulated the use of emergency safety interventions. Became model language for the Freedom from Unsafe Seclusion and Restraint Act (2013, 2014). Parts have been amended in 2016 and 2017.
 - June 2016 – K.A.R 91-42-3 created a local dispute resolution process. Includes the procedure for parents to file complaint with local school board. Requires school boards to have a complaint investigation procedure. Requires the local school board to provide a final, written decision and provide that to the parents and KSDE. Requires publication of their local dispute resolution process somewhere on a school district website.
 - Parental Notification - Requires parental notification which includes that the school board “shall notify the parent on the same day” and must make two separate attempts. School boards “shall provide written documentation. . . no later than the school day following. . .” the alleged use of seclusion and/or restraint. Email is an acceptable format. The requirements of the notification “shall include. . . date, time, type, length of time, names of those involved” as well as causes for why the

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emergency safety intervention was used and the efforts to de-escalate prior to that usage.

- There is an exception if law enforcement or SRO has used seclusion or restraint on school grounds or during a school event, school must notify parent on the same day the school becomes aware. However, it is not required to provide written documentation though it is recommended.
- Administrative Review – There is a State Board-appointed hearing officer who reviews the local decision. It is an independent investigation which includes interviewing the school and district staff (especially those involved), reviewing district policies (which makes sure there are in compliance with the regulations), interviewing parents, and conducting an on-site investigation (such as viewing the area where the alleged inappropriate seclusion occurred for context).
- Notable Cases
 - The Headlock
 - Case #1: A 16-year-old was placed in a headlock by a paraprofessional and the parent was not notified by the school district was provided written documentation. The parent filed two formal complaints (12 and 28 days later) then requested an administrative review (58 days later). The district responded 5 days after the request saying that it was a personnel matter and did not follow up with any other information about how it was being handled.
 - Upon review, it was decided that the district handled it incorrectly since proper documentation was never provided, response was not timely, and no proof that the concern was taken seriously when the results of the investigation were not shared with the parent.
 - Escort v. Restraint
 - Physical restraint - Defined as bodily force used to substantially limit a student's movement except for consensual, solicited, or unintended contact and contact to provide comfort, assistance, or instruction.
 - Physical escort – Defined as temporarily touching or holding the hand, wrist, arm, shoulder, or back of a student for the purpose of inducing the student to walk to a safe location.
 - If a physical escort also meets the definition of a physical restraint, then it shall be treated as a restraint. If a child has the physical ability to step away from the individual, they are not restrained.

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- K.A.R 91-42-2(h) – States that the following shall not be deemed an ESI, if its use does not otherwise meet the definition of an emergency safety intervention: 1. Physical escort and 2. Time-out.
- Case #2: Change: This case details a situation where a staff member had completed CPI training on the “CPI Transport Position” in 2017. The CPI trainer assured trainees that its transport position was an escort and not a restraint and included a cross-arm grip, whereby staff would use both arms to lock the student’s forearms. A student could walk forward with staff “guiding” the student by pushing forward with their shoulders and hips. In this position, the student is not able to move to the right or left due to teacher’s pinching their sides, only being able to move forward.
- In this case, this type of escort was found to be a form of restraint. There were other allegations of restraint and seclusion. Parents sought access to see the video of their child’s escort and discovered the usage of CPI Transport and sought review. The school’s position was that it was not restraint as the student could still move by walking forward or dropping to their knees.
- The findings stated that it met the definition of a physical escort as well as meeting the definition of a physical restraint. Position was temporary but it exceeds “mere touching and holding”. Decided this position should be reported as an emergency safety intervention. The usage of the position was appropriate, but the issue lies in that it was not reported as a use of restraint.
- 13 Words
 - Case #3: This case took place in 2019. The student, who was a large male, was transported to a nearby seclusion room after banging his head on a table to the point where it can be described as a danger to self. Before using the seclusion room, staff did what they could to de-escalate the situation but were unsuccessful. Staff gave the student a choice to stop banging his head or go to a seclusion room. Parents alleged that this transport was a restraint. Parents were notified about this situation and asked to pick their child up. Upon arriving, parents saw the student being escorted by law enforcement in handcuffs to a police car.
 - During administrative review, district policy was reviewed, and it was determined it still referenced “CPI 2-person transport” as a physical escort rather than a restraint.
 - The school district used a form with three questions to give the district an opportunity to explain why ESI was used in this situation. The form

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meets regulations for documentation to give to the parents, but the issue was that the answers to the three questions only totaled up to thirteen words.

- Q: Description of the events leading up to the use of the Emergency Safety Intervention. A: "Self-Harm";
- Q: Description of the student behaviors that necessitated the Emergency Safety Intervention. A: "Self-Harm, worried about throwing desk";
- Q: Description of the steps taken to transition the student back into the educational setting. A: "Police matter; he was transported".
- The regulation does not specifically state how much had to be written for the documentation. The actions were found to be appropriate, but it is expected that the district should give the parents much more information than this.
- Evacuation vs. Seclusion
 - Case #4- A student occasionally needs de-escalation which often means the removal of all students from the room. The student is always with one or two adults.
 - Seclusion Definition– Placement of a student in a location where all the following conditions are met:
 - 1. The student is placed in an enclosed area by school personnel;
 - 2. The student is purposefully isolated from adult and peers;
 - 3. The student is prevented from leaving, or the student reasonably believes that the student will be prevented from leaving the enclosed area.
 - The findings for this case state that in order for it to be seclusion, the student must be *placed* in an enclosed area. The student must be purposefully isolated from adults AND peers. If at least one other person is in the room, it is not seclusion. This is different in this student's situation as everyone was evacuated instead of the student being placed in seclusion and that the student was only isolated from their peers not adults. The State Board has disagreed with this finding and put together a committee to resolve the issue in redefining seclusion.
- 2022 Version of K.A.R. 91-42-1
 - "Area of Purposeful Isolation" - Any separate space, regardless of any other use of that space, other than an open hallway or similarly open environment.
 - "Purposefully isolate" – The school personnel are not meaningfully engaging with the students to provide instruction and any one of the following occurs:

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- 1. Removal of the student from the learning environment by school personnel.
 - 2. Separation of the student from all or most peers and adults in the learning environment by school personnel.
 - 3. Placement of the student within an area of purposeful isolation by school personnel.
- Seclusion – Placement of a student for any reason other than for in-school suspension or detention, or any other appropriate disciplinary measure in a location. Here both of the following conditions are met:
 - 1. School personnel purposefully isolate the student; or
 - 2. The student is prevented from leaving, or the student has reason to believe that the student will be prevented from leaving, the area.
- Additions (d)
 - (d)(1) – When a student is placed in seclusion, a school employee must see and hear the student at all times;
 - (d)(2) – The presence of another person in the area of purposeful isolation or observing the student from outside the area of purposeful isolation shall not create an exemption from otherwise reporting the incident as seclusion;
 - (d)(3) – When a student is placed or otherwise directed to an area of purposeful isolation, the student shall have reason to believe that the student is prevented from leaving.
- The Kansas State Board of Education approved and submitted recommended changes to the ESI regulations to the Department of Administration. The changes in the regulations are currently under review and require a sixty-day public hearing period.
- Training Module
 - KSDE has developed a survey for agencies to use which is a simple set of questions that provide guidance on whether or not an incident or action could be defined as seclusion and/or restraint. The survey is NOT meant to be substituted for the district's required report following a seclusion and/or restraint. It is designed as a professional development tool to help staff analyze individual situations that could meet the reporting requirements for a seclusion and/or restraint.
 - The survey tool consists of a Qualtrics set of questions. It is an anonymous survey, so no data is collected, and responses are not saved. It is designed to be used multiple times. It does not replace any reporting requirements to parents or to KSDE. It will be published on KSDE website.
 - Survey included questions such as:

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- Did school personnel remove the student from the learning environment?
- Did school personnel separate the student from all or most peers and adults in the learning environment?
- Were school personnel meaningfully engaged with the student to provide instruction?
- Was the student prevented from leaving the location to which they had been removed?
- Did the student have reason to believe they could not leave their location?
- At the time, was the student subject to in-school suspension, detention, or any other appropriate disciplinary measure?
- Final Notes
 - When in doubt, report the incident as seclusion and/or restraint.
 - Every time a school misses a deadline or a notice requirement, ensure that parents get notification as soon as possible.
 - Local dispute resolution is designed so that a final decision is made by the local board.
 - For questions about the ESI Regulations, contact R. Scott Gordon at (785)296-3204 or sgordon@ksde.org
 - Leslie Girard expressed frustration that Families Together was not involved with the definitions in K.A.R. 91-42-1 despite the organization being intimately involved with this issue for years. She wanted to note that it's the first time she's heard about it since the Leadership Conference. Marvin Miller said it might have been because it was created during COVID and fell through the cracks.

KSDE Updates

Bert Moore

- SPP and DMS - KSDE is a compliance and results agency which means they have to review the compliance indicators and look at the results.
- As part of required federal monitoring for IDEA and Title 1 Part D (neglected/delinquent), Stacie Martin and Heather Gould are co leads for the Alternative Integrated on-site monitoring. The primary purpose is to ensure school age youth (general education and special education) that are in a facility supported by Title 1 Part D funds are receiving FAPE as well as educational supports and services. Facilities monitored include Juvenile Detention Centers (JDC), Kansas Department of Corrections State Adult facilities including KS Juvenile Correctional Center (KJCC), Psychiatric Residential Treatment Facilities, (PRTF) and Child In Need of Care facilities.]

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- In 2018, a statute was passed for KDHE Part C services and school districts to conduct an annual language assessment of any child who is deaf or hard of hearing. The language assessment becomes an IDEA responsibility if it is in an IEP as a special education service, otherwise, it is the school district's responsibility. School districts may contact Craig Neuenswander at KSDE if they have questions about how to fund this assessment.] The Kansas School for the Deaf will work with school districts to secure consent from the parent to perform this assessment. This assessment exists as a preventative measure since research has shown that students who are deaf or hard of hearing have language deficits that interfere with learning. Special education funds are to be used for special education services specified in a student's IEP. The School for the Deaf/Hard of Hearing was recommended by the Kansas Commission for the Deaf/Hard of Hearing to coordinate the language assessment. Contact Luanne Barron at the Kansas School for the Deaf/Hard of Hearing if you have questions.
- Transition Coordinating Council (TCC) – The TCC was formed to help meet the needs of students with disabilities to plan for post-secondary opportunities and access agency supports after school completion. The goal of the TCC is to coordinate with organizations that work with school districts to establish collaboration to support the transition needs of transition age youth. This includes access to employment, community engagement, and/or support services.
 - Stacey Martin represents KSDE on the TCC along with Andy Ewing and Bert Moore.
 - KU has developed a transition needs assessment which will be piloted with school districts.
 - KU would like to have all teachers that work with transition age students to complete the survey. Agencies will be asked to provide a list of secondary staff so the survey may be distributed. Agencies will be provided feedback on what is learned from the survey results.
 - The TCC has discussed holding a Transition Conference and will continue to discuss this topic.
 - For a list of transition trainings/workshop and to register for one or more of these opportunities, please visit the TASN website at www.ksdetasn.org.
- Tri-State Law Conference – The conference will be held in Omaha on November 3rd-4th. This conference is a training opportunity for special education administrators/leaders, attorneys and people working with dispute resolution.
- Midwest Education Leadership Conference – This conference will be held in Breckenridge on June 19th-21st. The enrollment is limited to 150. Bert is the Kansas representative for planning this conference. The conference information will be shared

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with special education administrators as soon as the planning committee opens registration.

- KSDE leadership recognizes that there is an extreme shortage of properly licensed teachers to fill open special education positions. The federal stimulus funds are available to support the recruitment and retention of licensed teachers.

Council Ex-Officio Member Updates

- **Families Together** – Lesli Girard
 - SICC Report April-July 2022
 - The quarterly report for this time period indicates that there were 1,085 individualized consultations and trainings of those trainings: 57% were Tier 1- Parent Assistance (PA), 15% were Event Registration/Attendance, 9% were Tier 2 PA, 8% were Professional Attendance, 6% were Tier 3 PA, 4% were Information & Referral, and 1% were Student Assistance Tier 1. **Tiers depend on level of complexity with assistance such as general questions (tier 1) to person-centered planning (tier 3).*
 - Ethnicity Breakdown: African American – 11%, Asian – 3%, Caucasian – 52%, Hispanic – 18%, Native American – 1%, Other – 1%, Two or More Races – 2%, Not Determined – 13%
 - Age of Child/Youth: Birth through 2 – 4%, 3-15 – 15%, 6-13 – 43%, 14-18 – 32%, 19-21 – 5%, 22 and over – 1%.
 - Also included information on primary disability count (highest included autism, other health impairment, and emotional disturbance), top 20 contact content (highest included IEP, family support, and accommodations/modifications), and other topics of interest.
 - Education Advocate:
 - April 2022 – 46 appointments (22 new), 32 cancellations (11 final), 78 processed, and 5 early childhood appointments.
 - May 2022 – 38 appointments (32 new), 35 cancellations (23 final), 73 processed, and 12 early childhood appointments.
 - June 2022 – 18 appointments (7 new), 26 cancellations (14 final), 44 processed, and 3 early childhood appointments.
 - Always have a huge increase in numbers during the start of the school year. There were 129 appointments and 143 cancellations.
 - Together We Can Learn Conference – The conference will be held on September 17th at KU Edward Campus. Michael Murray is one of the speakers and will focus on inclusion. There will also be sessions on suspension and discipline, mental health, School Mental Health Initiative, google mapping for community services, siblings with disabilities, and stepping ahead at age 3.
 - The new Guide for Special Education has been printed and was developed in collaboration with KSDE. there is a Spanish version available. It is available in PDF.
- **Kansas Association of Special Education Administrators (KASEA)** – Ashley Enz
 - Ashley will send out mission and vision. There are 8 regional KASEA representatives across the state.

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- KASEA is working on supporting new directors, partnering with KSDE, and exploring how to better support Interlocal especially in the are of budgeting and fiscal.
- KASEA is planning a winter conference in February.
- There is a KASEA communication committee that will help offer guidance on better ways to communicate KASEA's message and recognize KASEA as the go-to for questions on special education to be reached out about special education funding bills. Will continue to work on communication and partnerships with the Kansas School for the Deaf and Blind.
- **Disability Rights Center – Mike Burgess**
 - The DRC has recently been doing presentations on alternative supported decision making and alternatives to guardianship.
 - The PDH council put together a conference in Wichita for families over the weekend over supportive decision making and being aware of the available tools to assist parents and emancipated youth.
 - There is a State Rehabilitation Council meeting tomorrow. Mike is the Chair and Tammy is Vice Chair. The Council works on transition and how to better serve youth with disabilities receiving vocational rehabilitation services.
 - The legislature has created an interim committee to review the Intellectual and Developmental Disability Waiver Modernization. We are currently working on recruiting self-advocates and parents to share their perspectives. The waiting list for services is a current issue with an approximate 10-year waiting period. KDADS had a budget hearing last month and the DRC asked to consider adding 1,000 additional slots and to eliminate the 5-year waiting list.
- **Kansas State Board of Education (KSBOE) Update – Jim McNeese**
 - The KSBOE is in the process of reviewing the multiplier for accredited private schools under the rules of the Kansas State Activities Association.
 - Yesterday the KSBOE had a meeting with the Regents. Topics discussed included the] graduation requirements and the provision of pathways that will provide opportunities for students transitioning from high school to post-secondary, including students graduating with six to nine post-secondary credits.
 - The KSBOE received a report from the Graduation Task Force. Discussion took place on adding financial literacy and technology credit while modifying other current requirements to allow more flexibility for student choice. Value added credits were reviewed which considered projects, certificates, and school activities as possible sources of credit. It was emphasized that districts currently have the ability to do much of what was discussed through local control.

Other Updates:

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Special Education Advisory Council Meeting Dates 2022-2023

November 9, 2022

9 AM – 3 PM

TBD

January 10-11, 2023

April 13, 2023

Closing Comments

Items for Next meeting

- Contact Trisha or Bert or Kayla with any new items

Action:

Motion to Adjourn: Tobias Wood

Motion seconded: Troy Pitsch

Meeting adjourned: at 2:12 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.

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SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date November 9, 2022

Time 9:00 a.m. – 3:00 p.m.

Location: Hybrid- Zoom and KNEA

Call to Order: at 9:14 a.m.

Roll Call

Members (x present, blank absent):

	Jennifer King	x	Marvin Miller	x	Whitney George
	Heath Peine		Matthew Ramsey	x	Lindsey Graf
	Barney Pontious Parent/Child to 26	x	Michelle Warner – Foster Care		
x	Brandon Gay		Paul Buck		
	Jennifer Kucinski	x	Rebecca Shultz		
x	Jennifer Kurth		Sabrina Rishel	x	Kim-Interpreter
	Laura Thompson		Tobias Wood	x	Mary -Interpreter
x	Lena Kisner	x	Trisha Backman		
		x	Dr. Troy Pitsch		

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

	Jim McNiece	x	Ashley Enz		
x	Leslie Girard-Families Together		Jon Harding		
	Mike Burgess		Luanne Barron		
	Rocky Nichols				

KSDE Staff:

x	Bert Moore	x	Kristy Cotton	x	Kerry Haag
	Shane Carter	x	Kayla Love		Dean Zajic
	Shanna Bigler	x	Brian Dempsey		Josie McClendon
x	Cary Rogers		Julie Rand		
	Laurie Curtis	x	Alysha Nichols		

Guests:

Quorum (11) met: Yes, _14_ Voting members present

Agenda Approval: **November 9, 2022 Agenda**

Motion to approve: Marvin miller

Second: Rebecca Schultz

Action: Approved

Minutes Approval: **September 14, 2022 Minutes**

Motion to approve: Marvin miller

Second: troy Pitsch

Discussion:

Action: Approved

Public Comment:

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

Member Reports

SEAC Members

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- Marvin Miller attended Tri-State Law Conference. Thanks to Bert for being on the planning committee. It was a great event. Glad to be back in person. I walked away learning a lot of stuff.
- Trisha Backman getting ready to have graduates (20+) that will be graduating in December. This is youth in the department of corrections. They will be able to bring families and have a ceremony.
- Marvin Miller has a student that will be receiving a Infinetec Technology award for improving communication with his tablet communicating device.

New Members

Trisha Backman and Bert Moore

- Welcome Lindsay Graf
 - Lindsay was chosen because she has a lot of characteristics that will benefit our team.
 - Lindsay has been working in Burlington at Coffee County SPED Coop for several years. He worked with Lindsay personally. She meets the majority requirement, with a child with a disability.
 - Lindsey is glad to be apart of this group and has been in the business for 22 years. She is excited to share her knowledge and learn from others on the team as well.
- The Leadership group has decided to add the State schools, Kansas State School for the Blind and Kansas State School for the Deaf and Hard of Hearing to our meeting as ex-Officio members since they are apart of the state agency.

Graduation Task Force

Trisha Backman

- The task force has submitted recommendations but have not had the official meeting as the Task Force with the Board.
- We do know that we are not changing the requirements of 21 credits for all high school graduates, but we want to make sure that language is clear and even if a kid doesn't have an IEP but needs permission to graduate with 21 credits as opposed to the extra credits, they are eligible.
- We wanted to make sure we added a financial literacy piece and a digital citizenship piece. There will still be 6 elective credits but 1 credit will be half digital citizenship and half financial literacy.
- If you have suggestions of items you would like to make sure are considered in that, please email Trisha Backman or Jim McNiece

SPP/APR and DMS

Brian Dempsey

- We talked last at September's meeting and went through all of the indicators and what they were, where the data was from our FY20 submission, and we reviewed the slippage and the analysis that KSDE conducted.
- The submission of FFY21 is due by the end of January.
- We are in the process of gathering our data. OSEP has released the template for submission. We will again as a team in a few weeks and again in December to review

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those and do the analysis of those areas of slippage and add on the final touches to submit.

- We will bring this back in January to go over in detail the FFY21 indicators.
- For DMS: we are in Cohort 2. The minutes from the last meeting go over these in great details please check back to those.
 - We are continuing to gather as an internal core team to put everything together to tell Kansas's story.
 - At the beginning of the year will start a high-level review of where were at, starting with the fiscal component with Dwight Thomas (Federal Liaison). In the meantime, our federal partners are looking at our website and everything else.
 - The onsite "engagement" will not occur until September 2024
- If you have any questions regarding this, please contact Brian Dempsey, bdempsey@ksde.org.

Annual Report

Bert Moore

- We have emailed out the Annual report to the council for your review.
- Bert spent several weeks preparing this report and fine tuning all the details from last year's meetings.
- We start with the Secretary's letter then you'll find the bulleted list of the topics discussed.
 - This report does get reviewed by OSEP with they do their visit as well.
- Please review this and with any feedback or concerns please contact Bert Moore.

Licensure

Shane Carter

- Vacancy is considered to be any position that is not filled, or it is filled, but the person doesn't hold an appropriate license.
- Not considered a vacancy are positions filled by teachers on waivers, or substitute teachers that are filling in on a temporary, or if they have a special license.
- Went over the top 5 vacancy assignments:
 - Special Education
 - Fall 2021 we had 269, Fall 2022 we had 385 vacancies
 - Elementary
 - Fall 2021 we had 233, Fall 2022 we had 329 vacancies
 - English Language Arts
 - Fall 2021 we had 90, Fall 2022 we had 93 vacancies
 - Mathematics
 - Fall 2021 we had 83, Fall 2022 we had 85 vacancies
 - Science
 - Fall 2021 we had 80, Fall 2022 we had 95 vacancies

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- Total Vacancies:
 - Fall 2021 had 1253, Fall 2022 we had 1628 vacancies
- We looked at the break down of vacancies by Board Districts, it appears that District 5 have the most vacancies reports.
- Regulations Update:
 - The Board will vote at the December meeting to implement the suggested changes
 - Change Special Education Generalist, High Incidence to Secondary Education, Unified
 - Director of Special Education updates will include a new leadership license for Director of SPED, building leadership core plus SPED, and Ability to subsequently pursue district leadership license
 - Elementary education grade level will be changed to PreK-6

IDEA Due Process

Mark Ward

- 34 CFR 300.514c
 - You can find these redacted Due Processes on the KSDE webpage click on the Legal Special Education Law, down on the bottom you can find the decisions
- 21DP-001
 - This was filed in August of 2020 and decided in July of 2021
 - This one is roughly 220 pages long and the prevailing party is the parents
 - It was appealed and the review officer's decision was 148 pages.
 - It has now been appealed to the United States District Court.
 - This is a child find case. The hearing officer found 4 things:
 - The district failed to properly evaluate the child and;
 - Failed to develop an appropriate IEP
 - Failed to implement the IEP that they developed
 - Failed to provide and independent Educational Evaluation, that was requested by the parent and significantly impaired the parents' opportunity to participate in the decision-making process.
 - The parents were requesting private school tuition, and the hearing officer denied that request, even though he found against the school district on every issue
 - The order instead said the student was to remain in the district schools, but with the services of a Special Education IEP specialist, a Board-Certified Behavior Analyst, and an Educational Tutor all to be paid for by the district plus some ABA services
- 21DP-002

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- This one is about an 11-year-old girl, who was deaf or profoundly hard of hearing. She had cochlear implants at the age of 2 but never developed the ability to communicate verbally. One Summer she received extended school year services at the Kansas School for the Deaf, the parents liked that. They asked for her to be placed at the Kansas State School for the Deaf, the school denied that request.
- This went to due process and the hearing officer said that the district had failed to provide this child with a free and appropriate public education, and ordered the immediate enrollment in the school for the Deaf
- 22DP-001
 - This one is a child with escalating behavior and declining education or academic performance. He does have a 504 plan, but it is not working, and the teachers are complaining to the Assistant Principal.
 - The Assistant Principal responded by saying “Unfortunately, a lack of motivation isn’t a disciplinary action, so I can’t do much more than have a conversation.”
 - So, this went to Court, and even the teachers were testifying to this behavior
 - Teachers were testifying in Early December 2019. The Court stated that a district cannot ignore a clearly failing IEP.
 - When that happens, it is duty to meet and at least try something. The Failure to provide FAPE is when both sides are set stagnating. The student’s process is stagnating, and what the school is doing about it is stagnating.

Alternative Assessments

Cary Rogers

- This is an update on the 1% Threshold with has to do the alternative assessment with the most significant cognitive disability.
 - The 1% comes into play in the ESSA that was enacted in 2016.
 - SEAs must require LEAs that assesses more than 1% of its assessed students to submit information to the State justifying the need to exceed 1% threshold.
 - LEAs have to provide assurances that they are following the States guidelines for participation in the alternate assessment.
 - This is in regulation 34 CFR 200.6.
- If a child doesn't qualify for the alternate assessment is there an opportunity for parents to opt out of their child taking the state assessment?
 - There is a Special Circumstance code for parents to opt out that is available, however that does count against the district and the building for accountability purposes because the student is not being tested.

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- Another requirement with alternate assessments is, if an IEP team has determined that a student needs to that an alternate state assessment there are 2 why statements that the team must provide.
 - Must answer why the child cannot participate in the regular assessment and why that particular assessment is appropriate for that student.
- Data is shown all the way back to SY17-18.
 - SY17-18: ELA and Math above 1%, Science less than 1%
 - SY18-19: ELA, Math, and Science were all above 1%.
 - SY 19-20: Assessments were cancelled
 - SY20-21: ELA, Math, and Science were all below the 1%
 - SY21-22: ELA is at 0.94%; Math is at 0.94%; Science was 0.87%
- With the districts that have to provide justification we decided to help them out and provide them with their data, so they could provide better justifications. The data we provide is:
 - The number and percentage of students per subject
 - Data for each subject on the disability category so they can see exactly how many students in each disability category are taking the assessment.
 - Participation by subject Subgroup- disproportionality using risk ratio
 - Percentage of students performing at target or advanced on the DLM by subject.
- We also look at red flag data as part of our oversight with our LEAs
- We also implemented in 2020 the 3 levels of technical supports tiered system
 - Universal: includes online training and tools available for all districts; justifications and assurances required when they've tested over 1%.
 - Targeted Technical Assistance: Requires DLM training, review of what the district's data shows; student information sheets completed and submitted to KSDE; development of a plan, possible DLM test observations; justifications and assurances required
 - Intensive Technical Support: same as Targeted Technical Assistance plus the possibility of DLM test observations, and what the DLM test observations were with the targeted as well
- Question: Do you see the participation rates declining over the different grade bands (like more elementary than high school students taking the different DLM test) or are we seeing people phase off and move towards the general assessment?
 - We are seeing consistent changes, more so in the elementary. Part of that could be that we are really working with the districts that are on technical support. The issue at the secondary level is if that student has taken an alternate assessment since third grade, and they're currently a tenth grader, and they're still in a self-contained classroom, its real hard to move those students. However, there have

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been districts that have worked with us and said this student clearly with updated participation guidelines does not meet the eligibility.

- Any questions, please contact Cary Rogers; crogers@ksde.org.

Council Ex-Officio Member Updates

- **Families Together – Lesli Girard**
 - Families Together received some of the relief funds for KSDE, we have hired a few new people with those funds, including Lacey Reemer. We will start adding those to the report so you can see what we do with those specifically
 - There will be a position opening in Wichita that will focus on Transition aged kids, 13 and up
 - Lisa Howell is also new and works with kids in foster care ages 13 and up.
 - Continuing to see an increase in mental health and behavior calls.
 - Will change up the Annual statewide conference and add one or two team empowerment conferences
- **Kansas Association of Special Education Administrators (KASEA) – Ashley Enz**
 - The Kansas Special Committee on Education is holding a public hearing on November 10, 2022, at the Capitol Building.
- **Disability Rights Center – Mike Burgess**
 - KU received a grant that will support transition councils across the state, will support 8 of them.
 - Legislative Interim committee around the IDD waiver modernization, currently serving around 9,000 individuals, and 4800 on the waiting list. The wait is up to 10 years now.
 - The final settings rule (March 2023) that is when CMS final settings rule that specifies essentially that Medicaid funding has to be in the community, it cant be used in settings that isolate
 - A lot of effort around supported decision making
 - Today and Tomorrow there is a sequential intercept model work group meeting to develop recommendations. Hoping to create additional resources.
- **Kansas State Board of Education (KSBOE) Update –**
 - No updates
- **KSSD/KSSB-**
 - Will be attending our next meeting to provide an update.

Other Updates:

Special Education Advisory Council Meeting Dates 2022-2023

January 10-11, 2023

Topeka, KS

April 13, 2023

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Closing Comments

Items for Next meeting

- Contact Trisha or Bert or Kayla with any new items

Action:

Motion to Adjourn: Lena Kisner

Motion seconded: Marvin Miller

Meeting adjourned: at 11:33 am

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.

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SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date January 10, 2023

Time 1:00 p.m. – 3:00 p.m.

Location: Hybrid (KSDE/ZOOM)

Call to Order: at 12:03 p.m.

Roll Call

Members (x present, blank absent):

	Jennifer King	X	Lena Kisner	X	Whitney George
	Heath Peine	X	Marvin Miller	X	Mike Burgess
			Matthew Ramsey		Laura Leistra- KDHE
	Barney Pontious Parent/Child to 26	X	Michelle Warner – Foster Care		
			Paul Buck		
X	Brandon Gay		Rebecca Shultz		
X	Jennifer Kucinski		Sabrina Rishel		
X	Jennifer Kurth	X	Tobias Wood	X	Rachel-Interpreter
		X	Trisha Backman	X	Tanya-Interpreter
X	Laura Thompson	X	Dr. Troy Pitsch		

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

	Jim McNiece	X	Ashley Enz		
X	Leslie Girard	X	Luanne Barron		
X	Mike Burgess	X	Jon Harding		
	Rocky Nichols				

KSDE Staff:

X	Bert Moore	X	Alysha Nichols	X	Kerry Haag
X	Trisha Backman	X	Kayla Love		Dean Zajic
X	Shanna Bigler	X	Brian Dempsey		

Guests:

Quorum (11) met: Yes, 12 Voting members present

Agenda Approval: January 10 & 11, 2023 Agenda

Motion to approve: Laura Thompson

Second: Lindsey Graf

Action: Approved

Minutes Approval: November 9, 2022 Minutes

Motion to approve: Lena Kisner

Second: Lindsey Graf

Discussion:

Action: Approved

Public Comment:

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

Introduction of New SEAC Members

Bert Moore and Tobias Wood

- **Chris Reffett:** A parent with 2 children with special needs. Have 3 daughters, oldest and youngest have down syndrome. The oldest has a dual diagnosis of down syndrome and autism. The youngest has down syndrome and ADHD. So not only do I work with it in the school, but also as a parent

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- **Brooke Moore:** A parent with a child with a disability. An associate professor at Fort Hays State University, and she represents institutions of higher education that prepare special ed and related services personnel.

Membership Reports

- **Trish Backman:** get out and recruit people for open positions, especially Trish's position, which is someone who is actively engaged with corrections and special education.
 - In her last graduation in December, they graduated an all-time high of 32 students, not only through GED, but also full diploma as well as some who had doubled up and received all certificates to Washburn Tech.

SPP/APR

Brian Dempsey

- This is an annual performance report that is due to OSEP, due by February 1 each year. We are finalizing to submit our FY2021 Annual Performance Report. Once submitted OSEP reviews it, then provides us with feedback by April. Then we are given a 2-week turnaround period where we can clarify any comments that they have for us. Then they do a final review of everything.
- Kansas has received meets requirements for about 12-13 years now. They base this off of the accuracy of our data and our submission. There is a rubric which we have scored 100 on for compliance indicators consistently. Also, they look at the NAEP scores, which we don't control. We scored between 60-70 on the results indicators last year, which brought us down.
 - For which we averaged to about an 82, which is a couple of points from the next down level which was needs assistance.
 - We receive these numbers in June, then in the Fall we return to SEAC to go through our data for that Federal Fiscal Year that we submitted, and where we had slippage and where we were good.
- Indicator 1: Graduation Rate
 - Baseline is 84.54%
 - Target is 81%
- Indicator 2: Drop Out
 - Baseline is 2.41%
 - Target is 2.30%
- Indicator 3: State Assessments for Students with IEPs
 - 3A- Participation for students with IEPs

Reading		
Grade	Baseline	Target
4 th	93.05%	95.00%
8 th	89.14%	95.00%
10 th	84.38%	95.00%

Math

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Grade	Baseline	Target
4 th	93.98%	95.00%
8 th	89.85%	95.00%
10 th	85.23%	95.00%

- 3B- Proficiency for students with IEPs (Gen Ed Assessments)

Reading		
Grade	Baseline	Target
4 th	21.45%	21.45%
8 th	6.45%	6.45%
10 th	6.02%	6.02%

Math		
Grade	Baseline	Target
4 th	13.16%	13.16%
8 th	4.76%	4.76%
10 th	3.32%	3.32%

- 3C- Proficiency for students with IEPs (Alt assessments)

Reading		
Grade	Baseline	Target
4 th	43.91%	43.91%
8 th	22.11%	22.11%
10 th	15.89%	15.89%

Math		
Grade	Baseline	Target
4 th	19.75%	19.75%
8 th	10.54%	10.54%
10 th	14.23%	14.23%

- 3D- Gap in proficiency rates

Reading		
Grade	Baseline	Target
4 th	26.06%	26.06%
8 th	17.74%	17.74%
10 th	21.22%	21.22%

Math		
Grade	Baseline	Target
4 th	19.25%	19.25%
8 th	15.51%	15.51%
10 th	16.73%	16.73%

- 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

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with IEPs.

- Baseline is 0%
 - Target is 0.70%
- 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.
 - Baseline is 0%
 - Target is 0%
- Indicator 5: Education Environments for 5year old Kindergarteners through Age 21
 - A- Inside the regular class 80% or more of the day
 - Baseline is 70.25%
 - Target is 70.75%
 - B- Inside the regular class less than 40% of the day
 - Baseline is 7.04%
 - Target is 7.00%
 - In separate school, residential facilities, or homebound/hospital placements
 - Baseline is 2.21%
 - Target is 2.19%
- Indicator 6: Preschool Environments
 - A- Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
 - Baseline is 40.14%
 - Target is 38.33%
 - B- Separate special education class, separate school or residential facility
 - Baseline is 36.96%
 - Target is 38.10%
 - C- Receiving special education and related services in the home
 - Baseline is 1.98%
 - Target is 1.96%
- Indicator 7: Preschool Outcomes
 - A- Positive social-emotional skills (including social relationships)
 - 1: 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.
 - Baseline is 85.93%
 - Target is 89.63%
 - 2: 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.
 - Baseline is 65.16%
 - Target is 61.87%

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- B- Acquisition and use of knowledge and skills (including early language/communication and early literacy)
 - 1: 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.
 - Baseline is 86.38%
 - Target is 86.50%
 - 2: 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.
 - Baseline is 63.60%
 - Target is 65.25%
- C- Use of appropriate behaviors to meet their needs
 - 1: 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.
 - Baseline is 86.24%
 - Target is 90.12%
 - 2: 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.
 - Baseline is 76.79%
 - Target is 75.76%
- Indicator 8: Parent Involvement
 - Baseline is 78.34%
 - Target is 78.34%
- Indicator 9: Disproportionate Representation
 - Baseline is 0%
 - Target is 0%
- Indicator 10: Disproportionate Representation in Specific Disability Categories
 - Baseline is 0%
 - Target is 0%
- Indicator 11: Child Find- Timely Completion of Evaluation
 - Baseline is 98.40%
 - Target is 100%
- Indicator 12: Early Childhood Transition
 - Baseline is 72.00%
 - Target is 100%
- Indicator 13: Secondary Transition
 - Baseline is 99.84%
 - Target is 100%
- Indicator 14: Post-School Outcomes

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- Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
 - A: Enrolled in higher education within one year of leaving high school.
 - Baseline is 48.60%
 - Target is 41.00%
 - B: Enrolled in higher education or competitively employed within one year of leaving high school.
 - Baseline is 72.60%
 - Target is 65.60%
 - C: 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.
 - Baseline is 83.20%
 - Target is 79.09%
- Indicator 15: Due Process Resolution Sessions
 - Baseline is 35.00%
 - Target is 37.00-40.00%
- Indicator 16: Mediation
 - Baseline is 75.00%
 - Target is 77.00-80.00%
- Indicator 17: State Systemic Improvement Plan
 - Required to have a State Identified, measurable result that we report on.
 - We have utilized a curriculum-based measurement General Outcome measure that was focused on reading, and we are proposing to continue that.
 - Fast Bridge offer a new measure that takes us from looking at the percentage of students that perform at grade level benchmark to really a percentage that are improving at a typical to aggressive rate, a percentile of growth.
 - Baseline is 55.60%
 - Target is 55.60%
- Indicator 2, where are we and where are we going
 - Indicator 2's measurement changed. There used to be 2 options. We chose one of the options that gave us what you saw above, where the dropout rate was about 2-2.5% for students with the IEP that exited over the entire student with IEP population, this option is not available anymore.
 - Change to students with IEPs who drop out over Students with IEPs who leave through Graduation or other means, shrinking the denominator increasing the drop out range. The numbers are similar but makes it look different.
 - OSEP is not forcing this change for FFY 2020 but has to be done by FFY 2021.
 - When we calculated this a few years ago that data showed dropout rate was about 14.6%, however we went back and converted about a decade's worth of dropout data under that calculation, and we have not had that good of a calculation historically.
 - We decided we would stick with the old calculations because FFY 2020 was the year of remote work, so we didn't want to start with a baseline of our lowest data ever reported, to have to be better than that data at the end of FFY 2025,

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and we will switch to the other option this year. So, for FFY 2021 we will use baseline of 16.65%.

Motion to approve the baselines and Targets for SPP/APR submission in FFY 2021

Motion to approve: Marvin Miller

Second: Dr. Troy Pitsch

Action: Approved

DMS 2.0

Brian Dempsey

- **DMS stands for Differentiated Monitoring and Support**
- This is OSEPs monitoring of KSDE as we monitor LEAs
- There are 8 components that OSEP looks at, and we look at when we do our self-evaluation
 - Fiscal management
 - Integrated Monitoring
 - Sustaining Compliance and Improvement
 - Dispute Resolution
 - Technical Assistance and Professional Development
 - Data
 - SPP/APR
 - Implementation of Policies and Procedures
- **Phase Monitoring**
 - Phase 1: Document Request and Protocol Interviews
 - 5 months prior to Phase 2 they will send a document request for information to us
 - 4 months prior to Phase 2 they will do targeted interviews with State Staff. These are virtual to discuss what they can't find on the website or in the document requests
 - Phase 2: Engagement
 - On-site visit with KSDE and some Stakeholders for about a week. They will also look at an Urban and Rural district
 - Phase 3: Close-out and Follow up
 - Receive the report about 4 months after the onsite visits and work on within the year following to ensure corrections on any outstanding findings remaining.
 - Kansas is in Cohort 2, Team C so our Phase 2 is in September of 2024

SEAC Annual Report

Bert Moore and Tobias Wood

- Bert has reformatted this report, as it made it appear as if we worked on all targets at every meeting, and we were not. We reframed the outcomes that SEAC has and targeted the dates and topics that we covered based on that.

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- This is based on last year's meetings, and it is a summary of what SEAC has worked on and the accomplishments we have made, or felt we made
- Bert makes a report as the Secretary about how we want to work with SEAC to ensure that we are engaging stakeholders on topics related to serving students with exceptionalities in Kansas.
- It discusses the major responsibilities of SEAC and it's to advise, consult and provide recommendations to the KSBOE regarding matters concerning serving students with exceptionalities
- We list the vision and mission of the Board of Education as well as our goal for SEAC, which is to advocate for the educational system that achieves excellence, equity, and lifelong learning for each student with an exceptionality in Kansas. Then we have our belief statements.
- We provide them with the 21-22 membership list of SEAC
 - Listing their term dates, who they represent, if they meet the majority rule, the State Board Region, whether they're voting or non-voting, and their contact information
 - Also list our ex-officio members as well
 - Added the State School for the Deaf and Hard of Hearing and the State School for the Blind and Visually Impaired
 - Currently have 2 positions open
 - Person that works in the correctional facility
 - A business that works with vocational rehabilitation
- We reviewed our Council Accomplishments for last year
- We reviewed the newly formatted areas of focus, which there are 6 of.
- This report will be shared out with the State Board this afternoon for approval.

Recognition of Former Chair

Bert Moore and Tobias Wood

- We would like to honor Trish Backman for being our chair for most of this year and for being chair elect last year. She has been an integral part of the Special Education Advisory Council. She is no longer able to be a member of SEAC as she is now a member of the Kansas State Department of Education. We want to thank you for the leadership you have provided because you have taken us to great places.
 - Trish looks forward to continuing that work with the KSDE agency
- Troy Pitsch would like to move for resolution acknowledging the contribution from Trisha Backman

Motion: I move that the Kansas SEAC recognizes Trisha Backman's achievements and her contributions to the education of exceptional students in our state and specifically to the SEAC and its members; and express its appreciation and gratitude for those contributions and wishes her well in all the years to come, with many members looking forward to her continued interest in and support of exceptional students in Kansas.

Motion to approve: Dr. Troy Pitsch

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Second: Marvin Miller

Action: Approved

Other Updates: We will be having breakfast with the State Board and KSDE Leadership in the morning

Special Education Advisory Council Meeting Dates 2022-2023

April 13, 2023

9 AM – 3 PM

TBD

Closing Comments

Items for Next meeting

- Contact Tobias or Bert or Kayla with any new items

Action: Move to Adjourn the Meeting

Motion to Adjourn: Lindsey Graf

Motion seconded: Lena Kisner

Meeting adjourned: at 2:29 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.

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SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date January 11, 2023

Time 8:30 a.m. – 3:00 p.m.

Location: Hybrid (KSDE/ZOOM)

Call to Order: at **8:30 a.m.**

Roll Call

Members (x present, blank absent):

	Jennifer King	X	Lena Kisner	X	Whitney George
	Heath Peine	X	Marvin Miller		
X	Brooke Moore				
	Barney Pontious	X	Michelle Warner		
X	Chris Reffett		Paul Buck		
X	Brandon Gay		Rebecca Shultz		
X	Jennifer Kucinski		Sabrina Rishel		
X	Jennifer Kurth	X	Tobias Wood	X	Emily M-Interpreter
X	Lindsey Graf			X	Allison-Interpreter
X	Laura Thompson		Dr. Troy Pitsch		

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

	Jim McNiece	X	Ashley Enz	X	Jon Harding
X	Leslie Girard		Rocky Nichols	X	Luanne Barron
X	Mike Burgess				

KSDE Staff:

X	Bert Moore	X	Alysha Nichols	X	Kerry Haag
X	Trisha Backman	X	Kayla Love	X	Dean Zajic
X	Shanna Bigler		Brian Dempsey		Cary Rogers
	Ashley Niedzwiecki	X	Crista Grimwood		

Guests:

Quorum (11) met: Yes, 12 Voting members present

Public Comment:

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

McKinney-Vento Homeless Report

Maureen Tabasko and Roxanne Zillinger

- The original McKinney Vento act was signed in 1987 by President Reagan
- The act states that we have to provide every educational opportunity to families and children experiencing homelessness, as we would with anyone in the school.
- McKinney Vento was reauthorized in 2015
 - It became a law then that every school district in the country had to have a liaison for McKinney Vento
 - It also afforded the opportunity to have the McKinney Vento grants
- Most students experiencing homelessness are likely to be
 - Be chronically absent from school
 - Get lower grades
 - Have special education needs
 - Score poorly on assessment tests
 - Drop out of school
- Who is considered to be homeless under McKinney Vento?
 - As a student you need to have a loss in housing, due to a hardship of some kind
 - Such as Natural Disasters, separation of family, etc.
 - Not eligible for McKinney Vento are:

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- Moving across country, sold housing, and temporarily staying in a hotel
 - Other intentional situations
- There are 2 sub-categories of homeless children and youth:
 - Accompanied
 - At least one parent or full guardian is present
 - Un-accompanied
 - No parents or guardian is present
 - This includes a homeless child or youth not in the physical custody of a parent or guardian
- States and School districts must develop, review, and revise policies to remove barriers to the school identification, enrollment, and retention of McKinney Vento students
 - Including barriers due to outstanding fees, fines, or absences
- The local liaison in each district pretty much has the final say in who is eligible and who is not
 - These are made on a case-by-case basis
- We get provided the data (number of students) for McKinney Vento at the end of the school year, which we provide to the Department of Education. We always run off the previous year's data. This data is published on our website each year.
- If your district has reported 9 or fewer McKinney Vento students, you do not get added to the list for privacy reasons
- In the 2021-2022 school year (K-12 data)
 - Total of 7,129 homeless students identified
 - 891 were unaccompanied youth
- Data from 2017-2022
 - 18-19 school year is the last fairly accurate data since COVID
 - We had 9,014 K-12 students identified
 - We usually run between 7,000 and 10,000 homeless youth in the state of Kansas
 - We fully expect that by 2022-2023 school year we should make it back up to close to 10,000 identified
 - During the COVID pandemic, McKinney Vento youth went "missing" they had other obligations, so now in the 2021-2022 school year we are seeing those youth return back to their schooling
 - This is why the data took a dip from 18-19 to 21-22 school years
- McKinney Vento Funding Sources
 - Local funds
 - Community help
 - Donations
 - Title 1 money set aside

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- McKinney Vento Subgrant
 - 3-year competitive grant
 - Usually, 10-12 districts get awarded
 - Typically, 600-700 thousand dollars
- McKinney Vento Emergency Relief Fund
 - Also known as the ARP-HCY grant (American Rescue Plan- Homeless Children and Youth)
 - Totaled \$800 million nationwide
 - Kansas received about \$5 million
 - ARP-HCY I was a competitive grant as well at just over \$1 million
 - This was dispersed between the 12 districts that were awarded the subgrant awards
 - ARP-HCY II was \$4,083,208, every district was eligible for a portion of this money
 - If \$5,000 or less, it was to be set up in consortiums in rule of the federal government
 - We have 4 large consortiums in Kansas
 - ESSDACK/Orion
 - Greenbush
 - Smoky Hill Education Service Center
 - Southwest Plains Regional Service Center
 - There are 64 individual districts that received over the \$5,000
 - A total of 68 ARP II grants
 - Funds are available through September 30, 2024
 - Funds must be drawn down by January 31, 2025
- National resources and links were provided
- Please reach out to Maureen or Roxanne if you have any questions, mtabasko@ksde.org and rzillinger@ksde.org

Graduation Requirements

Dr. David Fernkopf and Dr. Robyn Kelso

- 2028 is when these changes to graduation requirements will go into effect
 - These are the current 7th graders
- Students will complete 2 or more postsecondary assets from 2 categories that align with their Individual Plans of Study
 - Career and Real-World Examples
 - JROTC
 - Youth Apprenticeships
 - 40 or more Community Service hours
 - 4-H

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- Girl Scouts/Boy Scouts
 - And more constantly being added
- Academic Examples:
 - ACT Composite (Score of 21 or higher)
 - ASVAB per requirements of military branch selected
 - SAT Score (1060 or higher)
 - 9+ college hours
- There are 21 credits for students for graduation that the state requires and still are, but have changed what the 21 credits look like
 - Currently require 4 credits of English Language Arts
 - Change to 4 credits of Communication
 - 3.5 ELA credits
 - 0.5 Communication credits
 - Currently 3 credits of history and government and 1 credit of fine arts
 - Change to 4 credits of Society and Humanities
 - No change in the courses needed
 - Currently require 3 credit of science and 3 credits of math
 - Change to 7 credits of STEM
 - 3 credits Math
 - 3 credits Science
 - 1 credit STEM elective
 - Computer Science
 - Robotics
 - Agriculture
 - And more
 - Currently require 1 credit of PE and 6 credits of electives
 - Change to 6 credits of Employability and Life Skills
 - 0.5 credit Physical Education
 - 0.5 credit Health
 - 0.5 credit Financial Literacy
 - 4.5 credits IPS choices (emphasis on CTE/Pathway courses)
- 21 credits are a state requirement, but it is local control. Most districts are at least 25 credits to graduate
 - There is law that students in the Foster Care system at any point during high school that only have to complete the minimum requirements
 - This does not include McKinney-Vento
 - Same for those in the juvenile system
- FAFSA
 - The Kansas Board of Regents recommended the mandatory completion of the FAFSA prior to graduation.
 - There is an opt-out for any student, family, or school
- Review Committee
 - Recommendation to form a review committee to gather input and provide recommendations to the SBOE on potential changes in the future
- The website has a New Graduation Requirement FAQ that is constantly being updated

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with more information

- For more information, please contact Dr. David Fernkopf (dfernkopf@ksde.org) or Dr. Robyn Kelso (rkelso@ksde.org)

Assessments

Beth Fultz

- We will just be discussing the English and Math assessments. These are given every year to all students in grades 3 through 8 and once in high school in 10th grade
- The NAEP is given every other year and that year changed during COVID. We went from odd years to even years in that change.
- English Language Arts
 - By grade level
 - Blue or the lowest level are the ones at level one
 - Grade 4 drops due to the changes of ELA
 - This level increases each year until they reach the high school scores, then they drop again
 - By Subgroup
 - Free and reduce lunch
 - Students with disabilities
 - English Language learners
 - 3rd grade
 - More students with disabilities test at a level 1 compared to All students
 - We are working on an English Assessment for 2nd graders to learn the areas for 3rd graders
- Math
 - By grade level
 - Some grades math is more difficult than other
 - By Subgroups from years 2018, 2019, 2021, and 2022
 - Free and reduce lunch
 - Mostly scoring in the Level 1 group, but rising throughout the years
 - Students with disabilities
 - Mostly scoring in the Level 1 group, staying steady over the years
 - English Language Learners
 - Mostly scoring in the Level 1 group, steadily rising throughout the years
 - 3rd grade
 - More students with disabilities score in Level 1 as compared to All Students
 - We do see better results in the ELA testing than we do Math
- We take the 4 levels and turn them into 8 levels, by breaking out by the middle of the scores in each level.
 - This creates a bottom and a top category for each level
- We like to look at the postsecondary effectiveness
 - This is 2 years after graduation
 - We looked at the 2017 10th graders

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- If we look at the graduation rate between top of level 1 and bottom of level 2, graduation rate jumps almost 10% and puts them at a 90% chance of graduating
 - And in a jump in postsecondary options by 15%
- We test about 35,000 2017 10th graders in both Math and ELA
 - Over 14,000 kids are at level 1 in Math
 - Meanwhile ELA has over 10,00 kids at level 1
 - There are more kids in Level 1 in 2022, than there were in 2017
- 2022 results
 - Math
 - We now have about 75,000 students in All Grades sitting at a high end of level 1, that we can push to a level 2
 - We have about 55% of the students with disabilities in a High Level 1
- If you have any questions, please contact Beth Fultz, bfultz@ksde.org

Alternative Monitoring of Correctional Facilities

Stacie Martin

- School districts are obligated to provide education services for juvenile detention centers, psychiatric residential treatment centers, and child in need of care facilities within that district's jurisdiction
 - Those in the Department of Corrections subcontracts with Smoky Hill Service Center to provide education services to those young adults in their programs
- School districts don't have IDEA obligations for youth with disabilities incarcerated in:
 - Federal Prison
 - Adult State Correctional Facility
 - State Juvenile Correctional Facility
- Exceptions that apply to ONLY youth with disabilities that are incarcerated in an adult correctional facility
 - State/Local Assessments and Transition services
 - FAPE for students over age 18 who were not identified prior to incarceration
 - Modify IEP or placement for bona fide security/penological interest that cannot otherwise be accommodated
- To learn about Title I Part D, please check out the fact sheet on the KSDE webpage
- We have integrated our monitoring with both IDEA and Title I Part D programs
 - This is a 3-year monitoring cycle
 - There are 34 facilities total
 - These are separated by Cohorts 1, 2, and 3
 - Currently in Cohort 1
 - We chose the facilities to monitor by the ones that receive Neglected and Delinquent funding through the local school districts
 - We notify the Superintendents, the Special Education Directors, Facility Directors, and the District Federal Programs about 6 months before we go onsite

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- Prior to Onsite visits
 - A few months prior to the visit, the facility receives a letter to schedule a meeting with them a few weeks prior to the onsite
 - This is a zoom meeting
 - We discuss the restriction we need to note
 - The agenda for that day
 - Who needs to be involved
- Onsite Monitoring Protocol
 - Usually scheduled for a half day between 9am and Noon, we leave it up to the facility though.
 - We take a facility tour while there
 - Interviews of the Facility Director, Education Director/Principal, and General and Special Education Teacher
 - These are all conducted separately, except the teachers
 - Classroom observations
 - Using the classroom checklist
 - We try to spend about 10-15 minutes in the room
 - We review 2 students file reviews
 - Usually have 2 reviewers
 - They use the IDEA/Gifted Self-Assessment and the Indicator 13 (Secondary transition) Checklist
 - We try to get different aged kids, younger and 16 and older
 - Visit for a summary report
 - Answer any further questions there may be
 - Write a summary of the overall visit and interviews conducted
 - Write a summary of the student IEP file reviews
- Interview questions
 - We ask the same questions of the Facility Director, the Education Director or Principal and the Teachers with a little varying difference
 - Topics looked at
 - Child Find
 - Student records
 - Credits/transcripts
 - Access to special education services/related services
 - Student progress
 - Secondary transition
 - Student discipline
 - Restraint or seclusion
 - Transition plans

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- Summary of experiences
 - They have certified teachers employed
 - But do struggle with staffing issues still
 - Online curriculum programs
 - Edgenuity or Odysseyware
 - There are longer stays in detention centers
 - Now could be a year or more, rather than 30 days
 - Mental Health Services
 - Transition related activities
 - Memorandum of Understandings
 - Policies and Procedures
- Once a youth turns 18, that same day they are shipped to the adult detention center
- We are now ready to start monitoring adult jails
 - We have had several revisions getting ready for this, but it is ready to launch
 - LEAs will complete a self-assessment on their policies and procedures
- We would like to extend the invitation to any of the SEAC council members to join us on one of our visits, please reach out to Stacie Martin if ever interested
- There are 12 detention centers around Kansas
 - That is down from when monitoring started, since some centers have closed
- Any questions please contact Stacie Martin, smartin@ksde.org or Heather Gould, hgould@ksde.org

ESI and SIG DIS Report

Shanna Hailey and Kelly Steele/Bert Moore

- We see the data from the past 5 years (2017-2022)
 - Total incidents from all accredited schools in Kansas
 - We don't monitor reservation programs any longer
 - They are back on the rise, since the drop in COVID years, since students were remote
 - While we had approximately 2,400 incidents, that took place with about 1,400 students
 - Most students with incidents have an IEP, then those without IEPs or 504s, and lastly those with 504 plans
- Has been clarified if you can put ESI in an IEP plan
 - ESI includes the word Emergency
 - Emergencies cannot be predicted. If it is in the IEP, then it shows intent to use, which is inappropriate. So DO NOT include it in the IEP
- Average age representation hardly changes, its usually always the 3rd graders between 8 and 9 years old

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- This is when all the changes are happening and the transitions from Early Childhood start
- ESI by ethnic and racial populations
 - This is compared to the population overall in the state
 - There are about 3 times the amount of African American students on average receiving Emergency Safety Interventions and compared to the White and Hispanic/Latino populations
- ESI by Gender
 - Boys significantly receive more ESI than females in both Restraint and Seclusion
- ESI by Free/Reduced lunch status
 - This doesn't help since we stopped doing applications during COVID years
 - Does show that those that received Free/Reduced lunch prior to COVID has more ESI
 - In 2017, 72% of all incidents had the student receiving Free/Reduced lunches
 - This has dropped since we have stopped applications during COVID
 - The applications have returned for this school year, so numbers should reflect this change.
- 13 schools were identified and flagged based on their use of ESI
 - A few schools misinterpreted how they needed to report
 - 2 schools were the PRTFs in the state
 - Have staff there working on other strategies
 - Several that the students were really struggling
 - Some weren't on IEPs yet and haven't been in school at all, and entering into the 2nd grade without experience
 - Lots of trauma response
 - None stuck out as misusing ESI
- Hoping to provide some clarity on ESI Train
 - The law requires that every school employee be trained in ESI law
- Foster Care students was another area that had a high trend; however, we did not collect the data trend to show you that
- ESI does not count against Timely and Accurate data
- For any ESI questions please reach out to Shanna Hailey, shailey@ksde.org or Trisha Backman, tbackman@ksde.org
- Sig Dis Update
 - We don't want to unnecessarily identify students and we don't want to over discipline students and we want students in the least restrictive environments We are currently working with a few districts on their Sig Dis
 - That includes data collection, stakeholder, root cause analysis and an action plan moving forward

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- For any questions, please reach out to Kelly Steele, ksteele@ksde.org

Member Reports

Membership

- **Lindsey Graf:** we have trainings in the district on Mandating Reporting, but it does feel like more of a checkbox. The trainings are great, but everything in one training just seems like a giant check box to go through.

Council Ex-Officio Member Updates

- **Families Together** – Lesli Girard
 - Families Together is the Federally designated parent training and information Center for Kansas
 - We have held this for 40 years, it is a competitive grant cycle
 - All staff members have a family member with a disability or special health care needs
 - Data from Families Together for past 6 months (July-December 2022)
 - 2,296 individualized consultations and training
 - Most are the Tier 1 PA questions (the easy to answer questions)
 - Most assistance is provided to the parents
 - The primary disabilities we help are:
 - Autism
 - Other Health Impairment
 - Emotional Disturbance
 - And those without IDEA Disabilities
 - We primarily help those who are Caucasian at 52% of all ethnicity groups
 - We primarily help youth aged 6-13 at 43%, closely followed by 14-18 at 32%
 - The main content areas people focus on are:
 - IEPs
 - Family Support
 - Parent Rights
 - Accommodations/Modifications
 - Behavior/BIP/FBA
 - And more!
 - Other topics of interest are:
 - MTSS
 - Formal Complaints
 - Bullying
 - Mental Health
 - And more!
 - Education Advocate
 - In December there were 38 appointments made

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- 13 of which were new
 - We received 49 cancellations
 - 31 of which were final
 - Final means they graduated, or they no longer need services
 - We had 87 processed and 5 early childhood appointments
- Went over the lifecourse portfolio for IEP meetings
- We need more Education Advocates in the Wichita Area
- **Kansas Association of Special Education Administrators (KASEA) – Ashley Enz**
 - Advocacy Day at the Capitol that was in November
 - FAQ document on the Interagency Collaboration
 - With KASEA, USA-KS, And KASB
 - KASEA Winter Conference
 - February 21-22, 2023
 - Bishop Professional Development Center in Topeka
 - Keynote: David Bateman. Ph.D.
- **Disability Rights Center – Mike Burgess**
 - Working on a supportive decision-making resource website
 - Will provide videos on what is supportive decision making
 - Will provide specific Kansas resources
 - Hopeful to have the website up and running in about a week
 - Would love to speak on supportive decision making and alternatives to guardianship
 - If you have a group or a meeting, please reach out to Mike Burgess
 - Legislative Updates
 - Advocating for Fully Funding Special Education
 - Advocacy for increasing waiver slots and increasing the waitlist
 - Hopefully will create more waivers in the future to eliminate the waiting list
 - Supporting a supportive decision-making agreement bill
 - Kathy's Bill
 - Creates a disability hiring preference within the State employment system
- **Kansas State Board of Education (KSBOE) Update – Jim McNiece**
- **Kansas State School for the Blind/Visually Impaired- Jon Harding**
 - Been around since 1867
 - Not apart of the K-12 funding formula, we are funded separately through the Legislature
 - We do have the State Board as our local board
 - We serve kids Birth through Age 21 across the state

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- 1,500 kids we believe are blind or low vision to impact their education
- We impact 800 of those kids
- On campus we serve about 50 kids with our programs
- Visit KSSB.net for data and other information
- We have 2 TASN projects
 - Instructional research Center provides documents to those in need
- Teacher Training program
- Deaf/Blind project that is federally funded
 - About 165 on the registry
 - We also have a Deaf/Blind Fund from KSDE
 - They apply for funds for Technical Assistance and Equipment
- We focus on STEM and hands on materials
 - Also bought a large van to travel around with STEM equipment for kids
- Kid ran Podcast
 - 32 episodes student ran
 - <https://discover-podcasting.simplecast.com/>
- Blind Sports Camp in May this year
- Field Services
 - We have 15 people to help those out in the field so they don't have to attend the school in person and can stay in the hometown
- The Braille Bean
 - Project life program
 - Kids built business
 - "The best coffee you've never seen"
 - Roast beans, package them, and market them, sell and deliver
 - Productions down and sales through the roof
 - Kid ran coffee bean business
 - <https://kssb-makes.square.site/>
- **Kansas State School for the Deaf/Hard of Hearing- Luanne Barron**

Other Updates:

If there are conferences you wish to attend, please reach out to Kayla Love

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Special Education Advisory Council Meeting Dates 2022-2023

April 13 2023

9 AM – 3 PM

TBD

Closing Comments

Items for Next meeting

- Contact Tobias or Bert or Kayla with any new items

Action:

Motion to Adjourn: Marvin Miller

Motion seconded: Lindsey Graf

Meeting adjourned: at 2:50 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.

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SPECIAL EDUCATION ADVISORY COUNCIL MINUTES



Details

Date April 13, 2023

Time 9:00 a.m. – 3:00 p.m.

Location: Zoom

Call to Order: at 9:03 a.m.

Roll Call

Members (x present, blank absent):

x	Jennifer King	x	Marvin Miller	x	Whitney George
	Heath Peine		Matthew Ramsey	x	Lindsey Graf
	Barney Pontious Parent/Child to 26		Michelle Warner – Foster Care	x	Chris Reffett
x	Brandon Gay		Paul Buck		
x	Jennifer Kucinski		Rebecca Shultz		
	Jennifer Kurth		Sabrina Rishel		Kim-Interpreter
x	Laura Thompson	x	Tobias Wood		Mary -Interpreter
x	Lena Kisner		Trisha Backman		
		x	Dr. Troy Pitsch		

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

x	Jim McNiece	x	Ashley Enz		
x	Leslie Girard-Families Together		Jon Harding	x	Deb Howser (for Jon)
	Mike Burgess	x	Luanne Barron		
	Rocky Nichols				

KSDE Staff:

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

Guests:

Quorum (11) met: Yes, __12_ Voting members present

Agenda Approval: April 13, 2023 Agenda

Motion to approve: Lindsey Graf

Second: Jennifer King

Action: Approved

Minutes Approval: January 10 & 11, 2023 Minutes

Motion to approve: as edited Lena Kisner

Second: Marvin Miller

Discussion: Corrections suggested by Lena Kisner-Page 3 on 1/10 → Brooke Moore is a professor at Fort Hays State University. Page 7 on 1/10 → Indicator 13 baseline 99.8

Action: Approved

Public Comment:

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

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July Leadership

Bert Moore and Kayla Love

- Kayla has put the registration information for the July Leadership in the packet. SEAC will meet on Thursday, July 27, 2023. SEAC is now scheduled at the end of the conference instead of the day before as there were so many competing activities. This is an opportunity for SEAC members to have hotel paid and receive the per diem. Please coordinate with Kayla if you would like to attend.
- The conference begins on July 26. If you would like to attend the Special Education or Local Consolidated Plan Quarterlies, they are held on July 25. These are called Quarterlies as we offer four per year. On July 26, the conference begins at 8am and concludes at 4:30pm, and on July 27 the conference begins at 8am and ends at noon, with Special Education Advisory Council and School Mental Health then meeting from 1pm to 4pm. Also, your registration includes breakfast and lunch on the 26th and breakfast and lunch on the 27th.
- You do not have to attend the conference. You do not have to pay the registration fee to come to SEAC on July 27th from 1-4pm. If this is all you wish to attend, KSDE will still pay travel. However, you are given the professional development opportunity to attend the entire event. Below is the link to register for the July Leadership Conference:
- https://reg.learningstream.com/reg/event_page.aspx?ek=0009-0020-d5dbf85d1fed416b843145b39204f6ee

SPP/APR

Brian Dempsey

- This will be a review of the SPP/APR of Federal Fiscal Year (FFY) 2021. These reports are due by February 1 of each year. The report that was reviewed in January is what was submitted. Two changes were made on baselines that SEAC approved, one was Indicator 2 and the other Indicator 17.
- Indicator 1: Graduation
 - Baseline: 84.54%
 - FFY 2021 Data: 81.92%
 - FFY 2022 Target: 81.90%
- Indicator 2: Drop Out
 - Baseline: 16.65%
 - FFY 2021 Data: 16.65%
 - FRY 2022 Target: 16.28%
- Indicator 3: State Assessments for Students with IEP's
 - 3A- Participation for students with IEPs (includes AA students)
 - 4th Grade Reading
 - Baseline: 93.05%
 - FFY 2021 Data: 97.66%
 - FFY 2022 Target: 95.00%

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- 8th Grade Reading
 - Baseline: 89.14%
 - FFY 2021 Data: 96.81%
 - FFY 2022 Target: 95.00%
- 10th Grade Reading
 - Baseline: 84.38%
 - FFY 2021 Data: 94.37%
 - FFY 2022 Target: 95.00%
- 4th Grade Math
 - Baseline: 93.98%
 - FFY 2021 Data: 97.69%
 - FFY 2022 Target: 95.00%
- 8th Grade Math
 - Baseline: 89.85%
 - FFY 2021 Data: 96.72%
 - FFY 2022 Target: 95.00%
- 10th Grade Math
 - Baseline: 85.23%
 - FFY 2021 Data: 93.92%
 - FFY 2022 Data: 95.00%
- 3B- Proficiency for students with IEPs (Grade Level Academic Achievement Standards)
 - 4th Grade Reading
 - Baseline: 21.45%
 - FFY 2021 Data: 18.38% Slippage
 - FFY 2022 Target: 21.81%
 - 8th Grade Reading
 - Baseline: 6.45%
 - FFY 2021 Data: 4.55% Slippage
 - FFY 2022 Target: 6.57%
 - 10th Grade Reading
 - Baseline: 6.02%
 - FFY 2021 Data: 4.65% Slippage
 - FFY 2022 Target: 6.22%
 - 4th Grade Reading
 - Baseline: 13.16%
 - FFY 2021 Data: 16.35%
 - FFY 2022 Target: 13.31%
 - 8th Grade Reading
 - Baseline: 4.76%
 - FFY 2021 Data: 5.02%
 - FFY 2022 Target: 4.90%
 - 10th Grade Reading
 - Baseline: 3.32%
 - FFY 2021 Data: 2.92% Slippage

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- FFY 2022 Target: 3.41%
- 3B: Proficiency for Children with IEPs (Grade Level Academic Achievement Standards) Slippage
 - Slippage Reasons for Reading
 - An examination of state-level data for this indicator suggests the slippage may be attributed to the COVID-19 interruption, which affected reading scores for all students
 - The state saw a drop in proficiency for all 4th grade students from 2021. When comparing the drop in proficiency for students with no disability (4.23%) to those with disabilities (3.07%), the students with disabilities saw a smaller decrease in proficiency than those with no disability
 - The state saw a drop in proficiency for all 8th grade students from 2021. When comparing the drop in proficiency for students with no disability (3.59%) to those with disabilities (1.90%), the students with disabilities saw a smaller decrease in proficiency than those with no disability
 - The state saw a drop in proficiency for all HS students from 2021. When comparing the drop in proficiency for students with no disability (1.70%) to those with disabilities (1.37%), the students with disabilities saw a small decrease in proficiency than those with no disability
 - Slippage reasons for Math (HS)
 - An examination of state-level data for this indicator suggests the slippage may be attributed to a combination of the COVID-19 interruption and the new high school math assessment with new cut scores for 2022
- 3C- Proficiency for students with IEPs (Alternate Academic Achievement Standards Assessment)
 - 4th Grade Reading
 - Baseline: 43.91%
 - FFY 2021 Data: 40.00% Slippage
 - FFY 2022 Target: 45.53%
 - 8th Grade Reading
 - Baseline: 22.11%
 - FFY 2021 Data: 24.68%
 - FFY 2022 Target: 22.83
 - 10th Grade Reading
 - Baseline: 15.89%
 - FFY 2021 Data: 9.70% slippage
 - FFY 2022 Target: 16.82%

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- 4th Grade Math
 - Baseline: 19.75%
 - FFY 2021 Data: 17.14% Slippage
 - FFY 2022 Target: 20.26%
- 8th Grade Math
 - Baseline: 10.54%
 - FFY 2021 Data: 14.19%
 - FFY 2022 Target: 11.13%
- 10th Grade Math
 - Baseline: 14.23%
 - FFY 2021 Data: 13.38%
 - FFY 2022 Target: 14.41%
- Slippage Reasons for Reading
 - An examination of state-level data for this indicator suggests the slippage may be attributed to the COVID-19 interruption, which affected reading scores for all students. The state experienced a drop in proficiency for all 4th grade students from 2021
 - An examination of state-level data for this indicator suggests the slippage may be attributed to the COVID-19 interruption, which affected reading scores for all students. The state experienced a drop in proficiency for all high school students from 2021
- Slippage Reasons for Math
 - An examination of state-level data for this indicator suggests the slippage may be attributed to the COVID-19 interruption which affected math scores for all students. The state experienced a drop in proficiency for all 4th grade students from 2021
- 3D- Gap in proficiency rates (Grade Level Academic Achievement Standards)
 - 4th Grade Reading
 - Baseline: 26.06%
 - FFY 2021 Data: 24.02%
 - FFY 2022 Target: 26.65%
 - 8th Grade Reading
 - Baseline: 17.74%
 - FFY 2021 Data: 15.80%
 - FFY 2022 Target: 17.28%
 - 10th Grade Reading
 - Baseline: 21.22%
 - FFY 2021 Data: 20.51%
 - FFY 2022 Target: 20.91%
 - 4th Grade Math
 - Baseline: 19.25%
 - FFY 2021 Data: 18.58%
 - FFY 2022 Data: 19.07%
 - 8th Grade Math
 - Baseline: 15.51%

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- FFY 2021 Data: 15.36%
 - FFY 2022 Target: 15.32%
 - 10th Grade Math
 - Baseline: 16.73%
 - FFY 2021 Data: 17.22%
 - FFY 2022 Target: 16.64%
- Indicator 4: Suspensions/Expulsions
 - 4A: Percent of districts that have significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs
 - Baseline: 0.00%
 - FFY 2021 Data: 0.00%
 - FFY 2022 Target: 0.70%
 - 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
 - Baseline: 0.00%
 - FFY 2021 Data: 0.00%
 - FFY 2022 Target: 0.00%
- Indicator 5: Education Environment for 5-year-old kindergarten through age 21
 - A. Inside the regular class 80% or more of the day
 - Baseline: 70.25%
 - FFY 2021 Data: 71.30%
 - FFY 2022 Target: 71.00%
 - B. Inside the regular class less than 40% of the day
 - Baseline: 7.04%
 - FFY 2021 Data: 6.57%
 - FFY 2022 Target: 7.00%
 - C. In separate schools, residential facilities, or homebound/hospital placements
 - Baseline: 2.21%
 - FFY 2021 Data: 2.10%
 - FFY 2022 Target: 2.18%
- Indicator 6: Preschool environment
 - A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
 - Baseline: 40.14%
 - FFY 2021 Data: 43.28%
 - FFY 2022 Target: 39.30%
 - B. Separate special education class, separate school, or residential facility
 - Baseline: 36.96%
 - FFY 2021 Data: 35.34%
 - FFY 2022 Target: 36.84%

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- C. Receiving special education and related services in a home
 - Baseline: 1.98%
 - FFY 2021 Data: 1.04%
 - FFY 2022 Target: 1.94%
- Indicator 7: Preschool Outcomes
 - A. Positive social-emotional skills (including social relationships)
 - 1. 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
 - Baseline: 85.93%
 - FFY 2021 Data: 87.61% Slippage
 - FFY 2022 Target: 89.90%
 - 2. 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
 - Baseline: 65.16%
 - FFY 2021 Data: 60.30% Slippage
 - FFY 2022 Target: 62.70%
 - B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
 - 1. 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
 - Baseline: 86.38%
 - FFY 2021 Data: 87.89%
 - FFY 2022 Target: 86.72%
 - 2. 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
 - Baseline: 63.60 %
 - FFY 2021 Data: 59.69% Slippage
 - FFY 2022 Target: 62.59%
 - C. Use of appropriate behaviors to meet their needs
 - 1. 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
 - Baseline: 86.24%
 - FFY 2021 Data: 88.54% Slippage
 - FFY 2022 Target: 90.36%
 - 2. 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

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- Baseline: 76.79%
 - FFY 2021 Data: 72.28% Slippage
 - FFY 2022 Target: 76.03%
- Reason for all Slippage
 - An examination of state-level data for this indicator suggests the slippage may be attributed to the COVID-19 interruption. Factors are long term COVID-19 impact, staff turnover at the local level, and increased requests for technical assistance with data entry
- Indicator 8: Parent Involvement
 - Percent of parents with a child receiving special education services who report that school facilitated parent involvement as a means of improving services and results for children with disabilities
 - Baseline: 78.34%
 - FFY 2021 Data: 86.41%
 - FFY 2022 Target: 78.50%
- Indicator 9: Disproportionate Representation
 - Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification
 - Baseline: 0.00%
 - FFY 2021 Data: 0.00%
 - FFY 2022 Target: 0.00%
- Indicator 10: Disproportionate Representation in Specific Disability Categories
 - Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification
 - Baseline: 0.00%
 - FFY 2021 Data: 1.07% Slippage
 - FFY 2022 Target: 0.00%
 - Reasons for slippage
 - State level analysis indicates slippage may be attributed to the shift from use of weighted risk ratio to risk ratio; district use of outdated or inconsistent policies, practices, and procedures; and a lack of continuing district professional development for new and veteran staff
- Indicator 11: Child Find
 - Percentage 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
 - Baseline: 98.40%
 - FFY 2021 Data: 99.63%
 - FFY 2022 Target: 100.00%
- Indicator 12: Early Childhood Transition
 - 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 birthday
 - Baseline: 72.00%

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- FFY 2021 Data: 99.86%
 - FFY 2022 Target: 100.00%
- Indicator 13: Secondary Transition
 - 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 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
 - Baseline: 99.84%
 - FFY 2021 Data: 98.95%
 - FFY 2022 Target: 100.00%
- Indicator 14: Post-School Outcomes
 - Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school were:
 - A. Enrolled in higher education within one year of leaving high school
 - Baseline: 48.60%
 - FFY 2021 Data: 26.84%
 - FFY 2022 Target: 45.00%
 - B. Enrolled in higher education or competitively employed within one year of leaving high school
 - Baseline: 72.60%
 - FFY 2021 Data: 55.16% Slippage
 - FFY 2022 Target: 69.60%
 - Reasons for slippage:
 - An examination of the state-level data for this indicator reveals a decrease of 4.03% below the previous year. Slippage appears attributed to respondents indicating health/disability prevented or interfered with the pursuit of continued education/postsecondary school, combined with above average state workforce unemployment rates limiting employment opportunities during this collection period
 - C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within on year of leaving high school
 - Baseline: 74.72%
 - FFY 2021 Data: 69.62%
 - FFY 2022 Target: 81.09%
- Indicator 15: Due Process Resolution Sessions
 - Percent of hearing requests that went to resolution sessions that were resolved

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through resolution session settlement agreements

- Baseline: 35.00%
- FFY 2021 Data: Did not meet threshold
- FFY 2023 Target: 37.00-40.00%
- Indicator 16: Mediation
 - Percent of mediations held that resulted in mediation agreements
 - Baseline: 75.00%
 - FFY 2021 Data: Did not meet threshold
 - FFY 2022 Target: 77.00-80.00%
- Indicator 17: State Systemic Improvement Plan
 - The State's SPP/APR includes a State Systemic Improvement Plan that meets the requirements set forth by 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 2021 Data: 55.58%
 - FFY 2022 Target: 55.70%
- After submission of the SPP/APR, OSEP will review and then provide feedback. After that, the State has 2 weeks to respond.

VI Eligibility

Bert Moore

- In November, OSEP notified KSDE that they were concerned about the restrictive nature of how students with visual impairments were being looked at for receiving special education services with or without correction.
- On March 10, KSDE received a letter that said there was something on our website which was considered to be questionable about whether or not it was too restrictive. The letter did not specifically identify the document, but a fact sheet was located on our website. This fact sheet evidently had acuity levels that showed some narrowing bands of when a child might be considered eligible for services. Vision acuity refers to the degree of vision loss. Once located and analyzed by our team, it was determined to be too restrictive compared to the OSEP guidance we received.
- As Director for the State, Bert will be sending out a corrective action letter to all principals, superintendents, and directors of special education that says to please go back and review any of your students that had visual impairments that you may have used this fact sheet as evidence to support that they did not qualify for eligibility and make sure you did not use restrictive acuity levels when finding the child was not eligible to receive services. OSEP was asked to approve the letter before it is sent to administrators.

MOE

Christy Weiler

- IDEA Maintenance of Effort is required to ensure that LEAs do not replace State and Local funding with their federal funds. LEAs must budget at least as much as what was expended in the most recent year it met LEA MOE (Eligibility Standard). They must

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expend at least as much as they expended in the most recent year it met LEA MOE (compliance standard). There are four ways to test for MOE

- Overview of LEA MOE Regulations
 - 34 CFR §300.23
 - (a) Eligibility standard (including intervening years)
 - (b) Compliance standard
 - 34 CFR §300.204 Exception to MOE
 - 34 CFR §300.205 Adjustment to local fiscal efforts in certain fiscal years
 - 34 CFR §300.203 MOE
 - (c) subsequent years
 - (d) consequences of failure to maintain effort
- Eligibility standard – LEA must budget as much as they spent the last fiscal year
- Compliance standard – LEA must have at least the same or more of expenditures for kids with disabilities the last fiscal year they met MOE.
- Methods for calculating LEA MOE
 - The four methods
 - Total amount of state and local funds
 - Per pupil amount of state and local funds
 - Total amount of local funds
 - Per pupil amount of local funds
 - The LEA needs to only meet one test in eligibility and one in compliance to meet the requirements. KSDE's goal is that the LEA meets all four.
 - How is MOE Calculated?
 - $\text{Total LEA Special Education Expenditures} - \text{Gifted Expenditures} - \text{Part C Infant Toddler Expenditures} = \text{Total State and Local Funds}$
 - $\text{Total State and Local funds} - \text{Total state aid} = \text{Local funds only}$
- Exceptions – General
 - Permissible to take multiple exceptions in one year as long as they apply to that year
 - LEA may apply these exceptions to reduce its required MOE level and meet compliance using any of the four methods.
 - LEA may apply these exceptions to reduce its required MOE to meet the eligibility standard for any of the four methods.
- Exceptions
 - Voluntary departure of special education or related services personnel
 - Decrease in enrollment of children with disabilities.
 - Terminations of the obligation of the agency as determined by the SEA because the child:
 - Left the jurisdiction of the agency.

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- Reached the age at which obligation to provide FAPE has ended.
 - No longer needs special education programs
- Termination of costly expenditures for long-term purchases such as equipment or construction of school facilities. Must cost more than 5k and have a long-life span
- Adjustment
 - Not something that is used much in Kansas as there is a lot of prep work
 - 34 CFR § 300.205: "...for any fiscal year for which the allocation received by an LEA under §300.705 exceeds the amount the LEA received for the previous fiscal year; the LEA may reduce the level of expenditures otherwise required by §300.23(a) by not more than 50 percent of the amount of that excess..."
 - Conditions for Using Adjustment
 - The LEA must:
 - Use the freed-up local (or state and local) funds to carry out ESSA activities during the SFY in which the adjustment takes place
 - Receive a level of determination of "meets requirements" from the SEA for the SFY of the adjustment
 - Not have had action taken against it by the SEA under IDEA Section 616
 - Not have the responsibility for providing FAPE taken away by the SEA
 - Not be determined to have significant disproportionality for the SFY of the adjustment
- Consequences
 - State must repay federal government the amount by which the LEA failed to maintain effort
 - Payback must be made from nonfederal funds or federal funds for which accountability to federal government is not required
 - State may or may not require the LEA to repay the state
 - LEA will not receive an IDEA subgrant if it does not budget at least as much as expended in the most recent year it met MOE
- Links to find your legislature members and bill tracking
 - <https://www.congress.gov/members/find-your-member>
 - http://www.kslegislature.org/li/b2023_24/members/
 - <https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/School-Finance/Legislation/Legislative-Bill-Tracker>

Introduction of Deputy Commissioner

Dr. Ben Proctor

Kansas leads the world in the success of each student.

- Division of Learning services is focused on building coherence and moving good ideas and impactful practices forward into school systems.
- Why are we doing what we do – looking at the data from 2017 Sophomores
 - What are we trying to achieve? The ultimate outcome is not to increase state assessment scores. What is available to students as they go through school, graduate, and go on to be happy people?
- Focusing Direction and building coherence
 - Climate survey across the Division, approximately 95 people
 - Focusing on building a common framework for all regarding instruction, classroom practices, and how best to serve students
 - Establishing priorities- defining fundamental practices
 - Structured literacy
 - Standards-alignment
 - Quality instruction
 - Balanced assessments
 - Connecting fundamentals to KSDE vision and mission
 - Informing school improvement supports
 - Building structures and capacity

Membership & 23-24 Meeting Dates & Recognition of Laura Thompson

Bert Moore and Kayla Love

- Meeting dates for 2023-2024
 - July 27, 2023
 - 12-4PM Wichita, KS
 - September 28, 2023
 - Bishop Professional Development Center in Topeka, KS
 - November 30, 2023
 - Bishop Professional Development Center in Topeka, KS
 - January 9 & 10, 2024
 - Landon State Office Building, Room 509 in Topeka, KS
 - April 11, 2024
 - Bishop Professional Development Center in Topeka, KS
- Four members currently serving their first term and are eligible for a second term
 - Tobias Wood, Jennifer Kucinski, Marvin Miller, Brandon Gay
- Laura Thompson has reached the end of her second term and is no longer eligible to serve in that role. Thank you for your years of service.
- Open SEAC positions
 - State juvenile corrections agency representative
 - Vocational, community, or business organization representative
 - State agency responsible for foster care of children representative

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- State agency responsible for financing/delivery of services to exceptional children representative – opening July 1
- [Special Education Advisory Council \(SEAC\) Application Form 2023-2024 \(google.com\)](#)

Elect a chair elect

- Nominated – Marvin Miller

Motion to approve: Troy Ptisch

Second: Jennifer King

Action: Approved

Move to Cease Nominations

Motion to Approve: Lena Kisner

Second: Lindsey Graf

Action: Approved

ELP Alternative Assessments

Beth Fultz

- Beth is the Director of Career Standards and Assessments
- Current ESEA legislation moved the EL assessment from a Title III requirement over to a Title I, which then made it an accountability assessment meaning it had to meet the expectations that the ELA and Math tests meet in validity, fairness and reliability. The test also had to have an assessment for the students that were the most cognitively severe in the state, which was not available when the KELPA was submitted for peer review
- Upon return, it was “substantially meets requirements.”
- Last week, CSAS worked with the technical advisory committee to make sure that the assessment gets full approval from the US Department of Education
- It was noted that there was not an Alternate KELPA available when the KELPA was submitted for peer review. This resulted in a letter in our file that goes against our Title I allocations saying we were not in compliance with all of the assessment expectations that the US Department of Education requires
- The response to the US Department of Education notice of requirements not met is due December 2023. CSAS needs to have an alternate KELPA that can be submitted by that time. When that review goes through the process, hopefully the letter will be removed
- Proposal Fall 2023 – went to Board in April 2023
 - Contact the WIDA Consortium at the University of Wisconsin-Madison Center for Research to provide the assessment for students with severe cognitive disabilities
 - Multi state coalition that promotes equitable educational opportunities for English learners K-12
 - Kansas is not required to join the consortium, would be a per-student

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- fee
 - Will cover reading, speaking, listening, and writing
 - Align DLM academic content standards and the English Language Development standards
- All other assessments are designed and administrated here in the State of Kansas

Legislative Updates

Craig Neuenswander and Dale Brungardt

- Legislature finished up the first adjournment Friday, April 7th at 4am and they will be back in session April 24
 - April 24-25 is listed as pro forma which means some committees will meet but nothing on the floor will happen
 - Appropriations, the Ways and Means Committee will meet to review revenue estimates that they will have just received. These estimates will be used to finalize the budget
- Legislation that has passed both chambers
 - HB 2080 – Virtual State Assessments. Signed by Governor Kelly 4/7/23
 - Authorizes students enrolled in virtual schools to take virtual state assessments
 - HB2304 – Firearm Safety Curriculum = Eddie Eagle and Wildlife & Parks
 - Standardizes firearms safety programs in school districts
 - Vetoed by Governor Kelly 4/14/23
 - 4/26/23 House Motion to override veto failed
 - Does not require the district to offer the curriculum, but if they do choose to do so, that is the curriculum that will be used
 - HB 2238 – Fairness in Women’s Sports Act
 - Creating the fairness in women’s sports act to require that female student athletic teams only include members who are biologically female
 - Vetoed by Governor Kelly on 3/17/23
 - House & Senate overrode Governor’s veto on 4/5/23
 - HB 2322
 - Emotional Disturbance is now called Emotional Disability
 - Dyslexia is now a special education disability designation in Kansas
 - Does not automatically qualify a student with dyslexia for special education services
 - KSDE will be providing support to the field on how they can identify a student with a primary diagnosis or evaluation if the student has the symptoms of dyslexia or if an evaluation from a clinical psychologist, reading specialist or physician is needed
 - More to come on this
 - Approved by Governor Kelly 4/18/23
 - HB 2138
 - Separate Overnight Accommodations based on biological sex at birth
 - Appeal of School Closing decisions can be made to the State Board by

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- 5% of the patrons in a school district where the local board voted to close a school. The State Board will make a recommendation and then it goes back to the local board for final decision
 - KSHSAA Broadcast rights
 - Vetoed by Governor Kelly 4/24/23
 - House overrode veto 4/26/23
 - Senate overrode veto 4/27/23
- SB 123
 - District pays for CTE Credential Assessment fees if a student in grades 9-12 asks the district to do so. There is no additional funding for this bill
- HB 2236
 - Parents Rights - may withdraw child from class and complete alternative assignments if the parents do not like the content because they interfere with that family's morals, beliefs, or values
 - Vetoed by Governor 4/24/23
 - Motion to override in House failed 4/27/23
- HB 2292
 - Promoting Kansas workforce development by enacting the Kansas apprenticeship act to expand apprenticeships with businesses, healthcare organizations and nonprofit organizations through tax credits and grants
 - This bill will assist paraprofessionals
 - Helps with programming and funding
 - Approved by Governor Kelly 4/24/23
- SB 66
 - Enacting the Interstate Teacher Mobility Compact
 - Teachers will be able to move between states and initial licensure between those states will be easier
 - Approved by Governor 4/20/23
- Bills related to funding
 - HB Sub SB 83
 - KEEP (Kansas Education Enrichment Program)
 - Qualified student family's income must be less than 250% of Federal poverty level or the school was closed, and they live 15 miles or more from the newly designated school
 - Award is \$1,000 per public school student, only available one time
 - Private school students can receive a grant of 95% of BASE (next year the base is about \$5,000), availability is ongoing. Once qualified, they would receive this every year for educational expenses
 - Compulsory attendance assumed for home-schooled students
 - Funds Special Education at same level as this year and then adds \$72.4 million. Uses federal money, so no maintenance of effort for 24-25. Would be a one-year funding increase

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- Includes Special Education Task Force
 - Failed in Senate 17-20
- Motion to reconsider failed 4/6/23
- HB Sub SB 113
 - Funds 3-year average CPI BASE increase - \$5,103 for 2023-2024 only. Removes ongoing increase
 - Allows HDAR to end July 1, 2024
 - No Special Education Funding
 - General Fund – higher of current year or prior year enrollment
 - Increase Cost Of Living Adjustment
 - Qualification drops from 125% -115%
 - Cap increases from 5% to 7%
 - Accept students from closed school – low enrollment weighting factor freezes for 3 years. Lower the factor, the more money the district gets per student
 - School safety grants – adds \$1 million
 - No school facility safety audits
 - Adds \$1 million to Parents as teachers (request was 1.3 million)
 - Removes additional funding for
 - Professional development – 1.9 million (statute)
 - Teacher mentor program – 1 million (statute)
 - MHIT – 3 million; remains 1 year proviso
 - Late state aid payments will be made on time, June 2023
 - Expands TCLISSP eligibility (tax credit for low-income student scholarships)
 - Private school students may participate in public school KSHSAA activities. Must be in their resident district. Districts can charge fees to these students if they also charge their public-school students. If districts have tryouts for sports, the private school students would also be required to try out, they do not automatically get a place on the team
 - Districts may compensate local State Board members
 - Open Enrollment 2024-2025
 - School must have policy by January 2024
 - Nonresident children of staff may enroll as residents
 - Homeless students may be considered residents
 - Military children have priority before lottery
 - Online parent portal to include
 - Grade-level curriculum
 - Nonacademic surveys
 - Nonresident transfers
 - Presented to Governor 5/8/23

Individual Plan of Study

Natalie Clark

- Natalie is the Assistant Director on CSAS

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- Individual Plans of Study begin in middle school and are based on their career interests
- They are developed cooperatively between student, school staff members, and family members
- There are 4 minimum components of a student's IPS
 - A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters
 - 8th-12th grade course-builder function with course selections based on career interests
 - General post-secondary plan (workforce, military, 2–4-year college, technical)
 - A portable electronic portfolio
- They meet two times a year to review IPS
- CSAS sends out an annual survey
- 2022 survey results. They go back a total of 4 years. 2023 spring survey went out on Tuesday, April 11th. The survey helps determine what support districts need. When developing professional development for IPS, CSAS wants to be sure to reach all those participants who are actively implementing IPS in the districts- usually teachers, counselors, and principals
- A work-based learning pilot was developed in 2020, and worked on a continuum that would be PreK-12. These include career development appropriate activities such as: guest speakers, career fairs, field trips, career mentoring, service learning, etc.
- Challenges affecting IPS implementation (from the 2022 survey) included Curriculum, tools, processes, financial, and staffing
- Resources
 - Individual Plan of Study Digital Reference Guide. Can be located on KSDE.org on the IPS page
 - IPS Student Summary. Can be used to show a college advisor what the student had accomplished in school
 - Work-based learning digital reference guide
 - There is a contact in each of the five workforce regions available to act as liaisons between education and business and industry
- IPS Star recognition Timeline
 - January – applications open
 - May 12 – applications due
 - Fall – Star recognition recipients announced

Council Ex-Officio Member Updates

- **Families Together – Lesli Girard**
 - Families Together has 2 physical offices and 2 cities with remote staff
 - Physical: Topeka and Wichita
 - Remote: Garden City and Kansas City
 - 3 Spanish speaking staff members, one specifically for translation
 - Mission: Families Together Inc exists to encourage, educate, and empower families to be effective advocates for their sons and daughters with exceptionalities

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- Families Together, INC is the Parent Training and Information (PTI) Center and Family-to-Family Health Information Center (F2F HIC) for Kansas families as designated by the State
- Founded in 1982, Partnership with KSDE in 1990, Partnership with what is now DCF in 1995, and became the F2F HIC in 2008
 - KSDE contracts include
 - Educational Advocate Program
 - MTSS training for parents
 - Regional and statewide conference funding
 - Individualized assistance to parents and educators about family engagement
 - State personnel development grant (SPDG) School mental health initiative
 - Kansas Department of Aging and Disabilities contract
 - Regional transition conferences for families (Shift)
- PTI Grant offers
 - Individualized parent assistance
 - Toll free calls in Spanish and English, one-to-one meetings, Review Individual Family Service Plans, Individual Education Plans or Behavior Intervention Plans, person-centered planning, building relationships, locate community resources
 - Information and referral/location of community resources
 - Parent training
 - Newsletters and Monday Memos
- Life Course Framework, Person Centered Planning
 - What do you want your life to look like and what do you not want for your life
- Examples of resources
 - All about me- Organizational tool for parents
 - Guide to Special Education for Families and Education Advocates
 - Step Ahead at Age 3
- Family to Family Health Information Center
 - Helps parents advocate within the health care system
 - Serves families whose children and youth have special health care needs
- Examples of F2F HIC resources
 - CareING Notebook
 - Health Book for Teens
- Training: Transition to Adulthood
 - Building the Dream: Planning for the Transition from School to Adult Life

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- iTransition- for youth
 - Family employment awareness training (FEAT)
 - 2 day in person training
 - Shift transition to adulthood training
 - Vocational rehabilitation and centers for independent living
 - Raising Expectations through Person-centered planning
- **Kansas Association of Special Education Administrators (KASEA) – Ashley Enz**
 - KASEA Winter conference was a large success. There were 141 attendees. Next year's conference is going to be two days in February, in Wichita
 - Association is reviewing and potentially revising some of the Constitution and Bylaws
 - Office nominations and membership awards have been going since the end of March
 - 2 Main ones are General Education Administrator of the Year and the United School Administrators Outstanding Service Award
 - Continuing to advocate for fully funding special education. The KASEA legislative committee is continuing to monitor bills that are being introduced.
 - **KDOL Posters Link:**
<https://klic.dol.ks.gov/vosnet/gsipub/documentView.aspx?enc=UbQEi2djXjv4KxAPLIkAnQ==>
- **Disability Rights Center – Mike Burgess**
 - TCIEA – Transition Competitive Integrated Employment Act was reintroduced recently
 - 5-year phase out of 14c
 - Provide funding and technical assistance to states and providers to help make the transition from 14c
 - KDADS budget
 - Proviso for community support waiver
 - Individual budget authority across services
 - Cap of 20k a year approximately
 - Targeted case management increase in both budgets. Should help many of the waitlisted families
 - HB 2016
 - ADA violations on Kansas websites
 - DRC worked with proponents on this bill
 - HB 2252
 - "Kathy's Bill" named after Kathy Lobb

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- Establishes a state employment preference for persons with disabilities similar to the veterans preference
 - [iTransition Application \(itransitionks.org\)](http://itransitionks.org)
 - Spanish version being worked on in two other states
 - [I Decide — Supported Decision Making \(idecidekansas.org\)](http://idecidekansas.org)
- **Kansas State Board of Education (KSBOE) Update –**
 - <https://www.ksde.org/Board/Kansas-State-Board-of-Education/Streaming-Media>
 - jmcniece@ksde.org
 - Board visited the School for the Deaf and Blind April 12.
 - Excellent tours with many improvements from 5 years ago
 - State Board is continuing to be committed to fully funding special education
 - Dyslexia is a big conversation as we move forward
 - The big challenge for the future is teacher vacancies, regular education and special education
- **KSSD- Luanna Barron**
 - Campus based program in Olathe
 - Approximately 150 students come to campus
 - Outreach program
 - KSSD team that goes out to schools to provide services
 - Approximately 500 students served, birth – 21
 - Intervention specialists that provide home visits
 - Uptick in newborn hearing screening identifications
 - Once identified families are referred to the local tinyK program, who then refers to KSSD
 - Approximately 150 families are receiving resources and support. Number continues to grow
- **KSSB-- Deb Howser**
 - 50 students come to campus for services
 - 800 kids throughout the state are provided services every week
 - 1200 students are served throughout the year
 - Preschool program began a few years ago
 - 9 students slated for next year
 - Project Search Program
 - Transition program for students 18-21. KSSB is the second school for the blind to offer this program in the USA
 - Partner with YMCA in close proximity to KSSB
 - Transition program for career tech or community college
 - Kansas City Community College and the connected
 - Online computer science class
 - Partner with Microsoft to co-teach classes with KSSB teachers to teach the content

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- Python program language
- Online braille classes
- Music braille classes
- Music and Me program
- Mobile STEM van continues to grow
 - Loaded with different STEM equipment
 - The van will come to any school upon request
- Partner with state assessment developers to continue working to make assessments more accessible to all students across Kansas

Other Updates:

Marvin Miller

- KU started a Kansas Navigator Series for transition
 - https://kusurvey.ca1.qualtrics.com/jfe/form/SV_2cvFuSoUMd6CA0m
- Sedgwick County Transition Council
 - Building a website of resources for transition
 - <https://www.transitioncouncil-scks.org/>

Special Education Advisory Council Meeting Dates 2023-2024

July 27, 2023

12-4PM Wichita, KS

September 28, 2023

Bishop Professional Development Center

Topeka, KS

November 30, 2023

Bishop Professional Development Center

Topeka, KS

January 9 & 10, 2024

Landon State Office Building, Room 509

Topeka, KS

April 11, 2024

Bishop Professional Development Center

Topeka, KS

Closing Comments

Items for Next meeting

- Contact Tobias, Bert, or Kayla with any new items

Action:

Motion to Adjourn: Marvin Miller

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Motion seconded: Brooke Moore

Meeting adjourned: at 2:55pm

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